There is a paucity of quantitative evidence to ascertain if a faculty member directly influences improvements in student writing skills. A supplemental and easy to use pre/post evaluation of student writing skills was developed and tested with 76 students (face-to-face and online students) enrolled in a Senior Project Business Capstone course at a rural regional university located in the United States of America spanning two academic years (2013 to 2014). Results are presented from use of the Flesch-Kincaid Grade Level score as a pre/post instrument to evaluate the writing levels of students after they submitted their first assignment and the final submission of the Senior Project Business Capstone paper.