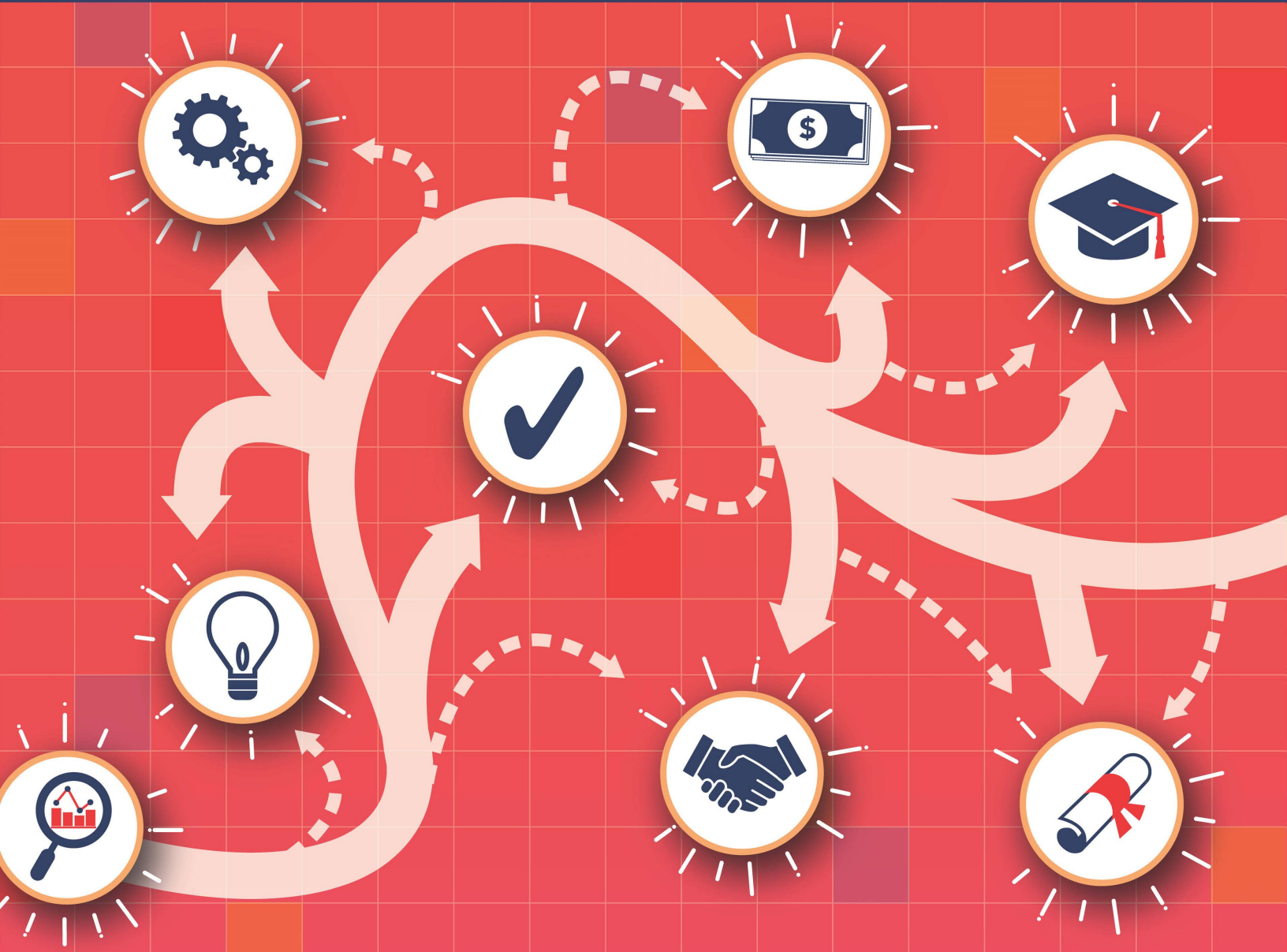


Channeling Change With Data-Informed Decision Making

Considering Options for Program Accountability



June 11–13
New Orleans, LA

June 25–27
Phoenix, AZ

July 9–11
Crystal City, VA



**NATIONAL
REPORTING SYSTEM**
for Adult Education

U.S. Department of Education,
Office of Career, Technical, and Adult Education

Contents

Workbook Description and Training.....	1
The Three Ps.....	1
Part I: A Guiding Framework.....	2
Part II: Step 1—Consider and Conceptualize	3
Part III: Traditional and Alternative Assessments.....	8
Part IV: Is Change Right for You?	11
Part V: A Decision-Making Model.....	14
Part VI: Gallery Walk.....	17
Part VII: Impact and Action.....	18
Appendix A: Alternative Placement Resources.....	20
Appendix B: Decision Tree and Root Cause Analysis Examples.....	23

Workbook Description and Training

This workbook has been designed to accompany the NRS 2024 Regional Training, *Channeling Change With Data-Informed Decision Making: Considering Options for Program Accountability*. The training provides approaches for exploring and considering the options for alternative placement other than pre-posttests for measurable skill gains (MSGs). This accompanying workbook will help you and your state team accomplish the following:

- Use data to evaluate options for implementing alternative placement in programs designed to result in MSGs other than pre-posttest gain approaches;
- Review steps for decision making that may help inform approaches to alternative educational placement and performance accountability; and
- Consider and explore the potential significance and challenges of comprehensive strategies for program implementation.

