



Mainstream Support Program Review

2007

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Mainstream Support Program Review

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MAINSTREAM SUPPORT PROGRAM REVIEW

Executive Summary

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

Service. When comparing the number of students receiving mainstream support services for the reporting year of the last program review (2002-03) to this program review reporting year (2006-07) the number of services that students are receiving has increased due to an increase in the number of courses that these students are enrolling each term. Retention rates are strong, currently disabled students enrolled in courses and participating in Special Programs have a persistence rate of 75%.

Satisfaction. Students are satisfied that Special Programs respond appropriately to their needs. Over ninety percent of students surveyed responded that they Strongly Agree that the staff is responsive and that the quality of services provided satisfied the students. Ninety percent stated that without the mainstream support service they received, taking the class would have been impossible.

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

College awareness of availability. Most faculty and staff (84) would refer students with a disability directly to DSP&S. Eighty-six percent said they were somewhat familiar or very familiar with the programs and services provided by this department.

Five-Year goals include:

- Continue outreach to new and continuing faculty and staff members to assure knowledge of how and what services students may qualify.
- Develop process and procedures ensuring appropriate services to those students enrolled in CCC's Incarcerated Inmates and Military Spouses Programs.
- Work with the MYCCC and Seaport Training Team Leaders to provide training to all faculty to ensure that materials posted online are accessible to all students.
- Provide improved tracking and data collection with the implementation Banner
- Survey current faculty on their use of audio visual materials that need transcripts and closed captioning.
- Develop a process for acquiring transcripts and closed captioning that would reflect a shared financial responsibility among the appropriate departments.



MAINSTREAM SUPPORT PROGRAM REVIEW

Summary

Program Description

Introduction

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

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

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

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

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

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

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

It’s important to note that the support services provided by Special Programs supplement rather than supplant the services which non-disabled students at the college receive. For example, non-disabled distance learning students who are unable to come to the college to take exams often arrange for proctored exams (an exam supervised by an approved proctor to assure the integrity of the exam-taking process). The test proctoring provided by Special Programs, however, is specific to the disability accommodation needs of the student. For example, some students, because of the nature of their disability, may require a distraction-free environment or extended time for their exams. In such cases, the Mainstream Support team generally attempts to proctor the exam at the time, day, and location that other students in the class are taking the exam; but a Special Programs team member will arrange for a quiet room (e.g., small conference room, office, or empty classroom), travel to the location, and provide proctoring, including extensions of time if appropriate. In other cases, the team arranges to proctor the exam at the Special Program Office—again, ensuring an appropriate environment and extension of time as approved. When the student requiring the disability accommodation is a distance learning student unable to come to the college, Special Programs makes arrangements with the remote proctor to provide the same accommodation that the Special Programs staff would provide if the student were taking the exam at a Coastline facility.

Students’ rights. Students with disabilities are afforded specific rights under state and federal law. Title 5, § 56008 of the California Education Code includes a list of three particular student rights. First, “[p]articipation by students with disabilities in Disabled

Student Programs and Services shall be entirely voluntary.” Second, “[r]eceiving support services or instruction authorized under this subchapter shall not preclude a student from also participating in any other course, program or activity offered by the college.” Finally, “[a]ll records maintained by DSP&S personnel pertaining to students with disabilities shall be protected from disclosure...”

Under federal law, students with disabilities are also afforded particular rights, the specifics of which are beyond the scope of this report. Federal education regulations protect students with disabilities “from discrimination or acts which have the effect of discriminating on the basis of handicap.” Students are also entitled to the protections afforded by Sections 504 and 508 of the Rehabilitation Act of 1973. The Americans with Disabilities Act (1990) dictates, among many other points, that students are entitled to communication that is “as effective as” communication provided to students without disabilities.

Background

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

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

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

Based on the functional limitations of each student, the Instructor/Coordinator of Special Programs (also Celeste Ryan) determines appropriate educational accommodations.

The Instructor/Coordinator, along with the Staff Assistants (2), makes arrangements for the services to be provided. Once the student enrolls in a particular course, a Reasonable Accommodations for Disabled Students form is mailed to the instructor’s home. This form identifies the student by name and specifies the possible means to achieve the accommodations that have been determined to be reasonable based on the student’s disability. The instructor is invited to contact DSP&S to discuss specific arrangements. Accompanying this form is another form that allows the instructor to provide the preferred means of communication between DSP&S and that instructor.

Master Plan College Priorities

Special Programs and Services is committed to the four Master Plan College Priorities through the delivery of its programs and services. Special Programs and Services faculty and staff provide a model student services program. Mainstream Support continues to seek delivery of services to new programs developed by the college as well as maintain the high standard of service and overall commitment to the college’s students, staff and faculty.

- Priority 1—CCC will create, expand, and enhance educational programs and student support services that reflect the College’s global orientation in order to attract, retain, and successfully graduate its students.

- Priority 2—CCC will attain recognition as a national leader in design, development, and distribution of technology-mediated instructional programs for the classroom and distance learning.
- Priority 3—CCC will develop and implement a model student services program that will enhance student access and success utilizing state-of-the-art technology.
- Priority 4—CCC will establish new and expanded partnerships with business and industry, governmental agencies, other institutions of higher education, and K-12 districts.

Program Goals

- Continue outreach to new and continuing faculty and staff members to assure knowledge of how and what services students may qualify.
- Develop process and procedures ensuring appropriate services to those students enrolled in CCC's Incarcerated Inmates and Military Spouses Programs.
- Work with the MYCCC and Seaport Training Team Leaders to provide training to all faculty to ensure that materials posted online are accessible to all students.
- Provide improved tracking and data collection with the implementation Banner
- Survey current faculty on their use of audio visual materials that need transcripts and closed captioning.
- Develop a process for acquiring transcripts and closed captioning that would reflect a shared financial responsibility among the appropriate departments.

Service Area Outcomes and/or Student Learning Outcomes

- Student will learn what services and accommodations will assist them in their ability to successfully complete courses.
- Student has clear and realistic academic goals.

Assess using academic goal planning form and rubric to be developed by the Special Programs Instructor/Coordinator. Data related to course completion as it relates to stated goals will be collected at the conclusion of each term.

Integration and Coordination

Integration with College Entities

Within the college, DSP&S has developed strong partnerships with Distance Learning and Student Services. The Instructor/Coordinator and support staff work closely with Distance Learning Department staff to facilitate smooth coordination of testing accommodations for distance learning students. The Distance Learning Letter of Agreement was amended to include a referral for students with disabilities with information on how to contact Special Programs and Services to arrange for possible accommodations. Since that time, a dramatic increase in requests from distance learning students has occurred.

DSP&S also participates in New Faculty Trainings offered by the Office of Instruction at the start of each semester. One of the Staff Assistants or the Instructor/Coordinator presents information regarding available services and referral processes.

During the 2004-05 fiscal year, Special Programs was reorganized from the Instruction Unit to the Student Services Unit. Even prior to this reorganization, Coastline's DSP&S has forged important partnerships within Student Services. DSP&S has arranged with the Director of Admissions and Records Jennifer McDonald to provide priority registration for disabled students, and the date for priority registration is publicized in critical campus

documents. The Instructor/Coordinator also works with EOPS Director Ruth Dills to substantiate reduced load adjustments for EOPS students with disabilities and to identify students with disabilities. Student Success Center Instructor/Coordinator Margaret Hickey and the Special Programs Instructor/Coordinator refer students to each other for tutoring and services.

Special Programs and Services and its Mainstream Support staff work with all areas of Student Services, Office of Instruction and respective disciplines, Administrative Services as necessary, and any and all college entities. Where students gather and enroll, Mainstream Support is present and willing to assist.

Integration with Student Equity Planning and Strategic Planning

The program and its staff are involved in the development and revision of student equity plans and other strategic planning initiatives of the college. The Instructor/Coordinator is an elected member the Academic Senate, an active member of the Student Planning Services Planning Team, and a member of the Facilities Committee. When input is requested or updates are in order, she provides input as it relates to providing services to students and ensuring access to the college's programs and services.

Relationship with Fiscal Services

The Staff Assistant Senior monitors expenditures to ensure compliance with AB77 Funding Guidelines. An annual budget, based on the year's allocation, is developed at the beginning of each fiscal year. Year-end reports, including unduplicated count of total number of students and actual monies spent, are made to California Community College Chancellor's Office in September of each year.

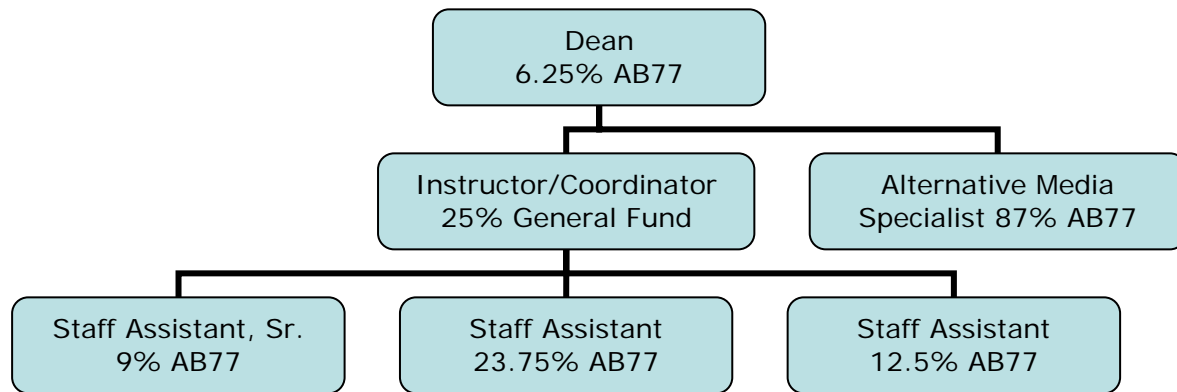
Integration in the Community

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

The Special Programs Office partners with DSP&S departments within and outside the District to identify best practices for individual student situations. Coastline's DSP&S works closely with the Alternate Text Production Center (ATPC) to arrange for textbooks to be quickly converted to e-text for the blind and learning disabled. The department also employs sign language interpreters who are screened by the Golden West Interpreter Coordinator.

Organization

Special Programs and Services Organizational Chart for Mainstream Support



Budget

Funding Sources

Mainstream Support services are funded by AB 77 monies, which are categorically earmarked for students with disabilities in the college through the State Chancellor's Office Disabled Students Programs and Services (DSP&S) department. These services are mandated by state and federal regulations. In order to maximize funds received from the State, the college General Fund does contribute "college effort," such as in the form of the Instructor/Coordinator's salary. The Alternative Media Specialist position and all classified salary costs are borne by Special Programs' AB 77 funds. These include 10% of the salary of Golden West College's Interpreter Coordinator and special monies earmarked for transcription and closed captioning services.

Funding for Last Three Years

	2003-04	2004-05	2005-06	2006-07
AB 77	718,285	731,183	789,511	798,970
Access-Caption	21,355	13,163	13,163	16,617
Total Allocation	739,640	744,346	802,674	815,587

Additional Budget Information

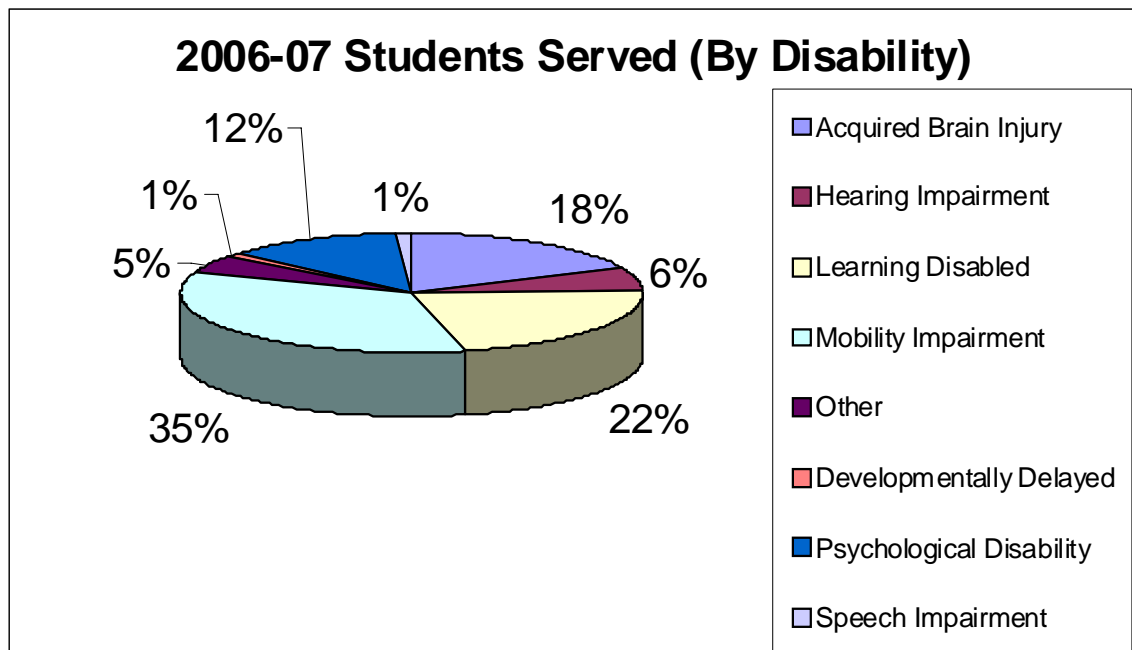
Access to Print and Electronic Information Funds (referred to as Access-Caption in the grid above) are used to transcribe and caption audio-visual instructional materials. These special funds were established by the State Chancellors Office to allow campuses to transcribe and caption existing and new instructional audio-visual materials to ensure access.

Students

The types of disabilities of the students served are indicated below. Labels correspond to terms used for state reporting purposes. This duplicated count reflects all students receiving services for the full academic year indicated.

Disability	2003-04	2004-05	2005-06	2006-07
Acquired Brain Injury	16	9	11	15
Hearing Impairment	3	2	4	5
Mobility Impairment	24	18	23	28
Other	8	9	6	4
Psychological Disability	8	16	9	10
Speech Impairment	-	-	-	1
Visually Impaired	-	2	-	-
Learning Disabled	27	20	19	18
Developmentally Delayed	-	1	1	1
Totals	86	77	73	82

The following pie chart depicts a current-year snapshot of the breakdown of disabilities served.



The following chart represents a comparison of the number and types of accommodations provided in 2002-03 as compared to the services provided in 2006-07.

<u>ACCOMMODATIONS</u>	<u>FREQUENCY 2002-03</u>	<u>FREQUENCY 2006-07</u>
Registration Assistance	48	103
Proctored Exams	16	73
Proctored Exams with Reader/Writer	1	2
Testing	1	3
Extended Time	8	67
Interpreter	2	3
Note taker	3	3
High Back Chair	6	7
Priority Registration	11	23
Special Seating	1	3
Quiet Setting	5	67
Test Read	2	3
Front Row Seating	3	3
Phonic Ear	1	2
Eligibility Testing	1	3
Scribe	1	7
Books on Tape	1	2
Alternate Location	3	1
Tutoring	1	3
Taping Lectures	1	1
E-Text	-	2
Proctor at a Distance	-	7
FAFSA Assistance	-	1
Reading Pen	-	1
Kurzweil	-	2
Brailed Test and Handouts	-	5

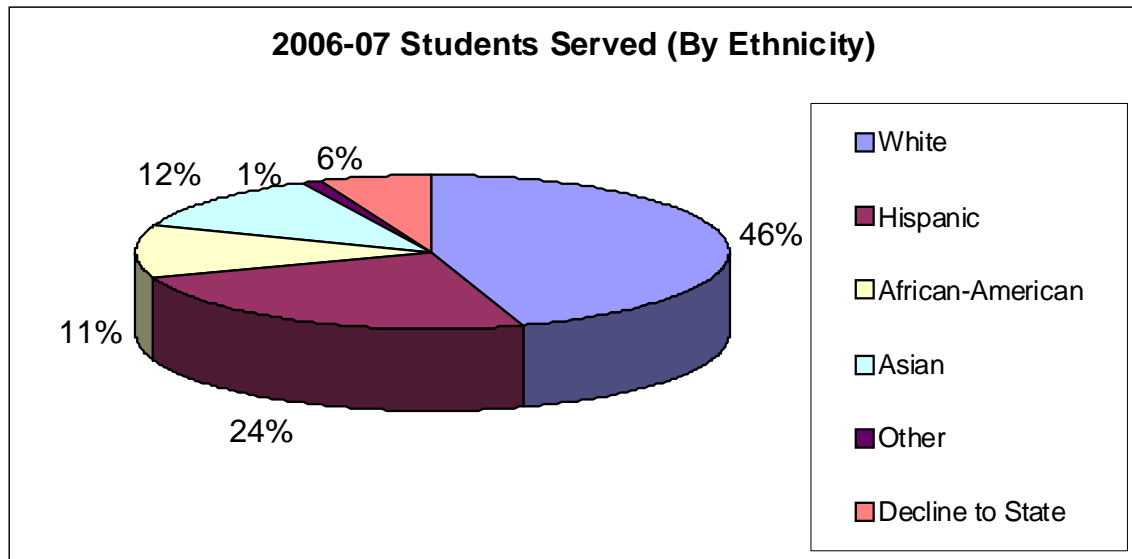
While the number of students has remained stable since the last Program Review, the frequency of the services has grown dramatically. This increase is due to the fact that students are enrolled in more courses per term. The average student was enrolled in 2 courses in 2002-03 while in 2006-07 students took an average of three courses per term.

Student goals vary. In the survey, 25% of mainstream support students indicated a desire to transfer to a university. Sixty-three percent are seeking an A.A. degree. Twenty-five percent are pursuing vocational certificates. Thirty-eight percent are taking courses to further their careers. Thirteen percent are taking classes for personal interest.

According to the student survey, students choose Coastline for many reasons. Two questions received significant responses: Availability of support services for students with disabilities was cited by 25% of the students as the reason that they take Coastline classes. Another 25% said that accessibility of classes was the reason they chose Coastline.

