



# ABI Program Program Review 2010

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*Review Team*

*Celeste Ryan & Michelle Wild, Department Chairs*

*William Kerwin, Dean*

*Kim Peterson, Counselor Special Programs*

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## Executive Summary

Coastline Community College's Acquired Brain Injury (ABI) Program, now in its 33<sup>rd</sup> year of operation, is a demanding two-year educational program designed to provide cognitive and psychosocial retraining for adults who have sustained traumatic or atraumatic brain injuries. Staffed by a cadre of full and part-time instructors and counselors with support from a consulting neuropsychologist, graduate volunteers, instructional aides, and office support staff, the core program serves approximately 60 students during each eight-week session. Students attend the full-time program four days a week. Each four-hour day includes three 50-minute classes: Concepts, which introduces a specific cognitive skill; Application, where the cognitive skill introduced during Concepts is applied to "real life" scenarios and activities; and Computer Lab, in which students utilize the computer as a tool to learn how to apply and practice real-life cognitive skills. The fourth session each day addresses psychosocial issues. Students who have sustained less severe brain injuries and who remain in school or employed full-time are able to participate in the Mild Head Injury Program where they work individually with a cognitive instructor to identify deficit areas and develop compensatory strategies.

Coastline's ABI Program has long served as a national model for other community college brain injury programs. Since the last program review, the ABI Program launched an online Cognitive and Caregivers Boot Camp, the first of its kind in the country. Coastline's ABI Program and its faculty have won numerous awards for excellence over the years, including the Board of Governors Exemplary Program Award in 1998 and the Third Annual Board of Governors and Chancellor's Office Student Success Award in 1999.

Program curriculum focuses on student learning outcomes (SLOs) that support students in (1) learning and successfully applying various cognitive and behavioral strategies needed to improve their ability to process information and (2) identifying clear and realistic goals.

Five-year goals include:

1. Modify timeframe of ABI Program
2. Emphasize functional skills related to return to work, school, and/or volunteering
3. Identify functional assessment to replace CABI
4. Successfully transition program to future Newport Beach Center
5. Successfully integrate Seaport 3 for all ABI Classes
6. Modify Future Planning curriculum to reflect timeframe change
7. Enhance portfolio to include Future Planning Maps/Goals/Transition

## Process

Department Chairs Celeste Ryan and Michelle Wild led the review of the Acquired Brain Injury (ABI) Program. Other members of the review team included Dean of Counseling and Special Programs Bill Kerwin, full-time ABI faculty/counselor member Kim Peterson, ABI staff assistant Erica Valle, and ABI alumnus Bill Salesky. The decision was made to survey current students, faculty and staff, alumni, and family members. Surveys were deployed online during late Fall 2010 and early Spring 2011. A total of 45 students responded to the student survey. Twenty-two ABI alumni also completed the online survey. The staff survey was answered by 7 faculty members, 2 aides, 6 graduate-level volunteers, and 3 other staff members. Individuals without web access were invited to call the Special Programs Office to complete the survey over the phone. Survey response rates varied significantly for each of these groups.

In addition to surveying the various constituencies, the team reviewed enrollment and FTES data covering Spring 2006 through Spring 2010. The team also evaluated the program's progress on goals set during the last review in 2005 and, based on analysis of that progress and the program's current status, developed new five-year goals for the program.

Student Learning Outcomes (SLOs) were discussed and decided upon by all faculty members during program development meetings held periodically each semester. SLOs are measured by goal-setting activities in each of the ABI Program classes. In addition, students add information and strategies learned throughout the semester to their portfolios.

## Description

### Overview

In 1978, Coastline Community College began what was then called the Traumatic Head Injury (THI) Program. The THI Program was designed to provide structured cognitive retraining for adults who had sustained a brain injury due to traumas such as a motor vehicle accident, gunshot or fall. Many students with atraumatic injuries (such as a stroke, brain tumor or infection) have also benefited from the program. In 1998, the THI Program's name was changed to the Acquired Brain Injury (ABI) Program, to more accurately reflect its more inclusive nature and also to match the California community college system's label for this student population.

Coastline Community College's ABI Program is a two-year educational program designed to provide cognitive and psychosocial retraining for adults with brain injuries from a variety of causes. Students attend this demanding program four days per week, four hours a day.

The program is currently located at the Costa Mesa Center with the anticipation of moving to the Newport Beach Center when it opens in Fall 2012.

### *Scope of ABI Program*

The ABI Program involves classes four days a week, four hours each day. Each four-hour day includes three 50-minute classes: Concepts, which introduces a specific cognitive skill; Application, where the cognitive skill introduced during Concepts is applied to “real life” scenarios and activities; and Computer Lab, in which students utilize the computer as a tool to learn how to apply and practice real-life cognitive strategies. The fourth session each day addresses psychosocial issues. Students who have sustained less severe brain injuries and who remain in school or employed full-time may participate in the Mild Head Injury Program where they work individually with a cognitive instructor to identify deficit areas and develop compensatory strategies.

### *Additional FTE-generating components*

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

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

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

The scope of the ABI Program expanded in 2009 with the addition of the online eleven-unit Cognitive and Caregivers Boot Camp. The Cognitive and Caregivers Boot Camp was initially created to help fill a growing need to assist wounded warriors returning from war with both cognitive and emotional challenges associated with traumatic brain injuries (TBI). The program was designed to provide survivors, family members and/or professionals with information, support, resources, and strategies for coping with changes experienced after an individual sustains a brain injury.

### *Services offered*

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

In addition, an alumni group is available to graduates of the program. This group provides alumni with the opportunity to socialize, share experiences and support one another. It is facilitated by the

Instructor/Coordinator for Career Development and meets once a month for two hours. The ABI Alumni group worked very hard to complete all requirements and became an official Coastline Club in Fall of 2011.

*Accolades*

The ABI Program, which has long served as a model for other such programs, has won many awards:

- 1998 The Board of Governors Exemplary Program Award
- 1999 The Third Annual Board of Governors and Chancellor’s Office Student Success Award
- 1999 Coastline Community College Teacher of the Year Award (Michelle Wild)
- 2000 Orange County Teacher of the Year Award (Michelle Wild)
- 2000-2001 Manager of the Year Award (Stacey Hunter Schwartz)
- 2001 David R. Pierce Faculty Technology Award (Michelle Wild)
- 2010 Program Highlighted in Brain Injury Professional (Michelle Wild, Celeste Ryan, and Dr. Sandra Klein)
- 2011 TBI Grand Rounds at Brook Army Medical Center (BAMC) (Michelle Wild)
- 2008, 2009, 2011 “Organize Your Life Using ...” workbook (Michelle Wild)
- Consultant site, Training Assistive Technology in the Environment (TATE) Project, US Department of Education—National Institute on Disability and Rehabilitation Research

**Curriculum Review**

The courses involved with the ABI Program were reviewed and updated by faculty members during staff and program meetings. Table 1 shows ABI-related courses, the year they were last updated, and the most recent year they were approved by Coastline’s Curriculum Committee.

Table 1: ABI Course Outline Summary		
ABI Program Course	Date Last Updated	Date Last Approved by Curriculum Committee
Sped 007AF—Post-Concussion Cognitive Retraining: Post-Concussion Cognitive Retraining is designed for individuals who have sustained a concussion or mild head injury but who are experiencing cognitive difficulties as the result of their injury.		04/09/2010
Sped 055AZ—Cognitive Retraining: Cognitive retraining designed for individuals with acquired brain injury sustained at or after age 13. Course work includes emphasis on fundamental cognitive skills, critical thinking skills, memory compensation techniques, attention, and psychosocial and transition issues.	09/2009	04/09/2010
Sped 300 – Strategies for Using a PDA: Survivors of brain injury and individuals who work with survivors will learn how to use a PDA to help with memory compensation, organization, and time management after a brain injury.		9/18/2009
Sped 301 – Cognitive Strategy Building: This course is designed to help survivors of brain injury and their caretakers learn to build and apply cognitive strategies to help with adjustment to life after	10/02/2008	10/17/2008

brain injury.		
Sped 302 – Guide to Brain Injury: This course is designed to help family members of brain-injured adults deal with the cognitive, physical and social changes that can be associated with life after brain injury.	08/08/2008	10/17/2008
Sped 303 – Community Reintegration: This course is designed to help survivors of brain injury and their caretakers learn about how to re-enter the community	10/06/2008	10/17/2008
Sped 462—Career Development: Provides supervised career exploration opportunities and the specialized counseling and guidance support necessary to enhance the disabled student’s opportunity for on-the-job success by bridging the gap between educational theory and on-the-job practices. Emphasis is placed on individualized performance objectives relative to the student’s special needs and occupational or career goals.	02/24/2012	
Sped 463—Career Planning: Introduction to career planning for individuals with disabilities. Includes evaluation of interests, skills, and abilities as they relate to career areas and how to determine transferable skills. Emphasis is placed on how to explore career options and develop goal-setting strategies to begin making a career plan.	02/24/2012	
Sped 464—Career Options: Career planning for persons with disabilities. Emphasis will include investigation of various career areas and assessment of student interest, values, and strengths in relationship to career options. Students will be guided in self-assessment of skills and abilities and how to utilize effective decision-making strategies in career planning. Community training options are explored.	02/24/2012	
Sped 465—Job Search Strategies: Designed to teach persons with disabilities effective job search strategies. Students will learn how to develop job leads, prepare applications and resumes, contact employers, prepare for interviews, and how to follow up. Emphasis will be placed on turning “disability” into “ability” in the minds of prospective employers.	02/24/2012	
Sped 470—THI Program Pre-Admission: Designed for adults who have sustained traumatic head injuries and who have been referred by Coastline’s Traumatic Head Injury Program Admissions Committee for evaluation of cognitive and psychosocial skills, including ability to understand and fulfill course requirements.		04/09/2010
Sped 471—Home-Based Cognitive Rehab Lecture (retired)		
Sped 475—THI Refresher: This is a refresher course in cognitive skills and compensation strategies as related to job and school settings. The course will also teach students to self-assess job and school performance and to develop and implement plans for improving performance.		04/09/2010



## Need

Coastline's ABI Program was the first comprehensive educational program for adults living with brain injuries in the country. Its scope and the breadth and depth of its curriculum and services are still unique within the country. To better understand the role the ABI Program serves in the community, we must fully understand the epidemic proportions of brain injury, recent trends in automobile safety, and advances in the medical field and changes in the rehabilitation community.

In short, brain injury is on the rise. Every 21 seconds, one person in the United States sustains a brain injury. Recent data shows that approximately 1.7 million individuals sustain a brain injury each year in the United States. An estimated 5.3 million Americans currently live with disabilities resulting from brain injury.

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

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

Recently, an emphasis has been placed on the number of brain injuries occurring in sports such as football, hockey, cycling, skateboarding, skiing, etc. According to the Centers for Disease Control, nearly 300,000 sports-related traumatic brain injuries (TBIs) occur each year in the United States. Approximately 21 percent of all traumatic brain injuries in people under 18 years old are a result of sports-related accidents, according to the American Association of Neurological Surgeons. Unfortunately, many high school players fail to recognize the signs of a traumatic brain injury, or downplay their symptoms in order to continue playing.

In addition, over 200,000 soldiers have returned from war with traumatic brain injuries. These "wounded warriors" are receiving extended medical treatment at national military hospitals such as Walter Reed and then being transitioned to veteran's hospitals across the country.

Although the good news is that people are surviving at a higher rate, the bad news is that many are surviving with a brain injury. As a result, rehabilitation and VA facilities have become overrun and insurance companies are overwhelmed by the staggering cost of rehabilitating this population. Direct medical costs and indirect costs such as lost productivity totals an estimated 60 billion dollars annually. In response to this obvious financial drain, insurance companies are discharging brain-injured patients at

### Student Comments About the ABI Program:

"Amazing curriculum brought to life and executed with ABI staffers. Who would have known such a program was available and reasonably priced."

"The ABI Program has been beneficial in regaining my functioning."

"This program is getting my life back on track. I don't even want to imagine where I would be if the ABI Program did not exist."

an earlier stage in their recovery. This trend of shortened rehabilitation puts an enormous strain on the caregivers to find affordable, non-insurance-based, rehabilitation programs within their community. Unfortunately, a daily, structured cognitive-retraining program offered privately can cost over \$50,000 for a four-month period, during which a Coastline ABI student would pay under \$200.

## Resources

### *Facilities*

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

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

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

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

The various components of the ABI Program (classes, testing, counseling, etc.) currently utilize all of the designated space as well as the office space reserved for one full-time faculty member and the former Dean of Special Programs and Services. As Special Programs prepares for the move to the Newport Beach Center, space allocation is a major concern. It should be noted that Special Programs and Services' space allocation at the new site represents a reduction of 1000 square feet.

### *Equipment/Technology*

The ABI Program has updated much of its technology since the previous program review. The technology equipment was purchased with AB-77 funds and Special Programs Foundation funds. The ABI computer lab was updated with thirty-one PC student stations in 2010. Software utilized in the computer lab is purchased from various vendors emphasizing curriculum in rehabilitation for individuals with acquired brain injury. In addition to the computers purchased for the computer lab, 7 identical computers were purchased for use by faculty and staff.

