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TO THE YEAR 2000

...A NONTRADITIONAL
SELF-STUDY

COMMITTEE REPORT
PROGRAM EXPANSION AND DEVELOPMENT

FLORIDA INTERNATIONAL UNIVERSITY
Nontraditional Self-Study

PROGRAM EXPANSION AND DEVELOPMENT

A Support Committee Report

Prepared for the
Coordinating Committee

June, 1979

Members: Carlos Alvarez
Toby Berk
Fritz Hagenmeyer
Edward Hannan
Alan Parker - Chairperson
Wunnava Subbarao

ABSTRACT

The subcommittee studied three areas: undergraduate expansion (freshman and sophomore years), on-campus housing, and graduate program expansion. Interviews, questionnaires, and past empirical studies were used for data gathering. Two public forums were held regarding the expansion issues. On February 14, 1979 a symposium with Dr. Robert Altman and Dr. Robert H. McCabe, as discussant, was held on the issue of undergraduate expansion. All of the recommendations of the subcommittee were discussed at a symposium held on May 3, 1979. The recommendations of the subcommittee are:

1. A relatively small (no more than 1000 freshmen per year) group of lower-division students should be admitted to FIU in the near future. Further recommendations on the size of the lower division should be made only after experience is gained.
2. On-campus housing should be built as soon as possible. This becomes imperative given the direction of the University with the addition of the freshman and sophomore years, and the expansion of our graduate programs.
3. The freshman students admitted should be an academically select group, with scholarship aid provided as needed to attract as many students as possible from the top ten percent of high school graduating classes.
4. Grade point and test score standards should be high for entering freshmen, with provision for admission requirement waivers for students (especially minority students) who show evidence of high ability without correspondingly high secondary school grades or test scores. Interviews and recommendations from teachers, guidance counselors, and others should be considered for these students.

5. A policy must be developed regarding the academic areas in which graduate programs should be initiated.
6. Establish its own Ph.D. programs.
7. A policy statement should be made regarding research and publication on the part of faculty in order to aid the development of Ph.D. programs.
8. Petition the Board of Regents for exemption from the two-year requirement for initiation of graduate programs.
9. On-campus housing should be built first at the Tamiami Campus. If there is a demonstrated need for housing at the North Miami Campus, it should be established there secondarily. A "critical mass" concept is necessary in order to insure the financial integrity of the housing program.
10. The administration must develop mechanisms for students' input in the final process of selection of the architectural designs.

METHODOLOGY

In general, all of the questions before the subcommittee were examined with interviews, questionnaires, and public forums. One major problem arose in that it was impossible to interview certain groups. For example, on the four-year question, it was impossible to question foreign students as to whether they would come to FIU if it were a four-year university and had on-campus housing. Also, the dearth of data available through the past shortcomings of Institutional Research was significant.

Two surveys form the basis of analysis: (1) the Institutional Goals Inventory, and (2) the Faculty Questionnaire prepared by the Nontraditional Self-Study program. In examining each of the three expansion questions, additional data was collected.

A final mail survey of parents of eleventh grade students in Dade County high schools was made to elicit their responses to the undergraduate and on-campus housing questions.

DISCUSSION

Since the three questions addressed by the subcommittee can be easily separated, with some overlap, this section will be divided into three parts.

A. A Four-Year University

In addition to the Institutional Goals Inventory and the subsequent survey instrument distributed to all faculty, the following data was requested, with the following response (see Appendix A).

1. The current undergraduate enrollment at FSU, UF, FAMU, and USF, by Dade County residents, broken down by (a) lower-division and (b) upper-division. The response to this question is shown on page A3 and A4. Unfortunately, the obvious inaccuracy of the data for FSU and the fact that the figures for USF do not separate out lower and upper division students make it difficult to either estimate the possible need for a four-year program at FIU or to estimate the potential impact of a four-year program at FIU on those institutions.

2. A count of AA degree candidates currently enrolled at MDCC and BCC. The data provided shows the MDCC current (Fall 1978) headcount enrollment is broken into 18,500 AA candidates and 10,061 AS candidates. Data further shows that during the 1977-78 academic year, MDCC graduated 8,499 AA students and 5,460 AS students (with an error of up to 12 percent possible in these figures). Unfortunately, the data for BCC was given in FTE, rather than headcount, and was not comparable.

3. A count of how many MDCC AA degree recipients transfer to (a) FIU, (B) FSU, UF, FAMU, USF and (c) other universities. The data provided showed the 2,826 MDCC graduates were enrolled at other SUS institutions during the Fall of 1977, as shown in the Appendix.

