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ABSTRACT

Information on Bowie State College (Maryland), its students, and the performance of participants in the Special Services Project is presented to demonstrate a need for the project in 1986. After briefly describing the college and its goals, a literature review addresses the need for special services for specific student groups. Bowie State College has historically served low-income, black, first-generation college students and the disabled. The Bowie State College's Special Services for Disadvantaged Students Project has served students who have special needs generated by poverty, lack of adequate role models, poor academic skills, inadequate social and personal skills, learning disabilities, and physical disabilities. Data are provided on: student attrition by entering class, 1975-1984, including the graduation rate for Special Services participants; headcount enrollment, 1975-1985; undergraduate and graduate student enrollment by race; student enrollment by age; residency of full-time and part-time undergraduates; credit hours of enrollment by discipline for 1985-1986; degrees awarded during 1964-1985; the number of dependent and independent undergraduates by income range; and Scholastic Aptitude Test scores (for Bowie, the state average, and the national average). (SW)

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ED276347

The Need For A Special Services Project At Bowie State College in 1986

by

Wanda E. Gill, Ed.D.

HE 019 843

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I. Need

A. Bowie State College's Historical and Current Priorities

Bowie State College is an outgrowth of the Baltimore Normal School which was founded in 1843 to educate free Negro children. The school was moved to its current location in 1914 and was known as the Maryland Normal and Industrial School at Bowie. The name was changed in 1935 to the Maryland State Teachers College at Bowie. The school's mission was to educate teachers for for the segregated school systems of that day.

Today, Bowie State College is a co-educational institution located one and a quarter miles north of the city of Bowie within Prince George's County in the State of Maryland (see map on page 6). The college offers three graduate degrees (M.A., M.S. and M.Ed.) in ten areas of concentration[1] and two undergraduate degree programs with concentrations in twenty-seven (27) areas[2]: The Liberal Arts Program leading to the Bachelor of Arts or Bachelor of Science Degree and the Teacher Education Program leading to the Bachelor of Science Degree in Elementary Education. Bowie State College is accredited by the Middle States Association of Colleges and Secondary Schools, the Maryland State Department of Education, the National Council for the Accreditation Teacher Education, and the National

[1] Bowie State College Graduate School Catalog, 1985-1986.

[2] Bowie State College Catalog, 1985-86.

Council on Social Work Education. The College holds membership in the National Commission on Accrediting Association of Teacher Education Institutions, American Association of Colleges of Teacher Education, American Association of State Colleges and Universities, American Council on Education, National Association for Equal Opportunity in Higher Education, Maryland Association of Higher Education, American Association of University Women, Council for the Advancement of Secondary Education, College Entrance Examination Board and the American Association for Higher Education.

The campus includes eighteen buildings, of which four are dormitories. Most older buildings were rebuilt beginning in 1967. Within the past twenty years, eight new buildings were constructed and three old buildings were rebuilt. The George M. Crawford Science Building is slated for extensive remodeling beginning in 1987.

Bowie State College is governed by the Board of Trustees of the State Universities and Colleges. The State Board of Higher Education, The State Post-Secondary Education Committee, The Board of Visitors and The Bowie State College Foundation Board of Directors influence policy formation at the College. The Central Administrative Staff, headed by the President, implements policies, procedures and activities to operate the college.

The institutional goals of Bowie State College, cited on page 6 of the College Catalog and included on page 8 of this proposal speak to the provision of academic programs and educational services that will enable each student "... to work toward the attainment of his or her educational goals".[1]

The college provides curricula which combines a liberal arts education with the development of professional skills and a solid knowledge base.

The college mission statement on page 7 speaks to a commitment to the academic and social development of students. Indeed, Bowie State College, through its published goals, objectives and mission statement, has defined itself as a school in transition. Bowie State College, while proud of its history of black achievement in education, has expanded its course offerings to bring its student population into the technological world of today.

On January 6, 1983, in a special report, the Board of Trustees of the State Universities and Colleges of Maryland announced plans for Bowie State College in New Directions for the 80's. The report, prepared by the

[1] Bowie State College Catalog 1985-86, p. 6.

Academy for Educational Development of Washington, D.C., made specific recommendations for program and curricular changes and development based on geographical marketing surveys. Among the Academy's recommendations tothe Board which have since been adopted bythe Board, are the following new programs and proposed implementation dates:[1]

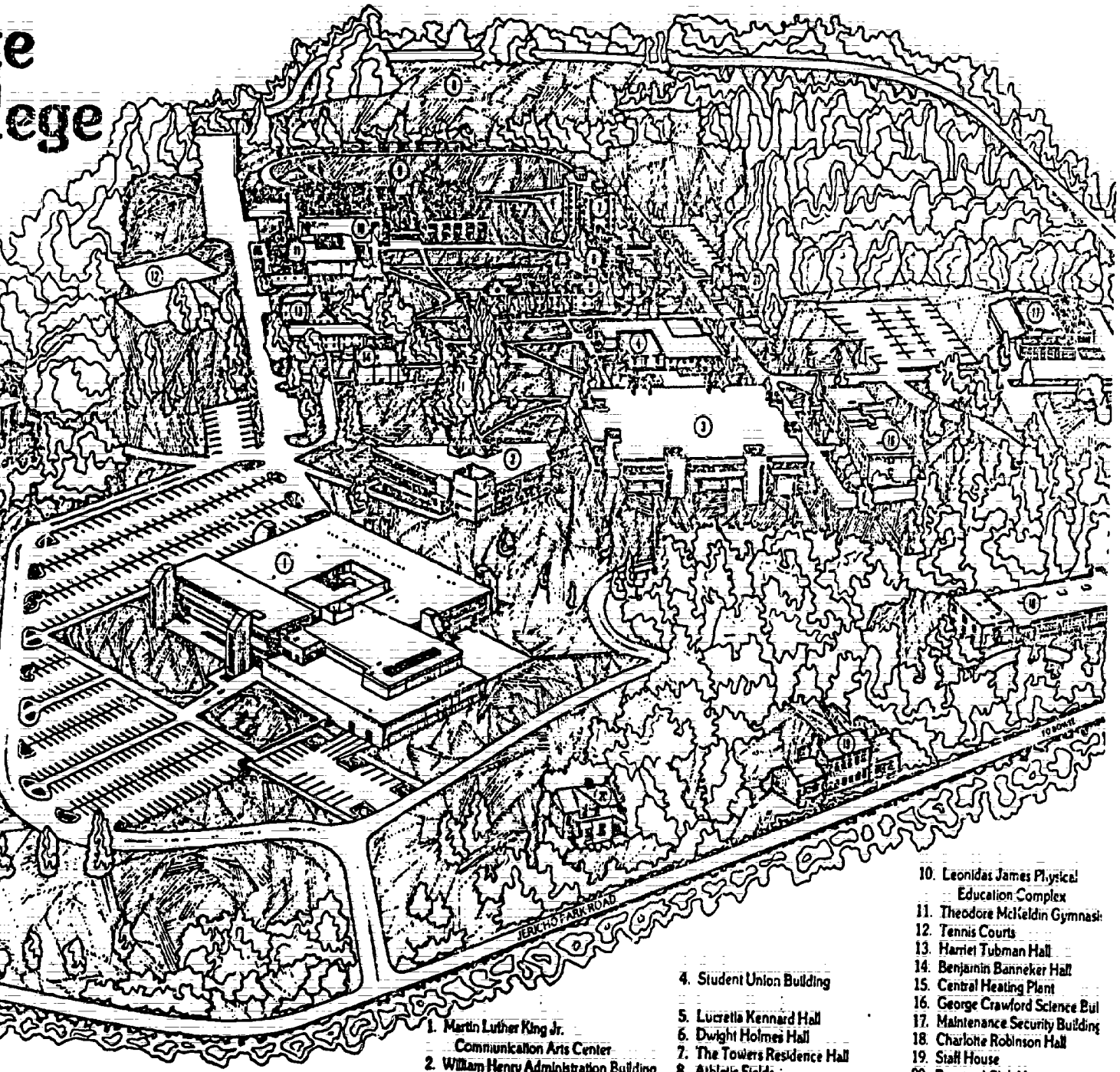
Degrees and Programs	Proposed Implementation Date
Bachelor of Technology in 10 Concentrations	Fall 1983
Bachelor of Science in Computer Science	Spring 1984
Master of Science in Computer Technology	Fall 1984
Master of Arts in Human Resource Development	Spring 1984
Master of Science in Nursing	Fall 1985
Master of Science in Management Information Systems	Spring 1985

The Bachelor of Science in Computer Science was implemented in the Fall of 1983. It is open to first-time freshmen and has attracted the largest concentration of students. The Bachelor of Technology degree was implemented ahead of schedule and offers seven concentrations rather than ten. Students applying for the Bachelor of Technology Program are required to have an A.A. degree in technology from a community college. All of the Masters degree level programs were implemented ahead of schedule with the exception of the M.S. degree in Nursing which has been tabled for consideration by the State Board of Higher Education. The Bachelor of Science

[1] Bowie State College: New Directions for the 80's, A Special Report by the Board of Trustees of the State Universities and Colleges of Maryland, January 6, 1983, pp. 19-20.

degree in Computer Science is attracting a large number of students. There are 126 undergraduate and 37 graduate students[1] who have declared majors in computer science as of the Spring of 1986. It is anticipated that the number of computer science majors will increase as the program is marketed and as students graduate and reaffirm the program's high quality. National needs in the computer science area are well documented. Locually, several computer based industries are slated for corporate headquarters in Prince George's County in the next ten years. The local housing industry has already begun to respond to the increased industry in Laurel, Bowie and Upper Marlboro, Maryland. The promise of jobs in these areas make this academic major especially attractive to first-generation, disadvantaged students. National data on the under representation of minorities in the fields of mathematics, science and engineering are also well-documented. Hence, the need for programs and services to motivate, sustain and support first-generation students interested in careers in Computer Science, mathematics, science and engineering.

[1] Director of Institutional Research, Bowie State College, Bowie, Maryland.



1. Martin Luther King Jr. Communication Arts Center
2. William Henry Administration Building
3. Thurgood Marshall Library
4. Student Union Building
5. Lucretia Kennard Hall
6. Dwight Holmes Hall
7. The Towers Residence Hall
8. Athletic Fields
9. Football Field and Track
10. Leonidas James Physical Education Complex
11. Theodore McKeldin Gymnasi
12. Tennis Courts
13. Harriet Tubman Hall
14. Benjamin Banneker Hall
15. Central Heating Plant
16. George Crawford Science Bui
17. Maintenance Security Building
18. Charlotte Robinson Hall
19. Staff House
20. Boosters' Club House
21. Infirmary

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BOWIE STATE COLLEGE
MISSION STATEMENT

The mission of Bowie State College is to provide educational programs and services to the citizens of the State of Maryland through undergraduate programs in the Arts and Sciences, Education, and Business, and graduate programs at the Master's level in selected professional fields.

Consistent with its commitment to foster and develop within each student those skills which are essential to being a contributing member of society, the College has identified excellence in technology programs as a high priority. Although it focuses on the rapid developments in the computer and information technology areas, the College retains its heritage of cherishing human values by encouraging and enabling each student to pursue truth and knowledge of the diversity in the intellectual, aesthetic, scientific, philosophical, social, political, economic, and cultural aspects of the world community. Moreover, the multi-racial and multi-national student body, faculty, and staff, which the College is committed to perpetuating, provide a living-learning environment which fosters an appreciation, understanding, and respect for such diversity.

Furthermore, because of its location within a triangle bounded by Washington, D.C., Annapolis, and Baltimore, Maryland, Bowie State College can successfully accomplish its mission through developing and expanding

research and project partnerships in both the public and private sectors with elementary and secondary schools, agencies, organizations, industries, and businesses. Thus, Bowie State College accepts its new focus on technology areas without diminishing its heritage and while retaining its role as a liberal arts institution.

BOWIE STATE COLLEGE
INSTITUTIONAL GOALS

GOAL 1: To provide academic and enhancement programs that will attract traditional and non-traditional students and afford them the opportunity to work toward the attainment of educational goals in established and developing fields.

GOAL 2: To provide supportive services and activities which will attract and contribute to the intellectual, cultural and social growth, development and enrichment of students.

GOAL 3: To provide an environment that contributes to the achievement of student goals by effective utilization of fiscal, physical, and human resources.

GOAL 4: To encourage and support faculty and staff development.

GOAL 5: To develop internal relationships and communication patterns in order to mobilize internal resources in support of the College's programs and services.

GOAL 6: To initiate and develop external relationships that will result in mutual understanding, cooperation, and support between the College and its constituents.

GOAL 7: To promote the programs and services available for the College's constituents to ensure maximum institutional utilization.

GOAL 8: To provide an environment that encourages, supports, and rewards faculty engaged in pure and applied research.

B. The Documented Need for Special Services

The problems of low income and/or physically disabled and/or learning disabled and/or first-generation college students have been well documented. In the area of support services, Thomas A. Haynes[1] found that prolonged and consistent counseling and tutoring impacted on course completion positively. Haynes' finding is consistent with the findings of Romano and Young[2] which indicate that students persist more in the proportion of credits they completed while receiving counseling and study skills than a control group who did not receive counseling and study skills. Romano and Young concluded that directive-structured interventions produce the greatest effects on the grade-point averages of students who have not had a history of achievement. C. S. Turner and others[3] indicated that a developmental program of study skills, reading, counseling and tutoring had a positive effect on the student's grade-point average because the student had more direction and better understanding of the material.