The ABI Program uses a MobileLAN One Unit for assessment and classroom purposes. The MobileLAN One was updated with twenty laptops in 2008. In addition, four SMART Podiums were purchased in

2006. The SMART Podiums are used by the ABI Program during the morning and other college classes during evening hours.

#### *Adaptive equipment information*

The program utilizes a variety of adaptive equipment to assist students in accommodating for their cognitive deficits. The following serves as a list of adaptive devices purchased since the last program review:

- 17 Kurzweil Web License Version 12
- 3 Dragon Naturally Speaking Software

#### *Staffing*

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

Effective with the 2005-06 academic year, Special Programs was shifted from its traditional home under the Office of Instruction to Student Services under the direction of the newly-restructured position of Dean of Counseling and Special Programs.

The previous 3-LHE Department Chair position was increased to 6 LHE in 2006 based on program need and the recommendation of the Program Review Committee. The Department Chair position was shared by two full-time faculty members who reported to the dean. Due to a 39% budgetary cut in 2010-2011, the Department Chair position was decreased to 2 LHE and, subsequently, was eliminated effective Fall 2011. Independent of the responsibilities for Department Chair, one of the former Department Chairs serves as the DSP&S Coordinator for Special Programs—a responsibility necessitated by Title V regulations which specify the minimum qualifications of the DSP&S Coordinator.

In addition to the Dean of Counseling and Special Programs, the staff for the ABI Program includes portions of three full-time faculty members (totaling 2.23 FTE), portions of four support staff (totaling 2.05 FTE), one 55% contract instructor, three part-time faculty (totaling 2.44 FTE), one part-time faculty member (non-instructional) load, one consulting neuropsychologist, five to seven graduate volunteers, one volunteer research assistant, and three to five instructional volunteers. The part-time faculty member works exclusively on assisting students with the development of community transition goals (Future Planning) for the ABI students. The pre-doctoral and pre-master's level volunteers perform pre-admission testing and counseling.

Staffing for the program has had great consistency over the years. One hundred percent of the program's faculty and support staff have been with the program for 4 or more years. All of the program's full-time and contract faculty, including the counselor, have been with the program 15 or more years. Unfortunately, budget cuts in categorical funding and declining enrollment in the ABI

Program in 2009-2010 required the program to eliminate two part-time teaching positions and the previously paid instructional associate and instructional aide positions.

## Professional Development

Faculty and staff within the program report participation in a wide variety of professional development activities. Faculty, as might be expected, showed the greatest diversity in the types of professional development that they have pursued. All of the 7 faculty respondents report participation in Coastline's General Faculty Meeting. Seven also indicate that they have attended professional conferences, and three indicate that they engage in technology-related reading.

### Faculty Responses:

**In which of the following professional development activities have you participated within the past three years? (Mark all that apply.)** Respondents: 18

CCC General Faculty Meeting	7
Student learning outcome (SLO) training	4
Professional conferences	7
Graduate classes/program	4
Professional training	2
Discipline-related reading	3
Technology-related reading	3

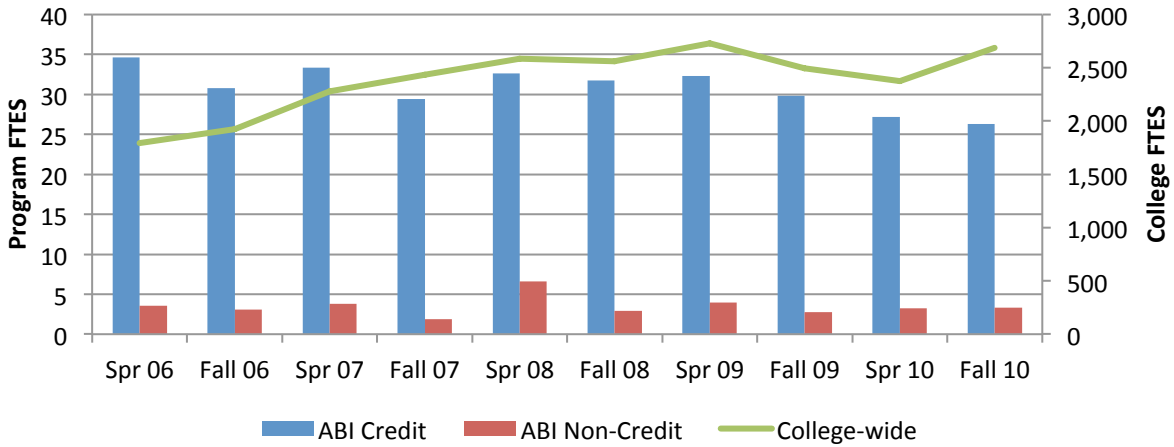
Although 45% of the respondents to the faculty and staff survey indicated satisfaction with the availability of relevant professional development opportunities, a number of staff members did respond either with neutrality or dissatisfaction. Six individuals (30%) were dissatisfied with the availability of professional development opportunities. It is unclear the position or role of those who indicated dissatisfaction.

## Quantitative Elements

### Course Data

**Enrollment.** The ABI program's credit and non-credit FTES have remained consistent within terms from Spring 2006 through Fall 2009; however, a slow decline is noted in overall FTES. Credit FTES were at their highest in Spring 2006 and Spring 2007 with a total ranging between 33.33 to 34.64 FTES.

## Acquired Brain Injury Program FTES Fall & Spring

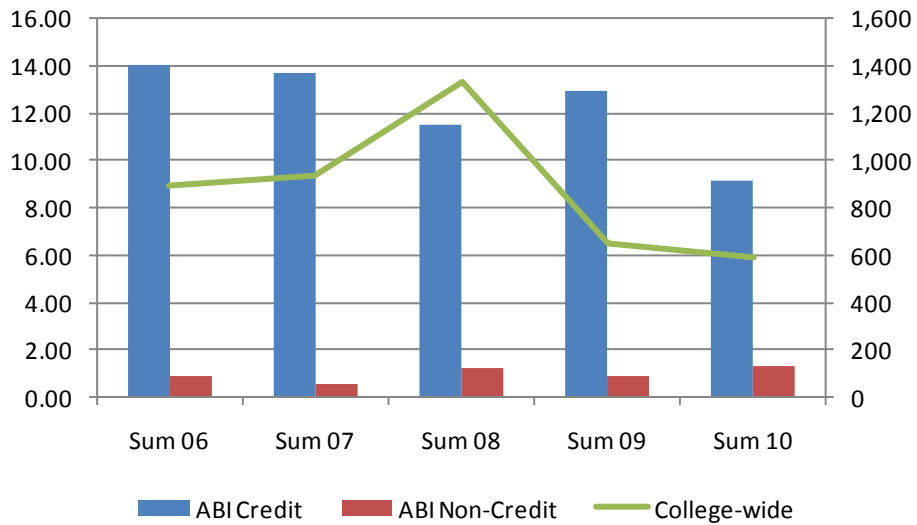


FTES	Spr 06	Fall 06	Spr 07	Fall 07	Spr 08	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10
<b>ABI Credit</b>	34.64	30.83	33.33	29.45	32.62	31.74	32.30	29.80	27.18	26.30
<b>ABI Non-Credit</b>	3.59	3.06	3.84	1.90	6.57	2.93	4.00	2.77	3.24	3.36
<b>College-wide</b>	1,794	1,923	2,277	2,433	2,588	2,561	2,727	2,497	2,375	2,685
<b>% of College</b>	1.9%	1.6%	1.5%	1.2%	1.3%	1.2%	1.2%	1.2%	1.1%	1.0%

Source: Customized analysis - Spring 2006 to Fall 2010 - SX, SB, CB, XF MIS data files & Banner ODS data files

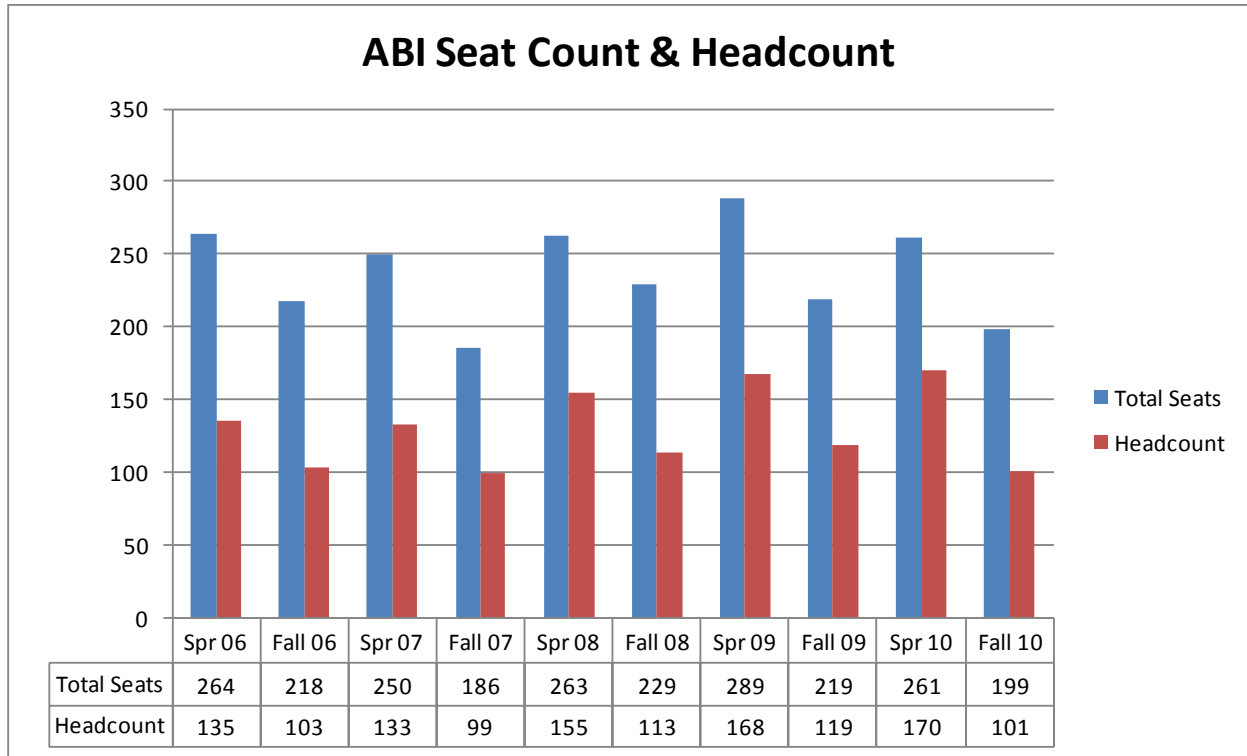
## Acquired Brain Injury Program FTES

Summer

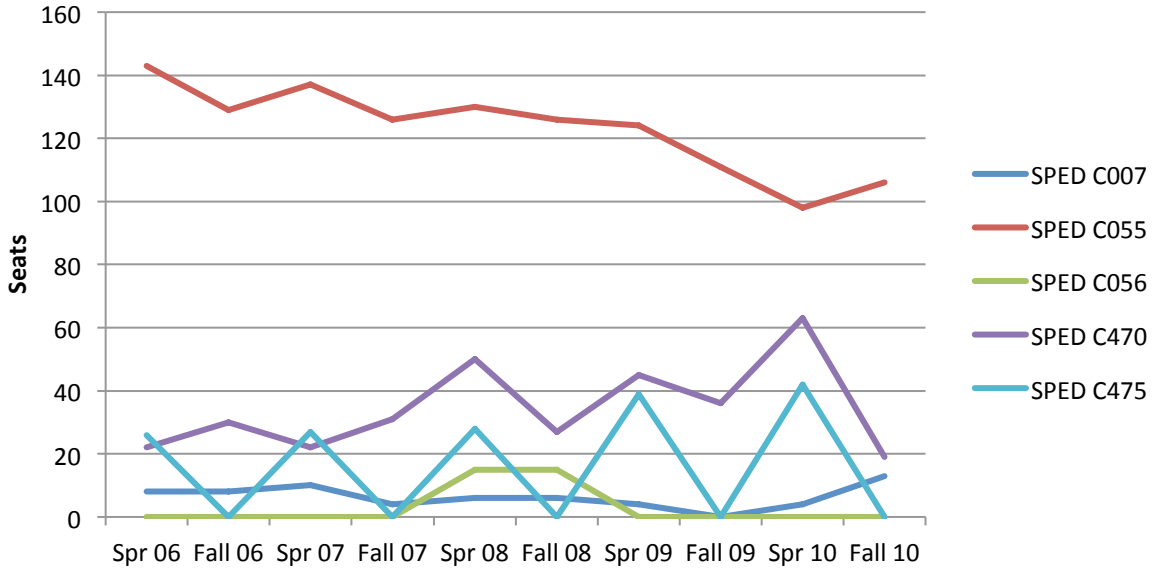


FTES	Sum 06	Sum 07	Sum 08	Sum 09	Sum 10
<b>ABI Credit</b>	14.02	13.73	11.49	12.97	9.17
<b>ABI Non-Credit</b>	0.85	0.57	1.21	0.85	1.28
<b>College-wide</b>	893	935	1,334	651	589
<b>% of College</b>	1.6%	1.5%	0.9%	2.0%	1.6%

The following charts show total seats and seat count in ABI core classes. As the charts show, seat count has been highest during the Spring Semester in each of the years since the last program review. This is attributed to the fact that the ABI Program offers a refresher course to its alumni in the Spring semester. Another factor is that the Spring semester includes three pre-admission courses whereas the Fall includes only two.