4. A breakdown of the number of transfers into FIU from other than MDCC, broken down into (a) other community colleges and (b) other universities. The data provided only accounted for 4,171 students, indicating 2,794 from MDCC, 114 from BCC, and 1,263 from "other" (not further broken down).

5. An analysis of academic performance at FIU of students who have come from (a) community colleges and (b) other universities.

No data was available.

6. A description of how New College is funded.

No data was provided in answer to this request.

7. A list of the specific lower-division courses that are required in various programs at FIU and a count (or estimate) of how many students are admitted without having met those requirements.

No data was available.

Because of the difficulty in obtaining needed data from institutional sources and SUS sources, the recommendations are based largely on the results of the two survey instruments that were administered to members of the FIU community and the parent of eleventh grade student survey and from the various symposia that were held at FIU. Furthermore, since a proposal was presented to the Board of Regents that would allow FIU to begin necessary steps toward the establishment of a lower-division, a significant amount of internal discussion was generated about this issue.

The four-year and on-campus housing issues were directly addressed in the symposium held by Dr. Altman and Dr. McCabe. Dr. McCabe indicated that Miami Dade Community College would have no problem with FIU becoming a four-year university, if the freshman and sophomore students lived in campus dormitories.

B. On-Campus Housing

For approximately two years there has been, within the FIU community, an increasing amount of recognition to the importance of having on-campus dormitories. Several factors appear to have influenced this increasing level of awareness. In our opinion, one of those factors is a growing concern with the quality of academic and institutional involvement present on campus. This concern seems to have encouraged the search for ways to complement and perhaps expand our present efforts. Another factor seems to be an increase in our international involvement, opening possibilities of attracting large groups of foreign students to our campuses in the future. Finally, the decision to begin planning a four-year university model provides the grounds for the recruitment of a younger student body, historically very receptive to living on campus.

The following sources were used in developing the recommendations for on-campus housing:

1. Review of relevant literature on this issue.
 - a. Reports addressing the issue of the academic and socio-psychological impact of dormitories on campus life.
 - b. Reports on current national trends and on-campus housing experiences across the nation.
2. Review of results obtained by surveys investigating FIU institutional goals and students' housing needs and patterns of preferences.
 - a. Institutional Goals Inventory, Nontraditional Self-Study Program, 1978.
 - b. Students' Needs and Preferences Survey, FIU Office of Institutional Research and School of Business, Spring 1977.

3. Review of responses to questions concerning the dormitories included in other surveys.
 - a. Faculty Questionnaire, Nontraditional Self-Study Program, 1979.
 - b. A survey on higher education needs conducted among parents of junior students attending high school in Dade County.
4. Review of previous reports on FIU building expansion.
 - a. University House Expansion Building Program, Building Committee for University House Expansion, 1978.
 - b. North Miami Campus Housing Application, 1978.
 - c. University Housing Program, University Building Committee December 1978.

At the inception of graduate programs in 1971 at FIU, Master's degrees were offered in two areas. The School of Education offered a Master's degree in Education and the School of Business and Organizational Sciences offered a Master of Business Administration and a Master of Science in Management.

The present offerings of Master's Programs at FIU are presented in Appendix B. The data was obtained through the Office of Institutional Research. These tables show enrollment in all graduate programs (number of students) by academic year.

At present time there are forty-two (42) active Master's Programs. The following table contains the number of programs and current enrollment:

	Program	Current Enrollment
Arts and Sciences	2	18
Business	5	218
Education	29	337
Public Affairs	3	161
Hospitality Management	2	45
Technology	1	23

The enrollment numbers may be misleading. For example, the College of Arts and Sciences has two programs and the smallest graduate enrollment. However, both of these programs were started in the Fall of 1977.

The significant fact brought out by the preceding data is that in seven years (since founding in 1972) the current graduate enrollment is over eight hundred (800) students.

In addition to these ongoing programs, the College of Arts and Sciences will be offering a M.A. in International Studies, a M.A. in Economics, and a M.S. in Computer Science. The College of Arts and Sciences will also be entering into Cooperative Programs with Florida Atlantic University in the Fall of 1979. These programs include a M.S. in Chemistry, a M.S. in Physics, and a M.S. in Experimental Psychology. The School of Public Affairs and Services is awaiting the report of the statewide program review of its proposal for a Master's in Social Work.

