

An examination of the relationship between student performance on the business game simulation and the ets business major field exam

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Abstract

Assessment of learning (AOL) is of crucial importance to Colleges of Business undergoing both regional and AACSB accreditation. Many of these colleges utilize the Educational Testing Service (ETS) Business Major Field Exam for assessment purposes. Typically, models developed to investigate the variation in ETS exam results make use of variables such as SAT score, cumulative or business grade point average (CGPA or BGPA), gender, major, and transfer status. This paper extends these models by introducing performance on The Business Game, a simulation package used in many College of Business capstone courses, as a determinant of performance on the ETS Business Major Field Exam.