Survey participants indicate that the majority of students receiving mainstream support services are female (82%), and 18% male. Results indicate the majority of students (55%) served are white. Ten percent identified as Asian/Vietnamese, and eighteen percent indicated they were African-American. Another eighteen percent chose "Decline to State."

However, when all students served during 2006-07 are counted, the percentages change significantly, reflecting greater diversity (see pie chart below).



Evaluation

Process

In Spring 2005, Celeste Ryan, Instructor/Coordinator, Special Programs and Services, was identified as the chair of the Mainstream Support Services Review Team. Other team members included full-time instructors Fred Feldon, Debbie Secord, part-time English professor Meri Rogoff, Special Programs and Services Staff Assistant, Erica Valle, Distance Learning Testing Coordinator, Ann French, and Special Programs Student Rachel Ortiz.

The committee met during the Fall 2006. All team members were invited to participate in the process. Electronic media and mail were the primary means utilized to allow the team members to contribute to the Program Review process.

The program review team developed a list of general survey questions. The surveys were produced in several different forms, each tailored to the appropriate respondents. All students who received mainstream support services in the Fall of 2006 were sent a letter requesting their participation in this online survey. On the day of priority registration, computers were available to students who may not have access to a computer.

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

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

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

Findings and Discussion

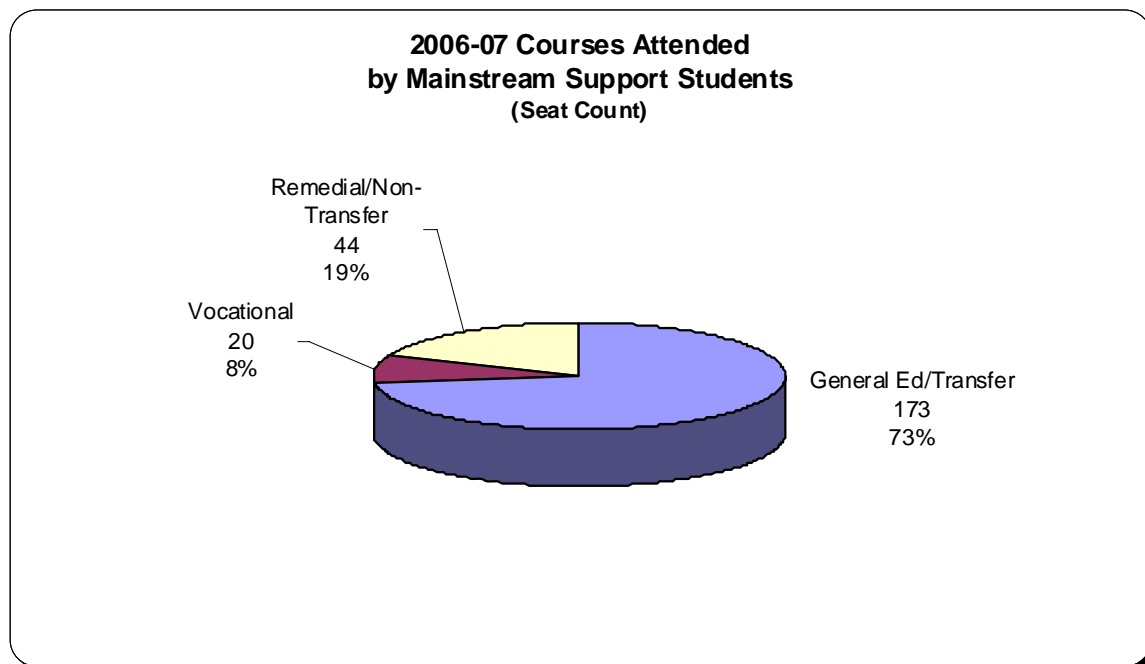
Quantitative Findings

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

Course Elements

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

In the 2006-07 academic year, mainstream support services are being provided to students enrolled in general education/transfer courses, vocational courses and remedial/non-transfer courses. Of the courses in which students who receive services enroll, the majority of courses (73%) fall into the category of general education/transfer (non-vocational courses numbered 100 through 299). Vocational courses represent 8% of the courses taken by these students. The remaining (19%) are remedial/non-transfer.

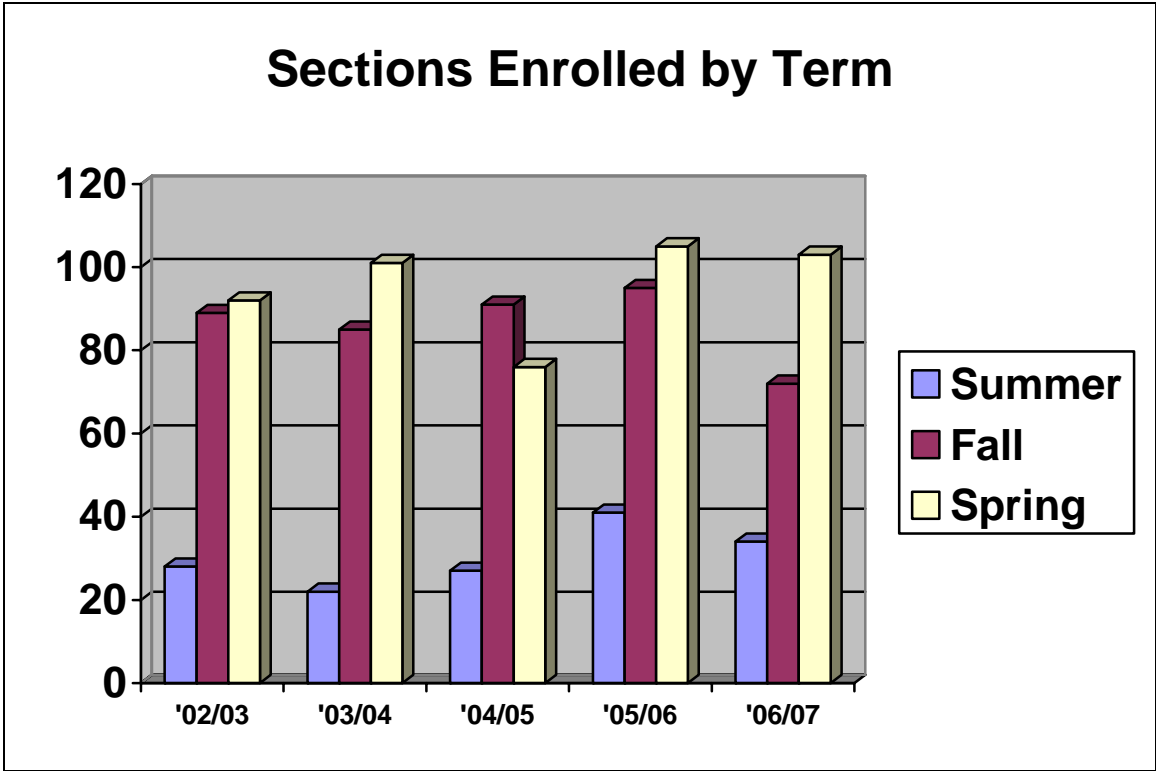


Survey responses revealed a majority (80%) of mainstream support students indicated that they have enrolled in 4-6 units each semester. Over 10% reported enrolling in more than 10-12 units.

In summary, the data shows a clear trend of contribution to FTES growth.

Enrollment

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

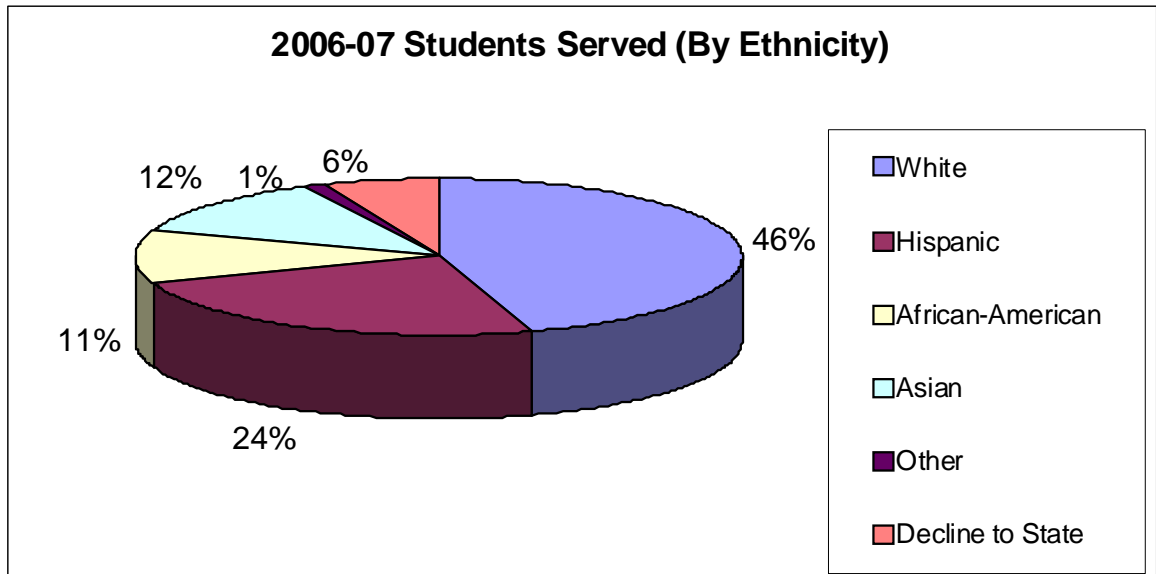
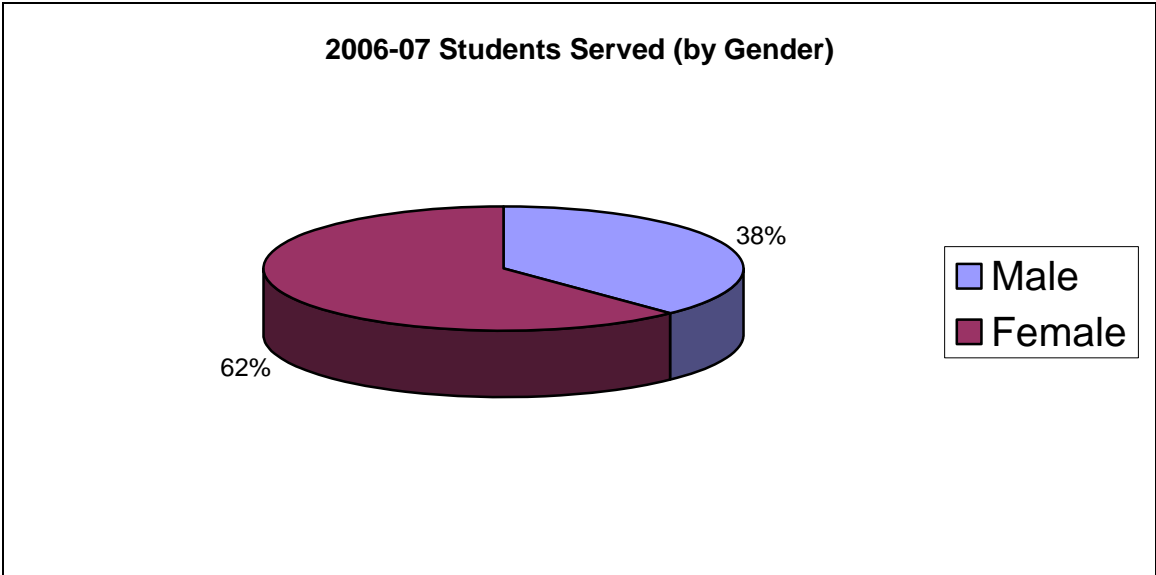


Stabilization supports the college in achieving its FTES goals, but also maintains Special Programs' funding.

Student Elements

Based responses to the student survey, the majority of students receiving mainstream support services are female (82%), with only 18% of them male. The majority of students (55%) served are white. Nine percent identified as Asian/Vietnamese, and 18 percent indicated they were African-American. Another 18 percent chose "Decline to State".

However, when all students served in 2006-07 are counted, the percentages change, reflecting greater diversity (see pie chart below).



Cost Elements

Direct Instructional Costs

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

Support Costs

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

Qualitative Findings

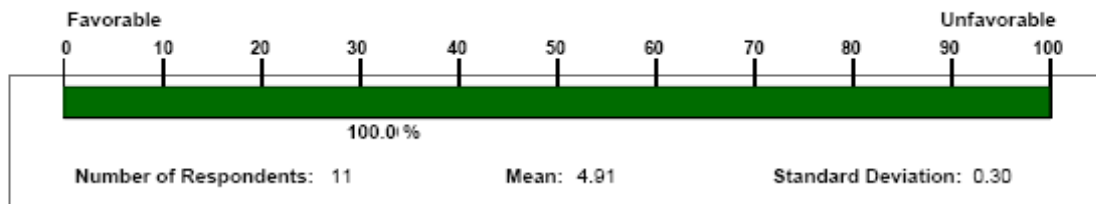
Need

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

Student Satisfaction

Students are satisfied that Special Programs responds appropriately to their needs. Over ninety percent of students surveyed responded that they Strongly Agree that the staff is responsive and that the quality of services provided is satisfactory. One hundred percent of student survey respondents found the staff to be friendly, supportive, and flexible, and indicated that staff responded to questions and concerns in a timely manner. Ninety percent found the staff to be knowledgeable about disabilities and types of accommodations and services. Ninety percent also stated that without the mainstream support service they received, taking the class would have been impossible. The same percentage of respondents indicated that the service received helped them to succeed in their classes. In addition, students overwhelmingly agreed that Coastline’s physical facilities were accessible.

Table 5 Services and Support from Staff - The services and accommodations I received from the Special Programs Office helped me succeed in my class(es).



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

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

- “EXCELLENT PROGRAM”
- “This will be my first semester at Coastline and thus far, everyone has been super helpful in answering all my questions.”
- “Keep up the good work and kindness towards the students.”

Students responding to the survey were extremely positive about to their experience with both telecourse and online classes. Across the board, eighty percent of the online students responded Agreed to Strongly Agreed that online classes were accessible, easy to understand and navigate, presented fewer obstacles, and were interested in taking another online class.

¹ Roughly equivalent to the American community college

One hundred percent of students agreed or strongly agreed that their telecourse lessons, the methods used to communicate with the instructor and fellow students were accessible. They also agreed (100%) that the telecourse presented fewer obstacles for them than an on-site class. These same students found the instructor supportive of reasonable accommodations and that they were interested in taking another telecourse. It is important to note that while 66% of the students stated the mid-term and final review sessions were accessible, 33% disagreed.

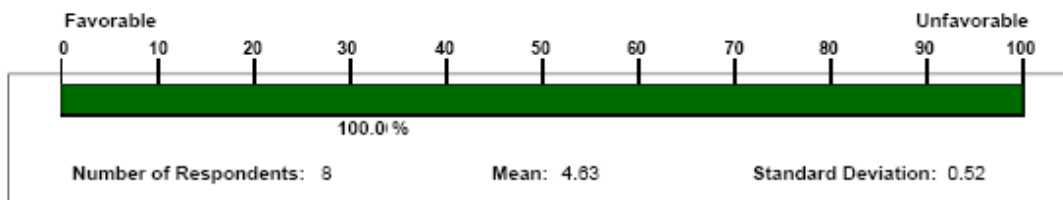
Students are also overwhelmingly satisfied with the accessibility and convenience of telecourse and online classes. Noteworthy student comments included:

- "I was unable to attend the review sessions. I think it would be a good idea to have review sessions also online or in some format that does not require me to go to campus."
- "Distance Learning Department needs to be more diligent when it comes to quiz grading and getting them back to the students in a timely manner. Lacking on mailing of correspondence."

Satisfaction by College Faculty and Staff

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

Table 1 Satisfaction with services and support - I was satisfied with the overall quality of services provided by the Special Programs staff.



Sixty-nine percent believe that the accommodations provided by DSP&S were helpful in assisting the faculty with meeting the needs of their students. Eighty-nine percent of the faculty indicated that the accommodations assisted the students in succeeding. Ninety-five percent of respondents believe that the DSP&S staff are knowledgeable and provide timely services. Over eighty-eight percent believe the staff to be flexible, friendly, and supportive.

Most faculty and staff (86%) are familiar with the programs and services provided by the Special Programs. Seventy-four percent stated that they would contact DSP&S if they need information regarding special services for students with disabilities. Fifty-two percent said that they had referred a student to Special Programs. Forty-seven stated that they would be interested in a staff development activities related to addressing the needs of students with disabilities.

The written comments were overwhelmingly positive. Examples included:

- "The office has always been very helpful in assisting me and my students. Many of my distance learning students have used the office for proctoring and other accommodations to meet their needs."

- “The staff providing support for Special Programs are a wonderful group and are to be applauded for their continuous and great customer service to the students and the other staff at the college.”
- “Special Programs and Services provides great services and it is always a pleasure working with them.”
-

Some suggestions and noteworthy comments included:

- “Even though some of us are aware of the services, perhaps a regular review or a visit by staff to the other sites would be beneficial. Perhaps a “coffee” hour in the faculty areas at the sites with a chance to ask questions, learn about accommodations, and meet the staff would be helpful. Out of sight, out of mind.”
- “The service I received was excellent, but the last student I had never finished what she started in spite of the work between myself and Special Services Department. She never finished the class.”

Professional Development Pursuits

The Special Programs Instructor/Coordinator/Learning Disabilities Specialist and the Dean are active in listservs for their respective counterparts. They also subscribe to and read *Disability Compliance for Higher Education* to keep abreast of recent legal rulings. They attend Region 8 meetings for DSP&S staff, California Association of Post Secondary Educators for the Disabled conferences, legal workshops, the Chancellor’s Mega-Conference and other trainings offered by the State Chancellor’s Office.

Program Strengths

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

- Quality of services
- Helpfulness and dedication of faculty and staff
- Accessibility within the community
- Ability to assist students with meeting their vocational and educational needs
- Providing accommodations to remove barriers to student success
- No-cost program
- Annual Student Scholarships funded through the Special Programs and Services Foundation
- Department’s commitment to provide the highest quality of currently available services to its students, faculty, and staff

As with any program, there is always room for improvement. Training and other in-service events for faculty and staff are on-going. The department could improve its own data collection processes in order to track student outcomes, graduation, and transfer. The department is hopeful that Banner will be instrumental in meeting this goal. The department continues to improve awareness of faculty and staff by making presentations at department meetings, serving on a variety of college committees, and submitting articles to college publications.

