Institutional Effectiveness
2024-2025

Program: Business Management BSBA
College and Department: College of Business, Decision Sciences and Management
Contact: Curtis Armstrong
Mission:

The College of Business produces career-ready, professionally adept, and community-engaged graduates, generates application-oriented research, and provides exceptional service to business and society.

Our mission is accomplished by:

Emphasizing integrative, personalized, and engaging experiential learning opportunities – both within and outside the classroom.

Producing research that makes meaningful contributions to the practice of business and business education.

Expertly serving University, community, and business constituents to improve and promote the social well-being and economic success of the Upper Cumberland and Tennessee.

Maintaining ethical, equitable, and inclusive learning environments and student interactions

We believe teaching, research, and service are interdependent and synergistic, and that the spirit of discovery and pursuit of knowledge underlie our educational focus and guide our service activities.

The College of Business developed a new mission statement in 2020-21. It is aligned with the University's mission.

Undergraduate program includes Departments of 1) Decision Sciences and Management; 2) Economics, Finance, and Marketing

Attach Curriculum Map (Educational Programs Only):
Attached Files: See Appendix 1

PO1: Expand Academic Program Initiatives

Define Outcome:
Expand academic program initiatives at both the undergraduate and graduate levels.

Assessment Methods:
Program Initiatives: Academic Program initiatives to support the mission of the College are proposed by Departments. They also result from the strategic plan of the College. These proposals are presented and discussed by the College level committees and in college faculty meetings.

Assessed by number and types of program initiatives.

Criteria for Success (Thresholds for Assessment Methods):
Program initiatives are efficiently discussed and voted on by the College level committees.

Link to 'Tech Tomorrow' Strategic Plan:
1.A Experiential Learning,2.A Technology Infused Programs

Results and Analysis:
The International Business and Cultures (IBAC) major was identified as a low enrollment major.

Use of Results to Improve Outcomes:
It has been recommended that the IBAC be sunset. The focus will be moved to promoting the existing International Management minor for students interested in the field. This change is supported by as significant shift in enrollment from the IBAC major to the International Management minor.

PO2: Increase Enrollments and Financial Support

Define Outcome:
Increase enrollments and provide financial support for enrolled students.

Assessment Methods:
Enrollment Data: Enrollment data is reviewed every Fall semester and discussed in the College faculty meetings. Actions to promote enrollment and increase financial support for enrolled students are developed, presented, and discussed in the College level committees, in the Departments, and in college faculty meetings.

Assessed by activities to promote enrollment, financial support for enrolled students, and enrollment data.

Criteria for Success (Thresholds for Assessment Methods):
The enrollment data is reviewed every Fall semester and discussed in the College faculty meetings with recommendations on promoting enrollment and increasing financial support.

Link to 'Tech Tomorrow' Strategic Plan:
1.C Diversity,2.C Adult Learners

Results and Analysis:

- COB's undergraduate FTE enrollment in Fall 2024 increased by 8 percent compared to enrollment in Fall 2023, from 1110 to 1199.
- The number of new freshmen increased by 2 percent, from 213 Fall 2023 to 217 in Fall 2024 and the number of transfer students increased by 17 percent, from 63 to 74 in the same time period.
- Diversity indicators, i.e., percentages of female students and students of color, of the total undergraduate enrollment, have remained fairly steady in the last three years.
- COB organized several on-campus recruitment and promotion events such as back-to-school bash, block party publicizing academic and professional opportunities to non-business students on campus.
- COB regularly participates in SOAR, Community Day, Family Weekend, Preview Day, and Community College visits. In Summer 2024 there were ten SOAR events and three sessions for transfer students that were hosted by the Student Success Center.
- Since Spring 2023, COB has hosted two Business Showcases in Johnson Hall to showcase the opportunities in business for the prospective students (and their parents) who have been admitted to TTU but not enrolled and College of Business Connect in Foundation

Hall Auditorium with the purpose of engaging current freshmen and providing information and clarity on all things COB.

Use of Results to Improve Outcomes:

- COB participated in or hosted several recruitment events.
- Twin Lakes continues to provide $15K for COB students to complete professional certification in IT.
- COB students participate in several leadership events hosed *by the* Professional Readiness and Leadership Center.

PO3: Provide Faculty Support

Define Outcome:
Provide strong faculty units and resources for faculty support to meet the academic mission of the college.

Assessment Methods:
Assessed by Faculty Resources and Resources for Faculty Support; Faculty qualifications assessed by the AACSB standards. AACSB (Association for Advancement of Collegiate Schools of Business International) is the accrediting body for the College of Business (COB).

