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ABSTRACT
                A model for long-range planning designed to maximize
involvement of college personnel, to improve communication among
various areas of the college, to provide a process for evaluation of
long-range plans and the planning process, to adjust to changing
conditions, to utilize data developed at· a level useful for actual
operations, and to have utility in meeting internal and external
long-range planning requirements is described in this paper. Use of
the model requires only two college committees, one composed of the
directors of the instructional areas, the director of library
services, and a representative of the student development office, and
the other composed of the college president and his cabinet. The
first committee establishes the basic planning document and the
second reviews the document and suggests revisions where appropriate.
The management systems officer, not a member of either committee, is
responsible for providing necessary data to both committees,
converting information in the committees' plan into data for use in
the program budget model, operating the program budget model, and
serving as a consultant to the committees. This model is felt to
reduce many of the shortcomings associated with the planning process
while insuring maximum participation/representation of various
college constituencies. A flow chart of the model is included.
(JDS)

A MODEL FOR
LONG RANGE PLANNING
FOR SEMINOLE COMMUNITY COLLEGE
Norris Miner

A Long Range Planning Model should incorporate the
following:

1.   Maximum Involve 'nt Of College Personnel

        This is the basic problem that must be confronted.
   If the planning process is developed with the flow of
   information coming from the discipline faculty level,
   three major problems develop. First: The process is
   extremely slow. Second: Some areas will not produce
   adequate plans. Third: Data produced by the various
   plans will not have the commonality needed for efficient
   aggregation. Even with extensive training in the
   planning processes and a detailed and adequate data
   base from which to operate, the multiplicity of inter-
   est and time constraints remain. The Model does pro-
   vide for input into the planning processes. However,
   faculty and staff start with a plan stated in common
   data elements and modify that plan. This approach
   should help correct the problems stated above while
   providing for full opportunity for expression of
   value and interest at the basic levels of operation.
   Further, the prolonged use of the Model could pro-
   vide the necessary training to produce a planning
   cycle which would emanate from the lowest levels
   while at the same time minimizing the problems cited.

2.   Processes For Improvement Of Communication And
      Understanding Among The Various Areas Of The College

        The Planning Model calls for a committee of
   representatives of all of the instructional areas of
   the College to merge their plans into one comprehen-
   sive unit. The review process will require this   .
   committee to engage in a give-and-take interaction
   in order to operate within any constraints imposed.
   Further, the Program Budget Simulation Model will
   demonstrate the financial implications of actions
   taken by one area on the other areas of the College.
   The combination of open expression of goals by all
   interest groups and the examination of the effects

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decisions in one area have on other areas, should tend
to broaden the scope of understanding of the totality
of college operations.

3. A Process For Evaluation Of Both The Long Range Plans
    And The Process Of Planning

    The Model provides for the self evaluation of
plans by beginning each planning cycle with an exami-
nation of base data from prior years operations. Thus,
actual data can readily be compared with prior plans
and an examination of variances can be undertaken.
The planning process can be monitored and adjusted by
the two committees involved in aggregation and review.

4. Flexibility To Adjust To Changing Conditions

    The use of the Program Budget Simulation Model
will quickly provide information about the financial
implications of changes or alternate approaches.
Planners will have greater freedom to examine the
eudcational and value implications of the plan under
consideration. The cost component of these cost
benefit considerations will not be a major problem.

5. Data Developed At A Level Useful For Actual Operations

    The Program Budget Simulation Model provides
information on four personnel categories on a full-time/
part-time basis and produces numbers of employees and
cost of each of these categories. Support and equip-
ment cost are produced in gross form and not by object.
However, for planning purposes this would appear to be
sufficient. The Model will work from productivity
ratio or number of instructors. With base information
from the Model on student credit hours, productivity,
and instructional personnel, detailed data on class
and average load can be produced.

6. Utility In Meeting Internal And External Long Range
    Planning Requirements

    Internal plans should be produced along organi-
zational lines, whereas external reporting usually
requires either the NCHEMS or Division of Community
College Program structures. The present college
operational structure and chart of accounts allows for
a crossover from one system to the other with a minimum

of difficulty. It shall be **the responsibility** of
the Systems Office to change the format of internal
plans to meet the requirements of external reporting.

THE PLANNING MODEL

The plan requires only two formal committees. Individualized
communication will be required to support the work of these com-
mittees.

A committee (Committee of Directors) composed of the
Directors of the instructional areas, the Director of Library
Services, and a representative of the Student Development Office
shall establish the basic planning document.

A committee (Review Committee) composed of the President
and his Cabinet shall review the basic document and recommend the
acceptance or modification of the document based on the goals
and anticipated resources of the College. Recommendations for
revision shall be specific enc   h for the Committee of Directors
to modify the plans with reaso: 'e assurance of acceptance.

