

Evaluation Plan:
Online Teaching Business English Certificate Course

Submitted By:
David E. Davis
October 11, 2015

Purdue University
Fall-2015-EDCI-57700-001
Dr. Linda Kaiser and Dr. Hans Aagard



October 11, 2015

Dear Tim:

Based on the information you have provided us regarding the target audience, course objective, and overall strategic goals ABC CERTIFICATION expects to achieve with the release of the online Teaching Business English certificate course, we have assembled this comprehensive evaluation plan for your review.

This submitted evaluation plan consists of six parts:

- Executive summary
- Description of the evaluation goals and scope
- Description of the specific processes to complete the evaluation
- Evaluation instruments for Levels 1–4
- Data collection process and procedures
- Data analysis process and procedures

Included in the appendices are 1) a range of supporting elements referenced in the plan and 2) final versions of evaluation instruments that will appear either in the course or as part of the evaluation process that occurs after the learner has completed the course.

Because elements included in this assessment plan have already been delivered and approved by you and other key stakeholders, the release of the course in Q1 2016 is on schedule. Nevertheless, we have built in a period of time between now and the release date to accommodate any modifications to the evaluation plan that might need to be made based on your and your team's feedback.

It was a pleasure working so closely with your group, and I look forward to receiving your feedback on the plan.

Regards,

A handwritten signature in black ink, appearing to read "David E. Davis".

David E. Davis
President, DEDesign, LLC

1. Executive Summary

This evaluation plan has been created for ABC CERTIFICATION, a UK-based training provider of a range of Teaching English to Speakers of Other Languages (TESOL) certification courses, in support of the development of its specialized Teaching Business English (TBE) certificate course scheduled for release to the public in Q1 2016.

Purpose of Evaluation

Incorporating Kirkpatrick and Kirkpatrick's (2006) flexible four-level evaluation framework, this comprehensive plan is designed to evaluate the extent to which the online Teaching Business English course is successful in fulfilling its primary objective: "[T]o meet the training goals and expectations of learners by developing in them the practical knowledge, skills, and attitudes needed to be effective teachers of Business English in any context, thereby fulfilling the expectations of both employers and their students." A side benefit of ensuring course quality, relevance to the Business English market, usefulness of training, and high-level learner satisfaction is a potential increase in word-of-mouth enrollments, which can translate into a robust ROI for both the Teaching Business English certificate course and the organization's other teacher-training catalog offerings.

Key Findings

Because the online Teaching Business English certificate course will be a new offering, it is imperative that the evaluation process begin as soon as the course is released to the public. Doing so will ensure that any qualitative issues identified by the evaluation process with regard to overall learner course satisfaction can be swiftly addressed because learner dissatisfaction with any aspect of the course will likely reduce word-of-mouth referrals, which in turn will affect future course enrollment. The different levels of evaluation will also generate vital feedback about the relevance of course content to current Business-English learning needs and about the importance of possessing a Teaching Business English certificate both to course graduates and to employers. Incorporating a comprehensive evaluation process will also help measure the overall course value for those planning to teach Business English for an organization, business, or school.

Recommendations

Because some evaluation tools identified in this plan are designed to be administered 6 months after the learner has completed the course, a summative analysis of certain evaluation levels (3 and 4) will need to take into account not only a lag in receiving evaluation data but also a potentially low participation rate. Recommendations outlined in this plan for mitigating these issues include

- increasing Level-3 evaluation participation rates by offering participants a tangible incentive to complete the evaluation;
- modifying Level-4 evaluation indexes as needed to account for lag in receiving evaluation data.

2. Evaluation Goals and Scope

ABC CERTIFICATION is a UK-based training provider of a range of Teaching English to Speakers of Other Languages (TESOL) certification courses. ABC CERTIFICATION is currently developing a specialized Teaching Business English (TBE) certificate course to meet the global market need for trained teachers of English for business purposes.

The focus of a general TESOL course, which can vary from 50 to 150 hours in length, is to prepare fledgling English-language instructors to teach English for communication purposes in a variety of contexts. Conversely, a TBE course focuses specifically on the process of designing, developing, and delivering a business English course for companies or organizations conducting business in a global context. Because the subject matter of a business English course is more narrowly prescribed and specialized than that of a general English course, the TBE course is shorter (generally 25 hours in length) and, consequently, is designed to be an add-on credential for those who already possess a TESOL or TEFL (Teaching English as a Foreign Language) certificate.

The TBE course, which will be offered for sale to the public and be delivered online, is scheduled for release in Q1 2016.

Course Description

The online Teaching Business English certificate course, which is completed at the learner's own pace, is structured into 10 learning modules, each of which focuses on a topic central to the successful design, development, and delivery of a business English-focused course for speakers of other languages (see Appendix A for course topics page). Modules consist of core content delivered in various forms of input, including text, microlectures (audio/video), illustrations, infographics, and *realia*. (see Appendix B for an example of the course content).

Because the course is delivered online and is self-directed (asynchronous), there is no overt instructor presence; however, a course "tutor" is assigned to answer any questions about the content of the course, provide technical assistance, and perform the formal grading of written assessments.

Once learners register and pay for the course, they are granted immediate access to the material. Thereafter, they can log in to the course at any time and from any location, and they can work through the course at their own pace, with the LMS bookmarking their progress each step of the way. Should learners have questions about the content or need technical assistance, an internal messaging system facilitates communication with the course provider's administrative staff as well as the tutor attached to the course.

Target Audience

At a price point of U.S. \$89, the Teaching Business English Certificate is priced competitively to target the following potential customers:

- Teachers specifically hired to teach business English in house for a business, company, or organization
- Teachers of general English (ESL/EFL) looking to expand their employment opportunities into the more lucrative Teaching Business English market
- Professionals with a business background who perhaps have no formal experience teaching English but want to apply their business knowledge and expertise to teaching business English, whether one-on-one, online, or for a school or organization
- Recruiting agencies that place trained teachers of business English with overseas companies or organizations

Accordingly, the general features of the target audience are:

- Educated (minimum bachelor's degree).
- Age range is 25–65 (accounting both for recent college graduates and the retired).
- Some background in business
- Linguistically and geographically diverse since being a native speaker of English is not an inherent pre-requisite for teaching business English.

Additionally, because the Teaching Business English course is delivered online, the person taking this course will tend to be self-motivated, disciplined, and both capable of and comfortable using the computer as a learning tool.

Evaluation Goal

Because the online Teaching Business English certificate course is a new offering, it is imperative to begin the evaluation process as soon as the course is released to the public.

The goal of this plan, however, is not to determine the monetary return on investment (ROI) of the course to the company, but to evaluate the extent to which the online Teaching Business English course is successful in fulfilling its primary objective: “[T]o meet the training goals and expectations of learners by developing in them the practical knowledge, skills, and attitudes needed to be effective teachers of Business English in any context, thereby fulfilling the expectations of both employers and their students.”

Of course, a side benefit to ensuring the course quality, relevance to the business-English market, usefulness of the training, and high level of learner satisfaction is a potential increase in word-of-mouth enrollments, which can translate into a robust ROI for both the Teaching Business English certificate course and the organization's other teacher-training catalog offerings.

Evaluation Objectives

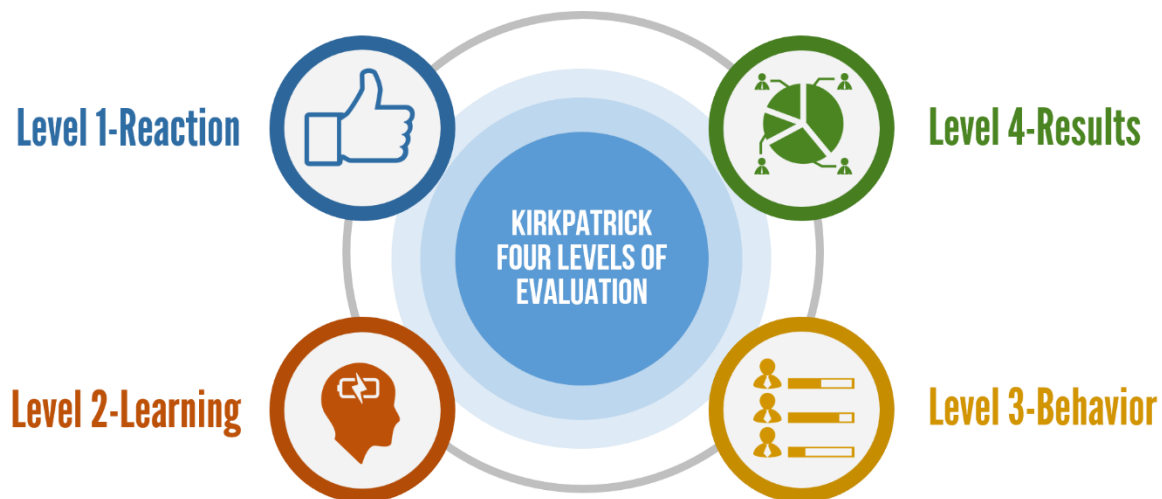
The objectives of this evaluation plan are to:

- Develop a flexible framework that elicits ongoing feedback at different levels and from different stakeholders
- Detail evaluation processes and their scope, instruments, timeframes, sources of input and output, and stakeholder responsibilities

- Develop evaluation instruments that elicit quantitative and qualitative information to ensure that organizational and course goals are accounted for
- Describe procedures for administering formative and summative evaluations using the different evaluation instruments, as well as procedures for collecting data yielded by these instruments
- Define course-quality, course-value, and learner-level-of-performance indices that measure the extent to which the course is fulfilling its primary objective
- Provide a format to conduct ongoing analyses to validate the quality and value of the course, as well as identify potential areas of enhancement or improvement of course content, instructional design, learner (or employer) satisfaction, and learner performance

3. The Evaluation Process

The evaluation plan for this course incorporates Kirkpatrick and Kirkpatrick's (2006) flexible four-level evaluation framework:



Each level of evaluation is administered at different points both during and after the course. Below is an overview of the evaluation process:

Level	Instrument	When?	Evaluation Source	Results Collected by	Evaluation Report Frequency	Results Reviewed by
-------	------------	-------	-------------------	----------------------	-----------------------------	---------------------

1-Reaction	Pre-course survey	At the beginning of the course	Learner	LMS	Ongoing	Director of quality assurance
	Post-course evaluation	At the end of the course				
2-Learning	Pre-course diagnostic test	At the beginning of the course	Learner	LMS	Ongoing	Director of learning and development
	“Test Your Knowledge” quizzes; “Putting it All Together” written tasks	Throughout the course (formative)				
	Post-course test	At the end of the course				
3-Behavior	“We’d Like to Hear from You” survey	6 months after completion of course	Learner	Web-based surveys created in JotForm.com	Every 3 months	Executive director
	“Employer follow-up” survey	Whenever an employer is identified in “We’d Like to Hear from You” survey	Employer		Ongoing	Director of learning and development Director of quality assurance
4-Results	Course Quality Index (CQI)	Whenever there is sufficient Level 3 data (min. 3 survey responses in 3-month period)	Levels 1, 2, and 3 evaluation data	SmartSheet integrated with company EPSS	Quarterly	Executive director
	Course Value Index (CVI)					Director of learning and development
	Performance Index (PI)					Director of quality assurance

Although elements specific to each level of evaluation will be elaborated in the sections that follow, a breakdown of each level of the evaluation process is provided in a Gantt chart, which can be accessed “live” via the link provided in Appendix C.

4. Evaluation Instruments

A range of instruments serves to evaluate the online Teaching Business English certificate course at each of the four levels.

Level 1-Reaction

Level 1 evaluation has been incorporated into the Teaching Business English certificate course to gauge the learners' reaction to the course, both at the start of the course and at the end of the course.

Specifically, Level 1 evaluation of this course consists of two instruments: (a) a **pre-course** survey and (b) a **post-course** evaluation:

INSTRUMENT	SCOPE OF EVALUATION	QUANTITY	COLLECTED BY	TARGET PARTICIPATION
Pre-Course Survey	<ul style="list-style-type: none">• Personal information, learning, goals and expectations	<ul style="list-style-type: none">• 7 single choice questions• 3 multiple response questions	LMS	100%
Post-Course Evaluation	<ul style="list-style-type: none">• Feedback on ease of access, navigation, learning materials, instructional techniques, tutor support, and technical information.	<ul style="list-style-type: none">• 18 Likert-style statements (quantitative)• 3 open-ended questions (qualitative)	LMS	100%

1. Pre-Course Survey: The “Tell Us About Yourself” survey, which is situated at the end of the course orientation section before the first content module, consists of seven questions and is designed to elicit basic information about the learners, including their goals and expectations, prior teaching experience, and prior exposure to online learning. (See Appendix D for example of the pre-course survey).

The “Tell Us About Yourself” survey plays an important role in introducing learners to the electronic format in which both the post-course evaluation and the different Level 2 evaluations are administered. Because there is no face-to-face interaction in this course (a result of its asynchronous nature), the “Tell Us About Yourself” survey also allows the course administrators to learn more about the users. Finally, the information gathered from certain questions in this survey will be compared to responses given to the same questions in the post-course evaluation to determine the extent to which the learners, on the basis of their experiences in the course, have altered their reactions regarding their initial course goals and expectations.

2. Post-Course Evaluation: The “How Did We Do?” evaluation, which is situated after the final learning module, consists of 18 Likert-scale statements and three open-ended questions. The evaluation statements are designed to elicit quantitative feedback on several areas of this course, including ease of access and navigation, learning materials, instructional techniques, tutor support, and technical information. The evaluation statements are rated by the learner on a 5-point Likert-scale using the 5 = *strongly agree*, 4 = *agree*, 3 = *neutral*, 2 = *disagree*, and 1 = *strongly disagree* response anchors. The open-ended questions at the end of the evaluation are designed to allow the learner to provide more specific input that can illuminate elements of the course perhaps not captured in the rating of the statements. (See Appendix E for example of the post-course evaluation).

The “How Did We Do?” evaluation is important to gauge overall learner course satisfaction. Even though the course is offered to the public, it is a niche product that fills a small gap in the large and diverse teacher training market. As such, sales for this type of course are largely derived from word-of-mouth recommendation (which is why the “I would recommend this course to a friend/colleague” question is included in the evaluation). Level 1 evaluation results that indicate dissatisfaction with any aspect of the course will likely reduce word-of-mouth referrals, which in turn will affect future course enrollment at both the individual course and organizational levels. Moreover, negative reactions to any element of the course can drastically reduce the learner’s motivation to complete the course. Ensuring a high course completion rate is one of the company’s quantitative strategic goals.

Data from this level of evaluation will inform the Course Quality Index (CQI) and Course Value Index (CVI) metrics used in the Level 4 evaluation of results.