Faculty hiring needs are discussed in Departmental and College level meetings. A recruitment committee, which typically includes all faculty from the area and an outside representative is formed when hiring is approved at the university level. The recruitment process for new faculty follows the policies and procedures of the University and is monitored in the Office of Diversity and Legal Affairs. The committee develops a job description and an advertising plan, which includes as a minimum the Chronicle of Higher Education, appropriate discipline publications, and direct contacts with historically black institutions that grant the appropriate degree. At least one member of the search committee attends appropriate national discipline meetings to have short interviews with as many candidates as possible. In 2021-22 initial screening of the candidates was done through virtual interviews. After a full review of credentials, the search committee typically selects three candidates to invite for campus interviews. The interviews include meetings with the faculty, a presentation to the faculty, and meetings with the department chair, the dean of the college, and the Provost. The committee ranks the candidates and the Dean and the Provost negotiate the terms of employment. All materials are evaluated electronically.

The College has developed definitions of qualified faculty in accordance with the most recent (2020) AACSB standards. Faculty qualifications are updated in the annual professional accomplishments form completed by faculty and reviewed by Department Chairs. Actions to increase resources for faculty support are developed, presented, and discussed in Departmental and College level meetings.

Criteria for Success (Thresholds for Assessment Methods):
All courses offered by the College of Business are taught by faculty members who are qualified as defined by the current AACSB standard for faculty qualifications.

Link to 'Tech Tomorrow' Strategic Plan:
2.B Research, Scholar, Intellect, and Creativity,2.D Diverse Faculty and Staff,4.B Programs, Certificates, and Training

Results and Analysis:

- A lecturer started in Fall 2024 in the area of Business Communications
- An instructor to start in Fall 2024 was hired in the area of Business and IT.
- A tenure-track faculty member in the rank of an assistant professor to start in Fall 2024, was hired in the area of Finance.
- Faculty resources were augmented by hiring to replace faculty who have left or retired, in areas where there is a need to support the core academic mission and degree programs offered by the college.
- Resources were provided to support faculty consistent with the needs expressed in the faculty development plan submitted annually by each faculty member.

Use of Results to Improve Outcomes:

- The College will be hiring to fill the position of the J.E. Owen Chair of Excellence.
- The College will be hiring new faculty members to fill positions due to program needs and a vacancy in the area of Business and IT.
- COB faculty at all levels and career stages are not only supported but encouraged to attend conferences and pursue degrees, professional certificates, and licensures related to their teaching disciplines.

SLO1: Demonstrate Competency in the Core Business Areas

Define Outcome:
Business students will demonstrate competency in the core business areas.

Assessment Methods:
ETS Exit Exam (Major Field Test in Business): The ETS Exit Exam is taken by graduating seniors in the Fall and Spring semesters.

Content area scores in the ETS Exit Exam.

Criteria for Success (Thresholds for Assessment Methods):
The benchmark for the overall score is the ETS national median of all institutional scores. The threshold is the ETS national 25th percentile of all overall institutional scores. Action is taken if the threshold is consistently not being met.

The benchmarks for the content area scores are the national mean percentages of correct answers of ETS. The threshold is the ETS national 25th percentile of all institutional scores in the content areas. Action is taken if the threshold is consistently not being met.

Link to 'Tech Tomorrow' Strategic Plan:
4.B Programs, Certificates, and Training

Results and Analysis:
See attached document for ETS Scores Overall and Content Areas - Fall 2019 - Spring 2025. COB median for overall score exceeded the national ETS benchmark in Fall 2024 and Spring 2025.

- All the content area scores also exceeded the national ETS benchmark in Fall 2024 and Spring 2025.

Attached Files: See Appendix 2

Use of Results to Improve Outcomes:
Based on these results, no intervention will be taken at this time. These scores will be monitored in future semesters.

SLO2: Demonstrate Awareness of Ethical Implications

Define Outcome:
Business students will demonstrate awareness of ethical implications of business decisions.

Assessment Methods:
Ethics Scenario: An ethics scenario (with questions corresponding to the three dimensions of ethical awareness) was administered to graduating seniors. Faculty assessed student answers to questions regarding the scenario using the ethics rubric. The questions were aligned with the dimensions of the ethics rubric, Q1- recognizing the ethical dilemma or issue; Q2 - identifying the affected stakeholders, and Q3 - recommending solutions/actions.

Criteria for Success (Thresholds for Assessment Methods):
The benchmark is that at least 75% of students will get scores of 4 or above on a 1-5 scale on each of the rubric dimensions. A score of 3 is considered satisfactory performance. The threshold is that at least 50% of students will get scores of 3 or above on each of the rubric dimensions.