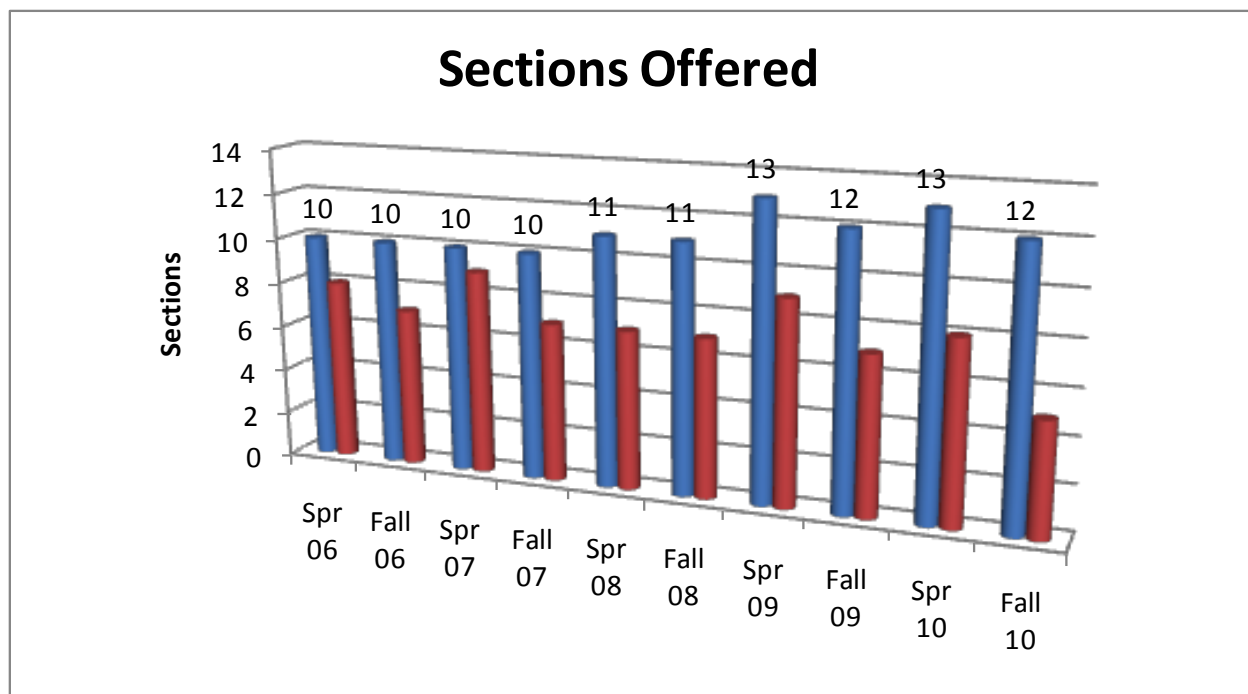
## ABI Enrollments in Core Classes



Seats	Spr 06	Fall 06	Spr 07	Fall 07	Spr 08	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10
SPED C007	8	8	10	4	6	6	4	0	4	13
SPED C055	143	129	137	126	130	126	124	111	98	106
SPED C056	-	-	-	-	15	15	0	0	0	0
SPED C300	-	-	-	-	-	-	21	24	18	16
SPED C301	-	-	-	-	-	-	-	5	5	0
SPED C302	-	-	-	-	-	-	4	5	-	-
SPED C303	-	-	-	-	-	-	-	-	3	0
SPED C462	28	17	28	12	26	17	23	18	17	27
SPED C463	19	17	10	6	4	19	14	10	5	9
SPED C464	18	17	15	7	4	19	15	10	5	9
SPED C465	-	-	1	-	-	-	-	-	1	-
SPED C470	22	30	22	31	50	27	45	36	63	19
SPED C475	26	-	27	-	28	-	39	-	42	-
Total Seats	264	218	250	186	263	229	289	219	261	199
Headcount	135	103	133	99	155	113	168	119	170	101



Seats	Sum 06	Sum 07	Sum 08	Sum 09	Sum 10
SPED C007	2	1	2	1	7
SPED C055	59	58	61	53	49
SPED C056	-	-	7	-	-
SPED C462	15	13	10	17	16
SPED C463	7	5	11	4	10
SPED C464	7	4	12	4	9
SPED C465	-	-	-	-	-
<b>Total Seats</b>	<b>90</b>	<b>81</b>	<b>103</b>	<b>79</b>	<b>91</b>
<b>Headcount</b>	<b>74</b>	<b>71</b>	<b>81</b>	<b>71</b>	<b>73</b>



Sections	Spr 06	Fall 06	Spr 07	Fall 07	Spr 08	Fall 08	Spr 09	Fall 09	Spr 10	Fall 10
Credit	10	10	10	10	11	11	13	12	13	12
Non-Credit	8	7	9	7	7	7	9	7	8	5
<b>Total</b>	<b>18</b>	<b>17</b>	<b>19</b>	<b>17</b>	<b>18</b>	<b>18</b>	<b>22</b>	<b>19</b>	<b>21</b>	<b>17</b>

Term	Sum 06	Sum 07	Sum 08	Sum 09	Sum 10
Credit	5	5	6	5	5
Non-Credit	3	3	3	3	3
<b>Total</b>	<b>8</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>8</b>

Source: Customized analysis - Spring 2006 to Fall 2010 - SX, SB, CB, XF MIS data files & Banner ODS data files

In addition to students enrolled in the full-time ABI Program, Special Programs also provides instruction and support services to students with acquired brain injuries who are taking other special education or mainstream classes at Coastline. During the current Program Review period, as the table below shows, the unduplicated ABI count, which includes *all* Coastline students with documented acquired brain injuries (not just those who enroll in the Special Education classes) increased through 2006-10, and then declined in 2010-2011.

**Unduplicated count of students with Acquired Brain Injury**

<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
178	199	210	233	197

*Analysis.*

Prior to the beginning of Spring 2011, a review of enrollment trends revealed that the decline in the unduplicated count in 2009-2010 was due to attrition rates in the full-time ABI Program. The VP of Student Services (acting as the administrator of Special Programs) and contract faculty met to discuss possible options. The decision was made to eliminate two part-time faculty positions and to consolidate teams. In addition, a portion of the release time of the full-time faculty counselor was adjusted to accommodate more time in the classroom to comply with the district mandate of less full-time faculty release time. Finally, the number of paid aides was decreased due to the declining number of students in the classroom.

Along with declining enrollment, another challenge facing the ABI Program during this program review period was a 39% cut in the Special Programs & Services allocation effective 2009-2010 fiscal year (2008-2009 fiscal year represented the last fully-funded allocation). Recognizing the significant hardship that this would place on services, the Coast Community College District made a one-time commitment to backfill all but 10% of the previous year’s allocation. At the same time, the district directed the department to develop a realistic budget for 2010-2011 that would absorb the entire reduction. In addition to the above-referenced cuts to part-time faculty and classified support, the department chair LHEs were reduced and eventually eliminated at the conclusion of Spring 2011.

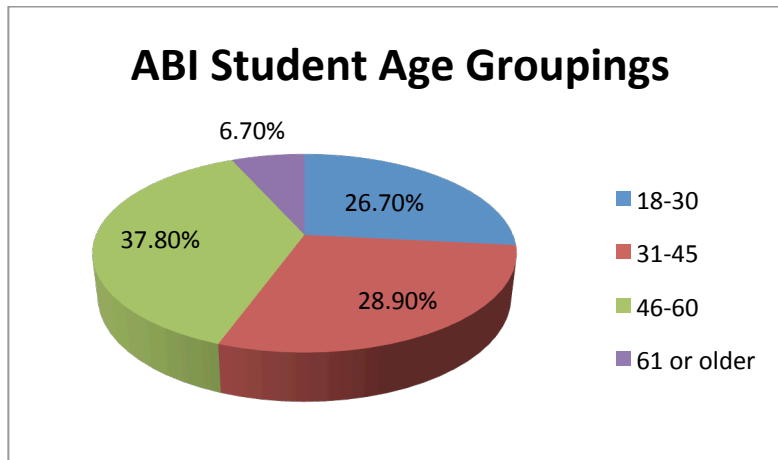
**Staff-to-student ratios.** Staff-to-student ratios vary within the program, depending on student needs. Each class has a credentialed instructor plus volunteer support staff (instructional aides) according to need. All teams average a staff-to-student ratio of 1 to 6.

Faculty LHE/FTEs

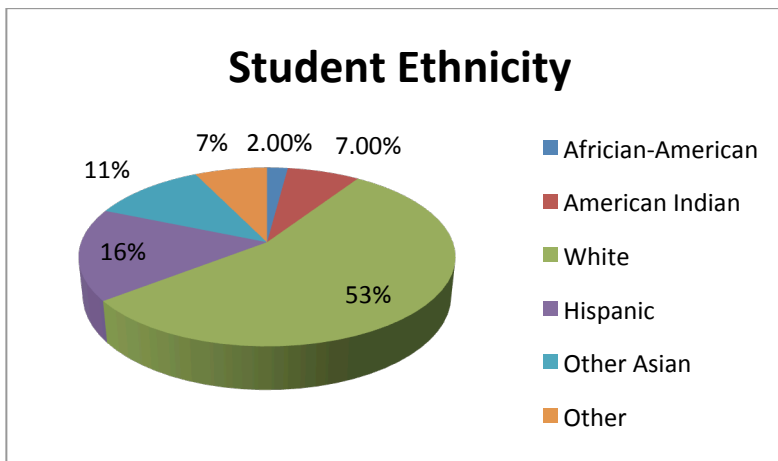
Category	Funding Source				
	General Fund	AB77	Foundation	MP&B	Total
<b>Academic</b>					
Full-time faculty	252,531	66,843			319,374
Part-time faculty	46,193				46,193
Hourly faculty	43,698	26,167		29,947	69,865
Non-Instructional		35,079			
<b>Classified</b>					
Instructional Aides		9,552			9,552
Professional Expert		21,840	21,840		43,680
Support staff	2,767	88,400			91,168
<b>Benefits</b>	109,421	62,914	1,129	4,842	173,464
<b>Supplies and Materials</b>		4,646	4,205		8,851
<b>Other Operating Expenses</b>		1,872	3,304		5,176
<b>Capital Outlay</b>					0
<b>Total</b>	454,610	317,313	30,478	34,790	767,323

## Student Elements

**Demographics.** Current student data indicate that approximately 63% of students are male and 37% female. Approximately, 46% of current students are between the ages of 18-45, while 45% are 46 or older. The largest age category currently being served by the ABI Program is individuals 46-60 and older. Previously, the largest represented group was 18-30.



Ethnicity demographics have remained fairly consistent since the last program review.



**Analysis.** Marketing efforts consist of regular liaisons with rehabilitation professionals, presentations at Support Group Meetings and local VA hospitals, weekly tours of the ABI Program, Coastline website, annual Walk for Brain Injury Awareness, and program brochure/application packet.

## Cost Data

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

Expenses for 2010-2011 are shown in the following table.

Category	Funding Sources				
	General Fund	AB77	Foundation	MPB	Total
Academic					
Administrator	0.00	0.00	0.00	0.00	0.00
Full-time faculty	252,531	66,843	0.00	0.00	319,374
Contract faculty	46,193	0.00	0.00	0.00	46,193
Part-time faculty	60,479			31,676	92,155
Classified					
Instructional Aids/Associates	0.00	9,552	0.00	0.00	9,552
Professional Expert	0.00	34,794	8,886	0.00	43,680
Non-instructional		35,079	0.00	0.00	35,079
Benefits	113,346	59,626	492	6,309	179,773
Supplies and Materials	0.00	4,646	4,742	0.00	9,388
Other Operating Expenses	0.00	1,872	6,203	0.00	8,075
Capital Outlay	0.00	0.00	0.00	0.00	0.00
Total	\$475,316	\$300,813	\$20,323		\$834,436

## Program Outcomes

### Student Learning Outcomes

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

ABI faculty participated in monthly staff meetings where SLOs were discussed and ultimately agreed upon. In addition, several training sessions were provided to help faculty understand how SLOs should be integrated and reported into Seaport. Following are two of the outcome statements and measurements identified and used since the last program review. The CABI instrument is currently under review and may be replaced in the near future, which will likely result in future revisions to the previously identified SLOs.

**Students will learn and successfully apply various cognitive and behavioral strategies needed to improve their ability to process information.**

To be assessed using scores and completion times on the CABI instrument or other assessment measures used. Will use a pre- and post-test design on all students.

