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Dr. Goerke



FLORIDA INTERNATIONAL UNIVERSITY

TAMIAMI TRAIL • MIAMI, FLORIDA 33144 • (305)

February 8, 1972

TO: Dr. William Jerome--Vice President for Academic Affairs
and Dean of Faculties

Dr. Glenn Goerke--Associate Dean of Faculties and
Acting Provost

SUBJECT: Proposal for the Development of the Student Counseling
Service Program at Florida International University

SUBMITTED
BY: The Division of Special Education and Pupil Services,
School of Education (Dorothy Blakley, Colleen Ericson,
and Don Smith) in collaboration with the Office of
Planning and Analysis (Nancy Goodwin).

This proposal is submitted in response to a request by Dean Goerke (at the January 27th meeting of the Student Services Council) for us to delineate viable alternatives for organizing and developing the counseling service program at the University.

The proposal is based on a number of considerations:

- (1) Importance of establishing a framework for coordination of the training and service efforts of the University. We are concerned that student personnel services do not operate in isolation from the University's central function--instruction. We see a need for involvement of faculty members in services and their development, and for use of the student personnel staff members as resources for the rest of the University, especially as members of the instructional staff when appropriate.
- (2) The organization and staffing of services should be responsive to the urban community and the characteristics of our student body. (See attachment #1) The University is committed to the development of strong ties with the surrounding urban community and a multi-cultural, multi-ethnic student population. Any plan of action should be organized in such a way that it responds to the needs of ethnic minorities and maintains community contact.

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Proposal for the Development of the Student Counseling Service
Program at Florida International University

- (2) (cont.) Our current information suggests the following modal characteristics of the student population:
- 90% residents of Dade County; Mean age 27;
Sex--fairly evenly distributed overall; 40% married and 80% employed full or part-time.
- (3) Expectations of limited resources. It is evident that whatever plan is initiated, it must be based on a limited budget for staff and physical facilities. (See attachment # 2)
- (4) The plan must be compatible with the decision (already made) that academic advisement will be provided by counselors employed and responsible to the individual schools and colleges. The decision is already on record to provide academic advisement through counselors who are part of the staff of each of the professional schools or the College of Arts and Sciences. Although there is an obvious need for attention to the coordination of the efforts of this group of counselors, it is not the concern of this proposal.
- (5) Any plan of action should take into account the experiences of other "commuter" campuses in developing counseling services. This proposal is based, in part on experiences reported in the following sources:
- The Commuting Student: A Study of Facilities at Wayne State University, by Richard F. Ward and Theodore E. Kurz, 1969
- Student Personnel Services at California State College at Los Angeles, by Carole Leland, 1971
- (6) Any plan of action should include a well-defined procedure for evaluation which will clarify, develop and test the underlying rationale.

A PROPOSED MODEL FOR COUNSELING SERVICES

The basic structure and staffing pattern for the program are shown in attachment #3. Each of the major components of the program will be discussed further in the section which follows:

Student Services Center

Located on the campus of Florida International would be a Student Services Center, a concept borrowed from The Study of Education at Stanford University, whose primary responsibility would be "to have available relevant and necessary information about the University and its personnel, to be available to serve as responsive referral agents and direct students to additional services indicated."

The Center would be staffed approximately 4-8 hours per day and would have the following general functions:

- student orientation
- referral of students for professional counseling and to community agencies for various assistance

The Center would have a telephone network so that students may avail themselves of services by calling as well as dropping in.

The persons involved in coordinating Center operations would need to be flexible, sensitive people with group and leadership experience. Also, they need to be selected from a wide variety of backgrounds in order to meet the needs of the total student population.

The student service center should be located in an area easily accessible to students, yet private enough for confidential conversations.

Obviously, the limitations of time and staff placed upon professional university counselors demand that help be found in the community in terms of professional referral services. This will minimize the on-campus stigma of professional counseling, bring the most competent community resources to bear on any personal problems of students, be more economical, and appropriately orient the student to help himself with resources available in his community rather than become dependent upon any campus unit, a unit which he would soon leave as he accepts job placement.

