ACQUIRED BRAIN INJURY PROGRAM REVIEW

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COASTLINE COMMUNITY COLLEGE

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ACQUIRED BRAIN INJURY PROGRAM REVIEW

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Executive Summary

Coastline Community College's Acquired Brain Injury (ABI) Program, now in its 28th year of operation, is a demanding two-year educational program designed to provide cognitive and psychosocial retraining for adults who have sustained traumatic or atraumatic brain injuries. Staffed by a cadre of full and part-time instructors and counselors with support from a consulting neuropsychologist, interns, instructional associates/aides, and office support staff, the core program serves approximately 75 students during each eight-week session. Students attend the full-time program four days a week. Each four-hour day includes three 50-minute classes: Concepts, which introduces a specific cognitive skill; Application, where the cognitive skill introduced during Concepts to "real life" scenarios and activities; and Computer Lab, in which students apply and practice cognitive skills. The fourth session each day addresses psychosocial issues. Students who have sustained less-severe brain injuries and who remain in school or employed full-time are able to participate in the Mild Head Injury Program where they work individually with a cognitive instructor to identify deficit areas and develop compensatory strategies.

Coastline's ABI Program has long served as a national model for other community college brain injury programs; and the Coastline Community College Comprehensive Cognitive-Retraining Curriculum for Adults and Adolescents with Acquired Brain Injury (C^{6}A^{3}BI), developed under a multi-year U.S. Department of Education Fund for Improvement of Postsecondary Education (FIPSE) grant, has been disseminated throughout the country. Coastline's ABI Program and its faculty have won numerous awards for excellence over the years, including the Board of Governors Exemplary Program Award in 1998 and the Third Annual Board of Governors and Chancellor's Office Student Success Award in 1999.

Program curriculum focuses on student learning outcomes (SLOs) that support students in (1) learning and successfully applying various cognitive and behavioral strategies needed to improve their ability to process information and (2) identifying clear and realistic goals. Participation in the program has proven to be "life changing." As one alumnus wrote: "I graduated in 2002. I am now happily married and finishing up a Master's in Psychology with an emphasis on marriage and family development. I was hit by a car 7½ years ago, spent two months in a coma, and suffered a traumatic brain injury. I would not be where I am today without the cognitive retraining that I received at Coastline. For that I am very grateful. Coastline's ABI Program is an excellent and necessary program...."

Five-year goals include:
1. Updating all courses outlines to include expected student learning outcomes
2. Establishing an ABI Internal Research Board (IRB)
3. Exploring and evaluating available functional assessments to measure students' ability to solve "real life" problems
4. Developing a program for speech and language interns
5. Establishing an ABI student-run activities club
6. Establishing a curriculum based on "The Psychology of Hope"
7. Continuing development of iPAQ Pocket PC training workbooks
8. Promoting brain injury awareness month
9. Re-establish an ABI Advisory Board
10. Continue commitment to program growth, student success, and diversity

Program Review Process

Department Chairs Celeste Ryan and Michelle Wild led the review of the Acquired Brain Injury (ABI) Program. Other members of the review team included Dean of Counseling and Special Programs Margaret Quinones, part-time ABI faculty member Erin Crowley, full-time Business Computing faculty member Jeannie Oelstrom, ABI staff assistant Erica Valle, and ABI alumnus Marcia Trejo. The decision was made to survey current students, faculty and staff, alumni, family members, and professionals. Surveys were deployed online during late Fall 2005 and early Spring 2006. A total of 68 students responded to the student survey, completing it while on site for classes. The staff survey was answered by 9 faculty members, 6 aides/interns/trainees, and 3 other staff members. Letters were mailed to a total of 180 alumni, 74 families, and 38 brain-injury professionals referring individuals to the web site where they could complete the relevant survey. Individuals without web access were invited to call the Special Programs Office to complete the survey over the phone, and four individuals took advantage of that opportunity. Survey response rates varied significantly for each of these groups. Thirty-six program alumni responded to a separate survey; 61% of these respondents attended the program two or more years ago. Thirty-four of the respondents indicated that they had completed the program. The family survey had ten respondents, and the survey of professionals had only three respondents.

In addition to surveying the various constituencies, the team reviewed enrollment and FTES data covering Fall 1999 through Fall 2005. The team also evaluated the program's progress on goals set during the last review in 2002 and, based on analysis of that progress and the program's current status, developed new five-year goals for the program.

Descriptive Background

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

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

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

By the 1990s, the THI Program was serving over 200 survivors of acquired brain injury per year. Inspired by inquiries about the program from various colleges all over the country, the college applied for a grant that would allow the department to reengineer and "package" its program for implementation at other learning institutions. In 1994, the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) awarded Coastline Community College a three-year $219,000 grant. The project was named C^6A^3BI (pronounced "cabby"), which stands for "Coastline Community College Comprehensive Cognitive-Retraining Curriculum for Adults and Adolescents with Acquired Brain Injury." This project's purpose was to design, evaluate, and disseminate a comprehensive and detailed curriculum package for use at the secondary and postsecondary levels in the re-education of teenagers and adults who have sustained traumatic brain injuries.

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

The C^6A^3BI model continues to be an integral part of the ABI Program. All ABI students are tested using the C^6A^3BI Assessment when they first enter the program, at the program mid-point, and when they graduate from the ABI Program. The C^6A^3BI results are integrated into each student's Individual Education Plan (IEP) and discussed with the student and his or her significant other during regularly scheduled IEP meetings. The C^6A^3BI package, which is available for purchase for $1,500, has been disseminated to colleges across the country and continues to raise funds for the ABI Program Foundation. Specific components are also available for individual purchase. The ABI Program continues to evolve based on the needs of students and current research within the field.

Structure of the Program

Students attend the program Monday through Thursday from 8:30 a.m. to 12:30 p.m. The Cognitive component of the program consists of three 50-minute classes: Concepts, Application, and Computer Lab. The Concepts class exposes students to a particular cognitive skill area (e.g., figural analogies or some aspect of critical thinking) and incorporates group discussion and reference to possible applications of the skill. During the Application class, students apply the cognitive skill introduced during Concepts to "real life" scenarios and activities. Though Concepts and Application were originally conceived of as separate classes, instructors are making attempts to integrate more application activities into the Concepts class. Similarly, the Computer Lab provides students with the opportunity to apply and practice cognitive skills, utilizing cognitive-retraining software, word-processing programs, or other commercial software programs adapted for the purpose of building cognitive skills. Recently, the Computer Lab has integrated group projects that directly correlate with specific topics discussed during the Concepts and Application classes (e.g., student portfolio projects). Additionally, memory skills are addressed one day a week during Application, and attention training is primarily administered via computer.

The Psychosocial class meets for one 50-minute period each day. The primary goal of the Psychosocial class is to aid each student in increasing awareness and acceptance of who s/he is now, post-injury. The class has two components: Processing and Curriculum. During Processing, students have the opportunity to process or problem-solve appropriate material in a group setting with feedback from staff members and peers. The Curriculum component of the Psychosocial class is divided into four specifically designed units relating to brain injury.

As mentioned previously, the program curriculum was re-written as an outgrowth of the FIPSE Project. The program continues to combine all four program components into one course, Special Education 055AZ, which simplifies the registration processes.

A class addressing the special needs of speech and language-impaired students was integrated into the ABI schedule in Summer 2005. The speech and language class focuses on increasing functional communication skills, in addition to providing continued training in cognitive skills related to memory, attention, reasoning, and problem solving. A specific speech and language intervention program is developed for each student. The class is taught by a speech and language pathologist.

ABI faculty members routinely search for and develop new curriculum to facilitate the students' acquisition of cognitive and psychosocial skills. Various workshops have been created by the psychosocial team to address specific adjustment issues. In addition to psychosocial workshops, two new enhancements to the cognitive portion of the program include Future Planning and iPAQ Pocket PC training:

1. In 2001, the ABI Program incorporated a comprehensive Future Planning curriculum to better prepare brain injury survivors for life after brain injury. Students begin thinking about their transition plans at the beginning of their second semester in the program by attending their first Future Planning Group. A workbook helps guide each student through important steps to 'Map Out' their plans for the future. Twelve 'mental maps' are completed by each student over a two-year period. Students discuss their responses in a group setting where they receive feedback from both peers and instructors. At the one-year mark, each student begins meeting individually with a Transition Specialist. The individual meetings are designed to help students stay on track and set goals to begin working toward their future plan before they graduate from the ABI Program.

2. An iPAQ Pocket PC training workbook was developed for students with severe memory deficits. The training was so successful for students with severe memory deficits that it was introduced to students in all levels of the program. Students are trained in the basic functions of the device as well as how to create appointments (Calendar events) and to-do lists (Tasks) to compensate for memory deficits post-injury. The success of the introductory workbook has led to the desire for development of intermediate and advanced workbooks.

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

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

After graduating from the ABI Program, many students find that a review of compensation strategies is helpful for continued success. Coastline's ABI Program offers a Refresher class once a year during the Spring Semester; the class meets for two hours once a week for six weeks. Topics such as memory, organization, and problem solving are reviewed and strategies discussed.

Services offered. Individual counseling is another service offered to students in the program. Students are afforded the opportunity to process personal issues and develop coping skills working one-on-one with a counselor. The counseling staff consists of one full-time counselor, who is a licensed Marriage Family Therapist (MFT), along with the consulting neuropsychologist, who supervises four to six pre-doctoral or pre-master's level interns. The interns carry a caseload of 4 to 10 students each, and the full-time counselor sees approximately 5-6 students per week in addition to other program responsibilities.

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

Staffing

In 2005, Special Programs and Services went through a re-organization that significantly changed the staffing and reporting structure. Prior to that time, the program had a full-time administrator who served as the DSP&S Coordinator and whose responsibilities included all Special Programs operations. In 2005, the dean voluntarily relinquished her administrative position to become a full-time faculty member. Shortly thereafter, she resigned for personal reasons. At the time of the dean's "retreat" to the classroom, the ABI Program initiated a Department Chair position.

Effective with the 2005-06 academic year, Special Programs was shifted from its traditional home under the Office of Instruction to Student Services under the direction of the newly-restructured position of Dean of Counseling and Special Programs. Seventy-five percent of the dean's salary and time is designated for Special Programs. Of that, approximately one-third of the dean's Special Program's time (or 25% of the Dean's overall assignment) is allocated to the ABI Program.

Currently, a 3-LHE Department Chair position is shared by two full-time faculty members who report to the dean. It is important to note that the department chairs are spending considerably more time than the 3-LHEs (8 hours per week) on the various responsibilities identified in the job description. Due to the re-organization of the department, the department chair responsibilities have increased significantly since the original description was published. For one of the department chairs, these increased responsibilities include serving as the DSP&S Coordinator for Special Programs—a responsibility necessitated by Title V regulations which specify the minimum qualifications of the DSP&S Coordinator.

In addition to the Dean of Counseling and Special Programs, the staff for the ABI Program includes portions of four full-time faculty members (totaling 2.61 FTE), portions of four support staff (totaling 2.05 FTE), one 55% contract instructor, five adjunct faculty totaling (2.44 FTE), one adjunct counselor, one substitute faculty member, one consulting neuropsychologist, five to six interns, one research assistant, three instructional associates, and five instructional aides. The adjunct counselor works exclusively on assisting students with the development of community transition goals (Future Planning) for the ABI students. The faculty substitute rotates among the teams to teach a Memory class to students five hours per week, during which time instructors conduct student-family meetings. The pre-doctoral and pre-master's level interns perform pre-admission testing and counseling.

Staffing for the program has had great consistency over the years. Fifty percent of the program's faculty and support staff have been with the program for 5 or more years. All of

the program's full-time and contract faculty, including the counselor, have been with the program 15 or more years.
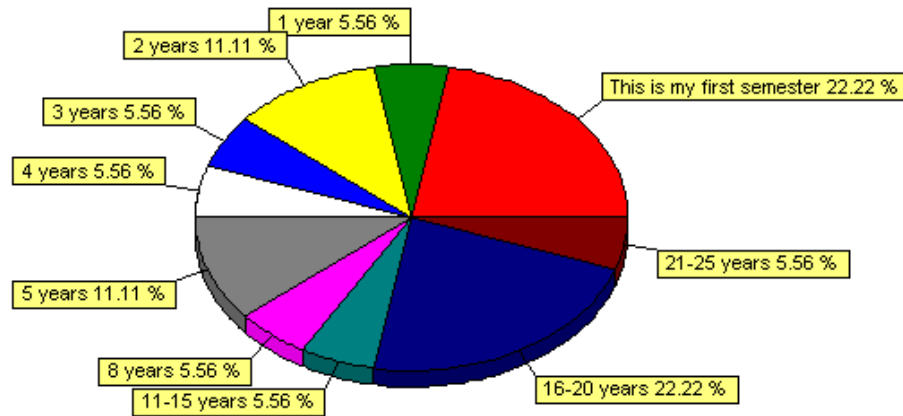

Pie chart labels:
- 1 year 5.56 %
- 2 years 11.11 %
- 3 years 5.56 %
- 4 years 5.56 %
- 5 years 11.11 %
- 8 years 5.56 %
- 11-15 years 5.56 %
- 16-20 years 22.22 %
- 21-25 years 5.56 %
- This is my first semester 22.22 %

Figure 1 Faculty and Staff Years of Service with the ABI Program

Facilities

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

The Special Programs main office is housed in a 48' x 60' modular unit on the old playground. The office consists of a reception area, a faculty room, eight support staff offices, one conference room and one workroom. The faculty room is used for storage/desk space for instructors. The conference room is primarily for family meetings, intake interviews, staff meetings and counseling.

In the Spring of 2003, a new modular building was added to Special Programs. This building was purchased with funds provided by generous donations from two former students and their families. This 24' x 60' building added 1440 additional square feet, allowing for an additional counseling office, a counseling center, three faculty offices, one large conference room, and two storage rooms.

The ABI student classrooms are also located at the Costa Mesa site. ABI instruction utilizes 5 classrooms, one of which is a computer lab. Each classroom measures 1000 square feet. Classrooms are equipped with either a dry-erase board or a chalkboard and 14 six-foot tables with chairs. Each classroom is also equipped with a 36'' television and VCR for instructional viewing.

A consistent concern in previous years was the lack of accessible restrooms on the same side of campus as the ABI Program. In summer of 2005, one men's restroom and one women's restroom were completely remodeled to comply with accessibility requirements and meet the needs of students with physical disabilities.

Quantitative Data

This section will include data gathered specifically for this Program Review process as well as from regular measures of student cognitive progress conducted by a master's-level intern and coordinated by the consulting neuropsychologist.

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

Course Elements

Enrollment. The ABI program's credit and non-credit FTES have fluctuated somewhat over the five-year period covered in this review. Credit FTES were at their highest in Fall 2000, Spring 2001, and Spring 2003 with a total ranging between 40.01 to 41.13 FTES. After hitting a six-year low of 25.12 credit FTES in Spring 2005, the ABI Program experienced a considerable rebound in Fall 2005, when FTES increased by an impressive 42.48% over the prior semester.

ACQUIRED BRAIN INJURY PROGRAM
Six and a Half-Year Summary of Enrollments and FTES

FTES	Fall 99	Spr 00	Fall 00	Spr 01	Fall 01	Spr 02	Fall 02	Spr 03	Fall 03	Spr 04	Fall 04	Spr 05	Fall 05
Program	36.00	35.38	40.01	41.13	32.77	39.47	35.19	40.97	39.55	37.53	29.97	25.12	35.79
College	1636.13	1618.98	1698.32	1673.35	1661.61	1711.58	1673.54	1807.53	1617.96	1674.51	1642.30	1646.21	1674.57
% of College	2.2%	2.2%	2.4%	2.5%	2.0%	2.3%	2.1%	2.3%	2.4%	2.2%	1.8%	1.5%	2.1%
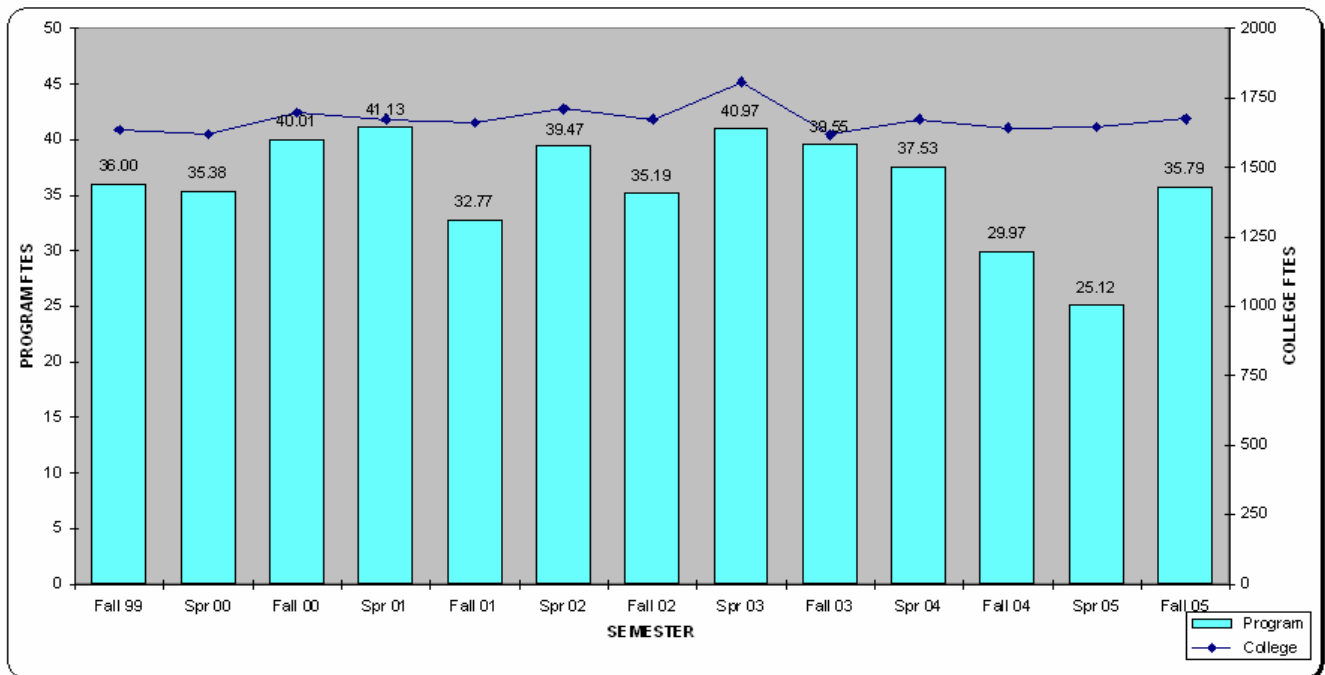
The following charts show FTES and seat count at census in ABI core classes. As the charts show, seat count at census has been highest during the second eight-week term of Fall Semester in each of the most recent three years.

ABI Program Census Enrollments in Core Classes
(Spring 2005-06 Seat Counts are Approximate as of March 10, 2006)

Census Seat Count	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
■ Summer	59	66	67	65	49	55	46
■ Fall A	75	79	60	72	82	65	71
□ Fall B	71	87	79	90	92	73	86
□ Spr A	67	83	71	89	78	58	72
■ Spr B	71	82	89	98	82	60	72

ABI Program End Enrollments in Core Classes

End Seat Count	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
■ Summer	62	74	75	75	75	58	50
■ Fall A	73	72	73	84	83	70	71
□ Fall B	68	82	80	89	89	76	76
□ Spr A	68	81	82	94	76	67	75
■ Spr B	71	82	83	98	86	68	74

The charts below compare census and end enrollments in core ABI Program classes by eight or nine-week session. Of particular note is not only the change from term to term but also

the fact that end enrollments are frequently higher than seat count at census, indicating a problem in getting students registered in a timely manner.

ABI Program Core Classes (SPED 007 and 055) Census and End Enrollments
Summer 1999 through Spring 2002

	Smr 99	Fall 99A	Fall 99B	Spr 00A	Spr 00B	Smr 00	Fall 00A	Fall 00B	Spr 01A	Spr 01B	Smr 01	Fall 01A	Fall 01B	Spr 02A	Spr 02B
		1999-00					2000-01					2001-02			
□ Census	59	75	71	67	71	66	79	87	83	82	67	60	79	71	89
■ End	62	73	68	68	71	74	72	82	81	82	75	73	80	82	83

ABI Program Core Classes (SPED 007 and 055) Census and End Enrollments
Summer 2002 through Fall 2005

	Smr 02	Fall 02A	Fall 02B	Spr 03A	Spr 03B	Smr 03	Fall 03A	Fall 03B	Spr 04A	Spr 04B	Smr 04	Fall 04A	Fall 04B	Spr 05A	Spr 05B	Smr 05	Fall 05A	Fall 05B
		2002-03					2003-04					2004-05					2005-06	
□ Census	65	72	90	89	98	49	82	92	78	82	55	65	73	58	60	46	71	86
■ End	75	84	89	94	98	75	83	89	76	86	58	70	76	67	68	50	71	76

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In addition to students enrolled in the full-time ABI Program, Special Programs also provides instruction and support services to students with acquired brain injuries who are taking other special education or mainstream classes at Coastline. During the current Program Review period, as the table below shows, the unduplicated ABI count, which includes *all* Coastline students with documented acquired brain injuries (not just those who enroll in the Special Education classes) increased through 2002-03, declined in 2003-04, and then began to increase again in 2004-05. Unduplicated count data for 2005-06 presently stands at 161, and, with additional enrollments still to come during Spring 2006, is on target for meeting or exceeding the previous year's count.

Unduplicated count of students with Acquired Brain Injury.

2000-01	2001-02	2002-03	2003-04	2004-05
180	198	201	175	182

Analysis. As the Six and a Half-Year Summary of Enrollments and FTES indicates, ABI Program enrollments at the end of the semester were higher in 8 of the 13 primary terms depicted in the table than at census. Analysis shows that this was due to delay in registration when students failed to complete all steps in enrollment in a timely manner. The Department Chairs initiated actions in Fall 2005 to address this problem, and Fall figures show a significant improvement.