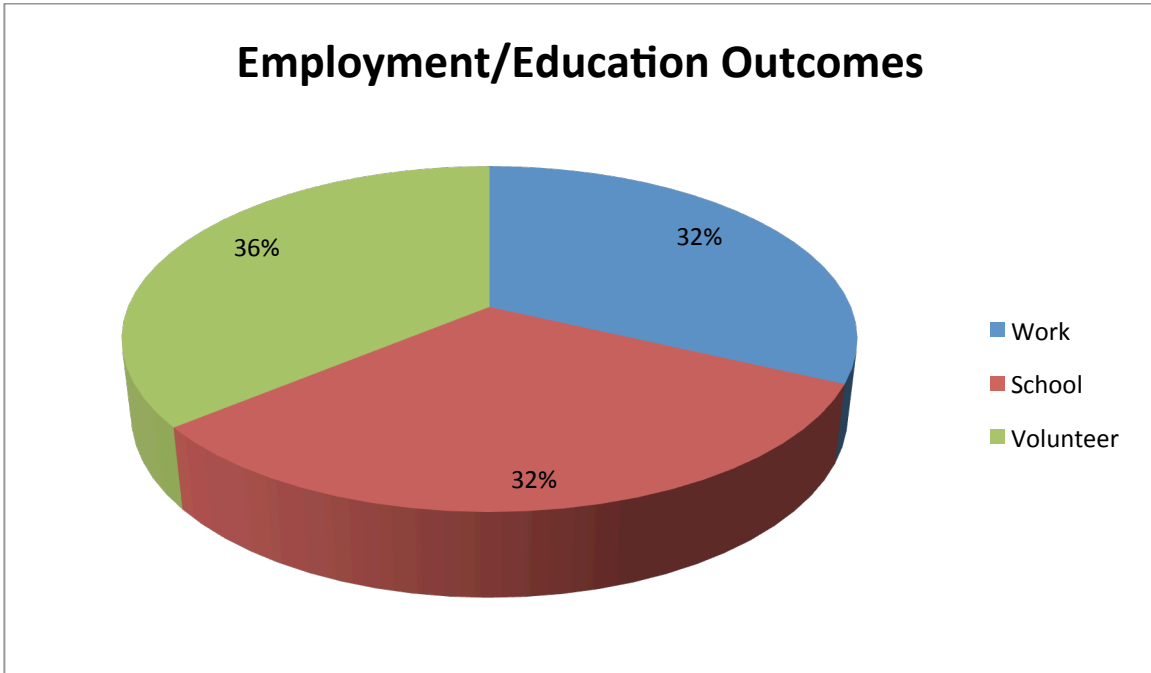
**Student has clear and realistic life goals.**

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

### Other Student Outcomes

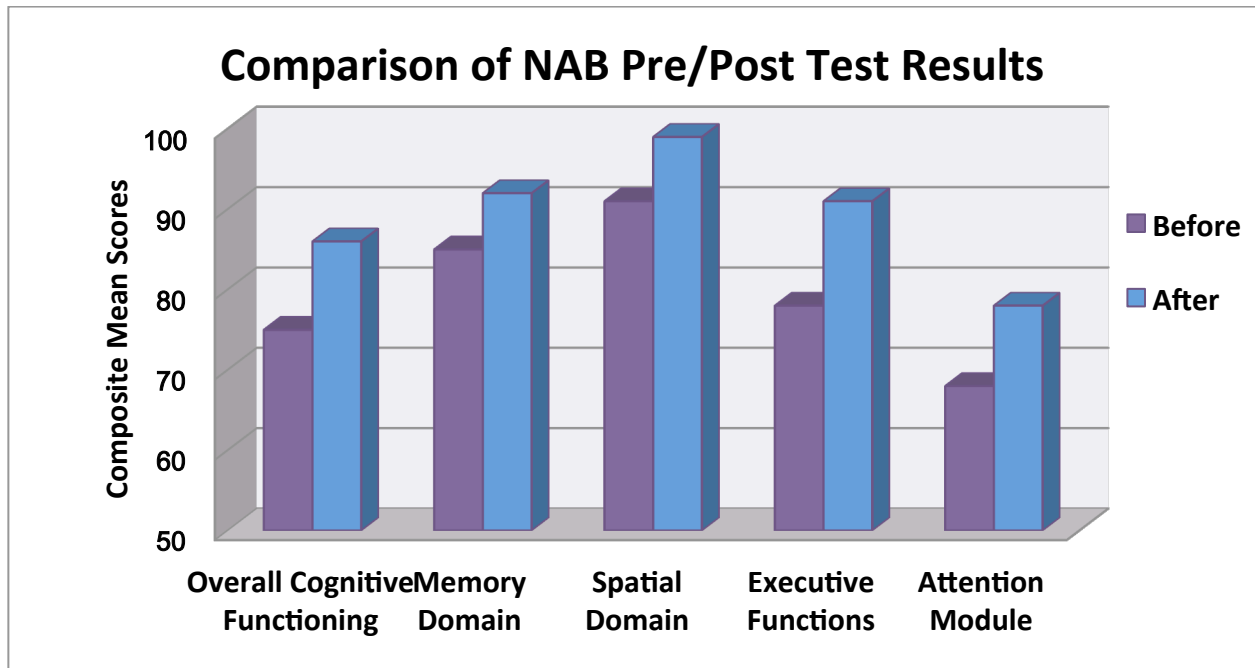
**Completion/Retention.** During the Fall 2010 semester, the ABI Program served 63 students. For that term, the attrition rate in the ABI Program was 1.5 percent. Reviewing the student attrition rate over the 5-year period of the program review revealed an average attrition rate of 7.4%. The 7.4% represents not only students who left the program before graduating to pursue transition activities, but also those who left the program prematurely due to health, personal, and motivational reasons. It should be noted that, in some cases, students who leave the program prematurely and are unsuccessful in the community re-apply to the program. The average attrition rate does not factor in this group of “re-admitted” students. The average attrition rate includes students who left the program before graduating in order to pursue successful transition activities, such as employment or volunteer placements.

Among students who complete the program, 32% successfully obtain further education or training, 32% are gainfully employed, and 36% engage in volunteer positions.



**Analysis.** The adoption and implementation of the Future Planning curriculum has placed an emphasis on goal setting and the transition back into the community. The ABI Program is encouraged that students are taking an active role in their transition and successfully reintegrating into the community.

**Program efficacy.** All prospective ABI Program students are administered the Neuropsychological Assessment Battery (NAB). The NAB is a comprehensive, modular battery of neuropsychological tests developed for the assessment of a wide array of cognitive skills and functions in adults aged 18-97 years. The NAB consists of six modules: a Screening Module and five domain-specific modules: Attention, Language, Memory, Spatial, and Executive Functions. Subsequently, all graduates also take the NAB, and the results are compared. Graduates show statistically significant improvement in the main Screening Module and four out of the five domain-specific modules: Memory, Spatial, Executive Functions, and Attention.



In sum, there is evidence that completing Coastline’s ABI program results in significant cognitive improvement.

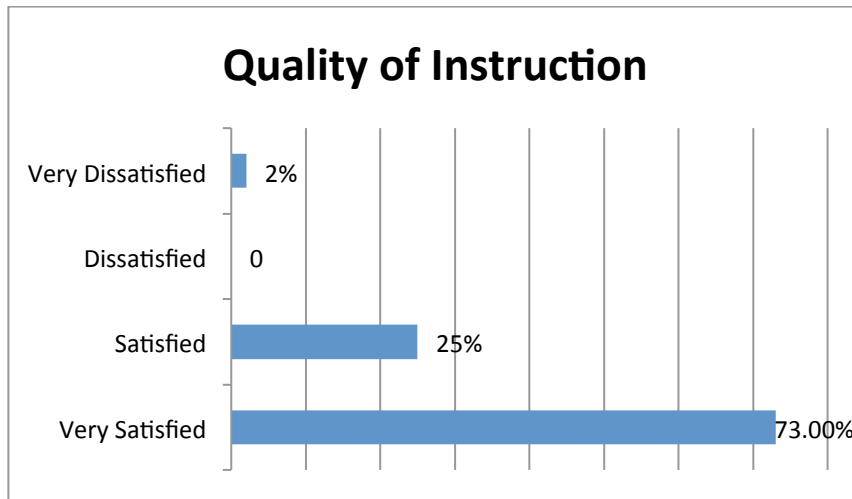
In January 2006, the ABI Program decided to introduce the ‘Student Portfolio Project’ as an enhancement to the existing Future Planning curriculum. This comprehensive tool combines qualitative and quantitative results into a portfolio for students to review whenever they want. At graduation, they will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

## Student Satisfaction

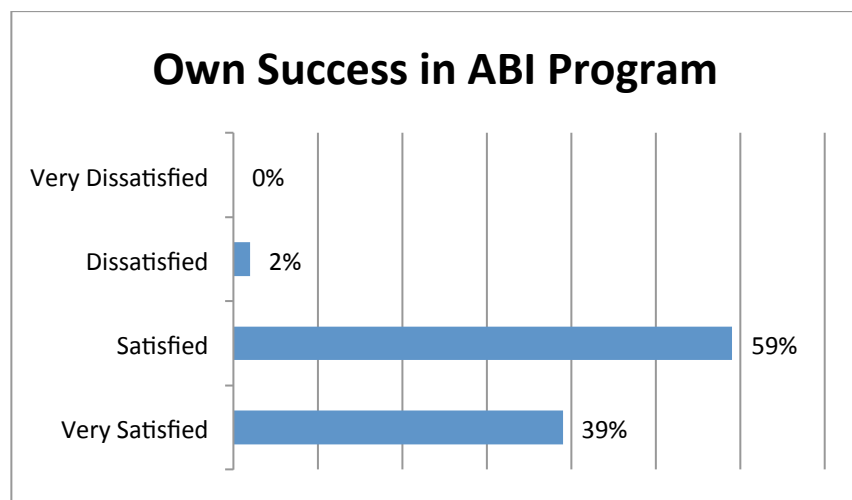
### *Current Student Survey*

Forty-five of 67 ABI students completed online surveys that asked several questions about their overall satisfaction with the program as well as specific portions of the program. Of the current students, 98% reported a satisfaction rating of either somewhat satisfied or very satisfied with the ABI Program’s quality of instruction.





Satisfaction ratings for the overall relevance of the various portions of the ABI Program (i.e., cognitive classes, psychosocial classes and the computer lab) ranged from 89% to 94%. In addition, 98% indicated satisfaction with the adequacy of transition services as well as the ability of the ABI Program to facilitate the use of compensation strategies. When asked about their own success, ninety-five percent of respondents were either somewhat satisfied or very satisfied with their own success in the program.



**Comments from ABI Students:**

“I am very THANKFUL for this program & glad I was accepted.”

“This program is getting my life back on track. I don’t even want to imagine where I would be if the ABI Program did not exist.”

“The attitude and support from the staff and instructors is very positive and caring. The needs and well-being of the student is always the priority.”

“I wish there were more programs like this for all brain injured people. The help and understanding of the staff is tremendous support as most don’t understand the healing process of brain injury. More community outreach needs to be done for awareness of the program to find more funding for more growth availability to more students..”

Similarly, 96% reported being somewhat satisfied or very satisfied with the overall quality of the ABI Program. When asked about the availability of staff for one-on-one consultations, eighty-eight percent of students answered somewhat satisfied or very satisfied.

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

“Get extended family involved in helping their loved ones by providing them with more knowledge about brain injuries. Awareness will help everyone in this situation.”

“Explaining the learning curve in orientation. It was difficult for me in the beginning and I don’t remember that being explained.”

“... encourage more social groups.”

“Yoga.”

Many of the student comments are very reassuring for the ABI Program. In fact, the concerns and references above have been discussed by ABI faculty and staff prior to the Program Review survey. The ABI Program Orientation is currently in transition to better prepare incoming students and their families for the rigors of the program. ABI faculty and staff frequently encourage ABI students to enroll in mainstream college physical education courses such as Yoga and Tai Chi.

### *Alumni Student Survey*

Twenty-two ABI alumni completed surveys that asked several questions about their overall satisfaction with the program as well as specific portions of the program. When asked, “How long has it been since you attended classes in the ABI,” 68% reported attending the program more than two years ago, 18% attended the program between one and two years ago, and 14% attended the program within the last year.

Of the alumni respondents, 100% reported a satisfaction rating of very satisfied with the ABI Program’s quality of instruction and overall quality of the ABI Program. When asked about their satisfaction with the program’s ability to facilitate awareness of cognitive deficits, 97% respondents reported being every very satisfied or somewhat satisfied. In addition, 97% reported being either satisfied or very satisfied with the program’s ability to facilitate

#### **Alumni Responses About How They Benefited from the Program:**

“The ABI program has done a tremendous good job in my life socially, as well as educational. Because of the ABI program I feel and know I can function in the world.”

“It has made me more of a person than I ever was. I have been able to extend myself in so many areas and function, using the cognitive skills that I gained thru the CCC ABI program. I can write a book with my wife writing the forward. We’ve both have gain from the program.”

“It transformed important aspects of my life --from cranky, exhausted, hostile, and impatient, I learned to be less so emotionally. Cognitively, i regained my confidence in my ability to learn new things because I could see for myself. The short cuts and subs for memory deficits helped me keep from spending endless hours looking for misplaced objects, and I reorganized all my living spaces. My creativity came back, also I loved interacting with fellow students because I had been very isolated and alienated from my family due to impulsive behavior and blurts.

psychosocial adjustment. One-hundred percent responded being satisfied or very satisfied with counseling services.

When asked about the adequacy of transition services (Futures Planning, career development workshops, and transitional counseling), 91% reported being satisfied or very satisfied. Ninety-seven percent responded being satisfied or very satisfied with the program's refresher course and 80% reported being satisfied or very satisfied with the monthly alumni meetings. One hundred percent responded being either satisfied or very satisfied when asked about the responsiveness of faculty and staff to students' needs. Finally, 97% indicated that they were either satisfied or very satisfied with their own success in the program.

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

"Other classes (ABI Refreshers) once every three months."

"I think the program would benefit from offering a more organized computer course that offers new programs so the students can have a more diverse computer competency."

### *Family Survey*

A total of eighteen family members responded to the online family survey. One-hundred percent responded very satisfied or satisfied when asked about the relevance of ABI classes to the student's vocational/academic or personal goals. In addition, one-hundred percent of respondents indicated they were satisfied or very satisfied with the program's ability to facilitate compensation strategies and cognitive and psychosocial adjustment.

When asked about the Student/Family meetings conducted at least three times during the student's time in the program, 77% responded either satisfied or very satisfied with the usefulness of Student/Family meetings. One individual responded dissatisfied, while 2 responded that the question was not applicable. Twenty percent responded they were not satisfied with the number of Student/Family meetings.

#### **Family Comments Regarding the Strengths of the Program:**

"My mom is more organized and able to multi-task better than she ever has since her injury. It's amazing to see how she has progressed these past few months even though her injury was over 10 years ago."

