



DEPARTMENT OF GENERAL BUSINESS AND FINANCE
ASSESSMENT REPORT

Course Name: BUAD 3335W

Semester/Year of Assessment: SP 2014

Assessment Summary: The writing assessment was completed by determining the level at which students scored (above expectations, met expectations, below expectations) on the following performance elements on a required assignment: format; content; and grammar/mechanics.

This assessment was performed on samples of student writing from two online sections and one face-to-face section of BUAD 3335, using rubrics that were assignment-specific and developed for previous SACS/AACSB assessment. All three sections were taught by the same instructor, who has substantial experience and success in both online and face-to-face teaching. All three sections were taught in the Spring Semester of 2014.

The samples were taken from student responses to a persuasive writing prompt. While the topics varied, the rhetorical approach was consistent across all three assignments.

Although the business communication faculty had not planned to evaluate the face-to-face classes vis-à-vis the online classes in the 2014 reporting period, we have included these preliminary results in anticipation of our 2015 comparative study, which will include additional instructors and sections. Therefore, the results from this data analysis are limited in scope. We were able to locate 11 samples from the face-to-face class to compare to 46 online samples. [Note: the 11 samples are not representative of the overall class performance on this assignment.]

Key Course Objectives Assessed

To build on language skills of writing, grammar, and punctuation in conjunction with business foundation courses to enable students to develop effective business communication skills to solve business problems.

- Develop a foundation and principles for successful communication.
- Adapt language and style in various letter- and report-writing situations.
- Construct clear sentences and paragraphs using accepted standards of English

grammar and punctuation, with emphasis on variations in sentence structure and effective paragraph design.

- Compose effective business letters.
- Develop and employ effective writing strategies that maintain goodwill and are tactful, courteous, and positive.
- Learn research terminology and methodology and how to prepare well-structured and well-written objective reports.
- Develop interpersonal skills in teamwork, group dynamics, and leadership skills
- Develop an awareness and understanding of international and cross-cultural communication issues and how they impact communication.

Outcome and Class Performance (F2F vs. Online): See attached spreadsheet.

As mentioned above, the 11 face-to-face samples were not representative of the overall course performance on this assignment and indicate an unusually high percentage of students performing above expectations on the assignment (54%). In addition, previous experience indicates a higher number of students meeting expectations on the assignment or falling below expectations. This can be explained by the limited number of samples available and better scores on those samples (not indicative of typical grade distribution).

The 46 online samples were more indicative of overall performance on the assignment with 28% of students performing above expectations, 61% of students meeting expectations, and 10% of students scoring below expectations.

Comparatively, in the area of format, a higher percentage of online students scored above expectations (89%) than did the face-to-face students. With the exception of one student, the remainder of students in both course delivery formats met expectations in this area.

In the area of content, 99% of the face-to-face students either met or exceeded expectations; in the online classes, 94% met or exceeded expectations.

Grammar and mechanics continue to be a challenge for Sam Houston students. Forty-five percent of face-to-face students met or exceeded expectations in this area, and 50% of the online students met or exceeded expectations. Fifty-four

percent of the face-to-face students scored below expectations, while 50% of the online students scored below expectations.

Course Modifications Made As A Result of Assessment: Business communication faculty will explore additional teaching pedagogy for grammar and mechanics and will require writing center consultations on the majority of writing assignments. In addition, the faculty will develop online tutorials that focus on problem areas in writing for students. These tutorials can be made available in business courses outside of the business communication area.