

**Indiana University Kokomo  
School of Business  
Undergraduate Program  
Assessment Report  
Academic Year 2013-2014**

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

### *Highlights of the Assessment Plan*

Assessment of student learning is a priority for the School of Business. In 2012-13, the School performed a complete revision of its program goals and learning outcomes and started a new cycle of assessment data collection in Fall 2013 in order to measure student achievement of these outcomes. Specifically, the School decided to engage in a two-year effort of assessing every general education and business area learning outcome. The goal is to collect a complete set of assessment data for every outcome in advance of the School's accreditation maintenance visit in 2016. 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 Excellent, Acceptable, or Needs Improvement.

In order to get external validation of the assessment results, the School also used the ETS Major Field Test in Business to measure the knowledge and skills of graduates. This is an international standardized test. The 2013 comparative benchmarks from ETS are based on the sample of 128,136 students at 662 institutions worldwide. Overall, the School's graduates performed strongly on this national test in 2013-14. The mean performance for the 2013 cohort was at the 82<sup>nd</sup> percentile compared to all institutions participating in the ETS Major Field Test internationally.

The following are the highlights in our assessment of student learning:

- Mission, Program Goals and Learning Outcomes were reviewed and updated in 2013
- Course-embedded assessment data are collected every academic year
- 100 percent of the School's faculty participate in assessment of student learning
- External standardized testing is performed 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 also include periodic surveys of students and graduates

### *Goals and Outcomes Assessed in 2013-14*

The School started a cycle of assessment that covers every learning outcome in the 2013-14 academic year and 2014-15 academic year. A full description of the assessment plan is available in the corresponding document. The list of goals and outcomes assessed is presented below.

A graduate of the business program should be able to:

Goal 1. Communicate effectively

- Outcome 1.1. Students will read critically
- Outcome 1.2. Students will write effectively
- Outcome 1.3. Students will speak effectively
- Outcome 1.4. Students will use technology appropriately to support communication

Goal 2. Use information and technology effectively

- Outcome 2. 1. Students will determine the nature and extent of information needed
- Outcome 2. 2. Students will evaluate information and its sources critically
- Outcome 2. 3. Students will use spreadsheet software.
- Outcome 2. 4. Students will use database management software.

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
- Outcome 3.4. Students will use fundamental statistical information

Goal 4. Demonstrate effective critical thinking skills.

- Outcome 4. 1. Students will recognize issues that have alternative interpretations
- Outcome 4. 2. Students will assess the quality of supporting evidence
- Outcome 4. 3. Students will assess the implications and consequences that result from proposed conclusions

Goal 5. Demonstrate knowledge and skills in the functional areas of business.

- Outcome 5.1. Analyze and record accounting transactions.
- Outcome 5.2. Identify, describe, and prepare each of the major financial statements.
- Outcome 5.3. Explain how financial statements help decision makers.
- Outcome 5.4. Apply cost behavior to solve business problems.
- Outcome 5.5. Apply demand and supply analysis.
- Outcome 5.6. Derive the different measures of costs, revenues, and profits.
- Outcome 5.7. Explain the pricing implications of market structures.
- Outcome 5.8. Define inflation, unemployment and GDP.
- Outcome 5.9. Distinguish between fiscal and monetary policies, their goals, and their controlling authorities
- Outcome 5.10. Utilize valuation models to estimate the price of financial assets.
- Outcome 5.11. Apply capital budgeting theory, including the estimation of incremental after-tax cash flows and the use of the Net Present Value method.
- Outcome 5.12. Describe the influence of national, international and intercultural factors on strategic choices, including on decisions to make direct foreign investments.
- Outcome 5.13. Describe and apply the major theories that explain why trade and investment occur.
- Outcome 5.14. Describe the concept of ethics and its impact on leadership, decision-making, and socially responsible strategies.
- Outcome 5.15. Describe the impact of the legal and regulatory environment on business.
- Outcome 5.16. Perform competitive analysis.
- Outcome 5.17. Describe major theories of leadership and motivation.
- Outcome 5.18. Describe ethical human resource management practices.
- Outcome 5.19. Discuss the impact of IS on organization structure, business processes, and decision-making effectiveness.