At the current time, there are two Cooperative-Doctoral level programs at FIU. The School of Business and Organizational Sciences was approached by the Board of Regents and University of Florida regarding a cooperative Ph.D. program in Business. Discussions were held at both FIU and UF down to the department chairmen level. Discussions were abruptly stopped by lack of interest on the part of the University of Florida Business School.

RESULTS

The major portion of the data collected consists of three surveys: The Institutional Goals Inventory, the Faculty Questionnaire, and The Parents of Eleventh Grade Students Questionnaire.

A. The Four Year University

The Institutional Goals Inventory contained the goal item (item 98) "to offer a full four-year undergraduate program." The following responses were reported for this item (on a 5.0 scale):

Faculty	3.9
Student	3.3
Admin.	3.5
Other	3.8

A response of 4.0 indicates the item to be of "high importance". The intensity of the response on this item may be noted from the fact that among the faculty only three other goals were rated as being of higher importance (out of 20 similar items). Those were:

To expand the range of Masters programs now available (4.1)

To achieve greater community support through a University-wide public relations effort (4.1)

To dedicate resources to improve the quality of academic program offerings (4.4)

In response to the subsequent questionnaire sent to members of the University community, the following percentage answers were obtained:

Do you believe FIU should expand to offer lower-level courses (Freshman, Sophomore)? Yes - 86.1% No - 7.8% Undecided - 6.1%

Do you believe that if FIU expanded to offer lower-level courses that the expansion would:

Improve the intellectual environment:	Yes-85.3%	No-10.1%	Undec.-4.6%
Improve the social environment?	Yes-73.6%	No-10.5%	Undec.-16.0%
Improve the academic standards?	Yes-82.2%	No-8.4%	Undec.-9.3%
Dilute resources?	Yes-20.6%	No-69.2%	Undec.-10.3%
Needlessly duplicate the Community College program?	Yes-11.4%	No-77.1%	Undec.-11.4%

A survey of parents of eleventh grade students in Dade County schools was conducted. Approximately twelve hundred (1200) questionnaires were mailed to a random sample of eleventh graders' parents. All high schools were represented in the sample. The questionnaire may be found in Appendix C. The significant results of this survey are as follows:

For degree seeking students, FIU, the public State University in Dade County, currently admits only students who have completed the first two years of college work at another school. Does your child plan to attend FIU for the last two years of his/her college program?

22% Yes 26% No 52% Maybe

Do you feel the policy should be changed so that FIU offered the first two years of college course work as well as the last two and graduate work?

79% Yes 11% No 10% Maybe

If your child applied and was accepted for admission as a freshman at FIU, do you expect that he or she would attend?

55% Yes 13% No 31% Maybe

A final question that asked the importance of the availability of a full four-year program in making a decision regarding college attendance produced the following results:

Very Important	Important	Unimportant
55%	36%	9%

Based on this indication of the importance of a lower division program, combined with the consistent history of resolutions in favor of the creation of a lower-division from the various Schools, the College and the Faculty Senate, the large number of faculty who signed the petition circulated by the ad-hoc Faculty for a Four-Year University, and the intense level of support for the efforts of President Wolfe before the Board of Regents, it was decided that the University community clearly feels that this action should be taken.

Furthermore, it is clearly felt that the question of the development of a lower-division cannot be easily separated from other related questions, especially that of the availability of dormitory housing.

B. On-Campus Housing

The most relevant data can be summarized as follows:

1. Information on National Trends

A review of the literature regarding national university housing trends shows what is described by Paul Abramson, editorial director of AMERICAN SCHOOL AND UNIVERSITY magazine, as the back-to-campus housing trend in the 1970's. Various reports identify several main factors that seem to be influencing this trend:

- Rapid increase in off-campus housing rents
- Rapid increase in utility costs
- Rapid increase in gasoline and transportation prices
- Increment of crime rate in urban areas
- Changes introduced in the architectural designs of the on-campus housing that have made them more in tune with contemporary needs of the students

2. Academic And Socio-Psychological Impact on Campus Life

The literature reports findings on the enhancement of the academic

atmosphere brought to campus by student housing. It also emphasizes the importance of on-campus housing in providing the opportunity for the development of social cooperation among students and the breaking of social isolation.

Dr. Dean E. McHenry, Professor and Chancellor Emeritus at the University of California in Santa Cruz, speaking to the FIU community on May 3, 1979, made reference to "lonesomeness" as one of the big social dangers of large institutions. According to Dr. McHenry, "not many people can know many other people and this is accentuated on a largely commuter campus. You need to find ways and means of creating pockets of smallness; and one of the ways, conventional ways, of course, is through residential facilities." Dr. McHenry's identification of a common psychological manifestation found in large academic institutions and the social approach to deal with the problem appears to be supported by experiences all over the country.