ACQUIRED BRAIN INJURY PROGRAM
Six and a Half-Year Summary of Enrollments and FTES

PROGRAM AND COLLEGE DATA	1999-00 FALL 992	1999-00 SPRING 993	2000-01 FALL 002	2000-01 SPRING 003	2001-02 FALL 012	2001-02 SPRING 013	2002-03 FALL 022	2002-03 SPRING 023	2003-04 FALL 032	2003-04 SPRING 033	2004-05 FALL 042	2004-05 SPRING 043	2005-06 FALL* 052
FTES													
Program--Credit FTES	36.00	35.38	40.01	41.13	32.77	39.47	35.19	40.97	39.55	37.53	29.97	25.12	35.79
Program--Non-Credit FTES	0.49	0.31	0.44	0.57	1.07	0.71	0.54	0.48	0.40	0.46	0.51	0.54	0.43
College	1636.13	1618.98	1698.32	1673.35	1661.61	1711.58	1673.54	1807.53	1617.96	1674.51	1642.30	1646.21	1674.57
Credit FTES as % of College	2.2%	2.2%	2.4%	2.5%	2.0%	2.3%	2.1%	2.3%	2.4%	2.2%	1.8%	1.5%	2.1%
Program Sections													
Total Sections Scheduled	13	15	13	17	15	17	15	17	15	17	15	17	15
Sections Cancelled	1	3	0	2	0	2	0	2	0	2	0	3	2
Sections (adjusted for	12	12	13	15	15	15	15	15	15	15	15	14	13
Avg. Enroll. All Classes	16	14	16	14	13	15	15	15	14	13	13	12	15
Seat Count at Census													
Program	194	172	207	212	189	218	220	227	211	201	192	162	198
College	17,816	17,444	17,491	16,858	15,944	16,213	16,043	17,053	15,500	16,243	15,776	15,698	15,713
Program as % of College	1.1%	1.0%	1.2%	1.3%	1.2%	1.3%	1.4%	1.3%	1.4%	1.2%	1.2%	1.0%	1.3%
Seat Count at Semester End													
Program	188	173	200	210	202	222	230	232	209	203	197	174	195
College	14,699	14,334	14,336	14,582	13,326	13,405	13,193	13,895	12,673	12,998	12,915	12,963	12,827
Program as % of College	1.3%	1.2%	1.4%	1.4%	1.5%	1.7%	1.7%	1.7%	1.6%	1.6%	1.5%	1.3%	1.5%
Attrition (Cens. to End Seats)													
Program*	3.1%	-0.6%	3.4%	0.9%	-6.9%	-1.8%	-4.5%	-2.2%	0.9%	-1.0%	-2.6%	-7.4%	1.5%
College	17.5%	17.8%	18.0%	13.5%	16.4%	17.3%	17.8%	18.5%	18.2%	20.0%	18.1%	17.4%	18.4%

*Program Attrition skews low due to late enrollees in most terms.   Source: ADATERM reports ;e: ADATERM reports

As the data depicting unduplicated count of students with acquired brain injuries shows, there was a steady increase in the student count from 2000-03. In Fall 2002 the Chancellor's Office mandated an immediate 10% reduction in spending in all Disabled

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Student Services programs. Due to the timing of this announcement (i.e., well into the Fall Semester), the actual reduction was closer to a 20% decrease in funding. Special Programs and Services immediately reduced expenditures by 20% for the Spring 2003 term. In January 2003, the Governor modified the proposed budget for 2003-04 to reflect a 45% cut in funding. As a result, Special Programs and Services began making programmatic adjustments to deal with the significant funding decrease. One example of a programmatic change was elimination of a summer ABI Program. Although the funding cut did not materialize, students and families had already been notified of the potential change, resulting in lower total enrollments for 2003-04. Once funding was reinstated, efforts in the area of marketing were increased to rebuild enrollments. Since that time, the unduplicated student count has continued to increase.

Staff-to-student ratios. Staff-to-student ratios vary within the program, depending on student needs. Each class has a credentialed instructor plus hourly support staff (instructional aides or associates) according to need. Classes in Team 2, students with the least impairment, average 1 staff member to 15 students. Teams 1 and 3, students with a moderate degree of impairment, average a staff-to-student ratio of 1 to 6. Team 4, the speech/language group, and Team 5, students with severe memory impairments, enjoy an average ratio of 1 staff member to 4 students. The staff-to-student ratios for the computer lab range from 1 to 4 to 1 to 9, depending on the classes combined in the lab.

Course Offerings.
The following list includes all courses offered through the ABI Program:

Sped 007AF—Post-Concussion Cognitive Retraining: Post-Concussion Cognitive Retraining is designed for individuals who have sustained a concussion or mild head injury but who are experiencing cognitive difficulties as the result of their injury. Instruction focuses on attention and concentration, perceptual skills, organization and conceptualization, and logical reasoning. Students receive individualized instruction and guidance in dealing with problems related to home, community, and work environments, including strategies for coping with frustration and memory problems and for reorganizing educational and work tasks or redirecting careers.

Sped 055AZ—Cognitive Retraining: Cognitive retraining designed for individuals with acquired brain injury sustained at or after age 13. Course work includes emphasis on fundamental cognitive skills, critical thinking skills, memory compensation techniques, attention, and psychosocial and transition issues.

Sped 462—Career Development: Provides supervised career exploration opportunities and the specialized counseling and guidance support necessary to enhance the disabled student's opportunity for on-the-job success by bridging the gap between educational theory and on-the-job practices. Emphasis is placed on individualized performance objectives relative to the student's special needs and occupational or career goals.

Sped 463—Career Planning: Introduction to career planning for individuals with disabilities. Includes evaluation of interests, skills, and abilities as they relate to career areas and how to determine transferable skills. Emphasis is placed on how to explore career options and develop goal-setting strategies to begin making a career plan.

Sped 464—Career Options: Career planning for persons with disabilities. Emphasis will include investigation of various career areas and assessment of student interest, values, and strengths in relationship to career options. Students will be guided in self-assessment of

skills and abilities and how to utilize effective decision making strategies in career planning. Community training options are explored.

Sped 465—Job Search Strategies: Designed to teach persons with disabilities effective job search strategies. Students will learn how to develop job leads, prepare applications and resumes, contact employers, prepare for interviews, and how to follow up. Emphasis will be placed on turning "disability" into "ability" in the minds of prospective employers.

Sped 470—THI Program Pre-Admission: Designed for adults who have sustained traumatic head injuries and who have been referred by Coastline's traumatic Head-Injury Program Admissions Committee for evaluation of cognitive and psychosocial skills, including ability to understand and fulfill course requirements.

Sped 471—Home Based Cognitive Rehab Lecture (not active)

Sped 475—THI Refresher: This is a refresher course in cognitive skills and compensation strategies as related to job and school settings. The course will also teach students to self-assess job and school performance and to develop and implement plans for improving performance.

Student Elements

Demographics. Current student data indicate that approximately 51% of students are male and 49% female. Contrary to the demographics of the last Program Review, the largest age category currently being served by the ABI Program is individuals 51 and older. Previously, the largest represented group was 18-29.
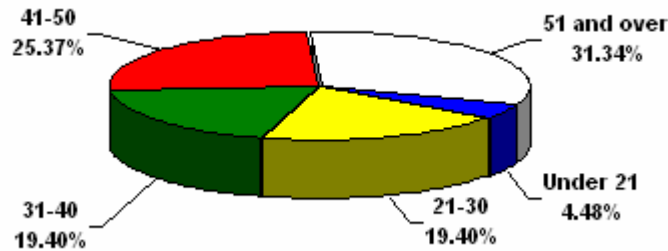

Figure 2 Student Age Groupings

In addition to the change in age demographics, the program ethnicity demographics have also changed considerably. White students presently represent 66% of the ABI Program population. The percentage of Hispanic and Asian students has doubled in the past four years.
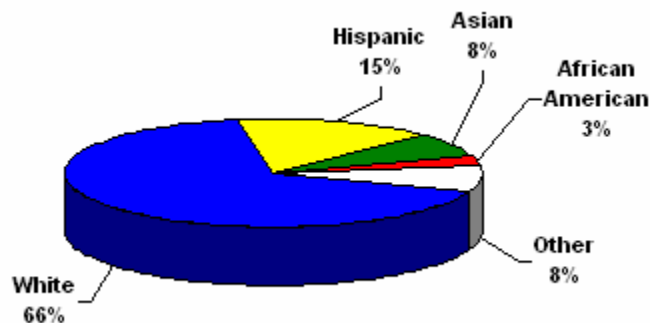

Figure 3 Student Ethnicity

The table below shows the change in ethnicity in our student population since the last Program Review.

Ethnicity	Previous Ethnicity Data Fall 2001	Current Ethnicity Data Fall 2005
White	82%	66%
Hispanic	8%	15%
Asian	4%	8%
African American	2%	3%
Other	4%	8%

Sixty-three percent of current ABI students' injuries are the result of traumatic injuries as opposed to 36% with atraumatic injuries.
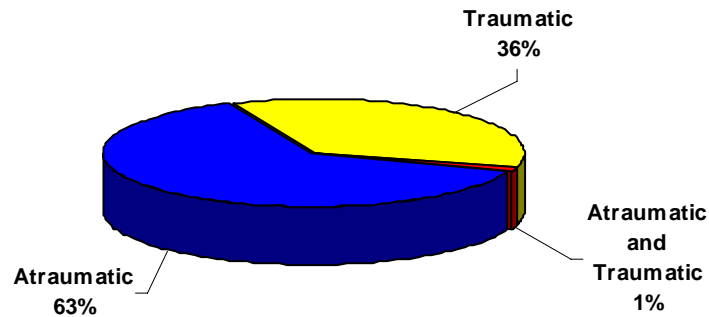

Figure 4 Incidence of Traumatic vs. Atraumatic Injuries

Causes of injury vary. The most common mechanism of injury is motor vehicle accident (MVA), followed by cerebral vascular accident (CVA; such as aneurysm or stroke).
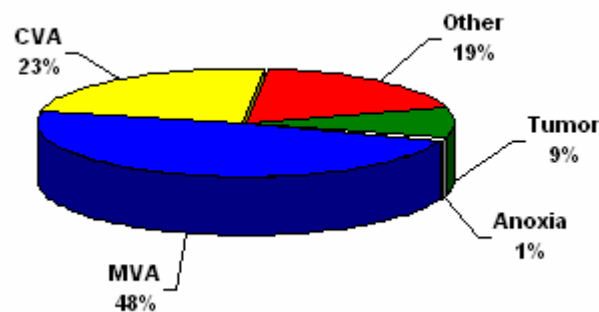

Figure 5 Mechanism of Injury (N=419)

Analysis. Increased marketing attempts were made in 2003-04 and appear to have made an impact, not only on the unduplicated student count, but also on the overall program demographics. In fact, the program has more minority students currently enrolled than previously. The program will continue marketing efforts with the hope of increasing student count and increasing the number of minority students served by the program.

Cost Elements

Coastline Community College's Acquired Brain Injury Program receives financial support from a variety of different sources. The majority of funds to cover general operating expenses come from the college general fund augmented by AB77 categorical funds. Title V regulations governing Disabled Student Programs and Services require that revenues generated by special classes be used in support of classes and services for students with disabilities. Recognizing the increased expenses involved in providing special classes and support services for students with disabilities, the State, as authorized under AB77, makes available "direct excess cost" funds to support direct program expenses. AB77 funds are awarded to each college under a complex formula that is driven by a "weighted" student count and that also considers total expenses and level of college effort. Special Programs also maintains an active account in the Coastline Community College Foundation. Private donations make up a significant portion of the Special Programs Foundation Account, and these funds are used for student emergencies and for program needs that cannot be funded by AB77 monies due to Title V restrictions. In the last two years, fundraising has increased dramatically. Some of the fundraising events for this Program Review period included: Ice Cream Social, the October Dinner Dance and See's Candy sale, Disaster Kits, and scholarship campaign.

Expenses for 2005-06 are shown in the following table.

| Category | Funding Sources | | | |
	General Fund	AB77	Foundation	Total
Academic				
Administrator	$ 26,897.88	$ 18,433.17	$ 0.00	$ 45,331.05
Full-time faculty	275,047.28	0.00	0.00	275,047.28
Contract faculty	39,085.20	31,083.70	0.00	70,168.90
Part-time faculty	0.00	161,892.93	4,485.20	166,378.13
Classified				
Instructional Aids/Associates	0.00	37,189.33	0.00	37,189.33
Professional Expert	0.00	38,388.00	0.00	38,388.00
Non-instructional	4,747.06	64,126.87	0.00	68,873.93
Fringe Benefits	96,817.68	70,222.80	0.00	167,040.48
Supplies and Materials	0.00	20,314.89	41,549.31	61,864.20
Other Operating Expenses	0.00	11,110.76	0.00	11,110.76
Capital Outlay	0.00	0.00	0.00	0.00
Total	$442,595.10	$452,762.45	$46,034.51	$941,392.06

Qualitative Questions

1. Need

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

In short, brain injury is on the rise. Every 21 seconds, one person in the United States sustains a brain injury. Approximately 1.4 million individuals sustain a brain injury each year in the United States. An estimated 5.3 million Americans currently live with disabilities resulting from brain injury.

Even recent improvements in automobile safety, which include the introduction of air bags and the implementation of the seat belt law, have increased the number of brain-injury survivors. At first glance, one would assume that automobile safety would lower the

incidence of brain injury. While it's true that more people are surviving devastating accidents that before the safety improvements would have resulted in a fatality, many are surviving with a brain injury.

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

Although the good news is that people are surviving at a higher rate, the bad news is that many are surviving with a brain injury. As a result, rehabilitation facilities have become overrun and insurance companies are overwhelmed by the staggering cost of rehabilitating this population. Direct medical costs and indirect costs such as lost productivity totaled an estimated 56.3 billion dollars annually. In response to this obvious financial drain, insurance companies are discharging brain-injured patients at an earlier stage in their recovery. This trend of shortened rehabilitation puts an enormous strain on the caregivers to find affordable, non-insurance-based, rehabilitation programs within their community. Unfortunately, a daily, structured cognitive-retraining program offered privately can cost over $50,000 for a four-month period, during which a Coastline ABI student would pay under $200.

> **Student Comments About the ABI Program:**
>
> "I am so grateful to have this program here in So Cal. It has been a godsend. I consider it the best gift I've every received."
>
> "This is my last semester before graduation, in looking back, I am extremely grateful for the help that I've received in so many areas. Without this program I would not be able to look ahead, past my immediate limitations, to a full life ahead. Now, I'm really excited about my new possibilities, which I would never have seen without the excellent guidance from so many in the ABI Program."

2. Student Learning Outcomes

Faculty and staff in the Acquired Brain Injury Program have always focused instructional and support services towards one over-arching goal: Assisting students who have sustained brain injuries in achieving the maximum degree of independence possible in academic, vocational, home, and community environments.

This section examines (1) current initiatives to further identify expected student learning outcomes, (2) program completion, retention, and outcomes, and (3) program efficacy.

Current Initiatives. Three lead faculty members in the ABI Program, including the program's two Department Chairs, participated in Coastline's Student Learning Outcomes Workshop for Student Services personnel in May 2005. Subsequent to this training, program faculty began reviewing and refining expected "robust" student learning outcomes and will be revising curriculum to reflect these expected outcomes. Following are two of the outcome statements and measurements identified so far.

> **Students will learn and successfully apply various cognitive and behavioral strategies needed to improve their ability to process information.**
>
> To be assessed using scores and completion times on the CABI instrument or other assessment measures used. Will use a pre and post-test design on all students.

Student has clear and realistic life goals.

> To be assessed using a life goal planning form and rubric to be developed by the Special Programs faculty and staff. Will use a pre and post-test design and administer the instrument to all students.

In addition to these outcomes, faculty are working with the Supervisor of Research to determine the feasibility of measuring "increased hopefulness"—a psychological trait that the literature indicates may have a significant bearing on a student's ability to succeed in academic and other environments.

What Students Most Want to Accomplish from Participating in the ABI Program:

"I want to get as close as back to normal as I can while in this program. I want to be able to have a job again and do well in regular college."

"Hold down a full time job, within 5 years be married and have a family."

"To be able to return to a productive happy, full life…"

"I want to re-enter the workplace after being away for so long."

"I want to be able to function in my new life without so much stress. I want to be able to do things without anxiety. I want to get over the depression of always feeling like stuff is going on and I don't know what it is, and that sense of living in a separate universe from the rest of my family. I want to be able to cope, to adjust and adapt to daily life without being defeated by it. I want to enjoy living again."

"Be able to get my job back that I have had for many years."

"Just to be able to fit in in a regular collage class or in society."

"To be able to improve my memory and my self esteem. And be able to get back to my work."

"…. I know I will never regain the level of functioning I once had at the rate or speed or level of independence I once did; however, I hope to work independently doing something I enjoy or perhaps training others in recognizing where they are worthy and contribute something back. I lost my full-time career, my military career, my home, me, lots of other things as well, I need to find what's left I'm good at."

Completion/Retention. During the Fall 2005 semester, the ABI Program served 87 students. For that semester, the attrition rate in the ABI Program was 1.5 percent. Reviewing the student attrition over the 5-year period (2001-2005) revealed an overall program attrition rate of 4.5% (based on start to graduation). The 4.5% is the adjusted attrition rate and does not include students who left the program before graduating in order to pursue successful transition activities such as employment or volunteer placements.

Among students who complete the program, 36% successfully obtain further education or training, 21% are gainfully employed, 30% engage in volunteer positions, and 2% engage in homemaking or other productive activities.
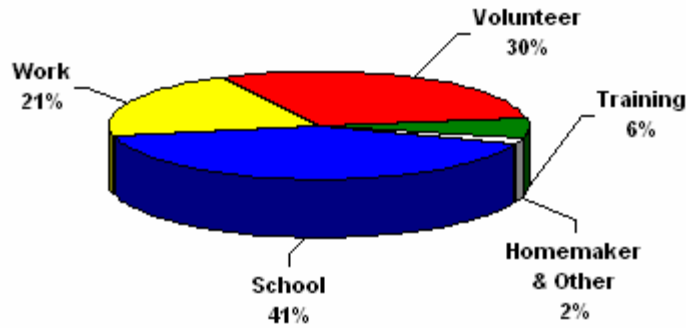
Figure 6 Employment/Education Outcome from June 2000-June 2005 (N=143)

Analysis. The ABI Program continues to collect data to explain students' reasons for leaving the program. The reasons are varied. Students with acquired brain injuries are a fragile population, prone to many medical difficulties, which include seizures, headaches, fatigue, and tumor/cancer reoccurrence. Transportation and financial difficulties also affect students' ability to continue the program. The ABI Program Foundation has assisted many students by providing one-time funds to assist with issues that may require students to prematurely leave the program (e.g., bus money, money for minor automobile problems, etc.). Many students leave the program only to return months or years later. Perhaps most significantly, many students who leave without graduating could represent great successes; having "prematurely" mastered essential skills, they leave the program to pursue educational or career opportunities.

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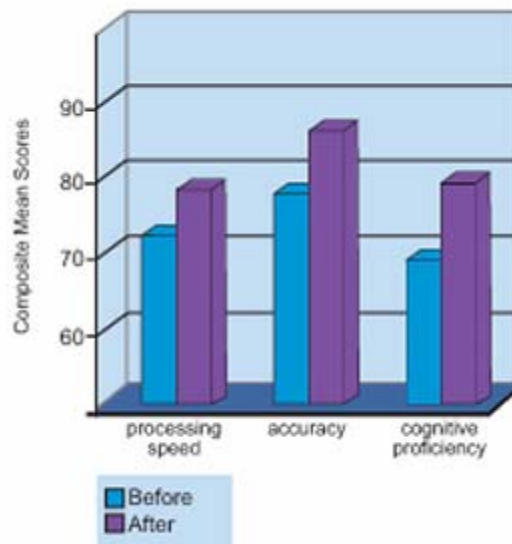

Figure 7 Comparison of Pre and Post-Testing

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

Although the MicroCog has served some of Coastline's purposes well for an extended period of time, the program has continued to search for a more appropriate measure of daily living skills. In Spring of 2006, a new assessment was identified as a potential replacement for the MicroCog. The new assessment includes a screening module, which helps identify specific domains where more in-depth examination is warranted. In addition to the screening module, the assessment contains an attention module, a language module, a memory module, a spatial module, and an executive functions module, which measures various daily living skills such as driving scenes, bill payment, memory issues encountered in daily life, and map-reading.

In January 2006, the ABI Program decided to introduce the 'Student Portfolio Project' as an enhancement to the existing Future Planning curriculum. This comprehensive tool combines qualitative and quantitative results into a portfolio for students to review whenever they want. At graduation, they will have complete documentation of their progress in the program, as well as a definitive outline of their cognitive, psychosocial, and behavioral strengths and weaknesses.

3. Student Satisfaction

Current Student Survey.

Sixty-seven of 77 current ABI students completed online surveys that asked several questions about their overall satisfaction with the program as well as specific portions of the program. Of the current students, 85% reported a satisfaction rating of either somewhat satisfied or very satisfied with the ABI Program's quality of instruction.
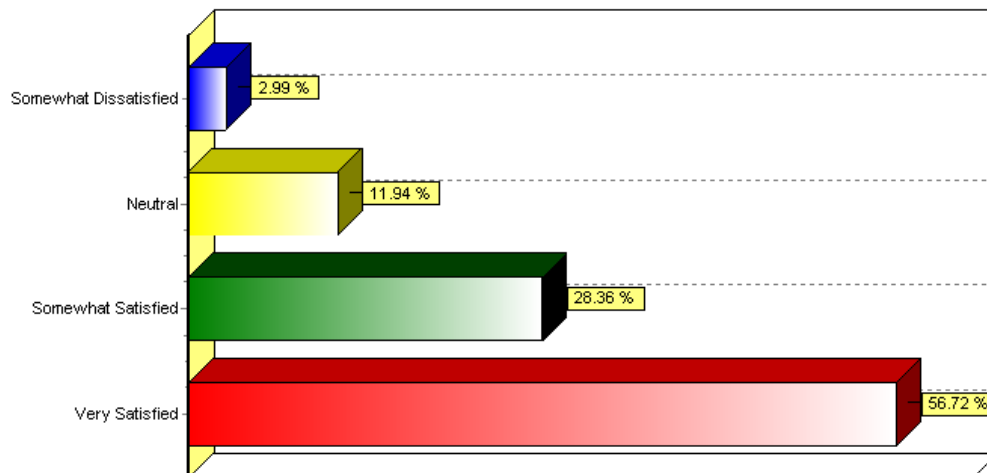

Figure 8 Student Satisfaction with Quality of Instruction

Satisfaction ratings for the overall relevance of the various portions of the ABI Program (i.e., cognitive classes, psychosocial classes and the computer lab) ranged from 76% to 83%. Eighty-four percent of respondents were either somewhat satisfied or very satisfied with their own success in the program.
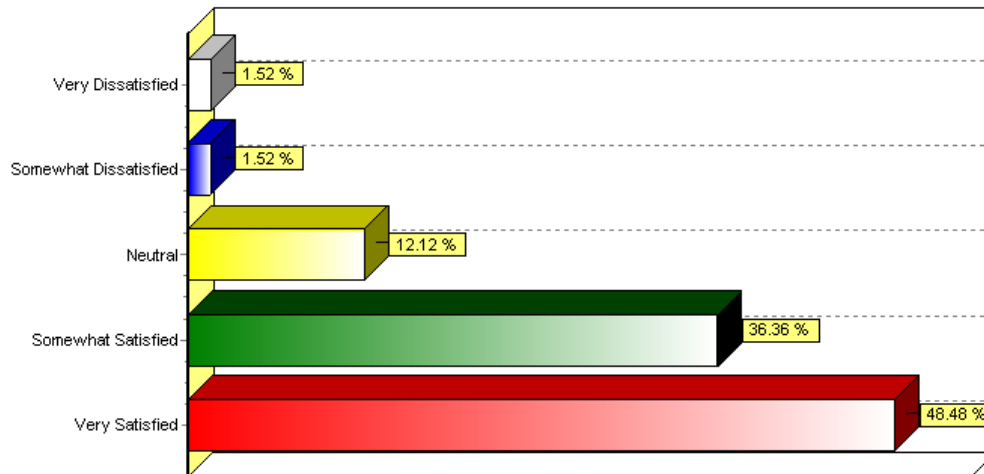
Figure 9 Student Satisfaction with Own Success in the Program

Chart data:
- Very Dissatisfied: 1.52 %
- Somewhat Dissatisfied: 1.52 %
- Neutral: 12.12 %
- Somewhat Satisfied: 36.36 %
- Very Satisfied: 48.48 %

Comments from ABI Students:

"This ABI program is AMAZING!!! It has already helped me so much and I have been here for a few months. I can already tell this program is going to help me a LOT ... THANK YOU."