- Outcome 5.20. Segment product markets and select target markets.
- Outcome 5.21. Develop a marketing mix to appeal to target markets.
- Outcome 5.22. Describe the importance of quality and technology to gain competitive advantage.
- Outcome 5.23. Apply quantitative models and technology to support managerial decision making.

## **II. ASSESSMENT METHODS**

### *Course-embedded Assessment*

The School used a combination of course-embedded assessment tools and an external 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. This Map demonstrates which specific courses are used for data collection for each of the learning outcomes. Please note that the complete discussion of the School's assessment methods is provided in the Assessment Plan document.

The School's Assessment Committee developed the assessment forms to evaluate the learning outcomes in each of the courses. Please refer to Appendix B for sample forms used to assess the outcomes in 2013-14. The forms identify the achievement of each learning outcome in the following fashion – Excellent, Acceptable, or Needs Improvement.

For each outcome assessed, the data were collected for all students in a course section. For instance, the data collected in BUS-A202 were based on a sample of 21 students enrolled in that section. Multiple faculty members were involved in the collection and evaluation of assessment data. In fact, we are proud to have 100 percent involvement of resident faculty in assessment. The Assessment committee reviewed all assessment results in preparation of this report. The results were also discussed with all faculty in regular faculty meetings. 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 Fall 2013 were required to take the 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 (BUS-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 document. 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 also provide external validation to the course-embedded assessment data.

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

The course-level assessment results for 2013-14 are presented in appendix B, while ETS test results are summarized in Appendix C.

### *Course-embedded Assessment*

The School assessed both general education skills, as well as knowledge and skills in the areas of business. There were four program goals with fifteen learning outcomes in the general skills, and

twenty-three learning outcomes in the areas of business. In Fall 2013, the assessment results demonstrate that student performance on the general education learning outcomes was generally Excellent or Acceptable with nine outcomes receiving Excellent rating and nine outcomes receiving Acceptable rating. Some of the outcomes were assessed in more than one course. Among the learning outcomes measuring knowledge and skills in the areas of business, three received Excellent ratings and nineteen received Acceptable ratings.

In Spring 2014, among the general education learning outcomes, there were six Excellent ratings and eleven Acceptable ratings. Looking at the areas of business shows one learning outcome with an Excellent rating and twenty-two with Acceptable ratings. Overall, the results demonstrate that student performance reaches the level of the faculty's expectations.

#### *National Standardized Test*

The results of the standardized ETS Major Field Test taken by the graduates are presented in Appendix C. In particular, the 2013 cohort of graduates included 22 students taking the ETS test. The mean performance of this cohort was at the 82<sup>nd</sup> percentile compared to all institutions participating in the ETS testing nationally. This sample includes 662 institutions and 128,136 students. This means that the overall mean score for School of Business graduates is in the top 18 percent worldwide.

ETS test results are further linked to the learning outcomes assessed. For instance, in 2013 the ETS test assessment indicators in the areas of Economics, Legal and Social Issues, International Issues, and Information Systems were above the 90<sup>th</sup> percentile nationally. The lowest scores this year were observed in Accounting and Marketing. However, all of these areas improved compared with the 2012 results.

#### **IV. CONTINUOUS IMPROVEMENT OF ASSESSMENT PROCESS**

The School's faculty and the Assessment Committee focus on the continuous improvement of the program and the assessment process itself. In 2012-13, a major revision of the assessment plan was undertaken. All faculty members reviewed the program goals and learning outcomes in their areas, as well as the courses where the assessment data are collected. As the result, a new assessment plan was prepared with a more focused list of program goals and learning outcomes and a streamlined assessment curriculum map. Academic year 2013-14 was the first year under this new assessment plan.

