

Bringing Multiple Voices into the Continuous Improvement Process



Data-Driven, Equity-Focused
Corequisites Conference

November 2019

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EDUCATION AND LABOR

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Goals for today's session

- Learn about 5 strategies for bringing multiple voices into the improvement process
- Apply one of these strategies to collectively identify the “root causes” of common corequisite problems

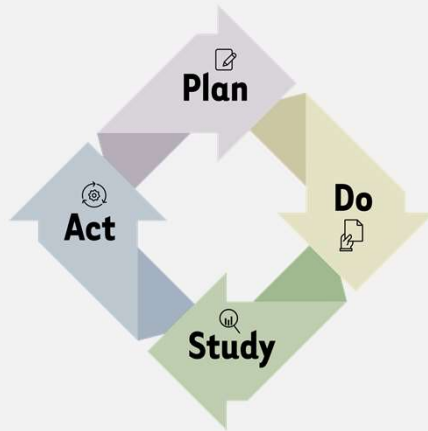
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What strategies do your colleges use to ensure that multiple voices factor into decision-making about corequisites?

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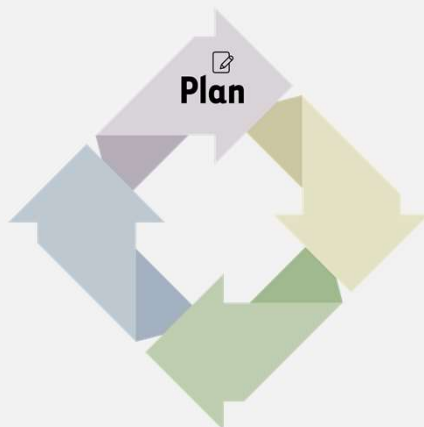
There are strategies for bringing in multiple voices throughout a PDSA cycle



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There are strategies for bringing in multiple voices throughout a PDSA cycle



- 1) Collectively identify the problem of practice, improvements to test, measures of improvement

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Consensus on what the improvement efforts will focus on is essential

Aim: Improve student performance in the corequisite

Problem of practice	Where are you trying to make improvements?	
Objective	What things are you going to test to make those improvements?	
Measures	How will you know improvement happened?	

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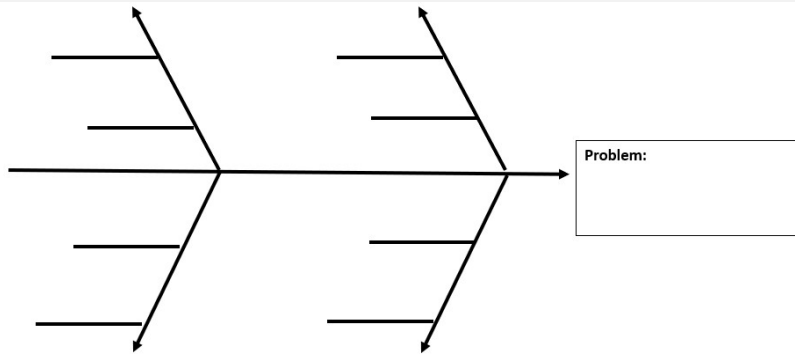
Problem of practice	Where are you trying to make improvements?	Instructional alignment
Objective	What things are you going to test to make those improvements?	Requirement to meet 4 hours over the course of semester
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Aim: Improve student performance in the corequisite

Problem of practice	Where are you trying to make improvements?	Instructional alignment
Objective	What things are you going to test to make those improvements?	Requirement to meet 4 hours over the course of semester
Measures	How will you know improvement happened?	(1) Students pass course; (2) Instruction is aligned; (3) Instructors spend time together

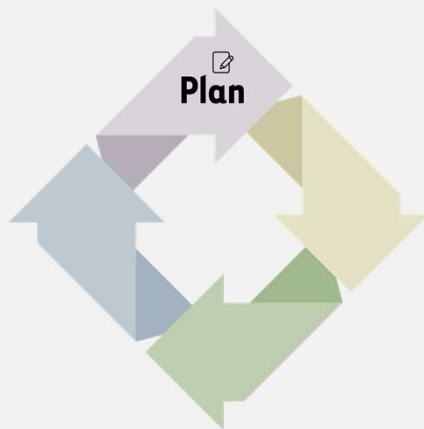
How do you come to consensus on a problem of practice and objective?