"I will miss all of the staff and think you teach everyone with the same amount of respect and give each of us the right amount of help we need."

"The Coastline ABI Program has been a life saver for me in every way!"

"This program is wonderful; my teachers care and are very devoted to me as a person. My teachers want me to understand what they are teaching and they show patience, kindness and compassion any time I need it. They get it when I am dealing with a bad situation and continue to support me. This program has changed my life for the better. When I felt like my life had changed completely, they allowed me to feel my feelings. The supported and encouraged me to accept the new me...for this I will be forever grateful."

"I know that a lot of us arrive here angry and confused; brain injury is a nightmare. The only comment I have is that this program saved my life."

Similarly, 88% reported being somewhat satisfied or very satisfied with the overall quality of the ABI Program. When asked about the availability of staff for one-on-one consultations, eighty-five percent of students answered somewhat satisfied or very satisfied. Several students responded "neutral" to the above questions, suggesting that they were new to the program and did not feel comfortable responding positively or negatively.

Additional student comments below reflect areas of concerns for some students as well as the desire for additional ABI course offerings:

"There needs to be better awareness of the staff of what happens to the students when they go home at the end of the day."

"Quality of classroom cleanliness is not the best, the desks are often dirty and the floor need sweeped and cleaned more than they are now."

"I would like more help with basic life skills – procedures for dealing with the mail, the laundry, the bills, meal planning, grocery shopping, checkbook balancing."

"I would like to have access to the new information that the teachers are teaching, after I graduate, like the IPAQ. If I had started the Program any earlier than I did, I would have completely missed out on a tremendous aid for me, the iPAQ."

"I would like to see exercise being available on campus to students and their care givers. Tai Chi, Yoga, or Dayan Chi Gong are possibilities. Meditation, relaxation via various breathing techniques might help with cognitive functioning."

Many of the student comments are very reassuring for the ABI Program. In fact, many of the concerns and references above have been discussed by ABI faculty and staff prior to the Program Review survey and solutions are already under development, such as the development of the student portfolio and the transition from the MicroCog to a more functional assessment.

Alumni Student Survey.

Requests to complete an online survey were sent to 180 ABI Program alumni during Spring 2006. Thirty-five ABI alumni completed surveys that asked several questions about their overall satisfaction with the program as well as specific portions of the program. Thirty-four of the thirty-five respondents successfully completed the ABI Program. When asked "how long has it been since you attended classes in the ABI," 61% reported attending, the program more than two years ago, 22% attended the program between one and two years ago, and 16% attended the program within the last year.

Of the alumni respondents, 100% reported a satisfaction rating of either somewhat satisfied or very satisfied with the ABI Program's quality of instruction and overall quality of the ABI Program. When asked about their satisfaction with the programs ability to facilitate awareness of cognitive deficits, 100% respondents reported being every very satisfied or somewhat satisfied. In addition, 98% reported either satisfied or very satisfied with the programs ability to facilitate psychosocial adjustment. Eighty-five percent responded being satisfied or very satisfied with counseling services.

Alumni Responses About How They Benefited from the Program:

"Fostered independence—encouraged goal setting—Great peer support—Excellent counseling."

"Gave me a plan to get back to work, and the continued assistance in keeping me working."

"The ABI Program really started me on the right path to getting back into society after my brain injury. The classes were geared to someone who needed to slowly reclaim their mental facilities. It also gave me a chance to practice my social skills with people who were in the same situation I was in. Overall, it was just a tremendous experience."

"I graduated in 2002. I am now happily married and finishing up a Master's in Psychology with an emphasis on marriage and family development. I was hit by a car 7 ½ years ago, spent two months in a coma, and suffered a traumatic brain injury. I would not be where I am today without the cognitive retraining that I received at Coastline. For that I am very grateful. Coastline's ABI Program is an excellent and very necessary program. I wish it great success!

"The ABI Program provided me with many new tools to deal with my new life. The first one that comes to mind is the iPAQ, a little hand held computer that I call my 'portable brain.' I use it for everything; like my calendar, my To Do List, my phone book, my prescriptions, the programs Word & Excel, to name just a few. I have learned about the importance of structure, boundaries and balance in my life and to look farther ahead, rather than just think about what used to be, and that life is still as good as it ever was, if not better."

When asked about the adequacy of transition services (Futures Planning, career development workshops, and transitional counseling) 78% reported being satisfied or very satisfied. Sixty-five percent responded satisfied or very satisfied with the programs refresher course and 70% reported being satisfied or very satisfied with the monthly alumni meetings. One hundred percent responded either satisfied or very satisfied when asked about the responsiveness of faculty and staff to students' needs. Finally, 98% indicated that they were either satisfied or very satisfied with their own success in the program.

The following comments are samples of those provided by alumni when asked about other courses or services that the alumni would like the ABI Program to offer.

> "I would like for them to expand the computer lab and offer even more computer classes."

> "A monthly Social to practice communicating and social skills after a brain injury. A "Social Party" is different than "Class Room" social skills and behavior. A party/picnic is more "Real Life". But one can still be in a "safe environment" with understanding faculty, staff and other students. Each Team could take turns Planning and Organizing the Socials."

Family Survey.

Surveys were sent to over 70 family members. Ten surveys were returned. Eighty-nine percent responded very satisfied when asked about the relevance of ABI classes to the student's vocational/academic or personal goals. One-hundred percent of respondents indicated they were satisfied or very satisfied with the programs ability to facilitate compensation strategies and cognitive skills. In addition, 90% responded satisfied or very satisfied with the programs ability to facilitate psychosocial adjustment.

When asked about the Student/Family meetings conducted at least three times during the student's time in the program, 100% responded either satisfied or very satisfied with the usefulness of Student/Family meetings. In addition, 70% were satisfied or very satisfied with the frequency of meetings conducted. Twenty percent responded they were not satisfied with the number of Student/Family meetings.

Family Comments Regarding the Strengths of the Program:

"Their ability to assess one's deficits and give appropriate compensation strategies to help maintain a normal life."

"Multi-facet approach to program, such as processing, social, computers, access to counseling, and a lot of interaction with teachers and small class size"

"The ability to systematically evaluate and identify the physical, mental and emotional limitations and help the student understand and accept them. To evaluate, identify and apply 'work arounds, skill enhancements and technology', to complement the students abilities."

"It is an incredibly outstanding program. It is a terrific re-hab program that intensively deals with the two years post trauma….that makes the student feel empowered and responsible for his own actions and own future. unlike a medical, re-hab program where one feels like a patient, by nature dependent and unable to make his own decisions or take responsibility for one's future. The structure and format of the Coastline Program is ideal in optimizing the attitude of recovery, self-sufficiency, and personal empowerment."

The annual ABI Program Ice Cream Social provides an opportunity for family and staff to celebrate student accomplishments.

Finally, 100% of respondents indicated they were either satisfied or very satisfied with the overall quality of the program and the overall satisfaction with the program. Eighty-nine percent responded satisfied or very satisfied with their satisfaction of their family member's progress in the program.

Comments by family members regarding the biggest changes they have noticed in their family member's abilities or behavior as a result of his/her participation in Coastline's ABI Program included:

"...[V]iew of her future has changed tremendously as a direct result of Coastline's ABI Program. She struggled at first to even make it to the classes and comprehended very little of the content. Now she is excited for her future, having been given real pragmatic hope to achieve her goal to be a teacher through the ABI program."

"He has a greater level of awareness of the specific nature of his limitations and how they would affect his ability to work."

In addition, comments regarding possible areas that may need improving or additional courses or services to be offered included:

"Media. An expanded book club for discussions, and assigned Movies, that could be rented by students on their own and then discussed in class. Or at least a list of recommended books and movies that relate to coping with brain injury. This could be available on the internal ABI intranet."

"Group physical activity such as Yoga or stretches or exercises to help invigorate the students which could also help them reach their goals."

4. Program Resources

Use of technology. The ABI Program has updated much of its technology since the previous program review. The technology equipment was purchased with AB-77 funds and Special Programs Foundation funds. The ABI computer lab was updated with new equipment in 2003-2004. Thirty-one PC student stations and one instructor station was updated with 2.8 GHX Pentium 4 processors. Each system includes 512 MB SDRAM, 80 GB hard drives, CDRW/DVD combos, speakers, and Windows XP. In addition, each computer system included a 17-inch flat panel monitor. For instructional purposes, an InFocus Systems Lite Pro 220 Projector is utilized. The printer is a Tektronix Phaser 850N Color Printer. Software utilized in the computer lab is purchased from various vendors emphasizing curriculum in rehabilitation for individuals with acquired brain injury.

In addition to the computers purchased for the computer lab, fourteen identical computers were purchased for use by faculty and staff. Seven computers were installed in the new modular building where faculty and counseling offices are located. Seven additional

computers were installed in the main modular building for staff offices and the faculty room. Four of the new faculty/staff computers included 19-inch monitors.

The program also purchased four Inspiron laptop computers for use in the classrooms. Each laptop came standard with an Intel 2.66 GHX Pentium 4 processor, 512 SDRAM, 30GB hard drive, CDRW/DVD, network card, and Windows XP. In addition, a MobiLAN One unit with twenty 2.4 GHZ Pentium 4 laptop computers with a multiport 802.11b wireless LAN module was purchased. The MobiLAN One unit is a portable unit that can be moved from classroom to classroom or can be used as an additional computer lab, if necessary. Each laptop came standard with a 40 GB hard drive, 256 SDRAM, wireless network card, and Windows XP Professional. An HP InkJet printer is integrated into the MobiLAN One unit.

Adaptive equipment information. The program utilizes a variety of adaptive equipment to assist students in accommodating for their cognitive deficits. The following serves as a list adaptive devices:

> 30 user network for Kurzweil
> 1 Portable Victor Reader
> 40 IPAC Pocket PC's
> 10 Palm Pilots
> GUS Speech Synthesizer for IPAC
> 28 wireless IPAC Keyboards
> 16 Specialized Alarm Watches
> 5 Alphasmart Keyboards
> 3 Dragon Naturally Speaking Software

Faculty Survey Results. Eighteen faculty and staff completed the 39-question online Staff Survey that asked them to rank their satisfaction with various aspects of the ABI Program. Of the 18 respondents, nine were faculty, six intern/aides, one office staff, and two other. Satisfaction with the relevance of the cognitive classes, the psychosocial classes, and the computer lab were 89%, 94%, and 78% respectively. Eighty-nine percent were either somewhat satisfied or very satisfied with the relevance of the cognitive classes. Ninety-four percent indicated they are somewhat satisfied or very satisfied with the value of the Future Planning curriculum in helping students with transition.

One-hundred percent of staff responded either somewhat satisfied or very satisfied with the ABI Program's ability to facilitate use of compensation strategies, awareness of cognitive skills, and psychosocial adjustment.

Support for research projects was less enthusiastic. Only 33% of respondents to the staff survey indicated satisfaction with the relevance of research projects to the program's overall goals. Twenty-seven percent indicated dissatisfaction, and 40% were neutral.
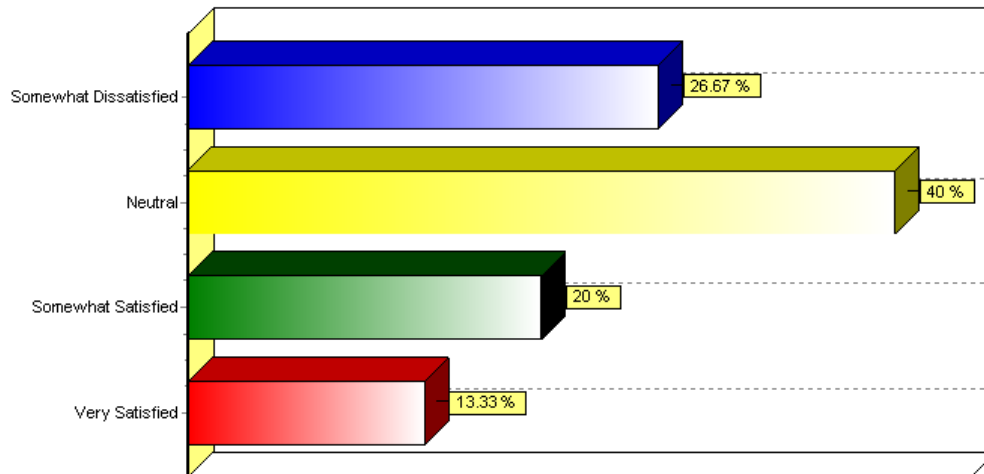
Figure 10 Relevance of Research Projects to ABI Program Goals

Several comments related to research conducted in the program and the use of technology in the classroom. Comments included:

> "Research projects do not seem to be relevant to giving the faculty and/or students information that enhances their learning/functioning or aiding the instructors in meeting student needs."

> "... I would like the projects chosen to meet the research needs of the ABI program – i.e., CABI reliability, comparing pre- and post-testing with MicroCog and an alternate measure, functional outcomes, psychosocial adjustment, etc."

> "As an instructor I would like to see significant enhancement in the use of technology. At present, use of technology in the classroom is very cumbersome."

In fact, the program's department chairs have been actively pursuing development of an internal research/review board to make certain that research projects involving ABI students have maximum relevance to the needs of students and program.

Faculty and staff identify faculty communication, dedicated staff, and the desire to help students as some of the program's greatest strengths. When asked what could be improved in the program, respondents provided comments such as:

> "Enhancing the student's ability to transfer and generalize the skills learned in the classroom to their lives outside."

> "... more of a focus on the application of the techniques taught in memory and cognitive skills class at the ABI Program in order to better prepare the students for their transition to their life outside the program."

> "More time during staff meetings to address key issues related to student success."

> "Further integration of future planning; better integration of family members."

Most faculty and staff comments regarding the need for modifying and/or updating curriculum focused on updating the memory class curriculum as well as the computer lab.

Facilities. Although faculty and staff appear to be more satisfied with classroom comfort and the cleanliness of the classrooms and office space than they were at the last Program Review, there are still concerns in the area of quality of the site, rooms, etc. Seventy-one percent indicate neutral, somewhat dissatisfied, or very dissatisfied with the quality of the physical site for non-traditional students.
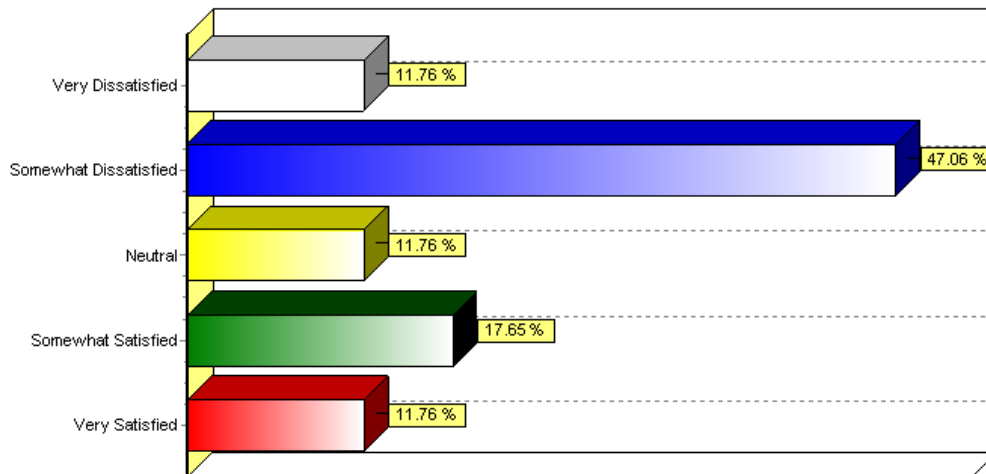
Figure 11 Faculty Satisfaction with the Quality of the Site for Non-Traditional Students

In addition, 61% responded in the same way when asked about the cleanliness of the classrooms and DSP&S office.
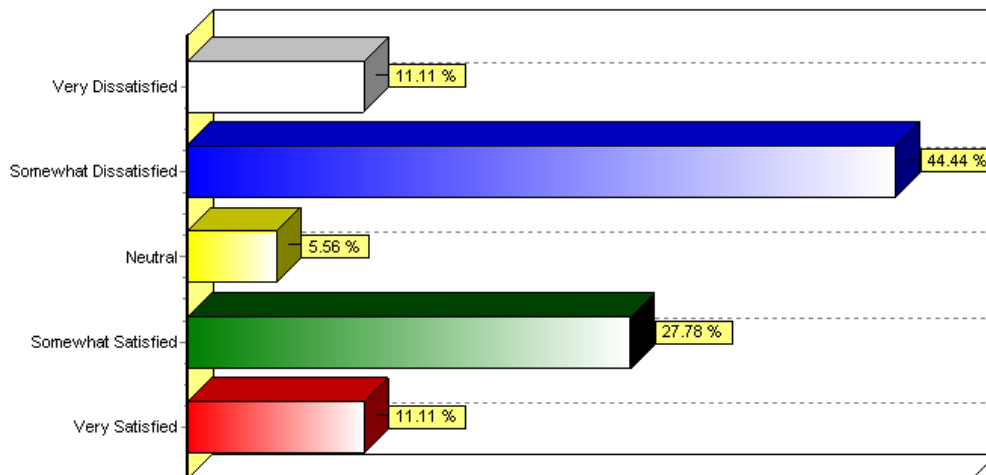
Figure 12 Faculty Satisfaction with the Cleanliness of Classrooms and DSP&S Office

Faculty comments about facilities and equipment included:

"Would like to see DVD players and projectors in the ABI-related classrooms."

"Classrooms lack proper seating for instructor podiums and noise from grounds crew is very disruptive to learning environment."

"Tables in classrooms are cleaned with oil-based product during long breaks and leaves sticky film that needs to be cleaned by students and instructors first week of school."

"The quality of the physical site for non-traditional students is not appropriate for the safety of our students. The concrete floors are cracked and lifted up, which creates a safety hazard for students with physical disabilities."

5. Partnerships

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

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

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

Doctoral internship programs. Students working on their doctoral degrees in psychology from Alliant University (the outgrowth of a merger between the former California School of Professional Psychology and United States International University), American School of Professional Psychology at Argosy University, or the Fielding Institute serve as neuroeducation interns every year. Interns provide pre-admission screening and post-testing assessments under the supervision of the consulting neuropsychologist. They also act as a liaison between instructors, aides, students and other professional staff to help students complete their 'Portfolio Project'. Lastly, they provide intermittent didactic lectures to the Psychosocial Class enhancing the curriculum with specialty topics covered during Group Supervision. Topic areas include anosognosia or levels of unawareness, the various levels of attention, and helping students understand their cognitive strengths and weaknesses, to name a few.

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

California Department of Rehabilitation. The California Department of Rehabilitation offers services to individuals who need assistance in rejoining the work force. Upon request, a

representative from the Huntington Beach/Fountain Valley office periodically comes to Coastline's ABI Program to meet with students.

Integrity House--Alliance of Abilities. Alliance of Abilities is a private, nonprofit program committed to serving the social, vocational, and housing needs of adults with cognitive disabilities through the establishment and support of Clubhouses based on the Fountain House Model.

6. Professional Development

Faculty and staff within the program report participation in a wide variety of professional development activities. Only one staff member (an intern/aide) indicated that he/she had not participated in any professional development activities within the past three years. Faculty, as might be expected, showed the greatest diversity in the types of professional development that they have pursued. All of the 9 faculty respondents report participation in Coastline's General Faculty Meeting. Eight also indicate that they have attended professional conferences, and 6 indicate that they engage in technology-related reading.

Faculty Responses:

In which of the following professional development activities have   Respondents: 9
   you participated within the past three years? (Mark all that apply.)

CCC General Faculty Meeting	9	100.00 %
Discipline flex-day workshops	1	11.11 %
Technology flex-day workshops	1	11.11 %
Student learning outcome (SLO) training	2	22.22 %
Professional conferences	8	88.89 %
Graduate classes/program	3	33.33 %
Other classes	4	44.44 %
Professional training	4	44.44 %
Discipline-related reading	4	44.44 %
Technology-related reading	6	66.67 %
Total Responses	**42**	**100 %**

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

- American Congress of Rehabilitation Medicine Annual Meeting/Conference
- American Psychological Association Annual Convention
- American with Disabilities Act Conference
- Brain Injury Association – Rehabilitation Conference
- Evidence Based Rehabilitation
- Merlot International Conference
- National Educational Computing Conference

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

Although 47% of the respondents to the faculty and staff survey indicated satisfaction with the availability of relevant professional development opportunities, a number of staff members did respond either with neutrality or dissatisfaction. Those who responded as "somewhat dissatisfied" (17.65%) were all faculty members. The "neutral" respondents included 3 faculty members and 3 interns/aides/support staff.
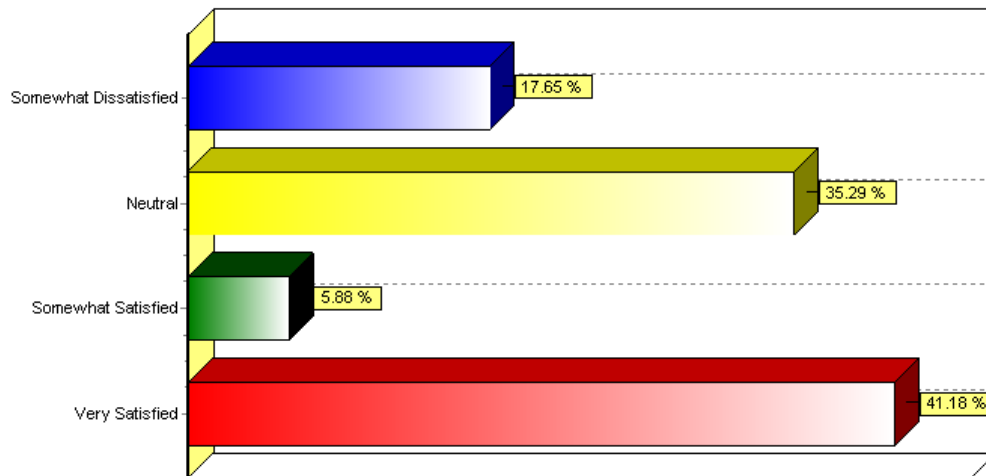
Figure 13 Availability of Relevant Professional Development Workshops or Opportunities

7. Diversity

(Please see the Student Elements section earlier in this report for description and analysis of quantitative data related to student diversity.)

In 2003-2004, one of the adjunct faculty members continued to perform some temporary hourly duties as a part-time Outreach Coordinator. The additional marketing efforts were due to the decrease in student count resulting from the threat of significant state budget cuts. In the last year, she pursued advertising opportunities, published articles, presented to various organizations, established links to the ABI website from related brain injury sites, and staffed a booth at a Stroke Festival.

Specific marketing achievements include:

Advertising
Neurotrauma Registry
BIA National Directory
Stroke Association
LA Times Ads
Coastline -- My Possibilities Are Endless

Presentations
Saddleback Hospital Brain Injury Support Group (ABI)
St. Jude Orange Caregiver Resource Center Staff Mtg. (ABI/CRS)
Saddleback Hosp. Coordinating Council for Older Adults (ABI) May 7
Department of Rehabilitation Staff Meeting

These marketing efforts have resulted in increased program inquiries which we hope will translate into increased enrollments.