[1] Thomas A. Haynes, "The Effects of a Program of Counseling and Tutoring on Academic Achievement of Black College Freshmen," Dissertation Abstracts International, 35, p. 7646.

[2] J. L. Romano and H. Young, "Required Group Counseling/Study Skills For Academic Improvement: How Effective Are They?" Journal of College Student Personnel, 17(April 1974) pp. 512-516.

[3] C. S. Turner and Others, "The Effects of a Developmental Program on University Grades," Journal of College Student Personnel, 17(April 1974) pp. 531-537.

Kirkland and Hollandsworth[1] indicate that academic performance can be improved by remediation and the teaching of study skills. These results show the importance of teaching test-taking skills to relieve test anxiety and improve test scores. These findings have direct implications for programs like Special Services Projects which are designed to improve academic performance. Kirkland and Hollandsworth suggest the very format of the study skill and reading curricula currently used, starting with test-taking skills first and then advancing to more complex skills.

A study conducted by Miles and McDavis[2] addresses the specific counseling needs of first-generation college students. According to the authors, the black student population exemplifies perceptual differences between services that students need and what they actually receive because many black students are first-generation college students. They frequently arrive on campus with no clearly defined expectations of college life. Their lack of knowledge about the availability of counseling and other services is the most significant factor that contributes to black students' perceptual inaccuracies.

[1] Kirkland and J. G. Hollandsworth, Journal of College Student Personnel, 20(Summer 1979), pp. 431-436.

[2] G. B. Miles and R. J. McDavis, "The Effects of Four Orientation Approaches on Disadvantaged Black Freshmen Students' Attitudes Toward the Counseling Center," Journal of College Student Personnel, 23(Summer 1982), pp. 413-418.

Richard Cooper[1] has specific recommendations for college counselors on what to do to increase support and assistance to LD students. He suggests that counselors accept where the student is, assist the student towards self awareness, identify areas that students need more information on; teach the student what he or she needs to slowly adapt to new situations and feelings. The counselor needs more information about the learning style of individual LD students. These are some of the same objectives proposed in the Bowie State College Special Services Project application.

[1]Richard Cooper, "Personal Counseling for The Learning Disabled College Student." The Association on Handicapped Student Service Programs in Post-Secondary Education. Eighth Annual Conference, July 24-27, 1985.

Smith-Davis, Burke and Noel[1] have voiced concerns over the shortage of qualified, secondary special-education teachers and the adverse effect this has had on the quality of secondary programs. Shaw and Norlander indicated that Mangrum and Strichart reported that data collected between 1978 and 1982 indicated that LD students made up 3.1% of the disabled college freshmen in 1978, 5.6% in 1980 and 6.0% in 1982.[2] A 1982 study by White, Alley, Deshler, Schumaker, Warner and Clark, reported by Shaw and Norlander, indicated that 67% of young adults diagnosed as LD in public schools had plans for post-secondary education.[3]

[1] J. Smith-Davis, P. Burke and M. Noel, Personnel to Educate the Handicapped in America: Supply in Demand from a Programmatic Viewpoint (College Park, MD.: Institute for the Study of Exceptional Children and Youth, University of Maryland, 1984).

[2] Stan Shaw and Kay Norlander, "Delivery Services to the Post-Secondary Student With Learning Disabilities: The University of Connecticut Program. "The Association on Handicapped Student Service Programs in Post-Secondary Education. Eighth Annual Conference, July 24-27, 1985.

[3] Ibid., p. 96.

Most middle class students have had continuing relationships with helping professionals: Lower class students have not. Black students are less likely to preceive the counseling center as a re-ource for help. The authors concluded that small group orientation by peers and effective faculty members seems to be an effective method of orienting these students to college services. Secondly, the results show that this approach increased black students' awareness of utilizing the center's services for academic problems. Thirdly, black students listen to the advice of peers. Peer counseling can be a valuable tool in working with these students. Special Services projects which are designed to include an orientation to the Special Services program, peer counseling, peer tutoring and staff interventions will contribute to student retention and success.

Schmelzer, Brozo and Stahl emphasize tutor training on understanding how learning occurs and how to integrate study skills to facilitate the process. As authors Schmelzer et al of "Using A Learning Model to Integrate Study Skills Into A Peer Tutoring Program," emphasize peer-tutor involvement through brainstorming for solutions to problems posed. The steps in the model described by the authors are preparation, input, processing, storage and output. These steps in the learning process are the same steps, with different labels, that are emphasized to tutors in the Bowie State College Special Services Project. The project director, in the training sessions, emphasize student's learning style, study environment and time management as preparation. Listening, purposeful reading and note-taking are considered input. The processing is the understanding level, reading flexibility and self generated questions. Memory is basic storage. Output is writing skills and examination skills. The Bowie State College Special Services Project trains its tutors to be knowledgeable and responsive to participants' needs.

Ronald V. Schmelzer, William G. Brozo and Norman A. Stahl, "Using A Learning Model to Integrate Study Skills Into A Peer Tutoring Program," Journal of Developmental Education, 8, no. 22(1985).

In "Assessing Student Characteristics in Admissions to Higher Education," Hunter M. Breland[1] indicates higher education objectives other than g.p.a.'s and standardized test scores that are important for campus success. He speaks of the creation of stimulating learning environments, the development and nurturance of students, the promotion of non-academic achievements, the encouragement of student persistence and the satisfaction of societal needs for some types of abilities and interests. Recommendations, interviews, interest measures and personality measures are ways to determine a student's ability to present ideas, alertness, appearance, assertiveness, cheerfulness, curiosity, energy, impulsiveness, industry, initiative, intelligence, judgment, manner, neatness, quickness, reliability, self confidence, sociability, submissiveness, tact, tenderness and overall ability. In a 1949 study by Warner, there were high (.68) inter-rater correlations on assertiveness, intelligence, self-confidence, sociability, submissiveness and tenderness and low (.32 or lower) inter-rater correlations on impulsiveness, judgment, neatness and tact. This suggests the importance of social skills in college adjustment.

[1] Hunter M. Breland, "Assessing Student Characteristics in Admissions to Higher Education," [Research Monograph Number 9] The College Board, New York, 1981.

According to Dr. Arnold Mitchem, Executive Director of the National Council of Educational Opportunity Associations, "... current federal policy is ... accelerating the declining enrollment of poor and minority students."[1] Dr. Mitchem cited national studies that have led him to conclude that there is less federal commitment to minorities at the post-secondary level than there was in the 1960's. This conclusion was made based on the following reports and studies: Third Annual Status Report 1984: Minorities in Higher Education, American Council on Education (Reginald Wilson and Sarah Melendez);[2] Student Aid Minority Enrollment in Higher Education (John Lee, Max Rotermund and Jo Ann Bertschman);[3] Changes in College Participation Rates and Student Financial Assistance (John Lee);[4] and Minority Access to Higher Education: A Comparison of Blacks, Hispanics and Low and High Class Whites Using High School and Beyond: A Preliminary Report Describing Characteristics of Each Group (Valerie Lee).[5] All of the aforementioned reports indicate a decline in the enrollment of black and other underrepresented minority students.

[1] Arnold Mitchem, Report of the Executive Director, February 13, 1985 - April 13, 1985 (Washington, D.C.: National Council of Educational Opportunity Associations, [1985]).

[2] Reginald Wilson and Sarah Melendez, Thrid Annual Status Report 1984; Minorities in Higher Education (Washington, D.C.: American council on Education, [1984]).

[3] John Lee, Max Rotermund, and Jo Ann Bertschman, Student Aid and Minority Enrollment in Higher Education (Washington, D.C.: American Association of State Colleges and Universities[ ]).

[4] John Lee, changes in College Participation Rates and Student Financial Assistance, 1969, 1974, 1981, (Washington, D.C.: Applied Systems Ins itute Inc.).

[5] Valerie Lee, Minority Access to Higher Education: A Comparison of Blacks, Hispanics and Low and High Social Class Whites Using School and Beyond: A Preliminary Report Describing Characteristics of Each Group (Harvard Graduate School of Education, [June 1984]).

In the past five years, there has been a nation-wide trend back to the basics and a trend towards increased enrollment in mathematics and science courses.

In Trend Study of High School Offerings and Enrollments: 1972-73 and 1981-82, the U.S. Department of Education, National Center for Education Statistics reported a 48.8% increase in high school students' enrollment in mathematics, a 35.3% increase in enrollment in natural sciences, a 28.25 increase in enrollment in social sciences, a 3.5% increase in enrollment in English language and a 3.7% decline in enrollment in foreign languages for grades 9-12.[1]

Nationwide, there has been a decline in the numbers and proportions of black and hispanic youths attending college. According to Ms. Sandra Reeves, in "Minorities and College: 'A Time Bomb'" in Education Week, April 17, 1985, by 1983, 27% of blacks aged 18 to 24 years old dropped out. This figure was down from 32% in 1975, although the actual numbers (and percentages) increased. The proportion of whites in the same age range for the same year groups remained the same, 32%. Although the number of Hispanic students increased dramatically during the same time frame, the

[1] U.S., Department of Education, National Center for Education Statistics. A Trend Study of High School Offerings and Enrollments: 1972-73 and 1981-82.

percentage of high school graduates going to college dropped by 18%.

Although four-year colleges believe these students are now attending two year colleges, the American Council on Education's Third Annual Status Report on Minorities in Education, released in November 1985, indicated declines in black and Hispanic enrollments over the last three years at the junior (2 year) college level. According to the College Board, 41% of Black students, 54% of Hispanic students and 35% of White students attended two-year colleges. Yet, according to the College Board's report, "Equality and Excellence: The Educational Status of Black Americans", students attending two-year colleges are less likely to complete their baccalaurate degrees than students who enroll in four-year colleges.

The College Board report indicates a leveling off of enrollments at the historically black colleges and universities since 1982. However, the leveling off is attributed to a higher number of white students on the campuses since 1982. The College Board finding is consistent with enrollment data at Bowie State College. As indicated in Table 1, Bowie's enrollment was fairly steady at 1,699 and 1,847 for 1984 and 1985, respectively.

According to Michael A. Olivas in "New Populations, New Arrangements,"[1] of those who enter college, whites are more likely to complete the baccalaureate degree in four years than are minorities. The National Longitudinal Study reported that thirty-four (34) percent of the whites, twenty-four (24) percent of the blacks, sixteen (16) percent of the American Indians and thirteen (13) percent ofthe Hispanics who entered college in 1972 completed college in 1976.

Olivas[2] indicates that entering-student characteristics and college environmental factors determine college success. The entering-student characteristics of secondary school preparation and standardized test scores are important. However, the college environmental factors of community or four-year college, the quality of the institution and the existence of support services at the institution are critical factors for student success.

In College Participaton 1969, 1974, 1981, John Lee (1983)[3] indicates that the college population consists primarily of dependent students between the ages of 18 and 24. Their participation rate declined from 48.8% to 41% of those eligible in 1981. There was a decline over the

[1]Michael A. Olivas, "New Populations, New Arrangements," Equality Postponed, ed. by Stephen H. Adolphus (New York: College Entrance Examination Board, 1984).

[2]Op. cit.

[3]John B. Lee. College Participation, 1969, 1974, 1981, Prepared for the Higher Education Panel tothe National Center for Education Statistics, (Washington, D.C.: May 24, 1983).

past twelve (12) years of families earning less than $12,000. For black families earning less than $12,000, participation rates dropped from 34.9% to 23.4%.

The National Student Aid Coalition indicates that the goal of equal educational opportunity has not been achieved. Disadvantaged students are less likely to attend post-secondary schools than students from affluent families. The participation rates of minorities have not improved since the 1970's. To improve the ways that the information system can be expanded to include the disadvantaged, minority and non-traditional students, the National Student Aid Coalition made a series of recommendations, one of which was the "Expansion of TRIO information efforts to provide disadvantaged students with early knowledge about their potential eligibility for aid."[1]

In The Chronicle of Higher Education, Volume 19, Cheryl M. Fields reports the loss of $1,160 in financial aid for each of 250,000 students from poor families, according to the American Association of State Colleges and Universities, "Poor" is defined as an annual family income less than $6,000. The report further states that an additional 96,000 students

[1] National Student Aid Coalition, Closing the Information Gap: Ways to Improve Student Awareness of Financial Aid Opportunities, January 1985.

whose families earn between $6,000 and $12,000 would receive less student aid. The analysis was based on a stratified random sample survey of $15,616 student aid recipients at 371 public and private colleges during the 1983-84 school year.

