Ongoing Improvement Progress Report

Instructions and Report Template

As part of the protocols outlined in Western's Institutional Quality Assurance Process (IQAP), to facilitate the continuous improvement of academic programs between review cycles, in connection with the Final Assessment Report (FAR) and Implementation Plan, a monitoring process will include an Ongoing Improvement Progress Report. The outcomes of this report will be considered as part of the program's next cyclical review.

The purpose of this report is to provide an update on the operationalization of the implementation plan following a Cyclical Program Review (or the review of a New Program). This should include a brief summary of actions taken by the Program and the Dean's Office since the completion of the review (usually about three years), as well as an update on the stage of implementation for all applicable items. These include:

- whether the action item(s) are in progress, complete or no longer applicable (with a brief explanation);
- the timelines of each item and how they are progressing or expected to progress, particularly if they are diverting from original timelines in the FAR and Implementation Plan, and;
- a short description of any other program developments and improvements that have taken place following the review.
- For new programs only, an evaluation of the initial administration and resourcing of the program.

The following report template has been created for the program to report on progress made regarding recommendations presented in the Implementation Plan, and any other relevant program developments and enhancements.

- The program will complete the template and submit it to the faculty Dean's Office for sign-off.
- The program will then submit the completed Ongoing Improvement and Progress Report to the Office of Academic Quality and Enhancement (OAQE). Reports are due by June 30.
    - The OAQE will present all Ongoing Improvement and Progress Reports to SUPR-U/G. Any follow-up questions/concerns, will be communicated to the program and Dean's Office by the OAQE.

Ongoing Improvement Progress Report

Program / Faculty Information

Program	Management and Organizational Studies, BMOS	**Faculty / Affiliated University College**	King's University College
Approval Dates of the Review	SUPR-U: June 29, 2022 ACA: September 7, 2022 Senate: September 16, 2022	**Year of the Next Review**	2029-2030
Link to the Programs Final Assessment Report (FAR)	*https://www.uwo.ca/pvp/vpacademic/iqap/academic_programs/iqap_reports/kings_undergrad/Kings-MOS-FAR-Senate.pdf*		
If applicable, submission of follow-up report(s)	*Dates to be populated by the OAQE (if applicable)*		

	Name	**Signature**	**Date**
Program Chair/Director	Dr. Jennifer Jeffrey		June 20, 2025
Dean (or delegate)	Dr. Josephine Gemson		June 23, 2025

Progress Update on the Implementation Plan

Recommendation #5	Proposed Action and Follow-up	Responsibility	Timeline
Explore moving to a cohort system in the MOS program broadly and the four main MOS streams in particular.	Outline the benefits and drawbacks of a cohort system within the program and determine if a transition to this model is both desirable and feasible. If so, draft an action plan and timeline for this transition.	Associate Director - MOS Director of the School of MEM Academic Dean	By July 2023

Recommendation Implemented

X Yes ☐ No ☐ Partially

If no, or partially, is implementation on schedule with the timeline? ☐ Yes ☐ No

Progress

For context, this recommendation in the original IQAP came about during the pandemic, when student enrollments were unusually high and as a result students were struggling to get into some courses needed for modular progression. The administrative group explored the feasibility of moving to a formalized cohorting system, which would automatically register students into their required courses using a cohorting model. The drawback to this approach is a reduction in student choice and scheduling flexibility, which could also restrict access to some cohorts to certain electives should the timing conflict. The admin group thus decided to pilot a quasi-cohort model, where schedules were inputted into the software in such a way that each stream had its own conflict-free set of courses, but individual students retained the ability to elect to choose another section of their required courses space permitting to allow for greater flexibility. This approach appears to be working quite well, and recent student satisfaction feedback (collected in February 2025, n=359 MOS responses) indicated that less than 2% of MOS students reported significant difficulty in registering for a required course, suggesting that the quasi-cohorting approach is working well.

Next Steps (if applicable)

The administrative team will continue to input courses into the timetable in a cohorted manner, to allow each stream of students to select from a set of conflict-free courses while also retaining the flexibility to change to another section space permitting. This seems to be working well. In addition, we will continue to collect student feedback on satisfaction with course registration as it appears to be an effective way to monitor timetabling success or areas for improvement.

Additional Comments

N/A

Recommendation #6	Proposed Action and Follow-up	Responsibility	Timeline
Simplify the MOS program streams by reducing the number of required courses in each stream.	Review the program checklists with a goal of streamlining them. Consider: - reducing the number of required courses. - examining the continued relevance of courses to the evolving discipline, market needs and student interests. - the possibility of rotating elective courses. To help with the review, consider examining past class enrollments in the current suite of required courses across all of the MOS program steams.	Associate Director – MOS Director of the School of MEM	By July 2023
Recommendation Implemented **X** Yes ☐ No ☐ Partially If no, or partially, is implementation on schedule with the timeline? ☐ Yes ☐ No			

Progress

The administrative team completed a fulsome review of all MOS program checklists and was able to reduce the required courses across each of the four stream areas. Specifically:

- Accounting module went from 11.0 to 10.5 required senior-level courses in both the specialization and honours-level streams,
- Finance and Administration (F&A) honours went from 12.0 to 10.5 (the specialization module remains unchanged at 10.0),
- Global Commerce (GC) module went from 11.5 (honours) and 11.0 (specialization) to 10.0 for both honours and specialization, and Organizational and Human Resources (OHR) module went from 11.5 to 9.5 for both honours and specialization stream.