Areas for Improvement

As with any student service, the dedicated staff members of DSP&S are always developing new ways of improving service to our students. At this time we are working on:

- Continue staff, faculty, and program training. In Spring of 2006, the department redesigned the Mainstream Support Brochure. Copies of the brochure are included with each student application packet, are included in the faculty Fall and Spring packets, as well as are available at all the college sites and student service departments.
- Banner implementation will allow the department to outreach to those students who claim a disability but are not currently using the services of our department.
- Development of customer service satisfaction survey, to be mailed to each student at the conclusion of each enrollment period.

Future Plans

Implementation of Banner/Seaport/Luminus systems will require the involvement and support of the Instructor, Accessibility Technology (Jan Heck), Instructor/Coordinator (Celeste Ryan) and CCC Administration to ensure that each of these systems is accessible to all CCC students and the community.

Program Support

Staffing

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

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

Facilities

The Special Programs staff members are housed in a modular unit at the 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 (for Special Programs and Services Faculty), eight support staff offices, one conference room and one workroom. The conference room is primarily used for meeting, intake interviews, priority registration, eligibility testing, and proctoring exams. This modular is equipped with two accessible restrooms.

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 additional space for testing and test proctoring.

Both modulars are equipped with automatic door and wheelchair ramps. A concern in previous year was the lack of accessible restrooms on the campus, in the Summer of 2005, one of the 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. The Special Programs modular is equipped with an automatic door and wheelchair ramp.

Technology and Equipment

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

Other assistive devices are loaned to students as appropriate. Personal hearing devices allow students with hearing impairments or attention disorders to participate in class lectures and discussions. Alpha Smart keyboards allow students with writing impairments to take notes in class. Tape and digital recorders allow with memory disorders, slow processing, or motoric impairments to compensate for note taking difficulties. The purchase of 30 Kurzweil License To Go, which may be downloaded to students laptop computer for any given term. This software package allows student to hear text spoken as it is highlighted on screen, type their documents, while hearing characters and words spoken out loud, spell check, word prediction, highlight, take notes, add bookmarks, and hear Web sites read aloud.

Compliance Issues

The Special Programs Instructor/Coordinator/LD Specialist and Alternative Media Specialist are active in list serves for their respective counterparts. They also subscribe to and read *Disability Compliance for Higher Education* to keep abreast of recent legal rulings. They attend Region 8 meetings for DSP&S staff, California Association of Post Secondary Educators for the Disabled (CAPED) conferences, legal workshops, the Chancellor's "Mega" conference and other trainings offered by the State Chancellor's Office.

The Instructor/Coordinator is an active member in CAPED serving on two subcommittees— Learning Disability and Acquired Brain Injury.

The Department continues to have a current Recording for the Blind and Dyslexic (RBD) membership, to secure recorded text as requested and needed.

The Instructor/Coordinator is available to staff, faculty, and administration to answer questions and provide in-service regarding compliance issues. Implementation of Banner/Seaport/Luminus Computer Systems will require the involvement and support of the Instructor, Accessibility Technology (Jan Heck), Instructor/Coordinator (Celeste Ryan) and

CCC Administration to ensure that each of these systems is accessible to all CCC students and the community.

Goals or Recommendations

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

- Quality of services
- Helpfulness and dedication of faculty and staff
- Accessibility within the community
- Ability to assist students with meeting their vocational and educational needs
- Providing accommodations to remove barriers to student success
- No-cost program
- Annual Student Scholarships funded through the Special Programs and Services Foundation
- Department's commitment to provide the highest quality of currently available services to its students, faculty, and staff

Previous Five-Year Recommendation and Goals (2003) included:

- Improve awareness of adjunct faculty by making a presentation at the general session of the faculty meeting.

The Staff Assistant presents program services and resources to "new hire" at the Fall and Spring College wide Meeting. Regulations and program procedures are explained, as well as a question and answer period is provided.

- Improve data collection processes in order to track student outcomes, such as course completion, graduation, transfer.

Each enrollment period, the staff assistant maintains student grid. Data is collect on course completion and drops. Graduation and Transfer data is lacking. With the implementation of Banner, these data points will be available upon request.

- Depending on budget constraints, expand internal marketing efforts to include a redesigned brochure and promotional calendar.

In the Spring of 2006, the department redesigned the Mainstream Support Brochure, Copies of the brochure are included with each student application packet, are included in the faculty Fall and Spring packets, as well as are available at all the college sites and student service departments.

Five-Year Goals:

The staff and faculty of Special Programs and Services is always seeking improved methods of addressing the needs of the college, its staff, and students. Over the next five years Special Programs will:

- Continue outreach to new and continuing faculty and staff members to assure knowledge of how and what services students may qualify.
- Develop process and procedures ensuring appropriate services to those students enrolled in CCC's Incarcerated Inmates and Military Spouses Programs.
- Work with the MYCCC and Seaport Training Team Leaders to provide training to all faculty to ensure that materials posted online are accessible to all students.

- Provide improved tracking and data collection with the implementation Banner
- Survey current faculty on their use of audio visual materials that need transcripts and closed captioning.
- Development of a process for acquiring transcripts and closed captioning that would reflect a shared financial responsibility among the appropriate departments.



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Mainstream General Faculty and Staff 2006

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Count and Percent

Mainstream Support Faculty and Staff 2006

	Count	Percent
Please indicate the category that best describes your work group:	Respondents: 50	
Full-time Faculty	16	32.00 %
Part-time Faculty	10	20.00 %
Classified	21	42.00 %
Manager	3	6.00 %
Total Responses	50	100 %

How familiar are you with the programs and services provided by the Office of Special Programs and Services?	Respondents: 50	
Very familiar	13	26.00 %
Somewhat familiar	30	60.00 %
Not familiar	7	14.00 %
Total Responses	50	100 %

Where do you usually get your information about Coastline's Special Programs and Services Department? (Mark all that apply.)	Respondents: 50	
Class schedule	21	42.00 %
Special Programs and Services brochure	17	34.00 %
College catalog	10	20.00 %
College Web site	13	26.00 %
Counseling staff	6	12.00 %
Staff or faculty within the Special Programs and Services Department	37	74.00 %
n/a	1	2.00 %
Total Responses	105	100 %

If a student with a disability asked you how to apply for support services, which of the following would you be most likely to do?	Respondents: 50	
Refer student to a counselor	2	4.00 %
Refer student to the Special Programs and Services Department	42	84.00 %
Give the student a Special Programs and Services Application	2	4.00 %
Don't know	1	2.00 %
Other	3	6.00 %
Total Responses	50	100 %

Count and Percent

Mainstream Support Faculty and Staff 2006

Count Percent

During the past two semesters, how many students have you referred to the Special Programs and Services Department? Respondents: 50

0	24	48.00 %
1-3	18	36.00 %
4-6	4	8.00 %
More than 6	4	8.00 %

Total Responses 50 100 %

Would you be interested in staff development activities related to addressing the needs of students with disabilities? Respondents: 37

Yes	17	45.95 %
No	9	24.32 %
Undecided	11	29.73 %

Total Responses 37 100 %

How many classes do you usually teach each semester at Coastline? Respondents: 27

None	3	11.11 %
1 class	3	11.11 %
2 classes	6	22.22 %
3 classes	3	11.11 %
4 classes	2	7.41 %
5 or more classes	10	37.04 %

Total Responses 27 100 %

Please identify the scheduling or delivery format of the courses that you teach. (Mark all that apply.) Respondents: 24

Classroom-based courses in standard scheduling format (e.g., 8-16 weeks)	17	70.83 %
Winter Intersession	3	12.50 %
Weekend College	1	4.17 %
Telecourses	6	25.00 %
Online courses	14	58.33 %
Hybrid (combining online and classroom)	6	25.00 %
Other	1	4.17 %

Total Responses 48 100 %

Count and Percent

Mainstream Support Faculty and Staff 2006

	Count	Percent
Have you ever had a student with a disability in one of your classes who received support services or special accommodations from the Special Programs and Services Department?	Respondents: 20	
Yes	19	95.00 %
Don't know	1	5.00 %
Total Responses	20	100 %

Table 1 Satisfaction with services and support - Equipment provided by the Special Programs and Services Office met the student's needs. Respondents: 19

Strongly Agree	8	42.11 %
Agree	4	21.05 %
Don't Know or n/a	7	36.84 %
Total Responses	19	100 %

Table 1 Satisfaction with services and support - The Special Programs staff provided assistance in a timely manner. Respondents: 19

Strongly Agree	11	57.89 %
Agree	7	36.84 %
Don't Know or n/a	1	5.26 %
Total Responses	19	100 %

Table 1 Satisfaction with services and support - The Special Programs staff responded appropriately to the student's needs. Respondents: 19

Strongly Agree	11	57.89 %
Agree	4	21.05 %
Don't Know or n/a	4	21.05 %
Total Responses	19	100 %

Table 1 Satisfaction with services and support - The Special Programs staff responded appropriately to my needs as an instructor when arranging accommodations for the student. Respondents: 19

Strongly Agree	11	57.89 %
Agree	7	36.84 %
Don't Know or n/a	1	5.26 %
Total Responses	19	100 %

Count and Percent

Mainstream Support Faculty and Staff 2006

	Count	Percent
Table 1 Satisfaction with services and support - The Special Programs staff was friendly and supportive.		
Respondents: 18		
Strongly Agree	11	61.11 %
Agree	5	27.78 %
Don't Know or n/a	2	11.11 %
Total Responses	18	100 %

Table 1 Satisfaction with services and support - The Special Programs staff were flexible in meeting the student's need and my needs.		
Respondents: 19		
Strongly Agree	11	57.89 %
Agree	6	31.58 %
Don't Know or n/a	2	10.53 %
Total Responses	19	100 %

Table 1 Satisfaction with services and support - The Special Programs staff were knowledgeable about disabilities and the types of accommodations and services that would be appropriate.		
Respondents: 19		
Strongly Agree	14	73.68 %
Agree	4	21.05 %
Don't Know or n/a	1	5.26 %
Total Responses	19	100 %

Table 1 Satisfaction with services and support - The services and accommodations the student in my class received from the Special Programs Office assisted the student in succeeding in my class(es).		
Respondents: 19		
Strongly Agree	9	47.37 %
Agree	8	42.11 %
Disagree	1	5.26 %
Don't Know or n/a	1	5.26 %
Total Responses	19	100 %

Table 1 Satisfaction with services and support - The student would not have been able to take the class(es) without support services or accommodations for his/her disability.		
Respondents: 18		
Strongly Agree	7	38.89 %
Agree	5	27.78 %
Disagree	3	16.67 %
Don't Know or n/a	3	16.67 %
Total Responses	18	100 %

Count and Percent

Mainstream Support Faculty and Staff 2006

Count Percent

Table 1 Satisfaction with services and support - The Reasonable Accommodations for Disabled Students form provided by the Special Programs and Services Department was helpful in assisting me in meeting the needs of my students. Respondents: 19

Strongly Agree	6	31.58 %
Agree	7	36.84 %
Don't Know or n/a	6	31.58 %
Total Responses 19 100 %		

Table 1 Satisfaction with services and support - Training in the use of specialized equipment was provided when and if necessary. Respondents: 19

Strongly Agree	4	21.05 %
Agree	1	5.26 %
Don't Know or n/a	14	73.68 %
Total Responses 19 100 %		

Table 1 Satisfaction with services and support - I was satisfied with the overall quality of services provided by the Special Programs staff. Respondents: 9

Strongly Agree	5	55.56 %
Agree	3	33.33 %
Don't Know or n/a	1	11.11 %
Total Responses 9 100 %		

Listing of "other" Responses by Question Mainstream Support Faculty and Staff 2006

Question: If a student with a disability asked you how to apply for support services, which of the following would you be most likely to do?

Refer student to Area Facilitator

ask my dean

Call someone at Special Programs to find out information for the student.

Question: Please identify the scheduling or delivery format of the courses that you teach. (Mark all that apply.)

independent study

Comments

Mainstream Support Faculty and Staff 2006

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

In almost every case the accommodation was that the student had to take tests outside the classroom. Since I give (midterm and quiz) tests for a PORTION at the beginning of the class period, the student had to wait until the test was over, or I had to arrange a lecture start time which caused the other students to wait if the class finished early. Also, the opportunity for compromise exists if other students took the test first and let the disabled student know what was on the test, or visa versa. The alternative is to develop a different version of the test. Since I do not know what the exact disability was, I can not comment if the students could have taken the tests with the class.

Comments

Mainstream Support Faculty and Staff 2006

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

Special Programs and Services probably have a lot of services that a lot of classified are not even aware of

I am pleased with the follow-up on each student that is requested by Special Programs and Services.

The department has open lines of communication

Keep up the good work. Ice Cream Social is a great event that spotlights the amazing work of ABI and thus introduces faculty and staff to the many ways that students may succeed and overcome whatever difficulty life may have presented.

Maybe you could bring ASL translators into the main campus events. ??

Special Programs and Services offer personalized assistance and support services to disabled students. Students will be able to achieve educational success in a supportive and non-discriminatory environment.

Even though some of us are aware of the services, perhaps a regular review or a visit by staff to the other sites would be beneficial. Perhaps a 'coffee' hour in the faculty areas at the sites with a chance to ask questions, learn about accommodations, and meet the staff would be helpful. Out of sight, out of mind.

Celeste Ryan is one of the most conscientious and caring folks I have ever met, and her devotion to helping disabled students succeed comes through loud and clear whenever mainstream support services are requested and provided. She is a superb advocate for our students and both the college and the students she serves are very, very fortunate to have her.

Celeste Ryan is incredibly dedicated and very student-centered. She is a strong advocate for students and for academic integrity

Educate us on what you do and whom you serve!

The service that I received was excellent, but the last student I had never finished what she started in spite of the work between myself and the Special Services Department. She never finished the class.

I think faculty needs to be continually reminded about Special Services, I don't know if we need a whole inservice devoted to it though.

Greatprogram, great staff doing great things

Comments

Mainstream Support Faculty and Staff 2006

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

Communication with support staff and faculty is key to student success

Special Programs and Services needs to better inform their potential students where their offices are located.

Communication can be improved to better assist students as there are a variety of issues that need to be addressed and/or updated from time to time.

The office has always been very helpful in assisting me and my students. Many of my distance learning students have used the office for proctoring and other accommodations to meet their needs. Great job.

The staff providing support for Special Programs are a wonderful group and are to be applauded for their continuous and great customer service to the students and the other staff at the college.

I believe in the right of disabled students to have access but sometimes the amount of work to create that is huge, and it might never get used. I'd rather wait and see if someone needs the material then address the problem for them.

I think outreach by the special programs staff to other learning sites including class visits would help students become familiar with your services.

It appears they are doing a good job in helping those students who have special needs and/or services.

Special Programs and Services provides great services and it is always a pleasure working with them.

Favorable/Unfavorable Report

Mainstream Support Faculty and Staff 2006

Favorable 

Neutral 

Unfavorable 

Table 1 Satisfaction with services and support - Equipment provided by the Special Programs and Services Office met the student's needs.

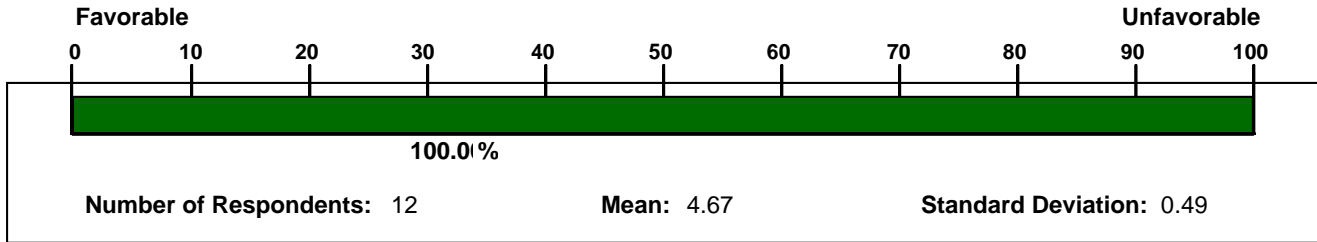


Table 1 Satisfaction with services and support - The Special Programs staff provided assistance in a timely manner.

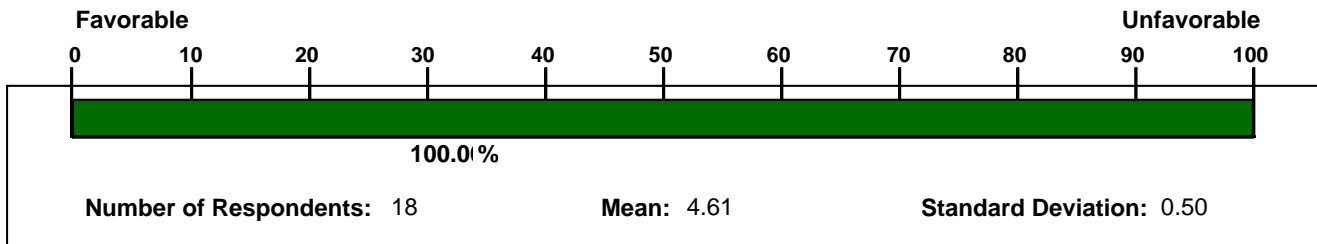


Table 1 Satisfaction with services and support - The Special Programs staff responded appropriately to the student's needs.