The Three Ps

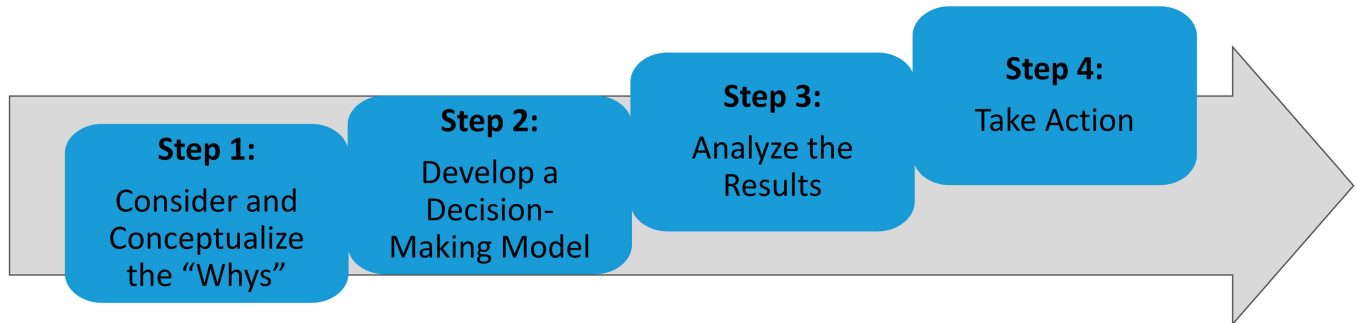
As you progress through the workbook, keep the three *Ps* in mind, including how they may inform, affect, or be influenced by alternative educational placement and program accountability. The three *Ps* are as follows:

- **Programs:** Local providers, program structures and content, and desired program outcomes.
 - For example: building capacity for how state and program providers collect new data resulting from reporting changes.
- **People:** Learners/students, partners, and others who are directly affected.
 - For example: providing new ways and opportunities for students to complete the program.
- **Policies:** Mandates, legislation, partner agreements, and other factors that influence the governance of adult education.
 - For example: aligning existing policy or future known policy to planned reporting changes.





Part I: A Guiding Framework

This section provides an overview of the framework you and your state team will use to identify the potential options, outcomes, and impact of alternative placement.

Framework Steps

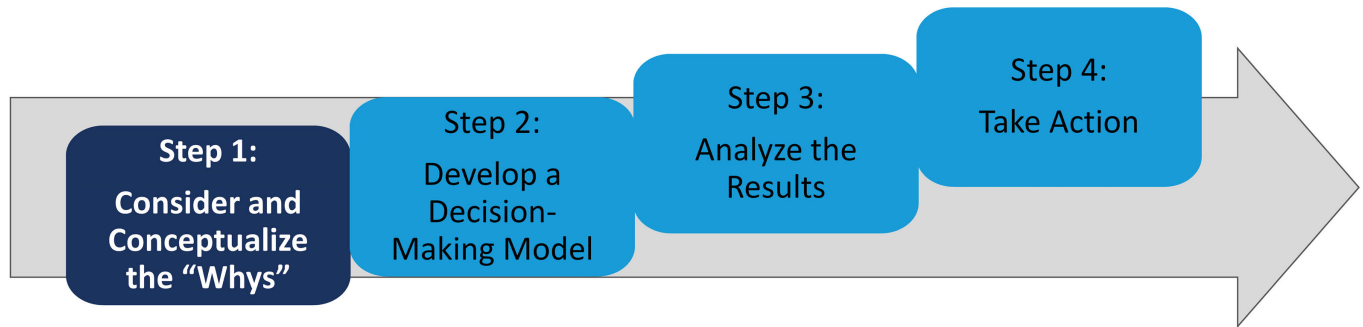


Overview of Steps

 <p>Step 1: Consider and Conceptualize the “Whys”</p>	<ul style="list-style-type: none"> • Review stage (e.g., consideration, issue, or topic of interest) • Identify the reasons for a review, and from the state level, consider: <ul style="list-style-type: none"> – Reasons for making changes or not – Current data for the state – Current and projected population – Current or projected programs – Existing or potential mandates (e.g., agency, partners, legislation) – Existing or potential processes and resources
 <p>Step 2: Develop a Decision-Making Model</p>	<ul style="list-style-type: none"> • Use a decision-making process or model to identify the potential options, outcomes, and impact. • This will help you to determine whether change is right for your state. • This training, will review two decision-making models to help with this process: <ul style="list-style-type: none"> – A decision tree model – A root cause analysis (RCA) model
 <p>Step 3: Analyze the Results</p>	<ul style="list-style-type: none"> • Evaluate and determine the option(s) for your state: <ul style="list-style-type: none"> – Implement change, or – Maintain the status quo.
 <p>Step 4: Take Action</p>	<ul style="list-style-type: none"> • Determine next steps. • Initiate change, if applicable. • Share results and communicate the decision.

Part II: Step 1—Consider and Conceptualize

In this section, you will consider and conceptualize the “whys” of pursuing an alternative placement.



Activity: Time to Conceptualize

In your state teams, do the following:

- Choose your pre-session consideration, issue, or topic.
- Assign someone to capture your team’s responses!
- Brainstorm your responses using the handout below.

Conceptualize the Whys: Handout

1. Consider your reasons for change.

- Do you currently collect data related to the changes or will the collection of this information be new for your state?
- If yes, do you also share the data with other entities or organizations (e.g., your internal leadership team, local directors, partner organizations, other agencies, etc.)?
- Why would you change your current approach? What would you hope to achieve? (Consider the 3 Ps: people, programs, and policies.)
- What are the potential benefits and drawbacks of continuing your current approach or of adopting different performance measurement options?

2. Consider your state's current data.

- What data have you examined to determine if and how a new approach would affect performance?

- What do your current data tell you about [add specific accountability indicators/measures] and how does the data inform your options?

- How do data from previous years affect your state's final performance target and posttest rate?

- What are the differences between data types from previous years versus data types for future years if there is a change?

- What data would you use to identify programmatic gaps or challenges that affect specific indicators?

3. Consider your state's current programs and populations.

- How could these reporting changes affect students and teachers in the short and long term?
- How might your reporting choices for selected indicators affect current or projected program changes (e.g., IET, workplace literacy, etc.)

4. Consider existing or potential mandates.

- Do you currently share your data with other stakeholders (e.g., WIOA partners, community college system, employers)?

5. Consider existing or potential processes and resources.

- What policy changes, if any, would the state have to adapt, revise, or reexamine if you choose to adapt changes? What stakeholders would need to be involved and how?

- Would funding be affected by a selected change and if so, how?