Satellite Centers

The establishment of three satellite centers is recommended to assist the student in linking his living and academic environments. These miniature satellite campuses would serve as meeting places, study centers, and contact points for students.

The primary purpose of the satellite centers is for counseling referral. However, they could also serve as places for university tutoring services, lectures and seminars or other related university functions.

The three satellite centers would be designed to coordinate, provide follow-through and facilitate the flow of students to community resources as well as provide limited direct services. The centers are seen as contact points and information flow stations which encourage students to use and interact meaningfully with their community. Although many functions of the centers will send the student "out" the center will be able to structure interactions so that the student may reach services or desired resources with ease. In addition to referring students "out" the centers can and should provide gathering places within the community for raps, meetings and informal exchanges with peers as well as university and community people.

Direct services could include (1) tutorial services, (2) short term personal counseling including problem pregnancy and drug counseling. Referral services could include (1) referral for medical needs, (2) referral for in-depth academic problems, (3) referral to or facilitation of contact with religious services, (4) referral for in-depth counseling or psychotherapy, (5) referral for assessment and/or testing.

Hopefully, each satellite center would contain direct dial access to the switchboard, learning resources center and possibly the library. This will help to answer the frequently expressed desire for easier access to study materials in a way which does not require a special trip to the campus.

General Objectives of Campus and Satellite Counseling Centers

1. To provide an information center through which students may reach needed resources within the University. (These might include "shuttlebook" services, referral to appropriate offices, direct lines to the library facilities, etc.).
2. To assist the students in reaching resources to overcome deficiencies in educational skills (example: assignment to tutors, etc.).
3. To provide a meeting place for remedial academic work.

Satellite Centers (cont.)

- (4) To provide students with limited study facilities.
- (5) To provide a reliable referral network to guide students to community resources including medical, psychotherapists, recreational, community centered activities and day care services.
- (6) To assist students with personal problem solving. (short term personal counseling)
- (7) To provide the opportunities for students to develop their ability to communicate and relate effectively to others.
- (8) To provide access to and interpretation of vocational interest inventories.
- (9) To provide vocational planning based on minimal testing, information from academic advisors and counseling interviews.
- (10) To provide referral information leading to information on job opportunities.

Staffing

As we see it, a major effort should be made to set up flexible staffing patterns, utilizing student and volunteer resources to the utmost. We would encourage the employment of a counseling staff who are willing and able to try non-traditional approaches, who are resourceful in coordinating University and community efforts. We would anticipate the following staff needs:

- (1) Four Coordinators--for the Campus and Off-Campus Counseling Centers. These personnel should probably have credentials as Student Personnel Workers and hold degrees at the MA level or above. Those responsible for coordination of the satellite centers should have the experience and capabilities for developing effective social action within each of the community centers. Ideally, they should possess interests and skills for supervising counselors in training.
- (2) Graduate Student Assistants--Nine (9) are recommended with two being assigned to each satellite center and three to the campus center.
- (3) Clerical--Five (5) secretaries/clerical workers to be housed in the Main Campus Center. Typing, filing and

Staffing (cont.)

- (3) record keeping for all of the centers would be processed by this staff.
- (4) Receptionists--Four(4) receptionists would be needed. This role could probably be served by the assignment of students on work study.
- (5) Work Study Students--Nine (9) are recommended with two being assigned to each satellite center and three to to Main Campus Center.
- (6) Volunteers--This work force would be unlimited in scope and number and would be recruited from students, university and community sources.
- (7) Student Trainees--Students enrolled in the Counselor Education program would be assigned for field experience (laboratory, internship) in the program.

Relationship to the University Community

Many of the services at the campus and off-campus centers would be provided by students in the counselor education program in the School of Education. These students would be enrolled in a wide range of courses requiring laboratory experiences or field internships.

Therefore, it would be logical for the Dean of Student Services to play an instrumental role in the development of the program for training student personnel workers for higher education. We would propose that he/she hold faculty status in the School of Education and perhaps be responsible for the coordination of that training program.

