OVERVIEW

• Why an “Improvement” Approach?

• Why 90-Day Cycles?
  – Drafting a Charter
  – From Charter to Action: Driver Diagrams
  – Planning a Cycle
Undergirding Assumptions:

Applying an Improvement Mindset to Culture & Climate

• Effective engagement isn’t something one does and completes, rather it’s ongoing work of building a sense of shared ownership and purpose.

• Successful internal engagement depends on meeting people where they are, and thus must begin with interests and values.

• Institutional culture and climate is largely the product of structures and habits.

• Your work rises and falls according to the quality of relationships that are cultivated in the context of implementing large-scale student success work.
Why an “Improvement” Approach?

• Begins with a concrete challenge, not an abstract one.

• Based on the evidence-based conviction that large complex problems can be broken down into ‘bite-sized’ pieces.

• Anchors practice in disciplined inquiry (90-day PDSA cycles).

• Is as relevant for ‘adaptive’ challenges, as it is for technical problems.
Why 90-Day Cycles? A Model of Improvement

• 90-day cycles provide a structure for learning, doing and improving. They also provide a project management ethos, intentionality, and accountability for project teams.

• 90-day cycles work best when they’re kept simple, with manageable/realistic charters, and run on an ongoing basis with 1-2 weeks between cycles.

• 90-day cycles are designed to accelerate complex work by forcing early learning and allowing for, and encouraging comfort with, mid-course corrections.

What are we trying to accomplish?

How will we know that a change is an improvement?

What change can we make that will result in an improvement?
Learn Fast, Fail Fast, Improve Quickly

Elements of 90-day Cycles

**WHAT?**
- What are your goals?
- What are the activities to reach your goals?

**WHO?**
- Who is accountable for each goal and activity?

**HOW?**
- How will you know when you have met your goal?

**WHEN?**
- When will you complete each goal and activity?

For 30, 60, and 90 day intervals and evaluated every 30 days

Create new cycle every 90 days, with ~2 weeks in between for reflection & reset

For 30, 60, and 90 day intervals and evaluated every 30 days
Drafting a “Charter” – What Do You Want to Do?

- What are we trying to accomplish? (What is the existing condition you hope to improve? What is the evidence that it needs improvement? How good, for whom, by when? How will it pay off?)

- What can we reasonably accomplish in a year? In 6 months? In 3 months?

- How will you know if the change is an improvement? (What are the progress measures? Any unintended consequences?)

- Whose input & support is essential for your progress? What are the likeliest barriers to garnering that support?
From Charter to Action: Driver Diagrams

A good driver diagram...

...forces delineated articulation of key challenges

...serves as the theory of action to guide the creation of an effective 90-day plan.

...helps translate a high-level improvement goal into a logical set of underpinning activities or projects.

...captures the scope of leading challenges in a snapshot.

...can be a powerful formative assessment and continuous improvement tool (if used well).
Driver Diagram Example

Initiative Fatigue Impeding Progress on Dev Ed Reform

Absence of unifying vision for how dev ed reform efforts ‘fit’ within broader student success agenda

- Identify impediments to senior leadership prioritizing and communicating effectively about dev ed reform
- Connect dev ed reform work to the strategic plan and make visible as a vital piece of the college’s ability to achieve its mission

Lack of coordination across different student success initiatives

- Map initiatives to better understand dependencies, resource challenges, impacts on divisions, etc.
- Create focused, silo-spanning conversations to help leadership of student services, academic functions and operations better understand how each and all are implicated in major initiatives, and how those relate to dev ed

Insufficient supports for mid-level leaders and frontline faculty & staff tasked with implementation

- Engage in listening/dialogue with deans, chairs and mid-level academic administrators engaged in dev ed reform efforts to better understand support needs
- Carefully distinguish between unmet PD/training needs, staffing shortfalls, and communications breakdowns
## Planning a 90-Day Cycle

<table>
<thead>
<tr>
<th>30</th>
<th>Activities</th>
<th>Owner</th>
<th>Due Date</th>
<th>Others implicated</th>
<th>Needs</th>
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<td>Owner</td>
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## 90-Day Cycle (example)

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<tbody>
<tr>
<td>1) Map initiatives</td>
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<td>2) Locate dev ed reform w/in strategic plan</td>
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<td>3) Document &amp; assess effectiveness of senior leaders’ case-making practices around dev ed</td>
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<td>1) Engage cross-functional team in deliberation about the initiative map &amp; implications for prioritization/implementation</td>
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<td>2) Engage Deans &amp; mid-level managers in cataloguing support/training needs</td>
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<td>3) Re-engage cross-functional team in deliberation to make decisions about prioritization/implementation</td>
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<td>1) Summarize leading takeaways, prioritize key messages &amp; leading areas of need</td>
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<td>2) Engage senior leaders in constructive, action-oriented deliberation about findings</td>
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<td>3) Deploy college-wide communications strategy to elevate dev ed reform within a comprehensive vision</td>
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Thank you.
(and onward!)