

Document Analysis of English Course Syllabus in Business Administration: A Critical Evaluation of Syllabus Design

Tanti Nur Khasanah¹, Nanang Heri Setyo Dwi Cahyo², Satriani³, Sri Rachmajanti⁴

¹ Universitas Negeri Malang, Malang, Indonesia; tanti.nur.2202218@students.um.ac.id

² Universitas Negeri Malang, Malang, Indonesia; nanang.heri.2202218@students.um.ac.id

³ Universitas Negeri Malang, Malang, Indonesia; satriani.2202218@students.um.ac.id

⁴ Universitas Negeri Malang, Malang, Indonesia; sri.rachmajanti.fs@um.ac.id

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ABSTRACT

This study critically evaluates an English course syllabus for Business Administration Department at a leading Indonesian university, focusing on its alignment with needs analysis and syllabus content. Adopting a qualitative approach, the research integrates document analysis and a structured interview with the syllabus developer to identify strengths, weaknesses, and areas for improvement. The structured interview explored the Present Situation Analysis (PSA) in syllabus implementation, while critical document analysis examined the Target Situation Analysis (TSA) envisioned by the syllabus, enabling the identification of gaps and actionable solutions. Findings reveal that the syllabus relies on outdated needs analysis data, lacks adherence to the ABCD model in learning objectives, exhibits limited diversity in perspectives and examples, and omits operational verbs in learning indicators, resulting in ambiguity and misalignment with students' practical needs. Additionally, assessments neglect the psychomotor and affective domains, suffer from unclear scoring rubrics, and display inconsistencies in grading criteria, limiting the syllabus's ability to prepare students for real-world business communication demands. This study contributes to educational sciences by underscoring the importance of updated needs analysis and comprehensive curriculum design for improving instructional effectiveness. It offers actionable recommendations for curriculum developers and educators, advocating for General English courses tailored to specific academic and professional contexts. The findings provide a framework for future syllabus development, emphasizing the integration of inclusive content, clear learning objectives, and robust assessment strategies to support higher education practices in addressing the evolving demands of a globalized and diverse student body.

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Corresponding Author:

Nanang Heri Setyo Dwi Cahyo

Universitas Negeri Malang, Malang, Indonesia; nanang.heri.2202218@students.um.ac.id

1. INTRODUCTION

Since the effectiveness of an English syllabus in English language teaching (ELT) practices hinges on its alignment with students' cognitive development and occupational needs, it provides an essential framework for the systematic planning and implementation of the curriculum (Brumfit, 1984; Bowers-Campbell, 2015; Kelly, 1999; Munandar, 2020; Nunan, 1988; Wotring et al., 2021). An English syllabus is not merely a document outlining content, but a foundational component of curriculum implementation that shapes the instructional practices of EFL teachers. To effectively enhance students' higher-order thinking skills, the syllabus must offer quality English literature and other resources that foster critical cognitive development (Singh et al., 2020) while addressing the holistic needs of adult learners (Smirti & Jha, 2015). Moreover, the syllabus must be closely aligned with the occupational demands faced by students in their professional careers, ensuring it equips them with the necessary language skills to thrive in their respective field (Ardinal & Anwar, 2021; Septiana et al., 2020; Sudipa et al., 2020).

In this context, the role of needs analysis becomes even more crucial, especially for adult learners. This process ensures that the syllabus addresses students' specific learning needs, making it both relevant and contextually appropriate (Nunan, 1988; Wotring et al., 2021). Needs analysis delves into the identification of students' lacks, wants, and necessities (Hutchinson & Waters, 1987), providing valuable insights that help align the syllabus with the learners' immediate and future linguistic and professional demands (Pishghadam & Zabihi, 2012). As a result, addressing challenges in teaching and learning, analyzing students' needs, incorporating advancements in ELT, responding to global demands, and leveraging students' potential are all essential for planning and developing a high-quality English syllabus.