These changes were enacted over a series of two years following the IQAP review's recommendations and are now complete. In addition, while the MOS for MOS double-major was not shortened, the checklist was streamlined to allow for more flexibility in choosing courses and a simpler advising process.

Next Steps (if applicable)

At this point there are no additional action items required.

Additional Comments

Not applicable

Recommendations #7 & #8	Proposed Action and Follow-up	Responsibility	Timeline

Review majors/specializations in MOS relative to demand and cost efficiency.	Review MOS modules as part of the upcoming School of MEM and BMOS strategic planning exercise: - consider eliminating modules that do not meet MOS stream targets. - consider adding a marketing specialization to the MOS program.	Associate Director – MOS Director of the School of MEM	By July 2023
Recommendation Implemented **X** Yes ☐ No ☐ Partially If no, or partially, is implementation on schedule with the timeline? ☐ Yes ☐ No			

Progress

The topic of cost efficiency has been a focus at the level of the Academic Dean's Office, not only for the MOS program but rather broadly across all programs. One key measure being used to assess efficiency is the ratio of "modular enrollments to full course equivalents", and when the ratio increases it suggests greater efficiency in section planning. At King's the average ratio is 7, whereas for the MOS group specifically it sits at 11, placing it the second highest behind the Childhood and Youth Studies (CYS) department. In addition, the MOS tuition has been subject to a tuition-freeze exemption, meaning that they generate more revenue per stream than others within the King's campus. That does not mean, however, that changes to the two smaller streams in MOS to improve cost efficiency was not warranted. In part, this was achieved via the reduction in the number of unique and required courses / stream, as highlighted above. Cost-efficiency was also improved in two additional ways. For the OHR program stream, required courses are now offered every second year on a rotating basis, to ensure that the classrooms remain full and students have access to all the courses needed for programmatic integrity. For the GC stream, the program checklist was amended to remove some stand-alone required courses and replace with courses already running from the economics and politics departments. This allowed us to reduce the teaching burden for the program and yet continue to offer a variety of quality, and pedagogically-sound, alternatives to students.

In terms of the introduction of a marketing stream, student interest was assessed via the annual student satisfaction survey and feedback suggests that a new stream (either in marketing, sports management, entrepreneurship, or AI and analytics) would be of interest to students. However, when the business case was developed to offer a new stream, the cost to hire an additional tenure-track faculty and introduce the line-up of courses was simply too high in the current climate of financial uncertainty. Instead, the MOS group has looked for cost-effective ways of program innovation. One initiative that we are particularly optimistic about is the introduction of a new streamlined MOS for MOS double-major, to be packaged with a variety of existing majors within the King's offerings. We have mapped out the MOS + Sociology and MOS + Criminology majors and developed messaging and marketing materials to better explain this unique pathway to prospective students. We feel that this allows us to showcase the best of a liberal arts degree, as it highlights the interdisciplinarity of our program choices, while also relying only on existing courses and taking advantage of existing capacity.

Next Steps (if applicable)

We plan to pilot the double majors with MOS and sociology / criminology this coming recruiting cycle, and also develop a pathway to the MOS + analytics and decision sciences double major. Should these prove popular, we will expand to include other potentially complimentary pathways (particularly with psychology and economics).

Additional Comments
N/A

Recommendation #10	**Proposed Action and Follow-up**	**Responsibility**	**Timeline**
To ensure continuous improvement in MOS courses, it is encouraged that a stronger linkage between student performance and program outcomes be created.	Determine the benefit and feasibility of mechanisms to track the achievement of program learning outcomes. For instance: - survey administered to MOS 4410 students. - periodical mapping of outcomes every few years. Consider meeting with a member of the Centre for Teaching and Learning to determine optimal mapping practices and additional options.	Associate Director – MOS	By July 2023
Recommendation Implemented ☐ Yes ☐ No **X** Partially If no, or partially, is implementation on schedule with the timeline? ☐ Yes **X** No			

Progress

As mentioned above, an important first step was to ensure that the program checklists for the various MOS streams accurately reflected the required courses, which is now complete. The School of Management, Economics, and Mathematics (MEM) to which MOS belongs has also instituted an annual student satisfaction feedback survey, which has been completed the past three years. Much of our focus in the recent term has been the improved onboarding, training, coaching, and performance reviews of our new part-time faculty and the hiring of tenure-track faculty experts within our popular streams (accounting and finance) to ensure the student learning experience, while also supporting the mathematics group in developing the ADS stream. Exploring student learning outcomes at the program level remains an important initiative, and will be included in next year's student feedback survey.

Next Steps (if applicable)

Moving forward program learning objectives should be included as part of the annual student satisfaction survey administered to all MEM students, and the results used for strategic planning and curriculum development.

Additional Comments

N/A

Note: The total number of expandable text boxes will be dependent on the number of prioritized recommendations appearing in the program's most recent Final Assessment Report (FAR).

Continuous Program Enhancement

What additional initiatives or changes has the program been working on in relation to continuous program improvement?

- As mentioned above, the School of MEM has instituted an annual student satisfaction survey with robust response rates, and used the feedback to guide strategic planning and priority setting

- The MOS administrative team has diligently worked to ensure that every CUPE member receives a classroom assessment / audit, to provide coaching, mentorship, and flag issues early to enhance the student learning experience
- The program checklists have been streamlined to improve student choice and flexibility
- The School of MEM has invested in the introduction of a new stream in analytics and decision sciences, which pairs nicely with the existing MOS and economics majors and compliments our academic programming while minimizing new course introductions
- The School of MEM has renewed its commitment to academic integrity by returning to in-person testing for courses (including online summer courses) unless permission is granted based on sound pedagogical logic.