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ABSTRACT

A system of identification and notification designed and implemented at Southwestern College to speed supportive services to the disadvantaged and handicapped students in vocational programs is discussed. The system is comprised of the following procedures: (1) Self-identification (Student Services Information Form filled out by each student at registration or readmission); (2) Computer Processing and Identification (student master file record); (3) Criterion for Establishing Disadvantages (economic, social-cultural language, academic, handicapped); (4) Reports and Worksheets; (5) Descriptive Data; (6) Supportive Services; and (7) Evaluation. Data obtained are illustrated by tables, and appendixes provide the Student Services Information Form and the Counseling Worksheet for Disadvantaged Students. (DB)

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DISADVANTAGED-HANDICAPPED
IDENTIFICATION AND SUPPORTIVE
SERVICE DELIVERY SYSTEM
SOUTHWESTERN COLLEGE
SPRING 1974

Research Office
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Co-ordinator of Research
August 30, 1974

During the 1973-74 academic year, a system of identification and notification was designed and implemented at Southwestern College which was directed toward speeding supportive services to the Disadvantaged and Handicapped students in Vocational programs.

The California State Plan for Vocational Education contains the following definitions:

Disadvantaged persons. Persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in regular vocational education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs, related services, or both in order for them to benefit from a vocational education or consumer and homemaking education program. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but it does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph.

Handicapped persons. Mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, emotionally disturbed, crippled, or other health impaired persons who by reason of their condition cannot succeed in a regular vocational or consumer and homemaking education program without special educational assistance or who require a modified vocational or consumer and homemaking education program.

These definitions were operationalized at Southwestern College by implementing the following procedures:

1. Self-Identification: The Student Services Information Form (SSIF) was filled out by each student at registration (Spring, 1974) or when he applied for admission (Fall, 1974). The form (see Appendix A) was completed by all new and returning students.

Questions relative to household income and self perceptions of language, social and academic disadvantages were solicited. In addition, information was gathered relative to physical handicaps.

2. Computer Processing and Identification: A computer card is punched up from the SSIF and loaded into each student's master file record through his social security number. A student's Placement Test scores in English (CEPT), Reading (Nelson-Denny), and Math (Southwestern College Math Department) are also loaded into the master file.

This information is processed and used in connection with criterion for certain types of disadvantages to generate lists, worksheets and statistical summaries to be used by the college staff.

3. Criterion for Establishing Disadvantages: The following criterion were used for identifying and classifying the disadvantaged student.

Economic - The 1973-74 Basic EOP Guidelines were used to classify a student as economically disadvantaged. A dependent student who reported coming from a family of four or more with a family income of less than \$5,000 would be classified as economically disadvantaged. The EOP Guidelines for 1974-75 have been modified and the classification standards will be altered to reflect this change.

Social-Cultural Language - These forms of disadvantage were identified by the student himself through the SSIF filled

out at registration (Spring 1974) or with his application for Admission (Fall 1974). (See Appendix A, questions 4 and 5.)

Academic - Students were classified as Academically Disadvantaged if they fell below certain cut-off scores on the College's Placement Tests. In consultation with counselors and instructional staff, scores were set at the following levels.

<u>Skill</u>	<u>Test</u>	<u>Raw Score</u>	<u>Percentile</u>	<u>Norm Group</u>
English	CEPT (Comp.)	51	24	2 yr. colleges
Reading	Nelson (Comp.)	61	30	13th grade
Math	SC Math Dept. (I)	9	—	—

In the judgement of the Math Department, the Math test score lower than 9 on Part I would indicate difficulty in dealing with basic arithmetic problems.

Handicapped - This information was also obtained from the student himself through the SSIF. Information relating to the use of or need for special equipment was solicited.

4. Reports and Worksheets: One major product of the computerized identification system is the counselor worksheet (Appendix B). This sheet was produced for each student who was disadvantaged by any one of the criterion mentioned above. An asterisk was printed on the sheet to show the disadvantage(s) of the student. Important information relating to the student is recorded on the sheet for the use of the counselor in working with the student. Also, a large blank area is left on each sheet for the use of the counselor. In the Spring of 1974, the past records of students were recorded on the sheets.

The two examples in Appendix B show two actual worksheets and how they were used by the counselors. (Name, address, phone,

social security number are included on the sheets but have been removed from the sample shown.) Identical worksheets were printed for handicapped students and given to the designated counselor.