There seems to be another relevant finding reported in the national literature on the issue of on-campus housing. There is consistent indication of success when enlisting students' participation in the programming and planning of their housing. In some cases, students served as jurors or were involved in the final selection of architectural designs. Among the examples cited were the housing programs at the Massachusetts State College in Worcester, and at the Brockport campus of the State University of New York. In other cases, such as in the University of California at Berkeley, student associations were involved in the actual constructions of a small scaled complex of studio and townhouse duplexes.

3. Data Available on Students' Needs and Preferences

One of the surveys reported by the 1977 Students' Needs and Preferences Survey, sponsored by the Office of Institutional Research and the School of Business, samples 100 FIU and 100 Miami Dade Community College North Campus students selected at random (83.5% of the students were under the age of 30, 67% were single).

Some of the most significant results showed that:

- a. Students most frequently indicated location near campus and cost as factors influencing their choice of housing
- b. 66% of the students responding to the questionnaires indicated interest in living on campus (80.6% of the foreign students; 53.5% of the non-foreign students)

Other findings were reported as part of preferences reported by the students:

-51.8% of the respondents ranked private rooms in a dormitory as a very important campus housing accommodation

-42.2% ranked one bedroom apartments as very important

Another set of results was reported as part of a survey conducted among a random sample of approximately 200 students living in on-campus housing at two universities located in Florida: Florida Technological University and University of South Florida.

Some of the characteristics of their sample were as follows:

-87% of the students were 24 years of age or less

-88% were in-state students

-89% were single

-99% were full-time students

Some of the most relevant patterns of preferences found were as follows:

- 58% were living in university housing because it was less expensive
- 41% would prefer living in some type of university apartment arrangement

To the question: "If housing similar to that which you are now living in were available off campus at the same cost, would you live..." 65% responded "on campus", 35% responded "off campus".

Other results concerning students' needs and preferences are reported in the above-mentioned 1977 Students' Needs and Preferences Survey.

4. FIU Community Attitude Towards Dormitories

Review of responses to questions concerning the dormitories' issue, obtained by the Non-traditional Self-Study Office through the administration of the Institutional Goals Inventory, suggests that the FIU community supports the building of dormitories in a significant manner. A total of 35% of the respondents considered that the building of dormitories in order to create a residential community should be of extremely high importance to the university; 26% considered it of high importance; 19% of medium importance; 12% of low importance and 5% of no importance.

An analysis of the responses to a questionnaire distributed among the FIU faculty by the Office of the Nontraditional Self-Study Program indicates that 83% believed the University should have dormitories at Tamiami Campus, while 54% believed that North Miami Campus should; 5.4% believed Tamiami Campus should not have dormitories, while 27% believed North Miami Campus should not; 11.6% were undecided

as to whether Tamiami Campus should have dormitories, while 18% were undecided regarding North Miami.

5. Architectural Design and Cost Estimates of Dormitories

A detailed analysis of architectural design and cost estimates is included in the report entitled University Housing Program, developed by the University Building Committee, December 1978.

6. Survey to Parents of Eleventh Grade Students in Dade County Schools

In this survey, 56% of the respondents thought that dormitories were either very important or important while 44% of the respondents thought that dormitories were unimportant.

C. Graduate Expansion

The Institutional Goals Inventory asked two direct questions regarding graduate expansion.

Q101. To expand the range of master's programs now available

Q102. To offer doctoral programs

The responses to both these questions indicated "high importance" on the part of faculty, administration and students.

	Faculty	Students	Administration
Q101.	4.4	4.4	4.4
Q102.	3.7	4.3	4.2

The Faculty Questionnaire contained three questions dealing with graduate expansion:

31. Do you believe FIU should expand its beginning graduate level degree programs (Master level)?

32. Do you believe FIU should have its own advanced graduate level degree programs (Ph.D.)?

33. Do you believe FIU should have additional advanced graduate level degree programs (Ph.D.)?

The responses to these questions are consistent with the IGI results.

	Yes	No	Undecided
31.	93.2%	3.4%	3.4%
32.	81.7%	10.4%	7.9%
33.	79.5%	8.9%	11.6%

The faculty feels very strongly about expanding Masters' programs. On Ph.D. programs, there appears to be two slightly different responses. However, these differences point out the sentiment towards FIU having its own programs (32) as opposed to other means of developing Ph.D. programs (33). Experience with cooperative programs has not been good.