Link to 'Tech Tomorrow' Strategic Plan:
4.B Programs, Certificates, and Training

Results and Analysis:
Ethics was specifically included in two courses - BMGT 3510 - Business Management and LAW 2810 - Business Law. This content included ethical discussion and case analysis. Students scored above the threshold in all four areas of ethical assessment: identify the ethical dilemma, identify the stakeholders, propose possible solutions, and recommend a solution.

	Question 1	Question 2	Question 3	Questions 4
Total	79	79	79	80
>=4	69	78	63	72
%	87.34%	98.73%	79.75%	90.00%

Student scored above threshold in all areas

Question 1 - Identify the ethical dilemma
Question 2 - Identify the stakeholders
Question 3 - Identify possible solutions
Question 4 - Recommend a solution

Use of Results to Improve Outcomes:
We will continue with both the ethical treatment and assessment to monitor student process.

SLO3: Demonstrate Ability for Problem Solving and Decision Making

Define Outcome:
Business students will demonstrate ability for problem solving and decision making.

Assessment Methods:
California Critical Thinking Skills Test: Senior Exit Exam California Critical Thinking Skills Test (CCTST) taken online in Fall and Spring semesters by graduating seniors.

The overall scores and the scores on each of the following dimension/scales of CCTST: *Analysis*: *Inference*: *Evaluation*; *Induction*; and *Deduction* were considered. Note that the online version assessed additional critical reasoning skills: *Interpretation*, *Explanation*, and *Numeracy*.

Criteria for Success (Thresholds for Assessment Methods):
The prevailing 75% benchmark (for other learning objectives) is used. That is at least 75% of students will exhibit moderate/strong/superior reasoning skills. The threshold is that at least 50% of students will exhibit moderate/strong/superior reasoning skills. Action is taken if the threshold is consistently not being met.

Link to 'Tech Tomorrow' Strategic Plan:
4.B Programs, Certificates, and Training

Results and Analysis:
See the attached document 2025 Spring CCTST COB Results with Chart.

- The scores in *Inference*, *Induction*, and *Interpretation* dimensions met or exceeded the benchmark in Spring 2025.
- The overall performance scores did not meet the benchmark in Spring 2025 but they exceeded the threshold.
- In Spring 2025, overall performance on all dimensions exceeded the threshold.

Attached Files: See Appendix 3

Use of Results to Improve Outcomes:
The scores for Numeracy have improved since 2024 with the implementation of the Quantitative Reasoning Initiate. This initiate will continue to be implemented in the core business classes.

SLO4: Demonstrate Communication Skills

Define Outcome:

Business students will demonstrate proficiency in communication skills.

a. Business students will demonstrate proficiency in written communication skills.
b. Business students will demonstrate proficiency in oral communication skills.

Assessment Methods:

Written and Oral Communication: Rubric-based assessment of writing samples from BMGT 4930 (capstone core class) from the Spring 2022 semester; Rubric-based assessment of a randomized sample of oral presentations from the core business class BMGT 3720 (Business Communications) in Fall 2021.

Criteria for Success (Thresholds for Assessment Methods):

The benchmark is that at least 75% of students will get scores of 4 (good) or above on a scale of 1-5 on each dimension of the above rubrics. The threshold is that at least 50% of students will get scores of 4 or above on each dimension of the above rubrics.

Link to 'Tech Tomorrow' Strategic Plan:

4.B Programs, Certificates, and Training

Results and Analysis:

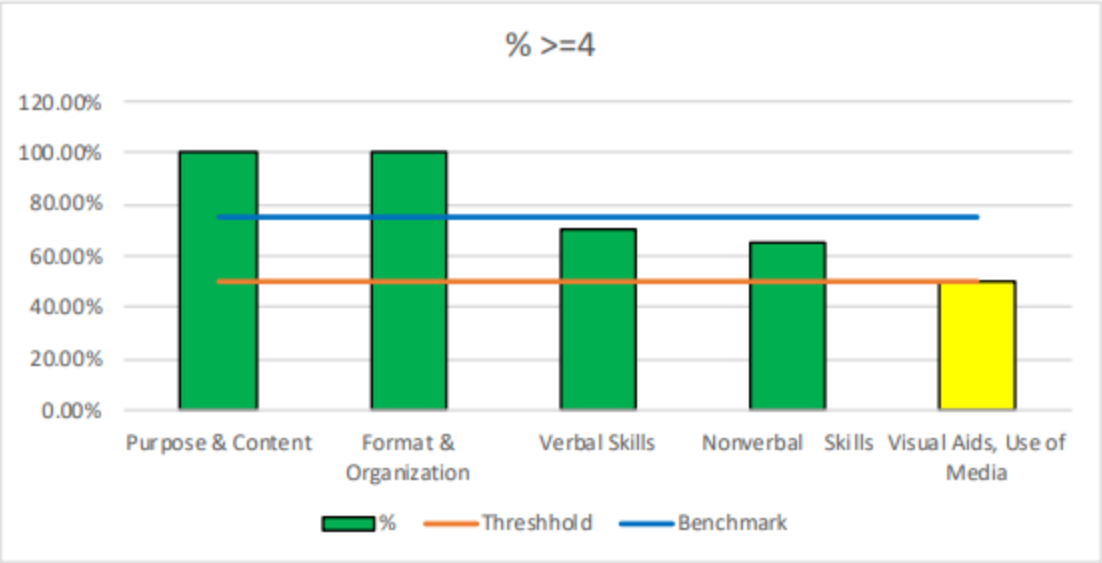
For written communications, the benchmark of at least 75% of students scoring at or above 4 (good) was met for all five dimensions of the rubric.