"The instructors are amazing in their encouragement and positive reinforcement and treat all students as a special individual."

"She is able to think clearer and solve most problems on her own."

"She is becoming more aware of bills and grocery shopping. Although she gets tired we are seeing her know where she needs to work. This is showing an awareness of that she is lacking and although she's frustrated sometimes it is breaking down what she needs so she can get better."



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

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

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

“My mom is more organized and able to multi-task better than she ever has since her injury. It’s amazing to see how she has progressed the past few months even though her injury was over 10 years ago.”

“My mom is more organized and able to multi-task better than she ever has since her

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

“Updates and information-sharing with the family member.”

## Conclusions

Coastline’s ABI Program has long served as a national model for other community college brain injury programs; and the Coastline Community College Comprehensive Cognitive-Retraining Curriculum for Adults and Adolescents with Acquired Brain Injury (C<sup>6</sup>A<sup>3</sup>BI), developed under a multi-year U.S. Department of Education Fund for Improvement of Postsecondary Education (FIPSE) grant, has been disseminated throughout the country.

The following identifies both strengths and challenges of the ABI Program.

### Strengths

- Staff longevity
- Staff commitment to student outcomes
- Respect for program and staff within the field of brain injury
- Model community college program replicated by other school systems
- Numerous awards
- Currency with evolving needs of brain injury population

### Challenges

- State-wide reductions in Special Programs & Services allocation funding
- Modification of program to maintain currency and relevancy to population

- Need for program to be more functional in order to better meet the needs of the population as well as the directives from the state and district Chancellor's Office
- Increased demands and expectations of current staff and faculty

## Recommendations

The ABI Program has identified the following recommendations:

- Stay current with status of categorical funds and their potential flexibility
- Stay current and make attempts to follow Chancellor's Office outcomes recommendations
- Evaluate current staffing patterns based on budgetary concerns and Title 5 regulations
- Maintain communication with administration regarding facility space and program needs
- Evaluate the workload of the Special Programs & Services staff and faculty as appropriate

## Goals

### Progress on Prior Goals

#### Self-Review Goals

Goals	Target Date	Status
Update all course outlines to include expected student learning outcomes and plans for assessing those outcomes	10/31/06	Completed
Establish an ABI Internal Research Board (IRB) to evaluate and approve graduate-level research projects in the ABI Program. The ABI Program IRB would work with the existing college IRB requirements.  <i>Comment: An IRB group was established. Members include department chair(s) and the program's consulting neuropsychologist.</i>	2/28/07	Completed
Explore and evaluate available functional assessment that measures students' ability to solve "real-life" problems.	12/31/06	Completed
Develop a program for speech and language interns to be facilitated by a licenses Speech/Language pathologist.  <i>Comments: The Speech Pathologist that worked in the program at the time of the last program review left the program and we were not able to find a replacement with the same qualifications given the advertised salary.</i>	7/31/07	Not Complete
Establish an ABI student-run activities club to provide students with opportunities to develop cognitive and psychosocial skills through participation in extra-curricular activities.	5/31/07	Completed
Establish a curriculum based on "The Psychology of Hope."  <i>Comment: The information was disseminated to faculty for inclusion in lesson planning; however, not all faculty members decided to use it.</i>	5/31/07	Completed
Continue the development of iPAQ Pocket PC training	12/31/06	Completed

workbooks.		
Promote brain injury awareness month by having ABI faculty, staff, and students collaborate on identifying, planning, executing, and evaluating an event or activity each year. (This will not only promote the program but will educate our community about issues related to brain injury.) <i>Comment: Coastline's ABI Program held its first annual Brain Injury Awareness Month Walk-A-Thon on March 10, 2007. The walk-a-thon was very successful. The Walk for Brain Injury Awareness has continued on an annual basis.</i>	3/31/07	Completed
Re-establish an ABI Advisory Board. <i>Comment: The ABI Advisory Board was re-established in January 2007.</i>	1/5/07	Completed
The ABI faculty and staff will continue their commitment to increase student enrollment; maintain retention, student success, and program completion; and maintain measures to assure the diversity of its staff, faculty, and students.  <i>Comment: In the Fall 2010 the program brochure was revised.</i>	9/1/10	Completed

#### *Steering Committee Recommendations*

<b>Goals</b>	<b>Target Date</b>	<b>Status</b>
The program, working through appropriate college and administrative structures, should assure that all positions are funded in compliance with Title 5 regulations.  <i>Comments: All positions funded have been confirmed to be in compliance with Title 5 regulations.</i>	11/30/06	Completed
Because the ABI Program is predominantly an instructional program (as are most of the Special Programs components), the program is encouraged to explore through appropriate college channels the question of whether or not the current organizational structure is meeting program needs and if changes need to be pursued (e.g., possibly returning the program to the Office of Instruction).  <i>Comments: This question was brought up by the department chairs with appropriate administration. The decision was made to leave Special Programs within its current structure. A new dean of Counseling and Special Programs was hired in July 2007. Since Fall 2009 Special Programs and Services has been overseen by interim deans or the Vice President of Student Services.</i>	12/15/06	Completed
The Department Chairs and their supervisor are encouraged to evaluate the demands on the Department Chairs' time and make appropriate recommendations to assure sufficient allocation of time to meet program	8/25/06	Completed



responsibilities.  <i>Comments: Based on an evaluation of ABI department chair responsibilities, additional LHEs were allocated beginning Fall 07. Effective Fall 2011 the department chair positions were eliminated due to budgetary constraints.</i>		
The program is encouraged to seek out relevant professional development opportunities to offer to faculty and support staff.  <i>Comment: Faculty participated in SLO and Seaport trainings. Professional development opportunities are disseminated to faculty; however, due to budget cuts, participation has been limited.</i>	2/5/07	Completed
Given instructional needs, the program is encouraged to make DVD/VCR combination players available in each classroom.	7/17/06	Completed

*New Five-Year Goals*

Five-year goals include:

<b>5-Year Goals</b>	<b>Timeframe</b>
Modify timeframe of ABI Program	Fall 2012
Emphasize functional skills related to return to work, school, and/or volunteering	Spring 2013
Identify functional assessment to replace current CABI assessment	Fall 2012
Successfully transition program to future Newport Beach Center	Fall 2012
Modify Future Planning curriculum to reflect timeframe change	Fall 2012
Enhance portfolio to include Future Planning Maps/Goals/Transition	Spring 2013
Work toward Coast District's Chancellor's Office goal of 60% completion rate by 2014	Spring 2014

1. Did you attend a program orientation or a counseling session?

		Response Percent	Response Count
Yes		94.4%	17
No		5.6%	1
<b>answered question</b>			<b>18</b>
<b>skipped question</b>			<b>0</b>



**2. Please rate the following services:**

	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Not Applicable</b>	<b>Response Count</b>
Relevance of ABI classes to the student's vocational/academic or personal goals	<b>66.7% (8)</b>	33.3% (4)	0.0% (0)	0.0% (0)	12
Scheduling of classes (time of day, length of class sessions, days of week)	<b>76.9% (10)</b>	23.1% (3)	0.0% (0)	0.0% (0)	13
Quality of the physical site for non-traditional students	<b>46.2% (6)</b>	38.5% (5)	0.0% (0)	15.4% (2)	13
ABI Program's ability to facilitate use of compensation strategies	<b>61.5% (8)</b>	30.8% (4)	0.0% (0)	7.7% (1)	13
ABI Program's ability to facilitate awareness of cognitive skills	<b>76.9% (10)</b>	23.1% (3)	0.0% (0)	0.0% (0)	13
ABI Program's ability to facilitate psychosocial adjustment	<b>53.8% (7)</b>	46.2% (6)	0.0% (0)	0.0% (0)	13
Professionalism of faculty and staff	<b>84.6% (11)</b>	15.4% (2)	0.0% (0)	0.0% (0)	13
Frequency of interaction with instructors	<b>61.5% (8)</b>	23.1% (3)	0.0% (0)	15.4% (2)	13
Quality of interactions with instructors	<b>76.9% (10)</b>	15.4% (2)	0.0% (0)	7.7% (1)	13
Helpfulness of office staff	<b>84.6% (11)</b>	15.4% (2)	0.0% (0)	0.0% (0)	13
Usefulness of student/family meetings	<b>46.2% (6)</b>	30.8% (4)	7.7% (1)	15.4% (2)	13
Usefulness of ABI Program Orientation	<b>53.8% (7)</b>	46.2% (6)	0.0% (0)	0.0% (0)	13
ABI registration process	<b>53.8% (7)</b>	30.8% (4)	7.7% (1)	7.7% (1)	13
Adequacy of counseling services	<b>53.8% (7)</b>	23.1% (3)	15.4% (2)	7.7% (1)	13
Adequacy of transition services (Futures Planning, career development workshops, and transitional counseling)	<b>38.5% (5)</b>	23.1% (3)	0.0% (0)	<b>38.5% (5)</b>	13

Overall quality of the program	<b>76.9% (10)</b>	23.1% (3)	0.0% (0)	0.0% (0)	13
Overall satisfaction with the program	<b>84.6% (11)</b>	15.4% (2)	0.0% (0)	0.0% (0)	13
Satisfaction with family member's progress	<b>53.8% (7)</b>	46.2% (6)	0.0% (0)	0.0% (0)	13
<b>answered question</b>					<b>13</b>
<b>skipped question</b>					<b>5</b>

<b>3. If you marked "Somewhat Dissatisfied" or "Very Dissatisfied" to any of the above items, please explain your concerns.</b>	
	<b>Response Count</b>
	3
<b>answered question</b>	
	<b>3</b>
<b>skipped question</b>	
	<b>15</b>

<b>4. What are the biggest changes you have noticed in your family member's abilities or behavior as a result of his/her participation in Coastline's ABI Program?</b>	
	<b>Response Count</b>
	11
<b>answered question</b>	
	<b>11</b>
<b>skipped question</b>	
	<b>7</b>

5. What do you feel are the greatest strengths of Coastline's ABI Program?	
	Response Count
	8
answered question	8
skipped question	10

6. In what areas, if any, does the ABI Program need to be improved?	
	Response Count
	8
answered question	8
skipped question	10

7. Do you have any other comments or recommendations?	
	Response Count
	7
answered question	7
skipped question	11

8. Are there other courses or services that you would like the ABI Program to offer?	
	Response Count
	8
answered question	8
skipped question	10

9. In your own words, please tell us what you most want to learn or accomplish from taking courses in this particular program at Coastline?

	Response Count
	7
answered question	7
skipped question	11

10. Please tell us what your most positive experience has been in any of the Coastline classes you have taken in this particular program.

	Response Count
	7
answered question	7
skipped question	11

11. Are there other courses or degree programs that you would like Coastline to offer?

	Response Count
	7
answered question	7
skipped question	11

12. Do you have any comments or suggestions for improving this particular program?

	Response Count
	6
answered question	6
skipped question	12

1. From the following choices, rank the top 3 reasons for taking ABI classes.

	1st Reason	2nd Reason	3rd Reason	Response Count
To satisfy A.A. degree requirements	<b>50.0% (1)</b>	<b>50.0% (1)</b>	0.0% (0)	2
To satisfy transfer requirements	0.0% (0)	<b>66.7% (2)</b>	33.3% (1)	3
To earn a certificate	14.3% (1)	<b>42.9% (3)</b>	<b>42.9% (3)</b>	7
To prepare for a new job or improve job skills	<b>45.2% (14)</b>	29.0% (9)	25.8% (8)	31
For personal interest	42.9% (15)	<b>48.6% (17)</b>	8.6% (3)	35
Convenience	<b>44.4% (4)</b>	11.1% (1)	<b>44.4% (4)</b>	9
Other	24.2% (8)	15.2% (5)	<b>60.6% (20)</b>	33
			<b>answered question</b>	<b>44</b>
			<b>skipped question</b>	<b>1</b>

2. To what extent do the classes you are taking in this program meet your expectations? (Please choose only one answer.)

		Response Percent	Response Count
<b>The classes are even better than I expected</b>		79.5%	35
The classes are pretty much what I expected		15.9%	7
The classes are not as good as I expected		4.5%	2
If you indicated that the class is not as good as you expected, please describe your concerns.			4
<b>answered question</b>			<b>44</b>
<b>skipped question</b>			<b>1</b>

**3. Please rate your level of satisfaction with each of the following as related to classes in this program. (Provide only one response for each row.)**