The replies to the Parent's Questionnaire produced an interesting comment on graduate program expansion. Many parents indicated that they would send their children to FIU if it had graduate professional schools. Some faculty who pursued the initiation of graduate professional schools (medicine and law) are very pessimistic based on their experience.

The BOR initiated a two-year requirement for the development of new programs. The first year is for planning authorization and the second year is for implementation. For older, established universities in the SUS this does not impose the same level of hardship as at FIU. This rule is viewed by the faculty as another way, "FIU is being held down". Also, there is required consultation on the part of FIU with the private universities in our geographic area for initiation of our new programs and state contracted

programs with private universities. These are seen by faculty as more ways that "FIU is being held down".

RECOMMENDATIONS

1. A relatively small (no more than 1,000 freshmen per year) group of lower-division students should be admitted to FIU in the near future. Further recommendations on the size of the lower-division should be made only after experience is gained.
2. On-campus housing should be built as soon as possible. This becomes imperative given the direction of the university with the addition of the freshman and sophomore years, and the expansion of our graduate programs.
3. The freshman students admitted should be an academically select group, with scholarship aid provided as needed to attract as many students as possible from the top ten percent of high school graduating classes.
4. Grade point and test score standards should be high for entering freshmen, with provision for admission requirement waivers for students (especially minority students) who show evidence of high ability without correspondingly high secondary school grades or test scores. Interviews and recommendations from teachers, guidance counselors and others should be considered for these students.
5. A policy must be developed regarding the academic areas in which graduate programs should be initiated.
6. Establish its own Ph.D. programs.
7. A policy statement regarding research and publication on the part of faculty in order to aid the development of Ph.D. programs should be made.
8. Petition the Board of Regents for exemption from the two-year requirement for initiation of graduate programs.

9. On-campus housing should be built first at the Tamiami Campus. If there is a demonstrated need for housing at the North Miami Campus, it should be established there secondarily. A "critical mass" concept is necessary in order to insure the financial integrity of the housing program.
10. The administration must develop mechanisms for students' input in the final process of selection of the architectural designs.

SUMMARY AND CONCLUSION

A. The Four Year University

The presence of a small, high quality group of "native" students will help to establish performance norms. Entering transfer students from community colleges and other sources will benefit from the presence of this group. Based on studies done elsewhere, it is expected that transfer students will have no trouble in meeting the resulting higher standards. However, without the presence of such a native student group, experience has shown that it is difficult to set academic standards that are higher than those of the community colleges.

The ability to control the lower division curriculum of even a small number of native lower division students would improve the quality of the community college programs and also the successful articulation between the community colleges and the University, since the native students will establish performance levels that the transfer students will have to meet. Once again, it is not expected that incoming transfer students will have difficulty in meeting these standards, after a period of adjustment.

Since only five percent of the students at Miami Dade Community College are from the top ten percent of their high school graduating classes, a program such as the one outlined here would not have a major effect on that institution.

The small size of the proposed lower division would make it possible to provide close faculty-student counseling, advisement, and intellectual contact -- contact that is difficult to achieve in a larger institution. This should allow FIU to provide a special educational opportunity to those students who are admitted to its lower division.

The combined presence of lower division students and dormitories will create an academic community centered around the University. Currently, the commuter nature of the institution makes the creation of such an environment impossible. Without freshman students, it is unlikely that dormitories alone would succeed in transforming the environment, since transfer students have already established a social community outside of the University by the time that they are juniors.

The availability of dormitory housing combined with the admission of freshmen should make FIU considerably more attractive to foreign students, thus furthering the special mission of the University as an international institution.

Finally, it should be noted that many of the courses that would be taken by a group of lower division students such as that described here are already being offered at the University, such as first courses in the various social sciences, humanities, and the like. Consequently, it would not be necessary to add a completely new two year curriculum. This is a consequence of the fact that University curricula do not divide neatly into lower division and upper division course work. For example, a course in calculus may be a freshman course for a mathematics, science, or technology student but may also be a rather bold senior elective for a student in another discipline. Although it is certain that new courses would be prepared, and new resources required for a lower division, this overlap (especially for the high quality students proposed for the program) would make the extent of new offerings and resources somewhat less than it might first seem.

Events have overtaken this part of the study. The Board of Regents has appointed a committee to consider initiation of the freshman and sophomore years at FIU. It is the hope of the expansion subcommittee that the BOR committee will move with alacrity towards this goal.