For oral communications, the benchmark of at least 75% of students scoring at or above 4 (good) was met for all five dimensions of the rubric.

Spring 2024 Writing Assessment Results

Count	30					
Scores	Purpose	Tone	Organization	Grammar	Format	Rating
Excellent	26	18	8	17	27	5
Good	3	12	17	12	2	4
Satisfactory	1	0	5	1	1	3
Needs Improvement	0	0	0	0	0	2
Unacceptable	0	0	0	0	0	1
Percent 4 or 5	96.67%	100.00%	83.33%	96.67%	96.67%	

	Purpose & Content	Format & Organization	Verbal Skills	Nonverbal Skills	Visual Aids, Use of Media
#Students	20	20	20	20	20
>=4	20	20	14	13	10
%	100.00%	100.00%	70.00%	65.00%	50.00%
Threshhold	50%	50%	50%	50%	50%
Benchmark	75%	75%	75%	75%	75%



Use of Results to Improve Outcomes:

We will continue implementing our Writing Across the Curriculum initiate with at least one writing assignment included in all core business courses.

SLO5: Demonstrate Skills to Work in Teams

Define Outcome:
Business students will demonstrate skills necessary to work in teams in diverse group settings.

Assessment Methods:
TeamMate: Individual-level teamwork skills and team-level skill dimensions were assessed using TeamMate software (an online peer-assessment tool from CAPSIM) in Capstone Business Strategy (BMGT 4930) class. This tool measures an individual student's team skills along four dimensions: Preparation, Execution, Monitor, and Adjustment (4Ps). The tool also provides measures of team performance on the dimensions of Cohesion, Confidence, Conflict, Cooperation, and Coordination (5Cs).

Criteria for Success (Thresholds for Assessment Methods):
At least 75% of student teams will maintain or show improvements on the four dimensions of individual-level team skill effectiveness. The threshold is that at least 50% of student teams will maintain or show improvements on the four dimensions of individual-level team skill effectiveness.

At least 75% of student teams will maintain or show improvements on the five dimensions of team performance. The threshold is that at least 50% of student teams will maintain or show improvements on the five dimensions of team performance.

Link to 'Tech Tomorrow' Strategic Plan:
4.B Programs, Certificates, and Training

Results and Analysis:
See the attached document for the results of the 4Ps and 5Cs from *TeamMate* for Spring 2025 in BMGT 4930 (Capstone) sections.

- The benchmark is "at least 75% of teams will either show improvement (>5%) or maintain (+/-5%) their performance from Round 1 to Round 2 feedback on the individual-level team skills (4Ps) and team-level team skills (5Cs)." The satisfactory threshold is 50% of the teams.
- In Spring 2025, the 4 P's benchmark was met for Execution and Monitoring, and Preparation, but not for Adjustment.
- In Spring 2025, the 5 C's benchmark was met for cohesion, confidence, cooperation, and coordination. The benchmark was not met for conflict.

Attached Files: See Appendices 4 and 5

Use of Results to Improve Outcomes:

These results will be presented to the professions teaching BMGT 4930. At this time, the results do not call intervention, but the future scores in these areas will be closely monitored.

SLO6: Possess Competencies in the Major Discipline

Define Outcome:
College of Business Majors will possess competencies (skills and knowledge) in their major discipline.

- Business and Information Technology (BIT) Majors will demonstrate competency on the ETS Major Field Test Assessment Indicator for Information Systems.
- Business Management (BMGT) Majors will demonstrate competency on the ETS Major Field Test Assessment Indicator for Management.
- Economics (ECON) Majors will demonstrate competency on the ETS Major Field Test Assessment Indicator for Economics.
- Finance (FIN) Majors will demonstrate competency on the ETS Major Field Test Assessment Indicator for Finance.
- International Business and Cultures (IBAC) Majors will demonstrate competency on the ETS Major Field Test Assessment Indicator for International Issues.
- Marketing (MKT) Majors will demonstrate competency on the ETS Major Field Test Assessment Indicator for Marketing.