Recently, the ABI Program's Team 2 students worked on a class project to help identify ways to market the program to professionals, as well as to brain-injury survivors. Team 2 invited Michelle Sutliff, Coastline's Director of Marketing and Public Relations, to join in a discussion regarding possible marketing strategies. Based on ideas emerging from that session, Team 2 students worked in conjunction with Michelle Sutliff to prepare ABI awareness materials. ABI Awareness Month posters and ABI Program materials were delivered to 30 Orange County public libraries during the month of March 2006 for Brain Injury Awareness Month. In addition, a Team 2 student was featured in one of Coastline's "My Possibilities Are Endless" ad campaigns, as one way of acknowledging Brain Injury Awareness Month and informing Orange County residents about Coastline's ABI Program. Among other newspapers, these ads appeared in the *Westminster Herald* and the *Garden Grove Journal*, both of which are distributed in cities with large numbers of residents of Hispanic, Vietnamese, and other Asian heritage.

Finally, an ABI Program social mixer was conducted in March 2006 to acknowledge Brain Injury Awareness Month. Students were asked to brainstorm various ideas for celebrating next year's Brain Injury Awareness Month with the idea of creating a higher visibility for the ABI Program in the future.

8. Goals

Previous Recommendations and Goals (2002)

Recommendations

1. The ABI Program is encouraged to explore the possibility of hiring a part-time Speech/Language Therapist, to be paid for from Foundation funds, as Title V prohibits the use of AB-77 funds for therapies.

   The ABI Program hired a part-time Speech/Language Therapist and created a specific Speech/Language-related cognitive team.

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

   The ABI Program encourages students to participate in mainstream physical education courses offered by Coastline and sister campuses.

3. The ABI Program is encouraged to continue tracking the reasons why students leave the program. With understanding of why students terminate prematurely, the staff may be able to better assist some students.

   The ABI Program instituted a form to track reasons why students pre-maturely exit the program. Faculty and staff complete the form when a student leaves the program and submit it to the staff aide and research assistant to facilitate tracking.

4. It is recommended that the memory and critical thinking/reasoning curriculum be modified to better meet the needs of students in the lowest functioning group.

   The ABI Program has continued to explore additional curriculums related to memory and critical thinking. In fact, a new team focusing specifically on severe memory issues was created in Spring 2004.

5. The ABI Program is encouraged to explore the need for a staff/faculty in-service on boundaries and confidentiality.

   Shortly after the previous program review, the full-time counselor conducted an in-service for staff and faculty regarding boundaries and confidentiality. These issues are reviewed on a periodic basis through staff and faculty meetings.

6. It is recommended that the ABI Program continue to pursue the expansion of office space.

   As mentioned previously, Special Programs and Services expanded its office space by adding a 1440 square foot modular in 2003. The new modular provides space for offices, counseling, testing, meetings, and storage.

7. It is recommended that the computer committee revise the computer manual on a regular basis to keep up with software changes.

In Summer 2004, a full-time contract faculty member was assigned to the computer lab. The expectation is that this will allow for more consistency and allow for more cross application between cognitive instruction and computer lab instruction. As a result, the computer manual should be updated on a regular basis.

8. The ABI Program is encouraged to continue its outreach and marketing program, especially to reach underserved populations.

   The ABI Program has made considerable gains in attracting underserved populations as shown in the demographics section of this report.

9. It is recommended that the college identify and repair any rough asphalt or uneven terrain at the Costa Mesa site, which can be hazardous to students with balance problems common with brain injuries.

   Special Programs and the Costa Mesa Center office have been actively involved in working with the Coastline's Maintenance department to resolve many of the previously reported concerns.

10. It is recommended that Dave Cant, director of maintenance and operations, and a representative from the Costa Mesa site, be invited to an ABI staff meeting to discuss the concerns of classroom and Special Programs office maintenance.

    This continues to be an ongoing issue for the program.

Prior Five-Year Goals

1. To develop a component of the program that meets the needs of students with speech/language difficulties.

   The ABI Program hired a part-time Speech/Language Therapist and created a specific Speech/Language-related cognitive team.

2. To assess the emotional adjustment of students upon entering the program and at graduation, in order to evaluate the ABI Program's effect on students' emotional adjustment.

   The ABI Program instituted the use of the Neurobehavioral Functional Inventory (NFI) questionnaire to help measure the emotional adjustment of students when they enter the program and at the time of graduation. A poster presentation was conducted by the former consulting neuropsychologist and the research assistant.

3. To explore the development of a functional assessment that measures students' ability to solve "real life" problems.

   While cognitive instructors are more mindful of the need for functional activities in the classroom, the program has yet to identify a functional assessment measure. As stated previously, the current consulting neuropsychologist has identified an instrument that may meet program needs.

4. Establish a committee to develop new application exercises for the cognitive classes.

ABI faculty members continue to develop and share application exercises. This is a topic of great interest and will become a standard topic of discussion at monthly ABI staff meetings.

Recommendations from the Program Review Steering Committee Validation Report in 2002

1. Ethnicity – explore your questions in this area and attempt targeted outreach

    The ABI Program has made considerable gains in enrolling a more diverse student population as shown in the table below:

	Previous Ethnicity Data Fall 01	**Current Ethnicity Data Fall 05**
White	82%	67%
Hispanic	8%	15%
Asian	4%	8%
African American	2%	3%
Other	4%	7%

2. Explore possibility of a donation that might endow a "chair" for new part time speech/language therapist.

    The ABI Program has added a class specifically designed for speech/language impaired students. The class is being taught by a Speech/Language Therapist with over 20 years experience.

3. Explore feasibility of offering a communications class to avoid restrictions on providing therapy and to generate additional FTES.

    A class addressing the special needs of speech and language impaired students was integrated into the ABI schedule in Summer 2005. The speech and language class focuses on increasing functional communication skills, in addition to continued training in cognitive skills related to memory, attention, reasoning, and problem solving. A specific speech and language intervention program is developed for each student.

New Five-Year Goals

1. Update all courses outlines to include expected student learning outcomes and plans for assessing those outcomes (by October 2006)

2. Establish an ABI Internal Research Board (IRB) to evaluate and approve graduate-level research projects conducted in the ABI Program. The ABI Program IRB would work within the existing college IRB requirements (by February 2007)

3. Explore and evaluate available functional assessment that measures students' ability to solve "real life" problems (by December 2006)

4. Develop a program for speech and language interns to be facilitated by a licensed Speech/Language pathologist (by October 2007)

5. Establish an ABI student-run activities club to provide students with opportunities to develop cognitive and psychosocial skills through participation in extra-curricular activities (by May 2007)

6. Establish a curriculum based on "The Psychology of Hope" (by May 2007)

7. Continue the development of iPAQ Pocket PC training workbooks (by December 2006)

8. Promote brain injury awareness month by having ABI faculty, staff, and students collaborate on identifying, planning, executing, and evaluating an event or activity each year (This will not only promote our program, but will educate our community about issues related to brain injury.) (by March 2007)

9. Re-establish an ABI Advisory Board (by September 2006)

10. The ABI faculty and staff will continue their commitment to increase student enrollment; maintain retention, student success, and program completion; and maintain measures to assure the diversity of its staff, faculty, and students.

Table of Contents
ABI Alumni 2005

General Satisfaction: Count and Percent
ABI Alumni Survey 2005

		Count	Percent
Quality of instruction	Respondents: 35		
Very Satisfied		31	88.57 %
Somewhat Satisfied		4	11.43 %
	Total Responses	**35**	**100 %**
Scheduling of classes (time of day, length of class sessions, days of week)	Respondents: 35		
Very Satisfied		31	88.57 %
Somewhat Satisfied		4	11.43 %
	Total Responses	**35**	**100 %**
Relevance of classes to your vocational/academic needs or personal goals	Respondents: 35		
Very Satisfied		29	82.86 %
Somewhat Satisfied		5	14.29 %
Neutral		1	2.86 %
	Total Responses	**35**	**100 %**
ABI Program's ability to facilitate use of compensation strategies	Respondents: 35		
Very Satisfied		30	85.71 %
Somewhat Satisfied		4	11.43 %
Neutral		1	2.86 %
	Total Responses	**35**	**100 %**
ABI Program's ability to facilitate awareness of cognitive skills	Respondents: 35		
Very Satisfied		33	94.29 %
Somewhat Satisfied		2	5.71 %
	Total Responses	**35**	**100 %**
ABI Program's ability to facilitate psychosocial adjustment	Respondents: 35		
Very Satisfied		23	65.71 %
Somewhat Satisfied		11	31.43 %
Neutral		1	2.86 %
	Total Responses	**35**	**100 %**
Adequacy of counseling services	Respondents: 34		
Very Satisfied		22	64.71 %
Somewhat Satisfied		7	20.59 %
Neutral		5	14.71 %
	Total Responses	**34**	**100 %**

General Satisfaction: Count and Percent
ABI Alumni Survey 2005

		Count	Percent
Adequacy of transition services (Futures Planning, career development workshops, and transitional counseling)	Respondents: 34		
Very Satisfied		21	61.76 %
Somewhat Satisfied		9	26.47 %
Neutral		4	11.76 %
	Total Responses	**34**	**100 %**
Usefulness of Refresher Course	Respondents: 26		
Very Satisfied		15	57.69 %
Somewhat Satisfied		2	7.69 %
Neutral		8	30.77 %
Somewhat Dissatisfied		1	3.85 %
	Total Responses	**26**	**100 %**
Usefulness of Alumni Meetings	Respondents: 28		
Very Satisfied		18	64.29 %
Somewhat Satisfied		4	14.29 %
Neutral		6	21.43 %
	Total Responses	**28**	**100 %**
Responsiveness of faculty to students' needs	Respondents: 35		
Very Satisfied		29	82.86 %
Somewhat Satisfied		6	17.14 %
	Total Responses	**35**	**100 %**
Responsiveness of staff to students' needs	Respondents: 35		
Very Satisfied		28	80.00 %
Somewhat Satisfied		5	14.29 %
Neutral		2	5.71 %
	Total Responses	**35**	**100 %**
Extent to which faculty and staff meet the needs of non-traditional students	Respondents: 31		
Very Satisfied		21	67.74 %
Somewhat Satisfied		6	19.35 %
Neutral		4	12.90 %
	Total Responses	**31**	**100 %**

General Satisfaction: Count and Percent
ABI Alumni Survey 2005

		Count	Percent
Overall quality of the ABI Program	Respondents:	35	
Very Satisfied		34	97.14 %
Somewhat Satisfied		1	2.86 %
	Total Responses	**35**	**100 %**
Overall satisfaction with the program	Respondents:	35	
Very Satisfied		34	97.14 %
Somewhat Satisfied		1	2.86 %
	Total Responses	**35**	**100 %**
Your own success in the program	Respondents:	35	
Very Satisfied		30	85.71 %
Somewhat Satisfied		4	11.43 %
Neutral		1	2.86 %
	Total Responses	**35**	**100 %**

General Satisfaction: Comments
ABI Alumni Survey 2005

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

[My own success in the program] Amazing!

would like more transitional help (ie. career exploration,compatibility of retained skills/knowledge/experience to finding a new/fulfilling job).

I felt that the refresher course that I started attending was very repetitive of course work I had already completed and was, therefore, a waste of my time.

my greatest concern is that Dr. Harrington will not be a part of the staff and the program. He was at the beginning of the program and my concern is that many students will fall through the cracks without his support and guidance.

The Alumni meetings and refresher course would definitly be benefital if we still lived in the area. We are now in Tennessee.

I feel we were VERY fortunate to have had the benefits of this program for Ellen and at such a minimal cost to us.

Demographics: Count and Percent
ABI Alumni Survey 2005

		Count	Percent
How long has it been since you attended classes in the ABI Program?	Respondents: 36		
Less than 6 months ago		3	8.33 %
6 months to 1 year ago		3	8.33 %
1 to 1 1/2 years ago		3	8.33 %
1 1/2 to 2 years ago		5	13.89 %
More than 2 years ago		22	61.11 %
	Total Responses	**36**	**100 %**
Did you complete the full ABI Program?	Respondents: 35		
Yes		34	97.14 %
Don't know		1	2.86 %
	Total Responses	**35**	**100 %**
Age	Respondents: 35		
21-25		2	5.71 %
26-30		1	2.86 %
31-35		3	8.57 %
36-40		2	5.71 %
41-45		4	11.43 %
46-50		4	11.43 %
51-55		3	8.57 %
Over 55		16	45.71 %
	Total Responses	**35**	**100 %**
Gender	Respondents: 35		
Male		15	42.86 %
Female		20	57.14 %
	Total Responses	**35**	**100 %**
What is your primary language (the language you are most comfortable speaking, reading, or writing)?	Respondents: 36		
English		36	100.00 %
	Total Responses	**36**	**100 %**
What is your ethnicity?	Respondents: 36		
African-American		1	2.78 %
Asian: Other		2	5.56 %
Hispanic		3	8.33 %
White		28	77.78 %
Decline to state		1	2.78 %

Demographics: Count and Percent
ABI Alumni Survey 2005

	Count	Percent
What is your ethnicity?	Respondents: 36	
Other	1	2.78 %
Total Responses	**36**	**100 %**

Benefits, Courses, Comments, and Recommendations
ABI Alumni Survey 2005

Question: In your own words, please tell us how the ABI Program benefitted you.

Memory techniques

It helped me recover from a coma.

The second week of the ABI Program I began to learn all over again what thinking about thinking in order to improve your thinking is all about.

It opened up my world that had become very small and self-directed towards PT and just living.

Fostered independence--encouraged goal setting--Great peer support--Excellent counseling.

Rehabilitate my brain and learn compensations to use to cope with my disability.

I am able to live a very complete life with the help of this program.

Helped me to slow down.

Gave me a plan to get back to work, and the continued assistance in keeping me working.

Going into Coastline I really didn't know or understand what I needed and what areas my brain wasn't working right. At the end of my first month things started to click and I really realized that I was getting a first class look into my brain and what was broken. After that each day was exciting. Sure I was coming home really tired but I learned how to guide myself so I could get the best of each day. All of a sudden I'd put in 2 years and I was to Graduate. Wow Alumni meetings and other activities at Coastline are always in my date book. I love this place. Thank you all for being there for me.

The ABI Program really started me on the right path to getting back into society after my brain injury. The classes were geared to someone who needed to slowly reclaim their mental facilitys. It also gave me a chance to practice my social skills with people who were in the same situation I was in. Overall, it was just a tremendous experience.

was comforting to realize that there were others with identical challenges. the constant working with basic fundamentals of reasoning helped me regain my ability to be productive. I am now fully employed with a new career that is suitable to my "new" skills and personality.

I graduated in 2002. I am now happily married and finishing up a Masters in Psychology with an emphasis on marriage and family development. I was hit by a car 7 1/2 years ago, spent two months in a coma, and suffered a traumatic brain injury. I would not be

Question: In your own words, please tell us how the ABI Program benefitted you.

where I am today without the cognitive retraining that I received at Coastline. For that I am very greatful. Coastline's ABI program is an excellent and very necessary program. I wish it great success!

I gained understanding of my losses, compensation strategies and critical thinking.

It helped me to gain my "old" self back, and understand why my "new" self is here probably forever.

I am very satisfied with the program. Everyone is very helpfull and I learn alot from them.

The ABI program greatly benefitted me because my principal instructor, Michelle Dryer, understood so well the pathology, symptomatology and educational treatment of the head injury. Ms Wild's exceptional teaching was accompanied by that of her fellow instructor, Kimberly Peterson, whose quality lay in her psychological knowledge of and treatment of the head injury.

it helped me get up every morning

the program gave me a place to go and apply myself. It allowed me an opportunity to interact with my brain injured peers.

It showed me how to preform efficently in today's world. It introduced me to computers wich I probably would have never pursued. Also I will allways remember all of my teachers and the staff. What they tought me , so skillfully will be impimented by my own self for the rest of my life!

Is the best thing that ever happened to me--without a doubt!

I was in Brenda's class. She was magnificent and extremely helpful with compensation techniques and she gave me a great deal of confidence and support throughout the program.

When I use the compensation skills I am doing better than when I do not--it is sometimes difficult for me to be consistant in incorporating the stategies taught

Prior to my attendance in the ABI Program, I could NOT even balance my check book. I was bouncing checks left and right. I use strategies every day, throughout the day. I even have a strategy for preparing myself for bedtime. Having an ABI is a long, difficult, and challenging road.

I work 40 hours a week as a computer programmer/web page designer. This was the job I had prior to my injury. All of my life I have been trying to get "organized". After attending

Question: In your own words, please tell us how the ABI Program benefitted you.

the program, I am more organized than I have ever been. I do allow myself to periodically go to Office Depot/Staples and casually browse all of the aisles to see if there is something that can make me do things better, quicker, and more efficiently.

My co-workers at my job describe me as the "most organized" person in the group. When there is a pile in front of or near me, I actually see it and work on dissolving it (not moving it somewhere else).

I don't use strategies because they are brilliant. I use strategies, because I need them DESPERATELY to survive another day in the business world and community. I have noticed my patience level has definitely increased. I am very empathic when someone whom does not have an acquired brain injury, makes an error/mistake.

Simple. As I learned on my first day of class at Coastline, it's all about thinking about thinking, while you are thinking, in order to improve our thinking.

The ABI Program provided me with many new tools to deal with my new life. The first one that comes to mind is the iPAQ, a little hand held computer that I call my "portable brain." I use it for everything; like my calendar, my To Do List, my phone book, my prescriptions, the programs Word & Excel, to name just a few. I have learned about the importance of structure, boundries and balance in my life and to look farther ahead, rather than just think about what used to be, and that life is still as good as it ever was, if not better.

The ABI Program gave me hope when I had none. It gave me my life back. The ABI Program built my confidence and made me ready to succeed in the "real world."

The ABI Program helped me idenify my strengths and weaknesses. Whether it was from CABI results or instructor observation, it allowed me to focus on the areas I needed to relearn or regain. My sense of self was shattered after the injury. I was able to let go of "The Old Me" and accept "The New Me" with the assistance of faculty and other students.

I loved ABI Program--teachers, staff, etc.!!! I had s stroke, 3 heart attacks because of Churg Strauss Syndrome, a rare vascular disease. I had to face the fact that I was left with extreme aphasia and deficits in writing & talking. I nervously
went to Coastline College. I have seen many changes in myself as a result of my involvement with the ABI Program. My processing, strategies and comprehension has greatly improved. Thank you ABI!!

I would not have been able to accept or adapt to my differences if it hadn't been for the

Question: In your own words, please tell us how the ABI Program benefitted you.

ABI program and faculty. They opened doors for me that I didn't even realize that I needed. During my first year, I was still in a state of denial but gradually I was able to accept and integrate my new needs and skills with my new life. Thank you very much for such a wonderful program.

Through open classroom discussions, I learned how to personally accept my brain injury. I also learned how my peers have been successful in living this "life after B.I." stage.

It made sense of what happened to me when I had my second stroke. It gave me compensation strategies to help me worked around what I lost.

Benefits, Courses, Comments, and Recommendations
ABI Alumni Survey 2005

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

I have also benefitted very much from the short classes that have been offered like: organizational skills and anger management.

Safety concerns after brain injury--re: driving, etc.

Use of email and website.

I cannot think of realistic courses that could be included into the program.

No.

I would like for them to expand the computer lab and offer even more computer classes.

more career exploration....matching regained skills, knowledge,abilities,resources,interests with realistic career opportunities.

None that I can think of at the moment.

More brain games.

I would be very interested in an advanced course in the ABI program rather than the refresher course that offered nothing new.

nope

not that I know of

The program is designed so smart that it would be beneith me to offer any new stratagies or courses.

I would like to see another book club starting. I would like to have the annual dinner-dance reinstated. It is not just for socializing, it allows students and instructors to reconnect with each other.

I can not think of any at this time

While I have never taken the "Refresher Course", I wish it were a little longer than six weeks and two hours each session. How about eight weeks and three hours each session?

None. It truly met all of my needs and exceded my expectations.

A monthly Social to practice communicating and social skills after a brain injury. A "Social Party" is different than "Class Room" social skills and behavior. A party/picnic is more "Real Life". But one can still be in a "safe environment" with understanding faculty,

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

staff and other students. Each Team could take turns Planning and Organizing the Socials.

I would like the ABI Program to offer a class with a teacher emphasizes in helping students with aphasia or other types of memory loss.

Exercise and nutrition education. Regular exercise and good nutrition are also helpful in maintaining and promoting good brain health.

The refresher course looks interesting. I'm so glad you thought to include a class like this in your program.

Benefits, Courses, Comments, and Recommendations
ABI Alumni Survey 2005

Question: Do you have any other comments or recommendations?

Good to hear the addition of aphasia-speech therapy class

I recommend the program for anyone with a BI.

The video "Starting Over" is good but from a student's perspective. I would like to see a video showing some of the ABI highlights of what the instructors teach us. I call them jewels of wisdom!

This is a marvelous program, it should be continued for the future years.

Thank you.

Instead of Very Satisified bubble I would say Excellent!!!!!

Just make sure it stays there so other people in similar situations can be afforded the same wonderful experience that I had.

I loved my teacher Tracy Goldberg.   She's the best!!!

More individual one on one counseling.

More brain games.

I believe that the Coastline course is invaluable in moving head injury victims toward successful recovery. It gets its students to understand the very unique pathology they have suffered and to learn to live with its consequences.

nope

no

My experience with Coastline was very emotional. When I walked into my first class I didn't know what I was doing there, nore what city I was in. Well that all changed by the end of the program. Wich in turn I am forever greatful, leading a productive life and, am so happy!

I would like to see Dr. Harrington returned as a permanent member of the staff.

Make the career workshops mandatory in the second semester of the program. I needed more time with the transition activities--I was unable to make a decision about what I wanted to do--maybe it was just me--

After you graduate from the ABI program, you are able to take in more information and your ability to "process" is greatly improved. When I started the ABI Program, I truly had NO IDEA how well it would work for me. The ABI Program at Coastline Community

Benefits, Courses, Comments, and Recommendations
ABI Alumni Survey 2005

Question: Do you have any other comments or recommendations?

College is absolutely WONDERFUL! Thank you.......!

The Alumni meetings and refresher course would definitly be benefital if we still lived in the area. We are now in Tennessee.

I feel we were VERY fortunate to have had the benefits of this program for Ellen and at such a minimal cost to us.

The faculty at the ABI Program are the most competent, gifted, motivated, and exceptional teachers in the world. They deserve a raise. They truly save lives.

I'd like to see a greater focus on organizing and relearning tasks around the house. Simulating laundry, bill paying and other tasks that require organizing and sequencing steps.

I would and have recommended this program to anyone who has experienced a brain injury and wants to get on with his/her life and not become a victim. The hardest thing for anyone to do is to accept the differences and to let the ego and past life go and enjoy and pursue the new one that is available.

I feel very lucky to have been able to participate in the Coastline ABI Program. This is truly one of (if not)the BEST ABI rehab programs in the country.

I feel very fortunate to have found the help Coastline's ABI Program has given me.

