

**Indiana University Kokomo  
School of Business  
Undergraduate Program  
Assessment Report  
Academic Year 2011-2012**

## **I. BRIEF SUMMARY OF ASSESSMENT PLAN**

### *Highlights of the Assessment Plan*

Assessment of student learning is a priority for the School of Business. The School developed a set of program goals and learning outcomes and continues to collect assessment data each school year to measure student achievement of these outcomes. In 2011-2012, the School assessed a number of general education learning outcomes. In the undergraduate program, we focused on the assessment of quantitative, information, and computer skills. We used course-embedded assessment techniques to gather data on the achievement of these outcomes in core undergraduate courses. The faculty developed assessment forms and used benchmarks to evaluate individual student performance and establish whether the student learning in an outcome is Exemplary, Satisfactory, or Needs Improvement. The faculty also focused on the assessment of courses offered in the online format.

In order to get external validation of the assessment results, the School used the ETS Major Field Test in Business to measure the knowledge and skills of graduates. This is a national standardized test with a sample of 80,708 examinees from 585 institutions in 2010-2012. Overall, the School's graduates performed reasonably well on this national test in 2011-2012. There were 21 graduates taking the test in Spring 2012, and the mean performance for this cohort was at the 65<sup>th</sup> percentile compared to all institutions participating in the ETS Major Field Test internationally.

The following are assessment highlights:

- Mission, Program Goals and Learning Outcomes are established and reviewed
- Course-embedded assessment data is collected every school year
- External standardized testing with the ETS Major Field Test for Business
- Assessment Committee oversees all assessment activities
- Assessment results were reviewed by all faculty in regular faculty meetings
- Other activities include periodic surveys of students and graduates

### *Goals and Outcomes Assessed in 2011-2012*

The School assessed student performance on the following goals and outcomes in the 2011-2012 academic year. The focus was on quantitative, information, and computer skills. A full list of all learning goals and outcomes is available in the School's assessment plan document.

#### **Goal 2. Use information effectively**

- Outcome 2. 1. Students will determine the nature and extent of information needed
- Outcome 2. 2. Students will access the needed information effectively and efficiently
- Outcome 2. 3. Students will evaluate information and its sources critically
- Outcome 2. 4. Students will use information effectively to accomplish a specific purpose

#### **Goal 3. Demonstrate quantitative skills.**

- Outcome 3.1. Students will translate a verbal problem into mathematical notation

- Outcome 3.2. Students will solve the mathematical problem that models verbal problem
- Outcome 3.3. Students will use the solution of the mathematical problem to draw valid conclusions about the verbal problem

**Goal 5. Demonstrate skills with computers and information technology.**

- Outcome 5.1 - Students will use word processing software.
- Outcome 5.2 - Students will use spreadsheet software.
- Outcome 5.3 - Students will use presentation software.
- Outcome 5.4 - Students will use database management software.
- Outcome 5.5 - Students will demonstrate skills in web design.

## **II. ASSESSMENT METHODS**

### *Course-embedded Assessment*

The School used a combination of course-embedded assessment tools and an external nationally standardized ETS Major Field Test. For each outcome presented in Section I, a course-embedded system of assessment was used to collect data on student performance. The Curriculum Map is provided in Appendix A in order to demonstrate which specific courses are used for data collection for each of the outcomes. Please note that the complete discussion of the School's assessment methods is provided in the Assessment Plan. Not all outcomes are assessed every year. As mentioned above in Section I, the assessment efforts in 2011-2012 focused on outcomes related to quantitative, information, and computer skills.

In particular, in 2011-2012, outcomes 2.1-2.4 (Information skills) were assessed in S302, outcomes 3.1-3.3 (Quantitative skills) were assessed with a math skills quiz at three levels – freshmen (W100), seniors (J401), and graduate students (F542), outcomes 5.1-5.5 (Computer skills) were assessed in K201 and S302. These courses are all required core courses.

The School's Assessment Committee developed the assessment components and forms to evaluate the learning outcomes in each of the courses. Please refer to Appendix B for the forms used to assess the outcomes in 2011-2012. The forms identify the achievement of each learning outcome in the following fashion – Excellent, Acceptable, or Needs Improvement. A special case in 2011-2012 was the assessment of quantitative skills. Rather than focusing on the regular course-embedded methods that have previously been utilized in 2010-2011, a special quiz was prepared by the Assessment Committee and was administered at three levels in the program in order to measure the achievement of quantitative skills by freshmen, seniors, as well as graduate students.