B. On-Campus Housing

Our review of the current literature on national trends and on-campus housing experiences throughout the nation seem to be clearly suggestive of the existence of a solid foundation for FIU's consideration of on-campus dormitories. The trend "back to on-campus housing" is now widely recognized and the conditions which appear to be influencing it are definitely present in the Dade County community. For example, housing costs in Greater Miami were identified in the 1970 census of housing as being excessively high when compared to the median income of the families living in the area. Apartment rentals in 1975 were estimated as ranging between \$180 and \$260 a month for an unfurnished one-bedroom apartment unit, excluding utilities cost. Rentals have risen higher since then. An informal survey conducted at the Tamiami Campus indicates that unfurnished one-bedroom apartments, given their low vacancy rates, cost approximately \$275 a month. Continued increase in the cost of utilities and gasoline prices also contribute to an extremely difficult situation, particularly for those attending college.

In our opinion, it is important to look into on-campus housing experiences in other parts of the country and obtain from them those factors which have been reported as producing success. We found that one of the most important factors was the level of student involvement in the process of selecting appropriate architectural designs for the housing facilities. Another important factor that appears related is the careful consideration of the needs and preferences expressed by potential users. Others experience suggest that FIU should develop the mechanisms for students' input in the selection process. Also, the selection process should have firm bases on the needs and preferences expressed by potential users, via surveys or other means of communication. In this regards, we understand that the students' needs and preference survey conducted in the Spring of 1977 will

be updated during the Summer of 1979. This is an important step to follow at this time.

The data emerging from surveys conducted within the University community and among students from Miami Dade Community College reveals first of all that there seems to be wide support both inside and outside FIU for the idea of building on-campus housing. Also, the 1977 survey on students' needs and preferences, although somewhat limited presents data suggesting the existence sufficient amount of interest on the part of the student body to move to dormitory facilities as soon as they are available.

Finally, we found the 1978 University Housing Program report comprehensive and appropriate. One basic rationale stated by the report for building dormitories is their potential for attracting international students. Results of the 1977 survey are consistent with this rationale. It showed a greater percentage of foreign students indicating interest in living on campus as compared to non-foreign students. We think that with plans for the development of a four-year University and an expansion of our graduate programs, the necessity for on-campus accommodations becomes even more imperative.

C. Graduate Program Expansion

In seven years FIU has grown to a graduate enrollment of over eight hundred students in Masters' programs. There are currently forty-two Masters' programs. In the next five to ten years the College should have initiated Masters' programs in almost all departments. The same is true for the other Schools at FIU. Doctoral program development will be slow, however, in the College three areas may move much more quickly than others-Computer Science, Biological Sciences, and Psychology.

In graduate program development, the Faculty perceives a hostile attitude on the part of the Board of Regents, other SUS institutions, and the local private universities. Most policies of the BOR on graduate programs are seen as keeping FIU from achieving its "place in the sun".

APPENDIX A

FLORIDA INTERNATIONAL UNIVERSITY

M E M O R A N D U M

TO: Steve Fain, Nontraditional Self-Study

DATE: November 17, 1978

FROM: Toby Berk, Department of Mathematical Sciences

SUBJECT: INFORMATION NEEDS

In order to make a recommendation on possible University Expansion to a full four year University, the task force in that area will need the following data:

- 1) Institutional Goals Inventory response on this question.
- 2) The current undergraduate enrollment at FSU, UF, FAMU, and USF by Dade County residents, broken down by a) lower division and b) upper division.
- 3) A count of AA degree candidates currently enrolled at MDCC.
- 4) A count of how many MDCC AA degree recipients transfer to
 - a) FIU
 - b) FSU, UF, FAMU, USF
 - c) other Universities
- 5) A breakdown of the number of transfers into FIU from other than MDCC into a) other community colleges and b) other universities.
- 6) An analysis of academic performance at FIU of students who have come from a) community colleges and b) other universities.
- 7) Catalogs, brochures, and other descriptive information about New College.
- 8) A description of how New College is funded.
- 9) A list of the specific lower division courses that are required in various programs at FIU and a count (or estimate) of how many students are admitted without having met those requirements.
- 10) The response to Vice President Fisher's survey about the additional courses and staff that would be needed if we were to admit 100 freshman per year.
- 11) Any other information, data, or sources that you may have that addresses the general question of the Upper-division University.

I would appreciate it if you could let me know how much of this might be available.