In response to the evolving needs of syllabus development, studies on critical reviews and analyses of English syllabi have proliferated across various contexts (Iranmehr et al., 2018; Munandar, 2020; Septiana et al., 2020). For instance, recent research on an advanced general English syllabus in Singapore demonstrates a well-integrated approach that combines linguistic elements, sociocultural considerations, discourse analysis, and strategic competence (Munandar, 2020). This integration highlights how a well-designed syllabus can address the multifaceted needs of language learners. Similarly, findings on the strengths and weaknesses of English syllabi implemented in *pesantren* (Islamic boarding schools) offer valuable critiques. These critiques emphasize the need for syllabi to effectively address the challenges posed by multilingual students' contexts while equipping them with global knowledge (Bin-Tahir et al., 2019). Moreover, numerous studies have examined syllabus development by aligning its content with the demands of global trends and advancements (Bin-Tahir et al., 2019; Singh et al., 2020; Sudipa et al., 2020). One notable example involves the need for English syllabi to include content that fosters critical thinking among adult learners. This demand has prompted investigations proving that incorporating high-quality English literature into syllabi is essential for developing students' critical cognitive skills (Singh et al., 2020). Such efforts underline the pivotal role of a well-designed syllabus in shaping students' intellectual and practical competencies.

Studies on needs analysis in English syllabus design, particularly in English for Specific Purposes (ESP), have provided valuable theoretical insights through empirical investigations. For example, research on English for Occupational Purposes (EOP) syllabi has utilized needs analysis as a foundational tool in research and development (R&D) to create proper, relevant, and high-quality syllabi tailored to different EFL contexts (Cowling, 2007; Susandi & Krishnawati, 2016). In another perspective, Tabari (2013) explores needs analysis as a response to challenges faced by students tackling complex and demanding tasks within English syllabi under the Iranian context. This study highlighted the importance of tailoring syllabus content with students' abilities to overcome difficulties and achieve learning objectives. Additionally, Gorani and Ghafor (2022) investigates the impact of modernization and digital issues on syllabus design for EFL undergraduate programs. Their findings underscore the necessity of considering technological advancements and digital literacy in modern syllabus development to meet the evolving needs of learners in a globalized world.

Despite the wealth of studies on syllabus development and needs analysis, a significant gap remains in understanding the specific impact of needs analysis on syllabus design within the context of Business Administration. A critical review of the English syllabus in the context of Business Administration is urgently needed, as previous studies have primarily focused on the design of English for Specific Purposes (ESP) syllabi in industrial contexts (Cowling, 2007) and medical sciences (Susandi & Krishnawati, 2016). Preliminary findings from this research suggest that the English course in this context is unique since the instructional materials are based on General English (GE) rather than following the conventional ESP approach. This novel perspective contrasts with previous studies on Business Administration syllabi, which predominantly focus on Business English (BE) within the ESP framework (Mancho-Barés & Llorca, 2013). Therefore, this study holds significant value not only in addressing gaps in the existing literature but also in providing critical evidence that can help syllabus and curriculum developers improve the quality of needs analysis in designing a reputable syllabus. Furthermore, the focus on GE syllabus development—an area underexplored in comparison to ESP contexts—offers the opportunity to enrich scientific findings related to English syllabus design and needs analysis within the specific context of Business Administration. This approach fills the existing research gaps and adds theoretical insights into the current implementation of GE in Business Administration courses. To achieve this, the following research questions will guide the investigation:

1. What procedures are employed in conducting needs analysis for the English course syllabus in the Business Administration Department?
2. What are the critical evaluations of the current English course syllabus in the Business Administration Department?

2. METHODS

2.1. Research Design

This research employs a qualitative approach, which is well-suited for understanding and interpreting phenomena within their natural context (Creswell, 2014). The qualitative method enables an in-depth exploration of the educational instructional setting, where both the syllabus and its implementation serve as primary data sources. By framing the educational instructional context as the natural site, this research examines the syllabus document and its implementation in their authentic environment. To achieve this, document analysis was selected as the qualitative research design. This method involves critically examining and evaluating document contents to contribute to empirical knowledge development (Bowen, 2009). Document analysis was deemed appropriate for this study as it allows for a comprehensive understanding of the instructional syllabus for English in Business Administration, along with its implementation in the classroom. Through a critical review of the syllabus as the central document, the researchers aim to gain deep insights into its contextual setting and practical application.