Activity Share-Out

Notes:

Part III: Traditional and Alternative Assessments

In this section, you will explore your state data to help guide your choice between pre- and post-testing or alternative placement assessments.

A Snapshot of Assessment Flexibility

	MSG types	Pretest required (Yes/No)
Allowable for all participants	Type 1.a. Achievement as measured by a pre- and posttest	Yes
	Type 1.b. Awarding of credits or Carnegie units	No
	Type 1.c. Enrolled in postsecondary education and training	No
	Type 1.d. Pass a subtest on a State-recognized high school equivalency examination	No
	Type 2. Documented attainment of a secondary school diploma or its recognized equivalent	No
Allowable for participants receiving IET through postsecondary institutions	Type 3. Secondary or postsecondary transcript or report card for sufficient credit hours that shows a participant is meeting the state unit's academic standards	No
Allowable only for participants in IET or WPL programs	Type 4. Satisfactory or better progress report, toward established milestones, from an employer or training provider who is providing training	No
	Type 5. Successfully passing an exam that is required for a particular occupation or progress in attaining technical or occupational skills, as evidenced by trade-related benchmarks	No

What Do Your Data Say?

These are the types of questions you would consider based on the data that you have available or that you would collect in the future.

Assessment, Program Placement, Onboarding, and Student Goals

- What does the assessment tell us about need in specific populations?
- Are current onboarding practices leading to student retention?
- Are programs and services aligned with the goals of the student population?

Retention, Progression, and Gains

- Are there patterns in student retention (specific populations, levels, classes)?
- Who has access to IET classes?
- Are there barriers preventing IET enrollment or completion?
- How many students have transitioned into PSE or employment?

State-to-State Exchange

Part 1

In your state teams, use the data you compiled for your state in the pre-session and discuss the following:

1. What are the overall MSG rates and posttest rates for adult education programs within the state?

2. What patterns, trends, or outliers do you see in these data?

3. What factors may contribute to variations in outcomes between different placement approaches?

Part 2

State-to-State Exchange. In your mixed state teams, share and discuss your responses to Part 1.

After each state has shared, discuss the following (as time allows) respective to each state:

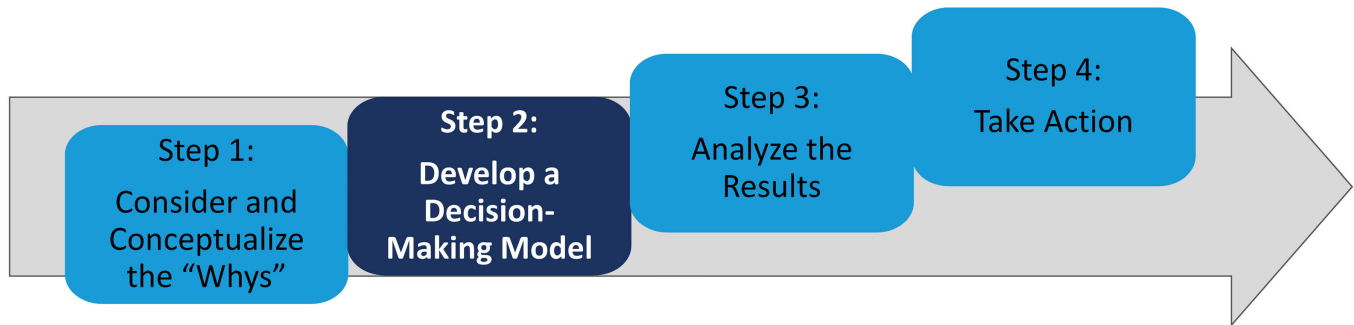
1. What factors may contribute to variations in outcomes between different placement approaches?

Activity Share-Out

Notes:


Part IV: Is Change Right for You?

This section explores tools that can help you and your team decide whether change is right for your state.



Decision-Making Tools

Decision tree analysis	What is It?
	<ul style="list-style-type: none"> • A decision-making approach to identify possible outcomes or paths to help inform a decision. • Provides a visual representation of decision points and outcomes: <ul style="list-style-type: none"> – Nodes (root, leaf, and terminal OR root node, node, terminal leaf) and branches.
Advantages	Challenges
<ul style="list-style-type: none"> • Good for nonlinear relationships across different variables. • Easy to understand and visualize. <ul style="list-style-type: none"> – Clarity on path to the final decision. • Flexible: Can be used with categorical (yes/no) and/or numerical data. • Draws on data but does not require the data to be in a specific structure. • Helps identify what is and is not in your control. • Good for communicating information to broad, diverse audiences. 	<ul style="list-style-type: none"> • Can become large and complex. • Expectation bias.

Root cause analysis (RCA)	What is It?
	<ul style="list-style-type: none"> • An approach to identify the fundamental reason (root cause) for the occurrence of a problem. • Uses questioning to deconstruct the problem and uncover the underlying issues: <ul style="list-style-type: none"> – Helps you select the appropriate measures to address the issues.
Advantages	Challenges
<ul style="list-style-type: none"> • Gets to root causes of a problem. • Prevents recurrence of an issue because the actual cause of a problem can be addressed. • Easy to see how one problem or issue affects another problem or issue within the RCA. • Helps identify what is and is not in your control. • Can be used to identify why something is working well! 	<ul style="list-style-type: none"> • There may be multiple root causes and each needs to be explored separately. • Can be subjective and complex. • Usually starts with a problem.

Root Cause Analysis (RCA): The Five “Whys” Approach

Identify a specific problem and ask “why” the problem happens.

- Capture the answer.
- If the answer you provided does not identify the root cause of the problem, ask “why” again.
- Repeat process until there is agreement that the root cause of the problem has been identified.

Decision making templates may be found in Appendix B, page 22.

Roundtables: Decision Tree Analysis and RCA

You will be placed in your preselected roundtable group. Each roundtable group will select a reporter and then complete the following steps:

- Each team will walk through their assigned scenario and use the designated decision-making approach assigned to their table.
- Once you have completed the process, discuss the following:
 - Assume this is your state. What parts of the analysis are or are not in your control?
 - What data would you have referenced along each step (e.g., branches and nodes; each “why”) to inform your answers?
- When indicated by the facilitator, move to the next table.