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. In 2013-14, the Assessment Committee did not find any learning outcomes that required such an intervention, however our assessment plan includes a process for such curriculum changes. Faculty members also use assessment data on their own to adjust teaching in their courses.

An example of one recent change that continued in 2013-14 is the effort to improve job placement skills of students. Recently, the School established mock interviews and resume critique as part of the required BUS-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 2013-14 with the cooperation of Tracy Springer and the BUS-M301 instructor Dr. Rink. A survey of the BUS-M301 student taking part in this project was taken in Fall 2013. Survey

results suggest that the integration of mock interviews and resume critique has a positive impact and that students realize the value in this process.

## **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/business/resources/program-assessments.php>

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://www.iuk.edu/ctla/assessment/results/bus\\_sum.php](http://www.iuk.edu/ctla/assessment/results/bus_sum.php)

**APPENDIX A. LEARNING OUTCOMES CURRICULUM MAP**

		A201	A202	E201	E202	E270	D301	F301	K201	L201	M301	P301	K302	S302	Z302	J401	J404
<b>Goal 1.</b>	<b>Communicate effectively</b>																
Outcome 1.1.	Read critically									Project							
Outcome 1.2.	Write effectively				Essay							Project					
Outcome 1.3.	Speak effectively																Presentation
Outcome 1.4.	Use technology to support communication								Project								
<b>Goal 2.</b>	<b>Use information and technology effectively</b>																
Outcome 2. 1.	Nature and extent of information needed																Project
Outcome 2. 2.	Evaluate information and its sources critically																Project
Outcome 2. 3.	Use spreadsheet software.					HW			Project			Project					Project
Outcome 2. 4.	Use database management software.								Project								Project
<b>Goal 3.</b>	<b>Demonstrate quantitative skills.</b>																
Outcome 3.1.	Translate a verbal problem into mathematical notation		Quiz, Exam										Exam				
Outcome 3.2.	Solve the mathematical problem that models verbal problem		Quiz, Exam										Exam				
Outcome 3.3.	Use the solution to draw valid conclusions		Quiz, Exam			HW, Test											
Outcome 3.4.	Use fundamental statistical information					HW, Test											
<b>Goal 4.</b>	<b>Demonstrate effective critical thinking skills.</b>																
Outcome 4. 1.	Recognize issues that have alternative interpretations			Exam, Forum	Essay												
Outcome 4. 2.	Assess the quality of supporting evidence			Exam, Forums													
Outcome 4. 3.	Assess the implications that result from proposed conclusions			Exam, Forums													
<b>Goal 5.</b>	<b>Demonstrate knowledge in functional areas of business.</b>																
5.1	Analyze and record accounting transactions.	Quiz, Exam															
5.2	Identify and prepare major financial statements.	Quiz, Exam															
5.3	Financial statements in decision making		Quiz, Exam														
5.4	Cost behavior		Quiz, Exam														
5.5	Supply and demand			Exam	Quiz, Exam												
5.6	Cost, revenue, and profit measures			Exam													
5.7	Pricing and market structures			Exam													
5.8	Measures of inflation, unemployment and GDP				Quiz, Exam												
5.9	Fiscal and monetary policies				Quiz, Exam												
5.10	Valuation models									Quiz, Exam							
5.11	Capital budgeting theory and its application									Quiz, Exam							
5.12	National, international and intercultural factors						Exam										
5.13	Theories of trade and investment						Exam										
5.14	Concept of ethics																Groupwork
5.15	Legal and regulatory environment									Exam							
5.16	Competitive analysis																Exam, Project
5.17	Theories of leadership and motivation													Exam			
5.18	Human resource management practices																Groupwork
5.19	Impact of IS on organization														Exam, Case		
5.20	Segment product markets										Exams, exercises						
5.21	Develop marketing mix										Exams, exercises						
5.22	Importance of quality and technology											Exam, Project					
5.23	Quantitative models to support decision-making																Exam, Project