Other counselor coordinators could also hold faculty status, (i. e., Community Professors) and also serve as part-time instructors in the student personnel program.

The model would provide the opportunity to engage other University students in meaningful helping relationships. The program would take students into the Black and Latin-American community of inner-city Miami. It would be in keeping with the general "social service" commitment of the University and at least two of the objectives for students as stated in "The Birth of the University" (p.14-15): (1) Opportunities for students ... to strengthen their educations experience in...off-campus "real world" situations, and (2) A range of educational experiences which stimulate the cultural, social and environmental sensitivities of the students..."

Locations and Physical Plant

Permanent locations for the Satellite Centers would be desirable in order to provide ongoing integration and university resources. The programs should have the opportunity to grow into and with the community. However, during the initial year we would probably need to rely on available rental space.

After analyses of current student applications (see attachment #1), the following are suggested as locations and possible physical sites for the Satellite Centers:

1. Downtown area (Zip Code 33125). This is primarily a Spanish speaking population. Space near or at the Interama Campus may be available. The Bethel Lutheran Church at 103rd street (a block off Interstate 95) is going bankrupt and might be leased. The Old Presbyterian Church, Opa Locka Boulevard (at 103rd) is also undergoing bankruptcy and would have rooms available.
2. Northeast area (Zip Code 33147). This is a predominantly Black area. The Center for Dialogue, 22nd avenue and 26th street, N. W. (Associate Director: Lynn Slavett; Gaylan Hora is on the Board of Directors) would be a possible location.
3. South Dade area (Zip Code 33156). This is a White suburban area of seemingly heavy enrollment. Possible locations: South Miami Lutheran Church (Dadeland), 72nd avenue and 42 street, five blocks from the Palmetto Expressway has space available.
4. Campus site.

Space and Equipment Needs

Based upon data from Wayne State and other campus "outpost" programs, we would estimate the need for about 2,000 square feet of space, overall.

Ideally, each facility should have 3-4 moderately sized rooms as meeting areas for 20-30 students, a quiet study area, a lounge area, a study area with rental typewriters, a group room to accommodate 10-15 students, and small conference rooms for 1:1 or 1:5 counseling contacts.

We feel that it would be worthwhile to proceed with minimal space rather than not to begin at all.

Time Scheduling

Time schedules would be based on data from students on the hours they would want the satellite centers available. At this time we would guess that most of the centers would be open in the late afternoon, early evening and on weekends.

