

The *ETS*[®] Major Field Tests

Assessing Learning.
Demonstrating Effectiveness.

BAKER COLLEGE



Cleamon Moorer, Dean, College of Business, Baker College System, is responsible for helping students realize their full potential and promise through successfully completing business education. Previously,

he was Dean of the School of Business at Madonna University.

Challenges in assessing student learning outcomes and program effectiveness

The College of Business has committees that identify intended student learning outcomes — what students should know or have learned at the completion of a course or program. These objectives are vetted through a business advisory board.

Moorer relates one of the important questions that inform their decisions: “How do or can students ‘demonstrate’ learning or competency in a hypothetical situation vs. a real-world practicum-based exercise?” Moorer’s team is careful and selective about setting expectations and does its homework when selecting assessments to help programs meet their goals.

“We want students to know how they perform relative to other students from around the nation. Additionally, these measures assist us in assessing the quality and focus of our programs.”

Using test results to improve curricula

As a result of analyzing assessment data, the College of Business added more remediation for students in certain areas prior to and during their capstone course learning experiences.

“The *ETS*[®] Major Field Tests aren’t ‘baked’ to suit, like many other programs. They are traditional, fair, continuously evolving and challenging.”

How Major Field Tests help students and institutions succeed

Moorer highlights some of the reasons the College of Business chose the Major Field Tests and how they support student and institutional success:

The Major Field Tests were selected based in part on “the reputation, reliability and validity of nationally normed assessment tools” and “the recommendations of organizations like AACSB, ACBSP and IACBE,” Moorer says.

He calls the test for the Bachelor’s Degree in Business “intentionally challenging and difficult,” with 120 multiple-choice questions representing a wide range of difficulty and covering depth and breadth in assessing students’ achievement levels. Baker students take the test for accreditation purposes and to ensure that they develop an interdisciplinary knowledge of business.

To motivate students to perform their best, Moorer explains that a portion of their capstone course grade is based on their Major Field Test performance.

Assessment Indicator	Cohort Mean Percent Correct
A1 - Accounting	36
A2 - Economics	37
A3 - Management	51
A4 - Quantitative Business Analysis	31
A5 - Finance	41
A6 - Marketing	59
A7 - Legal and Social Environment	44
A8 - Information Systems	50
A9 - International Issues	45

MFT Sample Data

When asked which elements of the score report are most helpful, he replies, “Overall cohort scores and cohort subscores are very helpful.” In addition, score data has also helped the team better understand “students’ levels of anxiety when taking exams or thinking about the idea of a nationally normed assessment.” Test results are shared with senior administration and the institutional effectiveness team.

Moorer appreciates the customer service provided by ETS, saying, “We received exceptional support from Nathaniel Hines. I look to continue working with him, now that I’ve recently moved on to Baker College.”

Demonstrate the effectiveness of your program and evaluate students’ mastery of their major field of study

www.ets.org/mft

1-800-745-0269