According to a report on the conditions of excellence in higher education,[1] 75% of the revenues in public colleges and universities are dependent on enrollments and are vulnerable to enrollment decline. This condition sets the tone for quantity rather than quality. The report recommends stiff admissions requirements in the basics and a greater examination of the student's learning and growth once they're on the campus. The report indicates that a 1978 survey of 208 colleges and universities that engaged in self studies to prepare for accreditation visits revealed that only 23% of those schools examined data on student learning and growth and only 14% examined students' acquisition of the higher level skills of analysis, synthesis and problem solving. Therefore, the report recommended that colleges and universities demonstrate improvements in student knowledge, capacities and skills and that these improvements be cost effective. The report recommended a Special Services Project model of accountability and responsibility for student growth and

[1] Alexander Astin, J. Herman Blake, Howard R. Bowen, Zelda F. Gamson, Harold L. Hodgkinson, Barbara Lee, Kenneth Mortimer, Involvement In Learning: Realizing the Potential of American Higher Education: Final Report of the Study Group on the Conditions of Excellence in American Higher Education (National Institute of Education, [October 1984] p. 12).

development for colleges and universities. The report also indicated that student involvement, high expectations and assessment and feedback are critical components for success.

George H. Hanford, in "Minority Programs and Activities of the College Board: An Updated Report"[1], indicates that the educational needs of minority students must be met. The revolving door pattern of minority students' enrollment and exiting must be stopped through new efforts to deal with educational disadvantages. The key to meeting the higher education needs of minorities are training programs, forums, financial aid, and appropriate, fair assessment methods and devices to facilitate these activities. Hence, the College Board, at the request of the Advisory Panel on Minority Concerns, initiated the Educational Equality Project.

The needs of the handicapped on the college campus must be met by all agencies that receive federal money. Section 504 of the Rehabilitation Act of 1973 insures that persons with disabilities will not be excluded from participating in any program or activity receiving federal money.

[1] George H. Hanford, Minority Programs and Activities of the College Board: An Updated Report (New York: College Entrance Examination Board [1982]).

In "Accommodations for College Students With Learning Disabilities: The Law and Its Implementation," Loring Brinckerhoff[1] reviews the impact of section 504 on students with disabilities. Colleges and universities could be required to:

1) extend the time premitted for a student with a disability to earn a degree;

2) modify teaching methods and examinations;

3) assure the availability of learning aids like word processors and tape recorders.

Brinckerhoff cites the federal distric court case of Barnes vs. Converse College in which a hearing impaired teacher enrolled in a summer session at the college and was not given an interpreter. The court, though sympathetic to the College, indicated that qualified handicapped persons who need interpreters must be admitted and, upon payment of tuition, be provided with the services of an interpreter.

These modifications for learning and physically disabled student participants and information on court rulings for the college are the types of services and information that the current proposal intends to address.

[1]Loring Brinckerhoff, "Accommodations for College Students With Learning Disabilities: The Law and Its Implementation," Eighth Annual Conference of the Association on Handicapped Student Service Programs in Post-Secondary Education, July 24-27, 1985.

Sam Goodin[1] presented the results of a survey he conducted on adjustments for the learning disabled college student. Questionnaires were mailed to five-hundred and eighty-six (586) members of the Association on Handicapped Student Service Programs in Post-Secondary Education (AHSSPPE). Two-hundred and fifty-five (255 or 45%) of the population returned forms. Responses were ranked for agreement. Most respondents agreed that learning disabled students should be:

- allowed to tape lectures;
- given extra time for tests;
- allowed to take a proctored exam in another room when extra time requirements prohibit the student from being tested with the rest of the class;
- allowed to dictate test answers to proctors;
- allowed to respond orally to essay exams;
- allowed to use a basic four-function calculator in class;
- allowed to take fewer course hours per semester without losing financial aid;
- allowed to use a basic four-digit calculator during an exam;
- allowed to substitute alternate coursework in place of a foreign language requirement;
- allowed to have proofreaders indicate where mistakes are so the student can make corrections;
- provided with alternatives to computer-scored answer sheets;
- allowed to take fewer course hours per semester without losing full-time student status.
- given priority registration;
- given extended deadlines to complete class projects;
- provided with copies of the instructors' lecture notes for classes the student attends;

[1] Sam Goodin, "Academic Adjustments for Students With Learning Disabilities - Two Prespectives. Part I: Service Providers, Eighth Annual Conference of the Association on Handicapped Student Service Programs in Post-Secondary Education, July 24-27, 1985.

- exempted from being penalized for misspellings;
- allowed to take multiple choice exams rather than essay tests;
- allowed to have proofreaders correct grammar and punctuatic in written assignments;
- exempted from being penalized for incorrect puntuation;
- allowed to have a proctor rephrase test questions that are not understood by the student;
- given objective tests with a limited number of alternative responses;
- given partial credit for work shown even when the final answer is incorrect.

There was less agreement among AHSSPPE members on other adjustments. In all cases, the instructor's consent or the administration's consent is a prerequisite for the adjustment. The Bowie State College Special Services Project had spearheaded efforts to secure some accomodations for learning disabled students. However, in this new proposal, more is proposed through more project staff.

Anna Gajar and Brenda Hameister[1] describe the major objectives of a comprehensive program for learning disabled (LD) students which is being funded by the Department of Education at the Pennsylvania State University. The model calls for diagnosis and support services to retain and graduate participants, like the Special Services Project. The model describes

[1]Anna Gajar and Brenda Hameister, "A Comprehensive Model Program for Learning Disabled University Students," Eighth Annual Conference of the Association on Handicapped Student Services Programs in Post-Secondary Education, July 24-27, 1985.

activities that are designed to relay information to advisors, counselors, faculty and staff who are involved with LD students. The project designs materials and disseminates information on learning disability and identifies relevant research topics. The model described by Gajar and Hameister is very similar to current activities being provided to learning disabled students in the Bowie State College Special Services Project.

C. The Need for the Bowie State College Special Services Project

Bowie State Colelge has historically provided equal access to educational opportunities to low income, black, first-generation college students and to the disabled. Incorporated into that historical and contemporary perspective is the Bowie State College Special Services for Disadvantaged Students Project which has been on the campus since July 1, 1976. In that time, the project has provided services to a total of 1,100 different students. Of that number, 545, or approximately 50%, have graduated from post-secondary institutions, as of June 1986. The project has become an integral part of the campus experience for the students it has served. The selected Special Services students have special needs generated by poverty, the lack of adequate role models, a poor repertoire of academic skills, inadequate social and personal skills and/or learning disabilities and/or physical disabilities. Table 1 on page 38 indicates "Student Attrition By Entering Class" at Bowie State College from 1975-1984 following 1, 2, 3 and 4 years. The last set of four year statistics were completed in 1981. As of 1981, after four years, 74.3% of those who began studies at Bowie State College left. This represents a 25.7% retention rate after four years. The Special Services Project's approximately fifty-percent (50%) graduation rate (over a period of 6 or

more years) indicates the positive effect of the program on student retention and graduation.

Table 2 on page 39 presents total student enrollment by head count from 1975 to 1985. Table 3 on page 40 presents undergraduate enrollment by head count from 1975 to 1985. Total undergraduate enrollment has risen from the record low of 1,699 in the fall of 1984 in the undergraduate and graduate populations. In the fall of 1986 (not recorded in Table 3), the student enrollment by head count was approximately 3,000. This represents an increase over enrollment statistics for the fall of 1985. The administration is confident that this represents the beginning of a trend for the institution. Table 4 on page 41 presents "Total Student Enrollment by Race." Table 5 on page 42 presents "Undergraduate Enrollment By Race." In the Fall of 1985, there were 1,321 (72%) black undergraduates, 334 (18%) white undergraduates and 192 (10%) "other" undergraduates. For the Fall of 1986, there was a decrease in black undergraduate enrollment and a slight increase in non-black undergraduate enrollment. The total Student enrollment by race indicates that white (27%) and other (10%) populations for the Fall 1985 semester are well within the court mandated integration parameters because of the large white (50%) and other (11%) populations in the graduate school (see Table 6 on page 43). Student enrollment by gender is presented in Table 7 on page 44. For the Fall 1985 semester, there were 1,301 males and 1,493 females. Total student enrollment by age is presented in Table 8 page 45. For the

Fall 1985 semester, 1,253 (49.6%) students were between the ages of 18 and 24 years old; 1,271 (50.36%) students were 25 years and older [this includes the graduate school]. Table 9 on page 46 , presents Fall 1985 student population by age and gender for full-time undergraduate (median age for males is 20.4 years and median age for females is 19.7 years), part-time undergraduate (median age for males is 26.7 years and median age for females is 31.8 years), full-time graduate (median age for males is 29.0 years and median age for females is 31.3 years), and part-time graduate (median age for males is 33.5 years and median age for women is 36.1 years). The full-time undergraduate population, which the Special Services Project focuses on , is still within the traditional age range. Table 10 on page 47, presents data on the residency of full and part-time undergraduate students. Forty-six and eight-tenths percent (46.8%) of all full-time undergraduate students reside in Prince George's County. Thirty-four and three- tenths percent (34.3%) of all full-time undergraduate students reside in other places in Maryland. In other words, 81.1% of all full-time undergraduate students are Maryland State residents. These statistics are representative of the Special Services Project participant statistics on residency for the Fall of 1985.

Table 11 on page 48, presents "Credit Hours of Enrollment By Discipline for the 1985-1986 school year." For the lower division (first two years), English and Mathematics, including developmental courses, are required of all incoming students. Special Services Project students need assistance in these areas. All incoming freshmen must pass the remedial mathematics and English courses. Therefore, the proposed tutorial efforts are focused on mathematics and English during each participant's freshmen year. The second largest area for credit hours of enrollment by discipline in the lower division is computer science. Special Services Project students need extensive work on computers for literacy as well as coursework. The need for computer literacy for first-generation and/or low-income students is documented in section B of the needs section of this proposal.

The data on standardized test scores and grade-point averages for admitted freshmen who matriculated for the 1985-1986 school year indicate a need for academically supportive services. The scores for the Fall 1985 semester were as follows:

- The Mean Verbal Scholastic Aptitude Test (S.A.T.) scores for the Fall 1985 was 307 compared to a Maryland State average of 435 (see Table 12, page 49).

- The Mean Mathematics Scholastics Aptitude Test (S.A.T.) score for the Fall 1985 was 332 compared to a Maryland State average of 475 (see Table 13 on page 50).

Like other public colleges in Maryland, Bowie State College administers the Nelson Denny Reading Test and the California Achievement Test in mathematics to all incoming freshmen for placement in English and mathematics courses. In the Fall of 1985, approximately 80%, enrolled in remedial mathematics. After course instruction, this group of students is retested. Special Services Proejct participants have historically needed extensive tutoring in mathematics and English, learning skills instruction and reading instruction in order to develop skills and knowledge in these areas to pass the tests. It is because of this great student need that the project focuses heavily on basic skills in reading, learning skills, study skills, writing and basic mathematics.

According to the Director of Financial Aid at Bowie State College,[1] during the 1984-1985 school year, fifty-five percent (55%) of all students

[1] Telephone Conversation, Director of Financial Aid, Bowie State College, July 8, 1986 and "Applications and Fiscal Operations Report," Department of Education.

were on financial aid. In the "Application and Fiscal Operations Report" prepared for the Department of Education, there were eight hundred and seventy-five (875) dependent undergraduate students, three hundred and fifty-three (353) independent undergraduate students and forty-nine (49) graduate students on financial aid for the 1984-85 award year. Table 18 on page 55 indicates the numbers of dependent undergraduate students by income range. Two hundred and sixty-four (264) dependent undergraduate students had taxable and non-taxable income of $11,999 or less. Table 19 on page 56 indicates the number of independent undergraduate students by income range. The Bowie State College Special Services Project is serving these financially ready students.

These figures conform to the Department of Education Family Income Levels for 1986-87 which are as follows:

Size of Family	Family Income Less Than
1	$ 8,040
2	$10,860
3	$13,680
4	$16,500
5	$19,320
6	$22,140
7	$24,960
8	$27,780

There were fourteen (14) students in the Fall semester and sixteen (16) students in the Spring semester identified is handicapped for the 1985-1986 school year. The students had one or more of the following disorders:

a. impairment of mobility;

b. impairment of motion control; and

c. learning disability.

The services provided for this population included early registration, sign language interpretation, note-taking, counseling, advisement and equipment loans.

Bowie State College has a Coordinator of Programs for the Handicapped who is also the Section 504 of the Rehabilitation Act of 1973 Coordinator and the International Students Advisor for the college. This Coordinator conducted a total of five (5) counseling sessions per student throughout the year. Bowie State College's Coordinator of Programs for the Handicapped and International Student Advisor is limited by having many other responsibilities (foreign students from 44 countries) and extremely limited resources. She has historically referred disabled students tothe project for assistance. These students would have gone without valuable tutorial, reader and learning skills services if it had not been for the

Special Services Project. During the 1985-1986 school year, project personnel worked several days a week with two blind students, five documented learning disabled students and one deaf student. Project personnel worked intermittently with a student with cerebral palsy and four more learning disabled students.

Table 15 on page 52 indicates the number of degrees awarded by level from 1964-1985. Table 16 on page 53 indicates the number of bachelor degrees conferred by race. For June 1985, nearly 70% of those earning bachelors degrees were black, 22% were white and 8% were "other." An examination of Table 5 data for the Fall of 1980 suggests that the Fall 1985 graduates are statistically similar to the racial spread in 1980. The Institutional Research Office did not present the degrees awarded in terms of the number of years required to complete the degrees. Therefore, generalizations can not be made for the campus as a whole. However, generally speaking, the Special Services Project students complete the bachelor's degree within a six-year period. This is consistent with the trends in data established by the project director.

