**Assessment Report Template**

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**Learning Outcome:** Business Knowledge and Application

**External, Direct, Summative Measure: ETS MFT**

The Educational Testing Service (ETS) Major Field Test (MFT) for the MBA 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
* Management
* Finance
* Marketing
* Strategic Integration

**Criteria for Success:**

Students will score above the 65th percentile for total score in any given year and a 70th percentile average for total score over a 10 year rolling time period.

**Longitudinal Data:**

The COB has collected ETS data every other year or so since the spring of 2007 during the capstone course GBUS 565, Strategic Management, which is a data series of 7 data points (7 academic years). For reporting purposes, the percent of students scoring below ORU for those six years will be reported. Total scores appear first, followed by scores for disciplinary areas.

**ETS: MBA Total Scores
National Comparison: Percent Below ORU**

**ETS:**

**MBA Disciplinary Area Sub-Scores
National Comparison: Percent Below ORU**

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



**Conclusions Drawn from Data:**

During the 7 years included in the data, on average, 73% of all institutions scored below ORU MBA students on the ETS Major Field Test (total scores). For the most recent data point (Spring 2017) 72% of all institutions scored below the ORU MBA students, which is about equal to the longitudinal average and above our stated minimum goal.

**Changes Made Based on Data:**

Over time, there has been an intentional repositioning of professors for the core content courses in Marketing and in Management. In addition, the course content and some delivery methods have been revised for those courses. Finally, admissions, academic suspensions, and probation policies have been strengthened significantly. In order to continue improvements in our outcomes, we plan to continue to monitor the scores (both Total Scores and Disciplinary Sub-Scores) to identify areas needing improvement. One area to note at this time is a challenge with international student performance. The majority of the low scores on the recent assessment come from international students. In that regard, discussions need to take place on how to better monitor admissions and performance standards for international students. This is a difficult issue, as there is no real standardized method in place to evaluate international student performance before acceptance and enrollment.