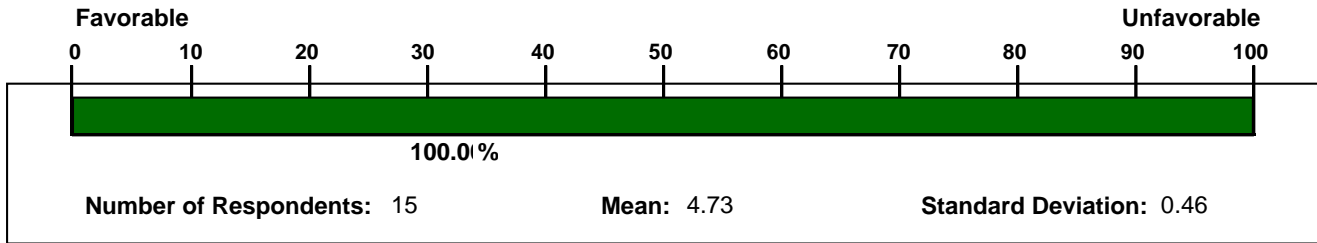


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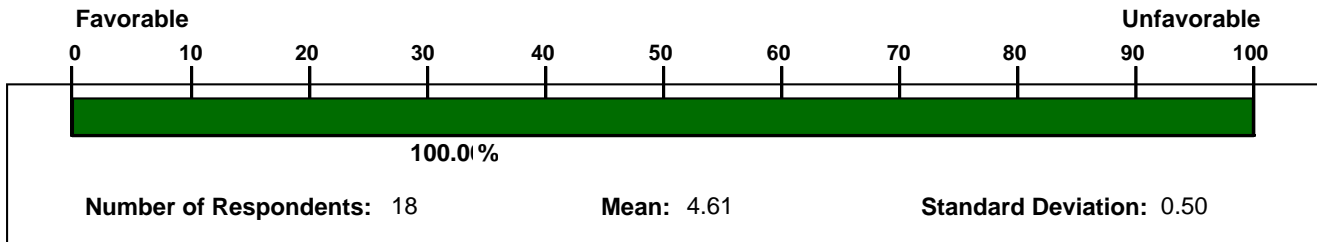
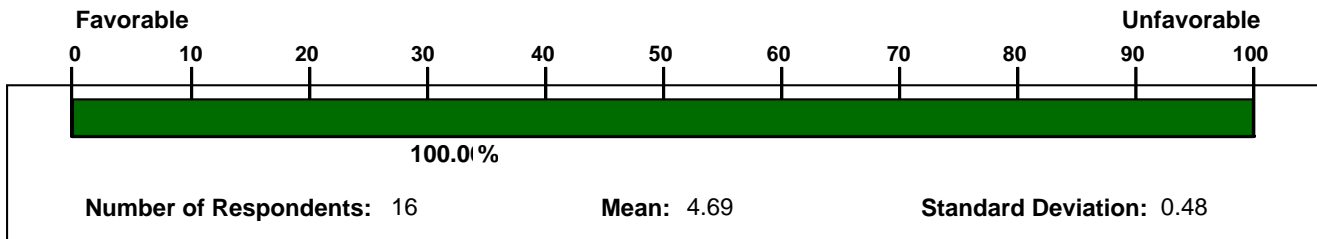


Table 1 Satisfaction with services and support - The Special Programs staff was friendly and supportive.



Favorable/Unfavorable Report

Mainstream Support Faculty and Staff 2006

Favorable 

Neutral 

Unfavorable 

Table 1 Satisfaction with services and support - The Special Programs staff were flexible in meeting the student's need and my needs.

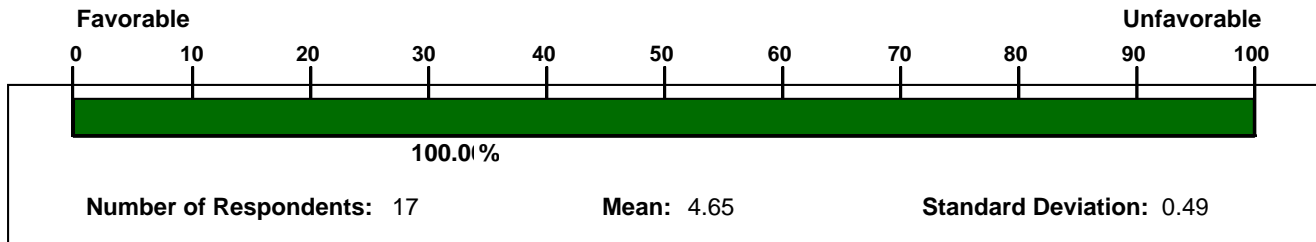


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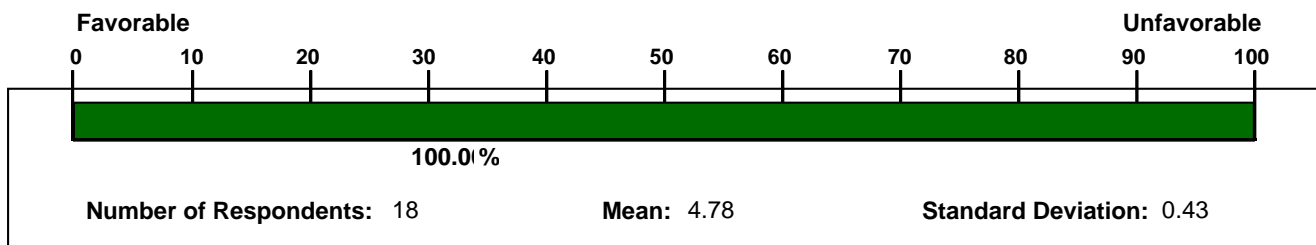


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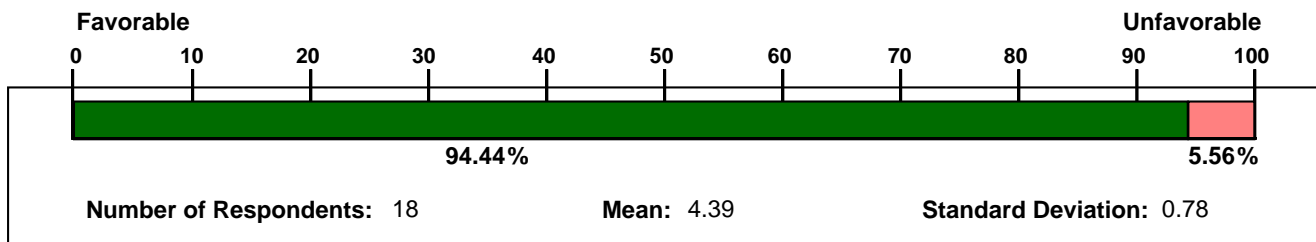
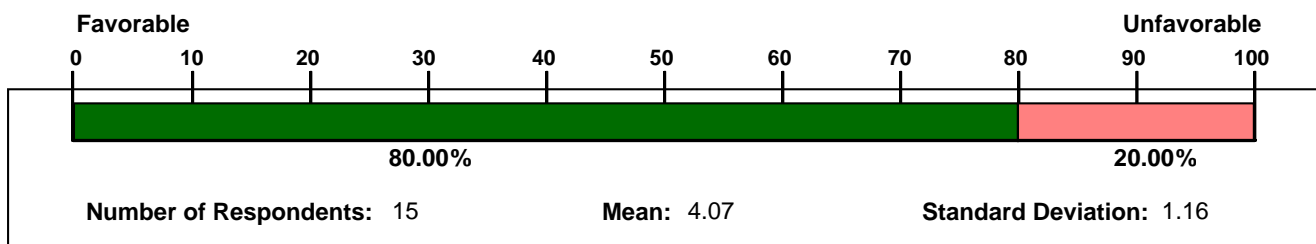


Table 1 Satisfaction with services and support - The student would not have been able to take the class(es) without support services or accommodations for his/her disability.



Favorable/Unfavorable Report

Mainstream Support Faculty and Staff 2006

Favorable 

Neutral 

Unfavorable 

Table 1 Satisfaction with services and support - The Reasonable Accommodations for Disabled Students form provided by the Special Programs and Services Department was helpful in assisting me in meeting the needs of my students.

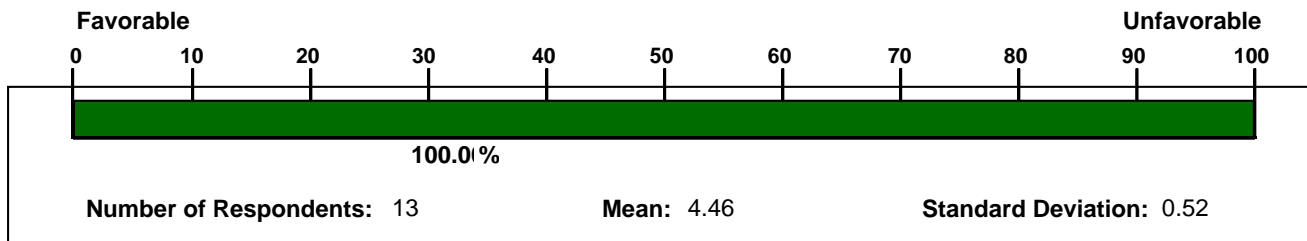


Table 1 Satisfaction with services and support - Training in the use of specialized equipment was provided when and if necessary.

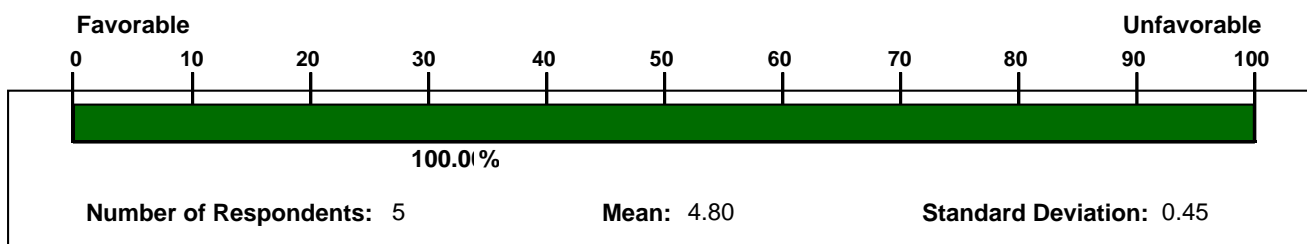


Table 1 Satisfaction with services and support - I was satisfied with the overall quality of services provided by the Special Programs staff.

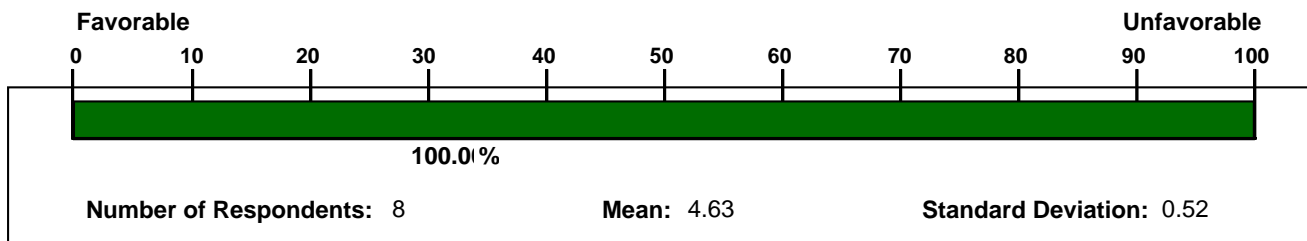


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Mainstream Students 2006

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Format/Facility Accessibility: Count and Percent Mainstream Support Students 2006

	Count	Percent
In which academic terms have you been enrolled? (Mark all that apply.)	Respondents: 10	
Summer 2005	2	20.00 %
Fall 2005	3	30.00 %
Spring 2006	6	60.00 %
Summer 2006	5	50.00 %
Fall 2006	8	80.00 %

Total Responses 24 100 %

Approximately how many units are your enrolled in each semester?	Respondents: 10	
3 or fewer units	1	10.00 %
4-6 units	8	80.00 %
10-12 units	1	10.00 %

Total Responses 10 100 %

At which Coastline location(s) or in which distance delivery format have you taken classes during the current school year? (Mark all that apply.)	Respondents: 11	
Coastline Costa Mesa Center	6	54.55 %
Coastline Garden Grove Center	1	9.09 %
Coastline Le-Jao Center in Westminster	2	18.18 %
Online courses	4	36.36 %
Telecourses	3	27.27 %
Hybrid courses (part online/part classroom)	1	9.09 %
Other	1	9.09 %

Total Responses 18 100 %

Table 1 Facility Accessibility - Handicapped parking was available.	Respondents: 8	
Strongly Agree	6	75.00 %
Agree	2	25.00 %

Total Responses 8 100 %

Table 1 Facility Accessibility - Exterior areas of the site were easy to navigate.	Respondents: 8	
Strongly Agree	5	62.50 %
Agree	2	25.00 %
Don't know or n/a	1	12.50 %

Total Responses 8 100 %

Format/Facility Accessibility: Count and Percent Mainstream Support Students 2006

	Count	Percent
Table 1 Facility Accessibility - Entrance to classrooms presented no problems for me. Respondents: 8		
Strongly Agree	5	62.50 %
Agree	3	37.50 %
Total Responses	8	100 %
Table 1 Facility Accessibility - Classroom seating/furniture arrangements met my needs. Respondents: 8		
Strongly Agree	5	62.50 %
Agree	2	25.00 %
Don't know or n/a	1	12.50 %
Total Responses	8	100 %
Table 1 Facility Accessibility - Computer labs and equipment were accessible. Respondents: 8		
Strongly Agree	4	50.00 %
Agree	2	25.00 %
Disagree	1	12.50 %
Don't know or n/a	1	12.50 %
Total Responses	8	100 %
Table 1 Facility Accessibility - Science labs and equipment were accessible. Respondents: 8		
Strongly Agree	4	50.00 %
Agree	1	12.50 %
Don't know or n/a	3	37.50 %
Total Responses	8	100 %
Table 1 Facility Accessibility - Restrooms were accessible. Respondents: 8		
Strongly Agree	4	50.00 %
Agree	3	37.50 %
Don't know or n/a	1	12.50 %
Total Responses	8	100 %
Table 1 Facility Accessibility - The office at the site was easy to enter and navigate. Respondents: 8		
Strongly Agree	6	75.00 %
Agree	2	25.00 %
Total Responses	8	100 %

Telecourse Accessibility: Count and Percent Mainstream Support Students 2006

	Count	Percent
Table 3 Telecourse Accessibility - The telecourse lessons were accessible.		
	Respondents: 3	
Strongly Agree	2	66.67 %
Agree	1	33.33 %
Total Responses	3	100 %
Table 3 Telecourse Accessibility - The methods used to communicate with the instructor and/or fellow students were accessible.		
	Respondents: 3	
Agree	3	100.00 %
Total Responses	3	100 %
Table 3 Telecourse Accessibility - The mid-term and final review sessions were accessible for me.		
	Respondents: 3	
Strongly Agree	1	33.33 %
Agree	1	33.33 %
Disagree	1	33.33 %
Total Responses	3	100 %
Table 3 Telecourse Accessibility - The telecourse presented fewer obstacles for me than an on-site class.		
	Respondents: 3	
Strongly Agree	3	100.00 %
Total Responses	3	100 %
Table 3 Telecourse Accessibility - The instructor was supportive of reasonable accommodations for me.		
	Respondents: 3	
Strongly Agree	2	66.67 %
Agree	1	33.33 %
Total Responses	3	100 %
Table 3 Telecourse Accessibility - I would be interested in taking another telecourse at Coastline.		
	Respondents: 3	
Strongly Agree	3	100.00 %
Total Responses	3	100 %

Online Accessibility: Count and Percent Mainstream Support Students 2006

	Count	Percent
Table 2 Online Accessibility - The online lessons were accessible. Respondents: 5		
Strongly Agree	3	60.00 %
Agree	1	20.00 %
Don't Know or n/a	1	20.00 %
Total Responses	5	100 %

Table 2 Online Accessibility - The online discussions were accessible. Respondents: 5		
Strongly Agree	3	60.00 %
Agree	1	20.00 %
Don't Know or n/a	1	20.00 %
Total Responses	5	100 %

Table 2 Online Accessibility - The Web site was easy to understand and navigate. Respondents: 5		
Strongly Agree	3	60.00 %
Agree	1	20.00 %
Don't Know or n/a	1	20.00 %
Total Responses	5	100 %

Table 2 Online Accessibility - The online class presented fewer obstacles for me than an on-site class. Respondents: 5		
Strongly Agree	3	60.00 %
Agree	1	20.00 %
Don't Know or n/a	1	20.00 %
Total Responses	5	100 %

Table 2 Online Accessibility - The instructor was supportive of reasonable accommodations for me. Respondents: 5		
Strongly Agree	3	60.00 %
Agree	1	20.00 %
Don't Know or n/a	1	20.00 %
Total Responses	5	100 %

Table 2 Online Accessibility - I would be interested in taking another online class at Coastline. Respondents: 5		
Strongly Agree	4	80.00 %
Don't Know or n/a	1	20.00 %
Total Responses	5	100 %

Telecourse Accessibility: Comments Mainstream Support Students 2006

Question: Telecourse Accessibility: If you indicated "Disagree" or "Strongly Disagree" to any of the above items about telecourse accessibility, please explain your concerns.

i was unable to attend the review sessions. i think it would be a good idea to have review sessions also online or in some format that does not require me to go to campus.