In terms of the geographical area in which Bowie State College is located (Prince George's County) and from which it draws many of its students (40.8% full-time undergraduate), the per capita income is $8,616.[1] The percapita income of neighboring Anne Arundel County is $8,402. Prince George's County has a population of 666,071 of whom 59,737 (9%) live below poverty level. Anne Arundel County has a population of 370,775 with 31,042 (8%) living below the poverty level.

The specific cities in Prince George's and Anne Arundel Counties are charted as follows for population, per capita income and number of persons whose income is below the poverty level.

Prince George's county has a high incidence of unemployment and a large number of residents receiving welfare assistance. According to the Prince George's County Department of Social Welfare, 573 people received Aid to Families with Dependent Children (AFDC) in fiscal year 1984. In fiscal year 1985, 582 people received Aid to Families with Dependent Children (AFDC). In 1984, 894 individuals received general public assistance (GPA) compared to 901 in 1985.[2]

A large number of Bowie State College freshmen come from high schools

[1] U.S. Bureau of Census, 1980 Census of Population and Housing: Maryland, p. 22.

[2] Prince George's County, Maryland, Department of Social Services, Annual Report.

CITIES IN PRINCE GEORGE'S

AND

ANNE ARUNDEL COUNTIES: BY POPULATION,

PER CAPITA INCOME, AND POVERTY STATUS

Place	Population	Per Capita Income	Persons Below Poverty Level
Annapolis	31,740	$ 8,581	5,759
Bowie	33,695	9,612	771
Capital Heights	3,271	5,979	632
District Heights	6,799	8,416	573
Fairmount Heights	1,616	5,290	306
Largo	5,557	10,945	116
Laurel	12,103	9,099	1,302
Oxon Hill	36,267	18,500	1,620
Severna Park	21, 253	10,944	527
Suitland	32,164	8,313	2,605

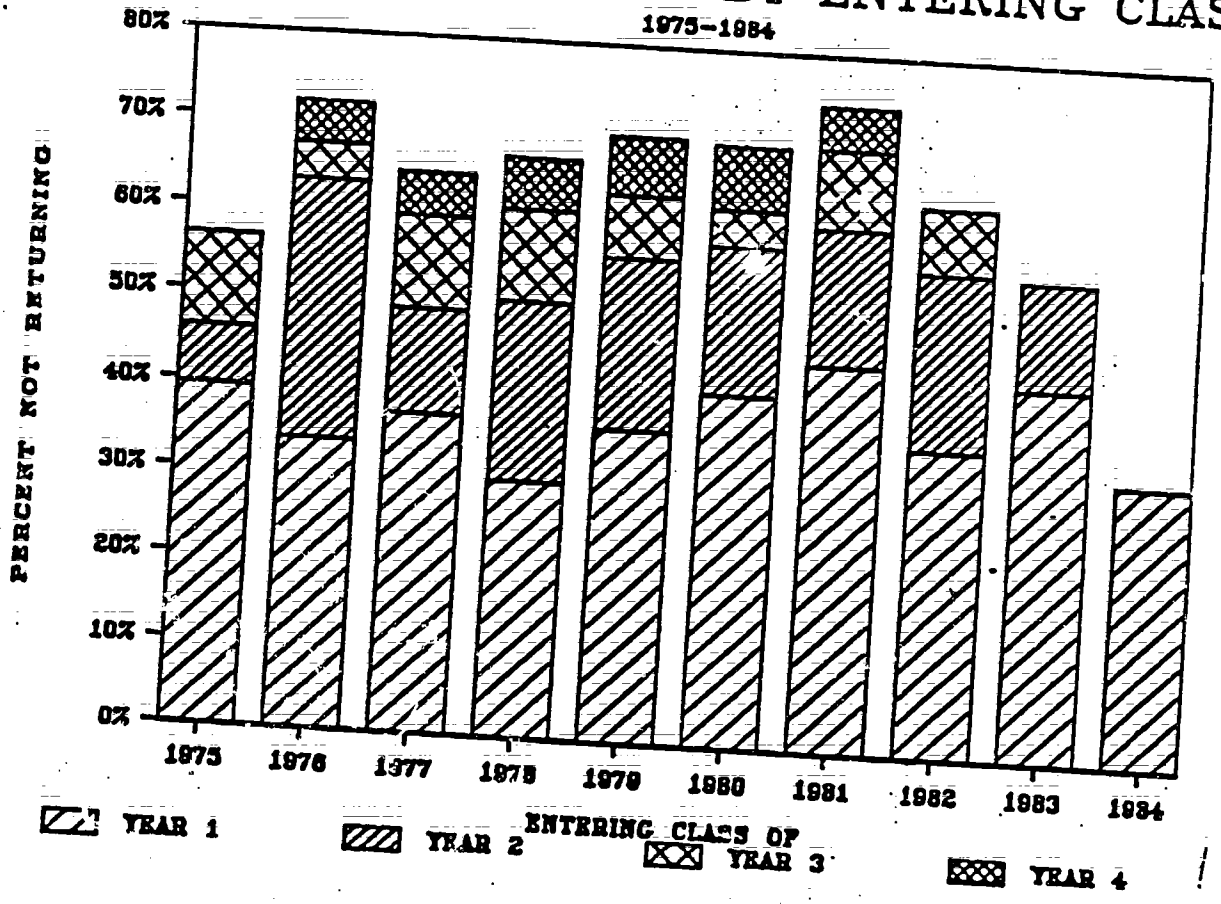
in Prince George's County with a high incidence of low-income enrollees. Table 17 on page 54 presents data on the high schools in Prince George's county that many Bowie State College freshmen come from. The numbers of students assigned to each counselor speak to the need for more counseling services for students at the high school level. The implications for colleges is that most students coming from area high schools are not accustomed to having support services readily available to them. As a result, they tend to rely on themselves and peers rather than trained counselors.

These students typically are not aware of their options in order to make realistic choices for college majors. The need for counseling is clear.

The need for the Special Services Project at Bowie State College is clear. The academic skills of the participants, is demonstrated by standardized test scores (S.A.T., Nelson Denny Reading Test, California Achievement Test in mathematics). Financial need is demonstrated by financial aid awards to Special Services Project participants and by the Prince George's County Department of Social Services and/or learning disabled and who are not being provided with adequate services elsewhere on the campus, speaks to the need for the Special Services Project. The historical and present role of the project makes its funding a necessity for the first generation, financially needy and handicapped students it serves.

TABLE 1

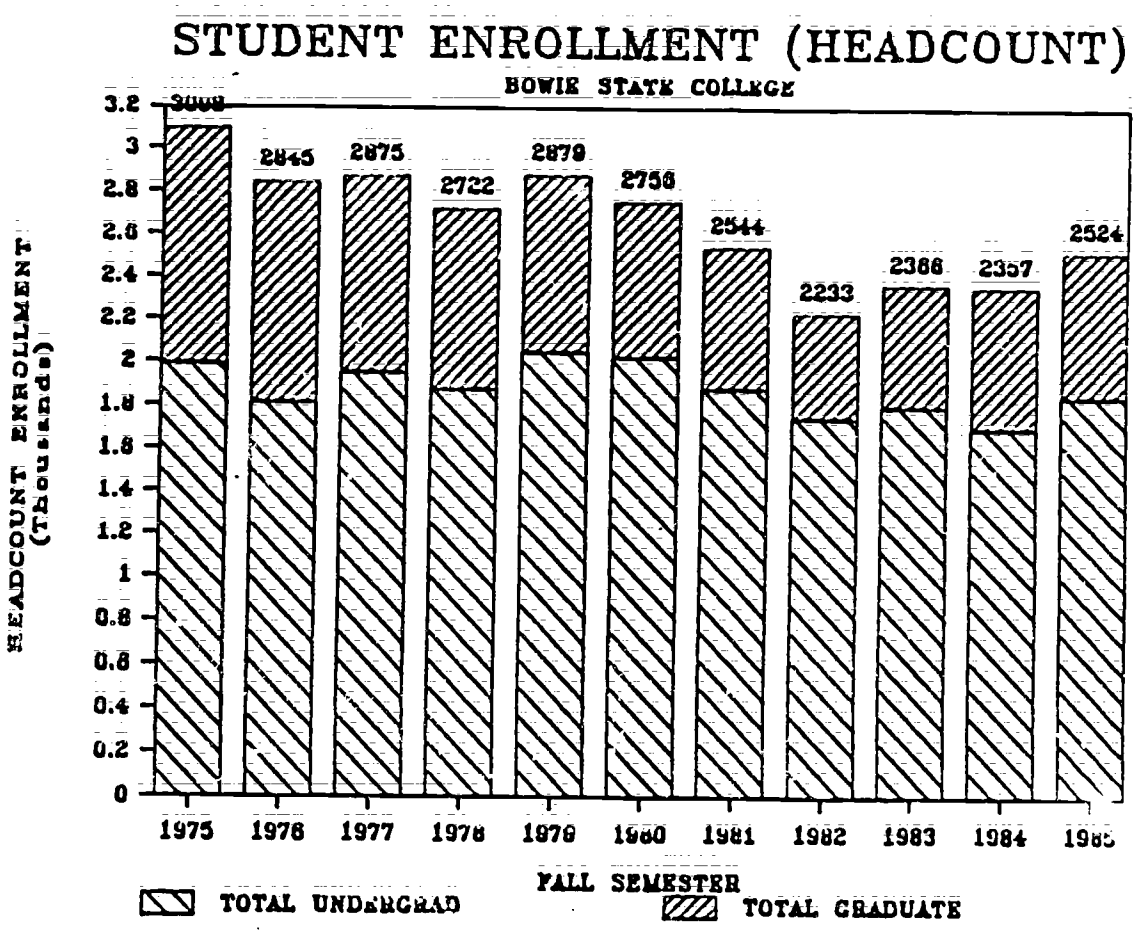
STUDENT ATTRITION BY ENTERING CLASS



	% STUDENTS NOT ENROLLED ENTERING CLASS OF									
	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984
FOLLOWING YEAR 1	39.6%	33.8%	37.2%	29.8%	36.4%	41.0%	44.9%	35.8%	43.2%	32.6%
FOLLOWING YEAR 2	46.1%	63.2%	49.9%	50.3%	55.8%	57.8%	60.4%	55.7%	55.3%	
FOLLOWING YEAR 3	56.5%	67.2%	59.6%	60.8%	63.1%	62.0%	69.3%	63.3%		
FOLLOWING YEAR 4	56.5%	72.0%	64.5%	66.8%	69.7%	69.3%	74.3%			

N.B. : THESE DATA HAVE BEEN ADJUSTED TO REFLECT THOSE STUDENTS WHO SUCCESSFULLY GRADUATED FROM THE COLLEGE.

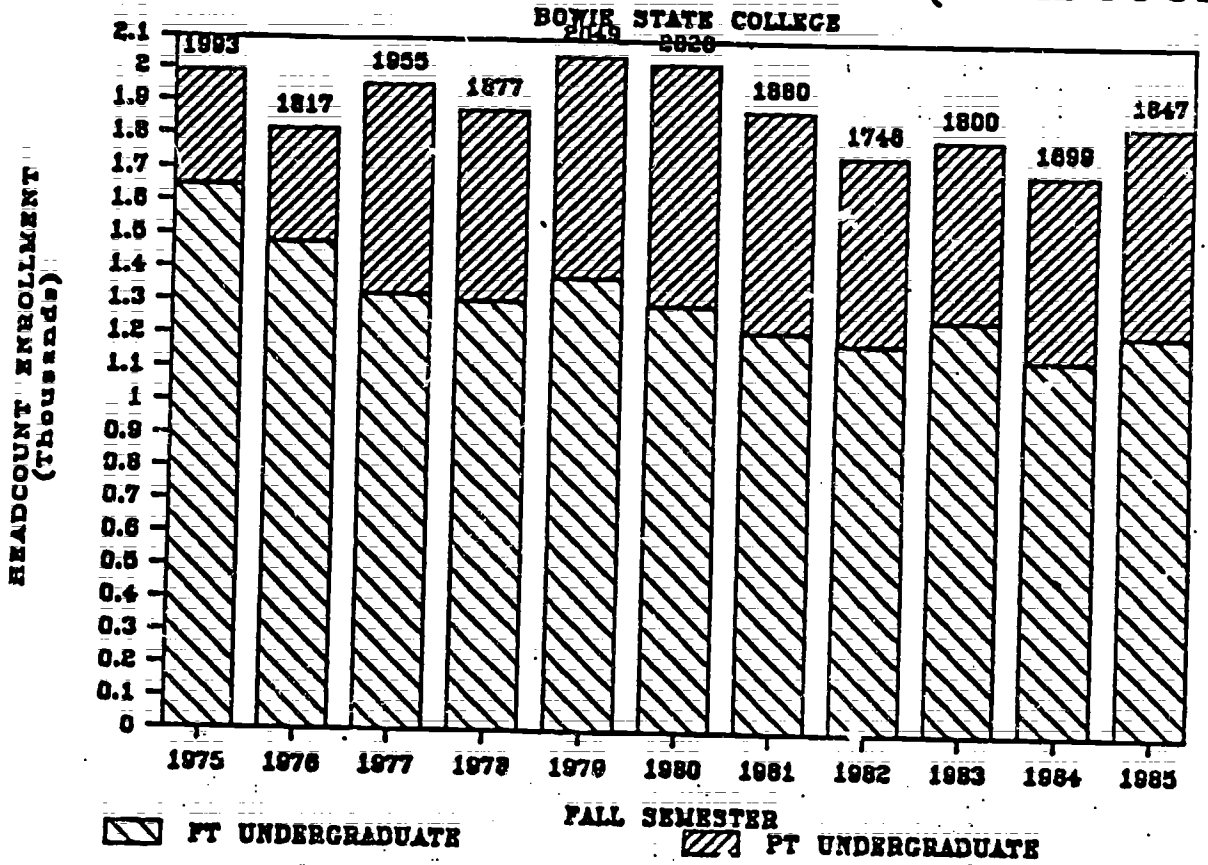
TABLE 2



CATEGORY	FALL 1975	FALL 1976	FALL 1977	FALL 1978	FALL 1979	FALL 1980	FALL 1981	FALL 1982	FALL 1983	FALL 1984	FALL 1985
TOTAL HEADCOUNT	3098	2845	2875	2722	2879	2756	2544	2233	2366	2357	2524
TOTAL UNDERGRADUATE	1993	1817	1955	1877	2049	2026	1880	1746	1800	1699	1847
TOTAL GRADUATE	1105	1028	920	845	830	730	664	487	566	658	677

