

ETS Major Business Field Test Questions With Answers #6

In marketing research, a firm might consider using secondary data over primary data because

- A) secondary data usually cost less
- B) secondary data are usually more accurate
- C) primary data are usually non specific
- D) primary data are likely to be outdated - correct answer a) secondary data usually cost less

In organizational decision making, managers are able to exercise the greatest degree of discretion in the

- A) enforcement of internal policies
- B) settlement of legal disputes
- C) restructuring of outstanding loans
- D) compliance with federal regulations - correct answer a) enforcement of internal policies

The term "net working capital" refers to

- (A) inventories, receivables, and current notes and investments
- (B) assets divided by liabilities
- (C) current assets less short-term liabilities
- (D) net assets left over after subtracting cost of goods sold - correct answer (C) current assets less short-term liabilities

Dreamland Pillow Company sells the "Old Softy" model for \$20 each. One pillow requires two pounds of raw material and one hour of direct labor to manufacture.

Raw material costs \$3 per pound and direct production labor is paid \$4 per hour. Fixed supervisory costs are \$2,000 per month and Dreamland rents its factory on a five-year lease for \$4,000 per month. All costs are considered costs of production.

How many pillows must Dreamland produce and sell each month to earn a monthly gross profit of \$1,000?

- (A) 300
- (B) 350
- (C) 600
- (D) 700 - correct answer (D) 700

Ets Business Major Field Test Study Guide

Kathleen Armour



Ets Business Major Field Test Study Guide:

The Ultimate Guide to Compact Cases Rebecca J. Morris, 2022-09-01 Filled with annotated examples checklists and writing prompts this practical guide takes readers through the research writing and teaching of short Compact Cases Tips are offered for managing student case writing projects teaching with cases online using data visualization to enhance student learning and getting cases published A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation James Oliver Nichols, 1995 **Resources in Education** ,2000 *Assessing Student Outcomes - Why, Who, What, How?* J. Fredericks Volkwein, 2011-11-22 This volume offers administrators and practitioners a summary guide to assessment in higher education from the reasons for undertaking assessment to the delivery of findings It opens with the questions that precede an effective study and drive research design To what extent is the study aimed at educational improvement and to what extent is it aimed at external accountability Are the results expected to demonstrate goal attainment improvement comparison to others meeting standards cost effective investment What is the population from whom assessment data are being collected Are we measuring the knowledge and skills of individuals and making decisions about their remediation certification or development Or are we sampling from particular groups of students and comparing them to each other or perhaps to themselves over time The core of the volume is devoted to the objects of assessment basic skills general education knowledge attainment in the major personal growth attitudes and satisfaction and alumni outcomes keeping in mind both cognitive and noncognitive measures One chapter describes common obstacles to effective assessment others describe conceptual models research methods and data collection strategies and instruments The concluding chapter underscores the importance of communicating research results effectively This is a special volume of the Jossey Bass higher education quarterly report series New Directions for Institutional Research Always timely and comprehensive New Directions for Institutional Research provides planners and administrators in all types of academic institutions with guidelines in such areas as resource coordination information analysis program evaluation and institutional management *Getting Into Graduate School* Gregory J. Privitera, 2014-07-15 In this exciting new book experienced author professor and teacher Gregory J Privitera 2013 Advisor of the Year at St Bonaventure University and recipient of the SBU Award for Professional Excellence in teaching in 2014 draws on his extensive expertise to give students a step by step plan for success in preparing for and applying to graduate school Broad in scope and rich in detail Getting Into Graduate School includes insights into how graduate school selection committees decide on candidates a concrete freshman to senior year plan and samples of application materials resumes and cover letters This empowering book provides everything students in psychology and the behavioral sciences need to map their course to academic and professional success Privitera helps students to keep their eye on a goal and a prize from day one of college and he helps them to understand that long term thinking can enhance all areas of life Ramani Durvasula California State University Los Angeles The single most impressive aspect is the concrete plan

