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# ETS MAJOR FIELD TEST IN BUSINESS

## Questions & Answers

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- d) primary data are likely to be outdated - ANSWERSa) secondary data usually cost less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 - ANSWERSa) 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 - ANSWERS(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 - ANSWERS(D) 700

# Ets Major Field Exams Questions

**Martin J. Bradley, Robert H.  
Seidman, Steven R. Painchaud**

## **Ets Major Field Exams Questions:**

*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

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

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 student affairs Assessing institutional effectiveness As always the step by step approach of Assessment Essentials will guide you through the process of developing an assessment program from the research and

planning phase to implementation and beyond with more than 100 examples along the way Assessment data are increasingly being used to guide everything from funding to hiring to curriculum decisions and all faculty and staff will need to know how to use them effectively Perfect for anyone new to the assessment process as well as for the growing number of assessment professionals this expanded edition of Assessment Essentials will be an essential resource on every college campus

*Improving Quality in American Higher Education* Richard Arum, Josipa Roksa, Amanda Cook, 2016-05-02 An ambitious comprehensive reimagining of 21st century higher education *Improving Quality in American Higher Education* outlines the fundamental concepts and competencies society demands from today's college graduates and provides a vision of the future for students faculty and administrators Based on a national multidisciplinary effort to define and measure learning outcomes the Measuring College Learning project this book identifies essential concepts and competencies for six disciplines These essential concepts and competencies represent efforts towards articulating a consensus among faculty in biology business communication economics history and sociology disciplines that account for nearly 40 percent of undergraduate majors in the United States Contributions from thought leaders in higher education including Ira Katznelson George Kuh and Carol Geary Schneider offer expert perspectives and persuasive arguments for the need for greater clarity intentionality and quality in U S higher education College faculty are our best resource for improving the quality of undergraduate education This book offers a path forward based on faculty perspectives nationwide Clarify program structure and aims Articulate high quality learning goals Rigorously measure student progress Prioritize higher order competencies and disciplinarily grounded conceptual understandings A culmination of over two years of efforts by faculty and association leaders from six disciplines this book distills the national conversation into a delineated set of fundamental ideas and practices and advocates for the development and use of rigorous assessment tools that are valued by faculty students and society *Improving Quality in American Higher Education* brings faculty voices to the fore of the conversation and offers an insightful look at the state of higher education and a realistic strategy for better serving our 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

**Teaching Critical Thinking in Political Science** Jonathan Olsen, Vivienne Born, 2025-09-10 This illuminating book provides an overview of best practices to introduce and develop critical thinking CT skills in the political science classroom Featuring contributions from leading experts in a range of academic positions and subdisciplines it presents perspectives from the various institutional settings that characterize contemporary higher education

**The Departmental Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness** James Oliver Nichols, Karen W. Nichols, 2000

*The Sociology Student's Guide to Writing* Angelique Harris, Alia R. Tyner-Mullings, 2016-12-20 *The Sociology Student's Guide to Writing* by Angelique Harris and Alia R Tyner Mullings is a brief economical reference work that gives practical

advice about the writing tasks and issues that undergraduate students face in their first sociology courses Along with more traditional topics it incorporates valuable information about composing emails writing for online forums and using technology for information gathering and note taking Used by itself or in combination with other texts this book will increase the quality of student writing and enhance their knowledge of how sociologists communicate in writing

**The Standardized Test Scores of College Graduates, 1964-1982** Clifford Adelman, 1985

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

*Assessment to Promote Deep Learning* Linda Suskie, 2023-07-03 This edited collection of presentations by major speakers at AAHE's 1999 and 2000 Assessment Conferences offers cutting edge ideas from Jorge Klor de Alva Noel Entwistle James Anderson Victor Borden Jean MacGregor Vincent Tinto Jerri Holland Lindblad Barbara Wright and others Questions explored include

- 1 How does a successful for profit institution define and assess its learning outcomes and use that information to develop programs
- 2 How can we create curricula and assessments that promote deep learning that endures rather than superficial surface learning
- 3 What is an effective performance indicator and what keys determine the best utilization in varied situations
- 4 What have we learned from assessments of the learning community movement
- 5 How can we use both assessment and accreditation to promote cultural change