A curriculum map (see Appendix 1) shows the linkages between the courses in the BSBA program and student learning outcomes.

Assessment Methods:
The assessment indicator of the relevant content area of the ETS Exit Exam (Major Field Test in Business). The ETS Exit Exam is taken by graduating seniors in the Fall and Spring Semesters. In the ETS exam, there are questions pertaining to the content area of each major discipline. The performance of the cohort of students in the particular major is assessed by the average percentage of correct answers in the respective content area, e.g., the performance of marketing majors in the marketing content area of the Exam.

Criteria for Success (Thresholds for Assessment Methods):
The benchmark is the national mean percentage of correct answers in the content area. The threshold is the national 25th percentile of the percentage of correct answers in the content area. Action is taken if the threshold is consistently not being met.

Link to 'Tech Tomorrow' Strategic Plan:
4.B Programs, Certificates, and Training

Results and Analysis:

See attached document for BSBA SLO6 Results

- In Spring 2025, the scores in the content area of each major for which results are available exceeded their respective benchmarks.
- The results of the ETS exam for Fall 2024 did not capture student majors, so the data for that semester are not available.

Attached Files: See Appendix 6

Use of Results to Improve Outcomes:

We will continue monitoring the Major specific ETS data to verify that the benchmarks are maintained.

Results were not available for ECON and IBAC majors for several past semesters because there were fewer than five ECON and IBAC majors taking the Business ETS exit exam.

Summative Evaluation:

PO1: It has been recommended that the IBAC be sunset. The focus will be moved to promoting the existing International Management minor for students interested in the field. This change is supported by a significant shift in enrollment from the IBAC major to the International Management minor.

PO2: New professional development and career opportunities are being created for COB students:

- COB participated in or hosted several recruitment events.
- Twin Lakes continues to provide $15K for COB students to complete professional certification in IT.
- COB students participate in several leadership events hosted *by the* Professional Readiness and Leadership Center.

PO3: The College will be hiring to fill the position of the J.E. Owen Chair of Excellence.
The College will be hiring new faculty members to fill positions due to program needs and a vacancy in Business and IT. COB faculty at all levels and career stages are not only supported but encouraged to attend conferences and pursue degrees, professional certificates, and licensures related to their teaching disciplines.

SLO3: The recommendations of the college task force on Quantitative Reasoning will continue to be implemented in the core business classes to meet the threshold for Numeracy.

SLO4: We will continue implementing our Writing Across the Curriculum initiative with at least one writing assignment included in all core business courses.

Assessment Plan Changes:

SLO6: Results were not available for ECON and IBAC majors for several past semesters because there were fewer than five ECON and IBAC majors taking the Business ETS exit exam. To address this issue, performance in capstone courses for ECON and IBAC majors is being considered as a proxy. Additionally, the scores in the Economics major field test will replace the scores of Economics majors in the Business ETS exit exam.

List of Appendices:

Appendix 1: Curriculum Map
Appendix 2: ETS Scores Overall and Content Areas - Fall 2019 - Spring 2025
Appendix 3: 2025 Spring CCTST COB Results with Charts
Appendix 4: TeamMATE 4930 4Ps Analysis - Spring 2025
Appendix 5: TeamMATE 4930 5Cs Analysis - Spring 2025
Appendix 6: ETS COB Major-Specific Data Fall 2020 - Spring 2025

Appendix 1: Curriculum Map

BSBA Curriculum Map 2022-23

Core Courses	SLO Core Business Knowledge	SLO Critical Reasoning and Problem-solving	SLO Written Communications	SLO Oral Communications	SLO Team Skills	SLO Ethics Awareness
ACCT 2110	Principles of Accounting	X	X			X
ACCT 2120	Managerial Accounting	X	X			X
LAW 2810	Business Law					X
BMGT 3510	Management and Organizational Behavior	X	X	X	X	X
BMGT 3720	Business Communications		X	X	X	
BMGT 4930 (Capstone)	Strategic Management	X	X		X	X
DS 2810	Computer skills	X	X	X	X	X
DS 3520	Operations Management	X	X			
DS 3620	Business Analytics	X	X			
DS 3841	Information Systems	X	X	X		X
ECON 2010	Microeconomics	X	X			X
ECON 2020	Macroeconomics	X	X		X	
ECON 3610	Business Statistics	X	X			X
FIN 3210	Finance	X	X			
MKT 3400	Marketing	X	X	X	X	X

Appendix 2: ETS Scores Overall and Content Areas - Fall 2019 - Spring 2025

ETS Scores (Fall 2019- Spring 2025)