In 2011-2012, the School also compared the performance of students in completely online sections of its core courses with regular in-class sections. This comparison was done for the information and computer skills outcomes assessed in the K201 and S302 courses.

For each outcome assessed, the data were collected for all students in a course section. For instance, the data collected in S302 were based on a sample of 29 students enrolled in that section. Multiple faculty members were involved in the collection and evaluation of assessment data. The committee reviewed all assessment results in preparation of this report. The summary of assessment results for each of the outcomes is presented in Appendix B.

### *National Standardized Test*

As a supplementary assessment tool, all graduates in Spring 2012 were required to take the national standardized ETS Major Field Test in Business. This test focuses on the knowledge in the functional areas of Business and was a required part of the capstone course (J401). The Assessment Committee and the faculty teaching in the different areas worked to link the assessment indicators provided by the ETS to the student learning outcomes. A grid summary of these links is available in the Assessment Plan. The Assessment Committee and the faculty review the ETS test data as an additional measure of achievement of the learning outcomes. The data from the ETS exam are also used to provide external validation to the course-embedded assessment data.

### **III. DESCRIPTION OF ASSESSMENT RESULTS**

Assessment results for 2011-12 are summarized in Table 1. This summary shows the mean student performance for each outcome assessed this school year. The course-level assessment results are presented in appendix B, while ETS test results are summarized in Appendix C.

#### *Course-embedded Assessment*

For outcome 2.1 – “Students will determine the nature and extent of information needed” – the mean performance was at 88.9%. For outcome 2.2 – “Students will access the needed information effectively and efficiently” the mean performance was at 88.2%. For outcome 2.3 – “Students will evaluate information and its sources critically” the mean performance was at 91.3%. For outcome 2.4 – “Students will use information effectively to accomplish a specific purpose” the mean performance was at 92.6%. The data were collected in course projects, for instance, outcome 2.2 was assessed with an internet research project, while outcomes 2.1, 2.3 and 2.4 were assessed with separate case study analysis assignments in the S302 course.

The quantitative skills assessment was performed with a math quiz given at three points in the program – freshmen, seniors, and graduate students. The assessment of graduate students is normally outside of the scope of this report, but was done with the same mechanism as undergraduate assessment in this case to ensure comparability of the results. The results demonstrate progressive improvement in the achievement of the students at the higher levels of the program. The mean score on this quiz was at 66% for freshmen, at 71% for seniors, and at 85% for graduate students. Students demonstrated a high level of achievement on individual questions linked to specific mathematical and statistical concepts. One area on this test that needs improvement is in application of complex mathematical models and formulas such as the EOQ method calculations or cost functions.

Finally, assessment results for computer skills demonstrate that for outcome 5.1 – “Students will use word processing software” – the mean performance was at 95.7%. For outcome 5.2 – “Students will use spreadsheet software” the mean performance was at 91.9%. For outcome 5.3 – “Students will use presentation software” the mean performance was at 98.0%. For outcome 5.4 – “Students will use database management software” the mean performance was at 96.0%. For outcome 5.5 – “Students will demonstrate skills in web design” the mean performance was at 87.8%. The data were collected in individual computer projects in the K201 and S302 courses. Overall, four out of five outcomes reach the Exemplary level, while one outcome is at the Satisfactory level (web design).

Table 1. Summary of Course-embedded Assessment Results

Outcome	Score	Evaluation		
		Exemplary	Satisfactory	Needs Improvement
<b>Goal 2. Use information effectively</b>				
Students will determine the nature and extent of information needed	88.9% (n=28)		X	
Students will access the needed information effectively and efficiently	88.2% (n=26)		X	
Students will evaluate information and its sources critically	91.3% (n=23)	X		
Students will use information effectively to accomplish a specific purpose	92.6% (n=28)	X		
<b>Goal 3. Demonstrate quantitative skills.</b>				
Freshmen (W100)	66% (n=18)	N/A		
Seniors (J401)	71% (n=19)	N/A		
Graduate students (F542)	85% (n=20)	N/A		
<b>Goal 5. Demonstrate skills with computers and information technology.</b>				
Students will use word processing software	95.7% (n=24)	X		
Students will use spreadsheet software	91.9% (n=29)	X		
Students will use presentation software	98.0% (n=25)	X		
Students will use database management software	96.0% (n=29)	X		
Students will demonstrate skills in web design	87.8% (n=23)		X	

Overall, the results demonstrate that student performance reaches the level of the faculty's expectations. Out of the nine learning outcomes that were graded by performance level in 2011-2012, six reached the level of Excellent, while the other three are at the Satisfactory level.