2.2. Procedure

To address the first research question, which aims to understand the procedure of the needs analysis, in-depth qualitative data were gathered through a structured interview with the English lecturer responsible for developing the syllabus. The interview was conducted using an interview guide (Merriam, 1998) designed based on needs analysis theories (Brown, 1995; Hutchinson & Waters, 1987; Nunan, 1988). For the second research question, which focuses on identifying critical aspects of the syllabus, document analysis (Brown, 1995) was utilized to evaluate the existing English course syllabus from the Business Administration Department of the Faculty of Administrative Sciences from one of leading universities in Indonesia. By employing these two complementary data collection methods—structured interviews and document analysis—the study ensured a comprehensive and nuanced understanding of the syllabus

development process and its outcomes. This dual approach provided a robust foundation for exploring the alignment between needs analysis and the syllabus content.

2.3. Participant Characteristics

The interview participant was an English lecturer who also served as the syllabus developer for the Business Administration Department at the selected university. He was chosen due to his qualifications, which aligned with the research scope, including extensive teaching experience and expertise in curriculum development. His active involvement in designing the syllabus ensured the provision of relevant data and insights to enrich the findings of this study. Furthermore, his availability and willingness to participate were key considerations. The participant's professional background further added credibility and reliability to the research findings. The university was selected based on both practical and scientific merits. Not only does its Business Administration Department hold a reputable accreditation that aligns with the research focus, ensuring scientific credibility for the syllabus review under the specific context, but the university is also recognized as one of Indonesia's leading institutions. Conducting research in this setting provided logistical advantages and contributed significantly to the academic community and the broader research endeavour.

2.4 Data Analysis

The data obtained from interviews were analyzed using thematic analysis (Braun & Clarke, 2006), while the data from the syllabus review were examined through document analysis (Bowen, 2009). The findings were further discussed in relation to theoretical frameworks and synthesized with previous studies mentioned in the background. Thematic analysis followed six distinct phases. First, data familiarization involved understanding the interview results, transcribing them, and translating them into English, as the data report was prepared in English. Second, initial coding was carried out using descriptive coding (Saldaña, 2013), which involved identifying representative phrases to code the data. Third, theme generation involved classifying the codes into broader themes. Fourth, theme review required refining the themes by omitting or reorganizing codes within each theme. Fifth, defining and naming themes ensured clarity in the interpretation of the themes. Lastly, reporting the findings was approached by presenting the themes as the main classifications derived from the data analysis. The document analysis involved reading the English syllabus included in the study, critically reviewing it to identify strengths and weaknesses relevant to answering the second research question, and narrating the analysis in the findings. This approach was particularly useful for evaluating the needs analysis conducted during syllabus development and assessing the English syllabus for the Business Administration department to provide advanced insights for syllabus refinement. Finally, theories related to needs analysis, critical syllabus reviews, English syllabus design, English for Specific Purposes (ESP), and General English (GE) were utilized to critically discuss the findings.

3. FINDINGS AND DISCUSSION

3.1. Institutional Needs Analysis

The analysis reveals a key issue in the syllabus design: it relies on outdated needs analysis data from 2014, which may no longer reflect the current Target Situation Analysis (TSA) and Present Situation Analysis (PSA) needs of Business Administration students. This gap raises concerns about the relevance and effectiveness of the instructional content, as the outdated data may limit the syllabus's alignment with students' actual language needs in a business context (Brown, 1995; Hutchinson & Waters, 1987; Woodrow, 2018).