Support Services: Count and Percent

Mainstream Support Students 2006

	Count	Percent
Table 4 Support Services/Accommodations - Priority registration Respondents: 11		
Very Satisfied	9	81.82 %
Somewhat Satisfied	1	9.09 %
Have Not Used	1	9.09 %
Total Responses	11	100 %

Table 4 Support Services/Accommodations - Extended time on exams Respondents: 11		
Very Satisfied	8	72.73 %
Have Not Used	3	27.27 %
Total Responses	11	100 %

Table 4 Support Services/Accommodations - Proctored exam with test read/taped or enlarged Respondents: 10		
Very Satisfied	2	20.00 %
Have Not Used	8	80.00 %
Total Responses	10	100 %

Table 4 Support Services/Accommodations - Proctored exam with scribe or word processor Respondents: 10		
Very Satisfied	3	30.00 %
Somewhat Satisfied	1	10.00 %
Have Not Used	6	60.00 %
Total Responses	10	100 %

Table 4 Support Services/Accommodations - Proctored exam to assure quiet setting Respondents: 11		
Very Satisfied	5	45.45 %
Somewhat Satisfied	1	9.09 %
Somewhat Dissatisfied	1	9.09 %
Have Not Used	4	36.36 %
Total Responses	11	100 %

Table 4 Support Services/Accommodations - Tape or read test Respondents: 9		
Very Satisfied	2	22.22 %
Have Not Used	7	77.78 %
Total Responses	9	100 %

Support Services: Count and Percent Mainstream Support Students 2006

	Count	Percent
Table 4 Support Services/Accommodations - Oral test	Respondents: 11	
Very Satisfied	4	36.36 %
Have Not Used	7	63.64 %
Total Responses	11	100 %
Table 4 Support Services/Accommodations - Alternative test	Respondents: 10	
Very Satisfied	3	30.00 %
Have Not Used	7	70.00 %
Total Responses	10	100 %
Table 4 Support Services/Accommodations - Use of dictionary, thesaurus, or electronic spell checker	Respondents: 10	
Very Satisfied	3	30.00 %
Have Not Used	7	70.00 %
Total Responses	10	100 %
Table 4 Support Services/Accommodations - Note taker	Respondents: 10	
Very Satisfied	2	20.00 %
Have Not Used	8	80.00 %
Total Responses	10	100 %
Table 4 Support Services/Accommodations - Taping of lectures	Respondents: 10	
Very Satisfied	2	20.00 %
Have Not Used	8	80.00 %
Total Responses	10	100 %
Table 4 Support Services/Accommodations - Advance lecture notes	Respondents: 10	
Very Satisfied	2	20.00 %
Have Not Used	8	80.00 %
Total Responses	10	100 %
Table 4 Support Services/Accommodations - Front-row seating	Respondents: 11	
Very Satisfied	4	36.36 %
Have Not Used	7	63.64 %
Total Responses	11	100 %
Table 4 Support Services/Accommodations - Other special seating	Respondents: 10	
Very Satisfied	5	50.00 %
Have Not Used	5	50.00 %
Total Responses	10	100 %

Support Services: Count and Percent

Mainstream Support Students 2006

	Count	Percent
Table 4 Support Services/Accommodations - Phonic ear		
	Respondents: 10	
Very Satisfied	1	10.00 %
Have Not Used	9	90.00 %
Total Responses	10	100 %

Table 4 Support Services/Accommodations - Use of sign language interpreter		
	Respondents: 10	
Very Satisfied	1	10.00 %
Have Not Used	9	90.00 %
Total Responses	10	100 %

Table 4 Support Services/Accommodations - e-Textbooks		
	Respondents: 10	
Very Satisfied	2	20.00 %
Have Not Used	8	80.00 %
Total Responses	10	100 %

Table 4 Support Services/Accommodations - Books on tape		
	Respondents: 10	
Very Satisfied	2	20.00 %
Have Not Used	8	80.00 %
Total Responses	10	100 %

Table 4 Support Services/Accommodations - Tutors		
	Respondents: 10	
Very Satisfied	1	10.00 %
Have Not Used	9	90.00 %
Total Responses	10	100 %

Table 4 Support Services/Accommodations - Advance syllabus		
	Respondents: 10	
Very Satisfied	3	30.00 %
Have Not Used	7	70.00 %
Total Responses	10	100 %

Table 4 Support Services/Accommodations - Course substitution or waiver		
	Respondents: 10	
Very Satisfied	2	20.00 %
Very Dissatisfied	1	10.00 %
Have Not Used	7	70.00 %
Total Responses	10	100 %

Services/Support from Staff: Count and Percent Mainstream Support Students 2006

	Count	Percent
Table 5 Services and Support from Staff - Equipment provided by the Special Programs and Services Office met my needs. Respondents: 11		
Strongly Agree	6	54.55 %
Agree	1	9.09 %
Don't Know or n/a	4	36.36 %
Total Responses	11	100 %
Table 5 Services and Support from Staff - The Special Programs staff provided assistance in a timely manner. Respondents: 11		
Strongly Agree	11	100.00 %
Total Responses	11	100 %
Table 5 Services and Support from Staff - The Special Programs staff responded appropriately to my needs. Respondents: 11		
Strongly Agree	10	90.91 %
Agree	1	9.09 %
Total Responses	11	100 %
Table 5 Services and Support from Staff - The Special Programs staff was friendly and supportive. Respondents: 11		
Strongly Agree	11	100.00 %
Total Responses	11	100 %
Table 5 Services and Support from Staff - The Special Programs staff were flexible in meeting my needs. Respondents: 11		
Strongly Agree	11	100.00 %
Total Responses	11	100 %
Table 5 Services and Support from Staff - The Special Programs staff were knowledgeable about disabilities and the types of accommodations and services that would be appropriate. Respondents: 11		
Strongly Agree	9	81.82 %
Agree	1	9.09 %
Disagree	1	9.09 %
Total Responses	11	100 %
Table 5 Services and Support from Staff - I was satisfied with the overall quality of services provided by the Special Programs staff. Respondents: 11		
Strongly Agree	10	90.91 %
Agree	1	9.09 %
Total Responses	11	100 %

Services/Support from Staff: Count and Percent Mainstream Support Students 2006

Count Percent

Table 5 Services and Support from Staff - The services and accommodations I received from the Special Programs Office helped me succeed in my class(es).

Respondents: 11

Strongly Agree	10	90.91 %
Agree	1	9.09 %

Total Responses	11	100 %
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Table 5 Services and Support from Staff - I would not have been able to take the class(es) if I had not received support services or accommodations.

Respondents: 11

Strongly Agree	10	90.91 %
Don't Know or n/a	1	9.09 %

Total Responses	11	100 %
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Demographics: Count and Percent

Mainstream Support Students 2006

	Count	Percent
Gender	Respondents: 11	
Female	9	81.82 %
Male	2	18.18 %
Total Responses	11	100 %
Age	Respondents: 11	
20-29	4	36.36 %
30-39	2	18.18 %
50-59	4	36.36 %
60-69	1	9.09 %
Total Responses	11	100 %
Nature of your disability (Mark all that apply.)	Respondents: 11	
Acquired Brain Injury	3	27.27 %
Learning Disability	2	18.18 %
Mobility Impairment	7	63.64 %
Visual Impairment	1	9.09 %
Psychological Disability	1	9.09 %
Speech/Language Impairment	1	9.09 %
Other	1	9.09 %
Total Responses	16	100 %
What is your ethnicity?	Respondents: 11	
African-America	2	18.18 %
Asian: Vietnamese	1	9.09 %
White	6	54.55 %
Decline to state	2	18.18 %
Total Responses	11	100 %
What is your primary language (the language you are most comfortable speaking, reading, or writing)?	Respondents: 11	
English	10	90.91 %
Spanish	1	9.09 %
Total Responses	11	100 %

Demographics: Count and Percent Mainstream Support Students 2006

	Count	Percent
Why are you taking classes at Coastline? (Mark all that apply.)	Respondents: 8	
Personal interest	1	12.50 %
Vocational need or advancement	3	37.50 %
To earn a Certificate	2	25.00 %
To earn an A.A. degree	5	62.50 %
To transfer to a 4-year college	2	25.00 %
Convenient locations	2	25.00 %
Accessibility of the classes	2	25.00 %
Availability of support services for students with disabilities	2	25.00 %
Other	1	12.50 %
Total Responses	20	100 %

Listing of "other" Responses by Question

Mainstream Support Students 2006

Question: At which Coastline location(s) or in which distance delivery format have you taken classes during the current school year? (Mark all that apply.)

ABI Program

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

left hemi paralysis

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

Taking required courses for my major while at CSULB

Additional Comments

Mainstream Support Students 2006

Question: What could the college do to better assist you in meeting your educational goals?

Provide me with a laptop computer that allows voice-activated typing for me to take my online classes.enddata

Better explanation of class schedule if changed, during the first session. To see if students need individual help. For instructors to keep their word if it is a hybrid class. Meaning that they must update grades, if they promised to do so.

Distance Learning Department needs to be more diligent when it comes to quiz grading and getting them back to the students in a timely manner. Lacking on mailing of correspondence.

Question: Do you have any other comments or recommendations?

EXCELLENT PROGRAM!enddata

Please make sure that teachers if they are teaching a hybrid class to update course compass.com. Students look to that website to see their grades improve. enddata

This will be my first semester at Coastline and thus far, everyone has been super helpful in answering all my questions.enddata

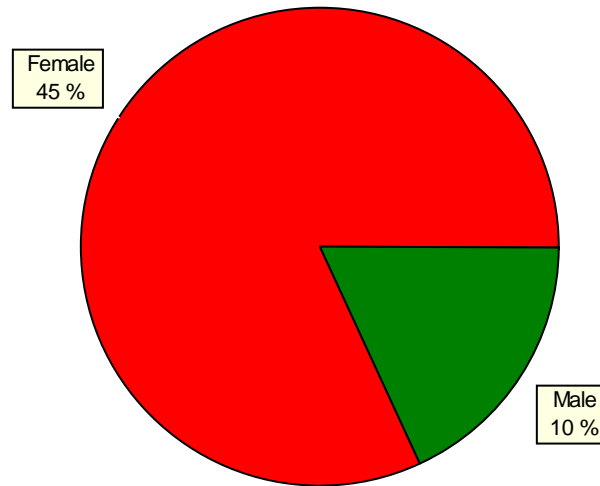
keep up the good work and kindness towards the students!!-enddata

Distance Learning needs to offer different options when it comes to students who do not have access to the Internet and would like to have the option of a printed exam.enddata

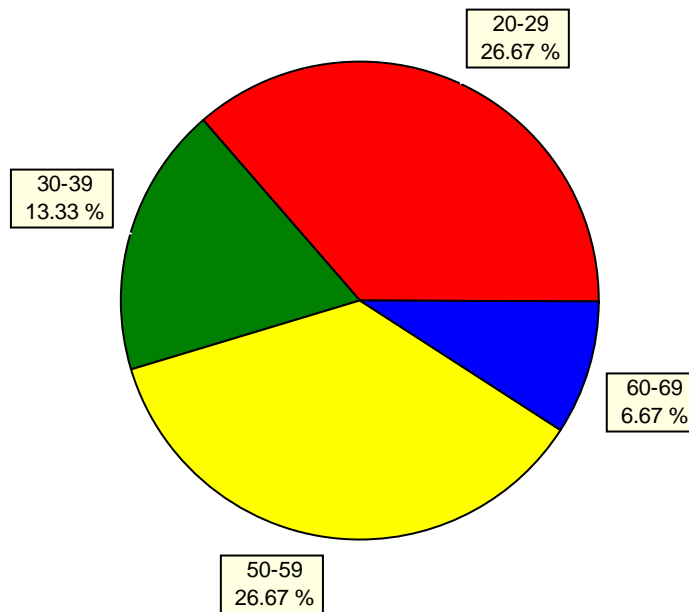
Demographics: Pie Charts

Mainstream Support Students 2006

Gender



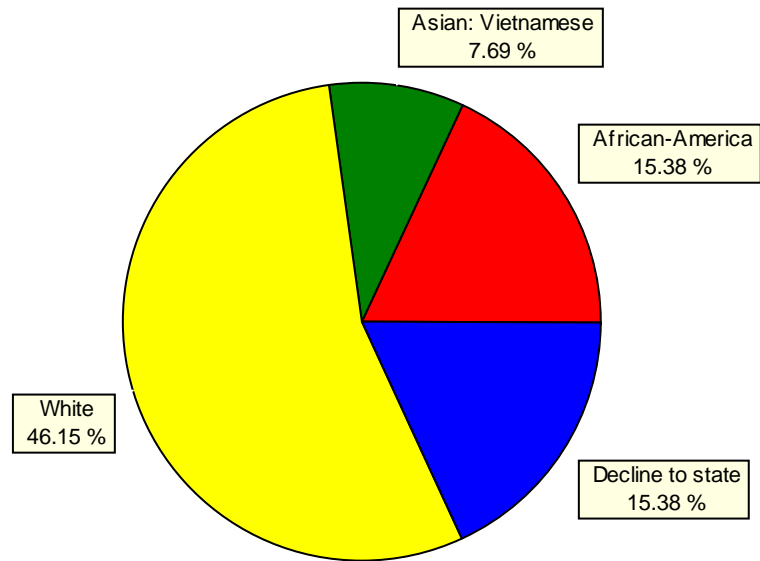
Age



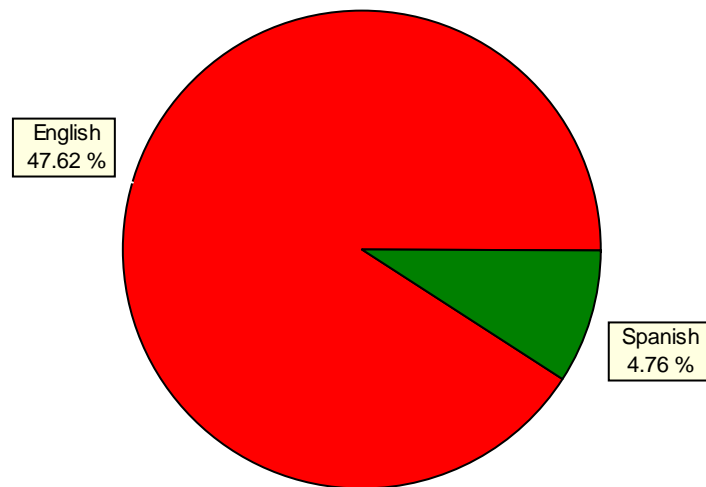
Demographics: Pie Charts

Mainstream Support Students 2006

What is your ethnicity?



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



Favorable/Unfavorable Report

Mainstream Support Students 2006

Favorable 

Neutral 

Unfavorable 

Table 1 Facility Accessibility - Handicapped parking was available.

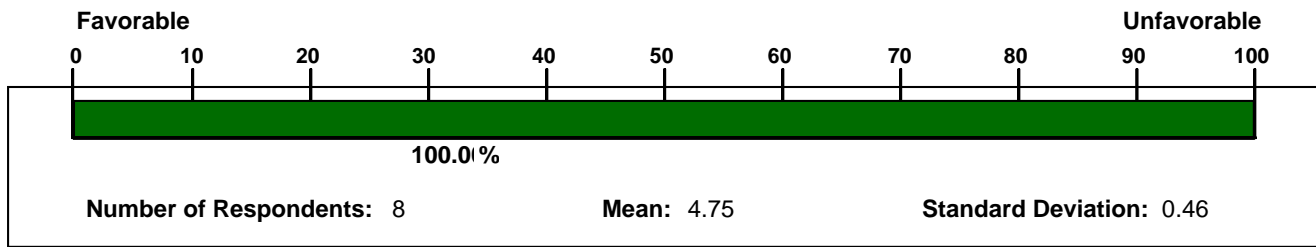


Table 1 Facility Accessibility - Exterior areas of the site were easy to navigate.

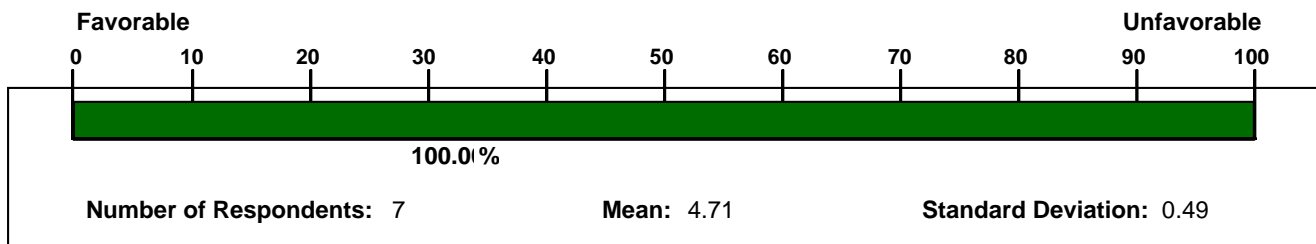


Table 1 Facility Accessibility - Entrance to classrooms presented no problems for me.

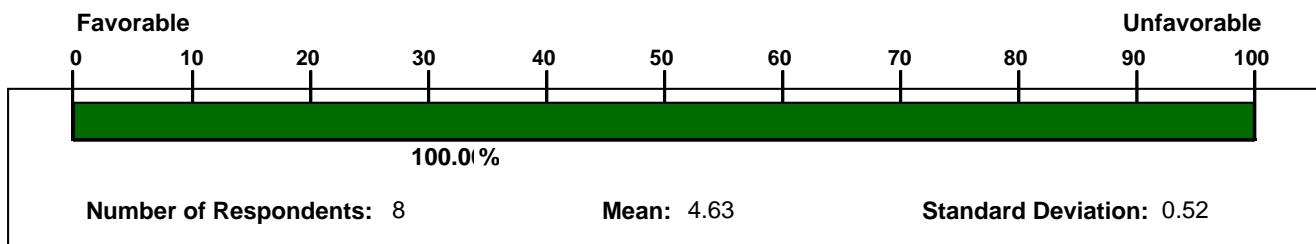


Table 1 Facility Accessibility - Classroom seating/furniture arrangements met my needs.