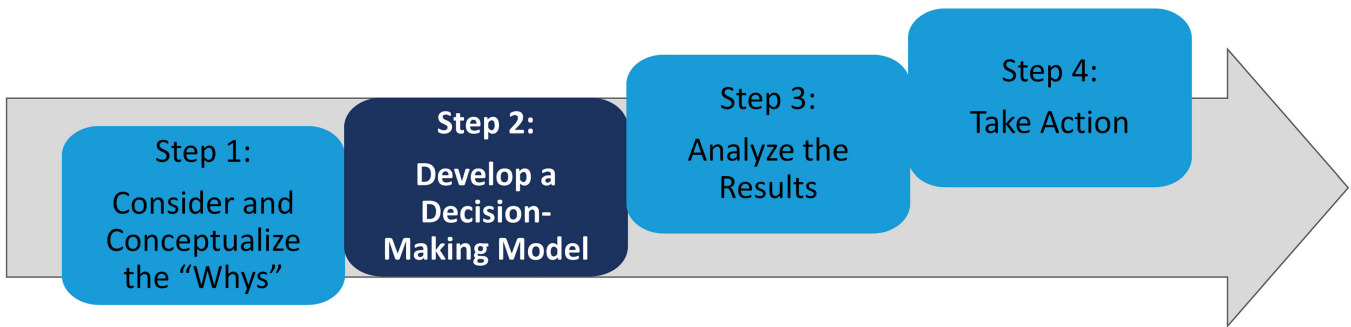
Activity Share-Out

Notes:



Part V: A Decision-Making Model

Now that you have explored both your data and different decision-making tools, it is time to start developing your decision-making model.



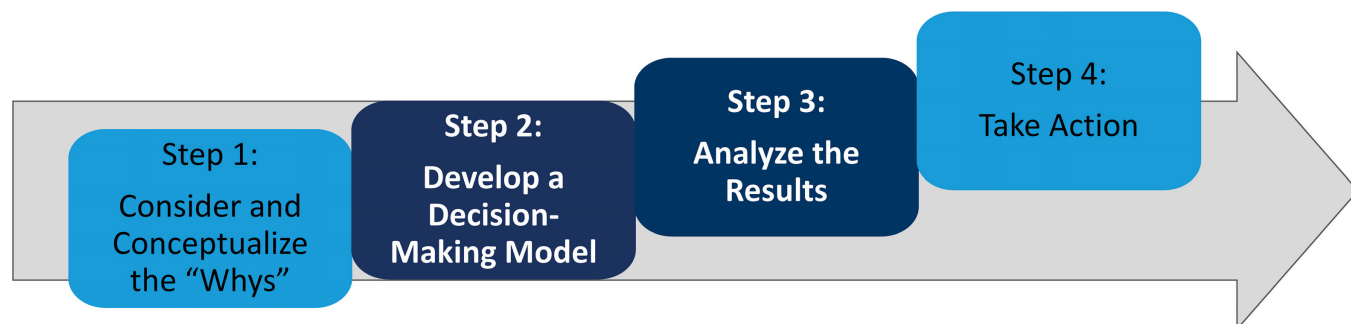
State Teams: Develop Your Decision-Making Model

Part 1

- Choose a decision-making model for your consideration, topic, or issue.
- Draw on your
 - Presession work, especially data on MSGs, assessment types, and participant demographics;
 - Responses to the guiding considerations from Day 1; and
 - Any other information that is relevant.
- Plot out your model on a flip chart.
- **Once you have completed this activity, go to Part 2.**

Part 2

- Select an element from your decision-making model.
- Place that element in the decision-making model you did not use in Part 1. For example:
 - If you chose a decision tree model for Part 1, take a node from the decision tree and do an RCA.
 - If you chose an RCA model for Part 1, then use one of the “whys” that had multiple paths and use a decision tree.



State-to-State Exchange: Share Your Draft Model

In your mixed state team pairs:

- Review your topic and the data types used to inform your model.
- Share your primary decision-making model (the one chosen in Part 1).
- The listening team will ask clarifying questions and provide feedback.
- The facilitator will provide the time available for this activity.

Finally, allot time to share what implications the feedback you receive has on the decision to be made. For example, based on the results of and discussions from the decision-making model, the questions received, and any feedback,

- Should the state move forward, continue as is, or adapt a hybrid approach?
- Are the students the state most needs to serve supported by the decision?

Note: These are just examples. States should feel free to pose other questions as part of the analysis.

Then, switch and repeat the process.

Debrief

1. What is one thing you learned in the state-to-state exchange that may inform your final model or decision?

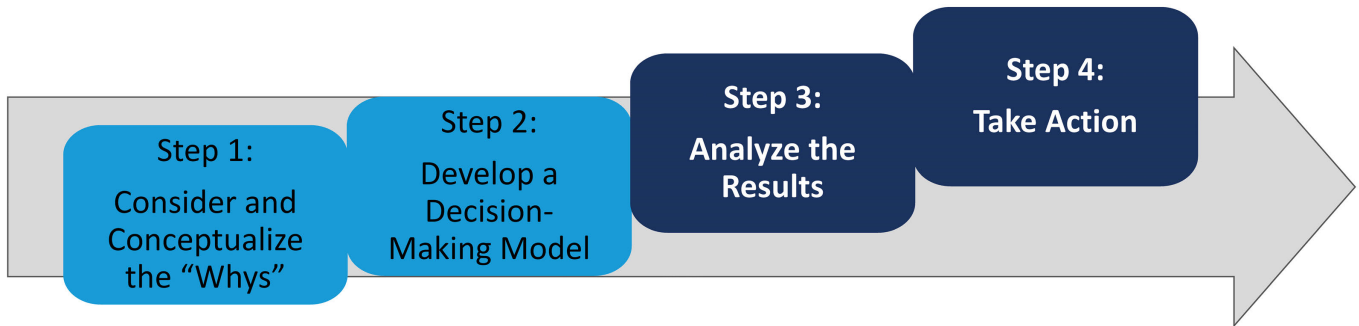
2. What is one data-driven element of your primary model?