The syllabus includes two compulsory General English (GE) courses in the first two semesters, aimed at preparing Business Administration students for using English resources and improving their overall English proficiency. However, while the second-semester course introduces business-related

topics, it does not meet the criteria of English for Academic Purposes (EAP) as defined by Woodrow (2018). Instead, these business topics are incorporated only as general content variations without shifting ELT practices from GE to a more specialized, business-focused approach. Moreover, the syllabus suffers from inconsistent implementation, which reflects broader challenges in synchronizing syllabus content with real-world contexts (Bowers-Campbell, 2015; Kelly, 1999; Nunan, 1988; Wotring et al., 2021). These challenges underscore the necessity of conducting a revised and updated needs analysis (Gorani & Ghafor, 2022; Tabari, 2013), as effective syllabus design requires a cyclical rather than parallel approach to align with both academic and industry expectations (Hutchinson & Waters, 1987; Woodrow, 2018).

The needs analysis conducted by the department utilized two primary sources: existing English proficiency reports from the university and input from stakeholders within the study program, such as head of department, subject lecturers, and English instructors. Notably, the modifications made to the second-semester course were informed by stakeholder meetings that emphasized the inclusion of "business context" topics. However, the reliance on outdated data limits the relevance of these modifications. For example, while existing documents highlighted the importance of reading and writing skills, the absence of updated TSA and PSA data hinders a comprehensive understanding of current business administration needs, particularly in dynamic international contexts (Brown, 1995; Hutchinson & Waters, 1987; Woodrow, 2018).

3.2. Learning Objectives: Lack of ABCD Model

The learning objectives (LOs) in the current syllabus for the Business Administration English course do not fully adhere to the ABCD model, a framework proposed by Mager (1997) that ensures learning outcomes are clear, specific, and measurable. The ABCD model emphasizes four critical components: Audience (identifying who the learners are), Behavior (detailing the specific actions or skills learners should demonstrate), Condition (describing the context or circumstances for the learning behavior), and Degree of Mastery (setting the measurable standard for success). These components collectively provide a structured approach to crafting learning outcomes that align with the course objectives and learners' needs.

In examining the current syllabus, only one of the four stated learning outcomes aligns with the ABCD model, resulting in several challenges. This lack of adherence limits the clarity and measurability of the outcomes, leading to vague objectives that make it difficult for both instructors and students to gauge progress accurately. Without clearly defined conditions or degrees of mastery, expectations remain ambiguous, which can lead to inconsistent assessment practices and reduced instructional effectiveness. The absence of these critical components may also hinder students' ability to connect course activities to the skills they are expected to master, impacting their motivation and engagement.

To enhance the learning outcomes, it is essential to revise them using the ABCD model. Specific recommendations can be applied to each component. First, the Audience should clearly identify the learners, such as "Business Administration students" to ensure the outcomes are targeted. For the Behavior, it is essential to define observable and measurable actions. For example, instead of stating "students are able to communicate in English," it could be revised to "students can deliver a business presentation in English using appropriate terminology." Next, the Condition should specify the context or circumstances in which the behavior will occur, such as "in a simulated business meeting" or "using real-world business scenarios." Finally, the Degree of Mastery should establish measurable criteria for success, such as "with 90% accuracy" or "demonstrating effective communication strategies in at least three different business contexts." By integrating these specific elements into each learning outcome, instructors can create clearer, more targeted, and measurable goals that align with both the course objectives and student needs.

By revisiting the learning outcomes with these specific adjustments, the syllabus can provide clearer, more measurable goals, ensuring that students and instructors understand exactly what is expected and how success will be assessed. The implementation of this model is crucial for effective

instructional design, as it aligns educational goals with student characteristics and learning experiences, thereby enhancing the overall educational process (Mardanti & Abadi, 2021; Sulistiana, 2016). By tailoring learning outcomes to the specific needs of learners and ensuring that they reflect both the objectives of the course and the context of instruction, instructors can create a more cohesive and meaningful learning experience. This alignment promotes better student engagement, as learners can clearly see how each aspect of the course connects to their academic and professional goals.