The Management Systems Office shall not be a member of
either committee. Rather, he shall be responsible for supplying
data to both committees; converting information in the plans pro-
duced into data needed for the operation of the Program Budget
Simulation Model; operate the Program Budget Model; and serve
as a consultant to either committee.

The process of planning shall be of continual loop design
both in the flow of information and in the planning and evalua-
tion cycle. The information loop shall include faculty-staff, Divi-
sion Chairmen, Directors and the President and his Cabinet (see
Chart A). The planning evaluation cycle shall include an analysis
and evaluation of prior plans before the construction of new
plans (see Chart B).

It is proposed that initially the planning loop be entered at
the Committee of Directors level. The Program Planning Budget
documents for 1.76-77 presented to the Division of Community
Colleges provide the most detailed and formalized planning
document in existence at the College. Program Budget Simulations
exist as support for all data contained in these reports. Fur-
ther, the documents were prepared with as much input from the
Director level as was possible to obtain. The committees would
analyze these documents from their individual viewpoints. Due to
the unique communication structure and individuality of each
instructional area, each Director will then work with the Division

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Chairmen within their area in a manner of their own choosing. The Directors and Division Chairmen will analyze the plans from their individual viewpoints and as a unit of combined effort within an instructional area. The Division Chairmen will then work with the various disciplines within their area to modify the plans to more precisely express the individual goals and value interest of the faculty within that discipline.

The modified plans will then move through the Division Chairmen to the Committee of Directors. Adjustments would be made as necessary at each level. These adjustments would be made with full understanding of all parties.

The Committee of Directors shall present the individual plans developed by the areas. The Systems Officer will convert these plans to budget form. When the combined effect of the instructional, library and student development effort has been determined, the Systems Officer, in consultation with the appropriate parties, will determine the effects of this plan on the remaining service areas of the College. A total program budget simulation will be produced and presented to the Committee of Directors. The process will be repeated until an approved budget is produced. This budget will then be sent to the Review Committee.

The Review Committee will then approve or recommend modification of the budget. Recommendation of modification should be as specific as possible. If modification is required as much of the loop as necessary shall be used.

Upon completion of an approved program budget, the Committee of Directors shall formalize the goal statements and other information implicit in that budget. The unique facility, equipment and personnel implications of the plan shall be documented.

A new cycle of planning can be initiated under two conditions. First: A major change in the conditions on which a budget is predicated could require action to produce an immediate change in plans. If possible, these modifications should be postponed until the next annual cycle. However, the Committee of Directors should be apprised of the change and be given as much lead time as possible. The Committee of Directors should then begin the process of communication with the appropriate personnel. Second: A modification or revision of the plan should be produced each year. The yearly planning will begin with an analysis of the validity of the prior years plans. Variations of plans and actual operations should be examined as to the long range effects. The effects, if any, of these variations and revisions of plans, made necessary by changing

conditions, will be incorporated into a **new** planning cycle.

The use of established plans to begin the planning process has been recommended for the following reasons:

1. The established plans provide a common format and set of data elements. Aggregation of individual plans can be accomplished in the least amount of time and with the minimum loss of the real intent of the smaller elements of the plan.

2. The analysis of these existing plans provides for training of the participants. Long range planning will require education in the totality of the elements involved, the interaction of the elements, and the chain effect generated by modification. It is hoped that the continual use of the planning process will evolve a system of independent generation of new plans from the basic levels of the information loop.

3. It is psychologically easier to criticize than origi- nate. This is especially true when the ability to originate is impaired by time constraints and lack of training.

4. The time line of the initial planning cycle is reduced by eliminating one of the most time consuming steps in the process.

The time line of the planning process should accommodate the requirements for Division Long Range Planning. This means that the basic plans for the first planning year must be completed in time for the Systems Office to convert the internal plans into an appropriate form for submission to the Division by August 1 of each year.

A schedule for the first year could be as follows:

1. Selection of the process of planning by the end of September (the remaining schedule assumes the acceptances of this plan or a closely associated alternate).

2. Analysis of existing plans by the committees by the end of November.

3. Initial interaction between Directors and Division to begin in December.

4. Division Chairmen modified plans submitted by mid-March.

5. Committee of Directors basic plan completed by mid-April.

6. Review completed by the end of April.

7. Revisions, if necessary, completed by the end of May.

8. Review and revisions completed by the first of June.

9. Final form of internal report completed by first of July.

The plans should incompass a period of six years. The line item budget prepared during the same time period as the program long range plans should be considered as short range plans and would supplement the long range plans. Thus, the long range planning process conducted during the 1975-76 year would begin with plans for the 1977-78 year and carry through the 1982-83 year.

Either the Committee of Directors or a joint sub-committee of the Directors and Review Committees should make an evaluation of the planning process at the rmination of the first planning cycle. The evaluation should include the method, time line and communications involved in the process. Modifications to the plan should be completed by early September.

CHART 1
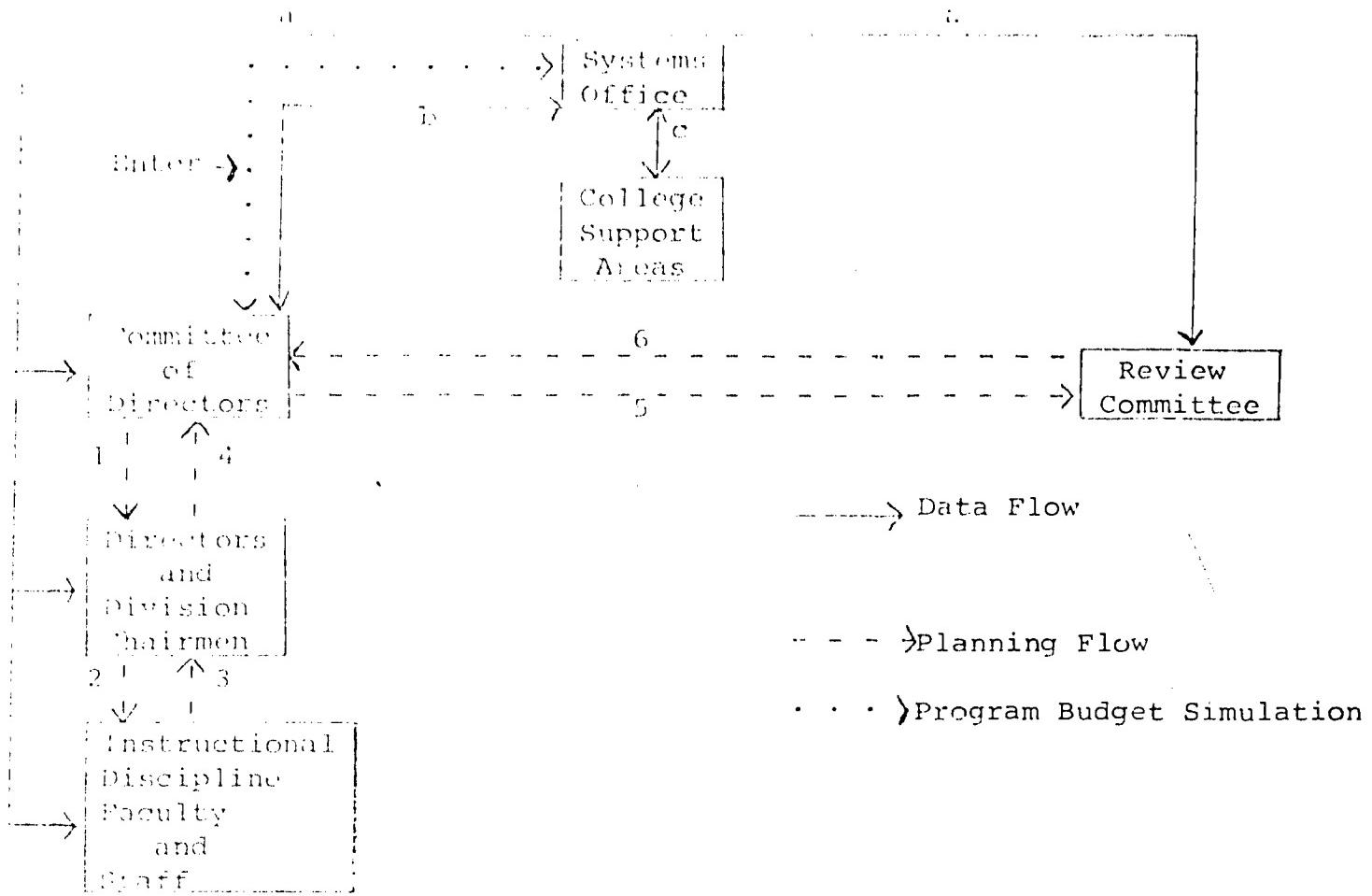
Data Flow

a. Systems Office provides required data to planners.
b. Committee Of Directors provides plan data to Systems Office.
c. Systems Office uses plan data to obtain support requirements.

Planning Flow

A loop will be completed by following order of numerical flow lines.

Program Budget Simulation
Enter plan on past simulations.
Produce new simulations with plan and support data.

CHART 2
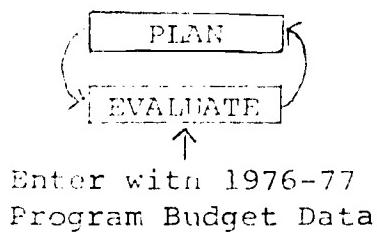
Enter with 1976-77
Program Budget Data