Evaluation

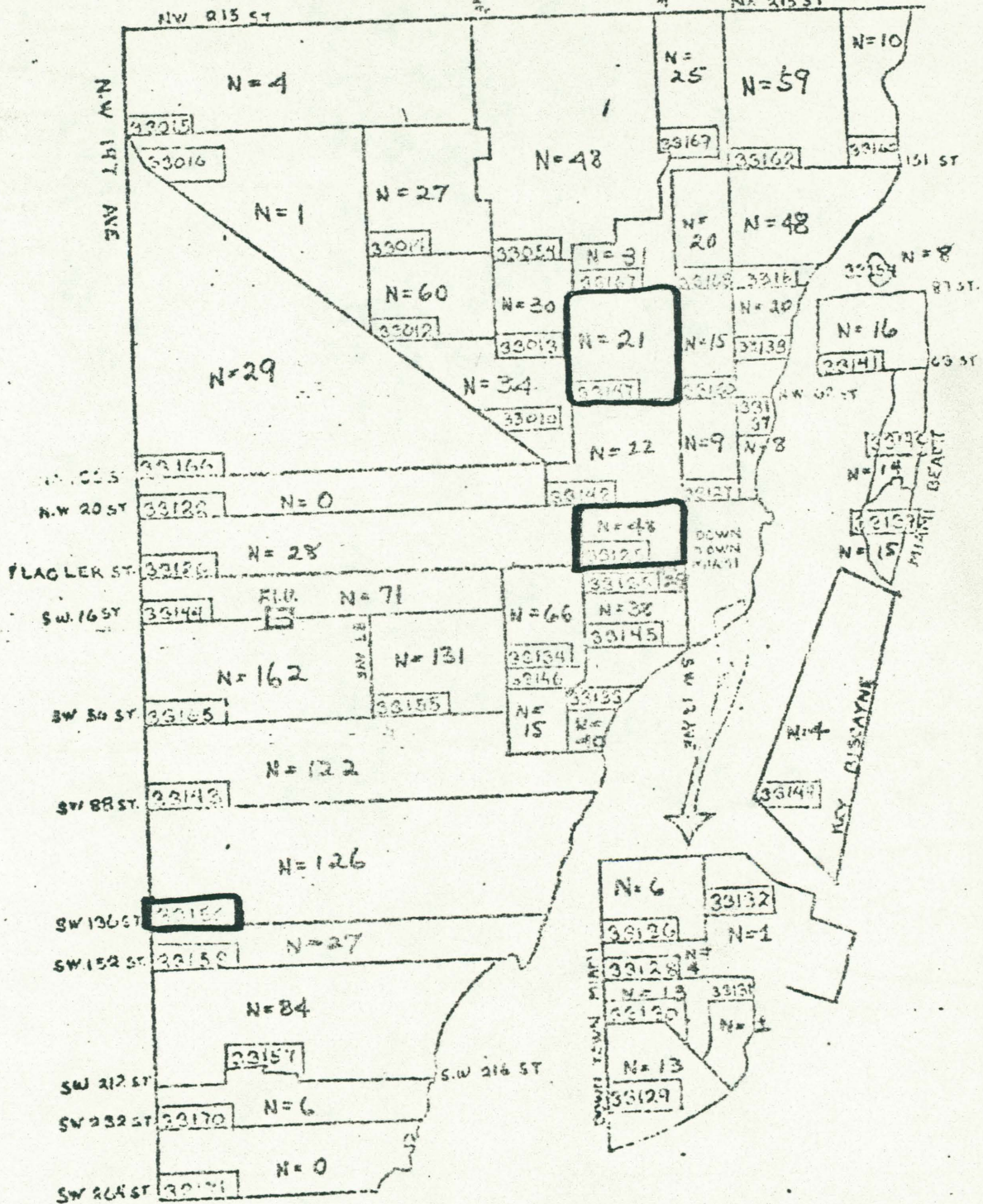
A detailed design for evaluation would be developed in collaboration with the Office of Planning and Analysis. An effort would be made to test the effectiveness of differentiated staffing patterns, and other process variables. The major objective would be to render the systems more responsive to student needs. Student input would be relied heavily upon as a basis for improvement of the program and future planning.

Budget

We were unable as yet to develop a cost analysis for the above program. The basic costs would be the staff positions (4 Coordinators; 5 Career Service personnel; 9 Graduate Assistants; 9 Work Study students) and the rental costs for the satellite centers.

It appears as if the program could be developed within the parameters of the requested budget (Attachment #2). However, the Governor's Budget Recommendations apparently do not come close to meeting the University's requests for Student Service positions and start up supplies and equipment (President Perry's memo of January 26, 1972 to the University Council). Therefore, it is inevitable that any plan of action such as this will need to consider a variety of staffing and housing alternatives as it adjusts to the budget situation over the next several months.

ZIP CODE DISTRIBUTION OF
UNDERGRADUATE APPLICATIONS
N = 1609



OPA
2/1/72 (REPORT DATE)
NLG:ss
undergraduate
11.9% of our applications lie outside of this map.