3.3. The Lack of Diversity in the Perspectives and Example

The lack of diversity in course materials can significantly hinder students' learning and engagement, as it often leads to a narrow viewpoint on the subject matter. When curricula predominantly reflect a singular perspective, students may struggle to develop a comprehensive understanding of the topic. This limitation can restrict critical thinking and the ability to form informed judgments, as students are less exposed to a variety of viewpoints and experiences. Research indicates that traditional curricula frequently overlook the diverse backgrounds and experiences of students, which can result in feelings of disconnection and undervaluation among learners, ultimately impacting their academic performance and analytical capabilities (Devies et al., 2022; Gurung et al., 2019). Moreover, the absence of relatable examples in course materials can diminish student engagement and motivation. When students cannot see themselves reflected in the content, they may find it challenging to connect with the material, leading to disengagement. Studies have shown that incorporating diverse perspectives and examples can enhance students' relatability to the subject matter, thereby increasing their motivation and academic success (Irizarry et al., 2023; Vietze et al., 2022).

To mitigate these issues, curriculum developers must strive to include a broader array of perspectives that reflect the cultural and social diversity of the student body. This can be achieved by involving diverse stakeholders in the curriculum design process and integrating materials that resonate with various cultural, social, and professional contexts. Such initiatives not only create a more inclusive learning environment but also encourage critical thinking and engagement among all students (Leibold et al., 2022; Mpuangnan, 2023). For example, the incorporation of diverse narratives and examples in educational materials has been shown to foster a deeper connection to the content and promote a more equitable learning experience (Lowenthal & Lomellini, 2022). Furthermore, adopting culturally responsive teaching practices can further enhance students' connections to course content, ultimately boosting their engagement and academic success (Robins et al., 2023).

3.4. The Absence of Operational Verbs in the Indicator

Another critical area for improvement in the syllabus is the absence of operational verbs in the learning indicators. Operational verbs are crucial in designing effective learning indicators as they align with the desired educational outcomes and clearly define what students are expected to achieve. These verbs, rooted in Bloom's Taxonomy, enable educators to design fair, valid, and reliable assessments that accurately measure the extent to which students have met the intended learning objectives (Rahmah & Zaim, 2021).

Bloom's Taxonomy, introduced in 1956, serves as a foundational framework for categorizing educational objectives across varying levels of cognitive complexity, which include knowledge, comprehension, application, analysis, synthesis, and evaluation (Nayef et al., 2013). Each level is associated with specific operational verbs that describe measurable and observable actions. For example, at the "Remembering" level, verbs such as define, list, and recall are used, while at the "Understanding" level, verbs like explain, summarize, and paraphrase indicate the expected cognitive skills. Higher levels, such as "Analyzing," "Evaluating," and "Creating," include operational verbs like compare, evaluate, and design, which specify more advanced cognitive abilities.

The absence of these operational verbs in learning indicators can lead to ambiguity, resulting in assessments that fail to align with the intended learning outcomes. For instance, a vague indicator such

as “students are able to understand how to introduce themselves and others according to international business ethics” lacks clarity in specifying the expected student actions. By incorporating operational verbs, this indicator could be refined to: “students are able to explain how to introduce themselves and others according to international business ethics” or “students are able to identify how to introduce themselves and others according to international business ethics” These refined indicators provide measurable outcomes that can guide both instruction and assessment effectively (Tuma & Nassar, 2021).

To address this issue, syllabus designers should systematically review all learning indicators to ensure the inclusion of operational verbs that reflect the cognitive skills outlined in Bloom's Taxonomy. This alignment not only clarifies the intended learning outcomes but also supports educators in delivering targeted instruction and ensuring accurate assessments based on observable and measurable criteria (Ailani, 2023). Moreover, embedding operational verbs fosters the development of higher-order thinking skills, encouraging students to engage in complex cognitive processes such as analysis, evaluation, and creation (Banda et al., 2023). By refining learning indicators with operational verbs, educators can significantly enhance the clarity and effectiveness of the syllabus. This improvement not only benefits instructional practices but also enriches the overall educational experience for students, promoting deeper engagement and more robust learning outcomes.