(INTER-OFFICE COMMUNICATION)

cc: Alan Parker, Management
Carlos Alvarez, Psycho-Educational Services
Fritz Hagenmeyer, Hospitality Management
Art Heise, Public Administration
Wunnaua Subbaro, Engineering Technology

FLORIDA INTERNATIONAL UNIVERSITY

Office of Institutional Research

M E M O R A N D U M

DATE: December 19, 1979

TO: Steven Fain
Director, Self Study

FROM: James O. Howell
Acting Director, OIR

SUBJECT: TOBY BERK'S DATA REQUEST

Data relative to three of five items on Toby Berk's Data Request have been collected (ITEMS 2, 3, and 4).

Information on Items 5 and 6 will be completed as soon as our Academic Data Base (UNIFTRAN) has been up-dated to include the necessary elements to satisfy the request requirements.

Attached is a copy of all information collected relative to the Data Request.

Attachment

FALL 1978
AA & AS HEADCOUNT BY COLLEGE

	AA	AS
Broward Community College	3,901 (FTE)	1,548 (FTE)
Florida Keys Community Coll	451 (HC)	498 (HC)
Miami-Dade Community College	18,500 (HC)	10,061 (HC)

Community College Graduates Enrolled at State Four-Year Institutions
Lower Division Headcount Fall 1977

	UF	FSU	FAMU	USF
Broward CC	1011	586	139	311
Florida Keys CC	53	34	9	17
Miami-Dade CC	1269	911	281	365

Community College Headcount Graduates 1977-78*

Broward CC		Florida Keys CC		Miami-Dade CC	
AA	AS	AA	AS	AA	AS
705	350	111	90	8499	5460

Headcount FIU Juniors Who Indicated School of
Last Attendance Fall 1977

Other	Broward CC	Miami-Dade CC	Florida Keys CC
1263	114	2794	**

*This is actual headcount graduates but number who left campus that could have graduated may be up to 12.0% more.

**Included in 'Other'

HEADCOUNT BY LOWER DIVISION AND UPPER DIVISION BY COUNTY

<u>SCHOOL</u>	<u>BROWARD COUNTY</u>	<u>DADE COUNTY</u>
<u>USF</u>		
Total	752	1032
<u>UF</u>		
Lower	1011	1269
Upper	<u>1052</u>	<u>1658</u>
Total	2063	2927
<u>FSU</u>		
(1st Time Enrolled)	272	218
<u>FAMU</u>		
Lower	144	296
Upper	<u>52</u>	<u>111</u>
Total	196	407
<u>FIU</u>		
Upper Level	415	5287
Special Upper Level	162	1219
Graduate	78	756
Special Graduate	<u>101</u>	<u>1018</u>
Total	756	8280

FLORIDA INTERNATIONAL UNIVERSITY

Office of Institutional Research

M E M O R A N D U M

DATE: March 7, 1979

TO: Dr. Steve Fain
Director, Self-Study

THROUGH: Dr. James O. Howell
Acting Director, OIR

FROM: Mr. W.F. Younkin
Acting Associate Director, OIR

SUBJECT: TOBY BERK REQUEST OF NOVEMBER 17, 1978

In regard to the two requests (analysis of source of transfers and analysis of comparative performance of community college and university transfers), the Office of Institutional Research has completed the programming necessary to honor the request. However, I cannot release the results because only half of the students on the file have previous institution information. The second analysis (comparative performance) will be attempted once this problem is corrected. However, again I fear that this analysis will result in meaningless information because the necessary data (grade point average associated with an FIU degree) is not available.

The Office of Admissions and Records was apprised of these problems in December. They now advise me that an update of previous institution information will be attempted this weekend. As soon as that is accomplished I, will be pleased to immediately honor your first request. I have some ideas about how to get at your second request and will keep you posted on my progress.

I apologize for being unable to answer your request with more dispatch and validity.

cc: Dr. Joseph D. Olander
Mr. Columbus Posey
Mr. Toby Berk

APPENDIX B

ENROLLMENTS
MASTER'S DEGREE OFFERINGS

COLLEGE/SCHOOLS	72-73	73-74	74-75	75-76	76-77	77-78	78-79
Arts & Sciences							
Psychology						11	14
Mathematical Sciences						2	4
Business and Organizational Sciences							
Real Estate		14	29	30	14	13	8
International Business	1		1	2	8	23	31
MBA	148	182	187	199	172	152	146
Finance	3	3	6	7	14	18	32
General Business	6	15	6	4	2	1	1
Public Affairs and Services							
Public Administration	6	45	101	119	107	95	72
Health Care	1	15	31	33	49	45	34
Criminal Justice					20*	35*	55*
Hospitality Management							
Hotel, Food		7	24	29	28	40	45
Restaurant, Food			3	1			
Technology							
Environmental, Urban Systems					14	22	23
Education							
Early Childhood	24	25	24	35	21	21	18
Elementary	20	26	20	18	15	19	34
Reading		13	20	26	20	19	23
English for Non-Speakers							11
Art	2	2	9	15	15	12	14
Science	1	2	1	3	4	4	6
English	8	10	12	11	8	6	8
Adult	4	10	21	32	27	29	29
Health	5	6	20	18	7	8	3