OPA
2/1/72 (REPORT DATE)
NLG:ss

3

AGE DISTRIBUTION
BY
COLLEGE OR SCHOOL

UNDERGRADUATE APPLICATIONS

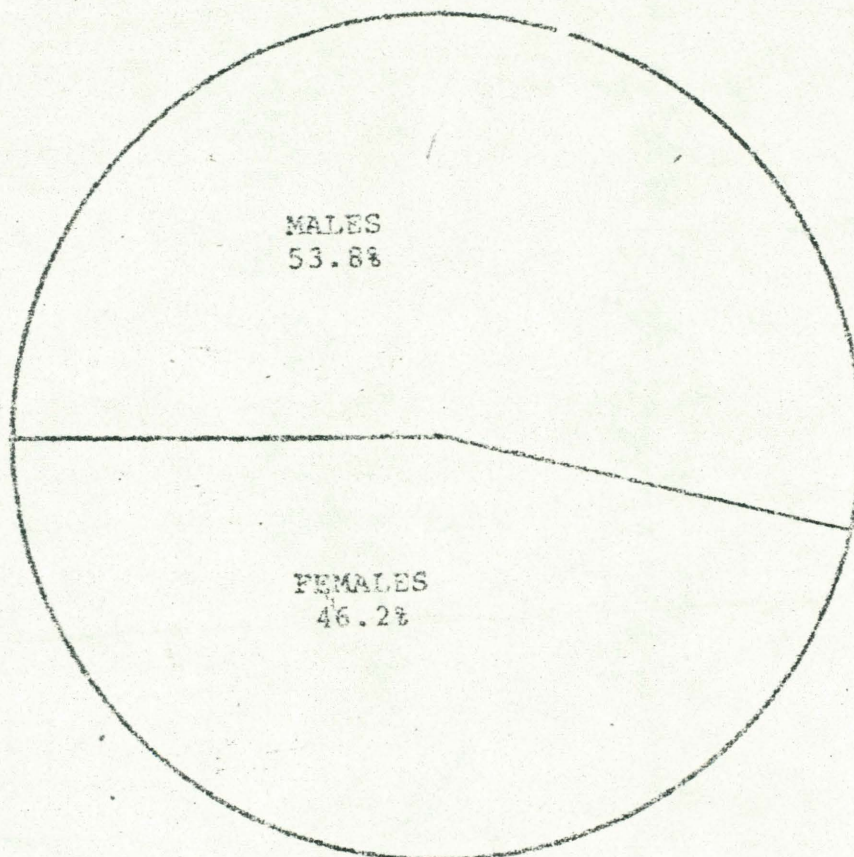
YEARS OF AGE	AS		BU		ED		HFT		HSS		ALL UNIVER- SITY TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
UNDER 18	-	-	-	-	-	-	-	-	-	-	-	-
18-20	112	21.1	77	16.3	132	28.2	9	20.5	59	18.8	389	21.3
21-23	144	27.2	121	25.6	141	30.1	13	29.4	63	20.1	482	26.4
24-26	91	17.2	92	19.5	48	10.3	9	20.5	57	18.2	297	16.3
27-29	42	7.9	75	15.9	29	6.2	6	13.6	34	10.9	186	10.2
30-32	34	6.4	36	7.6	26	5.6	4	9.1	18	5.8	118	6.5
33-35	21	4.0	28	5.9	18	3.8	1	2.3	16	5.1	84	4.6
36-38	19	3.6	13	2.8	21	4.5	1	2.3	10	3.2	64	3.5
39-41	10	1.9	8	1.7	10	2.1	0	-	9	2.9	37	2.0
42-44	20	3.8	11	2.3	13	2.8	0	-	15	4.8	59	3.2
45-47	17	3.2	5	1.1	20	4.3	0	-	11	3.5	53	2.9
48-50	7	1.3	3	.6	5	1.1	0	-	9	2.9	24	1.3
51-53	7	1.3	2	.4	2	.4	1	2.3	4	1.3	16	.9
54-56	3	.6	0	-	1	.2	0	-	6	1.9	10	.5
57-63	3	.6	0	-	1	.2	0	-	2	.6	6	.3
No Date	-	-	1	.2	1	.2	-	-	-	-	2	.1
MEAN	27.1		26.3		26.1		24.8		28.7		26.9	
MEDIAN	24.3		25.4		22.7		23		25.7		24.4	
MODE	20		20		20		19.5		20		20	