3.5. The Excluded of Psychomotor, and Affective Domains in the Assessment

The assessment of students in educational settings is a multifaceted process that extends beyond the cognitive domain to include psychomotor and affective domains. While cognitive assessments, which evaluate knowledge and intellectual skills, are often prioritized, neglecting the psychomotor and affective domains can have significant repercussions for both learners and educators. The psychomotor domain encompasses physical skills and abilities, while the affective domain pertains to emotional and attitudinal factors such as motivation, values, and attitudes toward learning. Research indicates that an overemphasis on cognitive assessment can lead to a lack of engagement and emotional disconnect among students, ultimately hindering their holistic development and learning outcomes (Dorji & Yangzom, 2021; Yasmin et al., 2023). A well-rounded assessment framework encompassing all three domains provides a comprehensive view of a learner's progress, which is critical for tailoring instruction to meet diverse student needs (Lidyasari et al., 2022).

Neglecting the psychomotor and affective domains in assessments can result in several adverse consequences. For instance, students may develop a narrow skill set that does not adequately prepare them for real-world applications, particularly in vocational or technical fields (Ariyanto et al., 2019; Munandar & Junita, 2022). Furthermore, overlooking the affective domain can diminish students' emotional intelligence and motivation, leading to lower levels of engagement and satisfaction with their educational experiences (Bali & Musrifah, 2020; Yasmin et al., 2023). This lack of a holistic approach to assessment can create a cycle where students feel undervalued and disengaged, ultimately impacting their academic performance and personal growth (Yasmin et al., 2023).

To integrate psychomotor and affective assessments effectively into the teaching and learning process, educators can adopt several strategies. One approach is to integrate practical assessments, such as simulations and role-playing exercises, which allow students to demonstrate their psychomotor skills in a structured environment (Rønning & Bjørkly, 2019). Furthermore, Reflective practices, such as maintaining journals or portfolios, can also encourage self-assessment and foster awareness of emotional and attitudinal development (Dorji & Yangzom, 2021). In terms of syllabus design, educators should ensure that learning objectives encompass all three domains. This can be achieved by explicitly stating the desired outcomes related to psychomotor and affective skills alongside cognitive objectives. Additionally, employing diverse assessment methods, such as peer evaluations, self-assessments, and interactive group activities, can provide a more comprehensive understanding of student progress across all domains (Ruben et al., 2020).

3.6. *The Bias of Assessment in Each Meeting*

Assessment plays a critical role in the learning process as it helps to measure the learners' progress and provides them with feedback on their understanding of the course material. The alignment of assessment with learning outcomes is essential for ensuring that students can track their progress effectively and understand how their performance impacts their overall grades (Kabouha & Elyas, 2015). However, in this syllabus, the assessment plan is not clearly defined, which can lead to confusion and uncertainty for both learners and instructors. The syllabus outlines the course assessment criteria, emphasizing three main components: attendance (10%), a mid-term test (40%), and a final test (50%). While this grading structure appears straightforward, a conflicting statement in another section of the syllabus table suggests that each meeting will include assessments with a weighting range of 5–10%. This inconsistency raises concerns about the clarity and coherence of the assessment strategy, as it implies that the course grade may not solely depend on the three main components outlined. To address this ambiguity, it is crucial to harmonize the assessment descriptions within the syllabus. Explicitly defining how the assessments conducted during each meeting contribute to the final grade would provide students with a clearer understanding of their performance metrics. This approach aligns with the principles of constructive alignment, which emphasize the need for coherence between learning outcomes, teaching activities, and assessment methods (Dharmasaroja, 2020). By integrating meeting-by-meeting assessments into the overall grading structure, students can better track their progress and receive meaningful feedback, which is vital for their learning experience (Wang et al., 2013).

Another significant issue within the syllabus is the vague description of assessment forms. The current wording—requiring students to "answer questions and do instructions from the lecturer"—is insufficiently detailed and does not clarify the specific types of assessments students will encounter, such as whether these will take the form of such as quizzes, tests, presentations, group discussions or other forms of assessments. This lack of clarity can lead to uncertainty and anxiety among students regarding expectations and evaluation criteria. To mitigate this issue, the syllabus should provide a comprehensive description of the assessment forms, including their types, formats, and weightings in the overall grading structure. For instance, if quizzes are employed to assess comprehension of weekly materials, this should be explicitly stated along with guidelines on their format and grading criteria. Furthermore, implementing standardized rubrics for subjective assessments can enhance grading consistency and reduce instructor bias, thereby promoting fairness and transparency in the evaluation process (Gupta & Chauhan, 2020).