outlined for how students can plan for applying to graduate school as early as their freshman year Stacy Bender Alfred University *Saving Higher Education* Martin J. Bradley, Robert H. Seidman, Steven R. Painchaud, 2012 Provides administrators a blueprint for creating sustaining and growing a 3 year bachelors degree program at higher education institutions of all types and sizes **Student Assessment in Higher Education** Kevin Cox, Bradford Imrie, Allen Miller, 2014-05-12 This text provides higher education teachers with an overview of the many approaches to setting marking and reviewing coursework assignments tests and examinations used in programmes for certificates diplomas first degrees or higher degrees It discusses the influence of each on students The ETS Test Collection Catalog Educational Testing Service. Test Collection, 1993 The major source of information on the availability of standardized tests Wilson Library Bulletin Covers commercially available standardized tests and hard to locate research instruments **Handbook of Human and Social Conditions in Assessment** Gavin T. L. Brown, Lois R. Harris, 2016-06-23 The Handbook of Human and Social Conditions in Assessment is the first book to explore assessment issues and opportunities occurring due to the real world of human cultural historical and societal influences upon assessment practices policies and statistical modeling With chapters written by experts in the field this book engages with numerous forms of assessment from classroom level formative assessment practices to national accountability and international comparative testing practices all of which are significantly influenced by social and cultural conditions A unique and timely contribution to the field of Educational Psychology the Handbook of Human and Social Conditions in Assessment is written for researchers educators and policy makers interested in how social and human complexity affect assessment at all levels of learning Organized into four sections this volume examines assessment in relation to teachers students classroom conditions and cultural factors Each section is comprised of a series of chapters followed by a discussant chapter that synthesizes key ideas and offers directions for future research Taken together the chapters in this volume demonstrate that teachers test creators and policy makers must account for the human and social conditions that shape assessment if they are to implement successful assessment practices which accomplish their intended outcomes *Assessment Essentials* Trudy W. Banta, Catherine A. Palomba, 2014-09-09 A comprehensive expansion to the essential higher education assessment text This second edition of *Assessment Essentials* updates the bestselling first edition the go to resource on outcomes assessment in higher education In this thoroughly revised edition you will find in a familiar framework nearly all new material examples from more than 100 campuses and indispensable descriptions of direct and indirect assessment methods that have helped to educate faculty staff and students about assessment Outcomes assessment is of increasing importance in higher education especially as new technologies and policy proposals spotlight performance based success measures Leading authorities Trudy Banta and Catherine Palomba draw on research standards and best practices to address the timeless and timeliest issues in higher education accountability New topics include Using electronic portfolios in assessment Rubrics and course embedded assessment Assessment in

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a rata rata kelas untuk menghitung nilai rata rata kelas pada masing masing siklus digunakan rumus sudjana 2009

keterangan x rata rata kelas x jumlah seluruh skor n banyaknya siswa b ketuntasan belajar individual ketuntasan belajar

individual dihitung dengan menggunakan rumus

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□ skor rata rata skor maksimal adalah 5 dan skor minimal adalah 1 maka berdasarkan konversi diperoleh klasifikasi penilaian

perangkat pembelajaran seperti pada tabel 3 sebagai berikut tabel 3 pedoman kriteria kevalidan interval skor kriteria □ 4 2

sangat baik 3 4 □ q4 2 baik 2 6 □ q3 4 cukup 1 8 □ q2 6 kurang baik

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rumus $\frac{1}{n} \sum_{i=1}^n x_i$ 2 1 pheasant 2003 hlm 18 dimana s d simpangan deviasi $\frac{1}{n} \sum_{i=1}^n (x_i - \bar{x})^2$ data pengukuran yang diambil persentile m nilai rata rata mean $\frac{1}{n} \sum_{i=1}^n x_i$ jumlah sampel e perhitungan bka dan bkb bka bkb wignjosoebroto 2015 hlm 31 f persentil nurmianto 2004 hlm 54 mengemukakan bahwa percentile adalah

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rumus rata rata sudjana 3 3 runtut waktu untuk proyeksi jangka pendek dan jangka panjang bagian ketiga menerangkan hal hal berkaitan dengan metode analisa regresi dan teknik pola time series yang terdiri dari metode analisa regresi serta teknik pola time series bagian keempat menguraikan hal hal yang berhubungan

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dalam skala interval atau rasio sering dideskripsikan dengan nilai rata rata mean atau total sementara itu dalam penentuan ukuran sampel melalui model pendekatan statistika terdapat rumus rumus yang berlainan untuk pengukuran rata rata total maupun proporsi

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resmi gazete de yayımlanan kararname ile 01 01 2013 tarihinden sonra açılan hesaplar için tl ve döviz mevduat hesaplarında vadeye göre stopaj oranları farklılaştırılmıştır tl mevduatta stopaj oranları 6 aya kadar olan vadelerde 5 6 aydan 1 yıla kadar 1 yıl dahil olan vadeler için 3 1 yıldan uzun vadeler için ise

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sudjana 2002 66 69 menjelaskan data itu adalah menentukan rerata mean nilai sering muncul modus dan nilai tengah data median rumus data tersebut adalah rumus yang digunakan untuk mencari rata rata mean adalah sumber sudjana 2004 keterangan mean rerata jumlah nilaihasil jumlah datasampel menentukan nilai yang sering muncul

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a rata rata mean rata rata digunakan untuk mencari nilai rata rata dari keseluruhan sampel yang ada dalam keseluruhan data yang akan dianalisis $\frac{1}{n} \sum_{i=1}^n x_i$ sudjana 2013 keterangan $\frac{1}{n} \sum_{i=1}^n x_i$ rata rata j $\frac{1}{n} \sum_{i=1}^n x_i$ jumlah keseluruhan data x $\frac{1}{n} \sum_{i=1}^n x_i$ banyaknya data b modus

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jan 17 2023 Öğretmenlerin süt izni 2023 Öğretmenlerin de doğum sonrası ilk 6 aylık dönemde günde 3 saat sonraki 6 aylık dönemde ise günde 1 5 saat süt izin hakları bulunmaktadır Öğretmenlerin yaz tatiline denk gelen doğum öncesi ve sonrası izin hakları öğretmen doğum izni hesaplamasında dikkate alınmaz ve sonrasına ilave edilmez