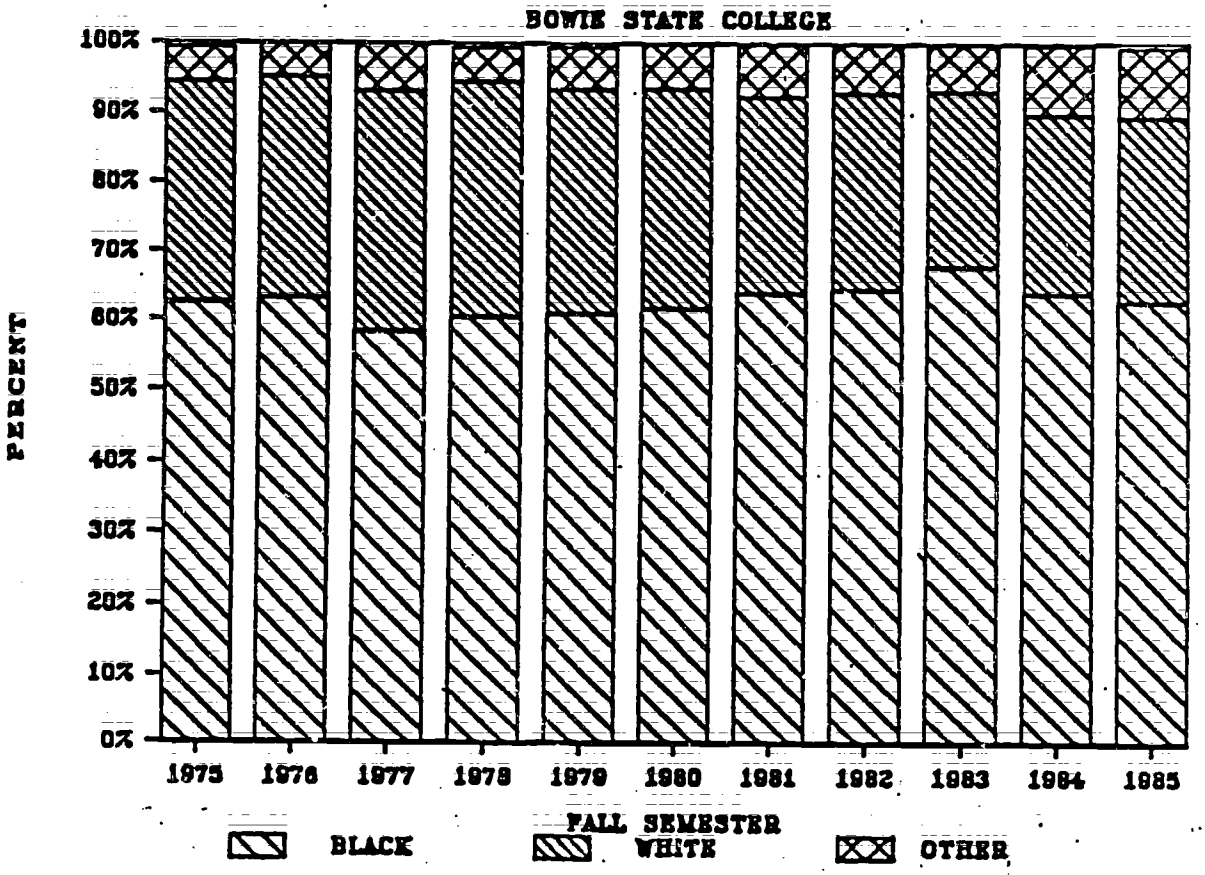
TABLE 3

UNDERGRADUATE ENROLLMENT(HEADCOUNT)



CATEGORY	FALL 1975	FALL 1976	FALL 1977	FALL 1978	FALL 1979	FALL 1980	FALL 1981	FALL 1982	FALL 1983	FALL 1984	FALL 1985
TOTAL UNDERGRADUATE	1993	1817	1955	1877	2049	2026	1880	1746	1800	1699	1847
FT UNDERGRADUATE	1649	1477	1320	1303	1375	1292	1216	1185	1257	1142	1218
PT UNDERGRADUATE	344	340	635	574	674	734	664	561	543	557	629

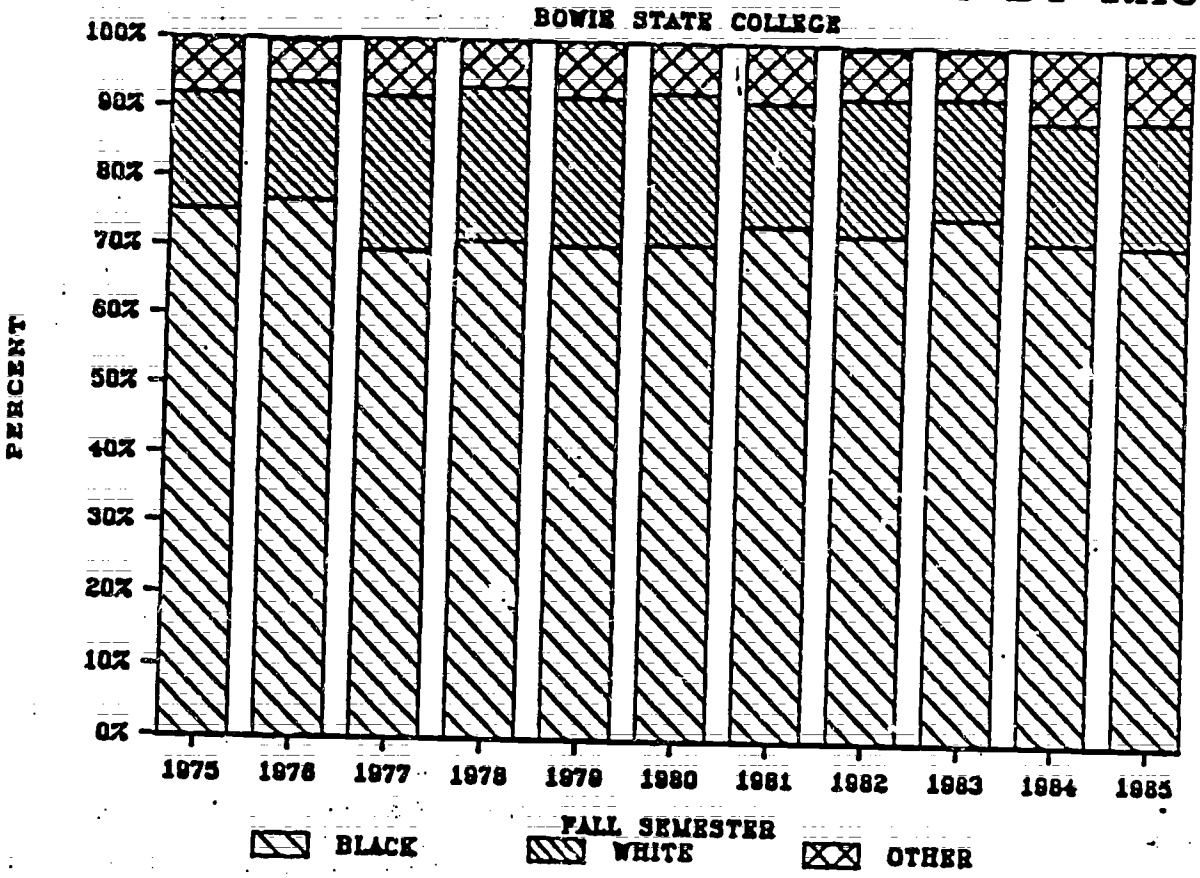
TOTAL STUDENT ENROLLMENT BY RACE



CATEGORY	FALL 1975	FALL 1976	FALL 1977	FALL 1978	FALL 1979	FALL 1980	FALL 1981	FALL 1982	FALL 1983	FALL 1984	FALL 1985
TOTAL BLACK	1938	1797	1677	1642	1752	1699	1625	1439	1606	1506	1582
TOTAL WHITE	985	909	999	927	933	875	722	635	597	610	673
TOTAL OTHER	175	139	199	153	194	182	197	159	163	241	269
TOTAL BLACK	63%	63%	58%	60%	61%	62%	64%	64%	68%	64%	63%
TOTAL WHITE	32%	32%	35%	34%	32%	32%	28%	28%	25%	26%	27%
TOTAL OTHER	5%	5%	7%	6%	7%	6%	8%	8%	7%	10%	10%

TABLE 5

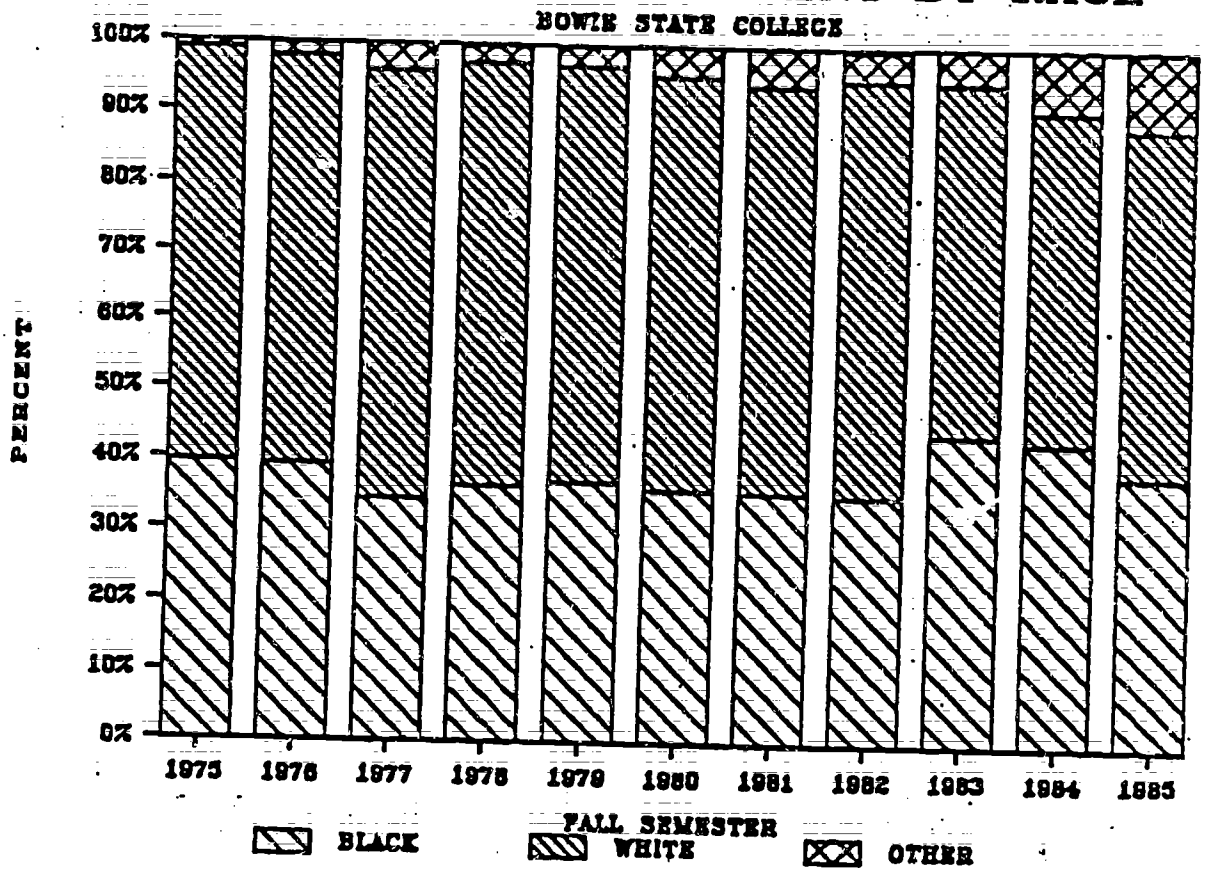
UNDERGRADUATE ENROLLMENT BY RACE



CATEGORY	FALL 1975	FALL 1976	FALL 1977	FALL 1978	FALL 1979	FALL 1980	FALL 1981	FALL 1982	FALL 1983	FALL 1984	FALL 1985
TOTAL BLACK	1500	1393	1360	1335	1445	1436	1388	1267	1355	1221	1321
TOTAL WHITE	331	307	434	413	437	441	333	344	311	297	334
TOTAL OTHER	162	117	161	129	167	149	159	135	134	181	192
PERCENT BLACK	75%	77%	70%	71%	71%	71%	74%	73%	75%	72%	72%
PERCENT WHITE	17%	17%	22%	22%	21%	22%	18%	20%	17%	17%	18%
PERCENT OTHER	8%	6%	8%	7%	8%	7%	8%	7%	8%	11%	10%