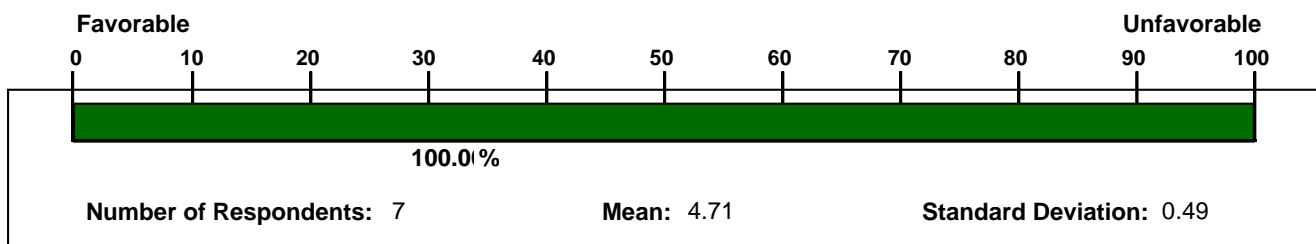
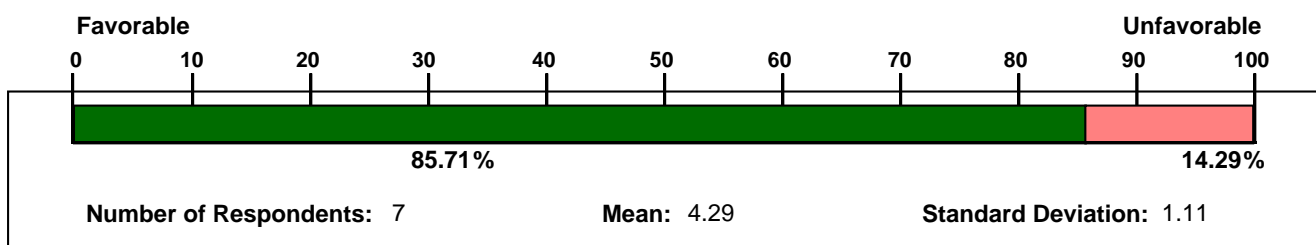


Table 1 Facility Accessibility - Computer labs and equipment were accessible.



Favorable/Unfavorable Report

Mainstream Support Students 2006

Favorable 

Neutral 

Unfavorable 

Table 1 Facility Accessibility - Science labs and equipment were accessible.

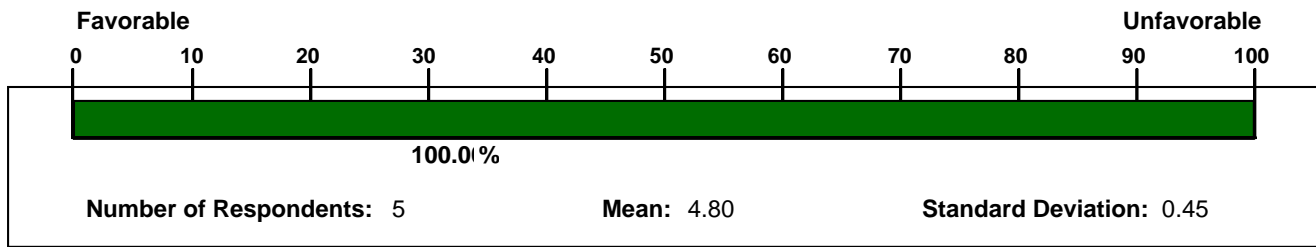


Table 1 Facility Accessibility - Restrooms were accessible.

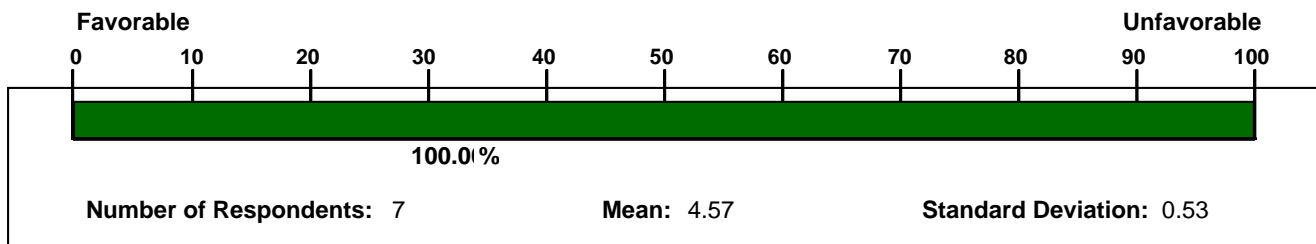


Table 1 Facility Accessibility - The office at the site was easy to enter and navigate.

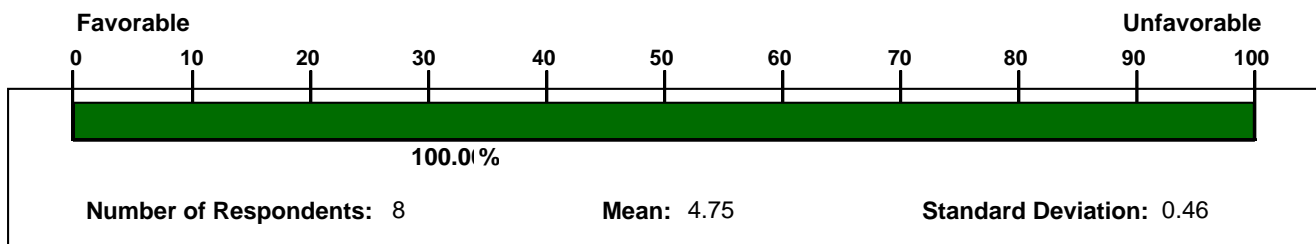


Table 2 Online Accessibility - The online lessons were accessible.

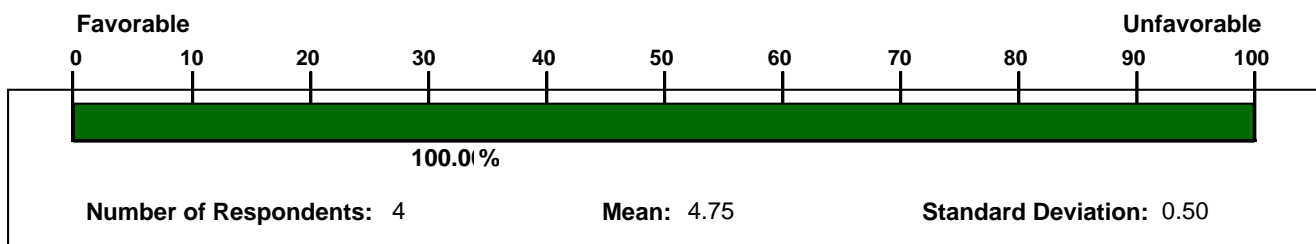
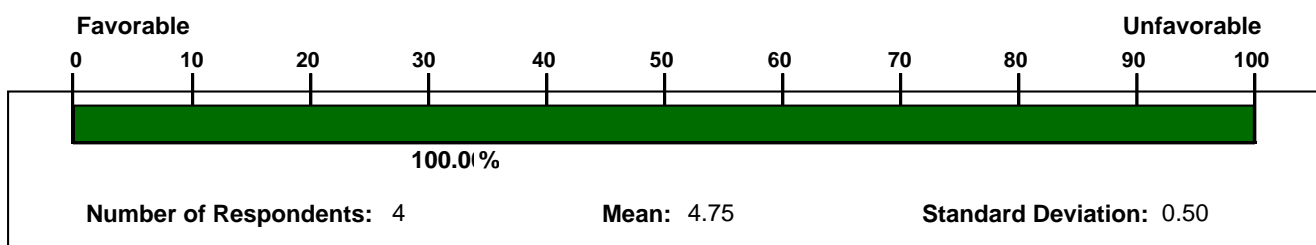


Table 2 Online Accessibility - The online discussions were accessible.



Favorable/Unfavorable Report

Mainstream Support Students 2006

Favorable 

Neutral 

Unfavorable 

Table 2 Online Accessibility - The Web site was easy to understand and navigate.

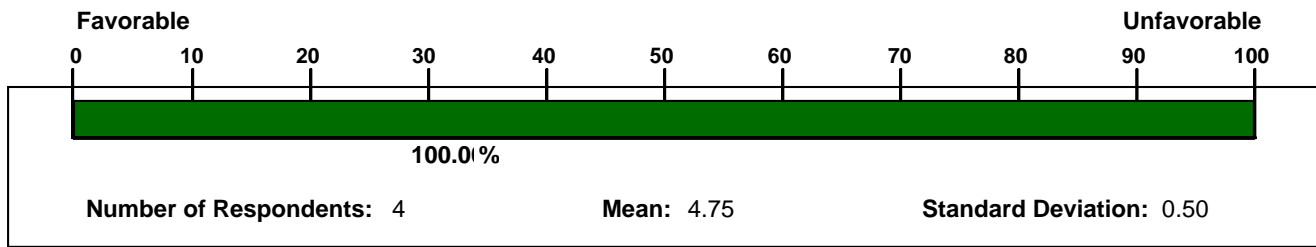


Table 2 Online Accessibility - The online class presented fewer obstacles for me than an on-site class.

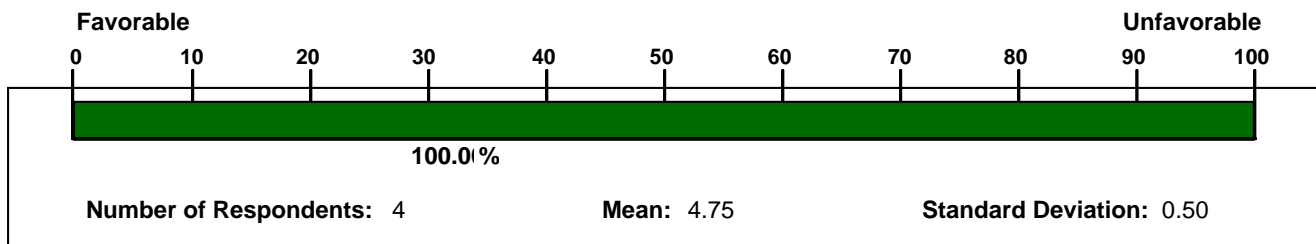


Table 2 Online Accessibility - The instructor was supportive of reasonable accommodations for me.

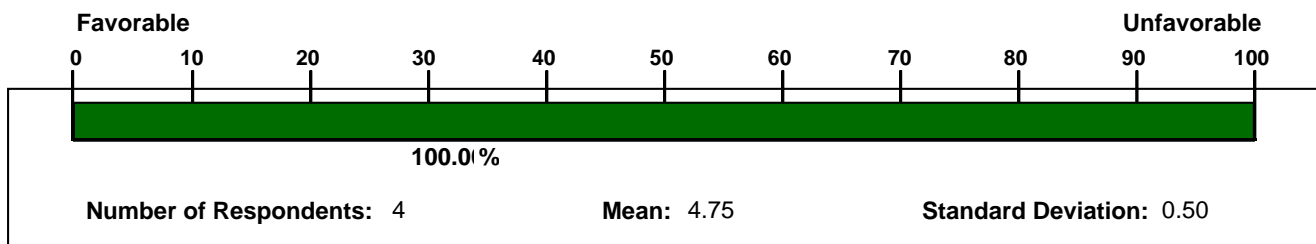


Table 2 Online Accessibility - I would be interested in taking another online class at Coastline.

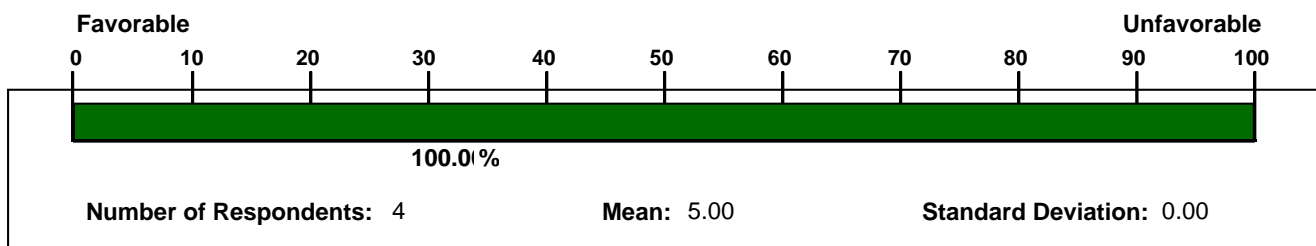
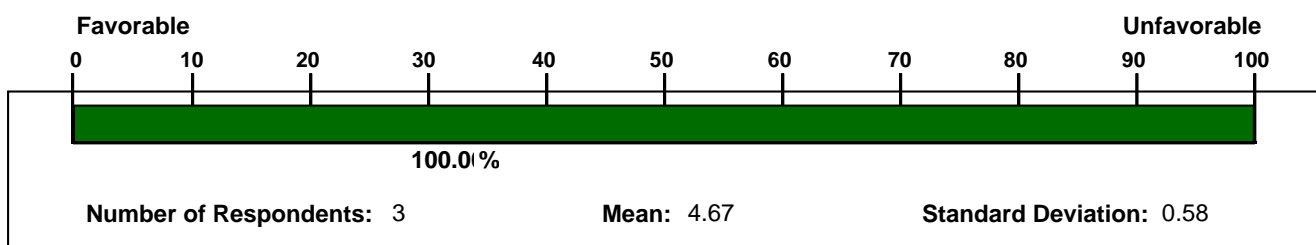


Table 3 Telecourse Accessibility - The telecourse lessons were accessible.



Favorable/Unfavorable Report

Mainstream Support Students 2006

Favorable ■

Neutral ■

Unfavorable ■

Table 3 Telecourse Accessibility - The methods used to communicate with the instructor and/or fellow students were accessible.

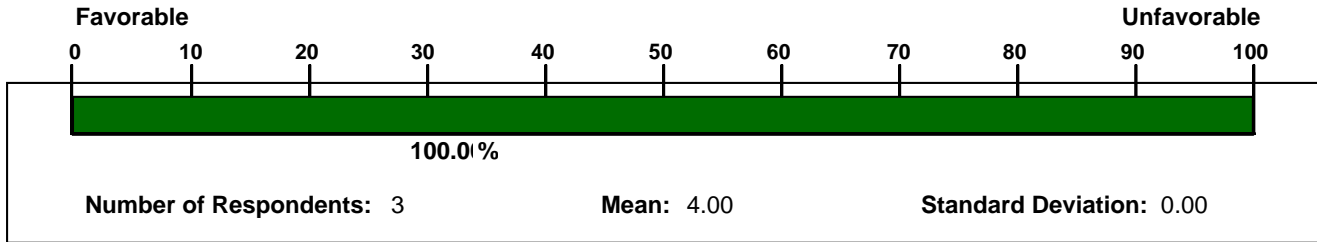


Table 3 Telecourse Accessibility - The mid-term and final review sessions were accessible for me.

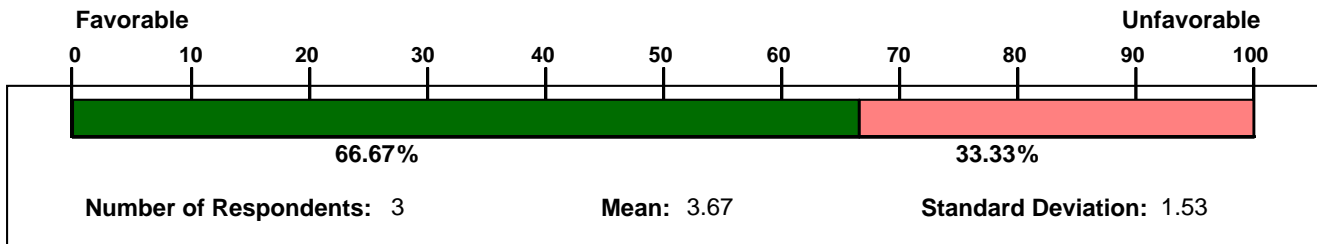


Table 3 Telecourse Accessibility - The telecourse presented fewer obstacles for me than an on-site class.

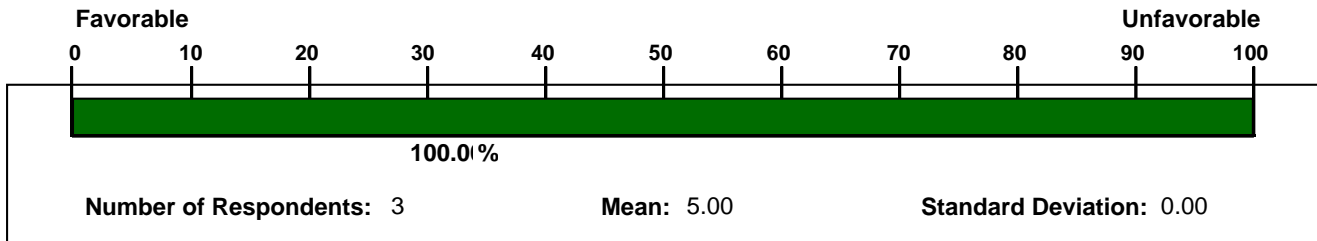


Table 3 Telecourse Accessibility - The instructor was supportive of reasonable accommodations for me.

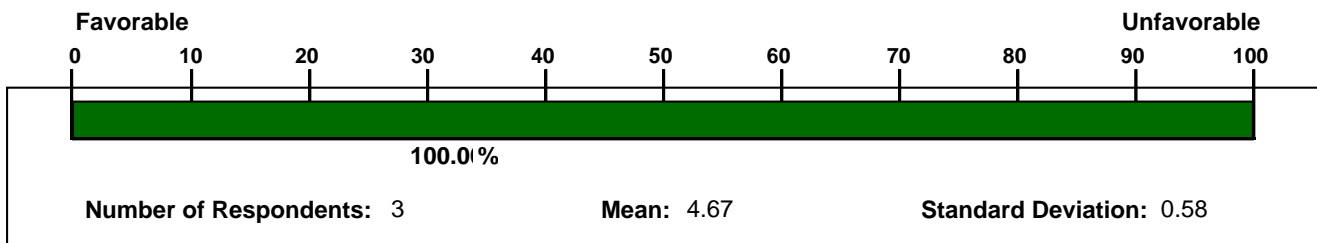
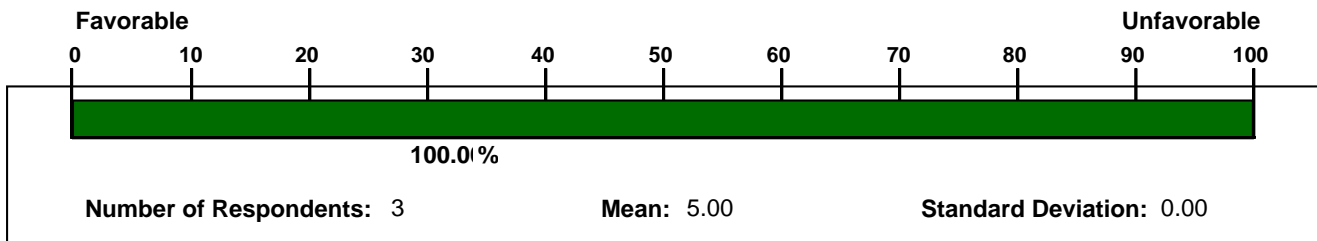



Table 3 Telecourse Accessibility - I would be interested in taking another telecourse at Coastline.