	Fall 2019	*Spring 2020*	*Fall 2020*	*Spring 2021*	*Fall 2021*	*Spring 2022*	*Fall 2022*	*Spring 2023*	*Fall 2023*	*Spring 2024*	*Fall 2024*	*Spring 2025*	2025 ETS Benchmark	2025 ETS Threshold
COB MEDIAN	152	152	152	152	153	152	150	152	150	153	153	152	150.0	146.0

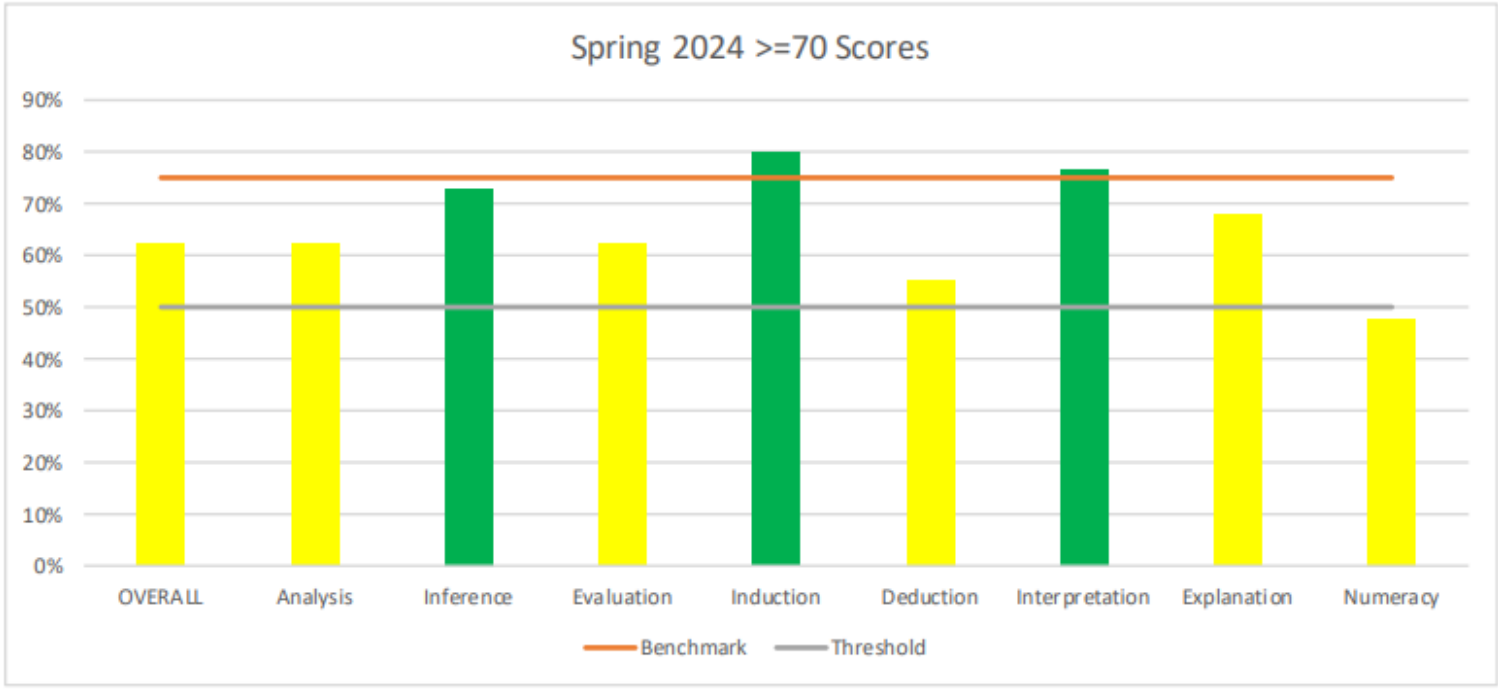
ETS Content Area Scores (Fall 2019- Spring 2025)

Content Area	*Fall 2019*	*Spring 2020*	*Fall 2020*	*Spring 2021*	Fall 2021	Spring 2022	*Fall 2022*	*Spring 2023*	Fall 2023	Spring 2024	Fall 2024	Spring 2025	2025 ETS Benchmark	2025 ETS Threshold
Accounting	46	46	46	47	46	42	39	42	40	43	43	42	41	38
Economics	41	44	43	43	55	54	50	52	51	52	55	53	51	48
Management	63	62	62	63	58	57	59	58	57	60	58	58	57	54
Quantitative Business Analysis	38	41	41	39	45	43	41	43	41	44	44	42	35	31
Finance	44	45	43	47	46	43	42	43	40	45	44	43	42	40
Marketing	52	51	53	54	58	57	53	55	56	55	58	56	52	48
Legal and Social Environment	46	47	47	48	52	51	51	51	49	51	50	52	52	48
Information Systems	56	54	57	56	43	41	43	44	42	42	43	42	42	39
International Issues	41	42	40	42	49	48	43	47	46	45	47	46	46	43

