

**Getting Back to Basics
In the Post-Pandemic Reality**

**Better, Faster, and Cheaper?
Pick any 2 of the 3.**

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Working Group 3
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The study group began by making a list of changes that could be made to a language program that would make the program less effective, e.g. lower proficiency results, or extend the time needed to complete the course. Although those changes (such as increasing the number of students in the class) would be detrimental, they might still be proposed as ways to save money.

The group then engaged in listing changes that would make a language program more effective. Although those improvements (such as decreasing the number of students in a class) were recognized as beneficial, they might not be considered, because they would increase the cost of the program.

The participants then discussed the question:

Why is the negative impact of the factors listed in Assignment 1 “self-evident” to us, but not to others?

One explanation might be that we have not provided proof points or data analyses that show how key program changes can degrade (or improve) average student results. Measuring student outcomes has both internal and external benefits.

Internally, we need a data base of STANAG 6001 test results so we can make data-driven improvements. *If you can't measure it, you can't improve it.*

Externally, we need a data base of STANAG 6001 test results to protect programs from the decisions of naïve managers. *If you can't measure it, you can't get money for it.*