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ABSTRACT

A pilot study sought to determine if the "Planning Guide" provided useful assistance to college personnel needing to collect data about their own institutions. The Guide is a looseleaf manual developed by the National Laboratory for Higher Education and designed to organize information regarding an institution's: 1) current status; 2) assumptions, goals, and objectives; 3) organization, policies, and strategies for implementing change; 4) budgeting techniques; and 5) evaluation tactics. The Guide was distributed to five institutions and used over an eight-month period. The progress in planning made by each varied substantially, depending upon the experience, planning staff, and resources available. In general, it was concluded that the Guide was an effective means for collecting and disseminating data needed for decision-making, particularly when regarded as a dynamic tool which could be shaped to fit local needs. Minimal outside consulting time was required and it seemed that the Guide was more appropriate to smaller colleges than to large universities. (PB)

Session #28.14

ENHANCING DECISION MAKING THROUGH INFORMATION DISSEMINATION: A TEST OF THE PLANNING GUIDE

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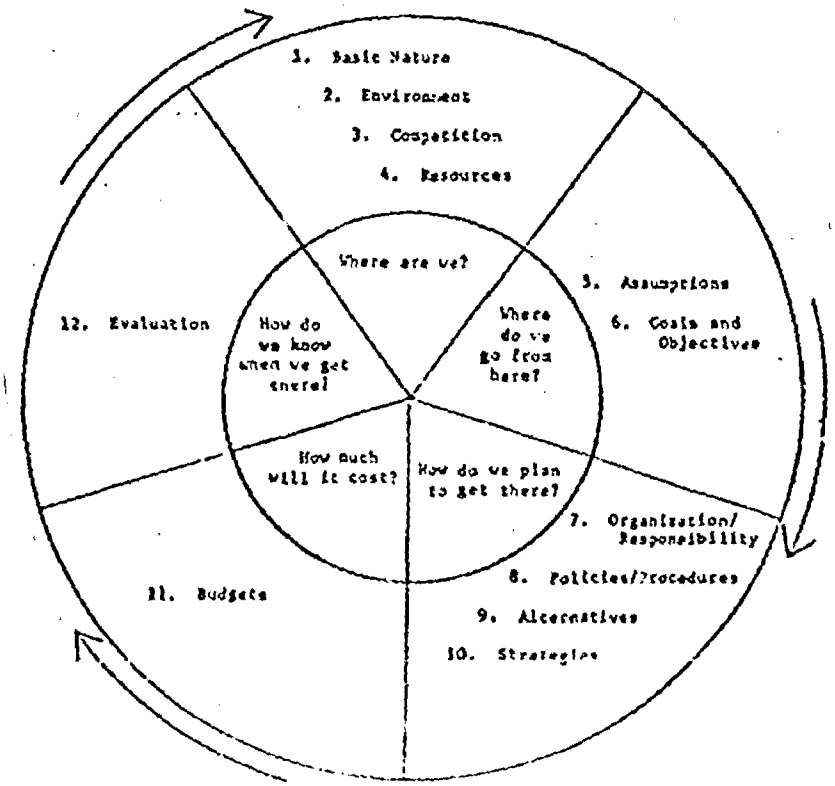
INTRODUCTION

As competition for students, faculty, and funds intensifies, the survival of many colleges becomes more dependent upon their ability to manage resources. Effective management functions in a healthy college include: (1) examining curricular, administrative, and operational procedures; (2) determining the relevance of goals and objectives; (3) selecting and retaining faculty and students; (4) describing the present and predicting the future environment of the institution; (5) justifying the allocation of resources; and (6) developing timely, accurate information to support these functions and to enhance the validity of decisions.

The purpose of the National Laboratory for Higher Education's Planning Guide is to provide a central resource for the information required to maintain a healthy institution. The Planning Guide is a looseleaf notebook designed to organize information into various categories from setting goals to budgeting, in a form which is: (1) simplified--so that individuals can be free from unnecessary paperwork; (2) selective--so that individuals can produce, adapt, or procure material to meet their individual information needs; (3) unified--so that efforts in data collection, processing, and dissemination will not be duplicated; (4) flexible--so that it can be used in diverse programs; and (5) adaptable--so that changes can easily be made.

The planning model based on the Planning Guide concept is presented below. The process illustrated in the model has twelve steps beginning with data collection in the areas of basic nature of the institution, environment, competition and resources going on to the development of assumptions, selection of goals, planning and budgeting, and ending with evaluation of the program.



The Planning Guide contains descriptions, sample data, and references to assist an institution in collecting and organizing material for its various sections.

Before testing of the Planning Guide, the material was reviewed by six individuals with expertise in institutional planning, including three college presidents and three individuals who were involved in the study of higher educational institutions. Their purpose was to detect any major problems before distributing the Guide to colleges. Responses of the review panel were generally positive and helpful in revising the manual. The reviewers felt that the Planning Guide could be useful and valid as a planning tool, and that the explanatory material was generally clear. All reviewers felt the Planning Guide would be useful in small liberal arts colleges, private and public two-year colleges, and predominantly black colleges (the major target populations served by NLHE). The majority expressed doubt as to its applicability in private universities and in state colleges and universities.

Comments by the panel of reviewers indicated a need for revision in some sections and for rearrangement of material in others. Most of the changes pertained to adding sample data, references, and descriptions of planning procedures. A few changes were made before pilot testing, but most were put "on hold" until after the test, as they would probably not change the effectiveness of the Planning Guide.

METHOD

The remainder of this paper contains data from the pilot test. The pilot test stage was designed to determine whether the Planning Guide could be successfully implemented in a college. It was decided that direct testing by the colleges would be best, rather than testing with college administrators in a workshop simulation. This would allow data to be collected on the amount of consultation necessary to begin using the Guide.

Sample

Copies of the Planning Guide were distributed to four schools. Two were not able to complete the process because of internal problems and pressures. Two others continued the test for the entire four-month period. A fifth school, though not formally a part of the pilot test, did begin work on a Planning Guide. One of the schools (known as A) that completed the pilot test was a private two-year college in the process of converting to four-year status; another (B) was a community college; and the third school (C), though not formally a part of the pilot test, was a private junior college.

