

THE SIGNIFICANCE OF WRITING SKILLS AND OTHER COMPETENCY VARIABLES
IN PREDICTING STUDENT SUCCESS IN ONLINE MBA COURSES

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ABSTRACT

This study used statistical correlation and regression procedures to explore the relationship of student cognitive skill indicators (predictor variables) to student performance in online and face-to-face MBA courses (criterion variables) at a Midwestern United States University to determine if there are any statistically significant differences between any statistically significant correlations of predictor and criterion variables. Contrary to existing online education research, this study did not conclusively indicate that students' ability to write effectively had any significant relationship to students' performance in online versus face-to-face courses in the MBA program at the University. This finding suggests that online course design, pedagogy, and assessment may be mitigating the affect differences in student writing skills and learning has on student performance in online versus face-to-face courses.

This study found significant differences in the relationship of student GMAT-Verbal score, GMAT-Analytical Writing score and GMAT-Total score, and student performance in online versus face-to-face MBA courses, indicating that GMAT scores were not valid predictors of student performance in online MBA courses at the University. This study also indicated that students with combined undergraduate grade point averages and GMAT scores outside the threshold of the requirements for regular MBA program admittance, performed successfully. These findings suggest that the use of Undergraduate Grade Point Average and GMAT scores for MBA program admission requirements should be reviewed and possibly revised.