Level 2-Learning

Level 2 evaluation has been incorporated into the Teaching Business English certificate course to measure the learners’ development of knowledge, attitudes, and skills throughout the course. Because effective teachers of business English will possess a range of competencies around which this course has been designed, gauging that learning has occurred as a result of the course is critical for not only the persons taking the course but also any organization that might employ

the teacher as well as their students. To this end, the course utilizes a range of Level 2 evaluation instruments:

INSTRUMENT	QUANTITY	COLLECTED BY	GRADED BY	GATEWAY SCORE	LEARNING DOMAIN	BLOOM'S REVISED LEVEL OF COGNITIVE DOMAIN
Pre-Course Diagnostic Test	25 Questions	LMS	LMS-Electronically	None	Knowledge and attitudes	Remember Understand Apply Analyze
“Test Your Knowledge” Quizzes	5 questions/ 5 questions per quiz	LMS	LMS-Electronically	80%	Knowledge and attitudes	Remember Understand Apply Analyze
“Putting it All Together” Assignments	5 Tasks	LMS	Course tutor-rubric	70%	Skills	Evaluate Create
Post-test	25 Questions	LMS	Course tutor-rubric	70%	Knowledge and attitudes	Remember Understand Apply Analyze

A **pre-course diagnostic** is administered before the first module. The diagnostic consists of 25 multiple-choice questions that are aligned with the lower levels of cognitive domain identified in Bloom’s revised taxonomy (Krathwohl, 2002). Because the questions cover elements unique to teaching business English, the results of the diagnostic will establish the learner’s level of knowledge at the start of the course. These results will be compared to the post-course test to determine whether the training has increased learning. To mitigate any potential affective learning barriers, the instructions that precede the diagnostic make it clear to the learner that there is no official grade assigned for the diagnostic (see Appendix F for examples of pre-course diagnostic and post-course test questions).

The **“Test Your Knowledge” quizzes**, which are interspersed at regular intervals throughout the course, function as formative assessments to measure the learner’s developing knowledge and attitudes. These short quizzes use the same multiple-choice format as the pre-course diagnostic and likewise consist of assessment questions that align with the *remember*, *understand*, *apply*, and *analyze* levels of Bloom’s revised taxonomy (Krathwohl, 2002). The “Test Your Knowledge” quizzes are gateway assessments, so the learner must score at least 80% to advance

to the next module of material. Remediation is provided for questions answered both correctly and incorrectly once the learner has attained a satisfactory score. Should the learner not score 80%, he or she can take the quiz again, though a fresh set of questions is generated from the test bank and is randomized for the new attempt. This randomization ensures that the assessment cannot be gamed (see Appendix G for examples of “Test Your Knowledge” quiz questions).

The **“Putting It All Together” written assignments**, which appear at regular intervals throughout the course and are aligned with the higher *evaluate* and *create* levels of Bloom’s revised taxonomy (Krathwohl, 2002), are designed to measure skills development by getting learners to respond to authentic business-English lesson design, development, and delivery tasks. The learner submits each assignment directly to the course tutor, who grades them following a rubric. Although the written tasks are not considered gateway assessments, the learner must receive a score of at least 70% in order to pass an assignment. A response receiving less than 70% will be sent back to the learner for revision (see Appendix H for examples of the “Putting It All Together” written assignments and the corresponding grading rubrics).

A **post-course test** is administered at the end of the final content module. The post-course test mirrors the pre-course diagnostic in both the content and number of the questions (25), so that any differences in the results can be used as valid indicators that learning has (or has not) occurred. Because post-course test results are stored in the LMS, they can be retrieved by administrators on an individual basis or cumulatively, which when compared with the pre-course diagnostic results, will yield a more comprehensive analysis of student learning trends (see Appendix E for pre-course diagnostic and post-course test questions).

Any increase in the learner’s level of knowledge, skills and attitudes as established by Level 2 evaluation during the course will be the basis on which Level 3 evaluation will attempt to gauge any changes in the learner’s behavior, or in the opportunity to apply the knowledge, skills and attitudes gained from the course in the classroom. Level 2 results will also heavily inform the course quality and value metrics used in the Level 4 evaluation of results.



Level 3-Behavior

The Level 3 evaluation is designed to determine the extent to which the learner’s job behavior and performance have been modified as a result of the training. Unlike the evaluation instruments used in Levels 1 and 2, the Level 3 evaluation is administered after the course has been completed and learners have had sufficient time to apply the skills, knowledge, and attitudes gained in the course on the job.

The Level 3 evaluation for the course uses two instruments: (a) the “We’d Like to Hear from You” survey, and (b) an “Employer Follow-Up Survey”:

INSTRUMENT	SCOPE OF EVALUATION	QUANTITY	DATA SOURCE	COLLECTED BY	TARGET PARTICIPATION RATE	TIMEFRAME
“We’d Like to Hear from You” Survey	Feedback on the value of the course and the extent to which the course has given learners the confidence to teach Business English	10 general questions (informational) 1 Set of 7 Likert-style statements (quantitative) 3 open-ended questions (qualitative)	Learners who have completed the course	E-mail/ JotForm web-based form	50%	180 days after course completion
“Employer Follow-Up” Survey	Feedback on value of a teaching Business English certificate from the perspective of the employer, and feedback on the teacher’s performance, if applicable	4 general questions (informational) 1 Set of 7 Likert-style statements (quantitative) 1 open-ended question (qualitative)	Employers	E-mail/ JotForm web-based form	50%	On a rolling basis

The **“We’d Like to Hear from You” survey**, which consists of 10 general questions, a set of seven Likert-style statements, and three open-ended questions, is administered to learners after they have completed the course. This survey is designed to validate the extent to which learners feel that the course has retained its value for them after an extended period of time (6 months or more) and, more practically, to identify the extent to which course graduates feel the course has prepared them to perform effectively as teachers of business English.

The **“We’d Like to Hear from You” survey** consists of a series of questions that are generated based on the learner’s response to the survey’s initial question: “Since you have completed the course, have you obtained a position, post, or class teaching Business English?” If the learner responds “No” to this question, a special set of questions is triggered for those who have not yet obtained a teaching Business English position. A “Yes” response to this question likewise will trigger a special set of questions related to the type of position obtained, the impact of the training on learners’ ability to find a position teaching Business English, and their confidence and skills to teach Business English. A “Yes” response to this initial question will also trigger two performance-related questions: “If you have been formally evaluated by your students, how would you characterize their overall evaluation of you as a Business English teacher?” and, “If you have been formally evaluated by your supervisor, how would you characterize his or her overall evaluation of you as a Business English teacher?” These performance-related questions

mirror the performance-related questions asked of the employer in the “Employer Follow-Up” survey. (See Appendix I for the “We’d Like to Hear from You” survey.)

The overseas teaching market consists of two peak-hiring periods per year, August and March. The gap between seasons, coupled with the lag time between completing a course and applying, interviewing for, and receiving a position—which in most cases is conditioned upon the teacher’s applying for and receiving a work visa—necessitates a longer post-course evaluation timeframe. To this end, a 6-month period from the time the learner has completed the course to the time of the Level 3 evaluation is a reasonable buffer before administering this survey to receive more complete and specific feedback regarding the learner’s performance as a teacher of business English in the field.

Because the “We’d Like to Hear from You” survey is intended to be completed after learners have completed the course, the evaluation is not administered from within the LMS. Rather, the survey has been created in JotForm (jotform.com), a web-based, dynamic, form-building program, and will be sent to learners manually. Procedures of this process are detailed in the “Data Collection” section of this plan.

The “**Employer Follow-Up**” survey, which consists of four general questions, a set of seven Likert-style statements, and one open-ended question, is administered to those organizations identified by learners in the “We’d like to Hear from You” survey in response to the question, “Since you have completed the course, have you obtained a position, post, or class teaching Business English?” Because not every person who completes the TBE course will have obtained a position teaching Business English, this survey is administered on a rolling, case-by-case basis. Should a “We’d Like to Hear from You” survey reference an employer, a survey will be sent to the primary contact in that organization via e-mail. Complete procedures of the process to administer this survey are detailed in the “Data Collection” section of this plan.

The “Employer Follow-Up” survey is similar in format to the “We’d Like to Hear from You” survey, though a set of questions is designed specifically to elicit from employers their perspective on the importance of teachers’ possession of a Teaching Business English certificate, as well as their feedback on the range of teaching Business English competencies that the course develops. The survey also asks for feedback on the teacher’s performance for the organization using two questions that mirror the questions asked in the “We’d Like to Hear from You” survey: “If your learners have evaluated this instructor, how would you characterize their overall evaluation of the instructor as a Business English teacher?” and, “If you or another staff member has evaluated this instructor, how would you characterize his or her overall performance as a Business English teacher?” (See Appendix J for the “Employer Follow-Up” survey.)

Both the “We’d Like to Hear from You” and “Employer Follow-Up” surveys, however, come with the inherent challenge of obtaining a high participation rate. Unlike the Level 1 and 2 evaluations, which are administered through the LMS and can guarantee a 100% response rate, the Level 3 evaluation instruments are administered using a different application after the course has been completed. This somewhat ad-hoc quality, coupled with the geographical and even

linguistic diversity of the learners that limits more traditional survey follow-up methods such as regular mail and a phone interview, will likely affect the number of Level 3 evaluations received from learners. These same factors can affect the number of responses received from employers, though limited time and availability also need to be factored into the participation rate for employers. Despite the impersonal nature of using e-mail, and the hesitation of some to access a link sent by an unknown party, e-mail is the most practical means to communicate with course graduates and potential employers and to get them to complete the survey.

Level 3 evaluation results will heavily inform the course-value and performance metrics used in the Level 4 evaluation of results.



Level 4-Results

The evaluation instruments for Levels 1, 2, and 3 have been designed to generate data across a range of categories that measure the quality and value of the course as indicated by the learner and the relevance of the course in the context of the teaching Business English market as indicated by both the learner and employers who provide Business English training to clients or their workforce.

Although the data for each of the evaluations can be analyzed discretely, the Level 4 evaluation is designed to organize data from Levels 1–3 to determine more effectively the extent to which the course is successful in achieving its primary goal: “to meet the training goals and expectations of learners by developing in them the relevant knowledge, skills, and attitudes needed to be effective teachers of Business English in any context by fulfilling the expectations of employers and their students”.

To this end, three indices have been designed to quantify the evaluation results from Levels 1–3 into a more summative analytic:



Each index is created by combining the cumulative data generated by a specific series of questions asked on any or all of the Levels 1–3 evaluation instruments. Other criteria, such as course-completion rate, can also factor into an index score. Based on stakeholder feedback, each question or criterion informing an index score is assigned a weight factor, with the total weight equaling 100%. The final index score is thus rendered as a percentage. A scorecard for any given period of time can be created using the final percentages of each of the three indices. Should any of the index scores fall below a designated threshold, weak components in the index can be identified and an action plan can be developed to address and remedy any discrete deficiencies.

Below is a breakdown of the different elements that inform each index:



COURSE QUALITY INDEX (CQI)

Evaluation Instrument	Component/Criteria	Minimum Measurement	Weight
Completion %	Calculated by using the following formula: (number of completions-number of cancellations) /number of starts)	n/a	.10
Level 1 (“How Did We Do?” Survey)	I was motivated throughout the course	Strongly agree/agree	.10
Level 1 (“How Did We Do?” Survey)	I found the course materials to be informative	Strongly agree/agree	.5
Level 1 (“How Did We Do?” Survey)	I was appropriately challenged by the course material	Strongly agree/agree	.5
Level 1 (“How Did We Do?” Survey)	My learning was enhanced by the interactive elements that supported the course material	Strongly agree/agree	.10
Level 1 (“How Did We Do?” Survey)	My learning was enhanced by the teacher tips and practical examples in the course material	Strongly agree/agree	.10
Level 1 (“How Did We Do?” Survey)	The “Putting It All Together” written assignments helped me develop the skills I will need to be an effective business English teacher.	Strongly agree/agree	.20
Level 1 (“How Did We Do?” Survey)	I would recommend this course to a friend/colleague.	Yes	.10
Level 3 (“We’d Like to Hear from You” Survey)	In general, how confident do you feel performing as a Business English teacher as a result of your having taken the course?	Very confident/ Somewhat confident	.20
Total			100%

The course-quality index features several of the Likert-style statements from the “How Did We Do?” survey and one response from the Level 3 “We’d Like to Hear from You” follow-up survey sent to learners 6 months after they completed the course. Most of the quality criteria in this index are based on the extent to which learners react to course materials, interactivity, and

assignments. Several categories are weighted more than others, such as the overall course-completion rate, motivation, effectiveness of written assignments, and overall confidence level, because these categories are designed to address the quality of the course at a more intrinsic level.



COURSE VALUE INDEX (CVI)

Evaluation Instrument	Component/Criteria	Minimum Measurement	Weight
Level 1 (“How Did We Do?” Survey)	I will be able to apply the skills and knowledge that I have learned in the course.	Strongly agree/agree	.10
Level 1 (“How Did We Do?” Survey)	This course met my expectations for Teaching Business English training.	Strongly agree/agree	.10
Level 3 (“We’d Like to Hear from You” Survey)	Since you have completed the course, have you obtained a position, post, or class teaching Business English?	Yes	.20
Level 3 (“We’d Like to Hear from You” Survey)	How would you describe the importance of having a Teaching Business English certificate in obtaining your job/posting/position?	Very important/ Somewhat important	.20
Level 3 (“We’d Like to Hear from You” Survey)	Would you (still) recommend this course to a friend or colleague?	Yes	.10
Level 3 (Employer Follow-up Survey)	When your organization is looking to hire an instructor to teach Business English, how important is it for the instructor to have specific training in teaching business English?	Very important/ Somewhat Important	.30
Total			100%

The course value index features two Likert-style statements from the “How Did We Do?” survey, three responses from the Level 3 “We’d Like to Hear from You” survey, and one question from the Level 3 “Employer Follow-Up” survey. The CVI focuses more on the tangible results the learner has derived as a result of having taken the course, such as using the certificate to obtain a teaching position. Another component of this index is gaining an employer’s perspective on the importance of a Business English teacher having the proper training. Because these components in particular indicate the value of having a Teaching Business English certificate, these components are weighted more than the others.