Finalize Decision Model: Gallery Version

1. Review your model and make any changes based on the state-to-state exchange and debrief.
2. Based on your model:
 - a. What decision would you recommend?OR
 - b. What are two recommendations you would make that could inform a final decision?
3. Based on this version of your model and on a separate flip chart, capture your responses to the following (list form is OK):
 - a. What key pieces of data does your state have that inform the model, analysis, and the final decision (even if that has not yet been made)?
 - b. What key pieces of data are missing or needed?
4. **Post your decision model and the data response flip chart in the gallery.**
5. **Select who will guide gallery attendees through your model (in other words, select your reporters for the Gallery Walk Opening!).**

Part VI: Gallery Walk

In this section, you will participate in a gallery walk and review each state's model and data responses.



Gallery Walk Opening

Review each state's model and data responses. As you review, note the following:

1. What are some common themes across all models?

2. What are one or two "aha moments" or "I want to learn more about that" reactions?

Gallery Walk Review

Each state will have 2 minutes to share the following:

1. The **situation, topic, or issue** that was being considered.
2. **One highlight** from the primary decision model.
3. The **recommended decision** *or* **two additional recommendations** to help inform the decision.

Part VII: Impact and Action

In this section, you will determine which action is next regarding your decision.

Action Brainstorm

Part 1

In your state team, identify and write out one key action and the related elements below. Brainstorm the following based on your decision model results or proposed recommendations from those results.

Action

- Based on your decision model results or the proposed recommendations from those results, what is a next step action your team might take?

Action Rationale

- Why is this the action you would take? What is the purpose, intended impact, results, or goal behind this action?

Action Leader/Support

- Who would have the primary role in leading this action?

Action Timeline

- What is the anticipated start and completion timeline for the action?

Potential Resources

- What resources are needed for this action to take place?

Part 2

With your assigned state partners, share your Action and Action Rationale.

Share-Out

Was there commonality in your chosen actions?

Appendix A: Alternative Placement Resources

Authentic Assessments

Authentic assessments involve real-world tasks and require students to apply knowledge and skills in practical situations. The goal of authentic assessments is to evaluate whether students can transfer the knowledge and skills learned in the classroom to the real world. Authentic assessments may involve using observation to assess student performance that mirrors real-world challenges.

Considerations for Authentic Assessments

- Align assessments with student learning objectives and define a clear criterion for what successful performance looks like.
- Tasks being assessed should reflect real-world challenges and applications of knowledge.
- Use multiple assessment formats such as presentations, portfolios, and peer assessments.
- Look at evidence frequently from multiple angles to assess student performance over time.
- Regularly review and refine assessment tasks as needed.
- Provide students with an opportunity to rehearse, practice, and look for useful resources.
- Provide students with an opportunity to reflect on their learning experience (Indiana University Bloomington, n.d.; Koh, 2017; Nguyen, 2021).

Examples of Authentic Assessments Being Used for Alternative Placement

- A state uses short essays on a topic of personal interest to the student to assess literacy and writing skills and help determine a student's placement.
- A state uses a set of math problems related to real-world scenarios (e.g., budgeting) to assess math skills and help determine a student's placement.

Resources

- Corley, M. A. (n.d.). *TEAL Center fact sheet No. 6: Student-centered learning*. LINCS. <https://lincs.ed.gov/state-resources/federal-initiatives/teal/guide/studentcentered>
- Frey, B. B., Schmitt, V. L., & Allen, J. P. (2012). Defining authentic classroom assessment. *Practical Assessment, Research, and Evaluation*, 17(2). <https://doi.org/10.7275/sxbs-0829>
- Indiana University Bloomington. (n.d.). *Authentic assessment*. <https://citl.indiana.edu/teaching-resources/assessing-student-learning/authentic-assessment/index.html>
- Koh, K. H. (2017). Authentic assessment. *Oxford Research Encyclopedia of Education*. <https://oxfordre.com/education/display/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-22>
- New Jersey Institute of Technology. *Authentic assessment*. <https://www.njit.edu/ite/authentic-assessment>
- Nguyen, N. (2022). 5 essential tips to digitize authentic assessment. *FeedbackFruits*. <https://feedbackfruits.com/blog/5-strategies-create-authentic-assessment>
- University of New South Wales. (n.d.). *Assessing authentically*. <https://www.teaching.unsw.edu.au/authentic-assessment>

Criterion-Referenced Tests

Criterion-referenced tests measure how well a student has learned a specific set of skills that are defined by predetermined standards. Scores from these tests can be used to generate information about a student's behavior based on their score. These tests can also use cut scores to determine pass/fail or basic, proficient, and advanced skills. Examples of criterion-referenced tests include standardized tests, certification tests, performance assessments, and portfolio assessments.

Considerations for Criterion-Referenced Tests

- Set clear and specific learning objectives or skills that need to be assessed and that align with the content being tested.
- Create test items that directly measure the defined learning objectives.
- Create diverse testing formats that allow for a comprehensive assessment of skills, such as mixing multiple choice, short answer, and performance-based tasks.
- Provide actionable feedback that informs both students and educators about each student's strengths and weaknesses.

Example of a Criterion-Referenced Test Being Used for Alternative Placement

A state allows a participant to be placed into an IET program if they meet one of the following criteria: (1) scored at the "proficient" level on a state-approved work readiness assessment, (2) has a high school diploma or equivalent credential, or (3) has completed a postsecondary preparation program.