TABLE 6

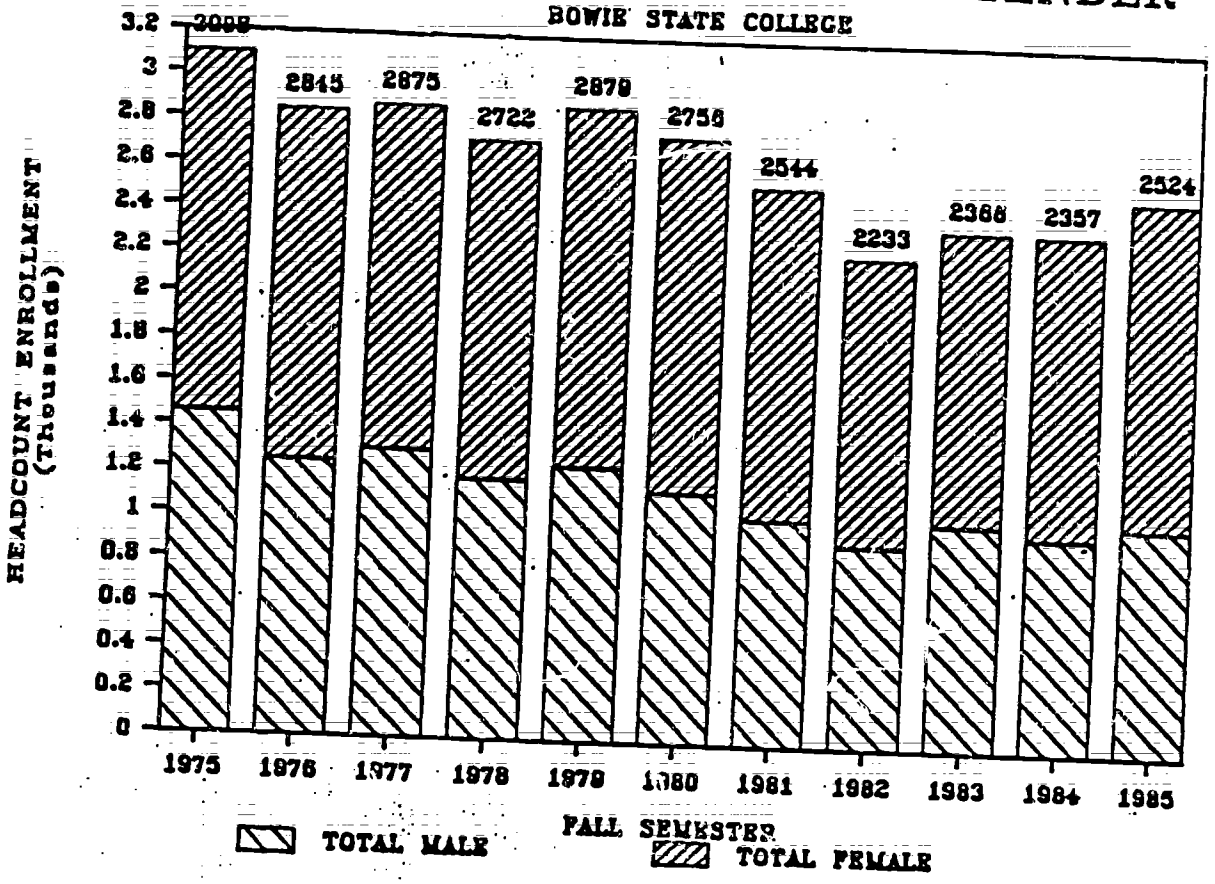
GRADUATE ENROLLMENT BY RACE



CATEGORY	FALL 1975	FALL 1976	FALL 1977	FALL 1978	FALL 1979	FALL 1980	FALL 1981	FALL 1982	FALL 1983	FALL 1984	FALL 1985
TOTAL BLACK	438	404	317	307	307	263	237	172	251	285	261
TOTAL WHITE	654	602	565	514	496	434	389	291	286	313	339
TOTAL OTHER	13	22	38	24	27	33	38	24	29	60	77
PERCENT BLACK	40%	39%	34%	36%	37%	36%	36%	35%	44%	43%	39%
PERCENT WHITE	59%	59%	61%	61%	60%	59%	59%	60%	51%	49%	50%
PERCENT OTHER	1%	2%	5%	3%	3%	5%	5%	5%	5%	9%	11%

TABLE 7

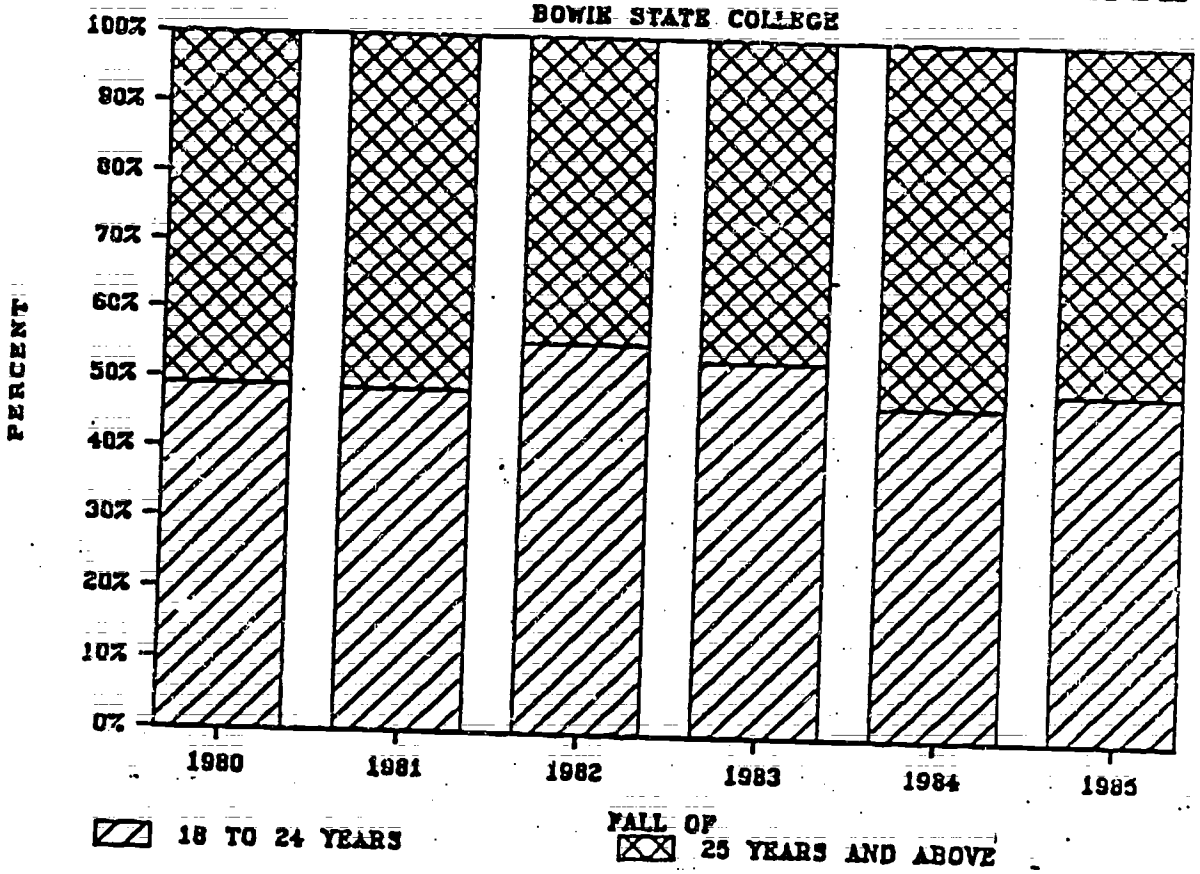
STUDENT ENROLLMENT BY GENDER



CATEGORY	FALL 1975	FALL 1976	FALL 1977	FALL 1978	FALL 1979	FALL 1980	FALL 1981	FALL 1982	FALL 1983	FALL 1984	FALL 1985
TOTAL HEADCOUNT	3098	2845	2875	2722	2879	2756	2544	2233	2366	2357	2524
TOTAL MALE	1459	1247	1305	1177	1243	1138	1029	920	1026	977	1031
TOTAL FEMALE	1639	1598	1570	1545	1636	1618	1515	1313	1340	1380	1493

TABLE 8

TOTAL STUDENT ENROLLMENT BY AGE



AGE RANGE	FALL 1980	FALL 1981	FALL 1982	FALL 1983	FALL 1984	FALL 1985
# 18 TO 24 YEARS	1354	1238	1242	1265	1118	1253
# 25 YEARS & OLDR.	1402	1306	991	1101	1239	1271
% 18 TO 24 YEARS	49.13%	48.66%	55.62%	53.47%	47.43%	49.64%
% 25 YEARS & OLDER	50.87%	51.34%	44.38%	46.53%	52.57%	50.36%

TABLE 9

STUDENT POPULATION BY AGE AND GENDER

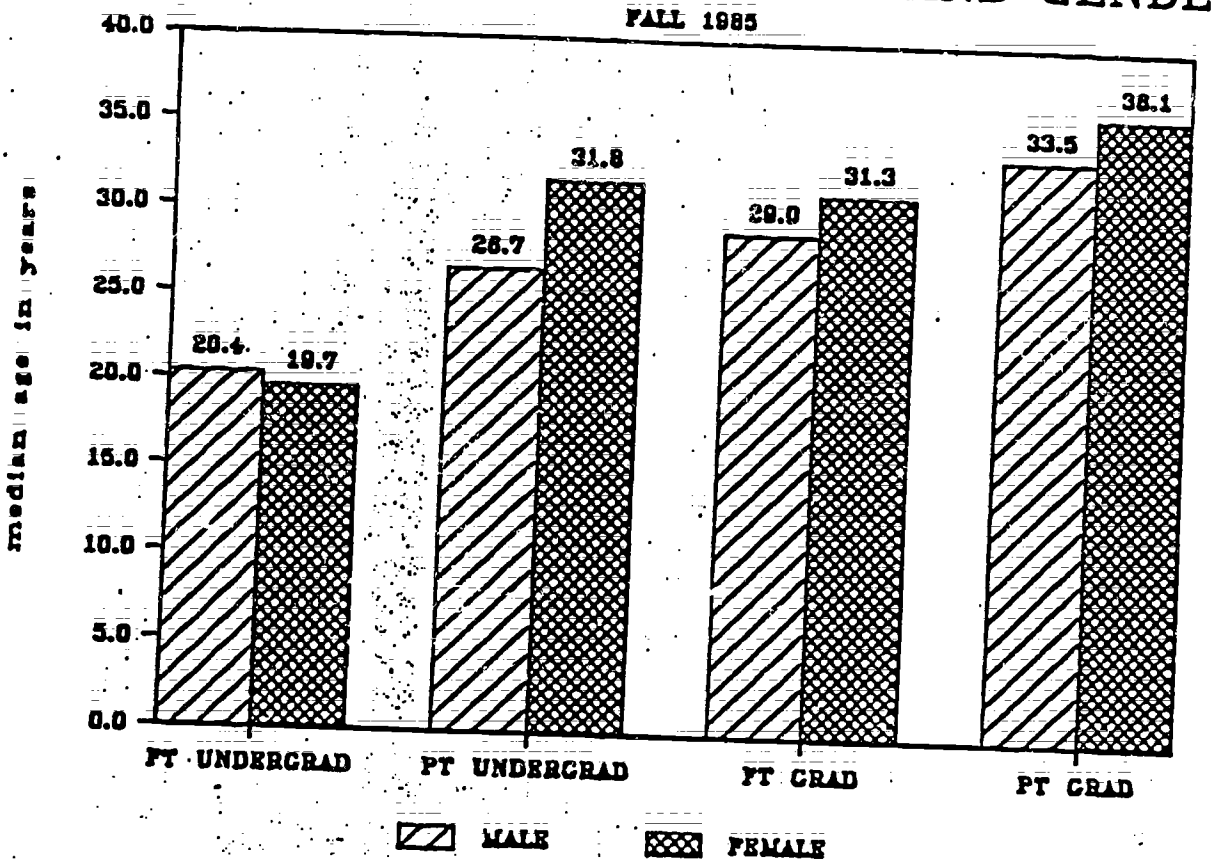
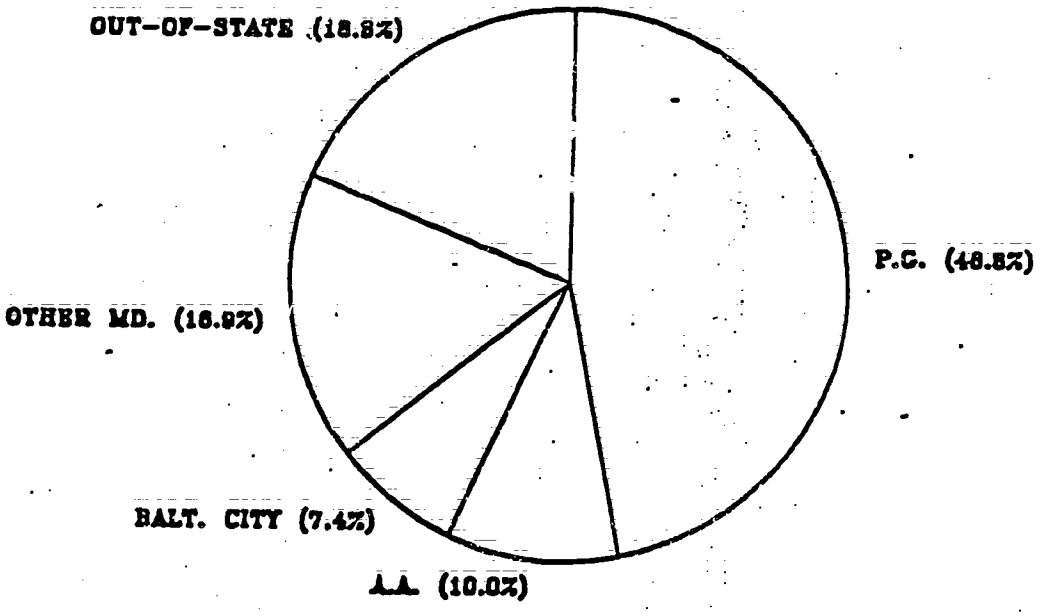