STAY TUNED: FISHBONE DIAGRAM ACTIVITY

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There are strategies for bringing in multiple voices throughout a PDSA cycle



- 1) Collectively identify the problem of practice, improvements to test, measures of improvement
- 2) Build a diverse team to oversee improvement work

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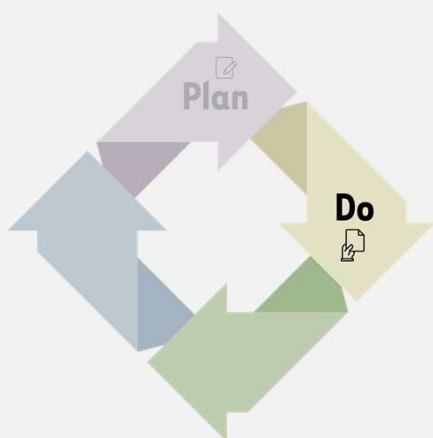
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Qualities of strong continuous improvement team members

- Have time and interest to meet frequently
- Value all voices
- Have a deep understanding of issues
- Willing to challenge beliefs
- Offer sufficient authority and resources to drive change
- Value data and evidence
- Focused on the same ultimate goal, student success

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There are strategies for bringing in multiple voices throughout a PDSA cycle



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Consider many possible sources of data

What is being measured	Options for data sources
Instructor perspectives and instructional practices	<ul style="list-style-type: none"> • Notes taken at meetings and feedback sessions • Brief surveys • Individual notes or logs on instructional practices • Course documents
Student perspectives and classroom experiences	
Broader staff perspectives	

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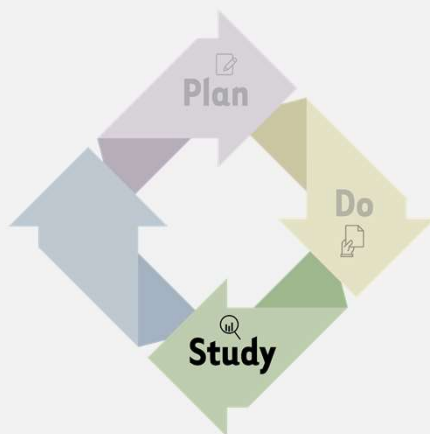
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Broader staff perspectives	<ul style="list-style-type: none"> • Notes or quick surveys taken in cross-departmental meetings • Interviews, focus groups

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There are strategies for bringing in multiple voices throughout a PDSA cycle

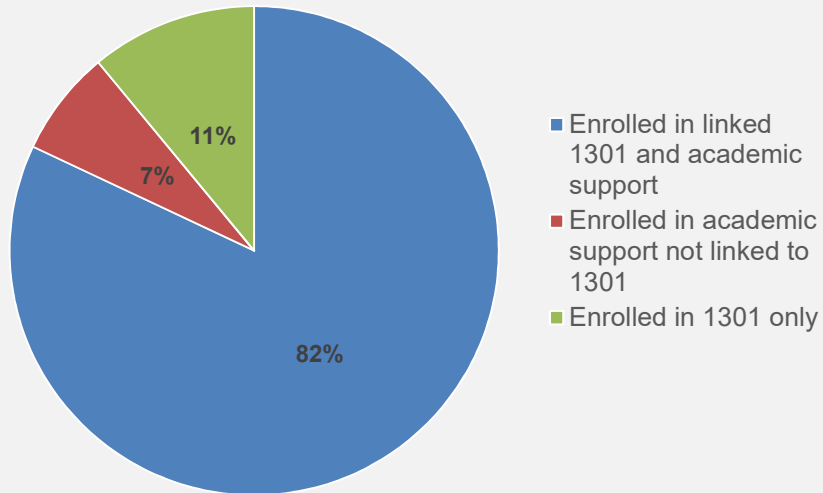


- 1) Collectively identify the problem of practice, improvements to test, measures of improvement
- 2) Build a diverse team to oversee improvement work
- 3) Collect data from relevant stakeholder groups
- 4) Bring in many voices to reflect on and interpret findings

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Despite additional training, only 82% of students are being placed correctly