Table of Contents
ABI Family 2005

Satisfaction: Count and Percent
ABI Family 2005

	Count	Percent
Relevance of ABI classes to the student's vocational/academic or personal goals	Respondents: 9	
Very Satisfied	8	88.89 %
Neutral	1	11.11 %
Total Responses	**9**	**100 %**
Scheduling of classes (time of day, length of class sessions, days of week)	Respondents: 9	
Very Satisfied	9	100.00 %
Total Responses	**9**	**100 %**
Quality of the physical site for non-traditional students	Respondents: 8	
Very Satisfied	4	50.00 %
Somewhat Satisfied	2	25.00 %
Neutral	2	25.00 %
Total Responses	**8**	**100 %**
ABI Program's ability to facilitate use of compensation strategies	Respondents: 10	
Very Satisfied	6	60.00 %
Somewhat Satisfied	4	40.00 %
Total Responses	**10**	**100 %**
ABI Program's ability to facilitate awareness of cognitive skills	Respondents: 10	
Very Satisfied	8	80.00 %
Somewhat Satisfied	2	20.00 %
Total Responses	**10**	**100 %**
ABI Program's ability to facilitate psychosocial adjustment	Respondents: 10	
Very Satisfied	7	70.00 %
Somewhat Satisfied	2	20.00 %
Neutral	1	10.00 %
Total Responses	**10**	**100 %**
Professionalism of faculty and staff	Respondents: 10	
Very Satisfied	9	90.00 %
Neutral	1	10.00 %
Total Responses	**10**	**100 %**

Satisfaction: Count and Percent
ABI Family 2005

		Count	Percent
Helpfulness of office staff	Respondents: 10		
Very Satisfied		9	90.00 %
Neutral		1	10.00 %
	Total Responses	**10**	**100 %**
Usefulness of student/family meetings	Respondents: 10		
Very Satisfied		9	90.00 %
Somewhat Satisfied		1	10.00 %
	Total Responses	**10**	**100 %**
Number/frequency of student/family meetings	Respondents: 10		
Very Satisfied		4	40.00 %
Somewhat Satisfied		3	30.00 %
Neutral		1	10.00 %
Somewhat Dissatisfied		2	20.00 %
	Total Responses	**10**	**100 %**
Usefulness of ABI Program Orientation	Respondents: 9		
Very Satisfied		7	77.78 %
Somewhat Satisfied		2	22.22 %
	Total Responses	**9**	**100 %**
ABI registration process	Respondents: 9		
Very Satisfied		8	88.89 %
Somewhat Satisfied		1	11.11 %
	Total Responses	**9**	**100 %**
Adequacy of counseling services	Respondents: 10		
Very Satisfied		4	40.00 %
Somewhat Satisfied		5	50.00 %
Neutral		1	10.00 %
	Total Responses	**10**	**100 %**
Usefulness of family support group	Respondents: 7		
Very Satisfied		4	57.14 %
Somewhat Satisfied		3	42.86 %
	Total Responses	**7**	**100 %**

Satisfaction: Count and Percent
ABI Family 2005

		Count	Percent
Adequacy of transition services (Futures Planning, career development workshops, and transitional counseling)	Respondents: 9		
Very Satisfied		7	77.78 %
Somewhat Satisfied		1	11.11 %
Neutral		1	11.11 %
	Total Responses	**9**	**100 %**
Overall quality of the program	Respondents: 10		
Very Satisfied		8	80.00 %
Somewhat Satisfied		2	20.00 %
	Total Responses	**10**	**100 %**
Overall satisfaction with the program	Respondents: 10		
Very Satisfied		7	70.00 %
Somewhat Satisfied		3	30.00 %
	Total Responses	**10**	**100 %**
Satisfaction with family member's progress	Respondents: 9		
Very Satisfied		5	55.56 %
Somewhat Satisfied		3	33.33 %
Somewhat Dissatisfied		1	11.11 %
	Total Responses	**9**	**100 %**

Comments
ABI Family 2005

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

I would like to have been offered more frequent family meetings we have not always felt in the loop with atendence etc.

Phyllis has been a great source of support and understanding for my son. She has helped him through some tough transitions. It has helped him to be able to talk to someone who is knowledgeable about ABI.

The only meetings I have ever had with Teacher(s) has been at my request.

Question: What are the biggest changes you have noticed in your family member's abilities or behavior as a result of his/her participation in Coastline's ABI Program?

Much more alert and very happy with the program

Social interaction, independence, better communication skills

They became aware of my deficits and s a result much more understanding and tolarable

We have actually found that our son has progressed in some areas but is now having a difficult time moving to the next level.

more aware of general surroundings

he has a greater level of awareness of the specific nature of his limitations and how they would effect his ability to work.

He has made huge changes in conversation abilities. Initiation has greatly improved.

My family members change view of her future has changed tremendously as a direct result of Coastline's ABI Program. She struggled at first to even make it to the classes and comprehended very little of the content. Now she is excited for her future, having been given real pragmatic hope to achieve her goal to be a teacher through the ABI program.

Comments
ABI Family 2005

Question: What do you feel are the greatest strengths of Coastline's ABI Program?

Career orientation and development

caring, knowledgeable and dedicated staff

Their ability to assess one's deficits and give appropiate compensation strategies to help maintain a normal life.

It has been a safe place to be for the last year and a half to consider the next step.

My son has only utilized the psychological counseling at Coastline.

Multi -facet approach to program, such as processing, social, computers, access to couseling, and alot of interaction with teachers and small class size

social interaction is a safe accepting environment

it is an incredibly outstanding program. it is a terrific re-hab program that intensively deals with the two years post trauma, and the fact that it looks and operates like an average day school program helps the student feel like an average student, not a patient in recovery. that makes the student feel empowered and responsible for his own actions and own future. unlike a medical, re-hab program where one feels like a patient, by nature dependent and unable to make his own decsions or take responsiblity for one's future. The structure and format of the Coastline Program is ideal in optimizing the attitude of recovery, self-sufficiency, and personal empowerment.

communication with variety of students, recognizing the students new strenghts and weaknessess and being able to woek in those areas that most benefit that student.

The ability to systematically evaluate and identify the physical, mental and emotional limitations and help the student understand and accept them. To evaluate, identify and apply "work arounds, skill enhancements and technology", to complement the students abilities.

Question: In what areas, if any, does the ABI Program need to be improved?

Counselors where all very young and seemed unexperienced.

I know it is hard to reach every student in all areas but contacting family members when problems arise would be very helpful.

It would be great if my son could have more support in the area of career counseling integrating his interest with his strengths and taking into account his deficits.

the Program itself is great. the problem is that no one knows about it. I think the current marketing and community outreach is inadequate. a greater effort in getting the word out to those who could benefit from the program should be made. Public Relations programs - frequent press releases, an improved website presence, an ABI blog, search engine tags, community outreach programs / presentations, information packets to doctors, nuerologists, neuropsychologists, insurance companies, (heathcare insurance and disability insurance), national TBI associations, social service, the US Military for victims of TBI who are being inadequately re-habilitated. All this takes MONEY and TIME, certainly, but may well result in such growth of the program that grants and endowments could be found. (possibly from the very companies that produce products that often lead to TBI). Growth is good. If the ABI program could serve just twice as many students as it currently does, it would then double its contribution to so many lives. now is the time to grow the program - it can't happen on word of mouth alone. a well crafted marketing program would need to be drawn up, funded, and executed.

More Teachers more Doctors available

A good improvement would be to increase the amount of time alloted for the Psyco-Social Processing sessions which are a tremendous help in improving the disposition of the students to enter in to the program toward reaching the goals. This should be done without detracting from the other instructional class time somehow.

A good improvement would be to have a catering service come in, or somehow have food available for the students so they can avoid the stress of limited break time. This could increase the disposition toward reaching the goals also.

Comments
ABI Family 2005

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

I think, if possible it would have been very helpful to have a doctor on site to talk to regarding certain health questions and or issues.

1. Perhaps a module could be worked in on the subject of nutrition and exercise for the recovering person.
2. Media. An expanded book club for discussions, and assigned Movies, that could be rented by students on thier own and then discussed in class. Or at least a list of recommended books and movies that relate to coping with brain injury. this could be available on the internal ABI intranet.

Group physical activity such as Yoga or stretches or excersices to help invigorate the students which could also help them reach the goals.

Question: Do you have any other comments or recommendations?

a facility will be benefitial for visitors, family members to reside during classes.

Keep up the good work! This program is God send for my husband.

I wish everyone non injured alike to could experience this program and the incrediable teacchings taught by the cognitive instructors. It's a Life changing experience.

I wish that my husband could stay in program forever.
I have really appreciated the level of committment the staff have shown to us. They have worked hard, and spent alot of time colaborating as a team on my husband's program. Also they have always been kind even when things have not gone well. I feel that the staff are the greatest asset of the program.
Thank you again

keep up the good work.

I've said it all... thank you!

Table of Contents
ABI Professionals 2005

Report Name	**Page**

Profession and Clients: Count and Percent
ABI Professional 2005

		Count	Percent
Which best describes your profession?	Respondents: 3		
Social Worker		1	33.33 %
Other		2	66.67 %
	Total Responses	**3**	**100 %**
How many clients/patients/students have you referred to Coastline's ABI Program in the past 5 years?	Respondents: 3		
None		1	33.33 %
5 or more		2	66.67 %
	Total Responses	**3**	**100 %**
Do you feel you have sufficient knowledge of the ABI Program to make appropriate referrals to the program?	Respondents: 3		
Yes		2	66.67 %
No		1	33.33 %
	Total Responses	**3**	**100 %**

Summary of Ranking Responses
ABI Professional 2005

	Rank	Respondents	Score

Please rank the following Coastline ABI Program attributes in order of those factors most important to you when making a referral to the program. ("1" would represent the factor most important and "14" would be the lowest consideration. Use each number...

Emphasis on cognitive retraining

Rank	Respondents	Score
1	3	42
2	0	0
3	0	0
4	0	0
5	0	0
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0
11	0	0
12	0	0
13	0	0
14	0	0
Total	**3**	**42**

Availability of memory training

Rank	Respondents	Score
1	0	0
2	0	0
3	2	24
4	1	11
5	0	0
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0
11	0	0
12	0	0
13	0	0
14	0	0
Total	**3**	**35**

Summary of Ranking Responses
ABI Professional 2005

	Rank	Respondents	Score

Please rank the following Coastline ABI Program attributes in order of those factors most important to you when making a referral to the program. ("1" would represent the factor most important and "14" would be the lowest consideration. Use each number...

Availability of psycho-social and counseling services

Rank	Respondents	Score
1	0	0
2	2	26
3	0	0
4	0	0
5	0	0
6	0	0
7	0	0
8	1	7
9	0	0
10	0	0
11	0	0
12	0	0
13	0	0
14	0	0
Total	**3**	**33**

Comprehensiveness of the program

Rank	Respondents	Score
1	0	0
2	1	13
3	0	0
4	0	0
5	0	0
6	2	18
7	0	0
8	0	0
9	0	0
10	0	0
11	0	0
12	0	0
13	0	0
14	0	0
Total	**3**	**31**

Summary of Ranking Responses
ABI Professional 2005

	Rank	Respondents	Score
Please rank the following Coastline ABI Program attributes in order of those factors most important to you when making a referral to the program. ("1" would represent the factor most important and "14" would be the lowest consideration. Use each number...			
Availability of transition services			
	1	0	0
	2	0	0
	3	1	12
	4	0	0
	5	1	10
	6	0	0
	7	1	8
	8	0	0
	9	0	0
	10	0	0
	11	0	0
	12	0	0
	13	0	0
	14	0	0
	Total	**3**	**30**
Program reputation			
	1	0	0
	2	0	0
	3	0	0
	4	1	11
	5	0	0
	6	0	0
	7	1	8
	8	1	7
	9	0	0
	10	0	0
	11	0	0
	12	0	0
	13	0	0
	14	0	0
	Total	**3**	**26**

Summary of Ranking Responses
ABI Professional 2005

	Rank	Respondents	Score
Please rank the following Coastline ABI Program attributes in order of those factors most important to you when making a referral to the program. ("1" would represent the factor most important and "14" would be the lowest consideration. Use each number...			
Availability of family support services			
	1	0	0
	2	0	0
	3	0	0
	4	1	11
	5	0	0
	6	0	0
	7	0	0
	8	1	7
	9	0	0
	10	1	5
	11	0	0
	12	0	0
	13	0	0
	14	0	0
	Total	**3**	**23**
Staff experience/qualifications			
	1	0	0
	2	0	0
	3	0	0
	4	0	0
	5	1	10
	6	0	0
	7	0	0
	8	0	0
	9	1	6
	10	0	0
	11	0	0
	12	1	3
	13	0	0
	14	0	0
	Total	**3**	**19**

Summary of Ranking Responses
ABI Professional 2005

	Rank	Respondents	Score

Please rank the following Coastline ABI Program attributes in order of those factors most important to you when making a referral to the program. ("1" would represent the factor most important and "14" would be the lowest consideration. Use each number...

Location

Rank	Respondents	Score
1	0	0
2	0	0
3	0	0
4	0	0
5	1	10
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0
11	1	4
12	0	0
13	1	2
14	0	0
Total	**3**	**16**

Cost

Rank	Respondents	Score
1	0	0
2	0	0
3	0	0
4	0	0
5	0	0
6	1	9
7	0	0
8	0	0
9	0	0
10	0	0
11	0	0
12	2	6
13	0	0
14	0	0
Total	**3**	**15**

Summary of Ranking Responses
ABI Professional 2005

	Rank	Respondents	Score

Please rank the following Coastline ABI Program attributes in order of those factors most important to you when making a referral to the program. ("1" would represent the factor most important and "14" would be the lowest consideration. Use each number...

Availability of neuropsychological testing/consultation

Rank	Respondents	Score
1	0	0
2	0	0
3	0	0
4	0	0
5	0	0
6	0	0
7	0	0
8	0	0
9	2	12
10	0	0
11	0	0
12	0	0
13	0	0
14	1	1
Total	**3**	**13**

Length of time individual can remain in the program

Rank	Respondents	Score
1	0	0
2	0	0
3	0	0
4	0	0
5	0	0
6	0	0
7	1	8
8	0	0
9	0	0
10	0	0
11	1	4
12	0	0
13	0	0
14	1	1
Total	**3**	**13**

Summary of Ranking Responses
ABI Professional 2005

	Rank	Respondents	Score

Please rank the following Coastline ABI Program attributes in order of those factors most important to you when making a referral to the program. ("1" would represent the factor most important and "14" would be the lowest consideration. Use each number...

Student to staff ratio

	Rank	Respondents	Score
	1	0	0
	2	0	0
	3	0	0
	4	0	0
	5	0	0
	6	0	0
	7	0	0
	8	0	0
	9	0	0
	10	1	5
	11	1	4
	12	0	0
	13	1	2
	14	0	0
	Total	**3**	**11**

Other

	Rank	Respondents	Score
	1	0	0
	2	0	0
	3	0	0
	4	0	0
	5	0	0
	6	0	0
	7	0	0
	8	0	0
	9	0	0
	10	1	5
	11	0	0
	12	0	0
	13	1	2
	14	0	0
	Total	**2**	**7**

General Satisfaction: Count and Percent
ABI Professional 2005

		Count	Percent
Table 1 General Satisfaction - Relevance of the ABI Program classes to the vocational/academic or personal goals of the ABI population	Respondents: 3		
Very Satisfied		2	66.67 %
Neutral		1	33.33 %
	Total Responses	**3**	**100 %**
Table 1 General Satisfaction - Scheduling of classes (time of day, length of class sessions, days of week)	Respondents: 3		
Very Satisfied		1	33.33 %
Somewhat Satisfied		1	33.33 %
Neutral		1	33.33 %
	Total Responses	**3**	**100 %**
Table 1 General Satisfaction - ABI Program's ability to facilitate use of compensation strategies	Respondents: 3		
Very Satisfied		2	66.67 %
Neutral		1	33.33 %
	Total Responses	**3**	**100 %**
Table 1 General Satisfaction - ABI Program's ability to facilitate awareness of cognitive skills	Respondents: 3		
Very Satisfied		2	66.67 %
Neutral		1	33.33 %
	Total Responses	**3**	**100 %**
Table 1 General Satisfaction - ABI Program's ability to facilitate psychosocial adjustment	Respondents: 3		
Very Satisfied		2	66.67 %
Neutral		1	33.33 %
	Total Responses	**3**	**100 %**
Table 1 General Satisfaction - Professionalism of faculty	Respondents: 3		
Very Satisfied		2	66.67 %
Neutral		1	33.33 %
	Total Responses	**3**	**100 %**
Table 1 General Satisfaction - Helpfulness of office staff	Respondents: 3		
Very Satisfied		2	66.67 %
Neutral		1	33.33 %
	Total Responses	**3**	**100 %**

General Satisfaction: Count and Percent
ABI Professional 2005

		Count	Percent
Table 1 General Satisfaction - Communication between faculty/staff and yourself	Respondents: 3		
Very Satisfied		1	33.33 %
Neutral		2	66.67 %
	Total Responses	**3**	**100 %**
Table 1 General Satisfaction - Adequacy of counseling services	Respondents: 3		
Very Satisfied		2	66.67 %
Neutral		1	33.33 %
	Total Responses	**3**	**100 %**
Table 1 General Satisfaction - Adequacy of transition services (Futures Planning, career development workshops, and transition counseling)	Respondents: 3		
Somewhat Satisfied		2	66.67 %
Neutral		1	33.33 %
	Total Responses	**3**	**100 %**
Table 1 General Satisfaction - Convenience of program location	Respondents: 3		
Very Satisfied		1	33.33 %
Neutral		2	66.67 %
	Total Responses	**3**	**100 %**
Table 1 General Satisfaction - Overall quality of the program	Respondents: 3		
Very Satisfied		2	66.67 %
Neutral		1	33.33 %
	Total Responses	**3**	**100 %**
Table 1 General Satisfaction - Overall satisfaction with the program	Respondents: 3		
Very Satisfied		2	66.67 %
Neutral		1	33.33 %
	Total Responses	**3**	**100 %**

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

Never heard of your program

Likelihood of Referring in Future: Count/Percent
ABI Professional 2005

	Count	Percent
If, in the future, you had a client/patient/student who had an acquired brain injury and needed cognitive rehabilitation, how likely would you be to refer that individual to Coastline's ABI Program?	Respondents: 3	
Very likely	3	100.00 %
Total Responses	**3**	**100 %**

Comments
ABI Professional 2005

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

More arts and recreational programs such as adaptive P.E. and independent living courses. Mentoring program and volunteer placement. Course related to driver's safety and test.

Question: Do you have any other comments or recommendations?

Medical absences should be excused. Positive versus punitive reinforcement.

How do we find our about your program?

Table of Contents
ABI Staff 2005

Report Name	Page

Position and General Satisfaciton: Count/Percent
ABI Program Review Staff Survey 2005

	Count	Percent
Which best describes your primary role in the ABI Program?	Respondents: 18	
Faculty	9	50.00 %
Intern/Aide	6	33.33 %
Office Staff	1	5.56 %
Other	2	11.11 %
Total Responses	**18**	**100 %**
How long have you worked in Coastline's ABI Program?	Respondents: 18	
This is my first semester	4	22.22 %
1 year	1	5.56 %
2 years	2	11.11 %
3 years	1	5.56 %
4 years	1	5.56 %
5 years	2	11.11 %
8 years	1	5.56 %
11-15 years	1	5.56 %
16-20 years	4	22.22 %
21-25 years	1	5.56 %
Total Responses	**18**	**100 %**
Table 1 General Satisfaction - Scheduling of classes (time of day, length of class sessions, days of week)	Respondents: 18	
Very Satisfied	15	83.33 %
Somewhat Satisfied	2	11.11 %
Somewhat Dissatisfied	1	5.56 %
Total Responses	**18**	**100 %**
Table 1 General Satisfaction - Relevance of the ABI cognitive classes (concepts and applications) to students' vocational/academic or personal goals	Respondents: 18	
Very Satisfied	8	44.44 %
Somewhat Satisfied	8	44.44 %
Somewhat Dissatisfied	2	11.11 %
Total Responses	**18**	**100 %**
Table 1 General Satisfaction - Relevance of the Psychosocial Class to students' vocational/academic or personal goals	Respondents: 18	
Very Satisfied	13	72.22 %
Somewhat Satisfied	4	22.22 %
Neutral	1	5.56 %

Position and General Satisfaciton: Count/Percent
ABI Program Review Staff Survey 2005

		Count	Percent
Table 1 General Satisfaction - Relevance of the Psychosocial Class to students' vocational/academic or personal goals	Respondents: 18		
	Total Responses	**18**	**100%**
Table 1 General Satisfaction - Relevance of the Computer Lab to students' vocational/academic or personal goals	Respondents: 18		
Very Satisfied		5	27.78%
Somewhat Satisfied		9	50.00%
Neutral		3	16.67%
Somewhat Dissatisfied		1	5.56%
	Total Responses	**18**	**100%**
Table 1 General Satisfaction - Value of memory class in meeting student needs	Respondents: 18		
Very Satisfied		8	44.44%
Somewhat Satisfied		7	38.89%
Neutral		1	5.56%
Somewhat Dissatisfied		2	11.11%
	Total Responses	**18**	**100%**
Table 1 General Satisfaction - Value of Futures Planning in helping students with transition	Respondents: 17		
Very Satisfied		14	82.35%
Somewhat Satisfied		2	11.76%
Neutral		1	5.88%
	Total Responses	**17**	**100%**
Table 1 General Satisfaction - Usefulness of CABI in planning and delivering appropriate lessons	Respondents: 17		
Very Satisfied		3	17.65%
Somewhat Satisfied		9	52.94%
Neutral		4	23.53%
Somewhat Dissatisfied		1	5.88%
	Total Responses	**17**	**100%**
Table 1 General Satisfaction - Usefulness of Microcog test results	Respondents: 18		
Very Satisfied		6	33.33%
Somewhat Satisfied		7	38.89%
Neutral		4	22.22%
Somewhat Dissatisfied		1	5.56%

Position and General Satisfaciton: Count/Percent
ABI Program Review Staff Survey 2005

	Count	Percent
Table 1 General Satisfaction - Usefulness of Microcog test results	Respondents: 18	
Total Responses	**18**	**100 %**
Table 1 General Satisfaction - Relevance of research projects to ABI Program's goals	Respondents: 15	
Very Satisfied	2	13.33 %
Somewhat Satisfied	3	20.00 %
Neutral	6	40.00 %
Somewhat Dissatisfied	4	26.67 %
Total Responses	**15**	**100 %**
Table 1 General Satisfaction - ABI Program's ability to facilitate use of compensation strategies	Respondents: 18	
Very Satisfied	13	72.22 %
Somewhat Satisfied	5	27.78 %
Total Responses	**18**	**100 %**
Table 1 General Satisfaction - ABI Program's ability to facilitate awareness of cognitive skills	Respondents: 18	
Very Satisfied	12	66.67 %
Somewhat Satisfied	6	33.33 %
Total Responses	**18**	**100 %**
Table 1 General Satisfaction - ABI Program's ability to facilitate psychosocial adjustment	Respondents: 17	
Very Satisfied	12	70.59 %
Somewhat Satisfied	5	29.41 %
Total Responses	**17**	**100 %**
Table 1 General Satisfaction - Extent to which the program uses technology to enhance teaching and learning	Respondents: 18	
Very Satisfied	7	38.89 %
Somewhat Satisfied	8	44.44 %
Neutral	2	11.11 %
Somewhat Dissatisfied	1	5.56 %
Total Responses	**18**	**100 %**

"Other" Staff Position
ABI Program Review Staff Survey 2005

Question: Which best describes your primary role in the ABI Program?