	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>Not Applicable</b>	<b>Response Count</b>
Quality of instruction	<b>72.7% (32)</b>	25.0% (11)	0.0% (0)	2.3% (1)	0.0% (0)	44
Scheduling of classes (time of day, length of class sessions, days of week)	<b>64.4% (29)</b>	35.6% (16)	0.0% (0)	0.0% (0)	0.0% (0)	45
Relevance of ABI cognitive classes (Concepts and Applications) to your vocational, academic, or personal goals	<b>48.9% (22)</b>	44.4% (20)	4.4% (2)	0.0% (0)	2.2% (1)	45
Relevance of ABI Psychosocial Class to your vocational/academic or personal goals	<b>54.5% (24)</b>	38.6% (17)	4.5% (2)	0.0% (0)	2.3% (1)	44
Relevance of ABI Psychosocial Class Processing time your vocational/academic or personal goals	<b>51.1% (23)</b>	42.2% (19)	6.7% (3)	0.0% (0)	0.0% (0)	45
Relevance of ABI Computer Lab to your vocational/academic or personal goals	<b>55.6% (25)</b>	33.3% (15)	6.7% (3)	2.2% (1)	2.2% (1)	45
Relevance of ABI Orientation prior to beginning the program	35.6% (16)	<b>53.3% (24)</b>	4.4% (2)	0.0% (0)	6.7% (3)	45
ABI Program's ability to facilitate use of compensation strategies	<b>57.8% (26)</b>	40.0% (18)	0.0% (0)	0.0% (0)	2.2% (1)	45
ABI Program's ability to facilitate awareness of cognitive skills	<b>55.6% (25)</b>	40.0% (18)	2.2% (1)	0.0% (0)	2.2% (1)	45
ABI Program's ability to facilitate psychosocial adjustment	<b>62.2% (28)</b>	35.6% (16)	2.2% (1)	0.0% (0)	0.0% (0)	45
Helpfulness of office staff	<b>75.0% (33)</b>	25.0% (11)	0.0% (0)	0.0% (0)	0.0% (0)	44
Overall quality of the ABI Program	<b>68.2% (30)</b>	27.3% (12)	2.3% (1)	2.3% (1)	0.0% (0)	44
Your own success in the ABI Program	39.0% (16)	<b>58.5% (24)</b>	2.4% (1)	0.0% (0)	0.0% (0)	41

If you answered Dissatisfied or Very Dissatisfied to any of the above items, please describe your concerns.	5
<b>answered question</b>	<b>45</b>
<b>skipped question</b>	<b>0</b>

<b>4. Please rate your level of satisfaction with each of the following as related to classes in this program. (Provide only one response for each row.)</b>					
	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>Response Count</b>
Quality of classroom computers	<b>60.0% (27)</b>	37.8% (17)	2.2% (1)	0.0% (0)	45
Adequacy of computer classroom (noise level, space, proximity of computers)	<b>48.9% (22)</b>	<b>48.9% (22)</b>	2.2% (1)	0.0% (0)	45
Relevance of software	<b>53.3% (24)</b>	42.2% (19)	4.4% (2)	0.0% (0)	45
Quantity of software	<b>53.3% (24)</b>	44.4% (20)	2.2% (1)	0.0% (0)	45
Quality of classroom maintenance (cleanliness)	<b>60.0% (27)</b>	35.6% (16)	4.4% (2)	0.0% (0)	45
If you marked "Somewhat Dissatisfied" or "Very Dissatisfied" to any of the above items, please explain your concerns.					4
<b>answered question</b>					<b>45</b>
<b>skipped question</b>					<b>0</b>







5. Please rate the following services provided you through the ABI program. Please provide one response for each row.

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Response Count
Availability of faculty for one-on-one consultations	<b>68.2% (30)</b>	29.5% (13)	0.0% (0)	2.3% (1)	44
Adequacy of counseling services	<b>72.1% (31)</b>	20.9% (9)	7.0% (3)	0.0% (0)	43
Adequacy of transition services (Futures Planning, career development workshops, and transitional counseling)	43.9% (18)	<b>53.7% (22)</b>	2.4% (1)	0.0% (0)	41
Adequacy of support when taking regular college classes	38.5% (15)	<b>56.4% (22)</b>	5.1% (2)	0.0% (0)	39
If you marked "Somewhat Dissatisfied" or "Very Dissatisfied" to any of the above items, please explain your concerns.					3
<b>answered question</b>					<b>45</b>
<b>skipped question</b>					<b>0</b>



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

	Response Count
	20
<b>answered question</b>	<b>20</b>
<b>skipped question</b>	<b>25</b>








## 7. Age

		Response Percent	Response Count
Under 18		0.0%	0
18-30		26.7%	12
31-45		28.9%	13
<b>46-60</b>		<b>37.8%</b>	<b>17</b>
61 or older		6.7%	3
<b>answered question</b>			<b>45</b>
<b>skipped question</b>			<b>0</b>




## 8. Gender


		Response Percent	Response Count
<b>Male</b>		<b>63.4%</b>	<b>26</b>
Female		36.6%	15
<b>answered question</b>			<b>41</b>
<b>skipped question</b>			<b>4</b>

**9. What is your ethnicity?**

		Response Percent	Response Count
African-American		2.2%	1
American Indian/Native Alaskan		6.7%	3
<b>White</b>		<b>53.3%</b>	<b>24</b>
Hispanic		15.6%	7
Vietnamese		0.0%	0
Other Asian		11.1%	5
Decline to State		4.4%	2
Other (please specify)		6.7%	3
		<b>answered question</b>	<b>45</b>
		<b>skipped question</b>	<b>0</b>

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

		Response Percent	Response Count
<b>English</b>		<b>93.2%</b>	<b>41</b>
Spanish		2.3%	1
Vietnamese		4.5%	2
Other (please specify)		0.0%	0
		<b>answered question</b>	<b>44</b>
		<b>skipped question</b>	<b>1</b>

11. Are you active duty military?			
		Response Percent	Response Count
Yes		0.0%	0
No		100.0%	45
answered question			45
skipped question			0

12. In your own words, please tell us what you most want to learn or accomplish from participating in the ABI Program?		Response Count
		39
answered question		39
skipped question		6

13. How long have you been attending the ABI Program?		Response Count
		41
answered question		41
skipped question		4

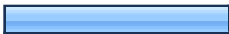




**14. Do you have any other comments or recommendations?**

	<b>Response Count</b>
	25
<b>answered question</b>	<b>25</b>
<b>skipped question</b>	<b>20</b>

## 1. Please describe your role in the ABI Program.

	Response Count
	19
answered question	19
skipped question	2

## 2. How long have you worked in Coastline's ABI Program?

		Response Percent	Response Count
Less than 4 years		33.3%	7
4-6 years		23.8%	5
6-9 years		14.3%	3
10-12 years		4.8%	1
13 years or more		23.8%	5
	answered question		21
	skipped question		0

**3. Please rate your level of satisfaction with each of the following as related to this program. (Provide a response for each column.)**

	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>Not Applicable</b>	<b>Response Count</b>
Scheduling of classes (time of day, length of class sessions, days of week)	<b>60.0% (12)</b>	15.0% (3)	0.0% (0)	0.0% (0)	25.0% (5)	20
Relevance of the ABI cognitive classes (concepts and applications) to students' vocational/academic or personal goals	35.0% (7)	<b>40.0% (8)</b>	10.0% (2)	0.0% (0)	15.0% (3)	20
Relevance of the Psychosocial Class to students' vocational/academic or personal goals	<b>45.0% (9)</b>	40.0% (8)	5.0% (1)	0.0% (0)	10.0% (2)	20
Relevance of the Computer Lab to students' vocational/academic or personal goals	<b>55.0% (11)</b>	20.0% (4)	5.0% (1)	0.0% (0)	20.0% (4)	20
Value of Futures Planning in helping students with transition	35.0% (7)	<b>40.0% (8)</b>	10.0% (2)	0.0% (0)	15.0% (3)	20
Usefulness of CABI in planning and delivering appropriate Lessons	15.0% (3)	10.0% (2)	<b>35.0% (7)</b>	20.0% (4)	20.0% (4)	20
Usefulness of NAB test results	30.0% (6)	<b>40.0% (8)</b>	15.0% (3)	0.0% (0)	15.0% (3)	20
Relevance of research projects to ABI Program's goals	20.0% (4)	30.0% (6)	10.0% (2)	5.0% (1)	<b>35.0% (7)</b>	20
ABI Program's ability to facilitate use of compensation strategies	40.0% (8)	<b>50.0% (10)</b>	0.0% (0)	0.0% (0)	10.0% (2)	20
ABI Program's ability to facilitate awareness of cognitive skills	<b>45.0% (9)</b>	<b>45.0% (9)</b>	0.0% (0)	0.0% (0)	10.0% (2)	20
ABI Program's ability to facilitate psychosocial adjustment	<b>45.0% (9)</b>	<b>45.0% (9)</b>	0.0% (0)	0.0% (0)	10.0% (2)	20
Extent to which the program uses technology to enhance teaching and learning	35.0% (7)	<b>45.0% (9)</b>	5.0% (1)	5.0% (1)	10.0% (2)	20

If you indicated that you were Dissatisfied or Very Dissatisfied with any of the above items, please describe your concerns.

answered question 20

skipped question 1

**4. Please rate your level of satisfaction with each of the following as related to this program. (Provide one response for each column.)**

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable	Response Count
Availability of Special Programs dean	10.5% (2)	5.3% (1)	15.8% (3)	<b>47.4% (9)</b>	21.1% (4)	19
Involvement of Special Programs dean	5.3% (1)	5.3% (1)	15.8% (3)	<b>47.4% (9)</b>	26.3% (5)	19
Availability of instructional aides/volunteers	25.0% (5)	15.0% (3)	10.0% (2)	20.0% (4)	<b>30.0% (6)</b>	20
Skill level of instructional aides/volunteers	30.0% (6)	<b>35.0% (7)</b>	5.0% (1)	0.0% (0)	30.0% (6)	20
Availability of Neuropsych consultant	26.3% (5)	<b>47.4% (9)</b>	15.8% (3)	0.0% (0)	10.5% (2)	19
Extent to which Neuropsych consultant services are useful in program planning and meeting student needs	30.0% (6)	<b>50.0% (10)</b>	10.0% (2)	5.0% (1)	5.0% (1)	20
Extent to which Neuropsych interns enhance program services	<b>50.0% (10)</b>	45.0% (9)	0.0% (0)	0.0% (0)	5.0% (1)	20
Adequacy of clerical staff for faculty needs	<b>60.0% (12)</b>	25.0% (5)	5.0% (1)	0.0% (0)	10.0% (2)	20
Quality of interoffice communication (including accuracy/completeness of phone messages)	<b>45.0% (9)</b>	<b>45.0% (9)</b>	10.0% (2)	0.0% (0)	0.0% (0)	20
Maintenance of student/staff confidentiality with the department	25.0% (5)	<b>50.0% (10)</b>	15.0% (3)	0.0% (0)	10.0% (2)	20
Maintenance of professional boundaries	35.0% (7)	<b>50.0% (10)</b>	10.0% (2)	0.0% (0)	5.0% (1)	20
Availability of Department Chairs	<b>42.1% (8)</b>	21.1% (4)	5.3% (1)	5.3% (1)	26.3% (5)	19



Extent to which Department Chairs are responsive to faculty and program needs	<b>31.6% (6)</b>	<b>31.6% (6)</b>	5.3% (1)	5.3% (1)	26.3% (5)	19
Availability of relevant professional development workshops or opportunities	20.0% (4)	<b>25.0% (5)</b>	5.0% (1)	<b>25.0% (5)</b>	<b>25.0% (5)</b>	20









If you indicated that you were Dissatisfied or Very Dissatisfied with any of the above items, please describe your concerns. 10

<b>answered question</b>	<b>20</b>
<b>skipped question</b>	<b>1</b>




**5. Please rate your level of satisfaction with each of the following as related to this program. (Provide on answer for each column.)**

	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>Not Applicable</b>	<b>Response Count</b>
Quality of staff computers	35.0% (7)	<b>50.0% (10)</b>	15.0% (3)	0.0% (0)	0.0% (0)	20
Quantity of staff computers	30.0% (6)	<b>40.0% (8)</b>	25.0% (5)	0.0% (0)	5.0% (1)	20
Quality/comfort of classrooms	5.0% (1)	<b>35.0% (7)</b>	30.0% (6)	15.0% (3)	15.0% (3)	20
Quality and availability of audio-visual equipment	15.0% (3)	<b>45.0% (9)</b>	15.0% (3)	0.0% (0)	25.0% (5)	20
Cleanliness of the classrooms and DSP&S office	15.0% (3)	25.0% (5)	20.0% (4)	<b>35.0% (7)</b>	5.0% (1)	20
Quality of the physical site for non-traditional students	20.0% (4)	<b>35.0% (7)</b>	30.0% (6)	10.0% (2)	5.0% (1)	20
Adequacy of office space for faculty needs	20.0% (4)	<b>35.0% (7)</b>	15.0% (3)	20.0% (4)	10.0% (2)	20
<b>answered question</b>						<b>20</b>
<b>skipped question</b>						<b>1</b>



**6. What steps, if any, have you taken to incorporate student learning outcomes (SLOs) into your course? (Mark all that apply.)**

		Response Percent	Response Count
I haven't yet identified expected student learning outcomes.		14.3%	1
I am attempting to identify expected SLOs but need some assistance.		0.0%	0
I am working with other faculty in my discipline to identify expected SLOs.		14.3%	1
<b>I have identified expected SLOs.</b>		<b>85.7%</b>	<b>6</b>
My course outline has been updated by me or someone else to include expected SLOs.		42.9%	3
I have developed a plan for assessing SLOs.		57.1%	4
I assess students on expected SLOs no less than once a year.		42.9%	3
I use results from SLO assessments to modify my instruction.		42.9%	3
I discuss results from SLO assessments with other faculty in my department so that we can make decisions about teaching and assessment, needed resources, planning, and budgeting based on actual learning outcomes.		57.1%	4
		<b>answered question</b>	<b>7</b>
		<b>skipped question</b>	<b>14</b>


**7. Which style manual or guidelines do you require students to use for research papers?**

		Response Percent	Response Count
MLA		0.0%	0
APA		7.1%	1
Chicago		0.0%	0
Turabian		0.0%	0
Custom/Self-Developed (by instructor)		0.0%	0
I don't specify a style manual		7.1%	1
<b>I don't assign research papers</b>		<b>85.7%</b>	<b>12</b>
<b>answered question</b>			<b>14</b>
<b>skipped question</b>			<b>7</b>