Test Procedures

A set of ten Planning Guide notebooks was delivered to the two colleges participating in the complete test. An NLHE staff member

delivered the notebooks along with a set of evaluation forms. This staff member explained the purpose of the test and the kind of data NLHE hoped to gather. He remained to answer questions about the uses of the Planning Guide and data collection procedures which might be appropriate for each section. The staff member returned to each school at the end of six weeks to monitor progress and answer questions.

The purpose of the pilot test was to determine whether colleges, with limited consultation, could gather data congruent with the purpose of each section and could use this data in the planning process. Two measures were used to assess this: first, a check of how many sections contained institutional data; second, a monitoring of any changes which occurred in these sections during the remainder of the test.

In addition, we were concerned with determining the amount of staff time required to gather the data, the person or persons responsible for collecting the data, and the types of problems which occurred.

The other college which had not been included in the pilot test began work on a Planning Guide at the same time. The model Planning Guide for this college was completed by NLHE staff after time was spent on campus collecting essential information. The model was then introduced to institutional personnel during a workshop. After this, these personnel were to be responsible for changing and updating the model.

RESULTS

The data to be reported in this section include a case study for each of the colleges using the Planning Guide.

Case Study A

College A is a small, church-related junior college currently in the process of converting to four-year status. The majority of work on the Planning Guide was completed by the dean and assistant dean. Planning Guide notebooks were delivered to the college in May of 1973. In August, an NLHE staff member visited the college and interviewed the two deans. At that time, the deans felt that data collection procedures in each section were adequate for them, that additional references would be helpful and that faculty workload and cost analysis should be added to the resource section. They felt that the Planning Guide model should not be developed by NLHE, but should be completed by college staff with NLHE providing consultation and guidance where necessary, as they had done.

Table 1 presents a summary of material that this college inserted in their Planning Guide by December 15, 1974.

Table 1

Section	Tables	MD*	Distribution	Data Sources
1. Introduction	Distribution code	NS	Planning committee	Model Planning Guide
2. Basic Nature	Basic Nature Current Leadership	1	Planning committee	College catalogs Historical documents Interviews County Courthouse records
3. Goals/ Objectives	Goals	5	Planning committee	IGI
	Aims in order of priority		President	Academic Dean
	Results of IGI		Planning committee	Goals committee report
	Academic Plan--Objectives		Planning committee	Not specified
4. Assumptions	Assumptions--1974, 1978, 1983	3	President	Not specified
	Reasons for Transition to Senior College		Planning committee	Not specified
5. Environment	The '60's in reverse	1	Planning committee	Chronicle of Higher Education
	Total appropriation for (state) public higher ed. institutions		Planning committee	Not specified
	(State) degree credit headcount		Planning committee	Am. Assoc. of College Registrars & Adms. Officers
	College attendance by high school grades		Planning committee	U.S. Dept. of Labor--Bureau of Statistics
	U.S. enrollment projections		President, adms. dean, spec. activities dir.	AACRAO

* man-days, estimated by individuals completing the section
NS = not specified

Section	Tables	MD*	Distribution	Data Sources
5. Environment (cont'd.)	(State) enrollment projection		President, adms. & records dean, spec. activities dir.	AACRAO
	Projected Ph.D. surplus		President	Carnegie Commission
	Federal laws and regulations concerning sex discrimination		President	Project on Status of Education for Women (Assoc. of Am. Colleges)
	National retention ratio		Planning committee	Educational statistics (HEW)
	Appropriation for year 1974		Planning committee	Higher Education National Affairs
6. Competition	Major competition	1	Planning committee	College catalog
	Competition analysis (_____ College)		Planning committee	Not specified
7. Resources	FTE professional staff	NS	President	Contracts
	Faculty loads, fall 1973		Planning committee, faculty, self-study committee	Academic dean
	New faculty, professional staff		President	Academic dean
	Faculty profile by department, sex		President	Academic dean
	Faculty preparation		President	Academic dean
	Student charges		Planning committee	Bursar
	Financial aid		Planning committee	Bursar

Section	Tables	MD*	Distribution	Data Sources
7. Resources (cont'd.)	Library data		Planning committee	Librarian
	Current fund revenues		President	Bursar
	Current fund expenditures		President	Bursar
	Credit hours by department		Planning committee	Class tests
	Degrees conferred		Planning committee	Graduation program
	Endowment		Planning committee	President, bursar
	Fall enrollment		Planning committee	Admissions and records
	Fall & spring headcount		Planning committee	Admissions and records
	(College) structure		Planning committee	Academic dean
8. Policies/ Procedures	Organization chart	NS	Planning committee	Academic dean (college files)
	Special academic programs		Planning committee	College catalog
	Offices for new faculty		President	Academic dean
	Price freeze		President, business mgr., bursar	Higher Education National Affairs
9. Alternatives	----	--	----	----
10. Strategy/Process	Academic objectives	NS	President	Academic Dean
	Cost factors of departmental proposals		President	Special activities director
	Monthly arrangement of plans for 1973-74		President	Academic Dean

Section	Tables	MD*	Distribution	Data Sources
10. Strategy/Process (cont'd.)	Priority arrangement of plans for 1973-74		Planning committee	Academic dean
	Projected outcome of plans		Planning committee	Academic dean

College A was able to gather a great deal of data for the Planning Guide with a minimum of support from NLHE. Little time was required to gather the data, possibly because much of it was already available in other forms. The data is being used for academic program planning, in an accreditation self-study, to encourage sharing of information (especially within the planning committee), and for personal activity planning.

Case Study B

The second school which remained in the pilot test was a public community college. The president of the college had reviewed the Planning Guide in May, and in June he agreed to participate in the pilot test. Very little progress was made on the Guide during the summer months, but in September an intern was hired and given primary responsibility for the Planning Guide. The process of data collection was quite different from that at College A. The intern and the president assumed responsibility for data collection, but each section was first developed in draft form and reviewed by one or more committees representing students, faculty, and staff before final insertion in the Planning Guide. This process is slower than the one used by College A, but the participation is broader. Table 2 contains a summary, by section, of the Planning Guide for College B. It should be noted that the man-day estimates do not represent the time required for a completed section--all data is both tentative and incomplete.