*These numbers are approximate

ENROLLMENTS

COLLEGE/SCHOOLS	72-73	73-74	74-75	75-76	76-77	77-78	78-79
Education Continued							
Industrial Arts	1	7	15	12	10	15	9
Mathematics	7	9	10	7	5	5	10
Music		9	12	11	11	13	13
Physical Ed	9	14	20	19	14	9	10
Social Studies	8	10	16	17	12	8	7
Teacher Ed	1	6	10	21	12	8	
Vocational Industrial	5	6	19	18	18	14	9
Home Economics				17	21	20	32
Emotional Disturb	10	11	7	12	16	13	10
Mental Retard		3	10	9	3	6	6
Diagnostic Teaching	2	2	7	2			
Counselor Ed	33	45	55	40	34	31	30
Psychology School	8	14	34	33	27	23	15
Elementary School Admin	21	32	24	7	4	1	1
Secondary School Admin	22	33	14	12	8	2	1
Elementary Sch Admin/Super		2	23	48	31	15	8
Secondary Sch Admin/Super		3	21	25	24	18	10
Fd Admin/Super GFN	1	1	7	18	13	17	22
Administration Adult Ed	7	12	33	30	15	9	4
Administration/Super Voc Ed	16	18	21	20	13	10	7

APPENDIX C



FLORIDA INTERNATIONAL UNIVERSITY

TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305) 552-2111

OFFICE OF THE PRESIDENT

Dear Eleventh Grade Parent or Guardian:

Florida International University is conducting a survey on higher education services within our community. We believe that as the parent or guardian of a junior in high school you can help us better understand local needs.

We value your judgment and your time. You can help all of us better understand our local needs by responding to the enclosed questionnaire. You can answer all of the questions in a few minutes. *Complete confidentiality of your response is guaranteed by law, and the information you provide will be used only in summary statistical analyses.*

If you would complete the attached questionnaire and return it to us in the next ten days we will be most appreciative. We have enclosed a stamped return envelope for this purpose.

Thank you for your cooperation.

Sincerely,

James O. Howell, Ed.D.
Director
Institutional Research

Stephen M. Fain, Ed.D.
Director
Nontraditional Self-Study

PARENT/GUARDIAN
COLLEGE CHOICE SURVEY

You have been identified as a parent/guardian of a junior level student in a Dade County High School. If the preceding statement is true, please answer the following questions. If it is not true, disregard this questionnaire.

1. *After graduating from high school, do you expect your child to attend college?*

_____ Yes _____ No _____ Maybe

If your answer to the preceding question was "yes" or "Maybe," please respond to the following questions.

2. *Where would you expect your child to attend college?*

_____ Broward Community College
_____ Miami Dade Community College
_____ Other Community College
_____ Florida A & M University
_____ University of Florida
_____ Florida State University
_____ University of Miami
_____ Other, please specify _____
_____ Do not know

3. *For degree seeking students, FIU, the public State University in Dade County, currently admits only students who have completed the first two years of college work at another school. Does your child plan to attend FIU for the last two years of his/her college program?*

_____ Yes _____ No _____ Maybe

4. *Do you feel the policy should be changed so that FIU offered the first two years of college course work as well as the last two and graduate work?*

_____ Yes _____ No _____ Maybe

5. *If your child applied and was accepted for admission as a freshman at FIU, do you expect that he or she would attend?*

_____ Yes _____ No _____ Maybe

CONTINUED ON NEXT PAGE

6. Please check how important each factor will influence your decision about which college or university your child will attend?

	Very Important	Important	Unimportant
Availability of Dormitory Housing	_____	_____	_____
Cost of room and board	_____	_____	_____
Cost of tuition	_____	_____	_____
Distance from home	_____	_____	_____
Cost of Transportation	_____	_____	_____
Reputation of School as a whole	_____	_____	_____
Reputation of a par- ticular program	_____	_____	_____
Reputation of Faculty	_____	_____	_____
Recommendation from friends, counselors relatives, etc.	_____	_____	_____
Availability of full four-year program	_____	_____	_____
Parent or relative is an alumnus of the school	_____	_____	_____
Other (Please Explain)	_____		