In addition to the counselor worksheet, summary statistical reports and lists providing data such as that shown in Tables I-IV were also provided by computer programs written to report data listed on the master file.

5. Descriptive Data: The Day student population contains an estimated number of 4194 separate disadvantages. The actual number of students who are disadvantaged by at least one criterion is estimated to be 2070. In other words, using the 1973-74 criterion for identifying disadvantaged students, approximately 42% of our Day student population could be classified as disadvantaged in some way.

The percentage of Day students who are disadvantaged and handicapped by type are listed below.

<u>Type</u>	<u>Percent</u>	<u>Criterion</u>	
Economic	20%	EOP Guidelines	
Linguistic	6%	Self-Identification	
Social-Cultural	7%	Self-Identification	
Academic	English	17%	24th Percentile CEPT
	Reading	18%	30th Percentile Nelson-Denry
	Math	16%	Less Than 9 on Math I
	Physical Handicap	10%	Self-Identification

Tables I-IV report the counts of disadvantaged and handicapped students identified and estimated by use of the 1973-74 criterion and system.

TABLE I
SOUTHWESTERN COLLEGE
DAY DISADVANTAGED STUDENTS
SPRING 1974

<u>Condition:</u>	<u>Positive Partial Count¹</u>			<u>Estimated Actual Count²</u>		
	<u>Part</u>	<u>Full</u>	<u>Total</u>	<u>Part</u>	<u>Full</u>	<u>Total</u>
1. Economically Disadvantaged ³	121	279	400	400	580	980
2. Linguistically Disadvantaged ⁴	38	89	127	127	185	312
3. Socially-Culturally Disadvantaged ⁵	45	98	143	150	204	354
4. Academically Disadvantaged ⁶						
1. English	277	449	726	332	539	871
2. Reading	295	451	746	354	541	895
3. Math	<u>208</u>	<u>443</u>	<u>651</u>	<u>250</u>	<u>532</u>	<u>782</u>
Sub-total Academically Disadvantaged	780	1343	2123	936	1612	2548
<hr/>						
Total Disadvantages	984	1809	2793	1613	2581	4194

-
1. Positive Partial Count records the numbers of students who actually reported the handicap or equipment use mentioned.
 2. Estimated numbers are derived from the fact that only 48% of the full-time students and 30% of the part-time students had recorded responses to the SSIF. This data rests on the assumption that those not responding have the same proportion of handicaps as those responding.
 3. Counts based on 1973-74 EOP Financial Aid guidelines (family of 4 or more with family income of less than \$5,000).
 4. Self-identification from SSIF.
 5. Self-identification from SSIF.
 6. Estimated Actual Count based on the addition of approximately 20% for students who did not take Placement Tests. Cut-offs: English (CET) 24th percentile (13th grade). Reading (Nelson-Denny) 30th percentile (13th grade). Math (Southwestern Departmental Test) less than 9 raw score on Math I.

TABLE II
SOUTHWESTERN COLLEGE
DAY HANDICAPPED STUDENTS
SPRING 1974

<u>Physical Condition:</u>	<u>Positive Partial Count¹</u>			<u>Estimated Actual Count²</u>		
	<u>Part</u>	<u>Full</u>	<u>Total</u>	<u>Part</u>	<u>Full</u>	<u>Total</u>
1. Blind	2	5	7	6	10	16
2. Legally Blind	6	7	13	18	14	32
3. Hard of Hearing	6	17	23	18	34	52
4. Deaf	3	2	5	9	4	13
5. Asthma	8	32	40	24	64	88
6. Paralysis	2	1	3	6	2	8
7. Aphasic	0	0	0	0	0	0
8. Post Polio	3	2	5	9	4	13
9. Epilepsy	3	0	3	9	0	9
10. Diabetes	4	11	15	12	22	34
11. Cardiac Disease	1	7	8	3	14	17
12. Paraplegic	2	1	3	6	2	8
13. Amputation	1	2	3	3	4	7
14. Arthritis	12	17	29	36	34	70
15. Speech Impairment	3	1	4	9	2	11
16. Emotional Disturbance	3	9	12	9	18	27
17. Respiratory Disease	0	6	6	0	12	12
18. Quadraplegic	0	0	0	0	0	0
19. Cerebral Palsy	1	0	1	3	0	3
20. Multiple Sclerosis	0	1	1	0	2	2
21. Kidney Disease	1	1	2	3	2	5
22. Muscular Dystrophy	0	0	0	0	0	0
23. Neurological Damage	0	2	2	0	4	4
24. Other	5	28	33	15	56	71
TOTALS	66	152	218	198	304	502