**8. Do you use the Virtual Library yourself? (Please mark one.)**

		Response Percent	Response Count
Yes		5.9%	1
<b>No</b>		<b>94.1%</b>	<b>16</b>
<b>answered question</b>			<b>17</b>
<b>skipped question</b>			<b>4</b>






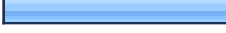







**9. Which best describes your use of Coastline's Virtual Library? (Please mark one.)**

		<b>Response Percent</b>	<b>Response Count</b>
I give my students regular or extra credit assignments that require use of the Virtual Library.		0.0%	0
<b>I don't require my students to use the Virtual Library.</b>		<b>100.0%</b>	<b>20</b>
<b>answered question</b>			<b>20</b>
<b>skipped question</b>			<b>1</b>

**10. Please rank the reasons that you do not use the Virtual Library or that you do not require your students to use it. (Please provide only one response per column.)**

	<b>Primary Reasons</b>	<b>Secondary Reasons</b>	<b>Not a Factor</b>	<b>Rating Average</b>	<b>Response Count</b>
I didn't know Coastline had a Virtual Library.	26.7% (4)	0.0% (0)	<b>73.3% (11)</b>	2.47	15
I don't know how to access the Virtual Library.	40.0% (6)	0.0% (0)	<b>60.0% (9)</b>	2.20	15
The log-in procedure is too complicated.	7.1% (1)	7.1% (1)	<b>85.7% (12)</b>	2.79	14
I don't understand the organization of content in the Virtual Library.	14.3% (2)	7.1% (1)	<b>78.6% (11)</b>	2.64	14
I can't remember my log-in and password.	7.7% (1)	7.7% (1)	<b>84.6% (11)</b>	2.77	13
I do not require research assignments in my classes.	35.7% (5)	14.3% (2)	<b>50.0% (7)</b>	2.14	14
I don't have time to review/grade library assignments/research papers.	0.0% (0)	7.7% (1)	<b>92.3% (12)</b>	2.92	13
Other	28.6% (2)	0.0% (0)	<b>71.4% (5)</b>	2.43	7
			If you indicate "Other," please specify.		5
			<b>answered question</b>		<b>16</b>
			<b>skipped question</b>		<b>5</b>

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

		Response Percent	Response Count
<b>CCC All-College Meeting in Fall and Spring</b>		<b>38.9%</b>	<b>7</b>
Discipline-related workshops		16.7%	3
Coastline Summer Technology Institute		0.0%	0
Other technology-related workshops		11.1%	2
Student learning outcomes workshops/training		22.2%	4
Other workshops		16.7%	3
Membership in professional associations		33.3%	6
<b>Professional conferences</b>		<b>38.9%</b>	<b>7</b>
Graduate classes/program		22.2%	4
Other classes		0.0%	0
Professional training, including certification programs		11.1%	2
Discipline-related reading		16.7%	3
Technology-related reading		16.7%	3
None of the above		27.8%	5
Other		5.6%	1
		<b>answered question</b>	<b>18</b>
		<b>skipped question</b>	<b>3</b>

**12. Please list any awards, honors, and/or grants you have received in the past three years.**

**Response  
Count**

2

**answered question**

**2**

**skipped question**

**19**

**13. List the college, district, statewide, and/or professional committees on which you have served during the past three years.**

**Response  
Count**

3

**answered question**

**3**

**skipped question**

**18**

**14. What specific types of training or guidance, if any, do you believe would help you to improve the quality of instruction in your classes so that you can better help students achieve desired learning outcomes?**

**Response  
Count**

2

**answered question**

**2**

**skipped question**

**19**

**15. What do you feel are the greatest strengths of Coastline's ABI Program?**

**Response  
Count**

15

**answered question**

**15**

**skipped question**

**6**

**16. In what areas, if any, does the ABI Program need to be improved?**

**Response  
Count**

14

**answered question**

**14**

**skipped question**

**7**

**17. Are there other courses or services that you would like the ABI Program to offer?**

**Response  
Count**

9

**answered question**

**9**

**skipped question**

**12**

**18. Do you have any other comments or recommendations?**

**Response  
Count**

5

**answered question**

**5**

**skipped question**

**16**



**Page 1, Q1. Please describe your role in the ABI Program.**

1	teacher	Mar 23, 2011 7:40 PM
2	intern	Mar 24, 2011 1:31 PM
3	Instructional Aide	Mar 24, 2011 2:15 PM
4	I volunteer as an aide . I have assisted students in the computer lab and in Team three.	Mar 24, 2011 5:52 PM
5	I am an intern/trainee. I do testing and counseling with ABI students.	Mar 24, 2011 5:58 PM
6	Instructor: Cognitive and Psychosocial	Mar 25, 2011 8:46 AM
7	I am an diagnostic and therapy intern at the ABI program	Mar 25, 2011 2:45 PM
8	ABI cognitive instructor	Mar 28, 2011 9:43 AM
9	Assists students with goal setting and fulfillment (future planning).	Apr 4, 2011 12:26 PM
10	Professor	Apr 13, 2011 7:33 AM
11	Intern	Apr 13, 2011 11:14 AM
12	Student Intern	Apr 13, 2011 10:09 PM
13	Co-Chair ABI Instructor Instructor/Coordinator Special Programs and Services	Apr 18, 2011 5:50 PM
14	counseling intern	Apr 18, 2011 7:58 PM
15	I am the full time counselor in charge of the psychosocial aspect of the program.	Apr 19, 2011 8:04 AM
16	I am described by some as the "money" lady. I think that pretty much sums up my role	Apr 19, 2011 8:53 AM
17	I work at the front desk as support staff. I field telephone inquiries and initiate the application process by supplying and explaining documentation. I assist students with various duties including, but not limited to, ordering parking permits and making copies (for instructors as well). I assist in planning and implementing fund raising. I am a substitute for the receptionist when she is out.	Apr 19, 2011 11:11 AM
18	faculty	Apr 20, 2011 4:49 PM
19	I am the receptionist in the lobby where prospective ABI students first arrive for their interviews, testing, and sometimes tours of the ABI program. I answer questions about the ABI program on the phone or in person, and I take inquiries for these prospective ABI students. I am custodian of records for the ABI students' files and I am support staff to the ABI Program Assistant, Erica Valle, and support staff to all faculty of the ABI program. I am most busy with our ABI program from 8:30 in the morning to 12:30 in the afternoon because the students often come into our lobby between classes for help reaching their instructors or counselors, or just needing assistance with their paperwork or personal needs.	Apr 21, 2011 12:58 PM

**Page 2, Q1. Please rate your level of satisfaction with each of the following as related to this program.  
<em>(Provide a response for each column.)</em>**

1	I do not feel that the CABI testing is relevant--it is not normed, nor has it ever been studied for reliability and validity. For those reasons, I believe it to be unhelpful and a problem to measure progress upon, because there is nothing to show that improved scores actually translate to progress. The NAB is a test that is not widely used, and there are severe limitations in its ability to correctly identify impairment, especially within the NAB screener module. Future Planning is a great idea, but the students I have interacted with in particular seem not to have benefited from this. They seemed to feel overwhelmed and left the program without a clear plan as to what was next for them.	Mar 24, 2011 6:02 PM
2	I believe that as a staff we have limited time to interact, trouble-shoot and share our vision, and our concerns or issues related to program improvement.	Mar 25, 2011 8:51 AM
3	CABI administration is long and rigorous for the ABI students, I wonder how relevant the results are for the student's academic/vocational or personal goals.	Mar 25, 2011 2:49 PM
4	CABI has no ecological validity. NAB helpful for placement and that's about it. Psychosocial class should have primary emphasis on avocational and vocational exploration. This will provide a practical context for the psychological issues. There seems to be resistance to integraing technology into practical classroom activities beyond using a calendar.	Mar 28, 2011 10:10 AM
5	CABI results provide me with information, but they do not guide my choice of lessons.	Apr 13, 2011 7:47 AM
6	Very time consuming for test takers and administrators, results are very confounded with student fatigue and frustration with test.	Apr 13, 2011 11:17 AM
7	While some instructors provide instruction that ceners around real world concepts and applications others spend far too much of their instruction concentrating on Mind Benders, Saduko, and packet work. Research tells us that these activities have not relevance to the real world, transitional goal setting, or increased cognitive functioning. CABI is nothing more than a Spelling test for "packet work" and is more than a measure of how well students have learned to do the packet work. The packet work does not make the student any better mainstream support student, worker, or volunteer.	Apr 18, 2011 5:57 PM
8	I don't believe in the relevance or usefulness of the CABI	Apr 19, 2011 8:06 AM

**Page 3, Q1. Please rate your level of satisfaction with each of the following as related to this program. (Provide one response for each column.)**

1	I know the Special Programs Dean has been a problem for a long time, and typically does not have the best interests of the ABI program in mind. That said, I also know changes have been made so we will see what the future brings. In terms of confidentiality, it feels minimal. Documents with identifying information are saved on computers where the computer login is posted on the computer screen. Additionally, student names are often sent via emails between staff. I believe that because the ABI program is so closely knit, there are blurred professional boundaries among staff. I have both seen this personally, with blurred boundaries directly impacting me, as well as with others (for example the sharing of perhaps inaccurate information with students regarding layoffs of teachers...). Finally, to my knowledge there have been no professional development workshops or opportunities made available recently.	Mar 24, 2011 6:05 PM
2	We have not had a competent dean for MANY years. I feel personal issues amongst staff members hold us back from maximizing our program. I would greatly appreciate the opportunity for professional development and/or workshop education.	Mar 25, 2011 8:55 AM
3	Haven't actually had a dean since coming to CCC. You did away with our Department Chairs who are excellent and outstanding professionals. Perfect governmental thinking!	Mar 28, 2011 10:10 AM
4	Shalamon Duke was totally unavailable and uninvolved. Interim, Lois Wilkinson did make herself available and was somewhat involved. I have not yet met the most recent interim dean (Bill Kerwin). We do not have enough instructional aides/volunteers.	Apr 13, 2011 7:50 AM
5	Never met the dean	Apr 13, 2011 11:18 AM
6	Special Programs and Services has lacked Dean involvement for the past 6 years. The former two Deans were rarely on site, ill prepared to guide the faculty and staff, uninvolved, and a henderance to take the program and department to the next level. For the past 6 years Special Programs has lacked a voice to the administration. This has been devastating due to the extent of budget cuts. The Department Chairs have been instrumental in maintaining a voice, presence in the college, and maintaining services. The current interim VP of Student Services has been the most constant, consistent, and dedicated leadership that we have had in 6 years. The current Dean of Special Programs and Services has yet to report to our office and he has been on the job for more than 6 weeks. The Staff Aide to the ABI program is instrumental in keeping the faculty on top of paperwork, communication, and responding to staff and faculty needs. There is need for improvement in the responsiveness of the receptionist with messages and communication of messages, lack of initiation or responsibility demonstrated with assigned tasks. Confidentiality inservicing is in order or maybe periodic re-inservicing.	Apr 18, 2011 7:22 PM
7	The new dean has not made much effort to introduce himself or become involved in Special Programs.	Apr 19, 2011 8:09 AM
8	It would be awesome if the Dean held regular office hours so you could count on availability and support	Apr 19, 2011 10:07 AM
9	We have had several interim deans. We now have Bill Kerwin and are hopeful he will work with and advocate for us. We no longer have Department Chairs in our program.	Apr 19, 2011 11:18 AM

**Page 3, Q1. Please rate your level of satisfaction with each of the following as related to this program. (Provide one response for each column.)**

10	<p>I am very happy that Bill Kerwin is our new Dean but I wish he could be "our D.S.P.S. Dean". He has to divide his time between the Counseling department and ours and I know that cannot be easy for anyone. Our Programs and Services would benefit from the hands-on support and leadership of a Dean housed here full-time. Our Instructor/Coordinators and Department Chairs have had to carry such workloads beyond what they are being compensated for, because of our department not having a on-staff Dean. Having a Dean whose responsibilities are tied only to our department would relieve much of their stress. After completing the ABI program in two years, our ABI students maintain a relationship with our department and often return to take classes such as the ABI Refresher course in the Spring or Memory-Boosting Courses for their Personal Digital Apparatus (PDA) in Spring and Fall. We enjoy and foster long-time relationships with our ABI students, as well as our Intellectually Disabled and Mainstream Support students. With these relationships come many challenges such as maintaining funds for our programs and services, dealing with conflicts and behavioral problems, maintaining boundaries between student and staff confidentiality, etc. If we had Bill as our own Dean he could be here to help with student issues during instruction, but also to advocate for our students when our Programs and Services are being threatened. Our Instructional Aides are essential to our students' success, but our funds have been cut so we can't afford to hire the number of Aides that we need. Our Volunteers are golden to us because they are helping our students and staff because they believe in our programs so much, they are here even when we can't pay them. I wish we could hire more Instructional Aides. I worry that my written messages don't get to their intended recipients quickly enough. Maybe another system would be better? I am part of the clerical staff, but I am not 100% satisfied with our numbers. I wish we could hire Lisa Shore full time because she is phenomenal with our ABI students as well as our Mainstream Support and Intellectually Disabled students. She is enthusiastic about serving our students to ensure their success at Coastline. She is always willing to support our Faculty and Staff and has maintained service in our lobby when I wasn't here to cover it. I am concerned because our "public" area and "private" areas are too loosely defined. Many times I have to usher a student out of the faculty room, or away from the copier room and our student's confidential files. I am concerned that students don't have an easy way to remember where they are allowed to be in our building. Our faculty must have privacy during the breaks between classes, and their faculty room is often open to the lobby.</p>	Apr 21, 2011 4:05 PM
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**Page 7, Q1. Please rank the reasons that you do not use the Virtual Library or that you do not require your students to use it. (Please provide only one response per column.)**