In the comparison of student performance between in-class and online courses, the following results were obtained. The information skills assessed in S302 were generally shown to have similar levels of achievement. Specifically, for outcome 2.1 – “Students will determine the nature and extent of information needed” – the mean performance was at 88.9% in the online course

assessed in 2012 and at 94.6% in the regular course assessed in the previous school year. For outcome 2.2 – “Students will access the needed information effectively and efficiently” the mean performance in the online course was at 88.2% while in-class section demonstrated 94.9%. For outcome 2.3 – “Students will evaluate information and its sources critically” the mean performance in the online course was at 91.3%, and exactly the same level of 91.3% was observed in the regular section. Finally, for outcome 2.4 – “Students will use information effectively to accomplish a specific purpose” the mean performance was at 92.6% in the online section, while regular section saw 86.4%.

In the assessment of computer skills, online courses demonstrated a higher level of performance in general. For word processing, the online course demonstrated performance at the level of 95.7%, and the regular in-class section showed 91.0%. For spreadsheet software, the online course was at 91.9%, and the regular course at 85.0%. For database software, the online course was at 96.0%, and the regular course at 94.7%. Overall the results are positive for the online courses in the School of Business and suggest that the School manages to maintain rigor in its online course offerings and ensures a high level of achievement for its learning outcomes.

#### *National Standardized Test*

The results of the standardized ETS test taken by the graduates are presented in Appendix C. In particular, there were 21 graduates taking the test in Spring 2012. The mean performance of this cohort was at the 65<sup>th</sup> percentile compared to all institutions participating in the ETS testing nationally. This sample includes 585 institutions and 80,806 students. While this level of performance is lower than ones achieved in recent years, it still is above national average and places the school's graduates in the top 35 percent of all test participants.

ETS test results are further linked to the learning outcomes assessed. For instance, in Spring 2012 the ETS test assessment indicators in the areas of Quantitative Analysis and Information Systems were at or above the 90<sup>th</sup> percentile nationally. The lowest scores this year were observed in Accounting, Economics, and Marketing. However, all of these areas ranked in the 90<sup>th</sup> percentile recently, and the observed decline may be temporary. The faculty will monitor the performance in these areas to see whether this decline was the effect of temporary factors.

## **IV. USING ASSESSMENT FOR PROGRAM IMPROVEMENT**

### *Program Improvement*

An important feature of our assessment plan is the presence of procedures aimed at “closing the loop” and improving the program in response to the assessment results. If the benchmark level set for the course-embedded data is not reached for a particular outcome, the faculty investigate the reasons for the below-target performance. The faculty then adjust the curriculum in order to ensure the targets are met. Such revisions were common in the past years when we assessed the achievement of outcomes in the areas of business. In 2011-2012, the Assessment Committee did not find any learning outcomes that required action, however our assessment plan includes a process for such curriculum changes.

An example of one recent change that continues in 2011-2012 is the effort to improve placement skills of students. In 2010, the School established mock interviews and resume critique as part of the required M301 course at the junior level. A placement councilor works with students at this level in order to prepare them for the job market during their senior year. This project was continued in 2011-2012 with the cooperation of Tracy Springer and the M301 instructor Dr. Rink. Furthermore, the School's Curriculum and Policy Committee worked to create an applied learning

requirement for students in order to improve their skills for working in organizations and help their employment prospects. All students of the School are now required to participate in an applied learning course or an internship. The School intends to assess the results of this change in the future.

## **V. DISSEMINATION OF RESULTS**

The assessment results are being disseminated in a variety of ways. The Assessment Committee collects and reviews all assessment results. The Chair of the Assessment Committee presents a summary of assessment activities to the School's faculty and staff at the regular School of Business meetings. In addition, a copy of this report is submitted to the IU Kokomo Office of Academic Affairs. These copies are publicly available to the stakeholders of the School, including web access through the university's web site.