Resources

- Burton, K. J. (2006). Designing criterion-referenced assessment. *Journal of Learning Design*, 1(2), 73–82. https://www.researchgate.net/publication/27476514_Designing_criterion-referenced_assessment#fullTextFileContent
- Classtime. (n.d.). *Criterion-referenced assessment: Evaluating student learning against set standards*. <https://www.classtime.com/en/criterion-referenced-assessment#:~:text=Examples%20of%20criterion-referenced%20assessments%20include%20chapter%20tests%20in,teachers%20develop%20to%20assess%20specific%20topics%20or%20skills.n>
- The Glossary of Education Reform. (2014). *Criterion-referenced test*. <https://www.edglossary.org/criterion-referenced-test/>
- Ruiming, W. (2024). Criterion-referenced evaluation. In: *The ECPH Encyclopedia of Psychology*. Springer, Singapore. https://doi.org/10.1007/978-981-99-6000-2_289-1
- Wisconsin Department of Public Instruction. (2021). *Criterion-referenced assessments for language*. https://dpi.wi.gov/sites/default/files/imce/sped/pdf/sl-criterion-referenced_assessments-language.pdf

Diagnostic Assessments/Locator Tests

Alternative placements like diagnostic assessments and locator tests can help identify student strengths and weaknesses in specific areas. This information is then used to help educators address students' learning needs and determine the appropriate course level for each student.

Considerations for Diagnostic Assessments/Locator Tests

- Use multiple data points and measures to help understand patterns and guide assessments.
- Use progress monitoring at regular intervals to assess student improvement.
- Ensure that there is a process for tracking fidelity metrics (e.g., how well the assessment has been implemented).
- Coordinate with assessment services to ensure that placement test policy and information are accessible to students (Brown & Harris, 2021; Thompson et al., 2021).

Example of a Diagnostic Assessment/Locator Test for Alternative Placement

A state uses the TABE Locator Test to quickly identify student strengths and weaknesses and help determine placement in their IET program. Because the program is designed for ASE-level students, a locator result suggesting that the TABE Level A test is appropriate is taken as one of the indicators of readiness for the IES program.

Resources

- Brown, R., & Harris, J. (2021, May 20). The importance of using diagnostic assessment: 4 tips for identifying learner needs. *Renaissance Blog*. <https://www.renaissance.com/2021/05/20/blog-the-importance-of-using-diagnostic-assessment-4-tips-for-identifying-learner-needs/#blog-main-header-3>
- Saxon, P. D., & Morante, E. A. (2021). Effective student assessment and placement: Challenges and recommendations. *Journal of Developmental Education*, 44(3). <https://files.eric.ed.gov/fulltext/EJ1320870.pdf>
- Thompson, J. W., Clark, A. K., & Nash, B. (2021). *Technical evidence for diagnostic assessments* [Paper presentation]. 2021 National Council on Measurement in Education Virtual Annual Meeting, Lawrence, KS, United States. https://dynamiclearningmaps.org/sites/default/files/documents/presentations/NCME_2021_Technical_Evidence_for_Diagnostic_Assessments.pdf

Appendix B: Decision Tree and Root Cause Analysis Examples

This appendix provides templates for decision trees and the five whys to help you make decisions on alternative placement. Here is an example using a scenario.

Scenario – State Level

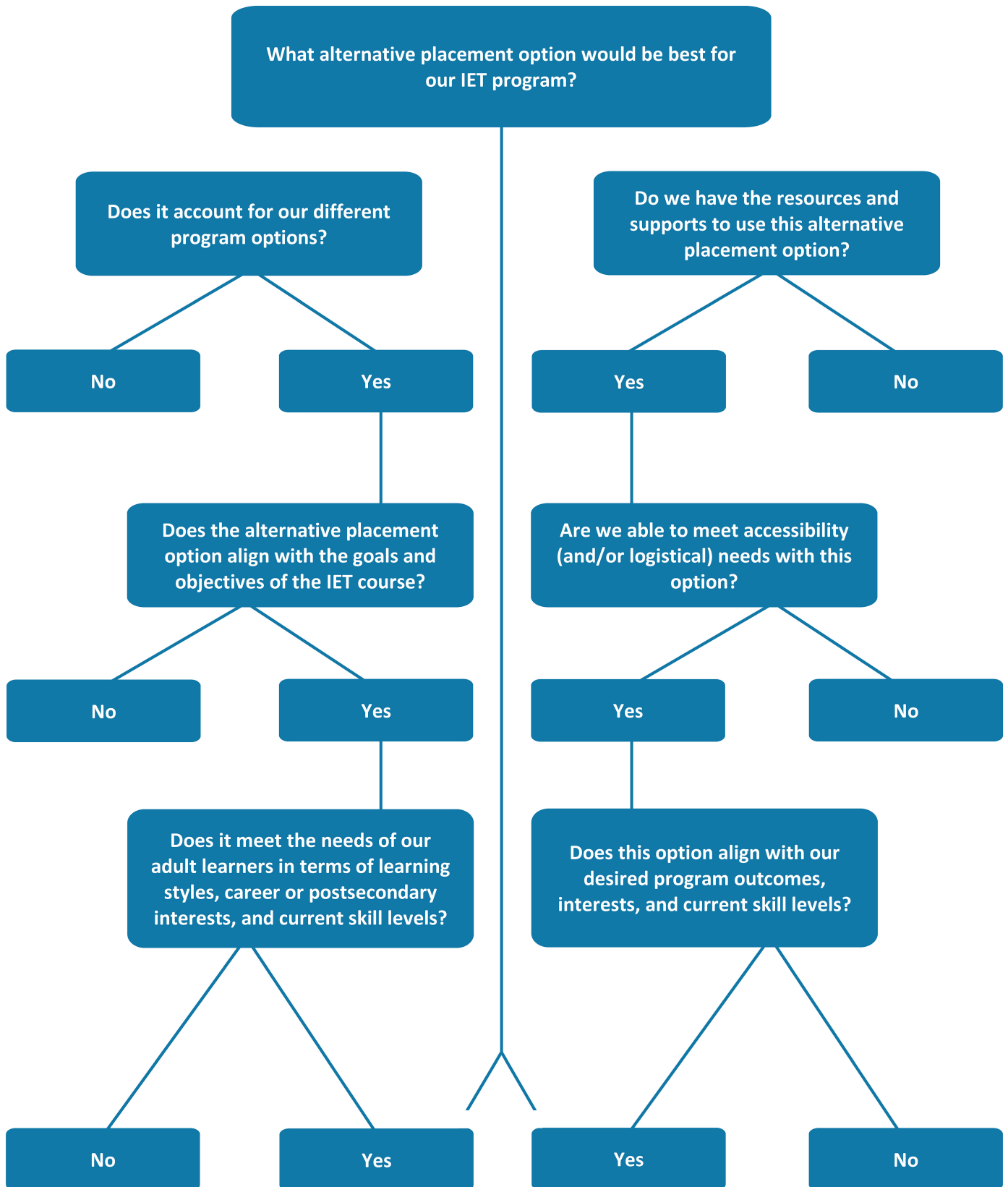
The state of Newland provides a variety of adult education programs and services. Three years ago, Newland’s team conducted focus groups across the state with various stakeholders including students.