TABLE 2

Section	Tables	MD*	Distribution	Data Sources
1. Introduction	----	--	----	----
2. Basic Nature	Purpose and scope (college)	NS	Planning committee	College catalog State of (state) colleges addresses Annual report to president from dean of college Policy and procedures manual Faculty and staff manual Student handbook Plan of development, 1972-1980
3. Goals/ Objectives	Sample college goals	8 ¼ + 92 for GOALS workshop	Planning committee	NLHE Goal Setting for Organizational Accountability (GOALS)
4. Assumptions	Assumptions concerning students and youth	2	Planning committee	NLHE Planning Guide
	Political assumptions		Planning committee	NLHE Planning Guide
	Economic assumptions		Planning committee	NLHE Planning Guide
	Financial assumptions		Planning committee	NLHE Planning Guide
	Assumptions concerning societal demands upon higher ed.		Planning committee	NLHE Planning Guide
	Cultural assumptions		Planning committee	NLHE Planning Guide

Section	Tables	MD*	Distribution	Data Sources
5. Environment	----	--	----	----
6. Competition	Regional competition	9.2 to date	Planning committee	President's office
7. Resources	----	--	----	----
8. Policies/ Procedures	----	--	----	----
9. Alternatives	----	--	----	----
10. Strategy/Process	----	--	----	----

The Planning Guide for College B is clearly not as complete as that of College A. The process at this college includes not only gathering data as at College A, but also a painstaking participative process designed to elicit consensus and support for the planning process from the many interest groups that make up the college. The Guide is being used for an accreditation self-study, exploring alternative directions, and a data base for a Management by Objectives (MBO) system.

College C

College C was not included in the original test. The process of development has been quite different from that of the other two colleges. Colleges A and B differed sharply in the methods of gathering data, but the process was completed on campus by campus personnel. The data for College C's first Planning Guide, on the other hand, was gathered by NLHE staff members with cooperation from individuals of the college. There is more data inserted in the College C guide than in the other two Planning Guides. The degree of commitment of individuals in the college to the Planning Guide process is not clear. However, since the Guide was little used for five months the planning committee did recently express a renewed interest in developing the Guide to plan alternatives for the future. The efficacy of the process is open to question when most of the initial data is collected by an outside agency. Of particular interest will be the amount of original material left in the College C Planning Guide when the book is reviewed and revised by college staff.

Table 3 contains a summary of the number of tables included in the Planning Guide for College C. Approximately 36 NLHE staff man-days were required to complete these tables.

TABLE 3

Section	Number of Tables
Introduction	2
Basic Nature	1
Environment	12
Assumptions	2
Goals/Objectives	13
Competition/Cooperation	3
Resources	4
Organization	8
Policies/Procedures	5
Alternatives	6
Strategy/Process	9
Budget/Expenditures	6
Evaluation	9

Summary

The two colleges (A and B) remaining in the pilot test of the Planning Guide were able to begin gathering data for decision making. Though at different levels of completeness, the Planning Guides demonstrate that colleges can implement the Guide process with a minimum of consulting assistance. These Planning Guide users have changed some data and added more between the second and third reports. Obviously, they have made revision an ongoing process, which indicates that they view their Guides as dynamic tools which should be changed as new data becomes available or their data needs change.

No conclusions can be drawn from the College C effort, which was done with considerable consulting support. After making no progress during the past five months in adopting the model Planning Guide developed by NLHE staff to fit current institutional needs, the college planning committee plans to begin revising the model. Evaluation of this method will continue and should answer the following questions: Does it produce equivalent longer term usage of the Planning Guide? How many people will begin using it for decision making? How much staff time is required to begin using it?

Discussion

Up to this point we have concentrated upon the results of the pilot test. Now we will consider the implications of the test for future use of the Planning Guide.

First, we should consider what types of institutions can use the process. The technical review panel suggested its use be confined to two-year and four-year colleges, not large universities. During this early testing participation was confined to one junior college, one community college, and one junior college in the process of converting to four-year status. It seems likely that these smaller institutions will continue to be more interested in the Planning Guide than large universities.

Second, we should consider the means of implementing the Planning Guide on campus. The method used by Colleges A and B was that of limited consulting help during initial implementation and continued assistance at periodic evaluation periods (from 5-10 man-days). This method proved effective, particularly when some planning information was already available on campus (though not centrally located). The method used at College C, that of NLHE staff constructing the initial model of the institutional Planning Guide, though not sufficiently evaluated, may be more effective for those colleges with inadequate planning staff but adequate finances.

A third method should be developed and tested for the many colleges whose needs fall between the other models. It should provide a way

college staff can get assistance in data collection. What data should be collected, where it can be found, and how it can be made available to others are some of the problems it should address. This would necessitate intensive staff training in planning and would probably not take as many consultant days (estimated 10-20 days) as complete development of the Guide by outside consultants.

Third, we should consider how quickly an institution can begin using the Planning Guide. It becomes clear during testing that there are different levels of complexity in the Planning Guide. It is relatively easy to collect data in parts 1 and 2 of the planning model shown on page 1 (establish goals and collect resource and environmental information) and slightly more difficult in part 3 (formulate specific objectives). Less consulting time is needed for these first three parts since the skills required are basic data gathering, analysis, and display.

In many cases this data already exists in some form on campus, and it only needs to be processed into usable form and disseminated. As this information is gathered it can be used for short-range decision making. In fact, when the data can be shown to be of immediate value, more individuals participate. The planning process may take from two to six months to complete.

The remaining parts of the planning model, including part 4 (generate, analyze, and select alternatives), part 5 (prepare strategy and budget), and part 6 (evaluate programs), involve more technical planning skills. More consultation is usually necessary during this phase. This does not necessarily mean more time is needed to complete it, but more effort is required to examine alternatives and decide on the best method of resolving a problem or beginning a new program, especially since more people are involved in decision making. There is no real way to estimate the amount of time necessary for this stage of the planning process.

Fourth, we can consider who should be responsible for implementing the Planning Guide. The president should be ultimately responsible, and the long-term success of the Planning Guide will depend upon his active cooperation. It would, however, be unrealistic to assume he will do the work. Normally, one person is primarily responsible for collecting and disseminating information--often the Director of Institutional Research (DIR). If he is responsible for doing all the work, few individuals will feel interest and involvement in it. If only one person is responsible, he should share data among all personnel, as they need it, using himself and his staff primarily to publish and distribute the data.