1	no need to use it	Mar 24, 2011 1:42 PM
2	I do not teach students. I administer testing and conduct counseling, but have no reason to assign the student to use this library.	Mar 24, 2011 6:07 PM
3	Learning to use the internet is a more relevant skill for my students	Mar 28, 2011 10:10 AM
4	I don't assign research papers in my class.	Apr 19, 2011 8:11 AM
5	I am not an Instructor who uses the Virtual Library	Apr 21, 2011 4:11 PM

**Page 8, Q2. Please list any awards, honors, and/or grants you have received in the past three years.**

1	Hayward Award Nominee	Apr 18, 2011 7:27 PM
2	None	Apr 21, 2011 4:12 PM

**Page 8, Q3. List the college, district, statewide, and/or professional committees on which you have served during the past three years.**

1	Academic Rank Facilities Facilities Master Plan Education Master Plan Academic Senate Scholarship Co-Chair Guest Lecturer on Brain Injury	Apr 18, 2011 7:27 PM
2	Equivalency Committee for Special Programs	Apr 19, 2011 8:12 AM
3	None	Apr 21, 2011 4:12 PM

**Page 8, Q4. What specific types of training or guidance, if any, do you believe would help you to improve the quality of instruction in your classes so that you can better help students achieve desired learning outcomes?**

1	training in educational technology	Apr 20, 2011 4:56 PM
2	I am not an Instructor.	Apr 21, 2011 4:12 PM

**Page 9, Q1. What do you feel are the greatest strengths of Coastline's ABI Program?**

1	Faculty who has valuable knowledge of cognitive rehabilitation and staff who provide wonderful services.	Mar 24, 2011 2:13 PM
2	Great instructors that have the ability to work individually with students.	Mar 24, 2011 2:24 PM
3	The Instructors make every effort to meet the needs of each individual student. Instruction evolves and gets regularly updated to meet the needs of the current population; via technology and the most current information . Students are prepared for the world they will ace equipping them with strategies. The psychosocial adjustment focus and future planning	Mar 24, 2011 6:29 PM
4	The intimacy of the staff and student relationship.	Mar 25, 2011 6:32 PM
5	Reduction, through the learning of compensatory skills, in the level of handicap (social disadvantage) associated with the disabilities of ABI	Mar 28, 2011 10:12 AM
6	Working with a population which is underserved and vital to their recovery and reintegration into society. The program also serves to improve quality of life through the normalization and development of new social networks.	Apr 4, 2011 12:37 PM
7	Dedication of faculty to assist students to increase self-awareness of strengths and weaknesses and to increase students' utilization of compensation strategies. ABI Program provides a safe psychological environment for students.	Apr 13, 2011 8:00 AM
8	The administrators passion for the program and the uniqueness of the community college setting	Apr 13, 2011 11:21 AM
9	The amount of care and love the faculty has for each student. And the fact that each student gets a second chance.	Apr 13, 2011 10:15 PM
10	Commitment to the students Commitment to improve instruction Dedication to remain current in the field Cognitive Boot Camp	Apr 18, 2011 7:32 PM
11	I believe the ABI Program's greatest strength is its willingness and ability to change curriculum and format when needed. The format and price make it convenient affordable for all students that participate.	Apr 19, 2011 8:15 AM
12	The dedication and compassion of the faculty and staff	Apr 19, 2011 10:10 AM
13	It's staff- hands down. They go way above and beyond with the students. They never lose sight of their goal of cognitive rehabilitation. They are firm when needed and assist the students in more ways than can be measured.	Apr 19, 2011 11:34 AM
14	passion and dedication of the instructors; availability and accessibility of the program to students in need	Apr 20, 2011 4:58 PM

15 It concentrates on Cognitive Rehabilitation only. When students are accepted into our program it is because they want to be here, those that don't get accepted are either not appropriate for our program or they don't have the desire to commit to the 2 years of study. Most students who arrive here have already completed the rigors of Physical or Speech Therapy for instance. Our program allows them just to concentrate on improving their cognitive function. I think another strength of our ABI program is the use of our computer lab in the curriculum. Our students are of various ages, socio-economical levels, professional and non-professional backgrounds when they arrive here. Michelle Wild introduces them to using computers to lend order to their lives and they are taught in her safe and non-judgemental computer lab. Michelle also teaches our students how to program either a PDA or their cell phone to remind them of appointments, when to take their medication, or even when to eat a meal for instance. These may not be earth-shattering details to remember for someone without a brain injury, but to someone whose brain cannot remember these details it can be crucial to their life. I also admire all of our Instructors in our department, but when focusing on the ABI Instructors what I admire most about them is how passionate they are about the success of their students. They invest their hearts and souls in making sure these students know the capacity they have to work on the deficits left by their brain injuries. So many students enter our program with little hope of productivity and confidence in their lives. Happily they are NEVER that same person when they graduate after 2 years. The ABI curriculum is unique, but our ABI teachers are what make the curriculum meaningful in our students' lives. I believe that our program is so beneficial because it provides free counseling (not of the Academic sort) for our brain-injured students AND their family members. It is extremely hard on the student to have suffered a brain injury, but incredibly hard for the student's family members as well. This counseling addresses their psychological needs, and it can be confidential if the student so chooses. Speaking of counseling I think that one of our greatest strengths is our unpaid ABI interns that we have from August to May. They provide emotional support and encouragement to our ABI students through the hundreds of hours of counseling they provide them. Another of the ABI program's strengths is that we offer our students individual and group-oriented Future Planning sessions. Students are guided to look towards goals they want to reach by the time they graduate. Each student's goal is different and our Future Planning Instructors are wonderful at how they encourage the students to seek information on their goals and teach them how to reach those goals themselves.

Apr 21, 2011 5:00 PM

**Page 9, Q2. In what areas, if any, does the ABI Program need to be improved?**

1	Spreading the word of ABI program in the community.	Mar 24, 2011 2:13 PM
2	additional Instructors and aides. Increase ability to give more attention to individual students. Additional classes time training students to use new smart devices to assist them in organizing their lives.	Mar 24, 2011 6:29 PM
3	Staff development (Education) Staff management (Dean)	Mar 25, 2011 6:32 PM
4	Reduction of handicap... more practical, functional instruction.	Mar 28, 2011 10:12 AM
5	We need more instructional aides.	Apr 13, 2011 8:00 AM
6	fundraising	Apr 13, 2011 11:21 AM
7	Helping more students graduate.	Apr 13, 2011 10:15 PM
8	I believe the student work needs to be more practical for their everyday challenges	Apr 18, 2011 3:07 PM
9	Integration of instruction that is truly related to transitional goals and goal setting Careful reflection on amount of time spent in addressing subject areas Carefully look at the length of the program--explore options for shortening and consider consequences of such a change	Apr 18, 2011 7:32 PM
10	I believe that we need to become more focused on the functional outcomes and coursework.	Apr 19, 2011 8:15 AM
11	need to figure out how to retain students	Apr 19, 2011 10:10 AM
12	We need more aides in the classroom. We need clean classrooms and restrooms. We need more room in the office for counseling and meetings.	Apr 19, 2011 11:34 AM
13	a consistent dean who helps manage the program	Apr 20, 2011 4:58 PM
14	I am so proud to work where I do and do the things I do, I honestly don't know how it can be improved. I wish we had more funds to pay for the things we need. I know we would use the funds wisely.	Apr 21, 2011 5:00 PM



**Page 9, Q3. Are there other courses or services that you would like the ABI Program to offer?**

1	Excercise, meditation,imagery and other stess managemnt techniques. Contnuing classes for graduates in addition too refresher so they can benefit from latest resources, Technological especially.	Mar 24, 2011 6:29 PM
2	Support group for the caregivers A social group for ABI students to meet together outside of the program atleast once a month	Mar 25, 2011 2:53 PM
3	I feel that there could be a more holistic /integrative approach to Cognitive Retraining. I would like to see new classes developed to assist ABI students in healthy (physical and mental) coping strategies.	Mar 25, 2011 6:32 PM
4	Suggest collapsing psychosocial and vocational into one class. Learning about the brain and reading inspirational books should be replaced with vocational and avocational discussion and goal setting which will provide a practical frame work for evaluating and changing psychological beliefs and attitudes.	Mar 28, 2011 10:12 AM
5	Speech therapy provided on site. Exercise class specifically for ABI students. Job coaches/job shadowing. Create network of business relationships which would allow job placement opportunities for our students.	Apr 13, 2011 8:00 AM
6	Maybe more future/career planning?	Apr 13, 2011 10:15 PM
7	As support staff, I am not qualified to answer this question.	Apr 19, 2011 11:34 AM
8	family education	Apr 20, 2011 4:58 PM
9	I know this is easy for me to point out, but it is obviously not easy to accomplish; I wish our program would be in alliance and supported by the Veterans' Association. I know that the VA is funded by the government, and funds aren't always a guarantee, but I know our country has so many soldiers returned from conflicts with brain injuries and I think our program would be so helpful to them. This would be where having Bill Kerwin as our own Dean would be great because he could advocate with the VA on behalf of our ABI program and College.	Apr 21, 2011 5:00 PM

**Page 9, Q4. Do you have any other comments or recommendations?**

1	Wonderful and priceless program!	Mar 24, 2011 2:13 PM
2	I am a brain injured volunteer. The program requires greater resources to assist the needs of the special needs population.The program has been an extraordinary benefit to giving me a new life. Helping me adapt to my new world and challenges, creating family like ties and support. I want to see the future population of brain injured supported	Mar 24, 2011 6:29 PM
3	no	Apr 13, 2011 10:15 PM
4	There are no programs like this in miles and miles. We have had students relocate from San Francisco, take a car-train-bus to get here from the Lake Elsinore area. Many students must leave their homes at 6 am for an 8 am class.We need this program. The brain-injured need this program. Please do not consider any cuts. We already collect cans and bottles to pay for supplies.	Apr 19, 2011 11:34 AM

**Page 9, Q4. Do you have any other comments or recommendations?**

5 No, thank you.

Apr 21, 2011 5:00 PM



## **Program Review 2011-2012 Validation Report**

### **Acquired Brain Injury Program**

1. List the most important things (issues, trends, concerns, etc.) that are apparent from this report:
  - A. The number of people suffering from acquired brain injuries continues to rise in the United States, indicating a ongoing need for the program. Improvements in medical techniques have allowed more people to survive head traumas that would have been fatal in the past, but this has also lead to an increasing number of survivors who must learn to live with disabilities. Over 200,000 soldiers, for instance, have returned to the United States with brain injuries acquired during their service.
  - B. The Acquired Brain Injury program has experienced a significant decline in funding since the last program review. The program has attempted to adjust to these changes by reducing the number of part-time faculty, cutting staffing support, eliminating the LHE allocation for the department chair position, and increasing fund raising efforts. Money continue to be a problem since faculty related expenses are larger than the amount the college receives from state apportionment based upon LHEs generated by the program. It should be noted that the full-time faculty who teach in the ABI program also play a vital role in the DSPS program as a whole.
  - C. Enrollment in the core courses offered by the program shows a general growth trend from Spring 2006 to Spring 2010, but witnessed a significant drop in Fall 2010 (the last semester for which data was provided). The 2010-11 year witnessed a drop in the enrollment of all Coastline students with acquired brain injuries, including those not enrolled in Special Ed classes.
  - D. With the program set to move to the new Newport Beach center in Fall 2012, there are concerns about the amount of space and resources they will be provided in this new facility.
  
2. List any realistic suggestions the Steering Committee may have for the program based on information in the self-study.
  - A. Continue to explore alternatives for additional external funding to offset declining college resources.
  - B. Consider flexible scheduling options such as running evening classes.
  - C. In future reviews and in college discussions of resource allocation the ABI program should clarify its relationship with programs such as DSPS and EOPS and the extent to which resources such as full-time faculty are shared with these programs.
  
3. List program accomplishments and aspects for which the program should be commended.
  - A. Coastline's ABI Program continues to serve as a national model for community college brain injury programs.
  - B. The program has developed an innovative eleven-unit online Cognitive and Caregivers Boot Camp. This was initially developed to assist wounded soldiers deal with the cognitive and emotional issues arising from brain injury. It provides survivors, family members, and professionals with support, resources, and strategies for dealing with brain injuries.
  - C. The program has demonstrated flexibility and resourcefulness in dealing with resource cuts and other challenges through reorganization efforts, increased fund raising activities and heightened involvement by program alumni. The ABI Alumni became an official Coastline club in Fall 2011.

D. Student satisfaction is extremely high. This is a reflection of the obvious enthusiasm and dedication of the faculty and support staff involved with the ABI program.

4. 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?

- A.
- B.
- C.

5. 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:

6. Information for cover memo (*The information in this report and memo will go to Office of the President, Senate President, VP of Instruction, MPBC Co-Chairs, and copies to All VPs, Research Director, Director of Marketing, and Dean offer the program being reviewed*).

- A. The Coastline ABI Program is recognized nationally for its accomplishments and provides a critically needed service in helping to rehabilitate individuals with traumatic brain injuries and giving them with the tools necessary to function successfully in society.
- B. While providing a critical service to the community and bringing prestige to Coastline, the program currently requires funding beyond what is provided by the state. Given the declining resources available to the college, this will clearly continue to be a problem that needs to be addressed in future strategic planning.