

## **Business Administration Students' Written Communication Skills**

### **Business Administration BA - College of Business and Economics**

#### **Step 1: Student Learning Outcome**

Demonstrate effective written communication skills.

#### **Step 2: Methods and Measures**

Pre-testing in BUAD 301 and post-testing in MGMT 449 using an essay question on the final exam. Exams are scored with a rubric assessing writing skill traits: Content (case information), Literacy (grammar), Strategy (logic), and Writing Style (appropriate business voice) on a 5-point scale (5 = Excellent, 1 = Very poor / unacceptable) for each trait (half-points were also allowed). A standard rubric is used that is normed and validated prior to implementation.

Business Communication faculty (different from those whose classes were assessed) reviewed student responses and applied the rubric. Two faculty read each item, with split scores read a third time by an assessment coordinator.

#### **Step 3: Criteria for Success**

At least 70% of students will obtain an overall score of 3 or higher in the MGMT 449 course (end of program capstone course) on the grading rubric.

#### **Step 4: Results**

A total of 366 students were assessed across six sections of BUAD 301 (n=166, 12.3% of 1350 total students) and eight sections of MGMT 449 (n=215, 28.7% of 748 total students).

For MGMT 449, 46% of students (99 out of 215) participating in the assessment process obtained an overall score of 3 or higher.

Although results did not meet the criterion for success, further analysis revealed that students scored better on the post-test, demonstrating some improvement in student performance during the program.

#### **Step 5: Improvement Actions**

1. Assessment process revision: Scoring for "Content", particularly in BUAD 301, was inconsistent. Additional training and resources, including review of the grading rubric and grading process, for assessors planned for the next cycle. In addition, a better distribution, particularly of general BUAD 301 sections, is needed as sample sizes differed between the two courses.

2. Summary training - BUAD 301: Given the problems in assessing “Content” in BUAD 301, preliminary assessment results presented to BUAD faculty have resulted in a call for additional student work in preparing summaries. A video has already been produced to support instruction, and one or more low-stakes writing tasks focusing on writing summaries are planned for upcoming semesters.
3. Course writing review: Review courses between BUAD 301 and MGMT 449 that contain writing and obtain feedback from faculty regarding the issues they observe with writing assignments. Create guidelines for instructors and/or hold training workshops to ensure students have meaningful writing experiences to support communication skills improvement before the end of the program.