The School also maintains an assessment web site with complete information on the School's assessment activities. The information on this web site includes assessment highlights for the undergraduate Business program and the M.B.A. program, the list of learning outcomes for the undergraduate and M.B.A. programs, and the results of ETS testing of graduates. The School was one of the first on campus to develop a complete web summary of assessment and continues to enhance the web availability of assessment documents. The current address of the School's assessment web page is:

<http://www.iuk.edu/academics/majors/business/resources/assessment.shtml>

Highlights of the assessment activities were also provided to the campus Center for Teaching, Learning, and Assessment (CTLA) for dissemination to stakeholders. This information is now available at the CTLA web site:

<http://iuk.edu/academics/ctla/assessment/results/index.shtml>

**APPENDIX A. LEARNING OUTCOMES CURRICULUM MAP**

		A201	A202	E201	E202	E270	D301	F301	K201	L201	M301/ M450	P301	S302	Z302	J401
Goal 1.	Communicate effectively														
Outcome 1.1.	Read critically									X					
Outcome 1.2.	Write effectively				X										
Outcome 1.3.	Speak effectively										X				X
Outcome 1.4.	Technology to support communication										X				X
Goal 2.	Use information effectively														
Outcome 2. 1.	Nature and extent of information needed												X		
Outcome 2. 2.	Access information effectively and efficiently												X		
Outcome 2. 3.	Evaluate information and its sources critically												X		
Outcome 2. 4.	Use information effectively to accomplish a specific purpose												X		
Goal 3.	Demonstrate quantitative skills.														
Outcome 3.1.	Translate a verbal problem into mathematical notation		X												
Outcome 3.2.	Solve the mathematical problem that models verbal problem		X												
Outcome 3.3.	Use the solution to draw valid conclusions		X												
Outcome 3.4.	Use fundamental statistical information					X		X							
Goal 4.	Demonstrate effective critical thinking skills.														
Outcome 4. 1.	Recognize issues that have alternative interpretations				X										X
Outcome 4. 2.	Compare the perspectives of others to their own				X										X
Outcome 4. 3.	Assess the quality of supporting evidence				X										X
Outcome 4. 4.	Assess the implications that result from proposed conclusions				X										X
Goal 5.	Demonstrate skills with computers and information technology.														
Outcome 5.1.	Use word processing software.								X						
Outcome 5.2.	Use spreadsheet software.												X		
Outcome 5.3.	Use presentation software.								X						
Outcome 5.4.	Use database management software.												X		
Outcome 5.5.	Develop skills in web design.								X						

		A201	A202	E201	E202	E270	D301	F301	K201	L201	M301/ M450	P301	S302	Z302	J401	J404
	ACCOUNTING															
6.1.1	Record accounting transactions.	X														
6.1.2	Phases of the accounting cycle.	X														
6.1.3	Major financial statements.	X														
6.1.4	Financial statements in decision making	X														
6.1.5	Overhead cost allocation.		X													
6.1.6	Cost behavior		X													
6.1.7	Variance analysis.		X													
6.1.8	Managerial accounting reports		X													
	ECONOMICS															
6.2.1	Supply and demand			X												
6.2.2	Cost measures			X												
6.2.3	Market structures			X												
6.2.4	Measures of inflation, unemployment and GDP				X											
6.2.5	Growth policy				X											
6.2.6	Fiscal and monetary policies				X											
6.2.7	Money and the Federal Reserve system.				X											
6.2.8	Gains to trade, barriers to trade			X												
	FINANCE															
6.3.1	The time value of money							X								
6.3.2	Valuation models							X								
6.3.3	Capital budgeting theory and its application							X								
6.3.4	Capital Asset Pricing Model.							X								
6.3.5	Capital structure							X								
	LEGAL, ETHICAL, SOCIAL, INTERNATIONAL ISSUES															
6.4.1	National, international and intercultural factors						X									
6.4.2	Theories of trade and investment						X									
6.4.3	Major trade and investment flows						X									
6.4.4	Multinational enterprises						X									
6.4.5	National competitiveness						X									
6.4.6	Concept of ethics															X
6.4.7	Nature and sources of law									X						
6.4.8	Rules that bound business entities									X						
	MANAGEMENT															
6.5.1	Nature of an enterprise															X
6.5.1.1	Environment of enterprise															X
6.5.1.2	Stakeholders of enterprise															X
6.5.2	Analytical framework of enterprise															X
6.5.2.1	Competitive analysis															X
6.5.2.2	Internal analysis of an organization															X
6.5.3	Leadership and motivation													X		
	MANAGEMENT INFORMATION SYSTEMS															
6.6.1	Nature of IS												X			
6.6.2	Database, its design and use												X			
6.6.3	Impact of IS on organization												X			
6.6.4	Implications of telecommunications and e-business												X			
	MARKETING															
6.7.1	Eight universal functions of marketing.										X					
6.7.2	Marketing concept.										X					
6.7.3	Marketing opportunities.										X					
6.7.4	Segment product-markets / marketing mix										X					
6.7.5	Marketing management / strategic market planning										X					
	OPERATION MANAGEMENT															
6.8.1	Role of operation management in business strategy											X				
6.8.2	Interaction with other functions											X				
6.8.3	Quality and technology											X				
6.8.4	Selected OM concepts and techniques											X				