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



## IU Kokomo School of Business Assessment Results - Undergraduate Program - Fall 2013 Semester

		Course	Excellent	Acceptable	Needs Improvement	Score	Benchmark (Excellent / Acceptable)
<b>Goal 1.</b>	<b>Communicate effectively</b>						
Outcome 1.1.	Read critically	L201		X		87%	90% / 70%
Outcome 1.2.	Write effectively	E202 / P301	X	X		87% / 70%	80% / 60%
Outcome 1.3.	Speak effectively	J404	X			93%	85% / 70%
Outcome 1.4.	Use technology to support communication	K201	X			90%	90% / 70%
<b>Goal 2.</b>	<b>Use information and technology effectively</b>						
Outcome 2. 1.	Nature and extent of information needed	S302	X			95%	85% / 70%
Outcome 2. 2.	Evaluate information and its sources critically	S302	X			92%	85% / 70%
Outcome 2. 3.	Use spreadsheet software.	E270 / P301		X		72%	80% / 60%
Outcome 2. 4.	Use database management software.	K201 / S302	X	X		86% / 88%	85% / 70%
<b>Goal 3.</b>	<b>Demonstrate quantitative skills.</b>						
Outcome 3.1.	Translate a verbal problem into mathematical notation	A202 / K302		X		76% / 74%	80% / 60%
Outcome 3.2.	Solve the mathematical problem that models verbal problem	A202 / K302	X	X		100%/73%	80% / 60%
Outcome 3.3.	Use the solution to draw valid conclusions	A202 / E270		X		71% / 70%	80% / 60%
Outcome 3.4.	Use fundamental statistical information	E270		X		68%	80% / 60%
<b>Goal 4.</b>	<b>Demonstrate effective critical thinking skills.</b>						
Outcome 4. 1.	Recognize issues that have alternative interpretations	E202		X		81%	85% / 70%
Outcome 4. 2.	Assess the quality of supporting evidence	E202	X			87%	85% / 70%
Outcome 4. 3.	Assess the implications that result from proposed conclusions	E202	X			87%	85% / 70%

## IU Kokomo School of Business Assessment Results - Undergraduate Program - Fall 2013 Semester

		Course	Excellent	Acceptable	Needs Improvement	Score	Benchmark (Excellent / Acceptable)
<b>Goal 5.</b>	<b>Demonstrate knowledge in functional areas of business.</b>						
Outcome 5.1	Analyze and record accounting transactions.	A201		X		79% / 67%	80% / 60%
Outcome 5.2	Identify and prepare major financial statements.	A201		X		81% / 68%	80% / 60%
Outcome 5.3	Financial statements in decision making	A202		X		76%	80% / 60%
Outcome 5.4	Cost behavior	A202		X		79%	80% / 60%
Outcome 5.5	Supply and demand	E202	X			87%	85% / 70%
Outcome 5.6	Cost, revenue, and profit measures	E201					85% / 70%
Outcome 5.7	Pricing and market structures	E201					85% / 70%
Outcome 5.8	Measures of inflation, unemployment and GDP	E202		X		78%	85% / 70%
Outcome 5.9	Fiscal and monetary policies	E202		X		81%	85% / 70%
Outcome 5.10	Valuation models	F301		X		82%	90% / 70%
Outcome 5.11	Capital budgeting theory and its application	F301		X		80%	90% / 70%
Outcome 5.12	National, international and intercultural factors	D301		X		80%	80% / 60%
Outcome 5.13	Theories of trade and investment	D301		X		70%	80% / 60%
Outcome 5.14	Concept of ethics	J404	X			88%	85% / 70%
Outcome 5.15	Legal and regulatory environment	L201		X		65%	80% / 60%
Outcome 5.16	Competitive analysis	J401		X		80%	80% / 60%
Outcome 5.17	Theories of leadership and motivation	Z302 / J401	X	X		79% / 97%	80% / 60%
Outcome 5.18	Human resource management practices	J404		X		82%	85% / 70%
Outcome 5.19	Impact of IS on organization	S302		X		81%	85% / 70%
Outcome 5.20	Segment product markets	M301		X		73%	90% / 70%
Outcome 5.21	Develop marketing mix	M301		X		72%	90% / 70%
Outcome 5.22	Importance of quality and technology	P301		X		75%	80% / 60%
Outcome 5.23	Quantitative models to support decision-making	K302		X		73%	80% / 60%