PERFORMANCE INDEX (PI)

Evaluation Instrument	Component/Criteria	Minimum Measurement	Weight
Level 2	Cumulative Grade of Assessments aligning with Bloom's Revised Level of cognitive domain categories of remember, understand, apply, and analyze	90%	.05
Level 2	Cumulative Grade of Assessments aligning with Bloom's Revised Level of cognitive domain categories of evaluate and create	85%	.10
Level 2	Cumulative post-test results	90%	.10
Level 3 ("We'd Like to Hear from You" Survey)	If you have been formally evaluated by your students, how would you characterize their overall evaluation of you as a Business English teacher?	Above Average	.10
Level 3 ("We'd Like to Hear from You" Survey)	If you have been formally evaluated by your supervisor, how would you characterize his or her overall evaluation of you as a Business English teacher?	Above Average	.10
Level 3 ("Employer Follow-up" Survey)	If your learners have evaluated this instructor, how would you characterize their overall evaluation of the instructor as a Business English teacher?	Above Average	.25
Level 3 ("Employer Follow-up" Survey)	If you or another staff member has evaluated this instructor, how would you characterize his or her overall performance as a Business English teacher?	Above Average	.30
Total			100%

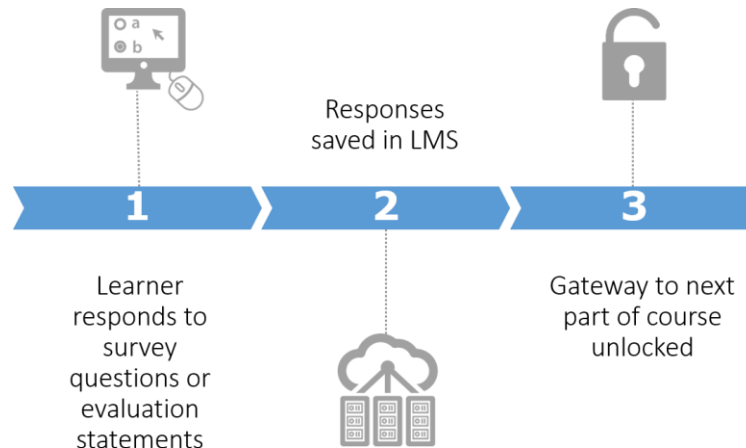
The performance index consists of the learner's performance in the course (Level 2 evaluation components) and responses from both the learner ("We'd Like to Hear from You") and employer ("Employer Follow-Up") survey from the Level 3 evaluation surveys. The evaluation results indicated by the employer are weighted more because employer feedback can mitigate the potential for inherent bias in self-evaluation.

5. Data Collection

The data collection process for all four levels of evaluation varies according to the evaluation instrument administered. In this section, specific procedures for each level of evaluation and corresponding evaluation instruments are described.

Level 1-Reaction

Both Level 1 evaluation instruments are completed by the learner within the learning management system while still taking the course. The general procedures for administering Level 1 evaluation instruments are the same:



1. Pre-Course Survey. For the “Tell Us About Yourself” survey at the end of the course-orientation section before the first content module, the learner responds to each of the seven questions by either clicking a radio button for questions with a single response or checking off one or more boxes for questions that allow the learner to select multiple responses. Once the survey is complete, the results are immediately recorded in the LMS. Because the survey is embedded in the course structure, it functions as a “gateway” evaluation. This means that the learner is unable to advance to the pre-course diagnostic without responding to each question and submitting the evaluation. The gateway status of the survey ensures that the response rate is always 100%. Pre-course survey results can be retrieved by administrators on an individual basis or cumulatively for a more comprehensive analysis of response trends.

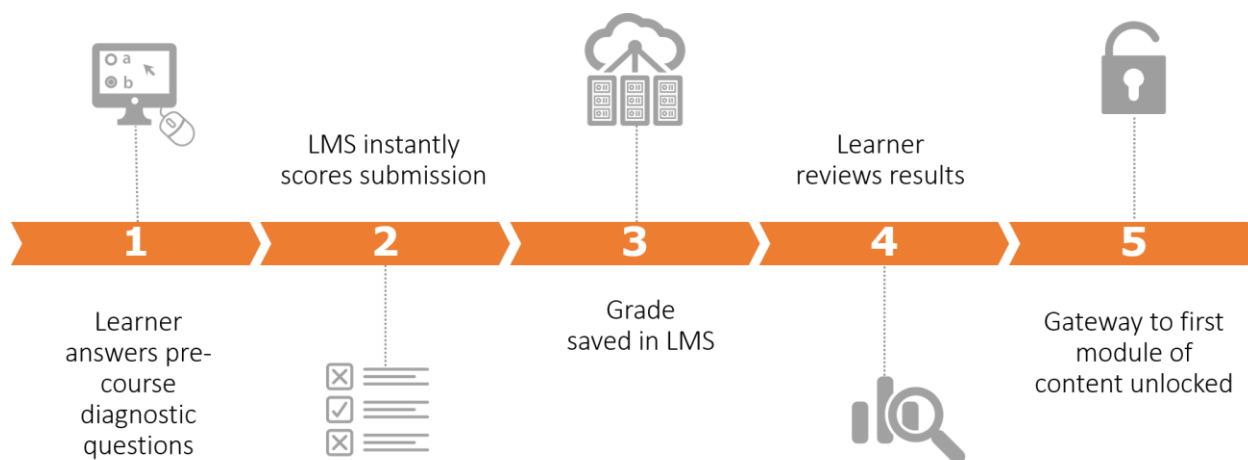
2. “How Did We Do?” Evaluation. This evaluation, which the learner accesses after completing the final module of content, consists of 18 Likert-scale statements and three open-ended questions. The learner responds to the Likert-scale statements, answers the open-ended questions, and then submits the evaluation. As with the pre-course survey, the “How Did We Do?” evaluation functions as a gateway evaluation (to the post-course test), which ensures that the participation rate is always 100%. However, submissions for the “How Did We Do?” evaluation are anonymous, so only administrative staff with the proper user rights to the LMS can associate the evaluation results with a learner’s name. Results can later be retrieved by administrators on an individual basis or cumulatively for a more comprehensive analysis of

feedback trends.

Level 2-Learning

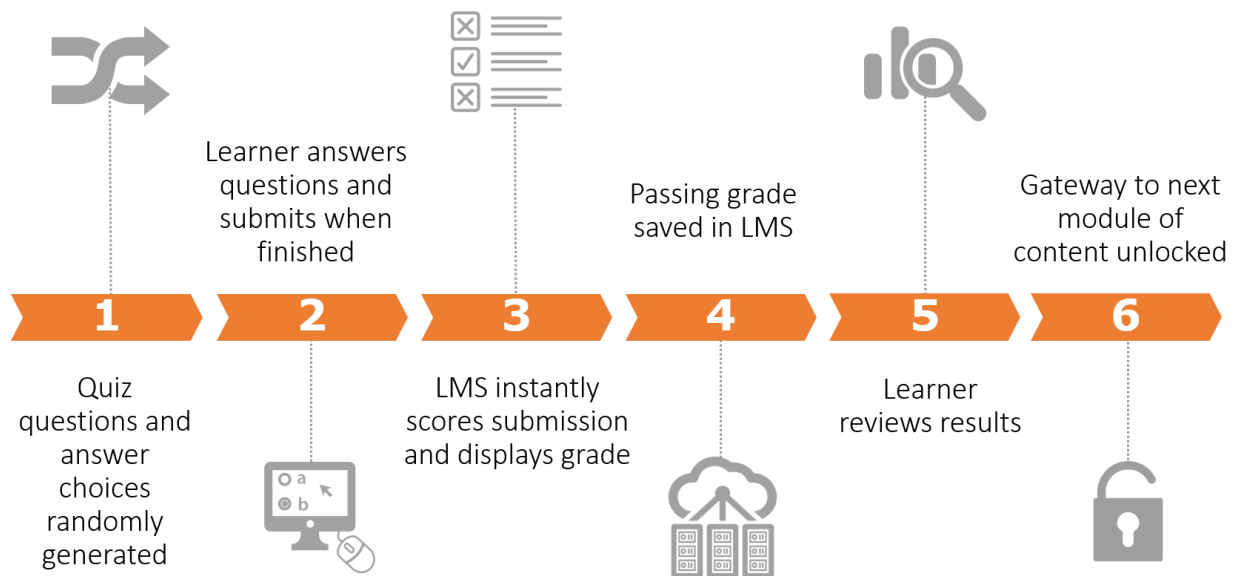
All Level 2 assessments are completed by the learner within the learning management system while still taking the course. The general procedures for administering the Level 2 evaluation vary somewhat depending on the type of assessment.

For the **pre-course diagnostic** administered before the first module of content, the learner answers 25 randomly generated multiple-choice questions and submits the responses for grading. The LMS instantly scores the submission, displaying a final percentage of correct responses. Once the diagnostic has been marked, the learner can review the results at the question level. There is no official score required to pass the diagnostic, but it is still considered a gateway assessment. Once the LMS scores the diagnostic, the learner is free to advance to the first module of the course. Because pre-course diagnostic results are stored in the LMS, they can be retrieved by administrators on an individual basis or cumulatively, which, when compared with post-test results, will yield a more comprehensive analysis of student learning trends.

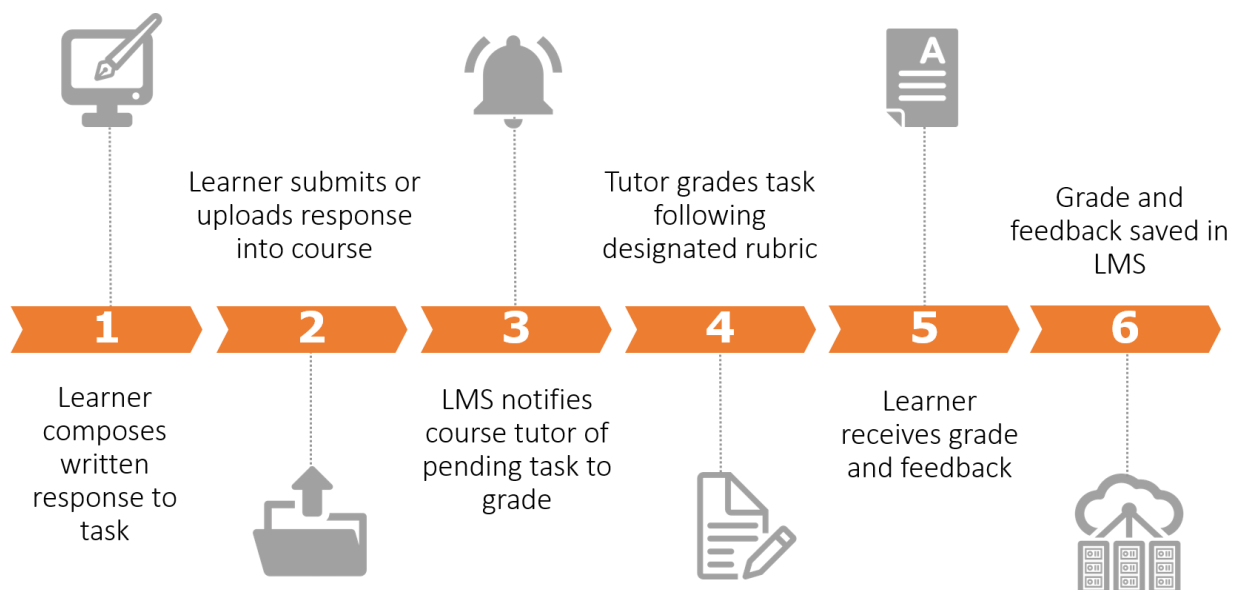


For each “**Test Your Knowledge**” quiz, learners must work through a series of randomized questions and answer choices by indicating their answer choice(s) to advance to the next question. Once all of the questions have been answered and submitted, the LMS marks the quiz immediately and displays the score to the learner. The “Test Your Knowledge” quizzes are gateway assessments, so the learner must score at least 80% to advance to the next module of material. Once a passing score has been obtained, that score is saved in the LMS as the final quiz grade. Once students have attained the passing score, they can review the quiz and see remediation provided for questions answered both correctly and incorrectly. Should learners not

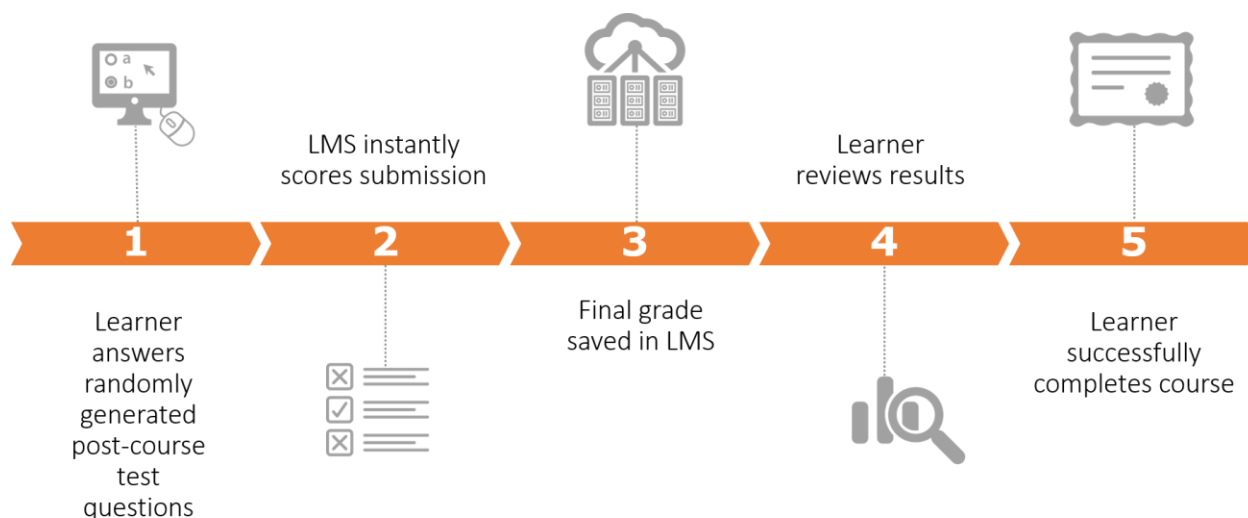
score 80%, they can take the quiz again, though a fresh set of questions is generated from the test bank and is randomized for the new attempt.



For the **“Putting It All Together” written assignments**, the learner either composes his or her response to the task offline in document form and uploads it as an attachment to the assignment page or types the response directly into the electronic submission box within the course. Once the task has been submitted, the course tutor receives a notification and grades the task using a rubric. Learners must receive a score of at least 70% to pass the assignment. Once the task has been graded, learners receive notification and their score, along with feedback. The final grade, along with instructor feedback, is saved in the LMS.



For the **post-course test** administered at the end of the course, the learner answers 25 randomly generated multiple-choice questions that mirror the pre-course diagnostic and submits the responses for grading. The LMS instantly scores the submission, displaying a final percentage of correct responses. Learners need to score at least 70% on the post-course test to complete the course. Once learners achieve at least 70% on the post-course test, the final score is saved and the course is marked by the LMS as “complete”. Because post-course-test results are stored in the LMS, they can be retrieved by administrators on an individual basis or cumulatively, which, when compared with the pre-course diagnostic results, will yield a more comprehensive analysis of student learning trends.

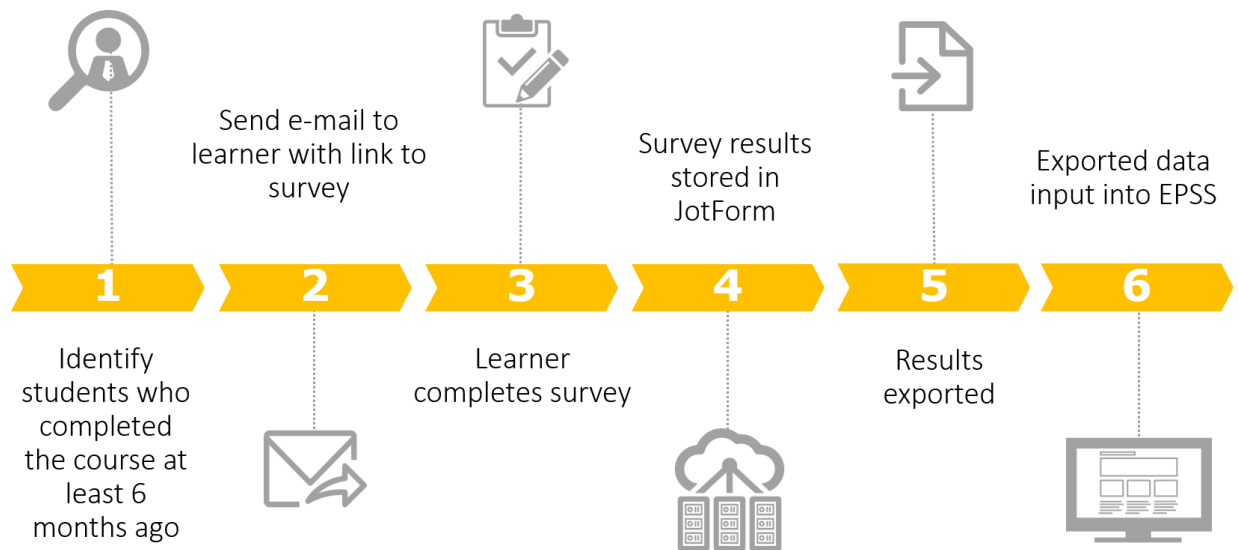


Level 3-Behavior

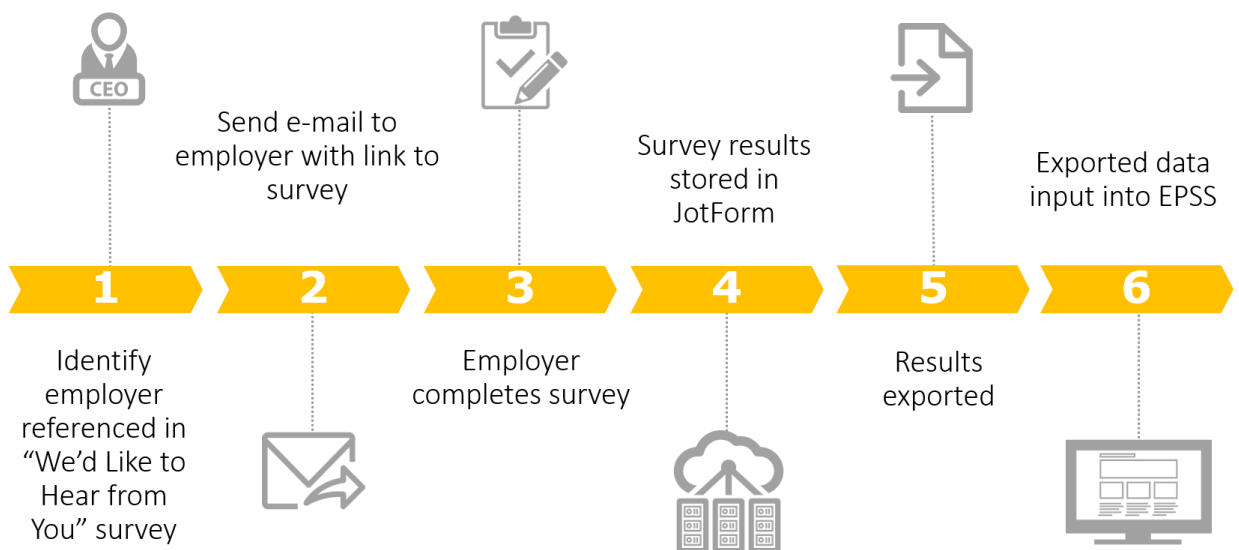
Because the Level 3 evaluation occurs at least six months after the student has completed the course, evaluation instruments used to evaluate learners at this level, unlike the Levels 1 and 2 instruments, will not be native to the LMS; rather, the Level 3 evaluation instruments must be created and administered using an external application with the ability to collect, store, and ultimately export evaluation results into other formats.

To administer the “**We’d Like to Hear from You**” survey, program administrators will identify learners who have completed the course at least 6 months before and send an e-mail with an explanation of the purpose of the evaluation. The e-mail also provides a direct link to the online survey. Results of the survey are stored in the JotForm account, but can be downloaded into a variety of file formats (Excel, CSV, PDF) and then loaded into the organization’s electronic performance support system (EPSS) to allow the data to be generated in a more detailed report

for analysis.



Administration of the “**Employer Follow-Up**” survey is conducted whenever an employer is identified in the “We’d Like to Hear from You” survey. The employer is sent an e-mail with an explanation of the purpose of the evaluation. The e-mail also provides a direct link to the online survey. As is the case with the “We’d Like to Hear from You” survey, the Employer Follow-Up survey results are stored in the JotForm account and can be viewed using JotForm’s visual reports builder or downloaded into a variety of file formats (Excel, CSV, PDF) for more detailed reporting and analysis.

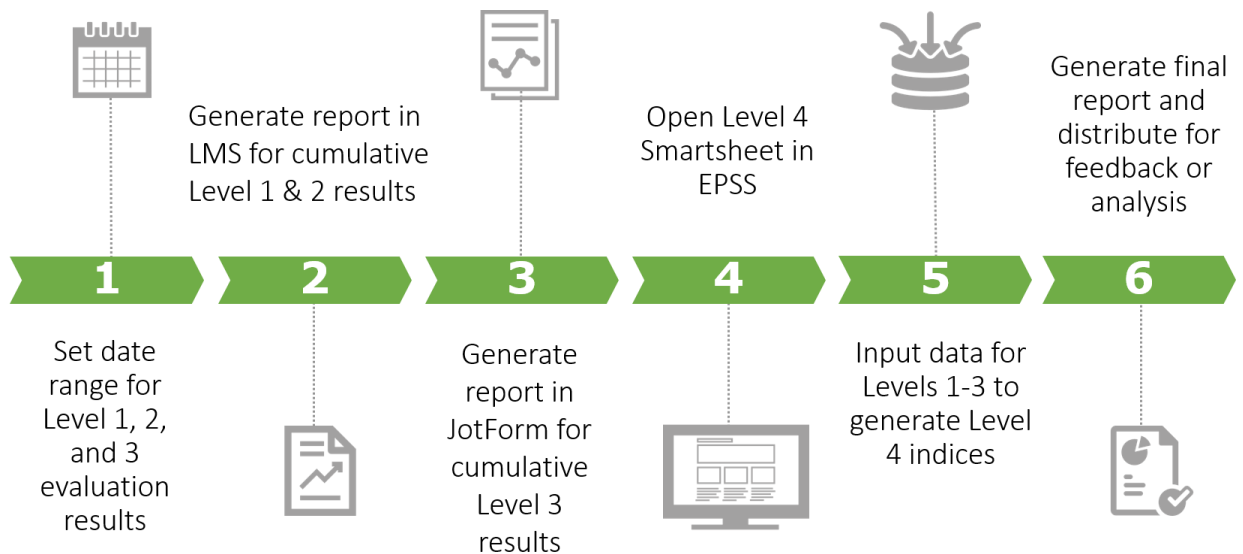


Level 4-Results

The Level 4 evaluation is informed by the data yielded by the Levels 1–3 evaluation instruments, some of which are native to the LMS from which the course is delivered and some of which are not. Because the data of these various instruments are drawn from disparate sources, and because different sets of data inform the course-value, course-quality, and performance indices that have been customized to determine the extent to which the course is meeting its overall goal, a bespoke solution dedicated to collating, storing, calculating, and reporting Level 4 results has been created.

This solution, a web-based dynamic spreadsheet (smartsheet.com), can be integrated into the company's electronic performance support system (EPSS) so that designated stakeholders can input, update, and access Level 4 evaluation results.

The Level 4 evaluation is administered by doing the following:



6. Data Analysis Process

The data collection process for the four levels of evaluation is both **quantitative** (ratings-based) and **qualitative** (open-ended responses), **formative** (on a student-by-student basis during the course) and **summative** (on a cohort basis after completion of the course). The data analysis process is likewise designed to be quantitative and qualitative, formative and summative.

Key stakeholders involved in the review and analysis of the Level 4 evaluation data are the executive director, the director of learning and development, and the director of quality

assurance. Although each key stakeholder is actively involved in all areas of the evaluation review, one stakeholder may be more responsible for both analyzing the results of a given level of evaluation and organizing any response or review of sub-standard areas of evaluation highlighted in the results analysis.

Level 1-Reaction

Evaluation Instrument	When Is Data Collected?	Source of Input	Results Collected by	Evaluation Report Frequency	Stakeholder Involved	Level 4 Index
Pre-course survey	At the beginning of the course	Learner	LMS	Ongoing	Director of quality assurance	CQI
Post-course evaluation	At the end of the course					CVI

Because learners complete the pre-course survey and post-course evaluation from within the course, the LMS facilitates the collection of data from each learner on an individual basis and provides instant analytics that calculate cumulative course results in percentage form (see Appendix K for example of Level 1 evaluation analytics).

For the **pre-course survey**, cumulative results can reveal trends in learner course expectations and goals as well as provide a more complete picture of the learner (e.g., his or her general background, prior teaching experience, and prior experience learning). ABC CERTIFICATION, in turn, can use this learner information to ensure that the course remains aligned with the target audience's needs and profile.

For the **post-course evaluation**, cumulative results can reveal qualitative trends in each area of the evaluation, including content, learning materials, course tutor, and support. Because results for each Likert-scale statement and corresponding response anchor are rendered in percentage form, a rating scale can be created to identify the acceptable target range for each area the evaluation covers. Such a target range is in place for specific response anchors that inform both the course quality index (CQI) and the course value index (CVI).

Should Level 1 evaluation results fall below the minimum standard either for individual statements or statements grouped into categories upon a formative review, a corresponding

action plan can be developed to troubleshoot any deficiencies before the formal quarterly Level 4 analysis of evaluation results:

Evaluation Categories	Rating	Cumulative % of Responses	Action
Content Learning Materials Tutor and Support Goals and Expectations Recommendation	Strongly Agree	> 85%	None
	Agree		
	Neutral	> 15%	Identify lowest-rated questions and target for review and, if applicable, revision of relevant course components
	Disagree		
	Strongly Disagree		

Addressing any Level 1 evaluation deficiencies in as timely a manner as possible is imperative because a positive learner reaction to the course is important to sustaining word-of-mouth enrollments and maintaining a high course completion rate.



Level 2-Learning

Evaluation Instrument	When Is Data Collected?	Source of Input	Target Score	Results Collected by	Evaluation Report Frequency	Stakeholders Involved	Level 4 Index?
Pre-course diagnostic	At the beginning of the course	Learner	Baseline score	LMS	Ongoing	Director of Learning and Development	PI
“Test Your Knowledge” quizzes	Throughout the course	Learner	90%	LMS	Ongoing	Director of learning and development	PI
“Putting It All Together” written assignments	Throughout the course	Learner	85%	LMS	Ongoing	Director of learning and development	PI

Post-course test	At the end of the course	Learner	90%	LMS	Ongoing	Director of learning and development	PI
------------------	--------------------------	---------	-----	-----	---------	--------------------------------------	----

As with the results from the Level 1 evaluation instruments, data from the different forms of Level 2 evaluations are collected for each individual objective assessment (e.g., the “Test Your Knowledge” quizzes), allowing the analytics feature of the LMS to calculate cumulative course results both at the general assessment and the assessment question levels (see Appendix L for example of Level 2 evaluation analytics). The reporting of individual question level response percentages can inform a course curriculum review by pinpointing questions that are answered correctly at an extremely high rate (e.g., greater than 95%), which may indicate that a test question is too easy. Conversely, questions that consistently elicit incorrect responses from learners may be poorly constructed and cause confusion, contain inaccuracies, or not reflect the material being assessed.

The results of the pre-course diagnostic and the post-course test, which are also tracked by the LMS, can likewise be summarized to generate a report that indicates both individual and collective score differences. By using the data to establish an average baseline percentage improvement result (e.g., + 20%), management can set a standard to facilitate more informed decisions regarding course revisions that can specifically enhance the level of learning that occurs. Likewise, scores given by the course tutor for each written assignment can be summarized to identify general marking trends using the grading rubric. In addition to demonstrating the learners’ skills development, this information can be used to monitor grading consistency among the different course tutors.

Level 3-Behavior

Evaluation Instrument	When Is Data Collected?	Source of Input	Target Participation	Results Collected by	Evaluation Report Frequency	Stakeholders Involved	Level 4 Index?
“We’d Like to Hear From You” survey	After course completion	Learners who have completed the course	50%	E-mail/ JotForm.com Web-based form	Ongoing	Executive director Director of learning and development	CQI CVI PI

						Director of quality assurance	
“Employer Follow-Up” survey		Employers	50%	E-mail/ JotForm.com Web-based form		Executive director Director of learning and development Director of quality assurance	CVI PI

Because the Level 3 “We’d Like to Hear From You” survey is administered 6 months after the learner has completed the TBE course, a Web-based form application (JotForm.com) not native to the LMS is used to collect Level 3 evaluation data; this same application is used to administer the “Employer Follow-up” survey sent to employers whom learners have identified in their survey responses.

Likewise, the JotForm application is used to generate reports of Level 3 survey responses, both at the individual level and cumulatively as a cohort of learners who have responded during a defined time frame. Individual survey responses are displayed in real time as learners submit them (see Appendix M for example of survey submission page). The results are also collected and displayed in a spreadsheet format that facilitates a line-by-line review of each evaluation (see Appendix N for example of data display page). This data can be exported into various file formats, including Excel, to integrate with other data or to use on its own as a discrete report for review or analysis. Cumulative data can likewise be displayed to show the total number of respondents and the breakdown of the number of responses to each question or Likert-style statement (see Appendix O for example of cumulative Level 3 response breakdown of evaluation question).

The reporting of the “We’d Like to Hear From You” survey responses can inform a more qualitative analysis of both the relevance and usefulness of the course for those who have either searched for a position teaching business English and found a job or not obtained a position. Specifically, questions that ask the learner whether they have found a position teaching business English can be used to establish the percentage of learners taking the course who have used it to help them find a business English teaching position. Furthermore, they can show both the value of the course for the learner and a figure that marketing can use to promote the course. Likewise, an analysis of responses to similar questions given by employers in the “Employer Follow-Up”

survey can be compared to those of learners to create a more accurate picture of both the intrinsic and extrinsic value of possessing a Teaching Business English certificate when on the market and in the classroom.

Both the “We’d Like to Hear From You” survey and “Employer Follow-Up” survey ask about the performance of the teacher as rated by students and supervisors. An analysis of the responses to these questions will provide information about how well the course has prepared its graduates for the business English classroom. Consistently low responses might require additional follow-up to determine whether substandard evaluations are a result of a lack of knowledge or skills teaching business English, a general lack of teaching skill, or some other affective issue (e.g., personality incompatibility or lack of cross-cultural communication skills).

Other survey questions that solicit information about the sources that the learner used to locate a teaching position can be used to analyze the most effective job search channels when cross-referenced with the data of course graduates who found a business English teaching position and those who did not.

An analysis of individual feedback to open-ended questions that ask course graduates who are teaching business English to recommend any areas in which additional training would have benefitted them can be used to update course topics and content to keep the course aligned with current hiring and teaching trends. Based on the learners’ responses to the questions about being evaluated by students and supervisors, an analysis of classroom performance can be conducted to determine whether the course sufficiently prepares graduates to be effective teachers of business English.

Because Level 3 evaluation is administered after the learner has completed the course, and because the learner’s employer completes one of the evaluation instruments, one factor that can potentially skew evaluation results and their subsequent analysis is a low participation rate. In the data from ABC CERTIFICATION’s similar post-course feedback efforts for their general TESOL certificate course, a 50% response rate has been the average for both teachers and employers. This is why a 50% participation rate goal for learners and employers has been set for this course. Because of the importance of Level 3 evaluation in determining the overall effectiveness of the course, specifically as measured by the three Level 4 result indices that factor Level 3 evaluation responses into their calculations, it is imperative to (a) ensure that the overall participation rate is not lower than 50% and, to the extent possible, (b) try to exceed the 50% participation target goal.

One strategy to increase the participation rate is to analyze survey metadata—that is, the information about how each survey form is administered and responded (or not responded) to. The survey metadata can be analyzed using the JotForm analytics screen, which is a robust report that visually presents very specific information about the administered surveys, even if they have not been accessed and responded to (see Appendix P for example of analytics page).

For example, a report can be customized for (a) a specific range of dates that displays the number of times a survey was opened and viewed, (b) how many surveys were actually completed (which is also rendered in a conversion rate percentage), and (c) the average amount of time an

individual spent completing the survey. The analytics page also displays which individuals completed the survey, the time they took, the device and platform they used, and even where they were when they completed the survey. An analysis using the information about surveys viewed and completed might conclude that the survey is too long; likewise, if there were a lot of surveys sent out but not a lot of views, an analysis of the data might conclude that the learner or employee information is incorrect and that an alternate form of communication, such as mail, might need to be considered to ensure that the targeted survey participation rate goals are met or exceeded.




Another way to try to mitigate the potential for a small Level 3 evaluation sample size is to offer an extrinsic incentive. For example, learners who receive the “We’d Like to Hear From You” survey are informed both in the body of the e-mail and at the end of the survey that if they complete the survey, they will receive free teaching materials (a \$250 value) that can be downloaded, saved, and printed out to use in any teaching context. Employers are likewise notified in the e-mail and at the end of the survey that they can receive one free Teaching Business English certificate course enrollment for themselves or for any single employee at their organization whom the evaluator designates.



Level 4-Results

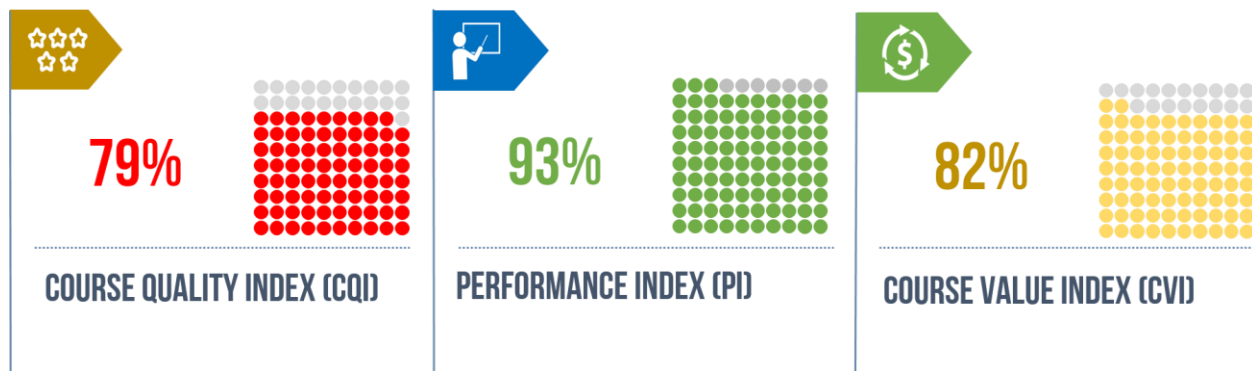
Data from Level 1–3 evaluations are reviewed and analyzed on a formative basis. The Level 4 evaluation represents a more formal summative analysis performed on a quarterly basis by key stakeholders as part of the organization’s official curriculum review process and organizational effectiveness plan (OEP) update. By the time that the analysis of Level 4 results takes place, data from Levels 1, 2, and 3 evaluation instruments will have been collected and input into the company’s electronic performance support system on an ongoing basis. This centralization will facilitate the analysis of Level 4 evaluation results.

As was stated previously in this document, the goal of the evaluation plan is to be able to evaluate the extent to which the online Teaching Business English course is successful in fulfilling its primary objective: “[T]o meet the training goals and expectations of learners by developing in them the practical knowledge, skills, and attitudes needed to be effective teachers of Business English in any context, thereby fulfilling the expectations of both employers and their students.” The three Level 4 indices make a quantitative evaluation possible, as follows:

Evaluation Index	Frequency of Analysis	Source of Data Input (Evaluation Level)	Course Objective Component to Evaluate	Target Score	Stakeholders Involved
Course quality index (CQI) 	Quarterly	Level 1 Level 3	[To] meet the training goals and expectations of learners	90%	Executive director Director of quality assurance
Performance index (PI) 	Quarterly	Level 2	[To] develop in them the practical knowledge, skills, and attitudes needed to be effective teachers of Business English in any context	90%	Executive director Director of learning and development
Course value index (CVI) 	Quarterly	Level 1 Level 3	[F]ulfill the expectations of learners while in the field, their employers, and their students.	90%	Executive director Director of learning and development Director of quality assurance

The CQI score is used to determine the extent to which the course has met the training goals and expectations of learners. The PI score is used to determine the extent to which the course has developed the learners' knowledge, skills, and attitudes needed to be effective teachers of business English. The CVI is used to determine the extent to which the course has fulfilled the expectations of learners already in the field or those looking for a position teaching business English, as well as the expectations of any employees and their students (or clients).

Once the data from a determined time frame has been put into the SmartSheet (see Appendix Q for example of SmartSheet data form), a scorecard like the one below will display a current percentage for each of the three indices:



For index results that fall below the target score (90%), an analysis of each of the components in the index that does not meet the individual standard can be conducted, and an action plan can be created to address any deficiencies. Formative evaluation results from the Level 1–3 instruments as well as specific learner comments made in the open-ended evaluation questions will provide a starting point for such an analysis.



















One factor that could skew Level 4 results is if there are fewer responses for Level 3 evaluations, specifically responses from employers in the “Employer Follow-Up” survey. Since two feedback categories from employers are weighted heavily in the performance index (.55), a small sample size with a slightly lower evaluation, or a period where there are no “Employer Follow-Up” survey results available, could dramatically lower the index score, even though there may not necessarily be a deficiency performance. The same issue could happen with a small sample size of course graduates, some of whom may not be interested in looking for a position teaching business English. Fewer responses from people in the field could also reduce both the PI and CVI scores. A possible solution in such cases is to defer the review until more surveys have been received. Another solution might be to add an additional factor that weighs a category according to the total number of responses received for each evaluation question.

References

- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs* (3rd ed.). San Francisco, CA: Berrett-Koehler Publishers.
- Krathwohl, D. (2002). A revision of Bloom's Taxonomy: An overview. *Theory into Practice*, 41(4), 212–218.

Appendix A

Course Topics Page

	Orientation	
1	The Business English Arena	
2	Assessing Needs	 
3	Planning and Designing Your Course	
4	Designing and Writing Your Course	
5	Delivering Your Course	
6	Teaching Business English Speaking Skills	
7	Teaching Business English Writing Skills	
8	Teaching Business English in Different Ways	
9	Intercultural Training	
10	Evaluating and Assessing	
	Course Evaluation	
	Final Test	
	Congratulations!	

Appendix B

Example of Course Content

1

- Units
- Orientation
- The Business English Arena
 - 1.1: What is Business English?
 - 1.2: The Business English Learner
 - 1.2.1
 - 1.2.2
 - 1.2.3
 - 1.3: Business English Teaching Contexts and Opportunities
 - 1.4: The Business English Teacher
 - 1.4.1
 - 1.4.2
 - 1.4.3
 - 1.4.4
 - 1.4.5

25-Hr Teaching Business English Course


The Business English Arena

1.1: What is Business English?

Let's explain what we mean by the term 'Business English'. To help us, these two terms will be useful:

- Anglosphere:** The countries of the world in which the English language and fairly similar cultural values predominate - the UK, the USA, Australia, Canada, Ireland, New Zealand and some smaller territories.
- Lingua Franca:** Also known as a working language, bridge language or vehicular language, a lingua franca is a language used to make communication possible between people not sharing a mother language.

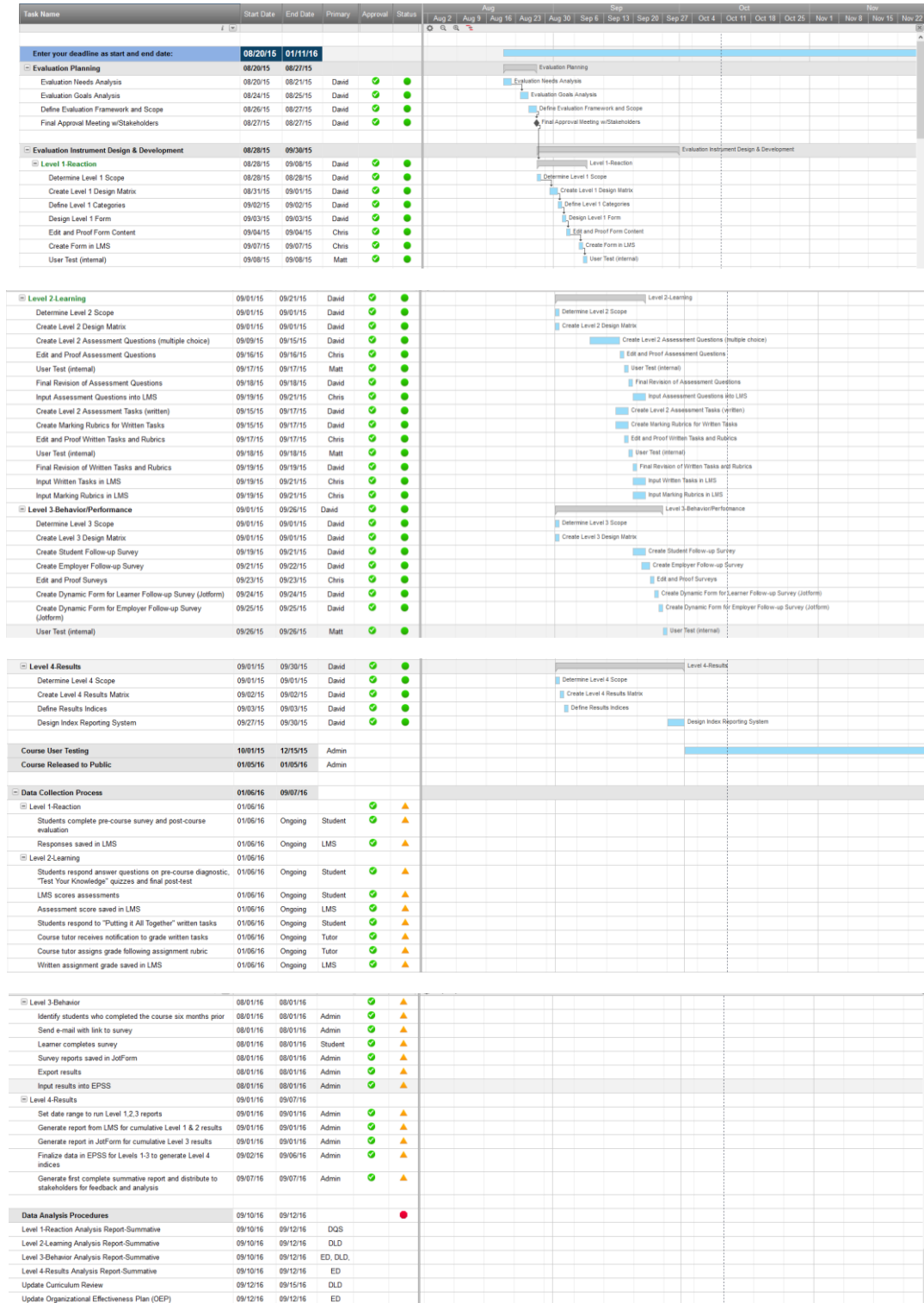
The microlecture below elaborates on these concepts, which are important to help define the scope of Business English.



01:04 02:23

Appendix C

Gantt Chart



A “live” version of the Gannt chart can be accessed by clicking on the link below:

<https://app.smartsheet.com/b/publish?EQBCT=28eddf13a11741e2890642cf3dd8b2d4>

Appendix D

Level 1 Evaluation: Reaction

Example of Pre-Course survey

1. Pre-course Survey

Nice job! You have reached the end of the orientation section for this course. At this time, we would like to ask you a few questions to get a better understanding of your background and your general reasons for taking the course. Once you have completed this short survey, you can proceed to the first course module.

How much prior general English-language teaching experience have you had? *

- ☐ None
- ☐ One year
- ☐ Two years
- ☐ More than 2 years

How much prior Teaching Business English experience have you had? *

- ☐ None
- ☐ One year
- ☐ Two years
- ☐ More than 2 years

Is English your native language? *

- ☐ Yes
- ☐ No

Have you ever taken an online course before? *

- ☐ Yes
- ☐ No

Which of the statements below best describes your goal(s) for taking this course? Check all that apply. *

- ☐ I want to learn more about the field of Teaching Business English.
- ☐ I want to enhance my current TESOL credentials with a specialization in Teaching Business English.
- ☐ I need to fulfill a specific employment requirement.
- ☐ Other (please indicate):

What areas of Teaching Business English are you interested in learning about? Check all that apply. *

- ☐ The business English arena
- ☐ Business English needs assessment
- ☐ Planning and designing a business English course
- ☒ Selecting and developing business English materials
- ☐ Teaching business English speaking skills
- ☐ Teaching business English writing skills
- ☐ Teaching business English online or in one-on-one lessons
- ☐ Intercultural training
- ☐ Evaluating and assessing business English learners

Which of the statements below best describes the primary context in which you intend to teach business English? *

- ☐ I would like to teach business English for a school or organization in my country.
- ☐ I would like to teach business English for a school or organization in another country.
- ☐ I would like to teach business English online.
- ☐ I don't have any preference.

Appendix E

Level 1 Evaluation: Reaction

Example of Post-course evaluation

Congratulations on reaching the end of the course content! Before you take the final test, we would like to get feedback about your experiences taking the course. Please take a few minutes and read each statement below and indicate the extent to which you agree with the statement. There are also three additional questions for which we'd like to receive your feedback.

1. Course Format and Material *					
	5-I strongly agree	4-I agree	3-Neutral	2-I disagree	1-I strongly disagree
The course was easy for me to access.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course was easy for me to navigate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My course experience was technically trouble free.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found the orientation section to be informative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found the course materials to be clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found the course materials to be informative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was appropriately challenged by the course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was motivated throughout the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Instructional Techniques *

	5-I strongly agree	4-I agree	3-Neutral	2-I disagree	1-I strongly disagree
My learning was enhanced by the interactive elements (i.e., the microlectures, audio and video clips, and resources) that supported the course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My learning was enhanced by the teacher tips and practical examples in the course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The module quizzes helped reinforce my understanding of the learning material as I progressed through the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My understanding of the material was enhanced by feedback on the quizzes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The "Putting It All Together" written assignments helped me develop the skills I will need to be an effective business English teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback given by the course tutor on the written assignments enhanced my understanding of the topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

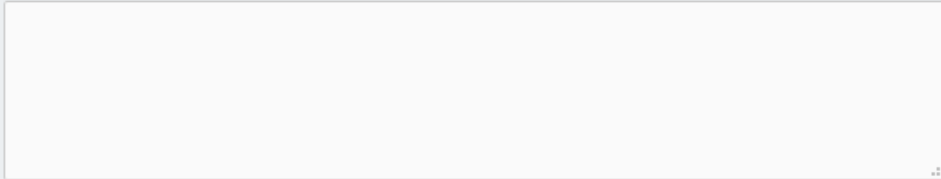
3. Overall *

	5-I strongly agree	4-I agree	3-Neutral	2-I disagree	1-I strongly disagree
This course met my expectations for Teaching Business English training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be able to apply the skills and knowledge from this course when I teach business English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more confident about teaching business English now than before I started the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this course to a friend or colleague.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

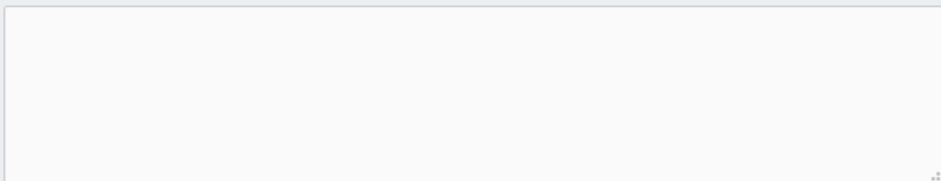
4. Additional Feedback

In the space below, please respond to the following short questions.

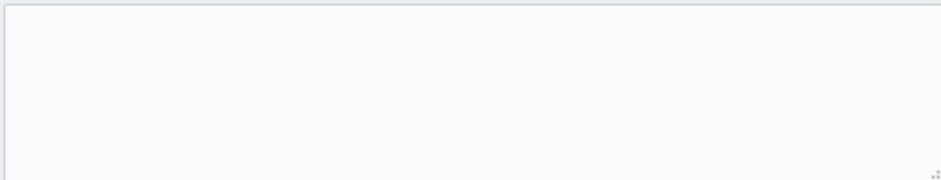
Consider any statement for which you have indicated *neutral*, *disagree*, or *strongly disagree*. What suggestions can you propose to help us improve those aspects of the course?

A large rectangular text input box with a light gray border and a small icon in the bottom right corner.

Name one thing that was not present in the course that you would like to see if you were to take this course again.

A large rectangular text input box with a light gray border and a small icon in the bottom right corner.

What is the most valuable thing you are taking away from this course?

A large rectangular text input box with a light gray border and a small icon in the bottom right corner.

Appendix F

Level 2 Evaluation: Learning

Examples of Pre-course Diagnostic Questions

1. Examples of questions as they appear in the LMS when the learner takes the pre-course diagnostic:

☰ Multiple choice (one answer) · Points: 4

In general, which of the following sets of language skills is emphasized in a Teaching Business English course?

Select one:

- ☐ Speaking and writing
- ☐ Reading and writing
- ☐ Speaking and listening
- ☐ Reading and listening

☰ Multiple choice (one answer) · Points: 4

Read the situation below and complete the statement with the correct term:

A Korean who does not speak Spanish and an Argentine who does not speak Korean may be able to communicate if they both understand English. In this case, English is used as _____.

Select one:

- ☐ a function
- ☐ a lingua franca
- ☐ an exponent
- ☐ an Anglosphere

2. Additional examples of the types of questions asked on the pre-course diagnostic test (correct answer is always indicated first since the LMS testing function randomizes and questions and answer choices).

You are planning an activity for your lesson and want to try to appeal to kinesthetic learners. Which of the following activities below will best accomplish this goal?

A roleplay in which students simulate a phone call to set up a time and date to meet in person

A crossword puzzle covering vocabulary related to the lesson topic

Choral drilling a grammar point

A video clip demonstrating how to format a business letter

Which of the following statements about motivation is TRUE?

Motivation is the driving force behind human behavior.

There is little or no correlation between motivation and overall achievement in learning a language.

A teacher does not have the ability to motivate his or students in the classroom.

Rewards are the most effective type of motivation.

How will this teacher's suggestion help increase learner motivation in her Business English classroom?



Fiona,
Ireland

"I always make it a point to have learners bring in situations they have encountered living here in what for them is a different country and culture. I'm able to work these situations into the material; I also find they perk up when they get to talk about themselves."

She is allowing students to personalize their learning.

She is providing her students with a new learning strategy.

She is generating tension and challenge in her activities.

She is allowing her students to teach the class.

You are conducting a training needs analysis for a new business English client, Michael Z. You write up the following summary of your findings after discussing his needs:



Michael is 31 years old and from Germany. He works for an electronics company as a sales representative. His spoken English is very good, but he does not feel comfortable with the formalities of spoken business English. As he must travel and give presentations all over the world, his schedule is irregular, so he needs a program with some flexibility.

Based on your summary, which program of study will you recommend to Michael to meet his professional needs?

A series of one-to-one lessons on business presentation skills in English.

A four-week online course in writing business letters in English.

A six-month course focusing on speaking and listening for social and daily survival English.

An intensive 2-week course focusing on reading business-related texts.

A colleague makes the following statement to you:



“I don’t focus on developing listening skills very much in my Business English classroom since my students get listening practice all the time by listening to me during the lesson.”

Do you agree or disagree with your colleague’s statement?

I disagree. Developing sharp listening subskills enhances overall language acquisition.

I agree. Listening develops naturally, so students don’t need specific classroom practice.

I disagree. Listening is a productive skill.

I agree. Learners can’t “learn” listening, so focusing on listening takes time away from developing the other language skills.

Appendix G

Level 2 Evaluation: Learning

Example of “Test Your Knowledge” Quiz Questions

1. Examples of questions as they appear in the LMS when the learner takes the quiz:

☰ Multiple choice (one answer) - Points: 20

Learners need to learn how to express themselves more fluently and confidently when communicating in You are planning a lesson on “Summarizing Information.” Which of the exponents below will you use to illustrate this topic to learners?

Select one:

- ☐ “Many thanks for the information, Maria.”
- ☐ “You want to move A to B and leave C as it is, but you want to move D to C. Is that correct?”
- ☐ “I’m sorry, Mr. Cullen. I’ll need to pass you on to my supervisor, Colin Jones, who is licensed to handle this.”
- ☐ “We should have done better. My apologies for the mix-up.”

You are 5 weeks into the business English course that you have been contracted to teach. After reviewing your learners’ progress, you realize that overall recall and key concept retention rates are somewhat low. You review your lesson plans and notice that you are spending a lot of time lecturing students. In doing some research into recall and retention rates and strategies, you come across the following infographic:

Recall and Retention



Based on the data depicted in this infographic, how can you modify your instructional methods to ensure that your learners are able to more effectively recall and retain information?

Select one:

- ☐ Supplement lectures with hands-on activities
- ☐ Supplement lectures with visuals and hands-on activities
- ☐ Supplement lectures with visuals
- ☐ Create longer, more detailed lectures

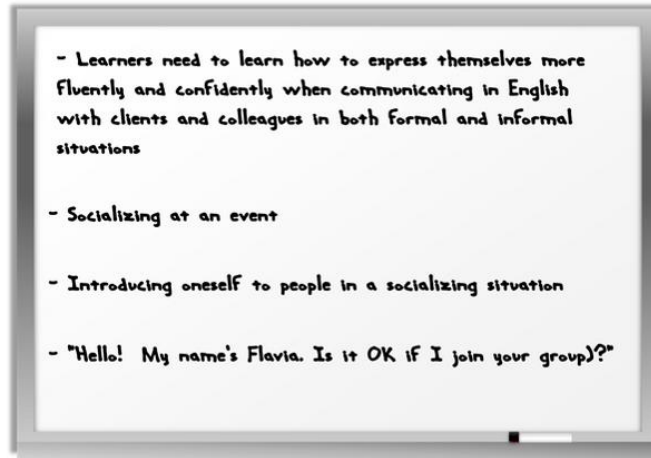
☰ Multiple choice (one answer) · Points: 20

The lesson you are teaching today is titled "Off to a Conference." To set the context, you describe the following situation to your students:

Flavia's boss, Elizabeth, has asked her to attend a conference with the specific aim of chatting with attendees, telling them about the business, and persuading them to think about buying their company's main product.

Flavia is a non-native English speaker and won't know any of the attendees. In this setting, one of the first obstacles she will need to overcome is her fear of using English to introduce herself to people she doesn't know.

You write the following statements on the board:



You ask your students to identify the communicative function. Which statement are you asking them to identify?

Select one:

- ☐ "Hello! My name's Flavia. Is it OK if I join your group?"
- ☐ "Introducing oneself to people in a socializing situation"
- ☐ "English with clients and colleagues in both formal and informal situations."
- ☐ "Socializing at an event"

2. Additional examples of the types of questions asked on the pre-course diagnostic test (correct answer is always indicated first since the LMS testing function randomizes and questions and answer choices).

You are planning to use the listening comprehension activity from the course textbook illustrated below. Which type of exchange would students be listening to?



Listening Comprehension: At the Workplace

A. Listen to Marie and Robert talking about something that happened at their workplace. Be prepared to summarize what happened in each situation



Interactive

Transactional

Monologue

Intensive

The teacher below will be playing a listening text. Based on her instructions, which type of listening task is she asking her students to perform?



“I am going to play an audio text of a phone message left by Steven. I will play the audio twice. Once you’ve listened to it both times, I’ll ask some general comprehension questions.”

Extensive listening

Intensive listening

Listening for detail
Listening for gist

You are planning a writing activity, and you draft a list of **micro-skills** you want students to focus on. Which of the following skills will you include on your list?

Punctuation

Writing a main idea
Paragraph organization
Supporting details

You have been assigned to teach Business English to a group of low intermediate learners. On the first day of class, you administer a writing diagnostic to identify specific issues your students may have and which will help with your planning of writing activities for the term. The results of the diagnostic reveal that your students' writing is characterized by confusing syntax and awkward usage, which results in a substantial loss of meaning.

What is the likely cause of this issue?

The translation effect

Differences between formal and informal English
Cultural considerations
Low L1 literacy rate

A colleague asks you for advice about how to set up an effective writing activity for his business English course. Which piece of advice will you give him so that the activity he sets up is more effective?

"Try to make sure that there's a communicative purpose to the writing you assign."

"The writing activity should be on a topic you personally find interesting since you're the one who will be evaluating the writing."

"The writing activity should be easy since you want students to achieve 100% accuracy."

"Rather than have students do the writing activity in the classroom, have them do it at home where they're comfortable since writing can be intimidating."

Appendix H

Level 2 Evaluation: Learning

“Putting it All Together” Written Assignment and Corresponding Grading Rubric

1. Example of a written task as it appears in the LMS (along with its rubric) when the learner responds to the topic:

As we saw in the module, an exponent is the direct speech—or actual words, phrases, and sentences—used to perform a communicative act, whether oral or written. Because exponents are bits of direct speech, they are always indicated in quotation marks.

For this task, you are planning a lesson on common, formulaic, functional expressions that can appear in specific types of business correspondence.

For each function below, create four exponents (20 total) you can use to show your students examples of formulaic language employed in written business correspondence.

- 1) Requesting information
- 2) Responding to a request
- 3) Introducing a product or service
- 4) Confirming
- 5) Notifying

Your response

Enter your response in the space below and then press one of the Save options.
You can add attachments such as Word documents, PDFs and pictures.
The maximum size of the answer plus attachments is 500 MB.

Answer

Rich text editor toolbar: Paragraph, Roboto, 12pt, Bold, Italic, Underline, Link, Unlink, Text color, Background color, Bulleted list, Numbered list, Indent, Outdent, Undo, Redo, and others.

Words: 0

[Add attachment](#)

[+ Save and submit for grading](#) [+ Save but don't submit yet](#)

Criteria	Unacceptable (50%)	Acceptable (70%)	Good (85%)	Excellent (100%)
Quantity and Quality (5 points)	Fewer than 12 exponents have been created and are generally not in the correct format or lack relevance to the communicative function.	14-19 exponents have been created, though some may not be in the correct format or as specific or relevant to the communicative function as an "excellent"- or "good"-rated list is.	At least 20 exponents have been created, though they may not be in the correct format or as specific or relevant to the communicative function.	At least 20 exponents have been created, are in the correct format, and are specific and relevant to the communicative function.
Appropriacy (7 points)	Exponents generally do not conform to a professional level of appropriacy.	Exponents created may not always conform to a professional level of appropriacy.	Exponents created generally conform to a professional level of appropriacy.	Exponents created conform to a professional level of appropriacy.
Variety (3 points)	Exponents created have little or no variety (e.g., there is substantial repetition and overlap).	Exponents created have some variety (e.g., there is some repetition and/or overlap).	Exponents created have good variety (e.g., in general, avoids repetition or overlap).	Exponents created have substantial variety.

2. Additional example of the types of written tasks and rubrics used for Level 2 evaluation:

You are currently working in-house for an international company, ABC Logistics. ABC Logistics needs to train a segment of its nonnative English-speaking workforce to develop Business English skills to communicate with their native English-speaking colleagues both inside the company and abroad in other locations. The employees have different sets of needs; accordingly, you are teaching one-on-one lessons to fill the language training gaps more quickly. For this scenario, we will focus on one of the employees, Beata.



Beata—Employee

Beata has been working for ABC Logistics for six months. She receives good performance evaluations, but there are some areas in which she needs to improve, specifically her business communication skills.

David, her line manager, has lengthy experience in customer service and knows what makes customers happy.



David—Line Manager

Your first task is to carry out a formal training needs analysis before constructing a one-on-one course for Beata. As part of the process, you have asked Beata to complete a survey:

Needs Analysis Form for Beata Liem: Completed by Beata Liem		
Date: <i>July 22, 2015</i>		
Dept. and Company: <i>Customer Services, ABC Logistics</i>		
Job role: <i>Customer Services Assistant</i>		
Previous English language schooling and experience: <i>4 years at school in Indonesia; picked up a lot of English during my travels; I feel I am good at English and can use it good in my job</i>		
I need help with my English so that I can perform better in these work areas:		
	Critical	Non-Critical
<i>Dealing with customers</i>		√
<i>Dealing with suppliers</i>		√
<i>Speaking on the telephone</i>		√
<i>Dealing with emails</i>	√	
<i>Writing reports</i>		√
<i>Reading reports</i>		√
<i>Taking part in meetings</i>	√	
<i>Giving presentations</i>	√	
<i>Socializing with customers/suppliers</i>		√
<i>Understanding financial data</i>	√	
My main priorities are:		
<i>To improve my English grammar</i>		
<i>To take part in management meetings successfully</i>		
<i>To give excellent presentations like a professional</i>		
Signed: <i>Beata Liem</i>		

After receiving her form, you sent a copy of it to David, Beata's line manager, and asked David to complete a Needs Analysis for Beata.

Form 2 is the Needs Analysis for Beata, completed by David.

Needs Analysis Form—Beata Liem: Completed by David Brito		
Date: <i>July 24, 2015</i>		
Dept. and Company: <i>Customer Services , ABC Logistics</i>		
Job role: <i>Customer Services Manager—Beata's direct line manager</i>		
Beata needs help with her English so that she can perform better in these work areas:		
	Critical	Non-Critical
<i>Dealing with customers</i>	✓	
<i>Dealing with suppliers</i>	✓	
<i>Speaking on the telephone</i>	✓	
<i>Socializing with customers/suppliers</i>	✓	
Her main priorities are:		
<i>1. To improve her small talk on the telephone and when meeting customers—she's too curt, needs to relax and use small talk to settle the customers/suppliers</i>		
<i>2. To improve her body language when meeting customers</i>		
<i>3. Her written English is fine for the role she is in. She needs to focus on the skills for <u>this</u> role, not her next promoted role (supervisor)</i>		
Signed: <i>David Brito</i>		

Take a few minutes to review the forms. Specifically, read through Beata's needs and priorities on the form she completed. Then compare these with David's suggestions on the form he completed.

Then do the following:

- Write down the key differences you notice between what Beata thinks are her priorities and what David thinks are the key priorities.

- b. Before you have any further discussions with Beata and David, write down your analysis as to why you feel there is such a difference in the suggested needs and priorities.

Criteria	Unacceptable (50%)	Acceptable (70%)	Good (85%)	Excellent (100%)
Evaluation (10 points)	Few differences between Beata's and David's priorities have been accounted for.	Several differences between Beata's and David's priorities have been accounted for, but overall evaluation lacks several critical differences.	Most differences between Beata's and David's priorities have been accounted for, though a critical difference may be missing.	All key differences between Beata's and David's priorities have been accounted for.
Analysis (7 points)	Analysis of the gap between Beata's and David's priorities is completely off point or lacking and is not supported with any details.	Analysis of the gap between Beata's and David's priorities is somewhat off point and in general is not supported with details.	Analysis of the gap between Beata's and David's priorities is mostly on point and generally perceptive, though it may not be supported with the detail characteristic of an "excellent"-rated response.	Analysis of the gap between Beata's and David's priorities is on point, perceptive, and supported with sufficient detail.
Tone and Style (3 points)	The response is neither clear nor concise and is not written in a professional tone.	The list of differences and analysis of the gap between Beata's and David's priorities lack either clarity or	The list of differences and analysis of the gap between Beata's and David's priorities may not be as clear or	The list of differences and analysis of the gap between Beata's and David's priorities are clear, concise,

		<p>concision and is not always written in a professional tone.</p>	<p>concise as an “excellent”-rated response, but they are written in a professional tone.</p>	<p>and written in a professional tone.</p>
--	--	--	---	--

Appendix I
Level 3 Evaluation: Behavior
“We’d Like to Hear from You” survey

The following e-mail is sent to learners six months after they have completed the course:

Dear ---,

We are writing to you because you have completed our online Teaching Business English certificate course, and we would like to know if you have been able to use your certificate and the knowledge and skills developed in the course to meet your professional needs. To this end, we would greatly appreciate it if you could take a few minutes to complete a short survey. Your responses will remain confidential and your feedback will be used only to help us improve our course.

For your time and consideration in completing this survey, we will send you \$250 worth of English teaching materials in PDF format that you can download, save to your computer, or print out and use in any teaching context.

To take the survey, please click the link below:

<http://form.jotform.us/form/52707136478158>

Thank you again for choosing us to help you meet your teaching development needs!

Regards,

Tom L.
Director

Clicking on the link below will access a live version of the survey:

<http://form.jotform.us/form/52707136478158>

Appendix J
Level 3 Evaluation: Behavior
“Employer Follow-up” survey

The following e-mail is sent to employers who have been identified in a learner’s survey:

Dear ---,

It has come to our attention that [TEACHER’S NAME] is currently teaching or has recently been employed by your organization to teach Business English.

Because [TEACHER’S NAME] completed our online Teaching Business English certificate course, we are writing to you to receive some feedback on how the teacher has performed for your organization. To this end, we would greatly appreciate it if you could take a few minutes to complete a short survey. Your responses will remain confidential and your feedback will be used only to help us keep improving our course to help prepare others who are interested in teaching Business English in a context similar to that of your organization.

At the end of the survey, you will have the option to have your organization entered into a random drawing for a free online Teaching Business English certificate course enrollment for either you or any employee of your choosing.

To take the survey, please click the link below:

<http://form.jotform.us/form/52770672706157>

Thank you in advance for your feedback.

Regards,

Tom L.
Director

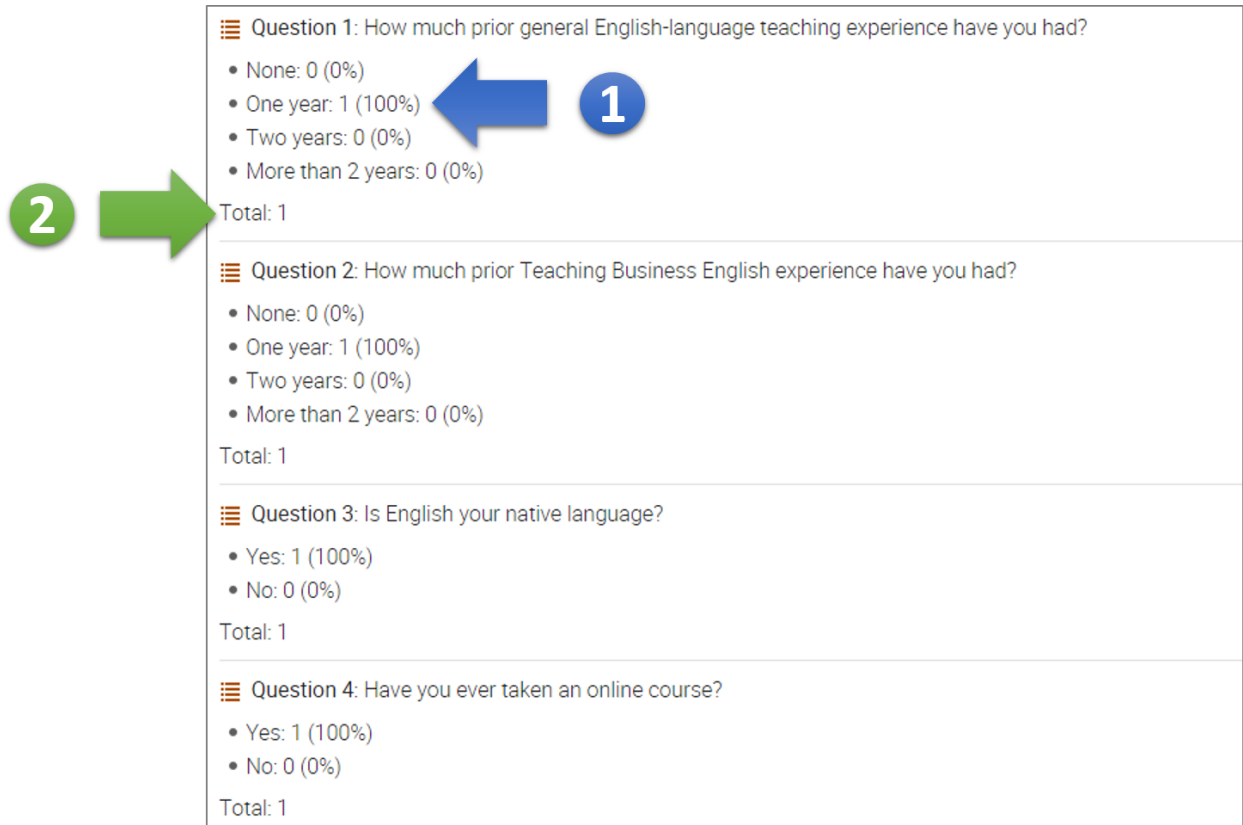
Clicking on the link below will access a live version of the survey:

<http://form.jotform.us/form/52770672706157>

Appendix K

Example of Level 1 Evaluation Analytics

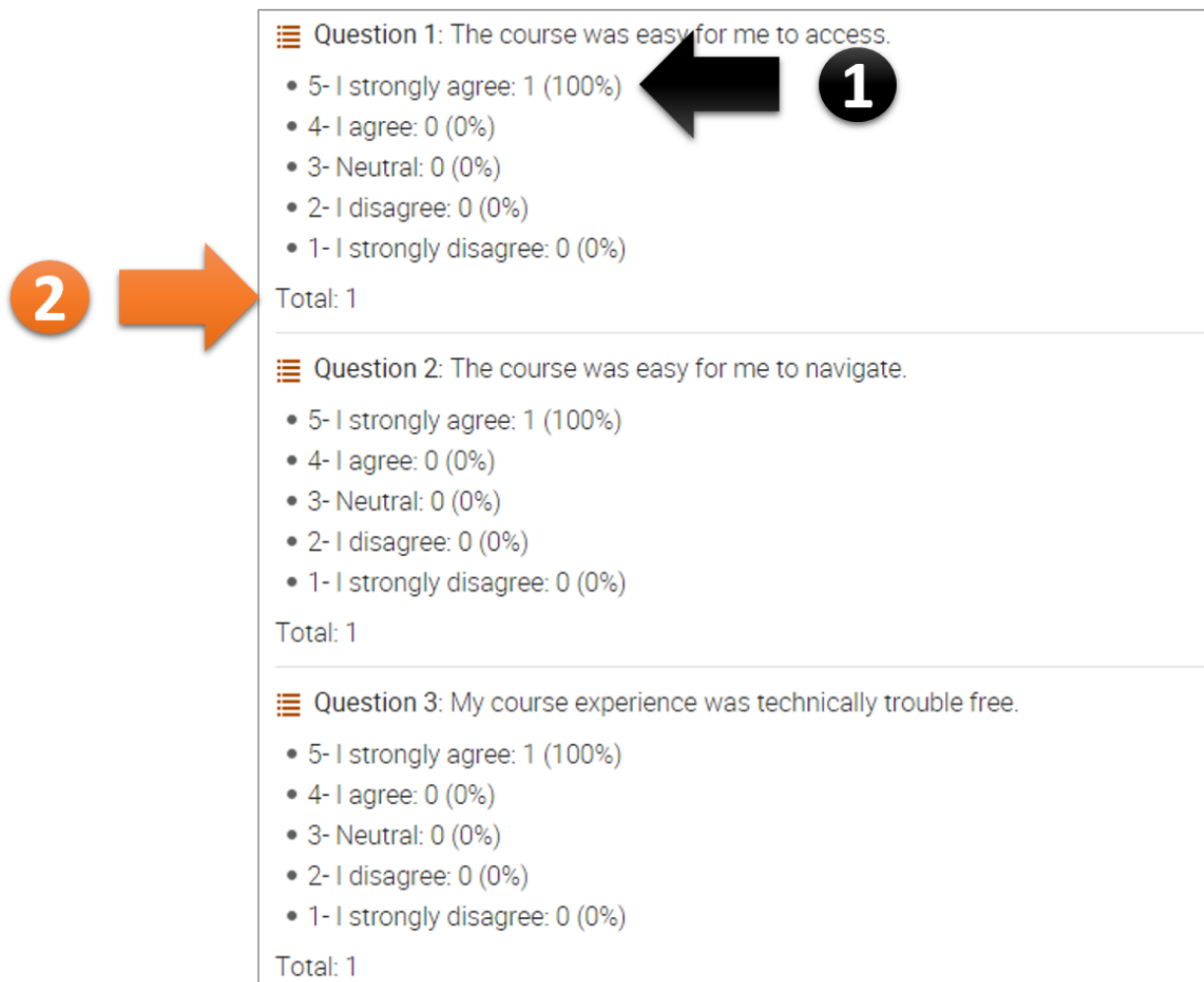
1. Pre-Course Survey (example of cumulative results)



1= Total number of course participants selecting that choice

2=Total number of course participants that have taken the pre-course survey

2. Post-Course Survey (example of cumulative results)



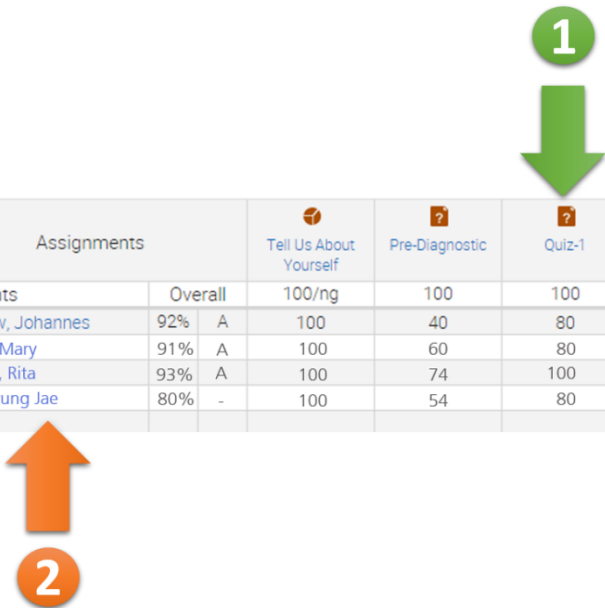
1= Total number of course participants strongly agreeing with that statement.