**APPENDIX B. COURSE-EMBEDDED ASSESSMENT RESULTS**

## IU Kokomo School of Business Assessment Data Form

**Course:** S302

**Semester:** Spring 2012

**Faculty:** CHULKOV

Goal	Score	Evaluation		
		Excellent	Acceptable	Needs Improvement
Students will determine the nature and extent of information needed	88.9% (n=28)		X	
Students will access the needed information effectively and efficiently	88.2% (n=26)		X	
Students will evaluate information and its sources critically	91.3% (n=23)	X		
Students will use information effectively to accomplish a specific purpose	92.6% (n=28)	X		
Students will use spreadsheet software	91.9% (n=29)	X		
Students will use database management software	96.0% (n=29)	X		
Instruments used to collect data (exam, quiz, etc.):				
Outcome 2 is assessed with an internet research project.				
Outcomes 1, 3 and 4 are assessed with case study analysis assignments.				
The final two outcomes are assessed with individual computer projects.				

### Comparison of S302 online course and regular course assessment data

Goal	Regular course (Fall 2010)	Online course (Spring 2012)
Students will determine the nature and extent of information needed	94.6%	88.9%
Students will access the needed information effectively and efficiently	94.9%	88.2%
Students will evaluate information and its sources critically	91.3%	91.3%
Students will use information effectively to accomplish a specific purpose	86.4%	92.6%
Students will use spreadsheet software	85.0%	91.9%
Students will use database management software	94.7%	96.0%

**IU Kokomo School of Business Assessment Data Form**

**Course:** K201

**Semester:** Summer 2012

**Faculty:** CHULKOV

Goal	Score	Evaluation		
		Excellent	Acceptable	Needs Improvement
Students will use word processing software	95.7% (n=24)	X		
Students will use presentation software	98.0% (n=25)	X		
Students will demonstrate skills in web design	87.8% (n=23)		X	
Instruments used to collect data (exam, quiz, etc.): Hands-on individual computer projects				

**Comments: (attach additional material if necessary)**

Outcome 1 assessed based on 2 individual Word assignments  
 Outcome 2 assessed based on PowerPoint presentation individual project.  
 Outcome 3 assessed based on a web design individual project.

**Comparison of K201 online course and regular course assessment data**

Goal	Regular Course (SP 2011)	Online Course (SU 2012)
Students will use word processing software	91.0%	95.7%
Students will use presentation software	95.0%	98.0%
Students will demonstrate skills in web design	89.0%	87.8%

## Results from Spring 2012 School of Business Math Skills Assessment Test

This 10-question test is provided at the end of this document. It was administered online for J401 and F542 students and in class for W100 students.

	W100 (Freshman)	J401 (Seniors)	F542 (MBA students)
# of students	18	19	20
mean	6.6	7.1	8.5
median	7	8	9
mode	8	8	10
Question #1 (% correct)	44	36	55
Question #2 (% correct)	56	73	100
Question #3 (% correct)	83	84	100
Question #4 (% correct)	72	84	100
Question #5 (% correct)	61	84	95
Question #6 (% correct)	39	52	65
Question #7 (% correct)	78	89	80
Question #8 (% correct)	28	26	70
Question #9 (% correct)	94	89	95
Question #10 (% correct)	100	89	85

**School of Business Math Assessment Quiz (20 minutes, calculator allowed)**

Name \_\_\_\_\_ Year \_\_\_\_\_ (Fr, So, Jr, Sr, MBA)

1. At a previous market price of \$8/unit, 50 units were sold. When the price was cut to \$6/unit, 75 units were sold. What is the price elasticity of demand if the formula is the % change in unit sales divided by the % change in price? (Ignore adjustments for arc elasticity, just use the formula above.)
  - a. -4.0
  - b. -2.0
  - c. -0.5
  - d. -0.25
  - e. -0.1
  
2. The current marginal propensity to consume (mpc) is  $\frac{9}{10}$ . What is the spending multiplier if the formula is  $1/(1 - \text{mpc})$ ?
  - a. 0.1
  - b. 0.9
  - c. 1.0
  - d. 9.0
  - e. 10.0
  
3. If \$100 is left to grow at 5% interest per year, what is its value at the end of two years? This relationship is shown by  $FV = PV(1+r)^n$ , where r is the annual interest rate, n is the number of years, PV is the initial amount, and FV is the future amount. What is the future amount?
  - a. \$105.00
  - b. \$105.50
  - c. \$110.00
  - d. \$110.25
  - e. \$110.50
  
4. Based on  $FV = PV(1+r)^n$  from above, what amount must be invested now to end up with \$1,000 in two years assuming a 10% annual interest rate?
  - a. \$826.45
  - b. \$843.69
  - c. \$879.12
  - d. \$900.00
  - e. \$981.00
  
5. If a 1 Gb flash drive holds about a billion bytes and the average size of an mp3 music file is about 4 Mb or about 4 million bytes, approximately how many songs can you store on the flash drive?
  - a. 40
  - b. 250
  - c. 400
  - d. 2,500
  - e. 4,000

6. Assume that your annual cash needs are \$1,000. Also assume that each time you go to the bank to withdraw cash it costs you \$4 (gas, time, fees, etc.). Assume that your annual holding cost for cash is 20% (due in part because you tend to spend cash excessively when you hold it). Using the EOQ model below, how much money should you withdraw each time you visit the ATM. The EOQ is your optimal amount to withdraw at the ATM.

$EOQ = \sqrt{\frac{2DS}{H}}$ , where D is the annual demand quantity, S is cost per order (transaction), and H is the annual holding cost per unit.

- a. \$40
  - b. \$60
  - c. \$80
  - d. \$100
  - e. \$200
7. How would you describe the relationship between sales (y) over time (x) as depicted below? Use math terms to describe the function  $y = f(x)$ .

Sales (y) in million \$:	10	20	30	40	50	60	70
Year (x):	1	2	3	4	5	6	7

- a.  $y = x$
  - b.  $y = .1x$
  - c.  $y = 10x$
  - d.  $y = x + 10$
  - e.  $y = x - 10$
8. Total cost (TC) for a firm is represented by the following:  $TC = ax + b$ , where a = the variable cost per unit, b = the fixed costs, and x = # of units. For a specific firm the total cost function is  $6x + 10,000$ . What will be this firm's total variable costs if 1,000 units are produced?
- a. 4,000
  - b. 6,000
  - c. 10,000
  - d. 14,000
  - e. 16,000

9. What is the mean of the following numbers? 12, 18, 20, 25, 35
- a. 15
  - b. 18
  - c. 20
  - d. 22
  - e. 25

10. What is the median of the following numbers? 12, 18, 20, 25, 35
- a. 15
  - b. 18
  - c. 20
  - d. 22
  - e. 25

**APPENDIX C. ETS MAJOR FIELD TEST RESULTS**

## ASSESSMENT OF STUDENT LEARNING THROUGH ETS MAJOR FIELD TEST

The data represents results of IU Kokomo Business students in Educational Testing Service's standardized field test. The numbers are percentile rank scores for all categories and for each category separately for a given semester.

These percentile ranks for the IU Kokomo mean student score show how many of the ETS test takers nationally have scores below the IU Kokomo score. The 2010-12 comparative benchmarks from ETS are based on the sample of 80,806 students at 585 institutions. The ETS test form changes every three years making the comparison across time susceptible to this structural change. The most recent test form changes occurred in 2010.

Percentile scores	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Spring 2011	Spring 2012
Number of students tested	21	8	16	9	32	24	20	16	21
<b>Overall IU Kokomo Percentile</b>	<b>90</b>	<b>95</b>	<b>95</b>	<b>40</b>	<b>80</b>	<b>75</b>	<b>75</b>	<b>85</b>	<b>65</b>
Accounting	90	90	95	45	65	55	90	75	45
Economics	85	95	95	65	85	80	95	80	50
Mgmt	90	95	70	30	90	95	85	85	78
Quantitative Analysis	95	85	95	15	55	70	95	30	90
Finance	95	95	90	30	80	75	95	45	78
Marketing	80	95	95	20	80	80	85	95	48
Legal/Social Environ.	85	95	95	50	85	50	95	95	66
Information Systems	85	85	95	40	90	65	60	55	93
International Issues	85	95	95	75	75	90	95	85	70