Alternatively, it may be advisable to set up a planning committee to coordinate data collection and dissemination. This committee could also guide the primary effort, perhaps even making many decisions based upon the data. A committee would be of particular value if it were small but representative.

The Planning Guide can be used for a variety of purposes, including the following:

Academic Program Planning
Accreditation Self-Study
Data Base for Management by Objectives
Disseminating Simulation Information (RRPM, CAMPUS)
Encouraging Faculty and Student Participation in Planning
Exploring Alternative Directions
Needs Assessment
Personal Activity Planning
Program Budgeting
Program Evaluation

The following Appendix contains sample data pages from the model.

APPENDIX

ORIGINATOR:
DISTRIBUTION:
SUBJECT: Post-Secondary Enrollment Profile

	THIS	REPLACES
SECTION:	02.2	
DATE:		
PAGE:	1 OF 1	OF

OLD AND NEW ENROLLMENT PROJECTIONS, 1970-2000
(in thousands)

Enrollment	1970*	1980	1990	2000	Percentage Change 1970-80	1980-90	1990-2000
Projections made in 1971	8,649	13,015	12,661	16,559	+50.5%	−2.8%	+30.8%
Undergraduate	7,443	11,082	10,597	14,123	+48.9%	−4.5%	+33.4%
Graduate	1,205	1,933	2,068	2,436	+60.3%	+7.0%	+17.8%
Projections made in 1973	8,649	11,446	10,555	13,209	+32.3%	−7.8%	+25.1%
Undergraduate	7,443	9,720	8,982	11,221	+30.6%	−8.5%	+25.3%
Graduate	1,205	1,726	1,673	1,998	+43.1%	−3.1%	+19.8%

* Final figures

SOURCE: CARNEGIE COMMISSION ON HIGHER EDUCATION

OPENING FALL ENROLLMENTS, 1970 AND 1972, BY STATE
(in thousands)

State	1970	1972	Percentage Change
Ala.	102.7	118.5	+15.4%
Alaska	10.1	11.7	+15.6%
Ariz.	110.1	123.7	+12.4%
Ark.	51.6	53.9	+ 4.5%
Cal.	1,285.2	1,310.7	+ 4.4%
Colo.	121.5	127.9	+ 5.2%
Conn.	124.9	130.9	+ 4.8%
Dela.	23.9	28.5	+19.3%
D.C.	75.9	80.5	+ 6.1%
Fla.	239.2	255.4	+ 9.1%
Ga.	126.2	140.8	+11.6%
Hawaii	36.5	42.4	+16.2%
Idaho	34.6	34.5	− 0.3%
Ill.	453.5	433.5	+ 6.0%
Ind.	191.2	201.4	+ 2.7%
Iowa	103.4	109.5	+ 1.0%
Kan.	101.3	102.0	+ 6.6%
Ky.	95.9	103.1	+11.6%
La.	123.8	134.5	+11.4%
Maine	32.2	34.6	+ 7.5%
Md.	143.6	157.7	+12.9%
Mass.	303.0	319.9	+ 5.6%
Mich.	384.1	407.4	+ 3.4%
Minn.	150.1	142.3	− 7.3%
Miss.	73.1	80.3	+ 9.9%
Mo.	133.6	138.9	+ 2.9%
Mont.	23.7	23.0	− 6.1%
Neb.	65.4	65.0	− 0.6%
Nev.	13.0	17.3	+33.1%
N. H.	23.0	22.3	− 2.5%
N. J.	210.4	241.2	+14.6%
N. M.	43.7	48.0	+ 9.8%
N. Y.	775.5	842.3	+ 8.5%
N. C.	171.5	193.4	+12.8%
N. D.	30.5	29.8	− 2.4%
Ohio	371.4	385.6	+ 3.8%
Okla.	109.6	121.9	+11.2%
Oregon	114.3	123.3	+ 7.9%
Pa.	410.5	429.8	+ 4.7%
R. I.	45.1	49.4	+ 9.5%
S. C.	70.3	93.3	+33.4%
S. D.	30.3	28.3	− 6.2%
Tenn.	135.5	147.3	+ 8.7%
Texas	438.5	458.7	+ 4.6%
Utah	79.1	81.7	+ 3.3%
Vermont	22.1	25.9	+17.1%
Va.	145.2	165.0	+13.6%
Wash.	180.4	194.2	+ 7.7%
W. Va.	63.3	64.7	+ 2.2%
Wis.	201.5	217.1	+ 7.7%
Wyo.	15.0	17.7	+18.0%

SOURCE: U.S. OFFICE OF EDUCATION

REVISED PROJECTIONS OF FALL ENROLLMENTS, 1972-74
(in thousands)

Enrollment	1972*	1973	1974	Percentage Change 1972-73	1973-74
Total	8,265	8,370	8,500	+1.3%	+1.6%
Men	4,701	4,695	4,700	0	0
Women	3,564	3,675	3,800	+3.1%	+3.4%
Full time	5,647	5,699	5,800	+1.0%	+1.8%
Part time	2,618	2,671	2,700	+2.0%	+1.0%
Undergraduate and 1st professional	7,322	7,407	7,500	+1.2%	+1.3%
Graduate	943	963	1,000	+2.1%	+3.8%
Public Institutions	6,158	6,255	6,400	+1.6%	+2.3%
Private Institutions	2,107	2,114	2,100	0	0
4-year Institutions	6,473	6,512	6,600	+1.0%	+1.4%
2-year Institutions	1,792	1,858	1,900	+3.7%	+2.3%

* Final figures

SOURCE: NATIONAL CENTER FOR EDUCATIONAL STATISTICS

The rate of college attendance and type of post-secondary institution most frequently chosen in the nation are important factors to consider in estimating changes in college enrollment. Similar information should be developed for your college's immediate locale.

ORIGINATOR:
DISTRIBUTION:
SUBJECT: Estimated Nationwide College Revenue by Source

	THIS	REPLACES
SECTION:	02.4	
DATE:		
PAGE:	1 OF 1	OF

		HISTORICAL			CURRENT YEAR	PROJECTED				
		FOURTH YR.	THIRD YR. 68-69	SECOND YR. 69-70	LAST YR. 70-71		NEXT YR.	SECOND YR.	THIRD YR.	FOURTH YR.	FIFTH YR.
1	Public Institutions:										
2	Federal		2.5*	2.8	3.1						
3	State		5.2	5.6	6.1						
4	Local		.6	.7	.7						
5	All Other Funds:		5.7	5.4	7.1						
6	TOTAL		14.0	15.5	17.0						
7											
8	Private Institutions:										
9	Federal		1.8	2.0	2.3						
10	State		.1	.1	.1						
11	Local										
12	All Other Funds		5.8	6.2	6.7						
13	TOTAL		7.7	8.3	9.1						
14											
15	* $ Billions										
16	Source: Table 19, Standard										
17	Education Almanac, 1971										
18											
19											

Maintain a national picture of funding sources and supplement it with regional data, comparing each to funding patterns within your own college. Observe economic indicators such as the GNP which influence the assumptions you make about your institution's ability to attract funds in the future.

ORIGINATOR:
DISTRIBUTION:
SUBJECT: Major Competition: Four-Year College

	THIS	REPLACES
SECTION:	03.1	
DATE:		
PAGE:	1 OF 1	OF

Competitors	Commuting Area	State	Region (Surrounding States)		Nation
Private Institutions	Private Junior College Regional College*	Christian College* St. Maria College* Southwood College Sims University	Georgia: Georgia Baptist Falls Academy South Carolina: Mountainside University Doc Branson* Winslow Tennessee: James P. Stevenson St. Joseph	Florida: Orange University Florida Teachers Institute Central Methodist* Virginia: Virginia Methodist Morston	Santa Augusta Western University Brooksville Northeast Christian University Rivers
Public Institutions	Twelve Hills University Middletown Community College*	Southeastern State College Carolina State College* Carolina University	Georgia: Georgian University Womens College of Georgia South Carolina: Rio State Angier State Tennessee: Tennessee Military and Polytechnic	Florida: Whiteville Technical Sommers Virginia: Middle Virginia State Newsome State	

* According to 1971-72 admissions office follow-up, these are the seven institutions to whom Four-Year lost the most applicants.

	Full-time Faculty	Part-time Faculty	% Full-time PHD Faculty	Student Faculty Ratio	Average * Faculty Salary	Average * Professor Salary	Average * Associate Professor Salary	Average * Asst. Professor Salary	Average* Instructor Salary
4 Year Colleges									
Regional College	64	12	48	17-1	13,200	16,960	14,340	12,560	10,500
Twelve Hills University	33	8	51	17.3-1	13,100	16,300	13,900	12,100	10,850
Carolina State College	170	28	56	18.2-1	15,100	19,200	17,100	14,800	11,900
Virginia Costal College	51	12	53	15.4-1	13,900	17,400	14,900	13,100	10,000
Central Methodist College	136	16	45	16-1	12,700	15,800	13,800	11,600	10,100
2 Year Colleges									
Middletown Community College	24	28	12	19.8-1	13,600**	16,200	14,100	12,400	10,500
Southwood College	34	16	15	15-1	12,700	15,300	13,200	11,600	9,800
River College	37	24	24	14.3-1	13,200	15,900	13,850	12,100	10,400
Sommers Junior College	37	12	18	15.4-1	12,500	14,800	12,700	10,900	9,500

* Includes full-time, 9-month faculty only, with fringe benefits. Figures after/indicate numbers in category.
**No faculty rank.

ORIGINATOR:
DISTRIBUTION:
SUBJECT: Student Admissions and Enrollment: Four-Year College

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SECTION:	04.3	
DATE:		
PAGE:	1 OF 1	OF

	Full-Time Students	HISTORICAL				CURRENT YEAR	PROJECTED				
		FOURTH YR.	THIRD YR.	SECOND YR. 1971-2	LAST YR. 1972-3	1973-4	NEXT YR. 1974-5	SECOND YR. 1975-6	THIRD YR.	FOURTH YR.	FIFT
1	Freshmen										
2	Applied			468	482	421	374	383			
3	Accepted			392	413	373	329	335			
4	Enrolled			323	368	325	276	298			
5	Transfers										
6	Applied			89	101	98	82	85			
7	Accepted			75	93	83	73	75			
8	Enrolled			60	79	75	64	68			
9	Returning students			942	902	878	858	849			
10											
11	Total enrollment			1,325	1,349	1,288	1,198	1,215			
12											
13											
14											
15											
16											
17											
18											
19											

Students are a college's most valuable "resource," so past and projected enrollments can be maintained in the Resources Section. Ten years of past, current, and projected figures can be compared on Form 4. This data should also become part of the assumptions underlying budgets.

ORIGINATOR:
DISTRIBUTION:
SUBJECT: Faculty Profile by Department and Sex

	THIS	REPLACES
SECTION:	04.6	
DATE:		
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Department	Full Professors		Associate Professors		Assistant Professors		Instructors	
Sex	M	F	M	F	M	F	M	F
Fine Arts	2		3	1	2	2	1	1
Business	3		2		3	1	1	
Economics	4		2		2		1	
Education	2		3		3	2		1
Foreign Languages		1	2		2	2		1
History	2		3	1	3		1	1
Philosophy	2		1		3			
English	2	1	4	2	2	1	2	3
Mathematics	2		4		2	1	2	1
Natural Sciences	2	1	4	1	4			1
Religion	2		4		2			
Social Science	3		5	1	4		1	1
Health Ed. & Phys. Ed.	1		2		1	1	1	2
TOTALS	27	3	39	6	33	10	10	12

ORIGINATOR:
DISTRIBUTION:
SUBJECT: Sources of Revenue: Four-Year College

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SECTION:	04.9	
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	Resources*	HISTORICAL				CURRENT YEAR	PROJECTED				
		FOURTH YR. 1970	THIRD YR. 1971	SECOND YR. 1972	LAST YR. 1973	1974	NEXT YR. 1975	SECOND YR. 1976	THIRD YR. 1977	FOURTH YR. 1978	FIFTH YR. 1979
1	Alumni	3.3	3.1	2.9	3.0	3.3	3.4	3.7	3.8	4.1	4.3
2	Endowment Earnings	14	14	14	16	20	25	33	40	50	50
3	Gifts and Grants	25	110	60	250	500	310	400	500	500	500
4	Tuition and Fees	2,165	2,183	2,195	2,104	2,155	2,220	2,300	2,400	2,400	2,500
5	Room and Board	965	985	993	1,011	968	950	934	950	970	980
6	Federal Government	180	78	210	235	250	200	210	150	100	100
7											
8	TOTAL:	3,352.3	3,373.1	3,474.9	3,619.0	3,716.4	3,678.4	3,880.7	4,043.8	4,024.1	4,134.3
9											
10	* in thousands, add 000										
11											
12											
13											
14											
15											
16											
17											
18											
19											

Data on the sources of a college's income can be included in both the Resources and Budget Sections.