TABLE 10

FULL-TIME UNDERGRADUATES BY RESIDENCE

FALL 1985



PART-TIME UNDERGRADUATES BY RESIDENCE

FALL 1985

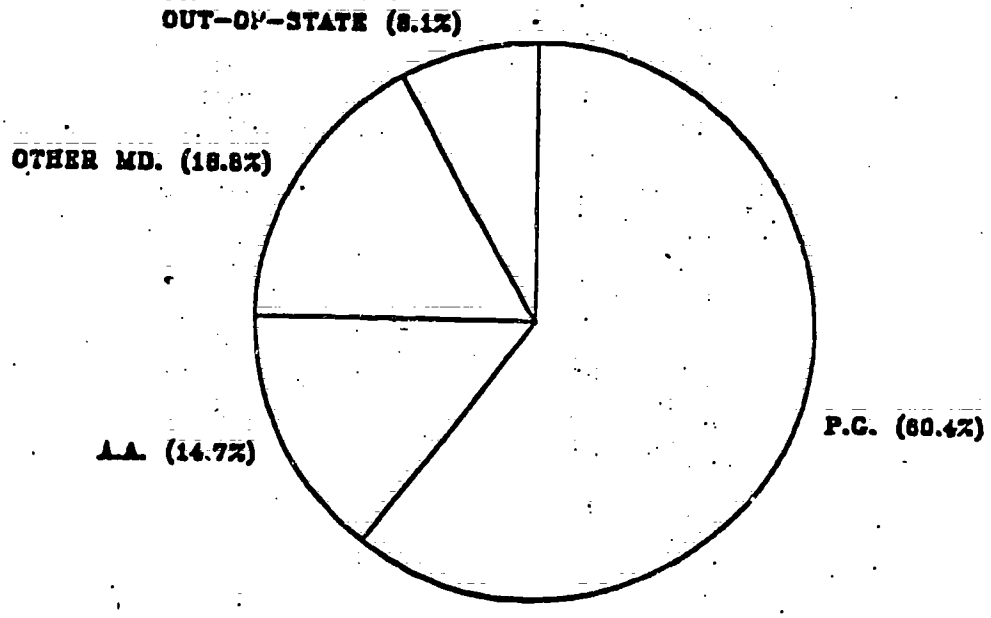


TABLE 11

CREDIT HOURS OF ENROLLMENT BY DISCIPLINE
1985-1986

DISCIPLINE	LOWER	UPPER	GRAD	TOTAL
ACCOUNTING	0	0	84	84
ANTHROPOLOGY	483	300	0	783
ART	378	571	0	949
ART EDUCATION	0	0	0	0
BIOLOGY	1029	366	0	1395
BUSINESS ADMINISTRATION	2337	4356	51	6744
BUSINESS EDUCATION	156	0	0	156
CHEMISTRY	816	0	0	816
COMMUNICATIONS	204	492	0	696
COMPUTER SCIENCE	2358	510	447	3315
DEVELOPMENTAL MATH	759	0	0	759
DEVELOPMENTAL READING	1024	0	0	1024
EARLY CHILD EDUCATION	0	315	0	315
ECONOMICS	1077	1317	66	2460
EDUCATION/GENERAL	287	204	1175	1666
ELEMENTARY EDUCATION	0	297	0	297
ENGLISH	3178	123	0	3301
FRENCH	258	0	0	258
GEOGRAPHY	321	0	0	321
GUIDANCE/COUNSELING	0	0	1371	1371
HEALTH EDUCATION	132	85	0	217
HISTORY	2196	90	6	2292
HUMANITIES	528	0	0	528
HUMAN RESOURCE DEVELOPMENT	0	0	288	288
INTERDISCIPLINARY STUDIES	30	0	0	30
JOURNALISM	243	888	0	1131
MGMT. INFORMATION SYSTEMS	0	0	606	606
MANAGEMENT	0	0	969	969
MATHEMATICS	3271	273	0	3544
MILITARY SCIENCE	66	260	0	326
MUSIC	261	301	0	562
MUSIC/APPLIED	178	72	0	250
NURSING	0	438	0	438
ORIENTATION	384	0	0	384
PHILOSOPHY	471	42	0	513
PHYSICAL EDUCATION	792	118	240	1150
PHYSICAL SCIENCE	588	0	0	588
PHYSICS	444	27	0	471
POLITICAL SCIENCE	241	384	0	625
PSYCHOLOGY	1082	762	1702	3546
PUBLIC ADMINISTRATION	19	168	78	265
SECONDARY EDUCATION	0	177	0	177
SOCIAL WORK	147	413	0	560
SOCIOLOGY	856	393	228	1477
SPANISH	594	54	0	648
SPECIAL EDUCATION	0	156	399	555
SPEECH	1740	120	0	1860
THEATRE	85	72	0	157
TOTAL	29013	14144	7710	50867

TABLE 12

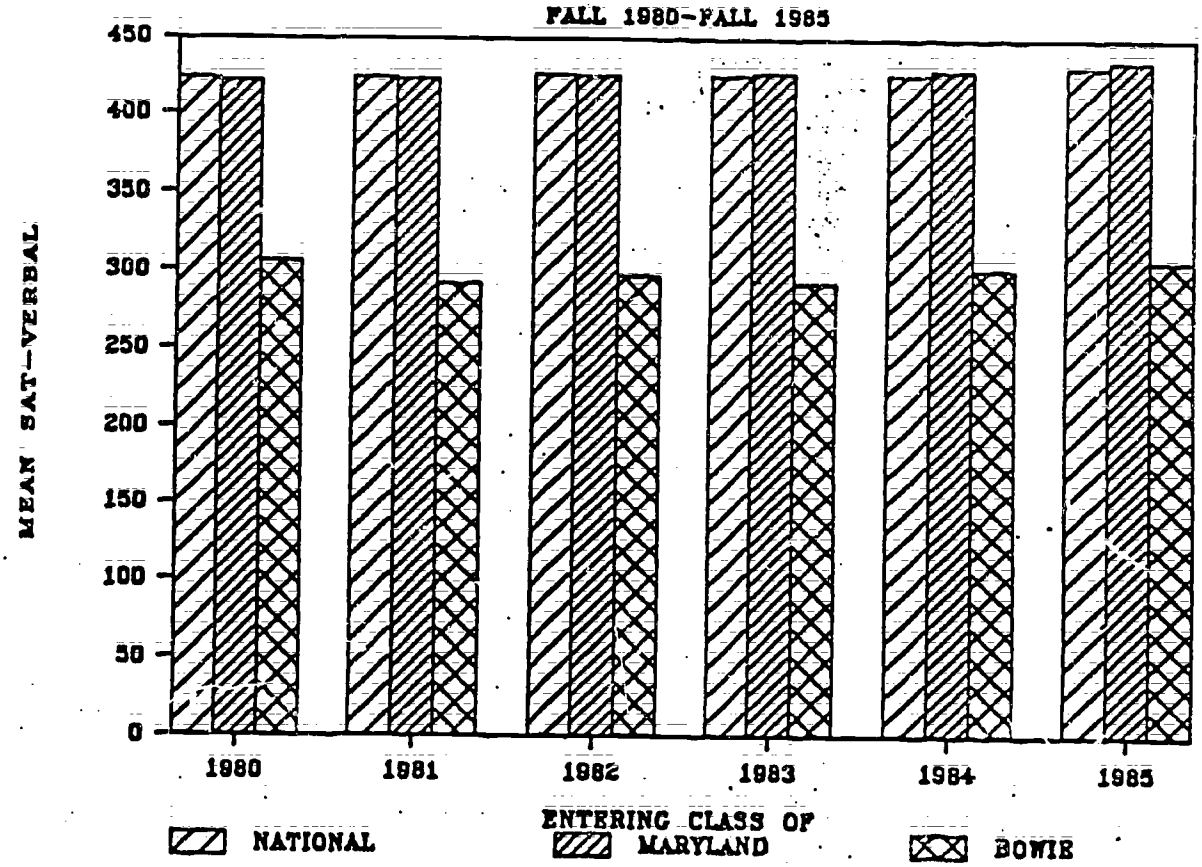
CREDIT HOURS OF ENROLLMENT BY DISCIPLINE
1984-1985

DISCIPLINE	DIVISION LOWER	UPPER	GRADUATE	TOTAL
ACCOUNTING	0	0	108	108
ANTHROPOLOGY	555	306	0	861
ART	330	554	0	884
ART EDUCATION	0	3	0	3
BIOLOGY	1088	516	0	1604
BUSINESS ADMINISTRATION	2068	3918	96	6082
BUSINESS EDUCATION	180	0	0	180
CHEMISTRY	730	0	0	730
COMMUNICATIONS	144	540	0	684
COMPUTER SCIENCE	2295	273	129	2697
DEVELOPMENTAL MATH	669	0	0	669
DEVELOPMENTAL READING	960	0	0	960
EARLY CHILDHOOD EDUCATION	0	411	0	411
ECONOMICS	912	1101	99	2112
EDUCATION/GENERAL	281	159	1254	1694
ELEMENTARY EDUCATION	0	174	0	174
ENGLISH	2961	36	9	3006
FRENCH	354	0	0	354
GEOGRAPHY	246	0	0	246
GUIDANCE/COUNSELING	0	0	1377	1377
HEALTH EDUCATION	102	48	0	150
HISTORY	1855	78	0	1933
HUMANITIES	483	0	0	483
JOURNALISM	147	621	0	768
MANAGEMENT	0	0	684	684
MATHEMATICS	2776	273	0	3049
MGMT. INFORMATION SYSTEMS	0	0	273	273
MILITARY SCIENCE	85	240	0	325
MUSIC	240	157	0	397
MUSIC/APPLIED	201	50	0	251
NURSING	0	600	0	600
ORIENTATION	337	0	0	337
PHILOSOPHY	411	21	0	432
PHYSICAL EDUCATION	826	108	186	1120
PHYSICAL SCIENCE	420	0	0	420
PHYSICS	459	78	0	537
POLITICAL SCIENCE	330	261	0	591
PSYCHOLOGY	870	672	1908	3450
PUBLIC ADMINISTRATION	16	186	51	253
SECONDARY EDUCATION	0	252	0	252
SOCIAL WORK	123	590	0	713
SOCIOLOGY	617	534	207	1358
SPANISH	477	60	0	537
SPECIAL EDUCATION	0	132	528	660
SPEECH	1707	222	3	1932
THEATRE	186	64	0	250
TOTAL	26441	13238	6912	46591