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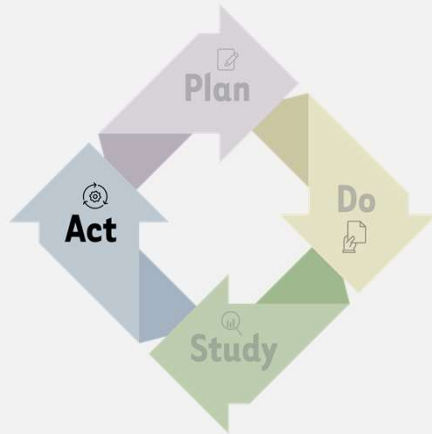
Different stakeholders might have unique perspectives on the same data

“Regardless of how much training you provide advisors, they just can’t get it right. Maybe it’s because there is too much turnover, or we just aren’t hiring great people.” – Mr. Johnson, English instructor

“Faculty aren’t providing us with linked section numbers until after the enrollment window has begun, so students not in linked sections may be ones who were placed early.” – Mr. Fernandez, Advisor

“Sometimes students later TSIA scores from retests aren’t updated in the system, so some of the students in English 1301 only might actually have tested college-ready.” – Ms. Sierra, Data and Research

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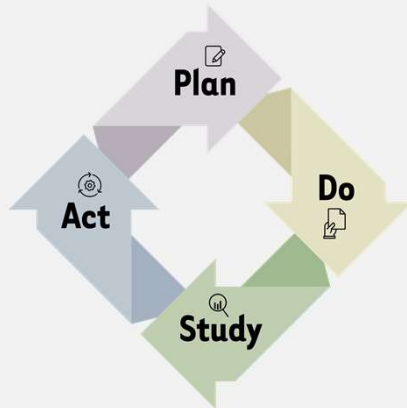


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- 5) Disseminate findings widely and build buy-in for action

Information stakeholders may want to know before making a change

- Process for making the decision
 - How did the college arrive at the decision to make change? Who was involved?
- Evidence for making the change
 - What evidence indicates a need for change? What evidence suggests change would improve things?
 - Local evidence and broader evidence may be useful
- Impact on the stakeholder and organization
 - What does the change mean for one's day-to-day job? Does this change align with the organization's values and priorities?

These five engagement opportunities will help to drive action

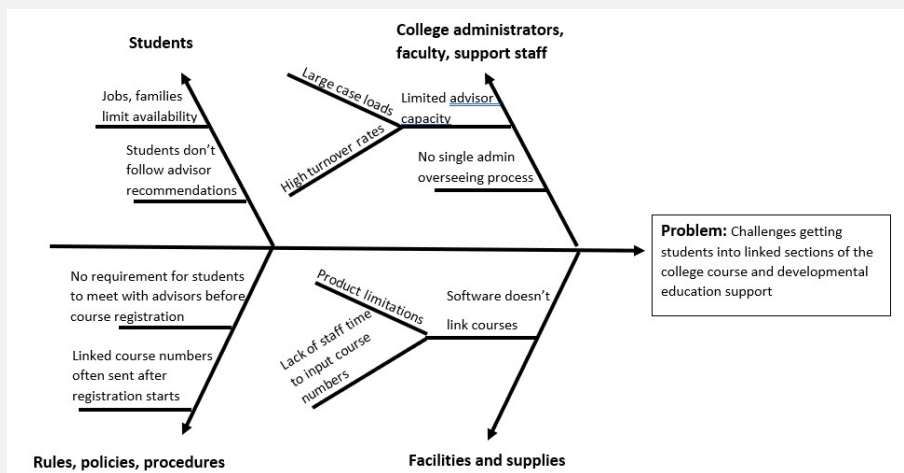


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Activity: Using a fishbone diagram to identify objectives for improvement



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Activity: Using a fishbone diagram to identify objectives for improvement

Issue: 50% passing rates in the college course for students testing at the lowest levels

Task: Complete a fishbone diagram

- 1) Work with your table to identify “root causes” and fill in worksheet
- 2) Come to consensus on the top two areas
- 3) Report out

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Activity: Using a fishbone diagram to identify objectives for improvement

Root cause → Problem of practice

What types of improvements might be made to address our problem of practice?

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Thank you!



**For questions or additional information, please
contact:**

Lindsay Daugherty
ldaugh@rand.org