*Assessing Communication Education* William G. Christ, 2013-11-05 Designed as a handbook this text provides media speech public speaking interpersonal small group and organizational communication and theatre educators with both the theoretical and practical ammunition to fight the assessment battles on their campuses The philosophical implications of accountability are balanced with concrete specific and usable assessment strategies Stressing student faculty course program department and institutional assessment this book's aim is to provide in one place information that will help diverse and complex communication programs face the growing challenges in assessment The book is divided into three sections background and foundational information for assessment broad assessment strategies that apply to a variety of media speech and theatre courses and programs and context specific assessment strategies While covering a host of topics it provides an overview of assessment and suggests how it might impact communication education discusses the elements of program assessment and how linkage of mission statements with outcomes can lead to strong innovative programs compares and contrasts regional association requirements and presents a specific how to strategy for writing outcome statements discusses teaching evaluation and argues that we need to identify the what of teaching before we try to measure the how looks at creative ways for formative and summative course evaluation that starts with the creation of an explicit syllabus discusses the use of capstone courses as a way of evaluating not only their major but also how students have integrated their total educational experience suggests the variety of ways that interpersonal communication can be

assessed and calls for future research that stresses the knowledge component of learning reports on a strategy for developing small group communication assessment measures and provides media speech and theatre faculty and administrators with the background understanding and tools to build stonger programs and develop better courses and educational experiences for their students *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 **Assessment in Higher Education** Clifford Adelman,1986

*Measurement for Evaluation in Kinesiology* Ted A. Baumgartner,Andrew S. Jackson,Matthew T. Mahar,David A. Rowe,2015-02-13 Previous edition *Measurement for evaluation in physical education and exercise science* Ted A. Baumgartner 8th ed 2007 **Assessing Media Education** William Christ,2017-07-05 The chapters included in this component of *Assessing Media Education* are intended for those who have already developed an assessment plan and identified key student learning outcomes and who need more information on how to measure the outcomes both indirectly and directly *Measuring College Learning Responsibly* Richard J. Shavelson,2009-12-17 Accrediting boards the federal government and state legislatures are now requiring a greater level of accountability from higher education However current accountability practices including accreditation No Child Left Behind and performance reporting are inadequate to the task If wielded indiscriminately accountability can actually do more harm than good This innovative work looks broadly at how accountability is being considered by campuses accrediting boards higher education organizations and governments in the US and abroad It explores how new demands for accountability and new technologies are changing the way student learning is assessed The author one of the most respected assessment researchers in the nation provides a framework for assessing student learning and discusses historical and contemporary debates in the field He details new directions in assessment such as the Collegiate Learning Assessment he helped develop analyzes exemplary campus assessment programs and proposes considerations necessary for designing successful accountability systems **The National Assessment of College Student Learning** Sal Corrallo,1996 This report summarizes proceedings and conclusions of a two day national planning workshop to further the assessment of national postsecondary outcomes as suggested by Goal 6 5 of the National Education Goals and to determine how the National Center for Education Statistics NCES and the states might work more effectively to develop mutually supportive postsecondary assessment activities and policies Conclusions of the workshop indicate that there is no immediate possibility of aggregating state level data on postsecondary outcomes to create a usable national indicator But they do suggest other ways in which the states and the federal government might work together to improve the quality of the data Section 1 provides background information and an overview of the workshop Section 2 presents results of an inventory of state activities Section 3 describes the workshop s major discussion themes and conclusions concerning 1 the current political context for postsecondary assessment 2 the corresponding methodological context and 3 results of working

sessions Section 4 provides conclusions policy implications and possible next steps Appendices include in addition to the workshop agenda and participants list a paper describing current activities of the NCES and individual background papers on each state s activities in postsecondary assessment Also appended are the texts of the following prepared papers What Political Leaders Expect from Postsecondary Assessment Charles S Lenth Perspective from the National Education Goals Panel Ken Nelson The State Perspective Mark D Musick The Virginia Experience Margaret A Miller Making Assessment Essential without Legislative Mandates The Missouri Experience Ava L Fajen et al and Methodological Concerns An ETS Perspective John Mazzeo MAH      **Biennial Budget Recommendations for Indiana Higher Education** Indiana Commission for Higher Education,1989      *Assessing Media Education* William G. Christ,2013-11-05 This volume moves through the steps of developing an assessment plan establishing student learning outcomes in the various areas of the curriculum measuring these outcomes For faculty administrators preparing for accreditation

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