<u>Equipment Uses:</u>						
1. Cane	2	5	7	6	10	16
2. Crutches	2	3	5	6	6	12
3. Wheelchair	4	0	4	12	0	12
4. Leg Braces	1	1	2	3	2	5
5. Prosthetic Device	0	2	2	0	4	4
6. Hearing Aid(s)	2	2	4	6	4	10
TOTALS	11	13	24	33	26	59

1. Positive Partial Count records the numbers of students who actually reported the handicap or equipment use mentioned.
2. Estimated numbers are derived from the fact that only 48% of the full-time students and 30% of the part-time students had recorded responses to the SSIF. This data rests on the assumption that those not responding have the same proportion of handicaps as those responding.

TABLE III
SOUTHWESTERN COLLEGE DISADVANTAGED STUDENTS
IN VOCATIONAL PROGRAMS - DAY STUDENTS
SPRING 1974

<u>Condition:</u>	<u>Positive Partial Count</u>	<u>Estimated Actual Count</u>
1. Economically Disadvantaged	119	300
2. Linguistically Disadvantaged	12	30
3. Socially-Culturally Disadvantaged	17	40
4. Academically Disadvantaged		
1. English	193	480
2. Reading	174	430
3. Math	<u>285</u>	<u>710</u>
Sub-total Academically Disadvantaged	652	1620
<hr/>		
Total Disadvantages	800	1990

TABLE IV
SOUTHWESTERN COLLEGE ESTIMATED HANDICAPPED STUDENTS
IN VOCATIONAL PROGRAMS - DAY STUDENTS
SPRING 1974

<u>Physical Condition:</u>	<u>Part</u>	<u>Full</u>	<u>Total</u>
1. Blind	4	6	10
2. Legally Blind	11	8	19
3. Hard of Hearing	11	20	31
4. Deaf	5	2	7
5. Asthma	14	38	52
6. Paralysis	4	1	5
7. Aphasic	0	0	0
8. Post Polio	5	2	7
9. Epilepsy	5	0	5
10. Diabetes	7	13	20
11. Cardiac Disease	2	8	10
12. Paraplegic	4	1	5
13. Amputation	2	2	4
14. Arthritis	22	20	42
15. Speech Impairment	5	1	6
16. Emotional Disturbance	5	11	16
17. Respiratory Disease	0	7	7
18. Quadraplegic	0	0	0
19. Cerebral Palsy	2	0	2
20. Multiple Sclerosis	0	1	1
21. Kidney Disease	2	1	3
22. Muscular Dystrophy	0	0	0
23. Neurological Damage	0	2	2
24. Other	9	34	43
TOTALS	119	178	297

Equipment Uses:

1. Cane	4	6	10
2. Crutches	4	4	8
3. Wheelchair	7	0	7
4. Leg Braces	2	1	3
5. Prosthetic Device	0	2	2
6. Hearing Aid(s)	4	2	6
TOTALS	21	15	36

6. Supportive Services: Counselor worksheets were produced and sent to each counselor of students in Vocational programs and the counselors consulted with instructors to ascertain the progress of the student. If the student was found to need special help, the counselor or instructor would attempt to provide the needed assistance through counseling, tutoring, program changes, financial aid, etc. This same procedure was followed with the handicapped students also.
7. Evaluation: The major strengths of the system as it went into operation in Spring 1974 were the following:
- Sound basic design
 - Comprehensive inclusion of all types of handicaps and disadvantages
 - Collection of important information never before available
 - Effective supportive services delivery system

The major weaknesses of the system were the following:

- Only partial response (40%)
- Some bad data as a result of collecting the data at registration
- Some weaknesses in the methods used by counselors in contacting students
- Data available to counselors too late in the semester to help some students
- Lack of discrimination between students with multiple disadvantages and one disadvantage. The students were classified as disadvantaged and then tended to be lumped all together.

