

**Assessment Data Template
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Learning Outcome: #1a Knowledge. Demonstrate an understanding of definitions, terms, principles, generalizations, and theories in Business Administration.

Outcome Measure: ETS MFT

The Educational Testing Service (ETS) Major Field Test (MFT) in business is a standardized, nationally normed comprehensive exam for knowledge in business. There is a comprehensive (total) score and disciplinary (sub) scores in the following areas:

- Accounting
- Economics
- Management
- Quantitative Analysis
- Finance
- Marketing
- Legal/Social Environment
- International
- Information Systems

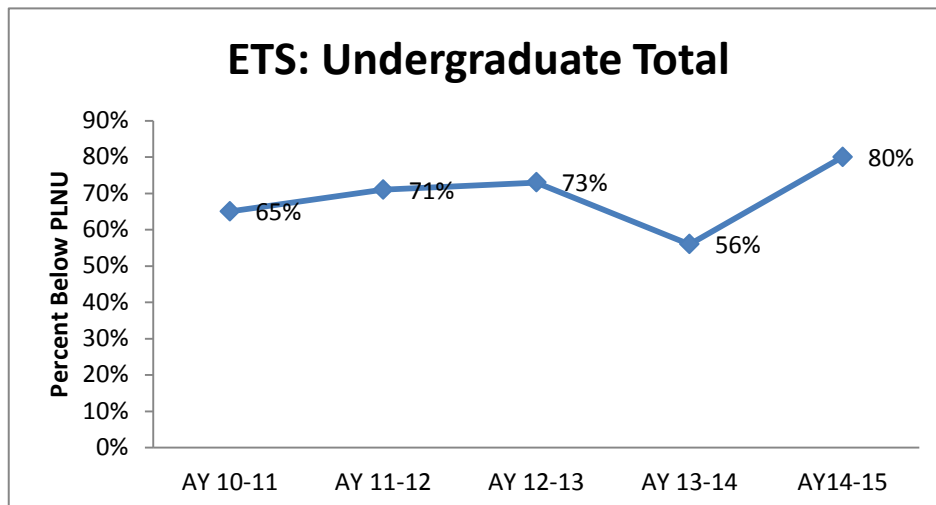
Criteria for Success (if applicable):

Students will score above the 66th percentile for total scores.

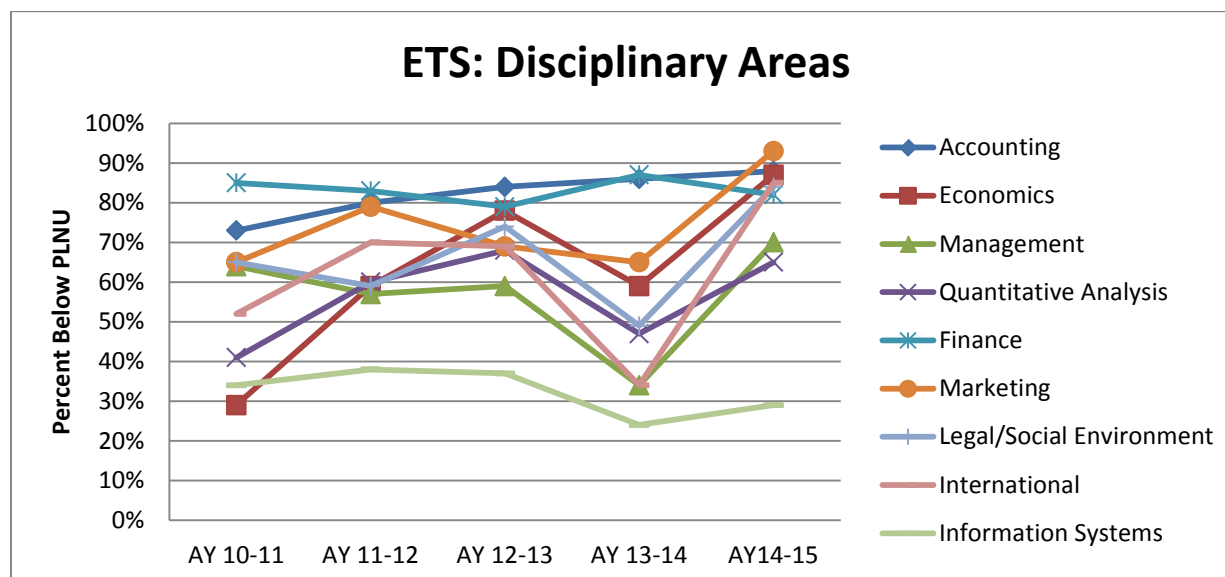
Longitudinal Data:

The FSB has collected ETS data each semester since the spring of 1999 during the capstone course MGT 488, Strategic Management, which is a data series of 32 data points (32 semesters, or 16 academic years). For reporting purposes, the percent of students scoring below PLNU for the last five years based on annualized data (a weighted average of scores for each academic year) will be reported. Total scores appear first, followed by scores for disciplinary areas.

**ETS: Undergraduate Total Scores
National Comparison: Percent Below PLNU**



**ETS: Undergraduate Disciplinary Area Sub-Scores
National Comparison: Percent Below PLNU**



The following chart shows the specific percentages below PLNU for each year, representing national comparisons for each disciplinary area.

	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Accounting	73%	80%	84%	86%	88%
Economics	29%	59%	78%	59%	87%
Management	64%	57%	59%	34%	70%
Quantitative Analysis	41%	60%	68%	47%	65%
Finance	85%	83%	79%	87%	82%
Marketing	65%	79%	69%	65%	93%
Legal/Social Environment	65%	59%	74%	49%	84%
International	52%	70%	69%	34%	85%
Information Systems	34%	38%	37%	24%	29%

Conclusions Drawn from Data:

During the last 5 years, on average, 69% of all institutions scored below PLNU undergraduate students on the ETS Major Field Test (total scores). However, during the academic year 14-15, 80% of all institutions scored below PNLU undergraduate students, well above our goal.

Prior to the recent academic year, we noticed that although most students scored above our school's minimum standard for the MFT (criteria for success), some students were not taking the test seriously. This also led to volatility in the data. A curriculum change was enacted in AY14-15, which required students to achieve a passing score (70% correct) on the MFT or write

a comprehensive paper supervised by the dean in order to graduate. It was thought that putting “teeth” into the exam by making it a graduation requirement would require that students take it seriously.

Note that scores were "way down" in AY13-14 (prior to the change), and "way up" in AY14-15 (after the change). While this is preliminary evidence, every indication thus far suggests that this curriculum change is proving to be an effective incentive for students to take the exam seriously.

Changes to be Made Based on Data:

As mentioned above, the undergraduate curriculum was revised to require that students attain a passing score on the MFT or do a comprehensive paper/project in order to graduate. The exam is a course requirement in MGT 488L, Strategic Management Lab, part of the senior capstone course. This course is a core course required by all business students in all business programs for graduation. All evidence thus far is that scores have improved as a result of this change.

In order to continue improvements in our knowledge outcomes, we plan to take the following steps:

- continue to monitor the impact of making a passing score a graduation requirement
- begin comparing results to comparator school data, not just all school data
- add additional questions not covered by ETS MFT
- break out and analyze data by majors
- develop goals to improve lower scoring majors
- review other possible exams for improvements in assessing student knowledge, accessing better comparator data with ACBSP schools, and gaining better reporting information

Rubric: N/A