MFT Trainee
Professional Expert

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

Self-Study Computer Hardware/Software

General Satisfaction: Comments
ABI Program Review Staff Survey 2005

Most Instructors change the cognitive materials to meet thier teams needs and the above response is a reflection of the current Cognitive Instructors Manual. A new manual that reflects all of the knowledge that has been aquired from the entire teaching staff could better meet the needs of the students. The cognitive instruction is meeting the needs of students due to the creativity of the staff and the informal sharing of information within the instructional staff. The new Sakai webpages should facilite this process. A webpage dedicated to "Cognitive Instruction Manual" may help in the development of a new manual.

The computer lab needs to empower the students to learn at thier own pace and apply thier new computer skills to a project that is more applicable to future job skills. (Business card project was well recieved and served this purpose well.)

Research Projects do not seem to be relevant to giving the faculty and/or students information that enhances thier learning/functioning or aides the instructors in meeting student needs.

While the Microcog test is easy and efficient to administer I am not sure how reliable and valid the score are. I also see that students make functional progress that is not evident on the Microcog. I think we should be looking for a replacement instrument. I have the same concerns about CABI. I am not sure how well the specific assessment and intervention related to an isolated cognitive skill relates to functional outcomes. Also it is my impression that alternate form reliabity between CABI A and B is low. I am not sure if this has been measured.

In terms of research projects, I assume that this question is related to research projects conducted by interns and students. I would the projects chosen to meet the research needs of the ABI programs -- i.e. CABI reliability,comparing pre and post testing with Microg and an alternative measure, functional outcomes. psychosocial adjustment, etc.

As an instruction I would like to see significant inhancement the use of technology. At present, use of technology in the classroom is very cumbersome.   For example, use of the mobile cart to access the internet. Unless an aide is available to set the cart up before class, it takes too much time to get the computers up and running. If I use the computers second hour, my aide can set if up during my first hour of instruction but then the aide is not available to assist students. THen when I get the system up and running it is very slow. As consequence I don't utilize the laptops. I really need be using them for my students to use Kruzwiel. Also laptops are really taxed running Kurweil and often crash.   Internet access in the classroom without the cart would be great.

General Satisfaction: Comments
ABI Program Review Staff Survey 2005

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

We also have the projector and screen. I do use this fairly often. The visability is poor do to lighting factors and the screen. Unless it is quite dark the students cannot see and then cannot take notes.   A smartboard with a printer would be a fabulous improvement as well as allowing for a variety of interactive options.

I am very happy with the programs progress with using the ipacs and hope that will continue.

This is somewhat low tech but I would really like a teacher desk.

I marked very satisfied re: scheduling of classes because overall I am very satisfied; however, I would prefer a shorter summer schedule. This year's summer schedule was not discussed at staff meeting; whereas in the past it was discussed and length of summer session was agreed upon by the majority of faculty.

classes start too early.

The reason that I maked "some dissatisfied" to the question about the relevance of the ABI cognitive classes (concepts and applications) to students' vocational/academic or personal goals was that previously we there seemed to be more focus on concepts rather than application. That is improving however, because there seems to be an effort to increase on having the students make goals and that staff ensuring that there is follow through. The reason that I marked "somewhat satisfied" on the question Value of memory class in meeting student needs is that again there seems to obe too much focus on concepts rather than application. The students need to practice in class what is taught in order to give them ideas to allow them to apply in in there every day life.

Extended curriculum in memory strategies are needed. Create a comprehensive plan to cover issues such as memory processing, brain function, and compensation strategies. Utilization of a biopsychosocial perspective in dealing with overall client (real life) issues.

The research projects that are run by Dr. Connie Shears can be disruptive to the students and staff and I don't find the results particulary useful.

Staffing: Count/Percent
ABI Program Review Staff Survey 2005

	Count	Percent
Table 2 Staffing - Availability of substitute pool	Respondents: 15	
Very Satisfied	2	13.33 %
Somewhat Satisfied	3	20.00 %
Neutral	6	40.00 %
Somewhat Dissatisfied	4	26.67 %
Total Responses	**15**	**100 %**
Table 2 Staffing - Quality of substitute pool	Respondents: 15	
Very Satisfied	7	46.67 %
Somewhat Satisfied	3	20.00 %
Neutral	4	26.67 %
Somewhat Dissatisfied	1	6.67 %
Total Responses	**15**	**100 %**
Table 2 Staffing - Availability of instructional aides	Respondents: 17	
Very Satisfied	3	17.65 %
Somewhat Satisfied	9	52.94 %
Neutral	1	5.88 %
Somewhat Dissatisfied	4	23.53 %
Total Responses	**17**	**100 %**
Table 2 Staffing - Skill level of instructional aides	Respondents: 17	
Very Satisfied	9	52.94 %
Somewhat Satisfied	6	35.29 %
Neutral	1	5.88 %
Somewhat Dissatisfied	1	5.88 %
Total Responses	**17**	**100 %**
Table 2 Staffing - Availability of Neuropsych consultant	Respondents: 16	
Very Satisfied	8	50.00 %
Somewhat Satisfied	2	12.50 %
Neutral	5	31.25 %
Very Dissatistied	1	6.25 %
Total Responses	**16**	**100 %**
Table 2 Staffing - Extent to which Neuropsych consultant services are useful in program planning and meeting student needs	Respondents: 16	
Very Satisfied	8	50.00 %
Somewhat Satisfied	2	12.50 %
Neutral	5	31.25 %

Staffing: Count/Percent
ABI Program Review Staff Survey 2005

	Count	Percent
Table 2 Staffing - Extent to which Neuropsych consultant services are useful in program planning and meeting student needs	Respondents: 16	
Somewhat Dissatisfied	1	6.25 %
Total Responses	**16**	**100 %**
Table 2 Staffing - Extent to which Neuropsych interns enhance program services	Respondents: 17	
Very Satisfied	14	82.35 %
Somewhat Satisfied	2	11.76 %
Neutral	1	5.88 %
Total Responses	**17**	**100 %**
Table 2 Staffing - Adequacy of clerical staff for faculty needs	Respondents: 17	
Very Satisfied	16	94.12 %
Somewhat Satisfied	1	5.88 %
Total Responses	**17**	**100 %**
Table 2 Staffing - Quality of interoffice communication (including accuracy/completeness of phone messages and)	Respondents: 16	
Very Satisfied	12	75.00 %
Somewhat Satisfied	2	12.50 %
Neutral	2	12.50 %
Total Responses	**16**	**100 %**
Table 2 Staffing - Maintenance of student/staff confidentiality with the department	Respondents: 16	
Very Satisfied	9	56.25 %
Somewhat Satisfied	4	25.00 %
Neutral	2	12.50 %
Somewhat Dissatisfied	1	6.25 %
Total Responses	**16**	**100 %**
Table 2 Staffing - Maintenance of professional boundaries	Respondents: 17	
Very Satisfied	14	82.35 %
Somewhat Satisfied	1	5.88 %
Neutral	1	5.88 %
Somewhat Dissatisfied	1	5.88 %
Total Responses	**17**	**100 %**

Staffing: Count/Percent
ABI Program Review Staff Survey 2005

		Count	Percent
Table 2 Staffing - Availability of Department Chairs	Respondents: 17		
Very Satisfied		15	88.24 %
Neutral		2	11.76 %
	Total Responses	**17**	**100 %**
Table 2 Staffing - Extent to which Department Chairs are responsive to faculty and program needs	Respondents: 17		
Very Satisfied		15	88.24 %
Neutral		2	11.76 %
	Total Responses	**17**	**100 %**
Table 2 Staffing - Availability of relevant professional development workshops or opportunities	Respondents: 17		
Very Satisfied		7	41.18 %
Somewhat Satisfied		1	5.88 %
Neutral		6	35.29 %
Somewhat Dissatisfied		3	17.65 %
	Total Responses	**17**	**100 %**

Staffing: Comments
ABI Program Review Staff Survey 2005

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

The above reference to the neuropsych consultant is based on the consultant for Fall 05.

I am unable to comment on the new consultant. Would like to re-visit these questions at later date. I do believe that neuropsych consultant can be an invaluable addition to the program.

Instructional aides can vary depending upon team being served and individual aides capablity.

My aide is great but she can also substitute. As a consequence I often don't have an aide and have no advance warning. I utilize a lot of some group instruction and have frequently have to change my lesson plans on a momments notice.

I think the services of a Neuropsych consultant are very valuable but have been under utilized. I would to see a consultant make recommendations for behavior management and instruction based a students neuropsychological status or profile. Ideally the initial assessment should generate such recommendations as well as ongoing work with students. The intern program has been very helpful to me as an instructor. I have been able implement a variety of instructional programs with individual students and small groups that I could not have done without interns. For example - teach use of Kurzwiel, instruction in sign language to facilitate reading, individual application of the ipac, specific speech interventions.

Answers to neuropsych consultant questions are based on previous experience with Doug Harrington, since Sandy Klein has held this position for such a short period of time.

We need to incorporate technology & cognitive workshops that will help us learn up to date material to enhance the ABI program.

As a computer lab instructional associate it seems that the ratio of instructional staff to students in the computer lab is much lower then the levels of classroom instructional staff to students. When nearly every seat in our 30 station computer lab is occupied with students and there is only one instructor and one aide to answer questions/demonstrate programs - then it is very difficult to give the level of customer service that we need to give in order to keep our student enrollment up.

The reason that I marked "somewhat dissatisfied" with the question Availability of instructional aides is because I think that more individualized attention for the students would be more beneficial which means that we need more dedicated instructional aids.

Availability of substitutes is limited. Need more personnel.

Staffing: Comments
ABI Program Review Staff Survey 2005

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

I would like to have a larger substitute pool. The quality of the subs is excellent.

I like the new Neuropysch consultant, she's more hands on and is more available for the classroom's needs.

I am somewhat dissastisfied with the quality of the substitute pool. I am also somwhat dissasatisfied with the quality of the instructional associates.

The remarks regarding the Neuropsych consultant and interns reflect my opinion as of January 2006 after the change.

Resources: Count and Percent
ABI Program Review Staff Survey 2005

	Count	Percent
Table 3 Resources/Facilities - Quality of staff computers Respondents: 17		
Very Satisfied	11	64.71 %
Somewhat Satisfied	4	23.53 %
Neutral	2	11.76 %
Total Responses	**17**	**100 %**
Table 3 Resources/Facilities - Quantity of staff computers Respondents: 17		
Very Satisfied	8	47.06 %
Somewhat Satisfied	4	23.53 %
Neutral	2	11.76 %
Somewhat Dissatisfied	2	11.76 %
Very Dissatisfied	1	5.88 %
Total Responses	**17**	**100 %**
Table 3 Resources/Facilities - Quality/comfort of classrooms Respondents: 18		
Very Satisfied	3	16.67 %
Somewhat Satisfied	6	33.33 %
Neutral	1	5.56 %
Somewhat Dissatisfied	6	33.33 %
Very Dissatisfied	2	11.11 %
Total Responses	**18**	**100 %**
Table 3 Resources/Facilities - Quality of VCRs and/or other audio-visual equipment Respondents: 17		
Very Satisfied	4	23.53 %
Somewhat Satisfied	3	17.65 %
Neutral	4	23.53 %
Somewhat Dissatisfied	5	29.41 %
Very Dissatisfied	1	5.88 %
Total Responses	**17**	**100 %**
Table 3 Resources/Facilities - Cleanliness of the classrooms and DSP&S office Respondents: 18		
Very Satisfied	2	11.11 %
Somewhat Satisfied	5	27.78 %
Neutral	1	5.56 %
Somewhat Dissatisfied	8	44.44 %
Very Dissatisfied	2	11.11 %
Total Responses	**18**	**100 %**

Resources: Count and Percent
ABI Program Review Staff Survey 2005

	Count	Percent
Table 3 Resources/Facilities - Quality of the physical site for non-traditional students	Respondents: 17	
Very Satisfied	2	11.76 %
Somewhat Satisfied	3	17.65 %
Neutral	2	11.76 %
Somewhat Dissatisfied	8	47.06 %
Very Dissatisfied	2	11.76 %
Total Responses	**17**	**100 %**
Table 3 Resources/Facilities - Adequacy of office space for faculty needs	Respondents: 16	
Very Satisfied	5	31.25 %
Somewhat Satisfied	6	37.50 %
Neutral	1	6.25 %
Somewhat Dissatisfied	4	25.00 %
Total Responses	**16**	**100 %**

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

Would like to see DVD players and projectors in the ABI-related classrooms.

The number of staff computers should be increased, however space is problematic.

Classrooms lack proper seating for instructor podiums and noise from grounds crew is very disruptive to learning enviornment.

Computer lab has great AV but is unavailable for general staff use. Smart boards would be nice.

Tables in classrooms are cleaned with oil based product during long breaks and leaves sticky film that needs to be cleaned of by students and instructors first week of school.

Side walks should be re-paved to better serve disabled students.

Some adjuncts have no desks or storage space available for thier use.

The VCRs need to be upgraded to VHS/DVD combo's so we can utilize both types of media. Also we need to have remote controls for the VCR's and TV's to be able to utilize all the features that come with them.

I usually bring my laptop because I cannot count on being able to assess a staff computer. Classroom are hot or cold -- doesn't brother me too much but it really seem an issue to students. Bathroom have been a problem. Rooms are not consistently cleaned.

Classrooms are consistently poorly maintained (dirty, in disrepair). Would like to have a computer for instructor use (attendance, grades) in the classroom. TV/VCR is difficult to reach and outdated (cannot use a DVD). The lawn consists mainly of weeds, flower beds are not weeded properly.

Unfortunately, we don't have enough computer staff to meet all of the students needs. Many students come into the program having minimal to no prior knowledge of computers/technology. Due to budget deficits, our hands are tied. A possible solution would be to add an introduction to computer class during the winter and summer breaks that would provide students with the basic knowledge of how to operate computers/technology. This would greatly benefit students as well as aleviate the amount of assistance the students need during the ABI program.

The cleanliness of the classrooms is minimal to none existant. The trash cans are

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

always full, the tables as well as the computers are extremely dusty, and the floors and rugs appear to not be regularly swept or vacuumed.

The quality of the physical site for non-traditional students are not appropriate for the safety of our students. The concrete floors are cracked and lifted up, which creates a safety hazard for students with physical disabilities.

Cleanliness has long been a concern here. Bathrooms regularly have "out of order" signs on them for extensive periods of time. So many of our students have physical disabilities that require convenient reliable restroom access that these rather unreliable restrooms reflect poorly on our commitment to give our students a good quality ABI experience when they are here every morning.

The classroom floors and counters are not kept clean enough on regular basis. Bathrooms are often filthy. Phisical site is not appropriate for disabled students many of whom are on wheel chairs. Also the noise level is often too high coming from the lawn mowing outside while classess are in session.

The reason that I marked "very dissatisfied" on the question Quality of the physical site for non-traditional students is because the pathways that connect the classrooms are uneven and are a hazard for physically challenged students who have difficulty walking or use a cane or are in a wheelchair. We even had an incident last quarter in which a woman tripped on the pathway and fell to the ground.

The classrooms are filthy! There are dead bugs on the back sink, dust and dirt everywhere, I believe the classrooms are an environmental concern.

The quality and the comfort in our classrooms is less than desirable. The classrooms are dirty and are not comfortable. I would hope to have more technology in the classroom, i.e., working VCR's with remotes. Space is an issue for staff members. It is difficult to have a phone conversation due to the excessive commotion in the staff room.

Professional Development: Count and Percent
ABI Program Review Staff Survey 2005

	Count	Percent
In which of the following professional development activities have you participated within the past three years? (Mark all that apply.)	Respondents: 16	
CCC General Faculty Meeting	12	75.00 %
Discipline flex-day workshops	2	12.50 %
Technology flex-day workshops	1	6.25 %
Student learning outcome (SLO) training	2	12.50 %
Professional conferences	9	56.25 %
Graduate classes/program	5	31.25 %
Other classes	6	37.50 %
Professional training	6	37.50 %
Discipline-related reading	5	31.25 %
Technology-related reading	7	43.75 %
None of the above	1	6.25 %
Other	1	6.25 %
Total Responses	**57**	**100 %**

"Other" Professional Development Activities
ABI Program Review Staff Survey 2005

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

Self-Study Computer Hardware/Software

Comments and Recommendations
ABI Program Review Staff Survey 2005

Question: What factors do you believe have been most responsible for the enrollment decline in the ABI Program in recent years?

non-timely registration of students, lack of consistency during tours

The program was poorly represented by the front office staff (this has been fixed) and the tours were more of an orentation session then a "welcome to ABI" which turned off prospective students and families (this has improved.)

Don't really know

I really am not sure. Some possilbities are:
- 2 year commitment isn't practical or necessary for all students
- improved medical care for mild head injury?
- even though we have made many publicity efforts, I rarely meet professionals who are aware of the program.
- students drop out for a variety of a reasons -- maybe they give negative publicity?

Perhaps students are desiring to take classes that better prepare them for returning to the work field. Our program has recently transitioned from our original curriculum of concentrating on cognitive rehabilitation using the CABI model to a modified curriculum that will provide students with materials that are morer applicable in the community.

I wish I knew. I have no idea at all why enrollment is down.

a student's ability to see relevance between what the program has to offer and their current issues and needs.

Media coverage. Student drop-out.

I'm not sure, maybe our numbers were o.k. but we just didn't get them registered in time to get them into our count. That issue should be resolved since we have a more organized and efficient staff assistant.

A lack of accountability for all staff members on a team to hold regular team meetings.

access to appropriate clientele; marketing; lack of public awareness

Marketing problems, early student attrition, students needing to commit to the program for two years without being able to focus on what they were going to do when they left the program.

Comments and Recommendations
ABI Program Review Staff Survey 2005

Question: What do you feel are the greatest strengths of Coastline's ABI Program?

faculty communication, focus on practial skills

The dedication of the staff to improving the quality of life for ABI survivors and families. The quality of the ABI Staff and support staff. The technology that is available for students and faculty.

The faculty and the staff - the people really care about what they do

Great, highly competent and motivated staff.
Abilty to work as a team.
FLexibility
Creative
Sincere desire to help students

faculty, staff, curriculum, services (counseling, career planning, etc.)

The greatest strengths of the Coastline's ABI program are the psychosocial component, the computer component, & the critical thinking component. The psychosocial component provides students with the opportunity to learn how the brain works and how their injury affects them cognitively, emotionally, & physically as well as learning how to discuss their challenges and receive feedback from peers and staff. The computer component provides students with the opporunity to learn how to use technology and apply it to their everyday life, professionally & personally. The critical thinking component provides students with the opportunity to problem solve real life issues.

The emotional warmth and acceptance that the students feel when they are here with staff and interacting with each other is very condusive to physical healing and emotional growth and acceptance of the reality of what their disability has brought to their quality of life.

critical thinking and Psychosocial classes, future planning, and councilling services

I definitely feel that the greatest strength of the program is the dedication of the staff to the needs of the students. The staff are continually working to improve the program and themselves to provide the best quality of education to the students.

Experience of faculy and staff. Coastline's curriculum and overall mission statement.

I feel that the staff works together as a wonderful team striving to meet the needs of the students. I feel that the geniune concern for the students and our willingness to learn new techniques and change our program is an incredible asset.

The fact that both of our Department Chairs are approchable, fair, and can be trusted.

Comments and Recommendations
ABI Program Review Staff Survey 2005

Question: What do you feel are the greatest strengths of Coastline's ABI Program?

Our Department Chairs demonstrate a depth of understanding of student and staff needs. I feel that the majority of our staff is deeply committed to successful student outcomes and offers a tremendous level of compassion to assisting students and their families in the rehabilitation process.

The faculty and their absolute committment to the betterment of the lives of persons with ABI; the staff is also included. In addition, our committment and open mindedness to the possible avenues of cognitive rehab/

The professional staff, we have great instructors who are dedicated and caring. The uniqueness is also a strength-a comprehensive rehabilitation program for cheap community college prices.

Comments and Recommendations
ABI Program Review Staff Survey 2005

Question: In what areas, if any, does the ABI Program need to be improved?

further integration of futures planning; better integration of family members

The program would benefit from a revision of existing teaching materials.

Working with ABI students is a challenge. Each student is different and needs an individual approach. We need to be keep up on top current practices in intervention supported by
research. I am not sure how to logistically do this but we could probably all profit from brainstorming
as a team to on a fairly frequent basis on various way to meet student challenges. I think we need to re-evaluate our curriculum -- keep the good stuff, elimate what doesn't work and add new things. I think we should figure out an continous on going system for this that takes "baby steps" each semester.

Better application of skills taught.

The ABI program can benefit from constantly modifying & updating the curriculum to resemble everyday life. If we could continue helping students express their major goals after the program, we will be able to be adapt the curriculum to fit the students' needs.

We are doing our very best to do a good job.

in the area of application. Enhancing a student's ability to transfer and generalize the skills learned in the classroom to their lives outside.

I think that there definetly needs to be more of a focus on the application of the techniques taught in memory and cognitive skills class at the ABI program in order to better prepare the students for their transition to their life outside the program. I think that focusing on goal setting and ensuring that the students follow through with their chosen goals. If they succeed they are able to prove to themselves that they are capable.

N/A

We can always integrate what we do more effectively.

More time during general staff meetings to address key issues related to student success. Having an opportunity to learn and share from one another across teams. More inservices and/or professional development offerred during general staff meetings.

Professional education/workshops;

Our 'Portfolio Project' needs to be implemented and student held accountable for their transition program. Also, an effective research study evaluating the efficacy of the

Comments and Recommendations
ABI Program Review Staff Survey 2005

Question: In what areas, if any, does the ABI Program need to be improved?

program that is practical and respected in the following disciplines; cognitive psychology, rehabilitation psychology, neuropsychology, and psychotherapy.

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?

We should review existing course outlines to make sure that they accurately reflect what goes on in the classroom; update the Cognitive Refresher course outline

Cognitive Skills need to be revisited and revised. Memory Instructors manual should be updated to reflect more recent research and new technologies.

We probably need to write a course outline or program for the communication class. THe critical thinking curric. doesn't work for team many 3 & 4 students. A much more functional
approach is needed.

Memory course needs to focus more on strategies and less on theory. Instructors need better application exercises, but have little time to research this area. Maybe we could pay someone to compile a thorough list of suggestions.

One particular class that needs modifying & updating is the memory class. We need to adapt this curriculum to relate to individual needs as well as applying these skills to everyday activities & life. Perhaps by surveying the students as to how to improve the memory class, we might gain knowledge as to how to improve this component of the curriculum.

I think the curriculum we have now is very good.

All programs are effective.

I think the computer lab has improved however we need to make sure it is a relevant experience for all students.

I believe it is time to update and modify the Memory curriculum as well as the Critical Thinking curriculum. I am pleased to know that we are currently adding the Portfolio to assist students with a successful transition post ABI program.

I feel we are evaluating that now and trying to build a compendium of instructors tools that are effective supplements to the CABI material.

Comments and Recommendations
ABI Program Review Staff Survey 2005

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

flexible workshops

Family/Caregivers of ABI Survivors: Coping with ABI

I would like to bring in speech pathology interns.

continue the intersession offerings

The students would greatly benefit from having an introduction to computer class during the winter and summer breaks. If the students could learn the basics of computers/technology, then they would be able to learn and focus on the skills being taught in the lab during the ABI regular session.

Our students would love to have on-site driver training.

Comprehensive future planning curriculum and extension of transitional plans (adaptation for change in environmental setting).