Appendix 3: 2025 Spring CCTST COB Results with Charts

	OVERALL	Analysis	Inference	Evaluation	Induction	Deduction	Interpretation	Explanation	Numeracy
>=70	99	99	116	99	127	88	122	108	76
n=143	159	159	159	159	159	159	159	159	159

	OVERALL	Analysis	Inference	Evaluation	Induction	Deduction	Interpretation	Explanation	Numeracy
>=70	62%	62%	73%	62%	80%	55%	77%	68%	48%
Benchmark	75%	75%	75%	75%	75%	75%	75%	75%	75%
Threshold	50%	50%	50%	50%	50%	50%	50%	50%	50%

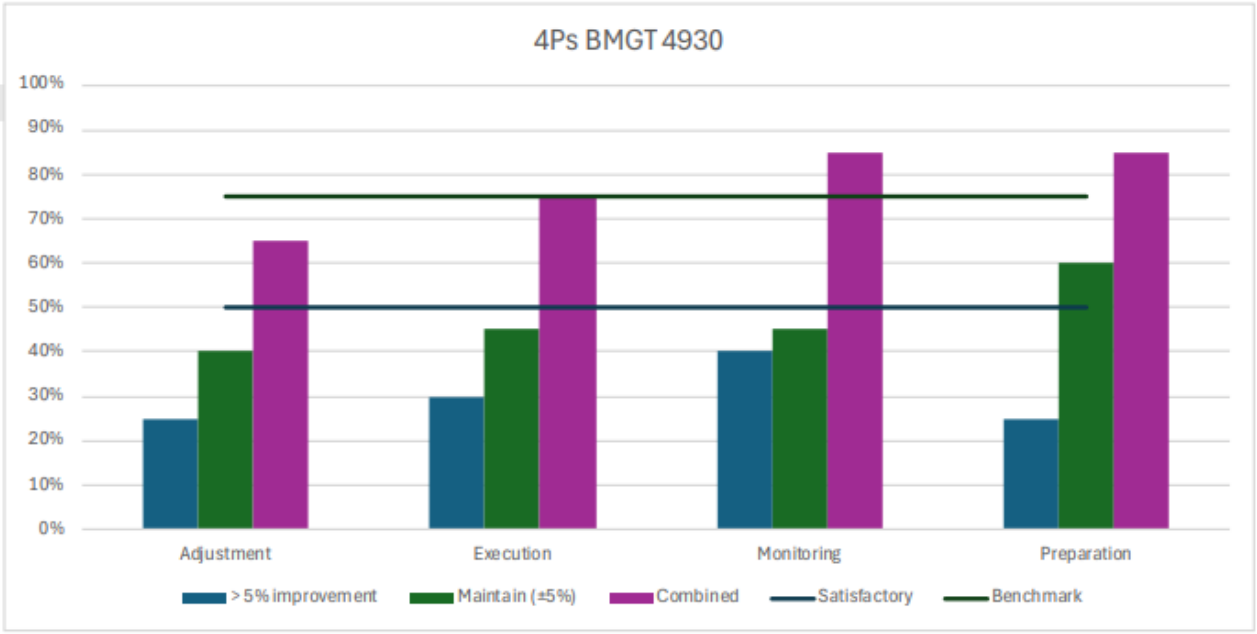


Appendix 4: TeamMATE 4930 4Ps Analysis - Spring 2025

4Ps BMGT 4930 - Spring 2025	> 5% improvement	Maintain (±5%)	Combined
Adjustment	5	8	13
Execution	6	9	15
Monitoring	8	9	17
Preparation	5	12	17