As a result of the focus groups, other data, and an influx of new industry to the state, Newland decided to implement IET programs across the state.

After two years, the data indicates low MSG rates among their IET participants. They currently use pre and post testing for their IET programs but are considering alternative placement in the hopes that it will support higher MSG rates.

Newland would also have to decide which alternative placement assessment would best meet the needs of their IET programs and would like to better understand the potential impact this change might have for IET participants.

Decision Tree Structure Example



These are examples of the considerations and discussions you might have along the way of building out the **decision tree** for this example:

A) Does it account for our different program options?

Identify your placement options and determine if the assessment could address criteria for each of these options.

- Yes. We have 4 and it addressed all of them. Our 4 are Vocational Training Program; Work-Based Learning Experience; Apprenticeship Program; Community College Coursework
 - Go to the next box
- No. We have 4 and this option only addressed 3 of them.
 - Stop. Is this a non-negotiable no for this option or something you would explore further to understand the no?

B) Does the alternative placement option align with the goals and objectives of the IET courses/program options?

When considering this question, the team may also determine if these goals and objectives are going to change in the short-term. This may indicate that what the answer is now, may be very different than what it would be a year from now.

- Yes. It meets all our IET goals and objectives
 - Go to the next box
- No. It does not align with them, or it partially aligns.
 - Stop. Is this a non-negotiable for this option or something you would explore further to understand the no?

C) Does the alternative placement option meet the needs of our adult learners?

In this example, meeting needs reflects student learning styles, career or postsecondary interests and skill levels. This isn't an all-inclusive list but may represent the state's priority areas regarding meeting student needs.

- Yes.
 - For these “nodes” and this side of the decision tree, we conclude the alternative option we’re reviewing would meet our IET program needs. If there are other options to be reviewed, we would ask the same questions.
- No. It does meet the needs of our adult learners.
 - Stop. This is non-negotiable. For these “nodes” and this side of the decision tree, we conclude the alternative option we’re reviewing does not meet our IET program needs.

D) Do we have the resources and support services to use this alternative placement option?

In this example, a state might consider instructional staffing, support services such as counseling and tutoring, and facilities.

- Yes. We have the needed resources and support services.
 - Go to the next box.
- No. We do not have the resources or support services to use this alternative placement option.
 - Stop. Consider if this is a partial gap and resources and support services or a complete gap. Also consider does this gap impacts your current placement approach.

E) Are we able to meet accessibility and logistical needs with this option?

Consider various aspects of accessibility. For example, can this option be used with English Language Learners or students with disabilities? Does the option rely on completion in a certain environment or location and if so, are your students able to get there?

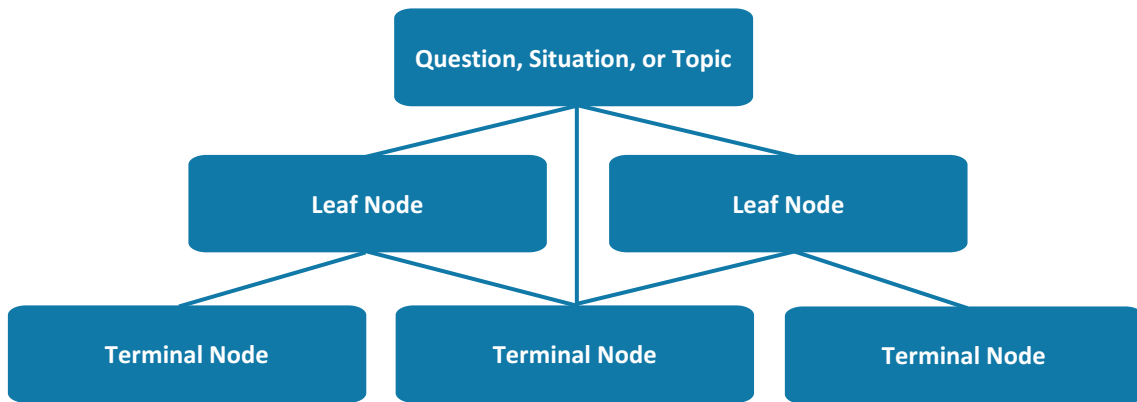
- Yes. We can meet accessibility and logistical needs with this option.
 - Go to the next box.
- No. We can't meet accessibility and logistical needs with this option.
 - Stop. In this example, the state could reflect on the following: Is the "no" specific to this option or would it apply regardless of the alternative placement type? Does it apply with the current placement approach? If not, why is there a difference?

F) Does this option align with our desired program outcomes, interests, and current skill levels?

Consider if these program outcomes, interests and/or skill levels are anticipated to change in the near future. If so, might the answer (yes or no) be different?

- Yes.
 - For these "nodes" and this side of the decision tree, we conclude the alternative option we're reviewing would meet our IET program needs. If there are other options to be reviewed, we would ask the same questions.
- No. It does not align with all or some of our desired program outcomes, interests and/or skill levels or it partially aligns. The state would want this to fully align to increase the likelihood that this would help meet their needs.
 - Stop. This is non-negotiable. For these "nodes" and this side of the decision tree, we conclude the alternative option we're reviewing does not meet our IET program needs.