I would love to be able to offer courses to family members. I feel that family members need to be educated and aware of their 'student' in the program. I feel that the program would be improved if we had more family interaction/input. Many students have asked if we could offer an excercise component to our program. Students would like to be able to attend exercise classes during the hours of the ABI program. I also feel that we need to offer more group counseling sessions for students that specifically need coping strategies for marital, relational, financial, parenting etc., above the time that they have in processing during their Psycho-Social class.

I am committed to integrating the interns into the program in a more effective manner as the links between staff and students. I would also like to see interns supplementing classes with talks on salient topics that we are learning about in Group Supervision (e.g. Anosognosia, 5 levels of Attention, etc.)

Comments and Recommendations
ABI Program Review Staff Survey 2005

Question: Do you have any other comments or recommendations?

Overall, I have seen good changes being implemented and I truly believe the ABI program will continue to enhance the growth of both our students and staff.

We provide an excellent service for a very reasonable cost.

I wanted to inform you that my comments are based on my experience with Team 3 & Team 5, I am not familiar with the computer lab or psychosocial classes. I think that the program is well rounded and I enjoy working here.

No.

ABI Program Review 2005-2006

Celeste Ryan & Michelle Wild

ABI Program Overview

- Funded by AB 77 under Special Programs and Services for the Disabled
- Established in 1978
- The ABI Program emphasizes cognitive retraining, socialization, and career development to promote individual responsibility and independence
- Classes take place at Costa Mesa Center

Program Schedule

Students in the program learn strategies to compensate for deficits in:

- Verbal and Figural Skills
- Attention
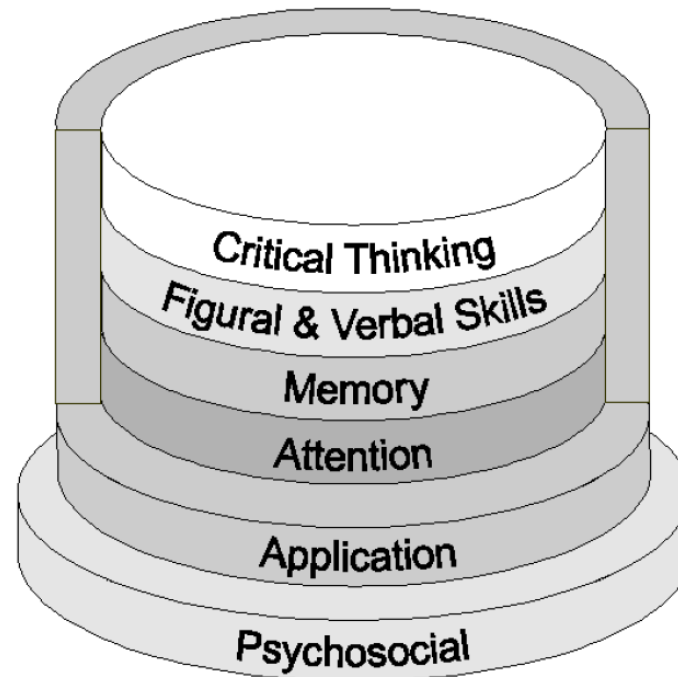- Memory
- Critical Thinking
- Organization

Formal Admissions Process

- Formal Application
- Admissions Requirements
- Individual & Group Testing
- Intake Interview
- Review by Interdisciplinary Team
- Orientation for Students and Family Members

Program Schedule

	TEAM 1.1	TEAM 1.2	TEAM 2	TEAM 3	TEAM 4	TEAM 5
Cognitive: Psychosocial: Computer:	Brenda Fitzgeorge Sue Shepard Debbie Desmond	Tracy Teregis/ Phyllis Larkin Sue Shepard Debbie Desmond	Michelle Wild/Tracy Teregis Kim Peterson Debbie Desmond	Erin Crowley Brenda Fitzgeorge Debbie Desmond	Linda Elbert Sue Shepard Debbie Desmond	Michelle Wild/Phyllis Larkin Kim Peterson Debbie Desmond
8:30 - 9:20	Concepts Brenda Room 17 *Steve*	Computers Debbie Room 13 *Mary*	Concepts Michelle (MW) Tracy (TR) Room 11 Memory (M) Phyllis	Concepts Erin Room 10 Memory (W) Tracy *Lamis, Wendy*	Computers Debbie Room 13 *Christine* *Rocio MW*	Psychosocial Kim Room 8
9:30- 10:20	Application Brenda Memory (W) Phyllis Room 17 *Steve*	Psychosocial Sue Room 8	Application Michelle (MW) Tracy (TR) Room 11	Application Erin Room 10 *Lamis, Wendy*	Concepts Linda Room 16 Memory (M) Phyllis *Christine*	Computers Debbie Room 13 *Mary* *Rocio MW*
10:40 - 11:30	Psychosocial Sue Room 17	Concepts Phyllis (M) Memory Tracy (TWR) Room 8 *Steve*	Computers Debbie Room 13 *Mary* *Rocio MW*	Psychosocial Brenda Room 10	Application Linda Room 16 *Christine*	Concepts Michelle (MW) Phyllis (TR) Memory (W) Phyllis Room 11 *Wendy*
11:40 - 12:30	Computers Debbie Room 13 *Rocio MW*	Application Phyllis (M) Tracy (TWR) Room 8 *Steve*	Psychosocial Kim Room 10	Computers Debbie Room 13 *Mary*	Psychosocial Sue Room 16 *Christine*	Application Michelle (MW) Phyllis (TR) Room 11 *Wendy*

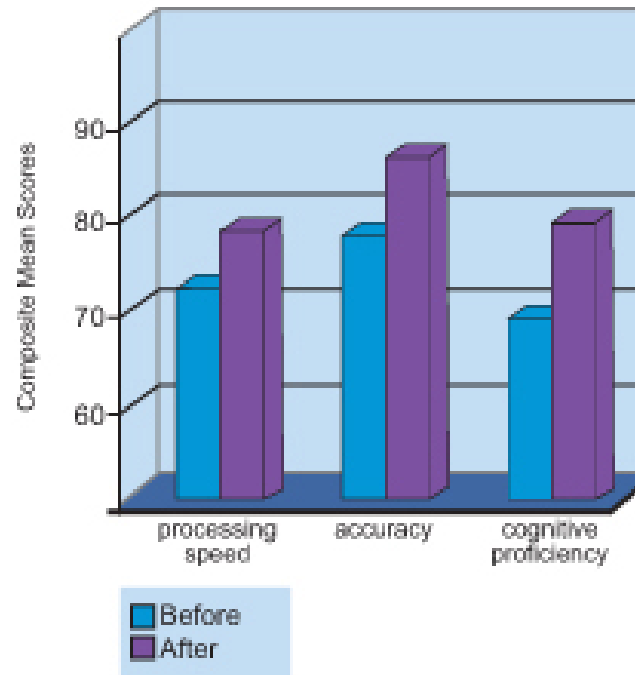# Program Components -- CABI

The C^6A^3BI Model

Additional Program Components

- Individual Counseling
- Future Planning
- Speech/Language Team
- Memory Team
- Psychosocial Workshops
- iPAQ Workshops
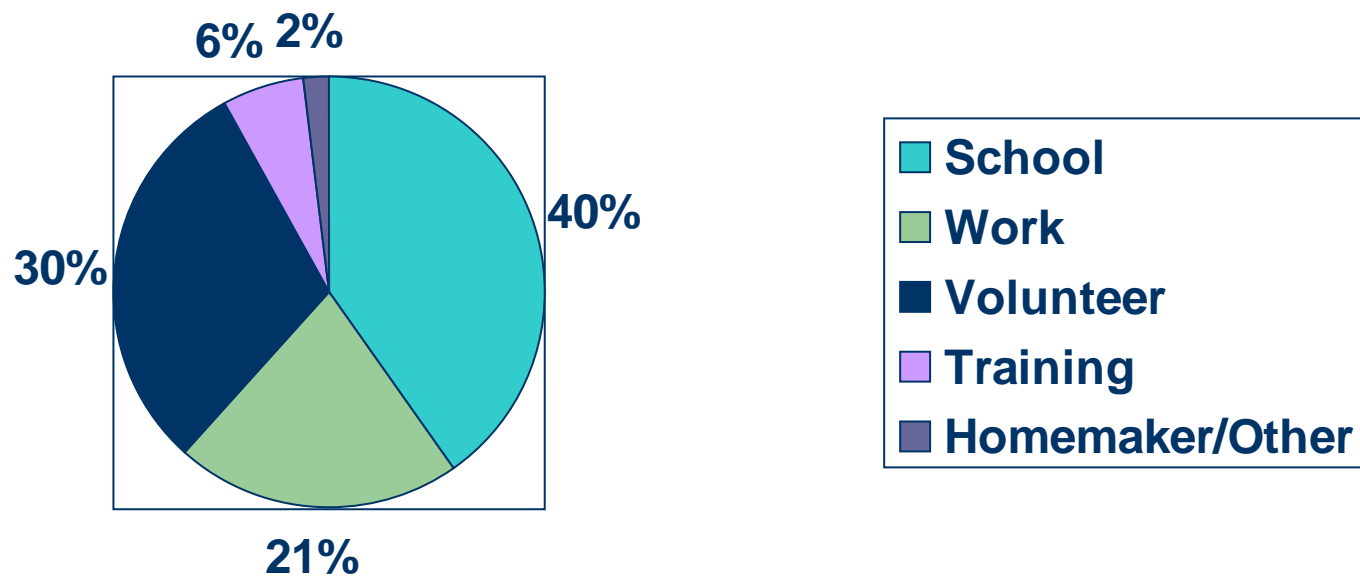- Alumni Support Group
- Refresher Course

ABI Staffing

- Dean, Special Programs & Services and Counseling (.25 FTE)
- Co-Department Chairs (3 LHE)
- Four Full-time Faculty Members
- One 55% Faculty Member
- Five Part-time Faculty Members
- Four Support Staff
- Consulting Neuropsychologist
- Five-six Doctoral Interns
- One Research Assistant
- Three Instructional Associates
- Five Instructional Aides

The Program Works!

Employment & Education Outcome

Pie chart:
- 40% — School
- 21% — Work
- 30% — Volunteer
- 6% — Training
- 2% — Homemaker/Other

Legend:
- School
- Work
- Volunteer
- Training
- Homemaker/Other

Student Learning Outcomes

- **Students will learn and successfully apply various cognitive and behavioral strategies needed to improve their ability to process information.**
    - To be assessed using scores and completion times on the CABI instrument or other assessment measures used. Will use a pre and post test design on all students.
- **Student has clear and realistic life goals.**
    - To be assessed using a life goal planning form and rubric to be developed by the Special Programs faculty and staff. Will use a pre and post test design and administer the instrument to all students.

Here's What They Have to Say…

- Student
  - "This is my last semester before graduation, in looking back, I am extremely grateful for the help that I've received in so many areas. Without this program I would not be able to look ahead, past my immediate limitations, to a full life ahead. Now, I'm really excited about my new possibilities, which I would never have seen without the excellent guidance from so many in the ABI Program."
- Alumni
  - "I graduated in 2002. I am now happily married and finishing up a Masters in Psychology with an emphasis on marriage and family development. I was hit by a car 7 1/2 years ago, spent two months in a coma, and suffered a traumatic brain injury. I would not be where I am today without the cognitive retraining that I received at Coastline. For that I am very grateful. Coastline's ABI program is an excellent and very necessary program. I wish it great success!"

Here's What They Have to Say…

- Family Member
    - "It is an incredibly outstanding program. It is a terrific re-hab program that intensively deals with the two years post trauma….that makes the student feel empowered and responsible for his own actions and own future. unlike a medical, re-hab program where one feels like a patient, by nature dependent and unable to make his own decisions or take responsibility for one's future. The structure and format of the Coastline Program is ideal in optimizing the attitude of recovery, self-sufficiency, and personal empowerment."

Program Goals

- Update course outlines to reflect Student Leaning Outcomes (SLOs).
- Establish an ABI internal research board (IRB).
- Explore and evaluate a functional assessment tool.
- Develop a program for Speech/Language interns.
- Establish an ABI student social club.
- Establish "Psychology of Hope" curriculum.
- Continue iPAQ Pocket PC training curriculum and workshops.
- Promote National Brain Injury Awareness Month.
- Re-establish an Advisory Board.

Program Highlights

- Student Appeals Panel
- ABI Fundraising: 5/02 thru 12/05 -- $102,442.43
- Special Programs Foundation
- Special Programs Foundation Recipients: 1/02 thru 4/06 -- $41,317.56
- Coastline Scholarships: 4/02 thru 3/05 --$4,615
- Monthly Staff Meetings
- Online Discussion Forum for Faculty & Staff
- Annual Ice Cream Social
- Transition Plans

Table of Contents
ABI Student 2005

General Satisfaction: Count and Percent
ABI Student Survey 2005

		Count	Percent
Table 1 General Satisfaction - Quality of instruction	Respondents: 67		
Very Satisfied		38	56.72 %
Somewhat Satisfied		19	28.36 %
Neutral		8	11.94 %
Somewhat Dissatisfied		2	2.99 %
	Total Responses	**67**	**100 %**
Table 1 General Satisfaction - Scheduling of classes (time of day, length of class sessions, days of week)	Respondents: 66		
Very Satisfied		44	66.67 %
Somewhat Satisfied		14	21.21 %
Neutral		6	9.09 %
Somewhat Dissatisfied		2	3.03 %
	Total Responses	**66**	**100 %**
Table 1 General Satisfaction - Relevance of ABI cognitive classes (Concepts and Applications) to your vocational, academic, or personal goals	Respondents: 67		
Very Satisfied		37	55.22 %
Somewhat Satisfied		19	28.36 %
Neutral		9	13.43 %
Somewhat Dissatisfied		2	2.99 %
	Total Responses	**67**	**100 %**
Table 1 General Satisfaction - Relevance of ABI Psychosocial Class to your vocational/academic or personal goals	Respondents: 68		
Very Satisfied		39	57.35 %
Somewhat Satisfied		14	20.59 %
Neutral		12	17.65 %
Somewhat Dissatisfied		3	4.41 %
	Total Responses	**68**	**100 %**
Table 1 General Satisfaction - Relevance of ABI Computer Lab to your vocational/academic or personal goals	Respondents: 68		
Very Satisfied		34	50.00 %
Somewhat Satisfied		18	26.47 %
Neutral		9	13.24 %
Somewhat Dissatisfied		7	10.29 %
	Total Responses	**68**	**100 %**

General Satisfaction: Count and Percent
ABI Student Survey 2005

	Count	Percent
Table 1 General Satisfaction - ABI Program's ability to facilitate use of compensation strategies	Respondents: 68	
Very Satisfied	36	52.94 %
Somewhat Satisfied	18	26.47 %
Neutral	12	17.65 %
Somewhat Dissatisfied	2	2.94 %
Total Responses	**68**	**100 %**
Table 1 General Satisfaction - ABI Program's ability to facilitate awareness of cognitive skills	Respondents: 66	
Very Satisfied	40	60.61 %
Somewhat Satisfied	16	24.24 %
Neutral	8	12.12 %
Somewhat Dissatisfied	1	1.52 %
Very Dissatisfied	1	1.52 %
Total Responses	**66**	**100 %**
Table 1 General Satisfaction - ABI Program's ability to facilitate psychosocial adjustment	Respondents: 67	
Very Satisfied	39	58.21 %
Somewhat Satisfied	19	28.36 %
Neutral	9	13.43 %
Total Responses	**67**	**100 %**
Table 1 General Satisfaction - Helpfulness of office staff	Respondents: 66	
Very Satisfied	47	71.21 %
Somewhat Satisfied	6	9.09 %
Neutral	11	16.67 %
Somewhat Dissatisfied	2	3.03 %
Total Responses	**66**	**100 %**
Table 1 General Satisfaction - Overall quality of the ABI Program	Respondents: 67	
Very Satisfied	48	71.64 %
Somewhat Satisfied	11	16.42 %
Neutral	7	10.45 %
Somewhat Dissatisfied	1	1.49 %
Total Responses	**67**	**100 %**

General Satisfaction: Count and Percent
ABI Student Survey 2005

	Count	Percent
Table 1 General Satisfaction - Your own success in the ABI Program Respondents: 66		
Very Satisfied	32	48.48 %
Somewhat Satisfied	24	36.36 %
Neutral	8	12.12 %
Somewhat Dissatisfied	1	1.52 %
Very Dissatisfied	1	1.52 %
Total Responses	**66**	**100 %**

Facilities and Resources: Count and Percent
ABI Student Survey 2005

		Count	Percent
Table 2 Facilities/Resources - Quality of classroom computers	Respondents: 66		
Very Satisfied		48	72.73 %
Somewhat Satisfied		13	19.70 %
Neutral		5	7.58 %
	Total Responses	**66**	**100 %**
Table 2 Facilities/Resources - Adequacy of computer classroom (noise level, space, proximity of computers)	Respondents: 66		
Very Satisfied		36	54.55 %
Somewhat Satisfied		19	28.79 %
Neutral		6	9.09 %
Somewhat Dissatisfied		4	6.06 %
Very Dissatisfied		1	1.52 %
	Total Responses	**66**	**100 %**
Table 2 Facilities/Resources - Relevance of software	Respondents: 65		
Very Satisfied		38	58.46 %
Somewhat Satisfied		17	26.15 %
Neutral		8	12.31 %
Somewhat Dissatisfied		2	3.08 %
	Total Responses	**65**	**100 %**
Table 2 Facilities/Resources - Quantity of software	Respondents: 65		
Very Satisfied		40	61.54 %
Somewhat Satisfied		17	26.15 %
Neutral		8	12.31 %
	Total Responses	**65**	**100 %**
Table 2 Facilities/Resources - Quality of classroom maintenance (cleanliness)	Respondents: 65		
Very Satisfied		41	63.08 %
Somewhat Satisfied		9	13.85 %
Neutral		11	16.92 %
Somewhat Dissatisfied		3	4.62 %
Very Dissatisfied		1	1.54 %
	Total Responses	**65**	**100 %**

General Satisfaction: Comments
ABI Student Survey 2005

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

Overall, I feel that the program is a little too basic. The team concept is good, but the computer class should not combine teams and should be further divided into groups by computer skills.

Some of the staff talks to us like we're two years old, which makes me feel that I am at that level. The computer lab assignments are a little too easy sometimes. The people in the office or not helpful at all, but most of the teachers are.

this program does not meat the standards of each student each injury is different and their needs are different it does not meet my standards as a student for those of us who dont know are dissabilities i know i would like to go out and find out each of our abilities and then come back and work on what i need help on to make this program succesful

It seems like I've reached a point where I'm not moving forward or backward I'm just neutral and don't know if I should stay or not. Plus some of the staff talks to me as if I'm not cognitively capable of knowing what I am doing without their help and that makes me want to attend less and less.I.e., the main teacher in the computer lab gets angry at those of us who know what we are doing for moving forward without asking first. Also, some of the teachers talk down to us like we are younger than we actually are.

Because you dont need computers in order to live

Psychosocial class I've been in have focused primarily on processessing issues I would perfer to take a closer look at our individual deficits and how& where they in the brain.

Need more help on data program functions. Especially Task Analysis sheets

The program works very well and coordinated. The only thing I would rather would be material and paperwork that is given out for a person to work on, for instance critical thinking, vocabulary, memory, ect....

This program has essentially given me back my life. Those words were told to me by the person who referred me to this program. Those are the same words that I use to describe my experience here. The Concepts are difficult. Processing is not my favorite, but I take away something from it every time. The Computer Lab has given me the structure to try things, experience the frustration and the satisfaction of success in things that I would never have tried before. The hours are very long. I struggled with fatigue for 11 weeks until I was acclimated to the rigors of the program. Even now, with homework, it can be overwhelming, but I am gaining confidence.

I am making progress, however I wish I was makeing a great deal more progress.My

General Satisfaction: Comments
ABI Student Survey 2005

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

lack of speed is not due to the instructors,or curriculum. I must be more dilligent.Going to school after a brain injury is challenging. I am learning how to combat my deficiencies whic is the purpose of the ABI program.

Own Success: I've only started-of course I have not met my personal goals as yet....but that's my 'impatience'-I'd like to be working now-and realize I'm not ready.
However, 20years ago I was a student in this program with severe deficits, couldn't read/write beyond 1st grade comprehension-had the attention span of a 3yr old. This school then-gave me the words for the confusion, counseled me and gave me tools. I went on-regained my reading levels to College comprehension, completed a degree in Real Estate Finance at Cal State.
When this injury of 2005 occured I was VERY DISAPPOINTED & afraid to return to ABI, however I found this program has evolved and grown so much since my last attendance. The instructors-many are the same dedicated individuals...I'm excited because the program NOW has integrated a 'transition plan' that started at the beginning of attendance. With realistic guidance/counseling to each individual student's abilities & interest, something to work for in our continued lives-other than just 'graduation' from the program.
I believe(& see)this program goes to great lengths to find out & RECOGNIZE EACH STUDENT as an individual/& also inform each student of their areas affected-with skills to cope.
This program gives me REAL HELP & HOPE.

I am very pleased with the quality of instructors at ABI. The curriculum in Brenda's class is perfectly designed to challenge my thought processes and retrain my brain cells. I would like to see more time spent on cconcentrated work. It would be helpful to have additional time after class for computer assignments.

I really didn't mark any of the answers dissatisfed of .... to any of the answers. On the other hand I want to say that this school is great, because I finally have a school were I don't feel left behind from the other students. The only thing I was never clear about and was never said is,I wonder if the skills and education I recieve here is not full credit because we don't do the normal 4 subjects like other schools.,?

I like this school because it helps will all the problem or goal i need to work on by teaching me how to use the skill by myself.The skills and awareness for others who want to help and understand is a VERY positive thing!

Because of this program, I certainly know my deficits...I wish I knew more of my strengths in practical sense...in other words, could I possibly work again with my loss of

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

short-term-memory. I don't know the answer to this yet...memory seems so fundimental. Perhaps I could go to school again, but I don't think I have the skills to overcome this loss. I know I have cognitive losses, but I notice the loss of memory the most. Regarding the psychosocial adjustment, I now am off of Zoloft as an aid, saying to my Doctor, that this school has really helped me in this regard.

There needs to be better awareness of the staff of what happens to the students when they go home at the end of the day. More psychosocial and counseling...more of a safety net. The memory classes offered are not only much less than necessary, the students are being robbed of a crucial and necessary portion of the overall ciricculum. The memory teacher is not well organized and though it iss not an option, it is the only category I would have to rate VERY dissatisfied. If the teacher only see's us one day a week, we are not getting help in an important area.

This program is wonderful, my teacher's care and are very devoted to me as a person. My teacher's want me to understand what they are teaching and they show patience, kindness & compassion any time I need it. They get it when I am dealing with a bad situation and continue to support me.   This program has changed my life for the better. When I felt like my life had changed completely they allowed me to feel my feelings. They supported and encouraged me to accept the new me...for this I will be forever greatful.

The overall program is necessary to assist (ABI and TBI) students of recent injury. The staff is helpful.

I have a left side neglect, I feel, that I need help typing, etc. .

Generalizations about what difficulties I might be experiencin, based on gross assumptions of majority of brain injurred students.

It is difficult to know what you don't know and therefore I must draw on my senses of what is accurate or not.

My only concern would be the amount of time allowed in the computer lab. I would like to see the time in the lab extended by 1/2 or 1 hour.

I have only recollection of repeating the same class, lesson, event over and over.

classes too early should start at 9 or shortly after also do not know computers, lab very hard need more basic instructions still working on cognitive skills class should be shorter office staff sometimes too busy to help psychosocial does not clearly apply to me have not reached my goals not being in school for 45 years the program goes too fast i hope

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

my 2nd semester is more productive i will try harder and hope for the best that remains to be seen

n/a

I am very satisfied with the program at this point, I only wish that we could have more time to work on computer class projects, obviously it is limited to the period, but just a thought. You guys are great though, especially the various instructors that I've worked with.

Facilities and Resources: Comments
ABI Student Survey 2005

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

The classrooms are fine for a school. The software is a little too basic.

It is very loud in the computer room but it doesn't bother me too much.

bathrooms are regularly out-of-service. This makes it especially difficult for all students especially those with physical limitations.

to the students who are computer savey this cpu. class is somewhat slow to someone who finishes the assignments the first day that leave about three weeks to play games to take up time

Sometimes it feels like there are too many people packed into one place and there are also some boxes full of paper that needs to be thrown away that have been in there since my first day.

Some Task analysis sheets steps are confusing and don't allow you to correct when a wrong step is made.

Bathrooms are sometimes not sanitary   Chairs in computer lab are stained

 Sometimes fellow students talk too much in computer lab

The bathroom here is the pits. It stinks of sewage. I can't bear to be in there. My instructors let me use their bathroom.

I feel that the class is very clean and very accesible fro me because I'm in a wheelchair. Also the aids and teacher ore very clear on any questions I may have and help me any time I'm stuck. So thank-you

For wheelchairs, it is VERY good they have wheelchair computer spots,but out class is combined with another and the space to back up/move around is not even there when both classes are in at the same time.It can be dangerous or hazerdous to other students if i ran into somebody tring to get in/out of the class with a large wheelchair.

I see dust around the computer sometimes.

The computer class is a good challenge for me. I am grateful that I have been challenged using the computer as a tool.

Quality of classroom cleanliness is not the best, the desks are often dirty and the floor needs sweeped and cleaned more than they are now.

too much noise, too many interrupts.

Facilities and Resources: Comments
ABI Student Survey 2005

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

Adequacy of computer classroom i.e. noise level, space, proximity of computers... - the noise levels can be attrocious and there seems little effort to tone it down especially during testing. This is unacceptable; space -we are crammed next to one another like sardines in a tight can; proximity of computers - again, we are so tight to our neighbor there is little space for personal belongings, etc.

The relevance of some of the software is foreign to me and I have had no opportunity for familiarity with it, just jump in and sink or swim. An example is Appleworks - I have never used it or had any training on it, but there it was, dive in, do the task without any "how-tos." That sucks.

Lastly, This classroom looks as if the fifth graders who had it last left their piss all over the chairs, crap on the walls, dust everywhere, its a filthy mess; I hope at least the alarm system works to keep the hardware assets safe.

Perhaps an additional space is a good start. Second, they are beginning the use of task analysises for each assignment and this is great; however, for software that is unfamiliar a cheat sheet of how-to would be a big benefit also. The Student aids run around constantly, they need more of them. Also, in my particular computer class there are 2 different teams co-mingled. Of this group there are at least 40 people with 20 different skill levels and this is a nightmare. Those of us who need minimal assistance are held back and used as helpers for others (that's fine), but frustrating. Help!! I need to do something useful.

Storage in the classrooms for teacher materials seems to be inadequate. Also a place for students to put their belongings in the classrooms would be helpful.

classrooms are very satisfactory

Please see my previous comments.

Services: Count and Percent
ABI Student Survey 2005

		Count	Percent
Table 3 Services - Availability of staff for one-on-one consulation	Respondents: 64		
Very Satisfied		33	51.56 %
Somewhat Satisfied		21	32.81 %
Somewhat Dissatisfied		4	6.25 %
Very Dissatisfied		3	4.69 %
Haven't Used		3	4.69 %
	Total Responses	**64**	**100 %**
Table 3 Services - Adequacy of counseling services	Respondents: 65		
Very Satisfied		33	50.77 %
Somewhat Satisfied		16	24.62 %
Somewhat Dissatisfied		2	3.08 %
Very Dissatisfied		1	1.54 %
Haven't Used		13	20.00 %
	Total Responses	**65**	**100 %**
Table 3 Services - Adequacy of transtion services (Futures Planning, career development workshops, and transitional counseling)	Respondents: 64		
Very Satisfied		33	51.56 %
Somewhat Satisfied		18	28.13 %
Somewhat Dissatisfied		1	1.56 %
Very Dissatisfied		1	1.56 %
Haven't Used		11	17.19 %
	Total Responses	**64**	**100 %**
Table 3 Services - Adequacy of support when taking regular college classes	Respondents: 64		
Very Satisfied		18	28.13 %
Somewhat Satisfied		14	21.88 %
Haven't Used		32	50.00 %
	Total Responses	**64**	**100 %**

Services: Comments
ABI Student Survey 2005

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

Although I have not tried to approach every instructor, I have been impressed with how accessible the instructors have been.

a question to think of how does being in a classroom prepair you for the real world? to be prepaired for the "real world" isnt the best way to find out if your ready to be out in the "real world"

Sometimes it is difficult to get timely assistance in computer lab

I feel like I need to get my feet on the ground and gain some confidence before I tackle Future Planning. It's hard for me to get started on that since I know that I can't do what I used to do (practice law in engineering and construction). I think that we are starting this too early and its too overwhelming.

I marked my answers in this section as "Somewhat Sattisfied" because I have not as yet experienced these services.

The things they were trying to do was not very usable and they did not have enouhg help in the class room to help the person that had a question for help. I tried to get help for a couple of things and there was a long time before I was help to my question. I hope more helpers will be there for the kind of help that is needed.

I don't think that the Future Planning Program meeting monthly (if that) is at all adequate or the way in which it was meant to be.

the availability of staff availability outside of regular class hours. Therefore to take advantage of counseling services, we have to sacrifice one of the class times.

Rarely do I speak directly with the computer instructor.

I am not dissatisfied at all. I just wish I could've learned more about computers. Enough to use my own computer at home. I don't even know how to turn it off. That is not all because of teachers.

there's a couple of aids to asist some of the people but not enough aids to people

Demographics: Count and Percent
ABI Student Survey 2005

		Count	Percent
Age	Respondents: 67		
Under 21		3	4.48 %
21-25		11	16.42 %
26-30		2	2.99 %
31-35		7	10.45 %
36-40		6	8.96 %
41-45		11	16.42 %
46-50		6	8.96 %
51-55		7	10.45 %
Over 55		14	20.90 %
Total Responses		**67**	**100 %**
Gender	Respondents: 61		
Male		31	50.82 %
Female		30	49.18 %
Total Responses		**61**	**100 %**
What is your primary language (the language you are most comfortable speaking, reading, or writing)?	Respondents: 65		
English		59	90.77 %
Spanish		4	6.15 %
Other		2	3.08 %
Total Responses		**65**	**100 %**
What is your ethnicity?	Respondents: 66		
African-American		2	3.03 %
Asian: Other		5	7.58 %
Hispanic		10	15.15 %
White		44	66.67 %
Other		5	7.58 %
Total Responses		**66**	**100 %**
How long have you been attending the ABI Program?	Respondents: 67		
Less than 6 months		24	35.82 %
6 months to 1 year		14	20.90 %
1 to 1 1/2 years		9	13.43 %
1 1/2 to 2 years		11	16.42 %
More than 2 years		9	13.43 %
Total Responses		**67**	**100 %**

Demographics: "Other" Responses
ABI Student Survey 2005

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

Korean
Arabic

Question: What is your ethnicity?

Mediterenian
Iranian
Jamaican-American

Courses/Services, Goals, and Comments
ABI Student Survey 2005

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

I really don't know enough about teaching or the strategy of the program, but I feel that the courses are a little basic. Computer class is too easy. Psychosocial may be helpful, but it's too soon to be sure. Memory is informative, but I would like to improve memory moreso than learn about it. Critical Thinking seems helpful. Basic Skills shows promise, but I would like more homework even if it is optional. Goal Setting may be helpful, but it is too early to be sure.

I would like there to be more academic courses offered to me.

No

No

In addition to Palm computer, a mini printer would make it easier to capture and communicate with others while on the go.

I would like more help with basic life skills - procedures for dealing with the mail, the laundry, the bills, meal planning, grocery shopping, check book balancing. I relearned adding and subtracting last year, but I still have a lot of trouble with the daily stuff. Mail is really hard.

Yes, exercise programs that teach how to destress in 10 minutes; how to stretch at your desk; practice abdominal breathing, etc   I don't want to take an exercise class that lasts for 50 minutes. I can get that elsewhere. I'd like some stretching built into the program.

Yoga, mental imagery very helpful additions.

I would like to have access to the new information that the teachers are teaching, after I graduate, like the iPAQ. If I had started the Program any earlier than I did, I would have completely missed out on a tremendous aid for me, the iPAQ.

On the job training to stay on task?, Or job training ina field that would work for you.

No

To somehow correlate or associate the ABI Program to real life occupations or to a particular profession that I may be interested in. I struggled with the real usefulness of Concepts/Application to me and how it would benefit me with my professional/personal goals. Futures/Career Planning did not communicate to me the proper steps that I need to consider or execute to reach my goals altogether. I really never saw or understood the usefulness of the Career Maps. To maybe offer Job Shadowing as an option/possibility for the students to consider. I do not really know, at this point, if I am ready or able to return to my previous job/occupation.   It would be very valuable if

Courses/Services, Goals, and Comments
ABI Student Survey 2005

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

Coastline could help me understand these particular areas.
THANKS!

They should offer more information on transtion service for all the students to know a little bitte about it. They should show the students all the steps to moving to a regular college.

I was unable to attend classes for a short while, and I now realize the necessity of continuity of classes...returning to classes has been confusing to me...I feel I must almost begin again in order to continue. This has also made me aware that I must make plans to continue some instruction during the break..I am going to have to think how I might do this.

If it would be possible, a craft class or hobbie class for people to branch out and learn that anything is possible.

An effective way to facilitate home study with course work.

typing 101, etc. . .

NO. I think the courses offer know are good.

Yes. I would like to see exercise being available on campus to students andd their care givers. Tai Chi, Yoga, or Dayan Chi Gong are possibilities. Meditation, relaxation via various breathing techniques might help with cognitive functioning.

Yes, computer class for "dummies" or alloted time for one with slower processing.

Maybe sompt like an exercise/physical education class. P.E.? For those who are able/capable to. If it was possible, cooking, DRIVING.

kitchen safety/cooking class
driving evaluation and instruction/refresher course

basic computer classes should be offerred to all students who request it

Courses/Services, Goals, and Comments
ABI Student Survey 2005

Question: In your own words, please tell us what you most want to accomplish from participating in the ABI Program.

I would like to improve my memory and processing speed.

Improve Speech and Language

I would like to learn about comprehension, following directions, and adapting to my disability. I would like to spend more time working on my speech and language skills.

First of all, I would like to improve speech and language, am learning alot in computer lab,

I want to get as close as back to normal as I can while in this program. I want to be able to have a job again and do well in reagular college.

hold down a full time job, within 5 years be married and have a family.

I got to meet wonderful classmates which have experience some of what I have.

I would like to become a professional singer.

Linda and Debbie are helpful to me!!!

restructureing of life.

To be able to return to a productive happy,full life...

Speech and aphasia work - every day a see positve gains

I want to re-enter the workplace after being away for so long.

My goal here is to return back to my previous abilities

Using the compensation strategy that I have learned, I want to be able to go back to my previous job and be able to perform the job almost as good or close as before.

Be able to re-enter the working world at the same level that I had to leave it - responsibility-wise.

I want to be able to function in my new life without so much stress. I want to be able to do things without anxiety. I want to get over the depression of always feeling like stuff is going on and I don't know what it is, and that sense of living in a separate universe from the rest of my family. I want to be able to cope, to adjust and adapt to daily life without being defeated by it. I want to enjoy living again.

1 Prevent Alzheimer's because the data is indicating that brain injury inflames the brain

Courses/Services, Goals, and Comments
ABI Student Survey 2005

Question: In your own words, please tell us what you most want to accomplish from participating in the ABI Program.

and Alzheimer's appears to include brain inflammation, so the indicators are statistically significant 2 Become civil again instead of blurting 3 Learn compensation strategies to make up for my deficits

Understanding my own deficits. Positive encouragement with my transition plans. Compensation statagies for dealing with volunteer work, family relationships, and friends. Help with beginning computer skills for my comunication with the outside world in 2005!

This is my last semester before graduation, in looking back, I am extremely grateful for the help that I've received in so many areas. Without this program I would not be able to look ahead, past my immediate limitations, to a full life ahead. Now, I'm really excited about my new possibilities, which I would never have seen without the excellent guidance from so many in the ABI Program.

I want to be able to find the career that will best fit my personality and that I would love doing. I would also like to find stradegies to help me in the classes that I will be taking in the future.

I want to identify my deficiencies and my strengths .Then learn compensation stragegies to mitigate those weaknesses so that I can choose a realistic future plan of action . I also require support, and advice when navigating the rough waters of change . I hope to finally be a competant, fullfilled self supporting individual.

Independence, regain control of faculties/abilities prior to this accident.
Working - in a self supportive career that I can realistic control/accomplish - given my deficits & physical limitations.

The ability to determine how I can be most productive, and success
 at achieving it.

My primary goal at ABI is to achieve maximum memory enhancement and re-enter the work force. I am creative and entrepeneurial and believe I have the skills necesary to succeed in business given the training at ABI.

Be able to get my job back that I have had for many years.

I want to accomplish my further education in the field I want to work in and uptain a career out of.

My memory has greatly improved from being dorment so very long by not using these skills.And confidence in my daily needs or goals for myself.I have learned MANY skills i

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Question: In your own words, please tell us what you most want to accomplish from participating in the ABI Program.

have never or dont remember learning before and i appriciate the help with transitioning in to society properly.

As I said ealier, to better understand how the Coastline ABI Program helps me with Career/Future Planning and what I need to do to get back into the work force.
And to graduate with some sense of confidence that the two years that I spent here have some real life application for me.

I would like get more tips on going to a regular college in order to move on to a college where you see regular students & make new friends different than you....

ALL I would like to accomplish is to get my two years done and move on.

I feel that I am too overwhelmed to think about this...perhaps I must take one step at a time.

I want to accomplish becoming more indepenedent.

I would like to learn compensation strategies to carry into the future with me when I leave here.

To identify my areas that I need compensation skills in and learn them.

Believing in myself and truly taking it all in that I will be ok.

Not to speak unclearly.

Regain effective control of my life.

I will like to accomplish to better my memory problems so i can start going into a regular college course. On what i will like to have a degreed on and start working.

I want to recover as much as my cognitive capabilities as possible.

The ABI program was mentioned to me at the 18 month point in my recovery from my accident. I didnt have any exposure to this type of rehabilitation during my initial recovery. I went back to work exactly 6 months to the date from my accident and promptly hid all my deficits from everyone. As an HR Manager this too considerable effort and tenacity. My MD recommended this when I was diagnosed with severe major depressive disorder following this episode. I know I will never regain the level of functioning I once had at the rate or speed or level of independance I once did; however, I hope to work independantly doing something I enjoy or perhaps training others in recognizing where they are worthy and contribute something back. I lost my fulltime

Courses/Services, Goals, and Comments
ABI Student Survey 2005

Question: In your own words, please tell us what you most want to accomplish from participating in the ABI Program.

career, my military career, my home, me, lots of other things as well, I need to find what's left I'm good at.

I would like to contine getting the support with all the courses that will help me get more edudation (teaching credential) and to get into the work place.

I want to learn more about computers.

Be able to comprehend and learn with excellent activity. Have School help me with classes, for me to learn in a time I can do with good results.

increasing or recapturing the cognitive skills that I lost and deciding what I can do in the future as far as work, etc.

I want to improve my memory, computer & social skills. Of which I have done all of some more than others

I wish to accomplish Good Attitude, Good Access, and Good qualities.

Skills that will make my life seem a little more normal...liike it was befor the brain injury.

To be able to improve my memory and my self steam. And be able to get back to my work.

I would like to be able to drive a car, work, help people.

just to be able to fit in in a regular collage class or in society

To Gain an awareness of my deficits and develop the cognative skills that will allow me to pursue the quality of life that is still possible, and avaiable.

Courses/Services, Goals, and Comments
ABI Student Survey 2005

Question: Do you have any other comments or recommendations?

I enjoy this school

no

In some of the classses for example in the computer lab. There are people from different teams, so some of the things we do are too easy fore me, I don't feel challenged enough. This makes me feel as if I have more problems than I really do.

no

Computer is helpful, but Abode Photoshop is better!!!

ABI program is extremely helpful in structuring and planning.

I wish all employees were as dedicated as Tracy Teragis.l

The Coastline ABI Program has been a life saver for me in every way!

Overall, I am very happy with the courses and staffs provided by the school.

I can tell these classes are making a difference for me...thank-you.

I am so grateful to have this program here in SoCal. It has been a godsend. I consider it the best gift I've ever received.

1 Improve the signage so campus is easier to find; so offices are easier to find   2 Bring in graduates regularly so we can be inspired
3 Ask us for suggestions on a regular, systematic basis e.g. beginning and end of every semester 4 Provide lists, systematically instead of random, of the latest research and articles so we can keep ourselves informed

Continue with interum focus groups (like assertiveness training). Continue with pre-holiday brain-storming on ideas to avoid anxiety and depression.

This is a wonderful program, wish there were more available t/o the Country for others affected with Brain Injury.

If I won the lottery....I'd love to have/build/give housing/dorm for temporary housing for the students who live too far away from this program.

I thank God for the people who work in this program-truely a labor of love. Thankful for Coastline Community & those involved in obtaining & continuing this live saving program.

I think this program is extraordinary and I would like to take part in an effort to better

Courses/Services, Goals, and Comments
ABI Student Survey 2005

Question: Do you have any other comments or recommendations?

inform the neurological community of the great benefit to their patients of attending our program.

No

I'm happy here!

NO.

I recommend this program to everyone I meet who might know of someone that needs this. I was in such an emotional turmoil before ABI, and now I seem to be able to be at home and accomplish tasks without looking at a clock and wishing the day were over.

This ABI program is AMAZING!!! It has already helped me so much and I have been here for a few months. I can already tell this program is going to help me a LOT... THANk YOU!!!

I know that a lot of us arrive here angry and confused, brain injury is a nightmare. The only comment that I have is that this program saved my life. There are things I don't like or that I'd do differently, but it's not my job, my job is to learn how to adjust to life as a brain injured person and this program is helping me. Before I came here I didn't leave my room for almost a year, and had no idea what was happening to me. The staff has done a good job of putting up with me (I am vocal and stubborn) and has made it possible for me to have hope. I have finally accepted my injury, and now I am here every day struggling to learn how to adjust to it. I hope that with the proper guidance and self motivation I'll keep enjoying the journey.

This is a great program.

No

Availability of a library on campus.

It's too soon for me to answer this.

The computer lab needs to be re-thought out to lower the frustration of the students and the teachers.

Not really.

I would like to have communication that will improve my activity in class. Time with teacher to Talk about my areas to improve my performance would be very helpful for my learning. Thank you.

Question: Do you have any other comments or recommendations?

more intensive instruction in the cognitive area

I will miss all of the staff & think you teach everyone w/ the same amount of respect & give each of us the right amount of help we need

I think a place for students to gather during breaks would be a good way to interact with all students, rather than just those in one team.

The ABI program has been very helpfool to me in every aspects.

n/a

No, you guys are really amazing and I am so blessed to be a citizen of this awesome country.

Acquired Brain Injury Program

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

<div align="center">

__X__ Yes   _____ No

</div>

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

Does the data substantiate the conclusions and recommendations made?

<div align="center">

__X__ Yes   _____ No

</div>

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

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

   A. A change in the organizational structure and reporting hierarchy moved Special Programs from Instruction to Student Services in 2005. The program's Dean is now responsible for both Counseling and Special Programs, with 75% the funding for the Dean's position coming from Special Programs (approximately 25% allocated to the Acquired Brain Injury (ABI) Program). In addition to the question of whether a primarily instructional program should be housed under Student Services, supporting the Dean's position with Disabled Student Programs and Services (DSP&S) funds appears to put the program out of compliance with Title 5 regulations. (Section 56068 indicates that DSP&S funds cannot be used for "administrative salaries and benefits, with the exception of the DSP&S Coordinator...."

   B. The 3-LHE shared-Department Chair position established for the ABI Program appears to provide inadequate time for the many responsibilities required to adequately support students, families, faculty, and the program in general.

   C. The need for this program continues as the number of individuals who survive brain injuries continues to grow. Though the need for this program continues, enrollments have fluctuated somewhat in recent years.

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

<div align="center">

_____ Yes   __X__ No

</div>

If yes, note these areas or points:

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

    A. The ABI Advisory Board should be re-established as soon as possible.
    B. The program, working through appropriate college administrative structures, should assure that all positions are funded in compliance with Title 5 regulations.
    C. Because the ABI Program is predominantly an instructional program (as are most of the Special Programs components), the program is encouraged to explore through appropriate college channels the question of whether or not the current organizational structure is meeting program needs and if changes need to be pursued (e.g., possibly returning the program to the Office of Instruction).
    D. The Department Chairs and their supervisor are encouraged to evaluate the demands on the Department Chairs' time and make appropriate recommendations to assure sufficient allocation of time to meet program responsibilities.
    E. The program is encouraged to seek out relevant professional development opportunities to offer to faculty and support staff.
    F. Given instructional needs, the program is encouraged to make DVD/VCR combination players available in each classroom.

5. List program accomplishments and aspects for which the program should be commended.

    A. The ABI Program is doing an excellent job of educating a population with very special needs. The instructors and staff have managed to maintain a high level of success (and student and family satisfaction) in this program despite radical changes in management over the past two years.
    B. Department Chairs are to be commended for their extraordinary commitment to the program and for taking on the daunting task of day-to-day coordination of the program.
    C. The program and its faculty have been flexible in developing necessary new tracks to meet student needs, including the new speech and memory tracks, and in effectively using technology (e.g., iPAQ Pocket PC training) to effectively assist students.
    D. The ABI Program and its faculty are to be commended for the multiple awards the program and its faculty have received and the national interest in the C^6A^3BI materials.
    E. The program is to be commended for its faculty retention; with all of the program's full-time and contract faculty having been with the program for more than 15 years.
    F. The ABI Program and its faculty and staff have done an exceptional job in raising funds to support facility and other program needs and in using funds to meet special student needs (e.g., unusual medical expenses, financial emergencies, etc.).
    G. The program has an active outreach program, and the student population shows increased diversity.
    H. The program is to be commended for the productive relationship established with graduate schools that results in bringing doctoral interns and counseling interns to the program.
    I. The faculty and neuropsych team have done an excellent job in measuring and tracking student learning outcomes via the MicroCog assessment and by follow up with graduates to determine employment status.
    J. The program is to be commended for taking steps to establish an Internal Review Board (IRB) to assure that student rights are protected and that research is relevant to the program's purpose and needs.
    K. Establishing and maintaining alumni and other support groups take considerable effort; the program is to be commended on the extra efforts faculty and staff make to support students and keep faculty on track.

Prepared by the Program Review Steering Committee, May 2006