

**San Bernardino Community College District
District Strategic Planning Committee
Problems and Successes in Prior Planning Processes**

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In the following table, I have mapped elements of the prior planning experiences Committee members described in the first breakout session at the October 29, 2009 meeting to the *Characteristics of Excellent Planning Processes*. As you will see, I have also added a characteristic based on Committee discussions: Organization and Facilitation, which incorporates several items I regard as the responsibility of the facilitator.

Characteristics of Excellent Planning Processes	Prior Experiences
<p>1. Participation</p> <p>a. Active participation and support (not just permission) from the CEO (both district and college, and including authority delegated by the Board), executive staff, academic and classified leadership, and other movers and shakers on campus.</p> <p>b. Broad, effective participation from the campus constituencies—faculty, classified staff, managers, and students—all of whom have a significant stake in the process and its outcomes.</p> <p>c. Sufficient orientation and training to make participation effective.</p>	<ul style="list-style-type: none"> ○ Fundraising – classified staff (Good experience) <ul style="list-style-type: none"> ○ Getting together ahead of time ○ Coordination difficult because not enough staff to participate ○ Same people always support ○ Result: Raised lots of funds ○ Facilities Master Plan (Good experience) <ul style="list-style-type: none"> ○ Good representation – cross section ○ Active participation ○ Committed ○ Results: Results ○ Collegis – 25 Years (Bad experience) <ul style="list-style-type: none"> ○ No on-going planning group ○ Players changed ○ No sense of group/commitment ○ Facilities - Campus Involvement with District – New Buildings/Construction (Bad experience) <ul style="list-style-type: none"> ○ Not inclusive ○ CHC Educational Master Plan, Master Plans for Facilities at CHC & SBVC, Changing Learning Management Systems, Sungard Transition Plan (Good experiences) <ul style="list-style-type: none"> ○ Inclusive ○ Buy-in ○ Input valued ○ Reorganization of Instruction and Accreditation Self Study (Good experience) <ul style="list-style-type: none"> ○ Felt heard

Characteristics of Excellent Planning Processes	Prior Experiences
<p>2. Organization and Facilitation</p> <ul style="list-style-type: none"> a. Clarity of purpose b. Strong, engaged and engaging facilitation c. Focus on the needs of the institution d. Well-organized process e. Encouragement of: <ul style="list-style-type: none"> (1) Thoughtfulness (2) Innovation and creativity (3) Honest expression of ideas 	<ul style="list-style-type: none"> ○ Facilities Master Plan (Good experience) <ul style="list-style-type: none"> ○ Well designed ○ Goal—clear ○ Well facilitated (observant, engaging, took initiative) ○ Collegis – 25 Years (Bad experience) <ul style="list-style-type: none"> ○ Poor Beginning ○ Roles not clear ○ Relationships not clear ○ Constant confusion ○ Disorganized ○ No outcomes ○ No follow through ○ Facilities - Campus Involvement with District – New Buildings/Construction (Bad experience) <ul style="list-style-type: none"> ○ No client focus ○ CHC Educational Master Plan, Master Plans for Facilities at CHC & SBVC, Changing Learning Management Systems, Sungard Transition Plan (Good experiences) <ul style="list-style-type: none"> ○ Thoughtful ○ Creativity ○ Clear vision and goals ○ Reorganization of Instruction and Accreditation Self Study (Good experience) <ul style="list-style-type: none"> ○ Self reflection ○ Accreditation Self Study (Good experience) <ul style="list-style-type: none"> ○ Honesty – admitted failures
<p>3. Scope: Broad enough to encompass all programs and services, without becoming so diffuse as to be meaningless.</p>	
<p>4. Integration: Effective connections among levels, structures, and processes; between planning and established institutional mission(s); between planning and resource allocation; and between evaluation and planning for the next cycle, in accord with accreditation requirements.</p>	<ul style="list-style-type: none"> ○ HR Evaluations/District Functions (Bad experience) <ul style="list-style-type: none"> ○ Coordination with institutions not engaged
<p>5. Improvement: Focuses on sustainable improvement of institutional effectiveness, in programs, services, and/or infrastructure, again in accord with accreditation requirements.</p>	<ul style="list-style-type: none"> ○ HR Evaluations/District Functions (Bad experience) <ul style="list-style-type: none"> ○ Monitor cycle (improvement needed)
<p>6. Communication: Effective flow of information among all entities in the process, and between the process and the college community.</p>	<ul style="list-style-type: none"> ○ Collegis – 25 Years (Bad experience) <ul style="list-style-type: none"> ○ Poor communication every which way ○ Facilities - Campus Involvement with District – New Buildings/Construction (Bad experience) <ul style="list-style-type: none"> ○ Lack of communication ○ CHC Educational Master Plan, Master Plans for Facilities at CHC & SBVC, Changing Learning Management Systems, Sungard Transition Plan (Good experiences) <ul style="list-style-type: none"> ○ Documentation

Characteristics of Excellent Planning Processes	Prior Experiences
7. Information: Sufficient useful, reliable, available research and other information on which to base plans and decision-making.	
8. Measurability: Progress toward objectives and goals is clearly measurable.	
9. Accountability: Clearly assigned responsibilities.	<ul style="list-style-type: none"> ○ Collegis – 25 Years (Bad experience) <ul style="list-style-type: none"> ○ Responsibilities not clear ○ Facilities - Campus Involvement with District – New Buildings/Construction (Bad experience) <ul style="list-style-type: none"> ○ No clear accountability
10. Schedule: Ambitious yet attainable timelines.	<ul style="list-style-type: none"> ○ CHC Educational Master Plan, Master Plans for Facilities at CHC & SBVC, Changing Learning Management Systems, Sungard Transition Plan (Good experiences) <ul style="list-style-type: none"> ○ Timelines ○ Reorganization of Instruction and Accreditation Self Study (Good experience) <ul style="list-style-type: none"> ○ Took time
11. Efficiency: Minimal duplication of effort; minimal waste of participants' time.	
12. Flexibility: Flexible enough for orderly change in response to changing circumstances, but stable enough for people to depend on.	<ul style="list-style-type: none"> ○ Reorganization of Instruction and Accreditation Self Study (Good experience) <ul style="list-style-type: none"> ○ Flexible
13. Frequency: Often enough to be relevant to programmatic and budgetary reality; not so frequent as to drive participants nuts; may involve multiple cycle lengths (e.g., annual and triennial).	
14. Simplicity: Simple enough for participants to tackle at the indicated frequency, but not so simple as to be useless.	
15. Products: Written outputs of high quality, clarity, and utility.	<ul style="list-style-type: none"> ○ Facilities Master Plan (Good experience) <ul style="list-style-type: none"> ○ Recommendations (included, met) ○ Results: Results ○ CHC Educational Master Plan, Master Plans for Facilities at CHC & SBVC, Changing Learning Management Systems, Sungard Transition Plan (Good experiences) <ul style="list-style-type: none"> ○ Documentation ○ HR Evaluations/District Functions (Bad experience) <ul style="list-style-type: none"> ○ Development of cycle (good)