N = 1827

1/24/72 (REPORT DATE)
OPA
NLG:ss

MALE - FEMALE RATIO
ALL UNDERGRADUATE APPLICATIONS

N = 1812*

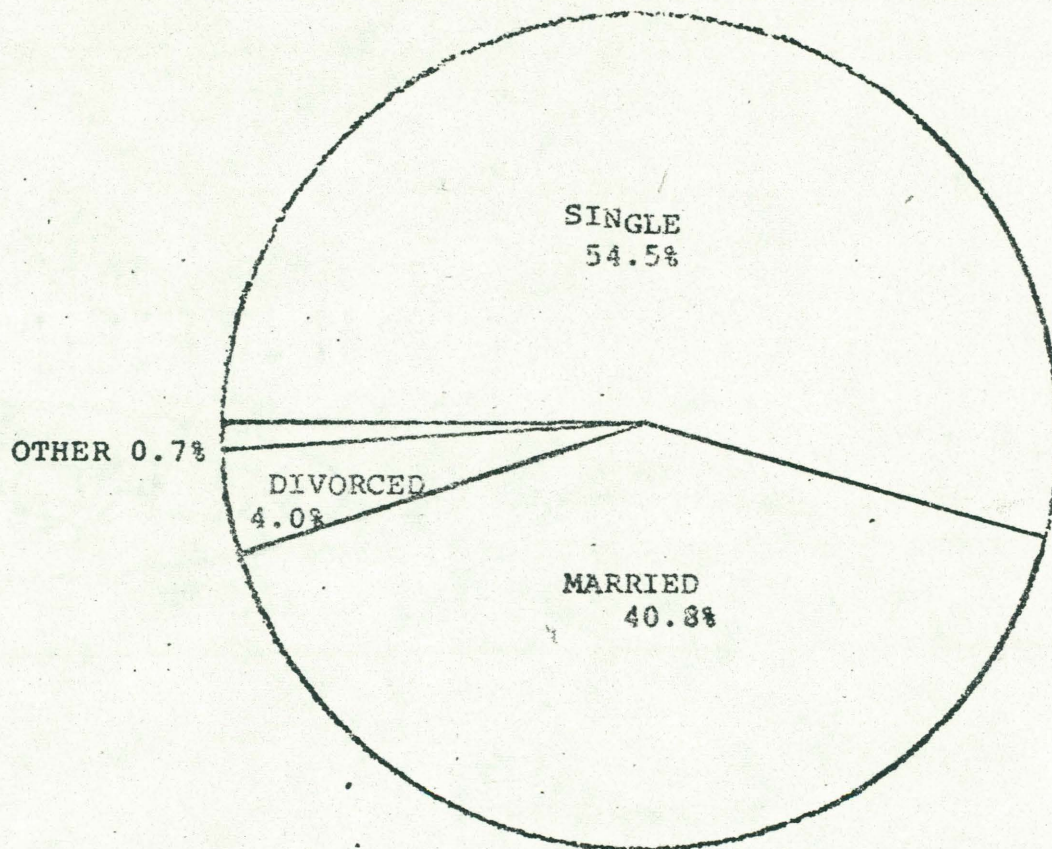


* 15 not used as sex was not coded.