## IU Kokomo School of Business Assessment Results - Undergraduate Program - Spring 2014

		Course	Excellent	Acceptable	Needs Improvement	Score	Benchmark (Excellent / Acceptable)
<b>Goal 1.</b>	<b>Communicate effectively</b>						
Outcome 1.1.	Read critically	L201		X		86%	90% / 70%
Outcome 1.2.	Write effectively	E202 / P301	X	X		81%/71%	80% / 60%
Outcome 1.3.	Speak effectively	J404	X			91%	85% / 70%
Outcome 1.4.	Use technology to support communication	K201	X			91%	90% / 70%
<b>Goal 2.</b>	<b>Use information and technology effectively</b>						
Outcome 2. 1.	Nature and extent of information needed	S302	X			86%	85% / 70%
Outcome 2. 2.	Evaluate information and its sources critically	S302	X			86%	85% / 70%
Outcome 2. 3.	Use spreadsheet software.	K201 / P301		X		72%	80% / 60%
Outcome 2. 4.	Use database management software.	K201 / S302	X	X		80%/85%	85% / 70%
<b>Goal 3.</b>	<b>Demonstrate quantitative skills.</b>						
Outcome 3.1.	Translate a verbal problem into mathematical notation	A202 / K302		X		71%/73%	80% / 60%
Outcome 3.2.	Solve the mathematical problem that models verbal problem	A202 / K302		X		73%/74%	80% / 60%
Outcome 3.3.	Use the solution to draw valid conclusions	A202 / E270		X		76%	80% / 60%
Outcome 3.4.	Use fundamental statistical information	E270		X		68%	80% / 60%
<b>Goal 4.</b>	<b>Demonstrate effective critical thinking skills.</b>						
Outcome 4. 1.	Recognize issues that have alternative interpretations	E202		X		82%/80%	85% / 70%
Outcome 4. 2.	Assess the quality of supporting evidence	E202		X		81%	85% / 70%
Outcome 4. 3.	Assess the implications that result from proposed conclusions	E202		X		82%	85% / 70%

## IU Kokomo School of Business Assessment Results - Undergraduate Program - Spring 2014

		Course	Excellent	Acceptable	Needs Improvement	Score	Benchmark (Excellent / Acceptable)
<b>Goal 5.</b>	<b>Demonstrate knowledge in functional areas of business.</b>						
Outcome 5.1	Analyze and record accounting transactions.	A201		X		76%/74%	80% / 60%
Outcome 5.2	Identify and prepare major financial statements.	A201		X		74%/75%	80% / 60%
Outcome 5.3	Financial statements in decision making	A202		X		78%	80% / 60%
Outcome 5.4	Cost behavior	A202		X		78%	80% / 60%
Outcome 5.5	Supply and demand	E201/E202		X		80%/76%	85% / 70%
Outcome 5.6	Cost, revenue, and profit measures	E201		X		80%/80%	85% / 70%
Outcome 5.7	Pricing and market structures	E201		X		78%/80%	85% / 70%
Outcome 5.8	Measures of inflation, unemployment and GDP	E202		X		78%	85% / 70%
Outcome 5.9	Fiscal and monetary policies	E202		X		77%	85% / 70%
Outcome 5.10	Valuation models	F301		X		75%	90% / 70%
Outcome 5.11	Capital budgeting theory and its application	F301		X		76%	90% / 70%
Outcome 5.12	National, international and intercultural factors	D301		X		80%	80% / 60%
Outcome 5.13	Theories of trade and investment	D301		X		70%	80% / 60%
Outcome 5.14	Concept of ethics	J404	X			89%	85% / 70%
Outcome 5.15	Legal and regulatory environment	L201		X		78%	80% / 60%
Outcome 5.16	Competitive analysis	J401		X		85%	80% / 60%
Outcome 5.17	Theories of leadership and motivation	Z302		X		81%	85% / 70%
Outcome 5.18	Human resource management practices	J404		X		82%	85% / 70%
Outcome 5.19	Impact of IS on organization	S302		X		79%	85% / 70%
Outcome 5.20	Segment product markets	M301		X		79%	90% / 70%
Outcome 5.21	Develop marketing mix	M301		X		75%	90% / 70%
Outcome 5.22	Importance of quality and technology	P301		X		77%	80% / 60%
Outcome 5.23	Quantitative models to support decision-making	K302		X		73%	80% / 60%