TABLE 13

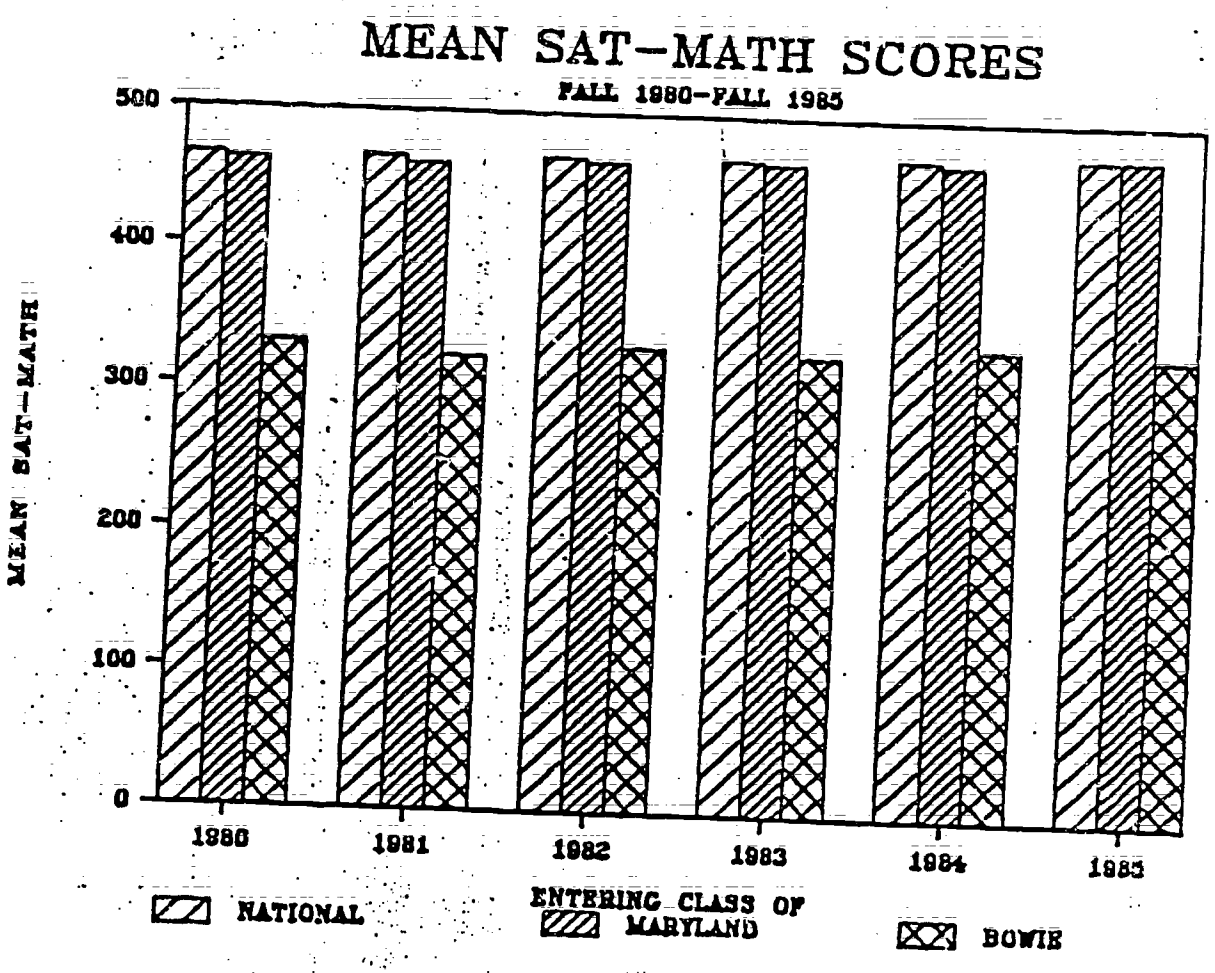
MEAN SAT-VERBAL SCORES

FALL 1980-FALL 1985



	VERBAL		
CLASS OF:	NATIONAL AVERAGE	MARYLAND AVERAGE	BOWIE
1974	444	452	310
1975	434	436	303
1976	431	432	293
1977	429	431	301
1978	429	431	302
1979	427	426	302
1980	424	422	307
1981	424	423	292
1982	426	425	297
1983	425	427	292
1984	426	429	301
1985	431	435	307

TABLE 14



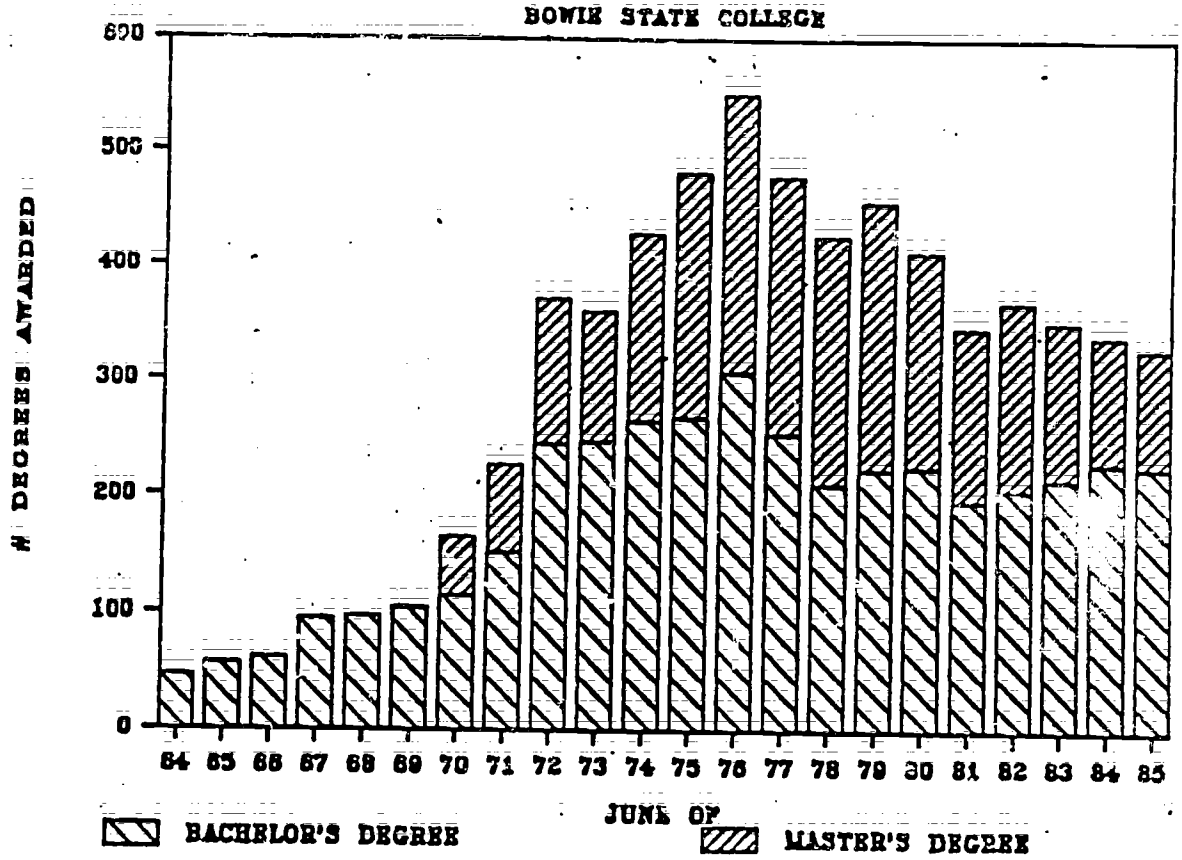
MATH

CLASS OF:	NATIONAL AVERAGE	MARYLAND AVERAGE	BOWIE
1974	480	485	325
1975	472	471	322
1976	472	470	322
1977	470	469	319
1978	468	466	319
1979	467	464	319
1980	466	463	332
1981	466	461	323
1982	467	464	331
1983	468	466	327
1984	471	468	335
1985	475	475	332

TABLE 15

DEGREES AWARDED BY LEVEL

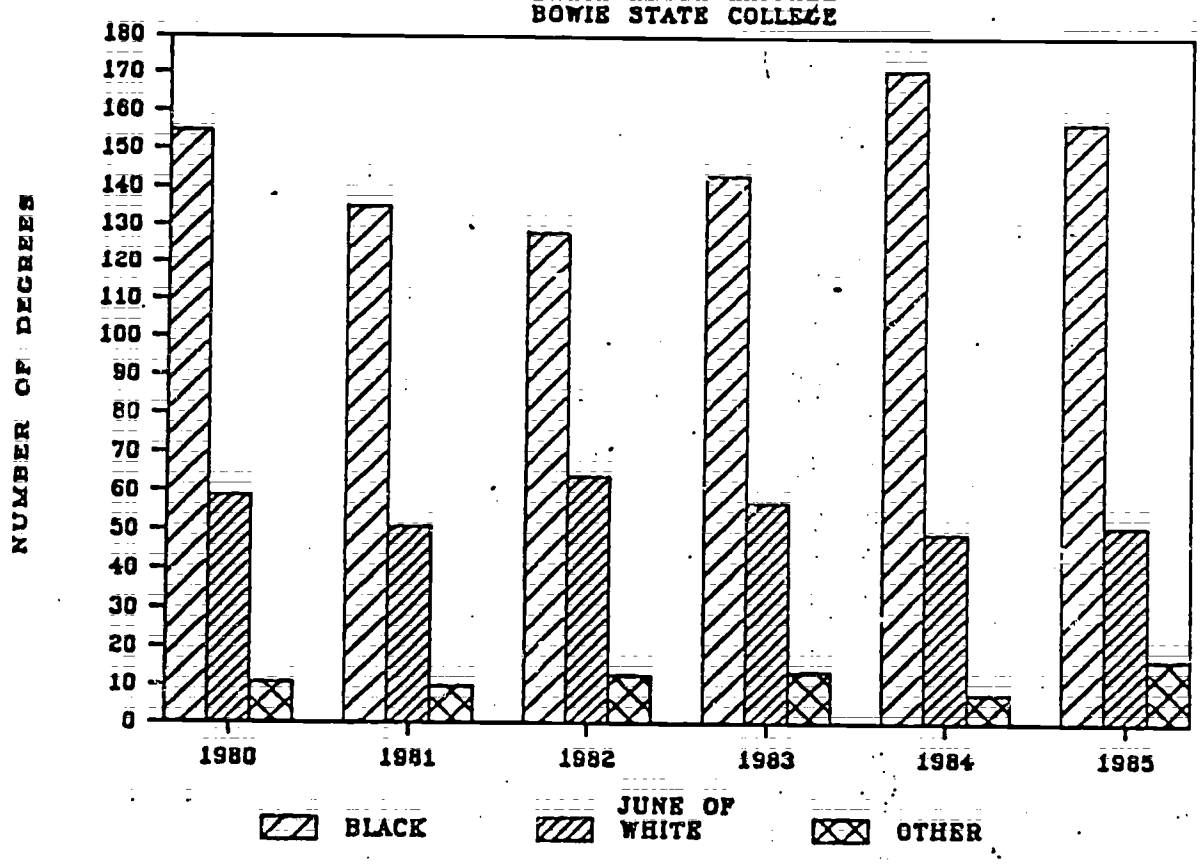
BOWIE STATE COLLEGE



DATE	BACHELOR'S DEGREE	MASTER'S DEGREE
June 1964	48	---
June 1965	58	---
June 1966	63	---
June 1967	96	---
June 1968	98	---
June 1969	105	---
June 1970	115	50
June 1971	151	76
June 1972	245	126
June 1973	247	113
June 1974	265	164
June 1975	268	214
June 1976	307	243
June 1977	254	225
June 1978	210	217
June 1979	223	234
June 1980	225	188
June 1981	196	150
June 1982	205	163
June 1983	214	137
June 1984	228	111
June 1985	225	103

TABLE 16

BACHELORS DEGREES CONFERRED BY RACE



	June 1980	June 1981	June 1982	June 1983	June 1984	June 1985
Bachelor's Degree:						
Black	155	135	128	143	171	157
White	59	51	64	57	49	51
Other	11	10	13	14	8	17
TOTAL	225	196	205	214	228	225

TABLE 17

s	Total Enrollment	No. of Low Income Students	Number of Graduates	Drop-out Rate	Counselor/Student Ratio
	2,955	168	774	4.25	406:1
	921	139	302	3.59	376:1
	2,092	175	503	1.16	350:1
	1,825	265	400	3.86	390:1
nts	1,118	250	292	4.92	375:1
	1,824	164	531	3.68	362:1
	1,648	105	435	6.92	349:1
	1,749	144	420	5.17	360:1
	1,545	166	408	5.24	345:1
	2,073	150	453	2.35	398:1

Source: Prince George's County Public Schools, Annual Reports.

Table 18

DEPENDENT UNDERGRADUATE STUDENTS BY

INCOME RANGE

Taxable and non-taxable income	Dependent Undergraduate
$ 0-$2,999	53
3,000-$5,999	72
6,000-$8,999	69
9,000-$11,999	70
12,000-$14,999	98
15,000-$17,999	106
18,000-$20,999	72
21,000-$23,999	59
24,000-$26,999	57
27,000-$29,999	46
30,000-$32,999	21
33,000-$35,999	32
36,000-$38,999	19
39,000-$41,999	25
42,000-$44,999	14
45,000-OVER	62
TOTAL	875

Table 19

INDEPENDENT UNDERGRADUATE STUDENTS BY INCOME RANGE

Taxable and non-taxable income	Independent Undergraduate
$ 0-$999	161
1,000-$1,999	43
2,000-$2,999	29
3,000-$3,999	23
4,000-$4,999	21
5,000-$5,999	10
6,000-$6,999	8
7,000-$7,999	6
8,000-$8,999	5
9,000-$9,999	7
10,000-$10,999	0
11,000-$11,999	1
12,000-$12,999	0
13,000-$13,999	2
14,000-$14,999	0
15,000-OVER	37
TOTAL	353