In Fall 1974 the following steps were taken to overcome each of the weaknesses noted:

- All Day students would be required to complete an SSF form at the same time he filed an Admissions Application. This step would result in obtaining virtually 100% of the data and should also produce higher quality information.
- All counselors were instructed again not to contact students directly through the mail or otherwise until he first checked the progress of the student with the instructional staff.
- Procedures were put into operation that will allow counselors and administration to have the worksheets, lists and summaries as close as possible to the fourth week of instruction.
- A prioritization system will be developed in an effort to provide services first to the students who need it most. For example, a multiply disadvantaged student would receive a higher priority than a singly disadvantaged student and students with the lowest Placement Test scores would be seen before the marginally low ability scores.

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APPENDIX A
STUDENT SERVICES INFORMATION FORM
(Confidential)

7

To help our students complete their education successfully, we need certain information. Please help us by answering the following questions as accurately as possible. Your answer to these questions may affect what Southwestern can do for you or your fellow students. Your responses to these questions will remain confidential.

1. Your Social Security Number _____
2. Please estimate your immediate household income from all sources:

1. 0-3000	4. 7500-8999	
2. 3000-4999	5. 9000-11,999	Enter no. <input type="checkbox"/>
3. 5000-7500	6. 12,000-over	here <input type="checkbox"/>
3. The number of people in your household (including yourself)... here ☐ Enter no. ☐
4. Do you feel that your progress in school may be slowed by language difficulties?
yes ☐ no ☐
5. Do you feel that your progress in school may be slowed by social, cultural, or related problems?
yes ☐ no ☐
6. Do you have any of the following conditions? (Enter the two most applicable)

1. blind	13. amputation	
2. legally blind	14. arthritis	
3. hard of hearing	15. speech impairment	
4. deaf	16. emotional disturbance	
5. asthma	17. respiratory disease	
6. paralysis	18. quadraplegic	
7. aphasic	19. cerebral palsy	
8. post polio	20. multiple sclerosis	
9. epilepsy	21. kidney disease	
10. diabetes	22. muscular dystrophy	<input type="checkbox"/> , <input type="checkbox"/>
11. cardiac disease	23. neurological damage	Enter no. here
12. paraplegic	24. other _____	
7. Do you use any of the following equipment? (Enter the most applicable)

1. cane	4. leg braces	
2. crutches	5. prosthetic device	<input type="checkbox"/>
3. wheelchair	6. hearing aid(s)	Enter no. here

COUNSELING WORKSHEET FOR
DISADVANTAGED STUDENTS

SPRING 1974

2-26-54

DOB

M

293

SEX

MAJOR

REGULAR

D

D/N

5

NO

4.00

VET

GPA

NAME

FAMILY INCOME - 0 NO. - 0

DISADVANTAGED/HANDICAPPED

LANGUAGE - NO

ECONOMIC - NO

SOCIAL - NO

PHYSICAL - NO

COND 1

COND 2

EQUIP

ACADEMICALLY DISADVANTAGED

ENGLISH (CEPT) RAW SCORE

READING (N/D)

VOCABULARY

COMPREHENSION

COMPOSITE

G.E.

MATH (SC)

1 2 11 9 III 4

Spring 1973

Parent Program

AST Score

None

B.S. 20

Hist 10A

March 18

Spec 4

12.0

Fall 1973 - Electronics Major

EQU 10 - WCR

EQU 11 - WCR *

EQU 12 - WCR

EQU 13 - WCR

EQU 14 - WCR

EQU 15 - WCR

EQU 16 - WCR

EQU 17 - WCR

EQU 18 - WCR

EQU 19 - WCR

EQU 20 - WCR

EQU 21 - WCR

EQU 22 - WCR

EQU 23 - WCR

EQU 24 - WCR

EQU 25 - WCR

EQU 26 - WCR

EQU 27 - WCR

EQU 28 - WCR

EQU 29 - WCR

EQU 30 - WCR

EQU 31 - WCR

EQU 32 - WCR

EQU 33 - WCR

EQU 34 - WCR

EQU 35 - WCR

EQU 36 - WCR

EQU 37 - WCR

EQU 38 - WCR

EQU 39 - WCR

Comments

Student described

under physical program

very active capable

Non-grad student

physical and social

program. Participating

those who understand

what many people

* Definitely needs to be

located in and around

sports

Suggested Subjects

Math A

Eng. C

Eng. F & G

Eng. D

APPENDIX B

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