## IU Kokomo School of Business Assessment Data Form

**Course:**        **A202**  
**Semester:**   **Fall 2013**  
**Faculty:**           **JY Kim**      

Please return this form to Dmitriy Chulkov.

Please include your evaluation of the aggregate student performance measured for the assessment outcomes in the course. If you use a numerical measure in your assessment (for example, the percentage of correct answers on a test) include it under “Score”. Also include your evaluation by placing a checkmark in the appropriate area.

Goal	Score	Evaluation		
		Excellent	Acceptable	Needs Improvement
Translate a verbal problem into mathematical notation	76%		X	
Solve the mathematical problem that models verbal problem	100%	X		
Use the solution of the mathematical problem to draw valid conclusions about the verbal problem	71%		X	
Explain how financial statements help decision makers	76%		X	
Apply cost behavior to solve business problems	78.5%		X	
Instruments used to collect data (exam, quiz, etc.): Exam, Quiz				

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

The data were collected from 21 students of one section of A202.

## IU Kokomo School of Business Assessment Data Form

**Course:** S302

**Semester:** Spring 2014

**Faculty:** Chulkov

Please return this form to Dmitriy Chulkov.

Please include your evaluation of the aggregate student performance measured for the assessment outcomes in the course. If you use a numerical measure in your assessment (for example, the percentage of correct answers on a test) include it under "Score". Also include your evaluation by placing a checkmark in the appropriate area.

Goal	Score	Evaluation		
		Excellent	Acceptable	Needs Improvement
Students will determine the nature and extent of information needed	86%	X		
Students will evaluate information and its sources critically	86%	X		
Students will use spreadsheet software	89%	X		
Students will use database management software	85%	X		
Discuss the impact of IS on organization structure, business processes, and decision-making effectiveness	79%		X	
Instruments used to collect data (exam, quiz, etc.): Case studies, Forums, Individual Hands-on projects				

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

S302 online course

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

## INDIANA UNIVERSITY KOKOMO SCHOOL OF BUSINESS

### Assessment of Student Learning with ETS Major Field Test

This table shows results of IU Kokomo Business students in Educational Testing Service's standardized major 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 2010-13 comparative benchmarks from ETS are based on the sample of 128,136 students at 662 institutions worldwide. The ETS test form changes periodically making the comparison across time susceptible to this structural change. The most recent test form changes occurred in 2010.

	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Spring 2011	Spring 2012	Spring and Fall 2013
Percentile scores										
Number of students tested	21	8	16	9	32	24	20	16	21	22
<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>	<b>82</b>
Accounting	90	90	95	45	65	55	90	75	45	67
Economics	85	95	95	65	85	80	95	80	50	93
Management	90	95	70	30	90	95	85	85	78	72
Quantitative Analysis	95	85	95	15	55	70	95	30	90	83
Finance	95	95	90	30	80	75	95	45	78	79
Marketing	80	95	95	20	80	80	85	95	48	59
Legal and Social Environment	85	95	95	50	85	50	95	95	66	97
Information Systems	85	85	95	40	90	65	60	55	93	94
International Issues	85	95	95	75	75	90	95	85	70	94