Favorable/Unfavorable Report

Mainstream Support Students 2006

Favorable 

Neutral 

Unfavorable 

Table 4 Support Services/Accommodations - Priority registration

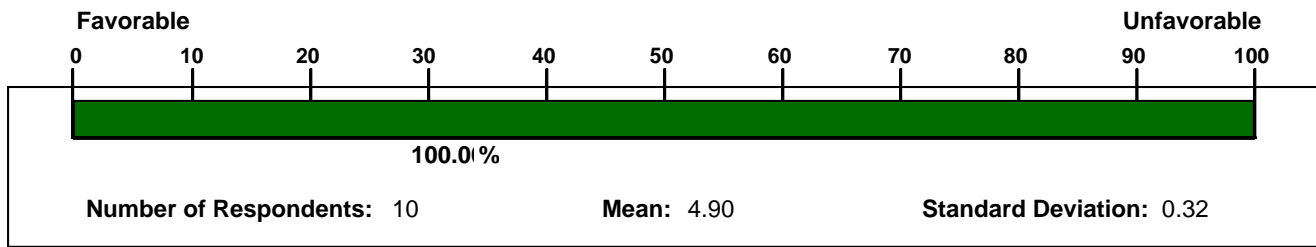


Table 4 Support Services/Accommodations - Extended time on exams

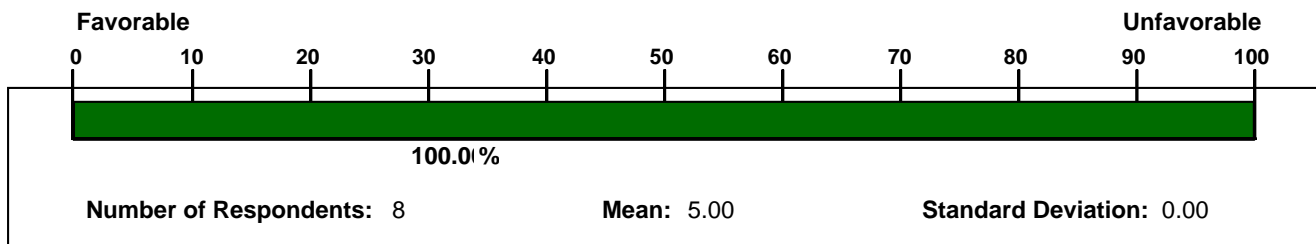


Table 4 Support Services/Accommodations - Proctored exam with test read/taped or enlarged

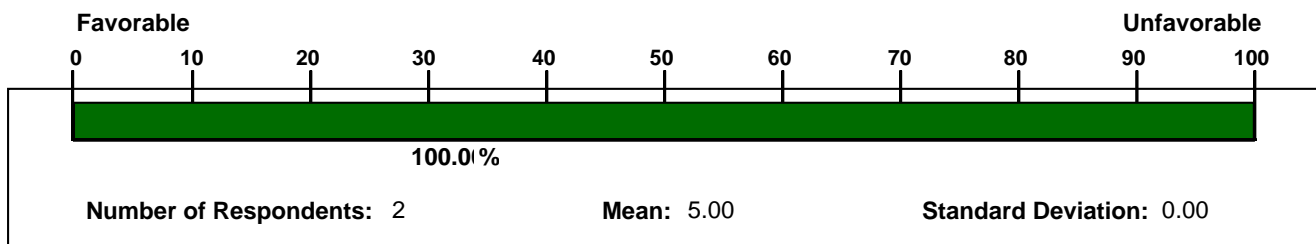


Table 4 Support Services/Accommodations - Proctored exam with scribe or word processor

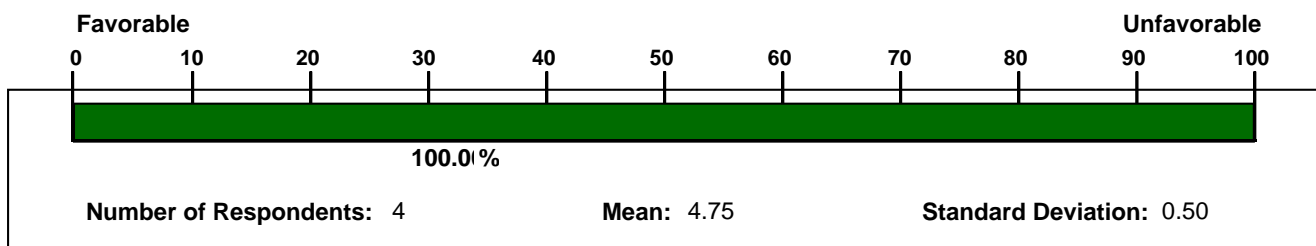
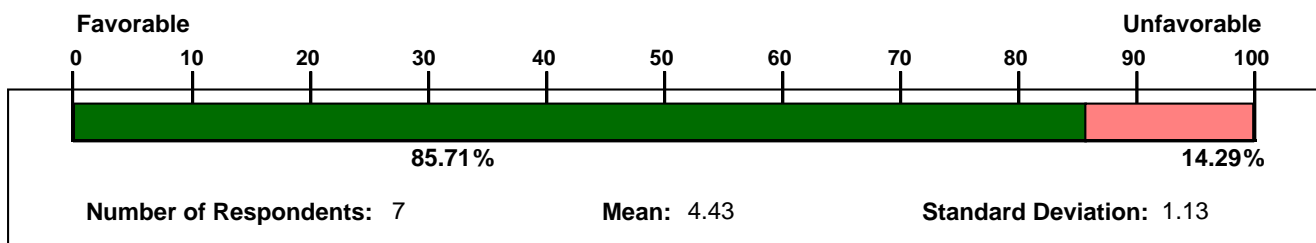


Table 4 Support Services/Accommodations - Proctored exam to assure quiet setting



Favorable/Unfavorable Report

Mainstream Support Students 2006

Favorable 

Neutral 

Unfavorable 

Table 4 Support Services/Accommodations - Tape or read test

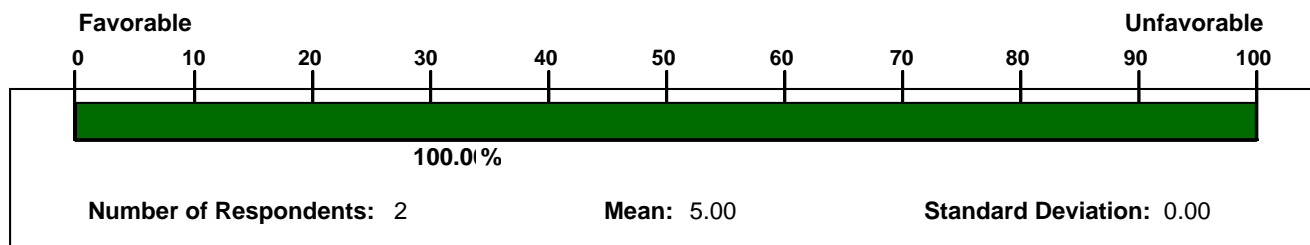


Table 4 Support Services/Accommodations - Oral test

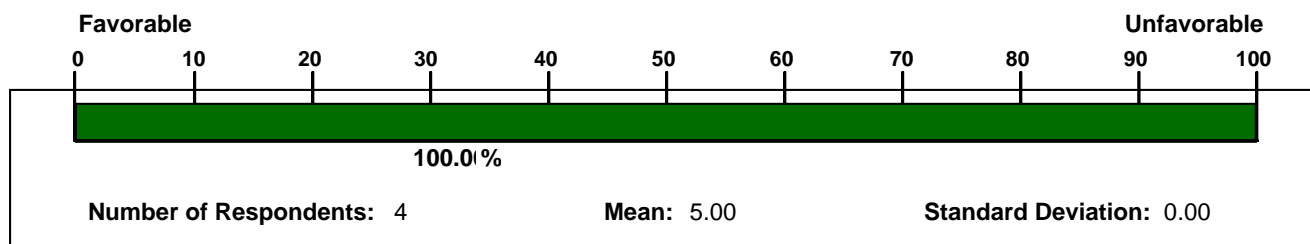


Table 4 Support Services/Accommodations - Alternative test

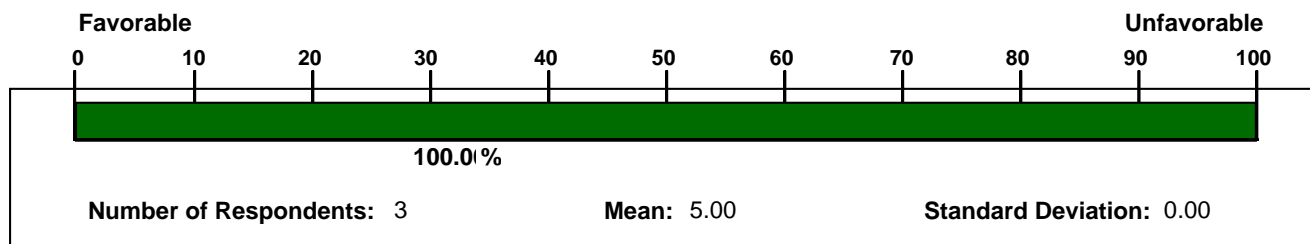


Table 4 Support Services/Accommodations - Use of dictionary, thesaurus, or electronic spell checker

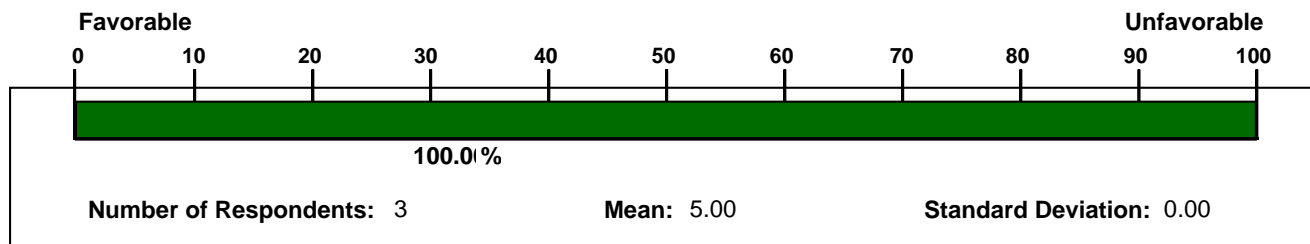
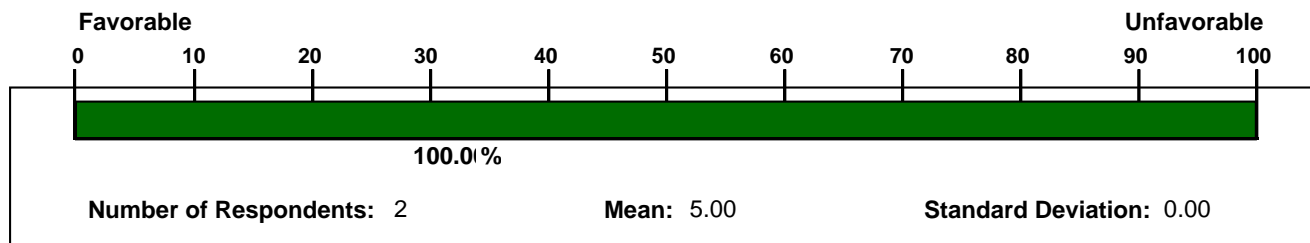



Table 4 Support Services/Accommodations - Note taker



Favorable/Unfavorable Report

Mainstream Support Students 2006

Favorable 

Neutral 

Unfavorable 

Table 4 Support Services/Accommodations - Taping of lectures

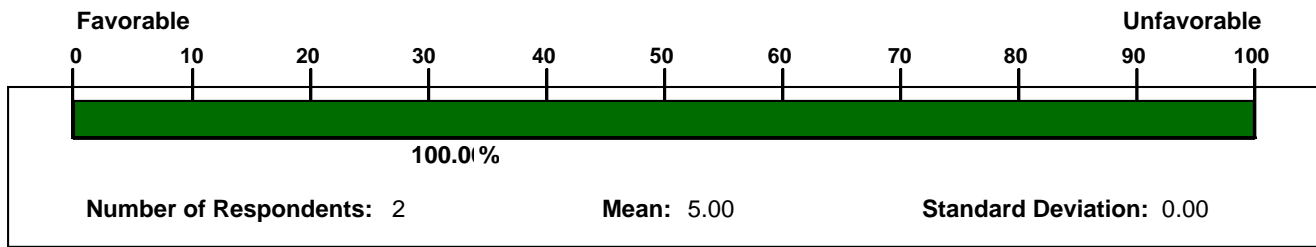


Table 4 Support Services/Accommodations - Advance lecture notes

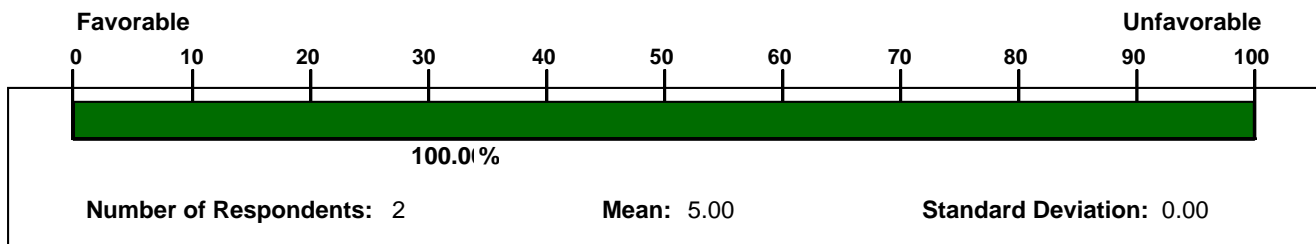


Table 4 Support Services/Accommodations - Front-row seating

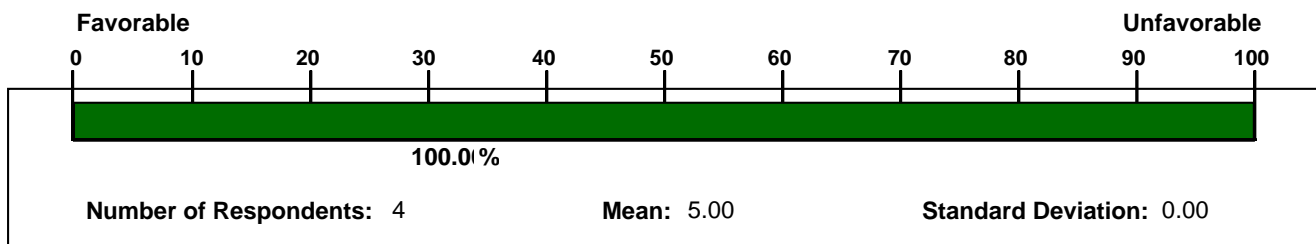


Table 4 Support Services/Accommodations - Other special seating

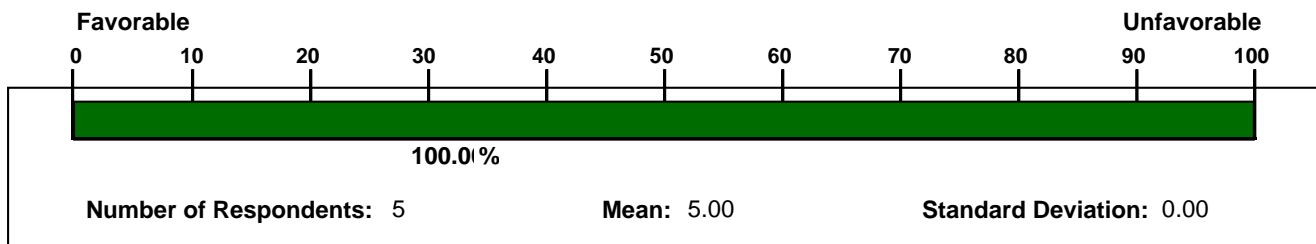
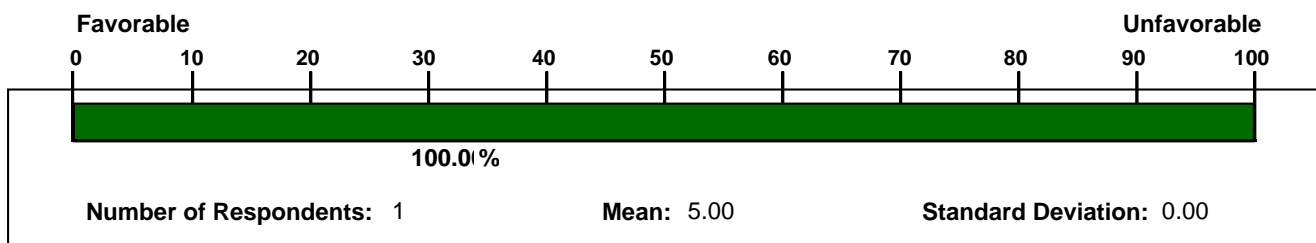