Total Number
20

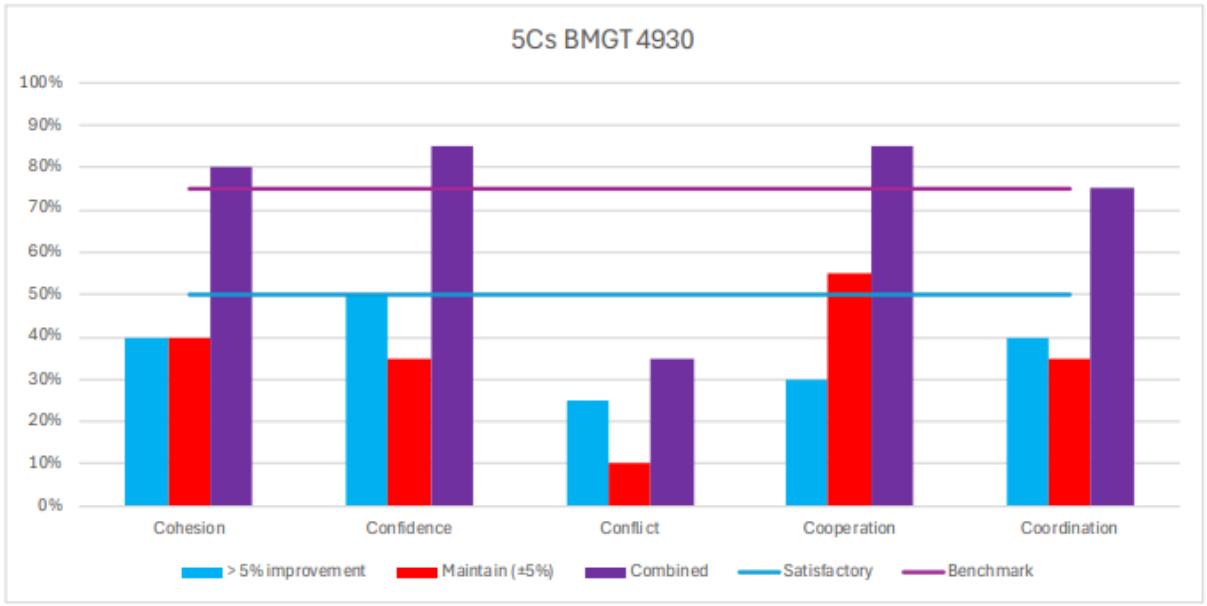
Percents	> 5% improvement	Maintain (±5%)	Combined	Satisfactory	Benchmark
Adjustment	25%	40%	65%	50%	75%
Execution	30%	45%	75%	50%	75%
Monitoring	40%	45%	85%	50%	75%
Preparation	25%	60%	85%	50%	75%



Appendix 5: TeamMATE 4930 5Cs Analysis - Spring 2025

5Cs BMGT 4930 - Spring 2025	> 5% improvement	Maintain (±5%)	Combined	
Cohesion	8	8	16	Total Number
Confidence	10	7	17	20
Conflict	5	2	7	
Cooperation	6	11	17	
Coordination	8	7	15	

Percents	> 5% improvement	Maintain (±5%)	Combined	Satisfactory	Benchmark
Cohesion	40%	40%	80%	50%	75%
Confidence	50%	35%	85%	50%	75%
Conflict	25%	10%	35%	50%	75%
Cooperation	30%	55%	85%	50%	75%
Coordination	40%	35%	75%	50%	75%



Appendix 6: ETS COB Major-Specific Data Fall 2020 - Spring 2025

Accounting

	Fa 2020	Sp 2021	Fa 2021	Sp 2022	Fa 2022	Sp 2023	Fa 2023	Sp 2024	Fa 2024	Sp 2025
Scores	57	53	53	52	49		51	57		52
2024 Benchmark	40.9	40.9	40.9	40.9	40.9	40.9	40.9	40.9	40.9	40.9
2024 Threshold	38	38	38	38	38	38	38	38	38	38

Marketing

	Fa 2020	Sp 2021	Fa 2021	Sp 2022	Fa 2022	Sp 2023	Fa 2023	Sp 2024	Fa 2024	Sp 2025
Scores	55	57	62	58	60		54	57		56
2024 Benchmark	52.3	52.3	52.3	52.3	52.3	52.3	52.3	52.3	52.3	52.3
2024 Threshold	49	49	49	49	49	49	49	49	49	49

Finance

	Fa 2020	Sp 2021	Fa 2021	Sp 2022	Fa 2022	Sp 2023	Fa 2023	Sp 2024	Fa 2024	Sp 2025
Scores	47	65	60	54	48		56	62		60
2024 Benchmark	41.8	41.8	41.8	41.8	41.8	41.8	41.8	41.8	41.8	41.8
2024 Threshold	39.5	39.5	39.5	39.5	39.5	39.5	39.5	39.5	39.5	39.5

Management

	Fa 2020	Sp 2021	Fa 2021	Sp 2022	Fa 2022	Sp 2023	Fa 2023	Sp 2024	Fa 2024	Sp 2025
Scores	64	62	57	58	60		58	59		57
2024 Benchmark	56.9	56.9	56.9	56.9	56.9	56.9	56.9	56.9	56.9	56.9
2024 Threshold	54	54	54	54	54	54	54	54	54	54

BIT

	Fa 2020	Sp 2021	Fa 2021	Sp 2022	Fa 2022	Sp 2023	Fa 2023	Sp 2024	Fa 2024	Sp 2025
Scores	62	64	59	52	62		56	55		59
2024 Benchmark	41.6	41.6	41.6	41.6	41.6	41.6	41.6	41.6	41.6	41.6
2024 Threshold	39	39	39	39	39	39	39	39	39	39