3.7. *The Unclear Scoring Rubric*

A clear and transparent scoring rubric is essential for ensuring fairness, objectivity, and validity in assessments. In the context of this syllabus, the absence of well-defined scoring criteria can lead to instructors' subjective evaluations, resulting in inconsistent and potentially inaccurate assessments of students' performance. Research indicates that rubrics can significantly enhance the clarity and consistency of evaluations, thereby addressing the identified gaps in assessment practices (Chowdhury, 2018; Gan et al., 2023).

To maintain fairness and objectivity, it is crucial to establish scoring criteria that align closely with the learning objectives of the course. These criteria should delineate specific knowledge, skills, or competencies that students are expected to demonstrate. For instance, effective scoring criteria might encompass knowledge and understanding of key concepts, application of skills in practical tasks, originality and creativity in problem-solving, clarity and coherence in communication, and accuracy in executing tasks (Nawrin & Sadek, 2023). By aligning the rubric with these learning objectives, both instructors and students can develop a shared understanding of expected outcomes, thereby reducing ambiguity in assessment expectations (Goodwin, 2019).

A robust scoring rubric should include clear descriptions of performance levels, ranging from excellent to poor, with corresponding scores. This structure allows assessors to evaluate each criterion consistently and transparently, minimizing subjectivity. Studies have shown that detailed performance descriptions across various levels of achievement can guide assessors in their evaluations and help students understand how their work will be judged (Brookhart, 2018; Becker, 2016). This approach not only enhances the assessment process but also fosters student engagement and self-regulation by providing clear expectations (Aldukhayel, 2017; Gan et al., 2023).

To address the identified issues in assessment practices, it is recommended that a comprehensive rubric be developed and implemented that includes clear performance levels and descriptors aligned with learning outcomes. Instructors should undergo training sessions to ensure consistent application of the rubric, and expectations should be communicated to students at the start of the course to encourage self-assessment and clarity in performance expectations. Furthermore, periodic reviews and revisions of the rubric based on feedback and evolving learning objectives are essential to maintain its relevance and effectiveness. By adopting these measures, the assessment process can be significantly improved, enhancing both instructor and student experiences.

4. CONCLUSION

This study identifies critical gaps and opportunities for improvement in the English course syllabus for Business Administration. The findings underscore the importance of aligning syllabus design with updated needs analysis to ensure its relevance to students' academic and occupational goals. Major shortcomings include reliance on outdated data, the absence of operational verbs in learning indicators, unclear learning objectives, inconsistencies in assessment strategies, and the exclusion of psychomotor and affective domains.

The findings call for a holistic and integrated approach to syllabus design. This includes leveraging up-to-date needs analysis, implementing frameworks such as the ABCD model for learning objectives, and using operational verbs to ensure clarity and measurability of expected learning outcomes. Additionally, the syllabus should reflect diverse perspectives and examples to foster student engagement and relatability. Improvements in assessment practices, such as the introduction of clear rubrics and methods that evaluate cognitive, psychomotor, and affective domains, are critical for creating a well-rounded educational experience. By adopting the recommended improvements, this study lays the groundwork for significant improvements in syllabus quality within the Business Administration program. Educators who implement these recommendations can design a more effective and inclusive learning environment, fostering students' holistic development and equipping them with the skills and knowledge needed to excel in their professional careers.

The broader implications of this research extend to syllabus design in other academic and professional fields beyond the Business Administration department. By integrating inclusive practices, measurable objectives, and transparent assessments, curriculum developers can create syllabi that not only meet academic and industry standards but also promote inclusivity, critical thinking, and practical skills relevant to real-world applications. Future research could extend this study by exploring the impact of implementing these recommendations on students' academic performance, engagement, and career readiness. Additionally, comparative studies across different disciplines could provide valuable insights into universal best practices for syllabus design, ensuring that educational programs remain responsive to the evolving demands of learners and the professional landscape.

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