Table 4 Support Services/Accommodations - Phonic ear



Favorable/Unfavorable Report

Mainstream Support Students 2006

Favorable 

Neutral 

Unfavorable 

Table 4 Support Services/Accommodations - Use of sign language interpreter

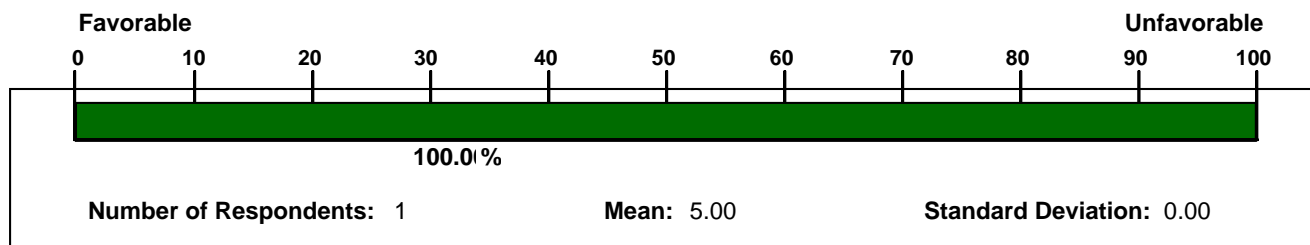


Table 4 Support Services/Accommodations - e-Textbooks

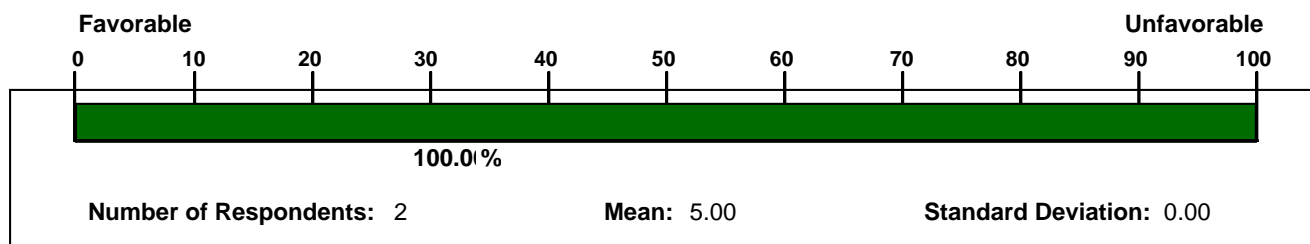


Table 4 Support Services/Accommodations - Books on tape

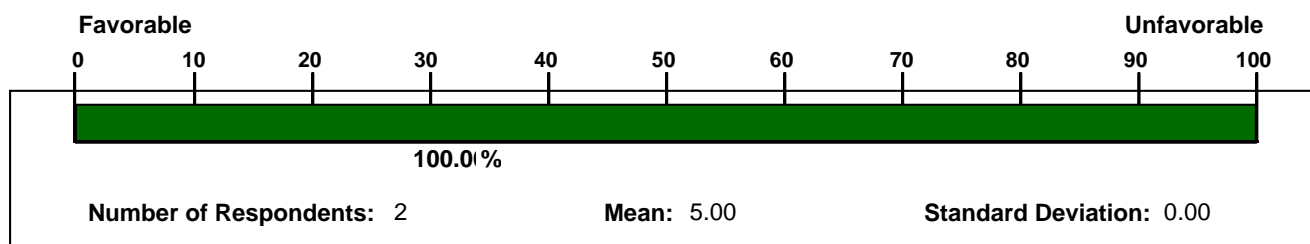


Table 4 Support Services/Accommodations - Tutors

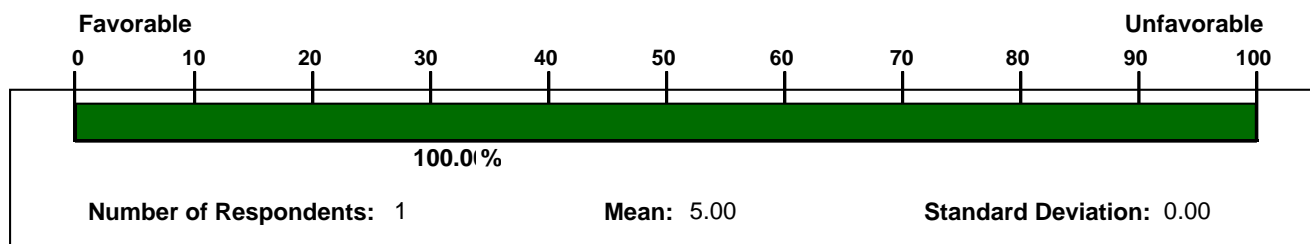
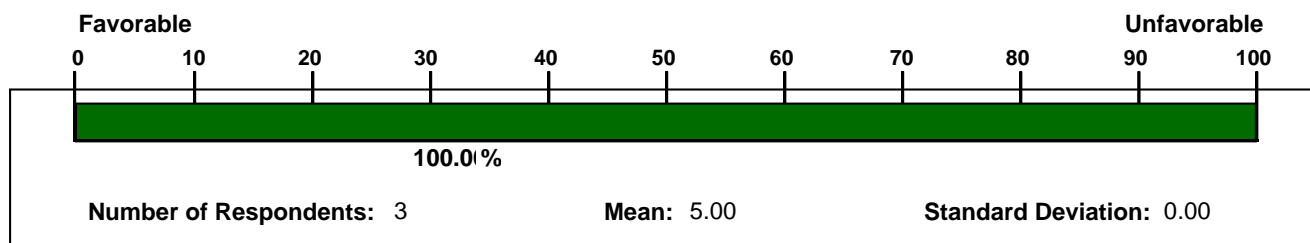


Table 4 Support Services/Accommodations - Advance syllabus



Favorable/Unfavorable Report

Mainstream Support Students 2006

Favorable 

Neutral 

Unfavorable 

Table 4 Support Services/Accommodations - Course substitution or waiver

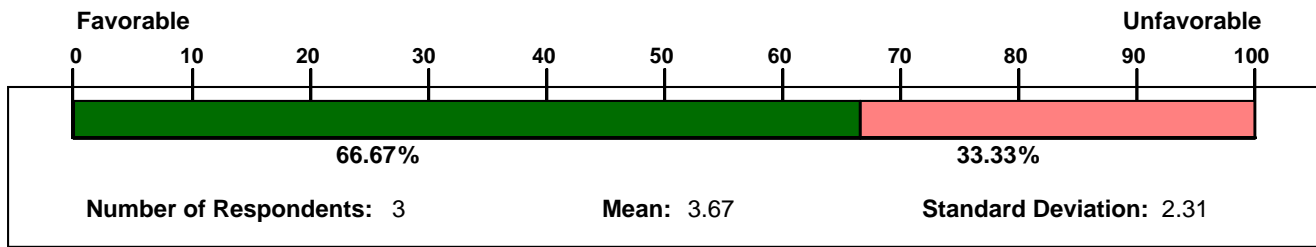


Table 5 Services and Support from Staff - Equipment provided by the Special Programs and Services Office met my needs.

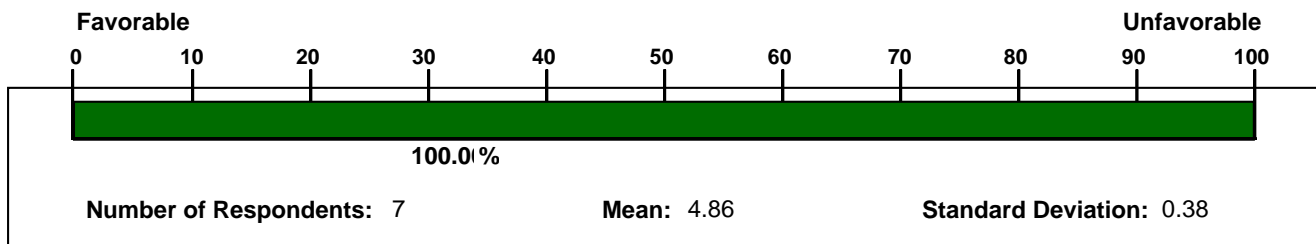


Table 5 Services and Support from Staff - The Special Programs staff provided assistance in a timely manner.

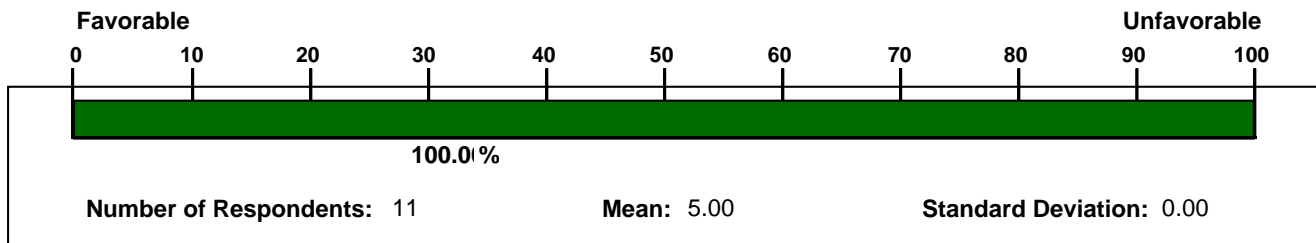


Table 5 Services and Support from Staff - The Special Programs staff responded appropriately to my needs.

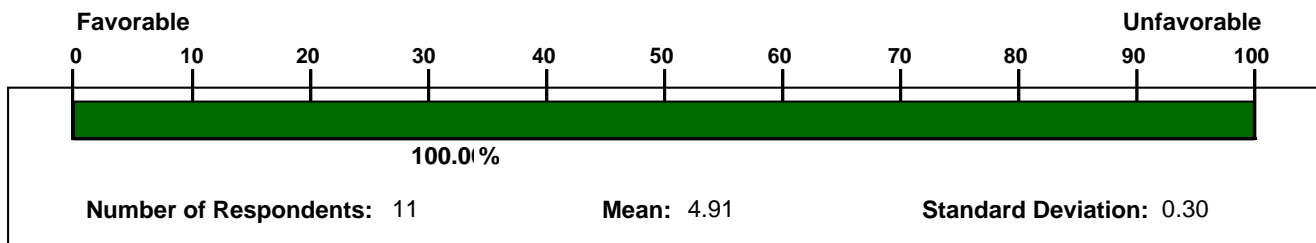
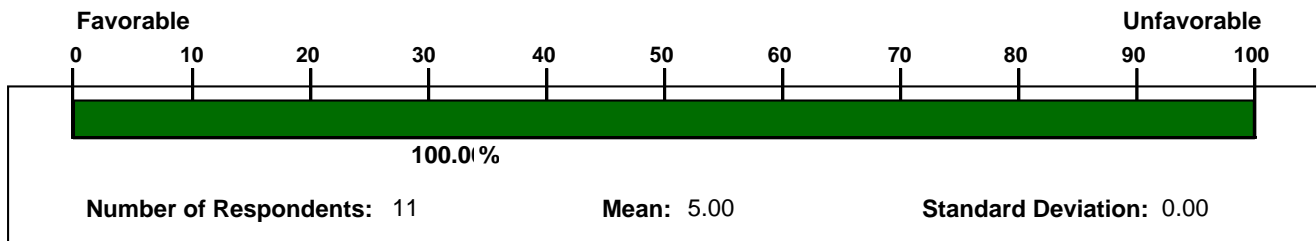


Table 5 Services and Support from Staff - The Special Programs staff was friendly and supportive.



Favorable/Unfavorable Report

Mainstream Support Students 2006

Favorable Neutral Unfavorable

Table 5 Services and Support from Staff - The Special Programs staff were flexible in meeting my needs.

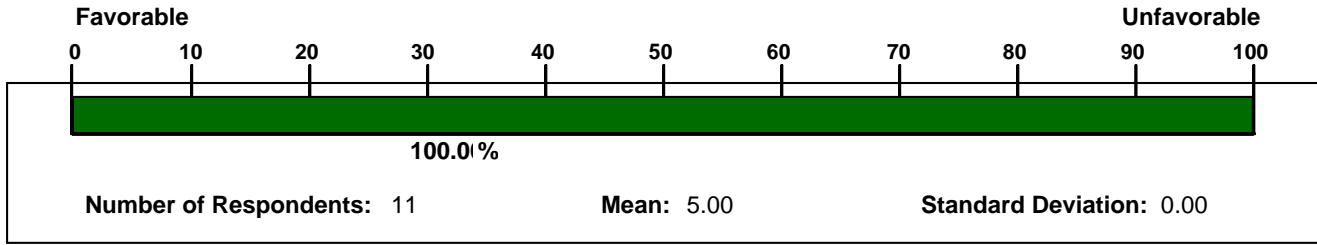


Table 5 Services and Support from Staff - The Special Programs staff were knowledgeable about disabilities and the types of accommodations and services that would be appropriate.

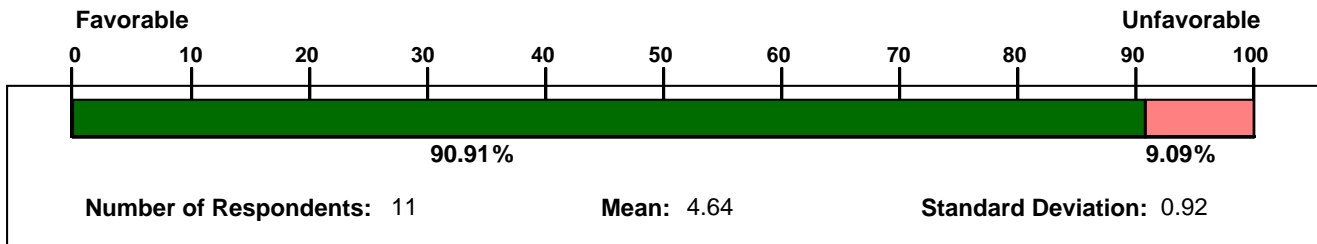


Table 5 Services and Support from Staff - I was satisfied with the overall quality of services provided by the Special Programs staff.

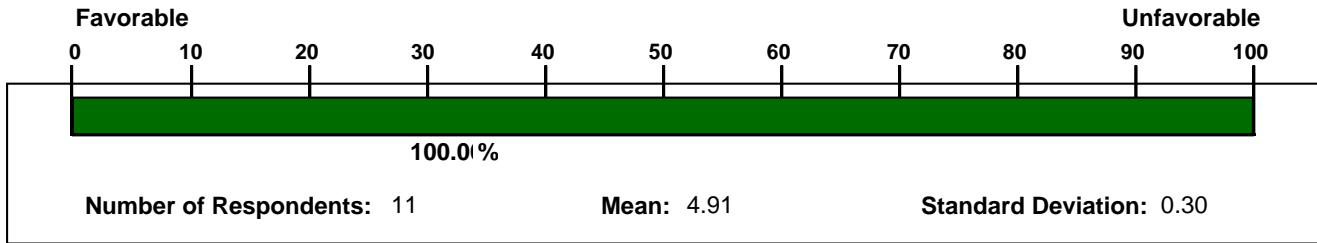


Table 5 Services and Support from Staff - The services and accommodations I received from the Special Programs Office helped me succeed in my class(es).

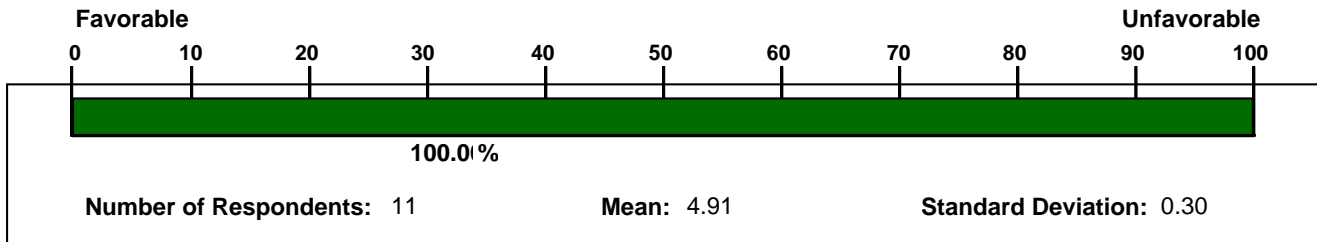
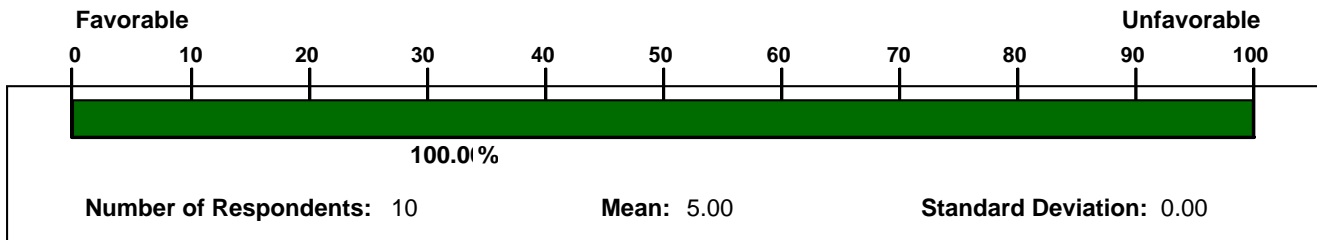


Table 5 Services and Support from Staff - I would not have been able to take the class(es) if I had not received support services or accommodations.





Program Review 2006-07 Validation Report

Mainstream Support

1. Has the program adequately responded to the elements identified in the outline for instructional or student services programs (see appropriate checklist)?

Yes No

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

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

- A. Although the total number of students served in each of the most recent years has been fairly stable, the number of services being provided to students has increased.

3. Does the data substantiate the conclusions and recommendations made?

Yes No

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

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

- A. In order to better track the true expenses of the Mainstream Support Program, establish a process for identifying the approximate percentage of each staff member's time that is allocated to support services for students with disabilities. (Possible methods: Keep weekly time logs of activities two to four times per year or establish a formula that breaks costs out based on the weighted student count for mainstream students as a percentage of the total DSP&S population.)

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

- A. The program's staff members (Celeste Ryan, Erica Valle, Suzanne Blake, Lisa Winger and, prior to her assignment to the Developmentally Delayed Learners Program, Lori Genova) are to be commended for their dedication, commitment to meeting student needs, and their concerted efforts to follow up with students to support retention and success.
- B. The program has developed clear, concise, and "doable" goals.
- C. The team has established excellent interdepartmental relations—especially with Distance Learning and Student Services.
- D. Students indicate a high level of satisfaction with the services and support they receive.
- E. The program is to be commended for its plans to expand outreach and appropriate services to the Incarcerated Students Educational Program and the Military Spouses Program.
- F. The Mainstream Support team and everyone in Special Programs bring an outstanding customer-service approach to their work, making efforts to assist any student who contacts them whether that person has a disability or not.