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menggunakan rumus berikut banyaknya peserta didik rumus rata rata hitung dimodifikasi dari sudjana 2005 dari 70 nilai tes hasil belajar thb dan keterangan 30 nilai pengerjaan lkpd kemudian hasil rata rata skor aktivitas peserta didik dari pengamat

ke i

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distribusi sampling rata rata sudjana 2001 87 mendefenisikan distribusi sampling rata rata adalah kumpulan dari bilangan bilangan yang masing masing merupakan rata rata hitung dari sampelnya notasi dalam distribusi sampling rata rata n ukuran sampel n ukuran populasi μ rata rata sampel $\bar{x}$ rata rata populasi

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cara menghitung rata rata hasil belajar matematika dengan rumus sudjana 2005 67 keterangan nilai rata rata hasil belajar matematika siswa banyaknya subjek jumlah nilai seluruh siswa adapun untuk menentukan varians nantinya akan disusun terlebih dahulu dalam tabel distribusi frekuensi

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rumus rata rata diadaptasi dari sudjana 1975 keterangan $\bar{x}$ skor rata rata praktikalitas $\bar{y}$ skor rata rata praktikalitas peserta didik ke $\bar{z}$ banyak peserta didik 5 kemudian hasil dari skor rata rata kepraktisan yang dinilai oleh guru dan peserta didik tersebut

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sudjana 1996 metoda statistika bandung tarsito bandung banyak uji t digunakan dengan rumus seandainya ada empat rata rata n 4 maka banyak uji t dilakukan adalah sebelum uji kesamaan beberapa rata rata dilakukan maka persyaratannya haruslah dipenuhi terlebih dahulu persyaratan uji beberapa rata rata sama halnya

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3 1 objek penelitian menurut sugiyono 2014 2 menyatakan objek penelitian adalah sebagai berikut objek penelitian sasaran ilmiah untuk mendapatkan data dengan tujuan dan kegunaan tertentu tentang sesuatu hal objektif valid dan reliable tentang suatu hal variable tertentu

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menentukan rata rata simpangan simpangan baku varians bilangan baku t bilangan baku z dan koefisien variasi dari sekumpulan data yang diberikan memahami arti korelasi dan kaitannya dengan ramalan menghitung koefisien korelasi untuk sekelompok data dengan cara produk momen pearson data tidak tersusun dan data tersusun kegiatan belajar

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yang diberikan oleh penilai kemudian rata rata perolehan skor kepraktisan olehh masing masing penilai dengan menggunakan rumus berikut k rumus rata rata hitung diadaptasi dari sudjana 2005 bengkulu yaitu ibu velysa astari s pd dan keterangan ibu alin suhermi s pd kepraktisan oleh siswa rata rata skor kepraktisan oleh

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b rata rata untuk menghitung rata rata digunakan rumus berikut $\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$ x sudjana 2016 67 keterangan x mean rata rata x i jumlah nilai uji f i jumlah frekuensi untuk nilai x i yang bersesuaian c variasi untuk menghitung variasi digunakan rumus berikut $s^2 = \frac{\sum f_i x_i^2}{\sum f_i} - \frac{(\sum f_i x_i)^2}{n}$ s i sudjana 2016 95

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selanjutnya ialah menghitung nilai rata rata kelas untuk mengetahui hasil tes siswa secara keseluruhan berikut rumus menghitung rata rata sudjana 2011 hlm x nilai rata rata $\bar{x} = \frac{\sum x_i}{n}$ jumlah seluruh nilai siswa jumlah siswa presentase ketuntasan belajar siswa yang diperoleh dari sudjana 2011 hlm 109

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pembeda butir soal uraian menggunakan rumus sebagai berikut persamaan 3 4 keterangan dp daya pembeda rata rata skor peserta didik kelas atas rata rata skor peserta didik kelas bawah b skor maksimal tiap butir soal abdullah shodiq 2012 105 klasifikasi indeks daya pembeda suharsimi arikunto 2009 218

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oct 20 2023 1 rumus percepatan rata rata rumus percepatan rata rata perubahan kecepatan waktu tempuh $\bar{a} = \frac{\Delta v}{\Delta t}$ v₂ v₁ t₂ t₁ $\bar{a}$ percepatan rata rata t waktu v kecepatan benda dari rumus tersebut nantinya dapat diketahui bahwa jika percepatan positif maka benda mengalami percepatan yang searah dengan gerak benda

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menurut sugiyono metode ini disebut metode kuantitatif karena data penelitian berupa angka angka dan analisis menggunakan statistik 22 penelitian kuantitatif sesuai dengan namanya banyak dituntut menggunakan angka mulai dari pengumpulan data penafsiran terhadap data tersebut serta penampilan dari hasilnya demikian

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web in biology the nervous system is the highly complex part of an animal that coordinates its actions and sensory information by transmitting signals to and from different parts of its body the nervous system detects environmental changes that impact the body then works in tandem with the endocrine system to respond to such events

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