CPA
2/1/72
KLG:ss

MARITAL STATUS ANALYSIS
ALL
UNDERGRADUATE APPLICATIONS

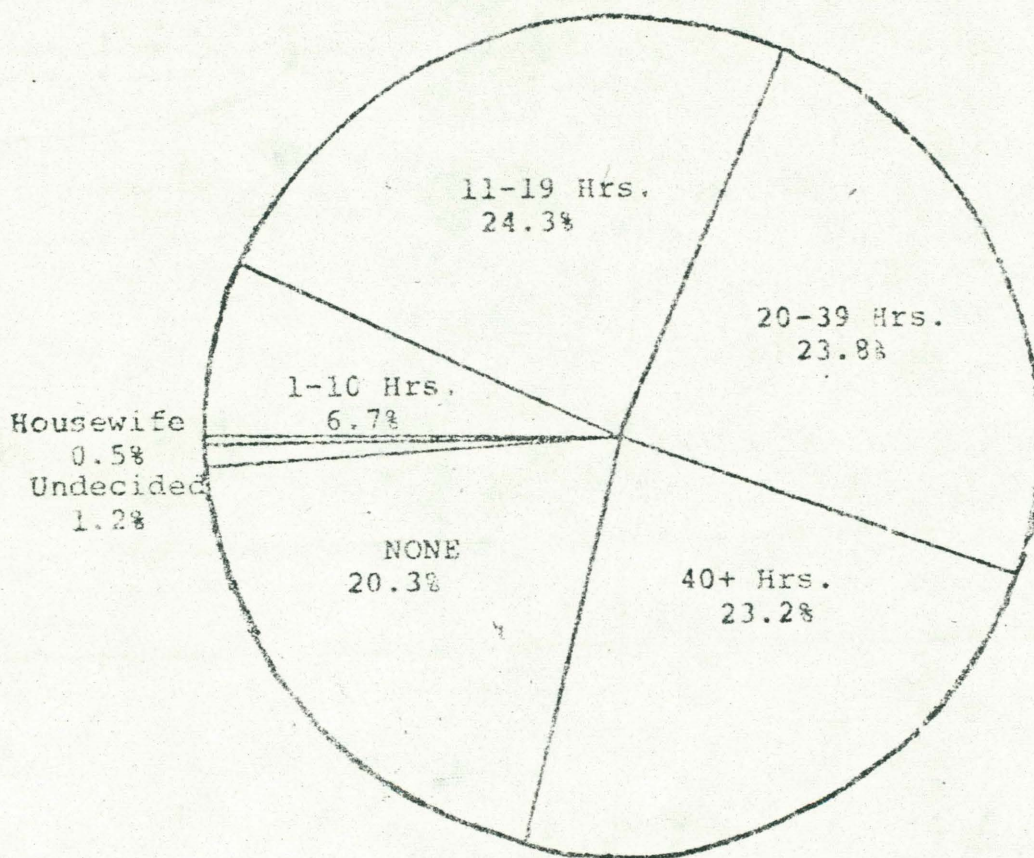
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OPA
2/1/72 (REPORT DATE)
NLG:ss

APPROXIMATE NUMBER OF HOURS PER WEEK
STUDENT INTENDS TO WORK
ALL UNDERGRADUATE APPLICATIONS

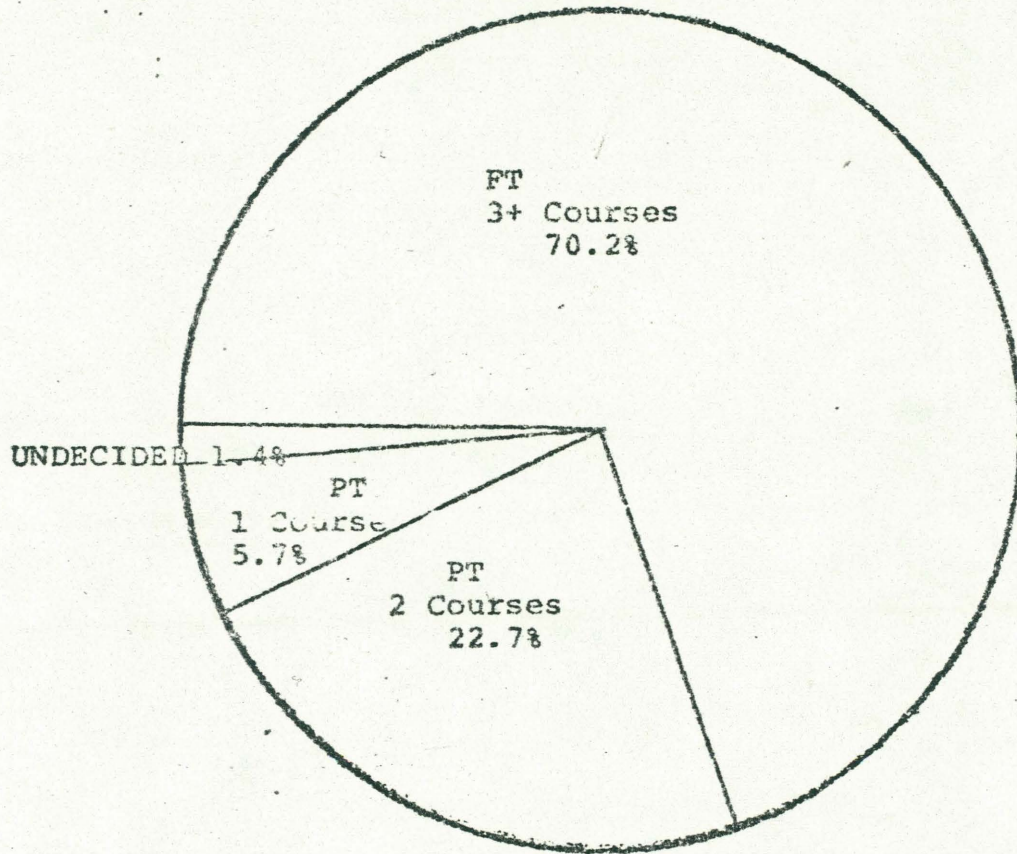
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OPA
2/1/72 (REPORT DATE)
NIG:ss