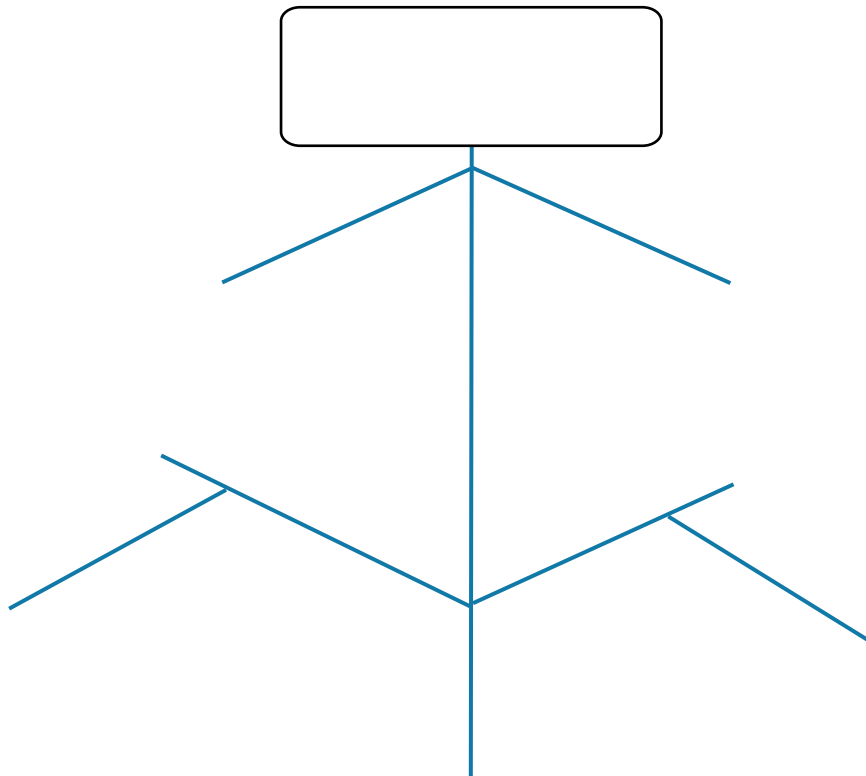
Decision Tree Structure Example



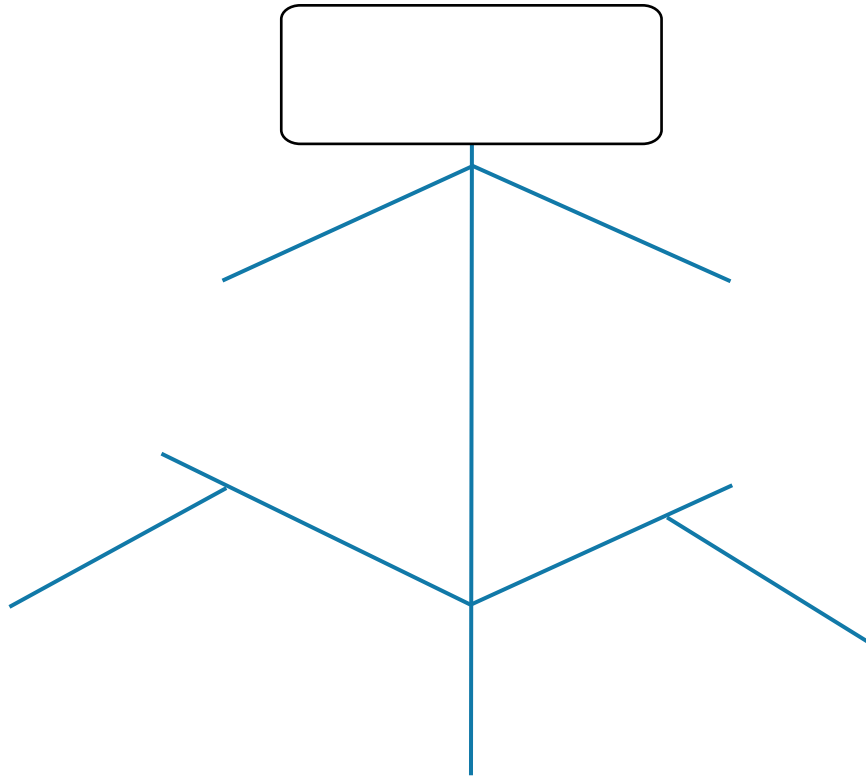
Decision Tree Templates

Use the decision tree template to identify possible outcomes. Add your question, situation, or topic in the top box and then develop the leaf nodes and terminal nodes by drawing and/or writing them in. Add additional branches, leaf nodes, and terminal nodes as needed.

Template 1



Template 2



Root Cause Analysis: Five “Whys” Example

- 1. Why are our IET MSG rates low (or lower than expected)?**
 - a. Because the needs of all of our students in the IET program aren’t being met, only some of the student population’s needs are met.
- 2. Why are some student needs not being met in the IET program?**
 - a. Because not all IET instruction is personalized, relevant and engaging for some students enrolled in our IET program.
- 3. Why isn’t all IET instruction personalized, relevant and engaging for some students enrolled in our IET program?**
 - a. Because we added new IET programming due to increased student enrollment, we couldn’t hire teachers with the relevant background to match the instructional needs of the additional programming.
- 4. Why weren’t we able to hire teachers with the relevant background to match the instructional needs of the additional programming?**
 - a. Because the teacher recruiting process took longer than anticipated and we weren’t fully staffed until the middle of the program year.

For the above “Whys,” the state should consider how their response to each step is supported or evidenced. For example, it may be through the focus groups that they gathered data on the lack of personalization and relevancy. Understanding the delay in the teacher recruiting timeline may come from a review of when instructors for the new IET programs were hired and which courses they were assigned. It might also come from a review of IET MSG rates across instructors and classes and student demographics impacted.

Five Whys Templates

Use the five whys template below to uncover any underlying issues or problems.

Template 1

Problem Statement:

Why?

Why?

Why?

Why?

Why?

Root Cause:

Template 2

Problem Statement:

Why?

Why?

Why?

Why?

Why?

Root Cause: