

# ENGLISH LANGUAGE PROGRAMS

Ongoing Tracking  
and Improvement of  
Program Efficacy



## INDEX

What can be measured .....	2
Ongoing Tracking .....	3
Net Promoter Score (NPS) .....	4

# ENGLISH LANGUAGE PROGRAMS

## Ongoing Tracking and Improvement of Program Efficacy

### DESCRIPTION

To best serve our students, we need to have a deep understanding of who they are and a deep commitment to providing the best learning experience that will drive them to success.

This can be accomplished by assessments and learning design. You can only manage what you measure, so ongoing assessment is key to improving student success.

### What can be measured?

In terms of the English Language Programs, the four most important aspects that should be assessed are listed below. Assessment of each aspect should be able to answer the following questions:

- **Student Readiness**
  - Are students ready to start their program?
  - How confident are they about the program, technology, expectations?
  - Do they have all the information they need to succeed?
- **Student Engagement**
  - What are students doing in the online (or face-to-face) platform?
  - Do they access student services?
  - How are their peer interactions and student-faculty interactions?
  - Do they actively participate in university-wide activities?
- **Student Persistence**
  - What are the retention and attrition rates?
  - How many students start each course?
  - How many students approve each course?
  - How many students are progressing to the next levels?
  - How many students withdraw from the courses?
- **Student Satisfaction**
  - How satisfied are students with the course content?
  - How satisfied are students with the instructors?
  - How satisfied are students with tutors or other service support?
  - What is the NPS (Net Promoter Score)?

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### Ongoing tracking to improve efficacy

The following table shows the metrics that can be tracked on an ongoing basis.

	Readiness	Engagement	Persistence	Satisfaction
Metrics	<ul style="list-style-type: none"> <li>Prior online learning experience</li> <li>Motivation and reasons to study English</li> <li>Reasons for choosing online</li> <li>Level of comfort with technology</li> </ul>	<ul style="list-style-type: none"> <li>Time to complete</li> <li>Time on task</li> <li>Materials accessed</li> <li>Assignments submitted/ late</li> <li>Active participation</li> <li>Access to support services</li> </ul>	<ul style="list-style-type: none"> <li>Course enrollment</li> <li>Course completion</li> <li>Level completion</li> <li>Retention</li> <li>Attrition</li> </ul>	<ul style="list-style-type: none"> <li>Student Satisfaction</li> <li>Net Promoter Score (NPS)</li> </ul>
How to measure	<ul style="list-style-type: none"> <li>Surveys</li> <li>Focus groups</li> <li>Market research</li> </ul>	<ul style="list-style-type: none"> <li>Platform access</li> <li>LMS analytics</li> <li>Course grades</li> <li>Level test results</li> <li>Participation in live sessions</li> <li>Support services tickets</li> <li>Tutor/ Success coach follow-ups</li> </ul>	<ul style="list-style-type: none"> <li>Number of students enrolled</li> <li>Number of students approved</li> <li>Number of students progressing to the next level</li> <li>Number of withdrawals</li> </ul>	<ul style="list-style-type: none"> <li>Student Satisfaction Survey</li> <li>NPS Survey</li> </ul>
When to measure	<ul style="list-style-type: none"> <li>Before enrollment with leads/prospects</li> <li>During enrollment with students</li> </ul>	<ul style="list-style-type: none"> <li>During the course</li> <li>After course completion</li> </ul>	<ul style="list-style-type: none"> <li>After course / level start date</li> <li>After course end date</li> </ul>	<ul style="list-style-type: none"> <li>During the course</li> <li>At the end of the course</li> </ul>
Act on the results	<ul style="list-style-type: none"> <li>Prepare student onboarding</li> <li>Prepare leveling strategies, if needed</li> <li>Customize and/or enhance course content and delivery, if needed</li> </ul>	<ul style="list-style-type: none"> <li>Communication journey to reinforce need to access platform and do assignments</li> <li>Feedback on graded assignments</li> <li>Adjust and/or enhance activities and content, if needed</li> <li>Prepare tutorials and other support materials, if needed</li> </ul>	<ul style="list-style-type: none"> <li>Review what triggers attrition and withdrawal</li> <li>Implement intervention actions before those triggers</li> <li>Adjust level of difficulty in course content and assignments, if needed</li> <li>Adjust communication journey</li> </ul>	<ul style="list-style-type: none"> <li>Review feedback from the survey and NPS questions to drive change as needed</li> <li>Adjust and/or enhance activities and content, if needed</li> <li>Adjust instructor conduct, if needed</li> <li>Adjust student experience actions, if needed</li> </ul>

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## Ongoing Tracking and Improvement of Program Efficacy

### NET PROMOTER SCORE (NPS)

NPS is the gold standard of customer experience metrics. It is a tool for quantitative and qualitative analysis of student satisfaction. It allows you to:

- Quantify student satisfaction on a measurable and comparable scale over time, and
- Identify and prioritize the categories we need to take care of with a specific action plan to enhance the student experience.

#### Four important insights about NPS

**1** The fastest way to understand the student's voice without intermediaries.

**2** The most credible source for understanding student priorities, perceptions, and frustrations.

**3** Input to align the road map for investment in technology tools and new student processes.

**4** Understand the 80/20 (Pareto) of: Pain-points, challenges, milestones at which students require our support, guidance and intervention to persist.

#### NPS questions and methodology

- The NPS survey can be configured directly in the LMS platform of the institution or it can be created in any survey service software, such as Microsoft Forms, Google Forms, SurveyMonkey, Jotform, among others.
- The survey can be confidential (if linked to student ID) or anonymous. Tracking answers by student ID (or another confidential identifier) allows for data triangulation.

NPS asks students about the probability of them recommending the institution, program, or course to other students, family, and friends. The scale is always from 0 to 10, with 0 being highly unlikely to recommend and 10, highly likely.

Qualitative questions should be asked for each group - detractors, passives, and promoters - to understand the reasons behind the score and receive feedback on what needs to be improved.

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## Ongoing Tracking and Improvement of Program Efficacy

### Questions

Based on your experience at “Institution/program/course”, how likely are you to recommend it to family, friends and colleagues?



### Score

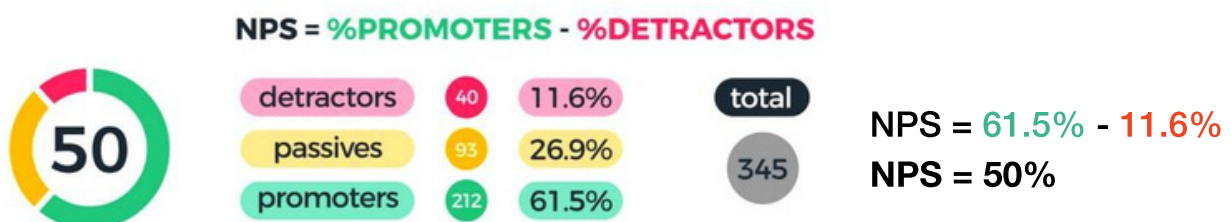
- **9 to 10: Promoters**
  - Promoters are typically loyal and enthusiastic about the educational service you provide. They will keep buying and recommend it to others.
- **7 to 8: Passives**
  - Passive respondents are satisfied with your service, but they are not happy enough to be considered promoters. Mostly unenthusiastic and vulnerable to offers from the competition.
- **0 to 6: Detractors**
  - Detractors are unhappy and are unlikely to enroll again in your institution, and may even leave and/or discourage others from enrolling.

### Formula

The NPS result is reported with a number ranging from -100 to +100, where a higher score is desirable. The higher the score, the more positive the experience and the higher the likelihood of recommendation.

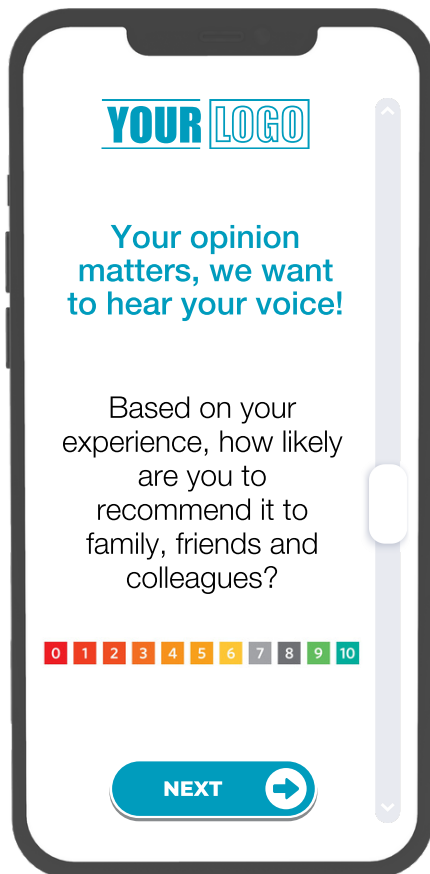
**NPS = % of promoters - % of detractors**

### Example



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**YOUR LOGO**

**Your opinion matters, we want to hear your voice!**

Based on your experience, how likely are you to recommend it to family, friends and colleagues?

0 1 2 3 4 5 6 7 8 9 10

**NEXT** ➔

If the answer is 9 or 10, the second question would be:

**“What do you like about the university/program/course?”**  
**OR**  
**“What did we do to deserve your recommendation?”**

If the answer is 7 or 8, the second question would be:

**“What do we need to improve?”**

If the answer is 0 to 6, the second question would be:

**“How have we failed?”**