RATIO OF FULL-TIME AND PART-TIME STUDENTS
ALL UNDERGRADUATE APPLICATIONS

N = 1333



CPA
2/1/72 (REPORT DATE)
NLG:ss

Florida International University
 Analysis of 1972-73 Operating Budget Request for Student Services

ATTACHMENT #2

Budget Page	Program Component		Positions			Salaries	Support Dollars			Total
	No.	Title	C.Serv.	A&P	Total	Total	Expense	OPS	OCO	
170	3.81	Student Activities (Activities, govts, intramurals, organizations, cultural & social affairs)								
		1971-72 Actual	1.0	1.0	2.0	A&P 13,000 CS 5,309	2,000	0	0	\$ 20,309
		1972-73 Request	2.0	2.0	4.0	A&P 25,650 CS 11,464	4,250	500	1,200	\$ 43,064
174	3.82	Intercolleg. Athletics								
		1971-72 Actual			-0-	-0-	0	0	0	-0-
		1972-73 Request	0	0	-0-	-0-	60,000	10,000	0	70,000
178	3.83	Counseling & Career Guidance (Counseling Centers, Placement, Student Evaluation, Career Planning, Personal & Social adjustments, Job Placement)								
		1971-72	0	0	-0-	-0-	0	0	0	-0-
		1972-73	3.0	4.0	7.0	A&P 75,000 CS 15,964	3,494	7,000	4,200	105,538
182	3.84	Financial Aid (Loans, Grants, Scholarships & Work Progs)								
		1971-72	1.0	1.0	2.0	A&P 15,000 CS 5,044	2,000	0	0	22,044
		1972-73	3.0	1.0	4.0	A&P 15,750 CS 19,245	4,000	34,752 ³	1,200	74,947
> 187	3.86	Health Services (Student "medical health" maintenance, includes psychiatric services)								
		1971-72	0	0	0	0	0	0	0	0
		1972-73	0	0	0	0	120,000 ⁴	0	0	120,000
199	3.89	Services to Special Students (Foreign students, veterans, & "other special groups")								
		1971-72	0	0	0	0	0	0	0	0
		1972-73	1.0	1.0	2.0	A&P 12,000 CS 5,044	1,250	4,500	1,200	23,944
-	Total	6 Student Service Functions ⁵	2.0	2.0	4.0	A&P 28,000 CS 10,353	4,000	0	0	\$ 42,353
			9.0	8.0	17.0	A&P 128,400 CS 51,717	192,944	56,752	7,800	\$ 437,613

⁵ Do not include 17.2 Faculty FTE for Component 3.8A, Academic Advisement.

⁴ Services to be contracted for "...with existing medical facilities..."

³ 15.48 FTE Fellowship Positions.

² Funded from Student Fees, net of Ret. & Soc. Sec. matching.

¹ Funded from State appropriations, net of Retirement & Soc. Security matching.

OVA:RSW

ATTACHMENT #3

PROPOSED MODEL FOR COUNSELING SERVICES AT FLORIDA INTERNATIONAL UNIVERSITY