2=Total number of course participants that have completed the post-course evaluation.

Appendix L

Examples of Level 2 Evaluation Analytics

1. Cumulative Assessment Results



Assignments										
			Tell Us About Yourself	Pre-Diagnostic	Quiz-1	Quiz-2	Quiz-3	Quiz-4	Quiz-5	Post-Course Test
Students	Overall		100/ng	100	100	100	100	100	100	100
Whitlow, Johannes	92%	A	100	40	80	100	100	80	80	96
Smith, Mary	91%	A	100	60	80	80	100	100	80	92
Ribeiro, Rita	93%	A	100	74	100	100	100	80	100	90
Lim, Kyung Jae	80%	-	100	54	80					

1= Individual assessment, which can be analyzed on a micro (question) level

2= Students taking (or having completed) the course

2. Assessment Results (question level)

Question 4: You are planning a lesson on "Summarizing Information." Which of the exponents below will you use to illustrate this topic to learners?

- "You want to move A to B and leave C as it is, but you want to move D to C. Is that correct?": 1 ✓ (100%)
- "I'm sorry, Mr. Cullen. I'll need to pass you on to my supervisor, Colin Jones, who is licensed to handle this.": 0 ✗ (0%)
- "We should have done better. My apologies for the mix-up.": 0 ✗ (0%)
- "Many thanks for the information, Maria.": 0 ✗ (0%)

Total: 1

Question 5: In general, which of the following sets of language skills is emphasized in a Teaching Business English course?

- Speaking and writing: 1 ✓ (100%)
- Speaking and listening: 0 ✗ (0%)
- Reading and writing: 0 ✗ (0%)
- Reading and listening: 0 ✗ (0%)

Total: 1

Question 6:

Read the situation below and complete the statement with the correct term:

A Korean who does not speak Spanish and an Argentine who does not speak Korean may be able to communicate if they both understand English. In this case, English is used as _____.

- a lingua franca: 0 ✓ (0%)
- an Anglosphere: 0 ✗ (0%)
- an exponent: 1 ✗ (100%)
- a function: 0 ✗ (0%)

Total: 1

1= How many learners chose the correct answer (also rendered in percentage of total number that answered the quiz question)

2= Total number of students that have answered this quiz question.

3=How many learners chose the incorrect answer (also rendered in percentage of total number that answered the quiz question)

Appendix M

Level 3 Evaluation:

Example of “We’d Like to Hear From You” Survey Submission Page

Submission Date 2015-10-10 16:09:28

IP 70.197.70.246

Since you have completed the course, have you obtained a position, post, or class teaching Business English?
Yes

Which of the following best describes your current or recent teaching Business English-related employment? Check all that apply:
I am teaching for a business or organization overseas

What is the name of the organization for which you are teaching?
ABC Business Executives

What is the name of your supervisor?
Jack Brown

What is the location of the organization (city/country)?
Sao Paulo, Brazil

How long after you completed the course did it to you land the teaching Business English position, post or class?
3-6 months

Which resource(s) did you utilize to find this job/posting/position? Check all that apply:
Online ESL/EFL job feeds

How would you describe the importance of having a Teaching Business English certificate in obtaining your job/posting/position?

Very important

In general, how confident do you feel performing as a Business English teacher as a result of your having taken the course?

Very confident

Please read the competencies below and indicate the extent to which you feel as a Business English teacher currently in the field that you are able to do as a result of your having completed the course:

	I strongly agree	I agree	I disagree	I strongly disagree	I am unable to evaluate
I am able to create an effective business English needs assessment	✓	-	-	-	-
I am able to design a business English course	✓	-	-	-	-
I am able to develop effective business English materials	✓	-	-	-	-
I am able to teach business English speaking skills	✓	-	-	-	-
I am able to teach business English writing skills	✓	-	-	-	-
I am sensitive to and can manage diverse intercultural elements in the classroom	✓	-	-	-	-
I can able to evaluate and assess my students effectively	✓	-	-	-	-

If you have been formally evaluated by your students, how would you characterize their overall evaluation of you as a Business English teacher?

Above average

If you have been formally evaluated by your supervisor, how would you characterize his or her overall evaluation of you as a Business English teacher?

Above average

What areas, if any, would you like to have had additional training in to be a more effective Business English teacher?

Some focus on formal grammar structures for written expression.

Based on your experiences teaching Business English, what is one piece of advice you would give to anyone who wants to teach Business English in a context similar to yours?

Make sure you have a good business English glossary of terms handy.

Would you still recommend this course to a friend or colleague?

Yes

Would you be interested in taking any additional add-on course with us, such as our Teaching English to Young Learners or Teaching English for Academic Purposes?

Maybe

Would you like to receive a set of free teaching materials (a \$250 value)? (materials will be e-mailed to you within 3 working days)

Yes

Your Name

Jim Smith

Appendix N

Level 3 Evaluation:

Example of “We’d Like to Hear From You” Data Display Page

2

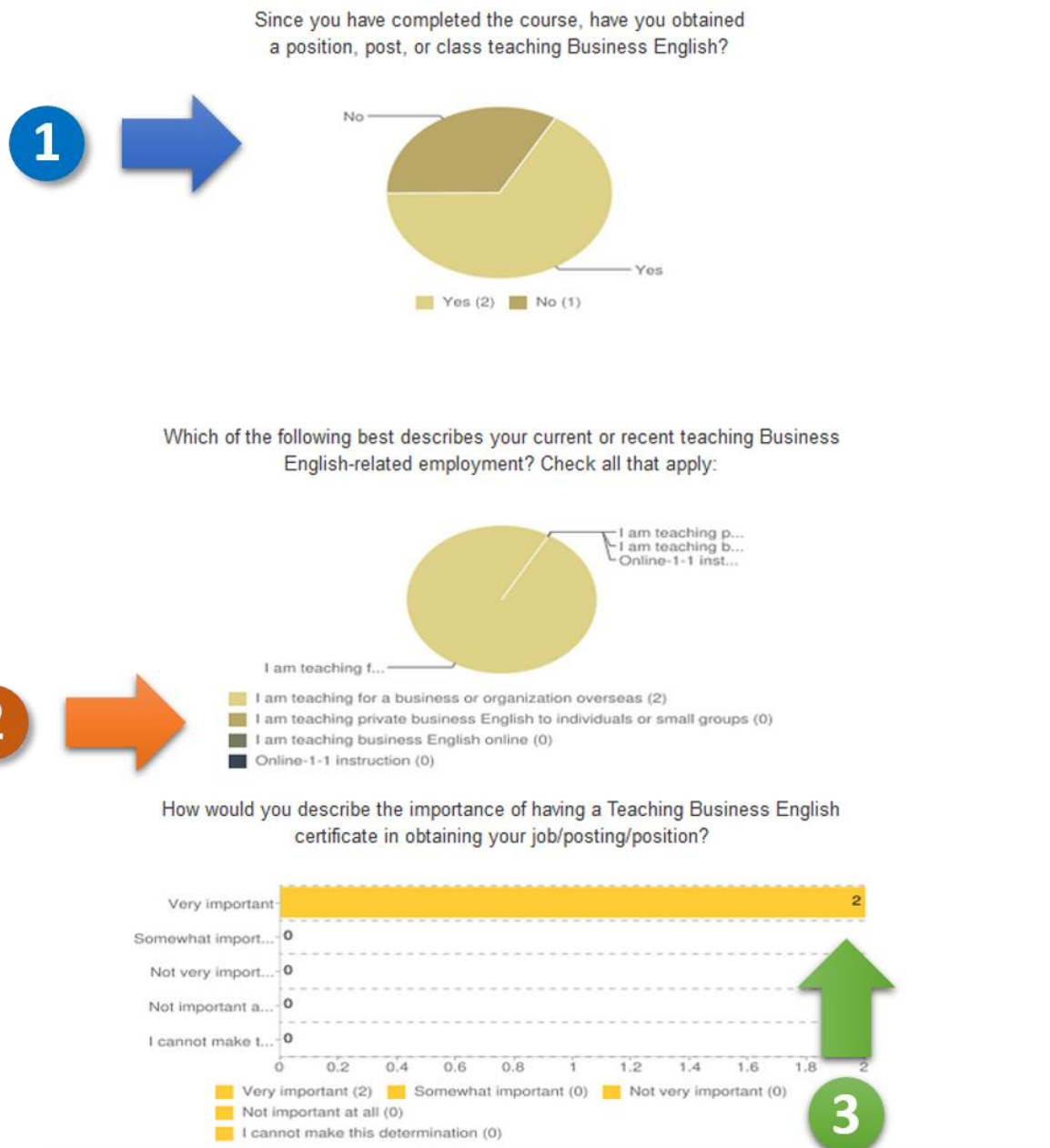
Download as: Excel CSV PDF		Delete All Submissions		Larger Grid				
N...	Flag	Del	Submission Date	Since you have complet...	What is the main reason ...	Which of the following b...	What is the name of the ...	What is the name of yo
			2015-10-10 16:24:32	No	I am not actively searching for a teaching Business English position, but I still plan to teach Business English			
			2015-10-10 16:09:28	Yes	I am teaching for a business or organization overseas	ABC Business Executives	Jack Brown	
			2015-10-04 02:30:59	Yes	I am teaching for a business or organization overseas	as		

1= Display of responses for each question for each survey submission

2= Different export options

Appendix O

Example of Cumulative Level 3 Breakdown of Responses to Survey Question



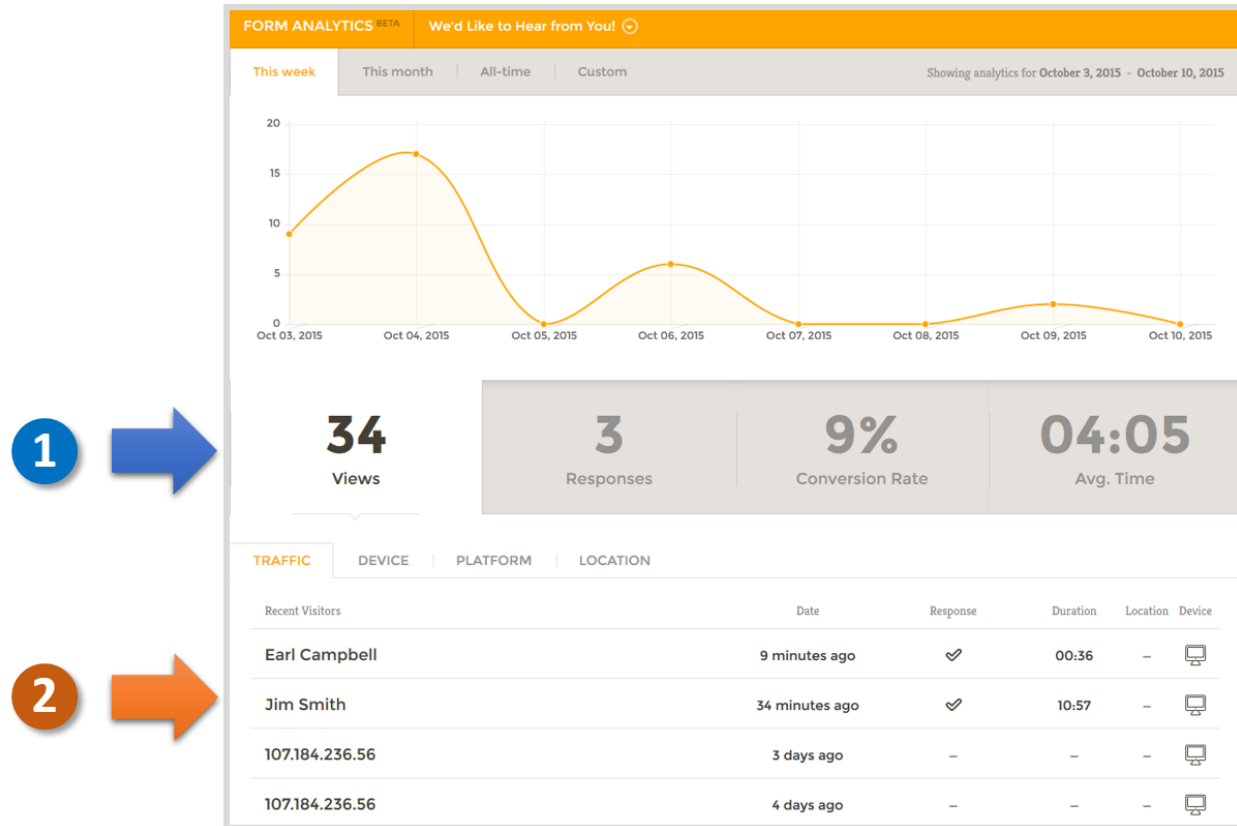
1=Data display of responses to questions that elicit a “yes/no” response

2=Data display of responses to questions that elicit potentially more than one response

3= Data display of Likert-scale responses

Appendix P

Example of Survey Form Analytics Page

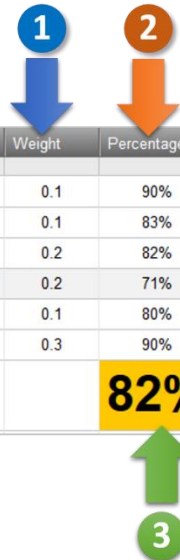


1=Cumulative survey user metadata, with number of submitted responses, overall conversion rate, and average time spent completing the survey.

2=Individual respondents to survey, with metadata.

Appendix Q

Example of SmartSheet Data Entry Application for Course Value Index (CVI)



Evaluation Level	Component	Minimum Measurement	Weight	Percentage
Level 1-Reaction	I will be able to apply the skills and knowledge that I have learned in the course.	Strongly Agree/Agree	0.1	90%
Level 1-Reaction	This course met my expectations for Teaching Business English training.	Strongly Agree/Agree	0.1	83%
Level 3-Behavior	Since you have completed the course, have you obtained a position, post, or class	Yes	0.2	82%
Level 3-Behavior	How would you describe the importance of having a Teaching Business English cer	Very Important/Somewhat Important	0.2	71%
Level 3-Behavior	Would you (still) recommend this course to a friend or colleague?	Yes	0.1	80%
Level 3-Behavior	When your organization is looking to hire an instructor to teach Business English,	Very Important/Somewhat Important	0.3	90%
				82%

1= Pre-set weight for each evaluation response

2= Total percentage of evaluation responses that meet or exceed the minimum measurement

3= Final index score