Assumptions Concerning Societal Demands Upon Higher Education

1. Knowledge will become an increasingly expensive resource but with a decreasing period of usefulness.
2. The proportion of the population that graduates from high school will increase from about 60% to 65%.
3. Holders of Ph.D. degrees will be less in demand.
4. Formal academic training will no longer be the sole requirement for professional certification.
5. More students will enter continuing education programs for retraining and personal enrichment.

Assumptions Concerning Institutional Organization

1. Pressure for participative planning will increase.
2. The shift from "ad hoc" style administration to participative management by objectives (MBO) will continue.
3. The scarcity of well qualified educational managers will be a major factor in the ability to respond to change.
4. The public will demand greater accountability for student learning from the administration and faculty.
5. The faculty will play a greater role in the government of the institution.
6. A higher percentage of administrative personnel will have a nonacademic background (i.e., business, government).

Assumptions Concerning Instruction and Curriculum

1. There will be proportionately more part-time faculty than full-time.
2. Colleges will emphasize techniques and processes for learning rather than subject matter.
3. There will be more widespread acceptance of the faculty's right to collective bargaining.
4. The requirement for professors to "publish or perish" will diminish.

		THIS	REPLACES
ORIGINATOR:	SECTION:	06.1	
DISTRIBUTION:	DATE:		
SUBJECT: Institutional Goals--Community College	PAGE:	1 OF 1	OF

The National Laboratory for Higher Education assisted Community College in conducting a Goals Workshop on January 4, 1974. Thirty participants (representing faculty, administration, students, alumni, trustees and the community) took part in an exercise in reaching consensus on high priority goals for Community. Out of fifty goals, the ten that were rated to be of highest priority by a majority of the participants follow:

1. To develop and maintain an image unique to this institution.
2. To determine how to reach those students in the market place whom we want at Community and who qualify scholastically and finacially to attend.
3. To assist the student in developing her powers of critical thinking.
4. To cultivate the student's talents and creative abilities.
5. To provide students with a background in communications, arts, and social and natural sciences.
6. To seek and secure financial support from new funding sources.
7. To enable students to assess their own capabilities and limitations realistically.
8. To secure increased financial support from current funding sources.
9. To aid the student in developing self-confidence and a positive self-image.
10. To continuously evaluate all programs in terms of effectiveness and efficiency.

The number of goals listed on this and the following chart is arbitrary; however, if too many goals are developed, the purpose of goals as a narrowing, focusing, priority-setting technique is weakened.

ORIGINATOR:
DISTRIBUTION:
SUBJECT: Administrative and Planning Objectives: Four-Year College

	THIS	REPLACES
SECTION:	06.3	
DATE:		
PAGE:	1 OF 1	OF

Objectives

1. To ensure open communication among staff, the President will hold weekly staff meetings for all administrative officers and maintain a file of actions approved by the staff.

2. By October 30, 1974, the Administrative Council and Faculty Planning Committee will prepare a questionnaire to be sent to the board of trustees, faculty, student body, and selected community members concerning ways and means to implement institutional goals. The questionnaire should be returned to the President's Office and results tabulated by Janaury 15, 1975.

3. In fiscal year 1973-74, conduct research into career-oriented programs which are suitable and financially feasible.

4. In fiscal year 1973-74 examine the possibility of developing a divisional unit to replace the present departmental organization.

Accomplishments

Institutional objectives such as these are the first steps in making the goals of an institution a reality. In turn, college departments and individuals develop their own objectives which lead to the achievement of broader objectives.

Comments

ORIGINATOR:
DISTRIBUTION:
SUBJECT: Current Organization Chart: Community College

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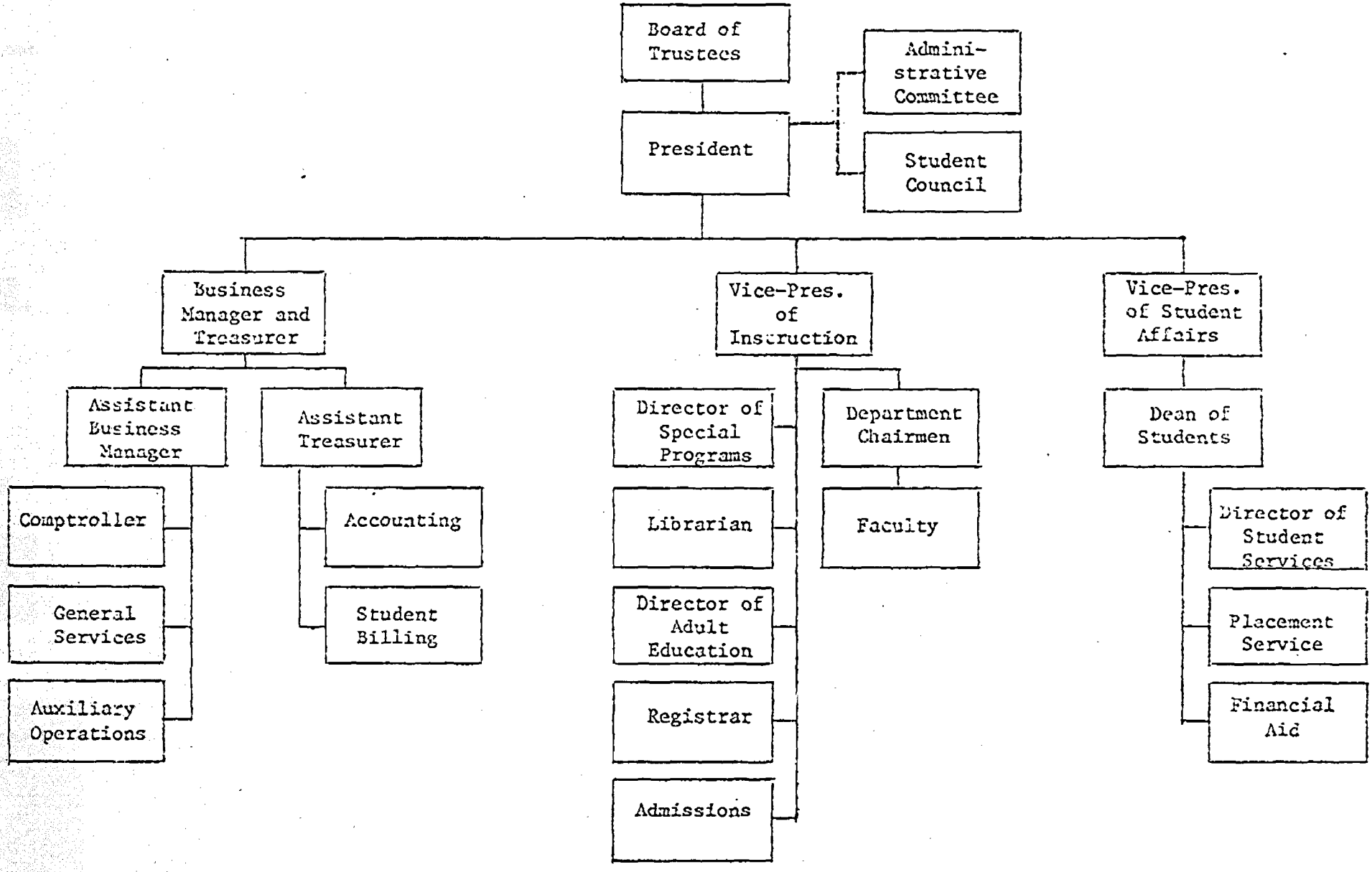
SECTION:	07.5	
DATE:		
PAGE:	1 OF 1	OF



ORIGINATOR:
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SUBJECT: College Policies for Period

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SECTION:	08.1	
DATE:		
PAGE:	1 OF 2	OF

1972-1975

Factors*	Policies
1. Teaching methods	1. Gradually de-emphasize lecture method. Stress individual study and student research.
2. College calendar a. Length of semester b. Number of teaching days	2. a. Fall, spring semester: 16 weeks b. 176 days
3. Student services a. Health b. Counseling	3. a. Maintain student health service on campus; provide low cost health insurance. b. Maintain counseling and placement service for all students
4. Composition of student body a. Percentage of males b. Percentage of residential students c. Percentage of full time students d. Geographic diversity	4. a. Maintain 40-50% male enrollment. b. Maintain at least 65% residential enrollment. c. Maintain at least 80% full time students. d. Maintain 50% in-state; 50% other
5. Background of student body	5. Maintain educational, economic, social, and cultural balance of competent students.
6. Enrollment a. Freshman enrollment	6. a. Maintain approximate balance between classes: freshmen 28%; sophomores and juniors 26% each, and seniors 20%.
7. Staff support a. Clerical b. Maintenance c. Administrative d. Salary (average) e. Other	7. Four-Year College will attempt to provide at least one new secretary or lab technician per year for the next three years in support of each academic department.
8. Fringe benefits a. Faculty b. Non-faculty	8. All faculty and non-faculty fringe benefits will continue with the addition of two paid holidays sometime in the next three years.

ORIGINATOR:
DISTRIBUTION:
SUBJECT: Evaluating Alternatives to Solve Problem

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SECTION:	09.2	
DATE:		
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1. Specify person responsible.
   Physical Plant Maintenance Program, Plumbing Division; Harold Ingram, Plumbing Supervisor
2. State the problem.
   Goal: To develop and maintain adequate physical facilities for the academic program.
   Program Objective: To ensure that each building has 95% functional facilities 99% of the scheduled time.
   Problem Statement: During the past year, ten pipes have ruptured in Biology Hall. The normal rate of failure has been two per building. Further examination reveals extensive decay of all pipes. Repairs caused cancellation of 75 hours of lab work. The program objective was not met.
3. Specify alternative plans.
   Alternative A: Chemically treat pipes to arrest decay and replace leaking ones.
   Alternative B: Replace all pipes.
   Alternative C: Replace all leaking pipes, but do nothing to others.
4. Specify resource requirements.

Alternative	Estimated Cost for Year		Cost Per Year for 10 Years
A	treatment	$ 4,000	$ 1,000
	replacement	3,000	
		$ 7,000	
B	replacement	$30,000	$ 3,000
C	replacement	$ 3,000	$ 4,000 (includes replacing all within 5 years plus inflation)

5. Determine consistency with goals, resources, environment, competition, and policy.
   Resource trends indicate finances not adequate this year for B, but even worse in years ahead.
   Building will probably need remodeling within 10 years.
6. List advantages and disadvantages.

Alternative	Advantages	Disadvantages
A	moderate expenditures now and for the next 10 years	high cost of replacing system after 10 years
B	building may need redesign within 10 years	treatment may not work
C	comparatively low expense over first 5 years	total replacement after 5 years will be expensive; may be needed before building needs redesigning

7. Select plan and complete it.
   A

ORIGINATOR:
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SUBJECT: CPM Network: Strategy Development

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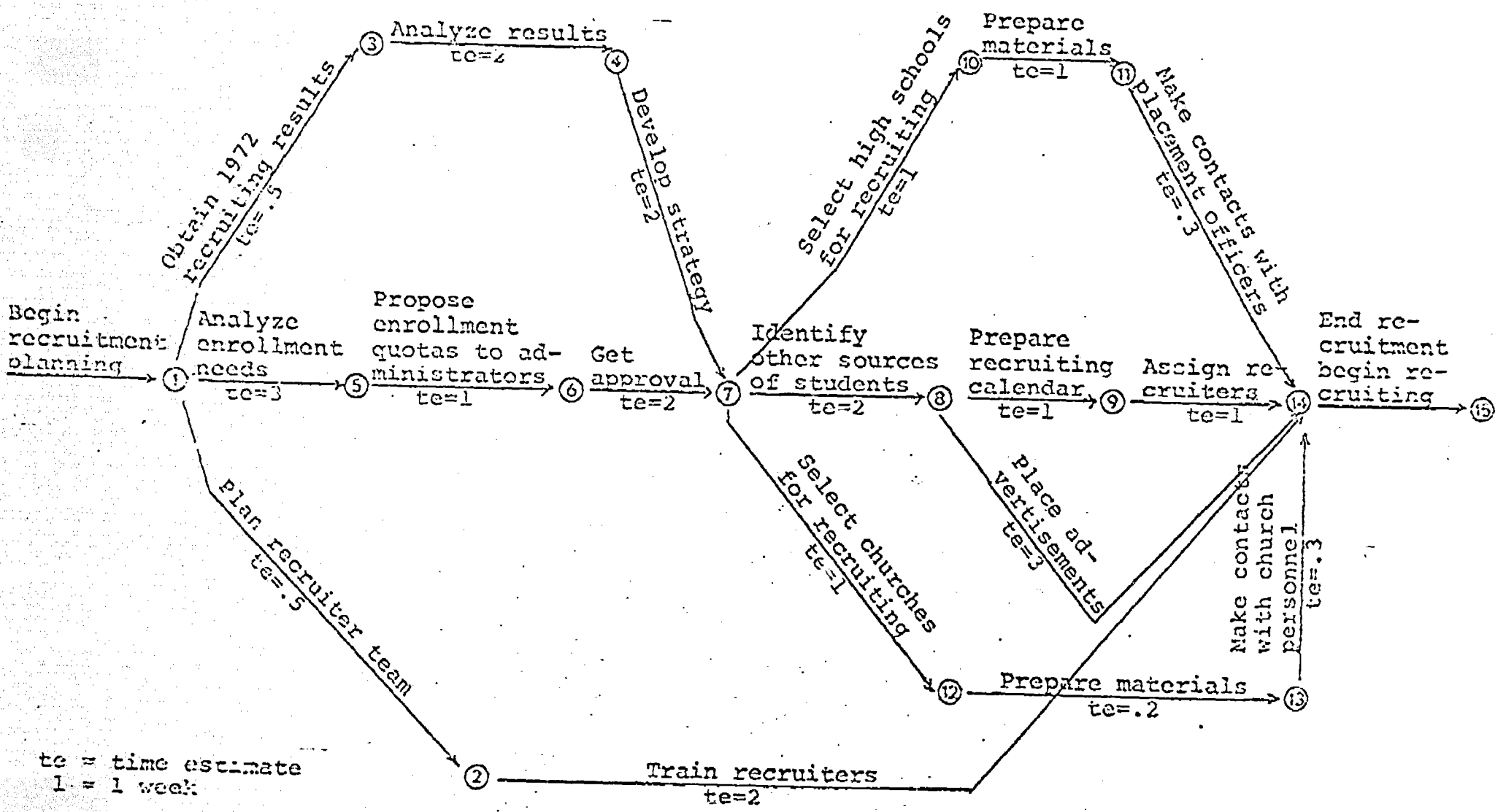
SECTION:	10.2	
DATE:		
PAGE:	1 OF 1	OF



ORIGINATOR:
DISTRIBUTION:
SUBJECT: Current Funds Expenditures by Amounts and Percentages—Four-Year College

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SECTION:	11.3	
DATE:		
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Academic Year	72-73		71-72		70-71		69-70		68-69	
Number of Students	1,554	%	1,578	%	1,650	%	1,639	%	1,650	%
EDUCATIONAL AND GENERAL										
Instructional	1,222,099	43.6	1,192,453	41.4	1,053,119	39.1	1,033,661	38.4	975,684	37.5
Library	190,393	6.8	213,178	7.4	194,084	7.2	183,044	6.8	171,720	6.6
Student Services	176,502	6.3	204,535	7.1	234,518	8.7	196,503	7.3	228,960	8.8
Physical Plant Maintenance	268,370	9.6	276,555	9.6	253,387	9.4	263,800	9.8	249,775	9.6
General Administration	284,524	10.2	285,197	9.9	250,692	9.3	231,497	8.6	221,155	8.5
Staff Benefits	147,097	5.2	158,443	5.5	150,954	5.6	142,667	5.3	132,695	5.1
General Institutional	256,072	9.1	273,674	9.5	245,300	9.1	312,252	11.6	283,598	10.9
Development/Public Relations	65,258	2.3	60,496	2.1	59,303	2.2	56,528	2.1	52,036	2.0
Total Educational and General	2,610,315	93.1	2,664,531	92.5	2,441,357	90.6	2,419,952	89.9	2,315,623	89.0
STUDENT AID	176,109	6.3	198,774	6.9	196,780	7.3	214,401	8.0	228,728	8.8
DEBT SERVICE	17,473	.6	17,473	.6	57,473	2.1	57,473	2.1	57,473	2.2
TOTAL CURRENT FUNDS EXPENDITURES	2,803,897	100.0	2,880,778	100.0	2,695,610	100.0	2,691,826	100.0	2,601,824	100.0

Goal: Insuring that all persons connected with the college participate in decision making.

Objective: The participation of students in college decision making will be increased by placing students on all planning committees and by extending feedback on decisions to the entire student body. Student scores on the Democratic Governance Scale of the Institutional Functioning Inventory (IFI) will be expected to increase as student participation increases.

Action 1: October, 1972--The IFI was administered to a random sample of 100 students. Mean student scores on the Democratic Governance Scale are given below.

	Mean	Standard Deviation
Students	5.47	2.56

Action 2: November, 1972-- May, 1973--The president of the student government was appointed to the planning council, and eight other students, selected in a special election, were placed on four planning subcommittees: the building committee, the housing committee, the curriculum committee, and the finance committee.

Action 3: April, 1974--The IFI was again administered to a sample of 100 students. The mean scores are listed below.

	Mean	Standard Deviation
Students	6.58	2.91

Action 4: May, 1974--The scores on the critical scale increased but not as much as the administrators had hoped. A survey of students indicated that most were not aware of student participation in planning. Therefore, the student newspaper was given permission to publish minutes of the open meetings of the planning council.

Action 5: October, 1975--The IFI was administered a third time. The scores on the Democratic Governance Scale are given below:

	Mean	Standard Deviation
Students	7.45	2.76

Action 6: November, 1975--The program appeared to be successful. Student participation was continued, provisions were made for yearly election of student representatives, and the newspaper continued to publish the planning council minutes.