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- whether the action item(s) are in progress, complete or no longer applicable (with a brief explanation);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	Economics, BA	**Faculty / Affiliated University College**	King's University College
Approval Dates of the Review	SUPR-U: May 18, 2022 SCAPA: May 25, 2022 Senate: June 10, 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/2022%20Kings%20Economics%20Program%20Review.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

Recommendations #2 and #3	Proposed Action and Follow-up	Responsibility	Timeline
Consider introducing new electives with broader appeal. Develop a course in Environmental Economics and offer it regularly.	Following the additional hire in Economics in the summer of 2022, determine viable options for the broadening of course offerings (e.g., reducing prerequisites).	Assistant Coordinator (Economics) Program Director, School of MEM Academic Dean's Office	By July 2023

Recommendation Implemented

X Yes ☐ No ☐ Partially

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

Progress

We have added nine new course topics to our list of economics electives – five of which have versions at the 2000 and 3000 levels – for a total of 14 different courses in total. We rotate these through to maintain interest and for cost efficiency reasons. Newly introduced electives include Environmental Economics, Global Environmental Issues, Health Economics, Economics of Sports, Behavioral Economics, Economics of China, Economics of Wars, Economics of Sex and Gender and Islamic Finance. These courses have been incredibly popular and well-subscribed; for example, in the 2024-25 academic year the economics group offered the "Economics of Sport," "Economics of China," "Economics of Wars," and "Economics of Sex and Gender," all of which had class caps of 60 students with between 59 – 62 students enrolled. Achieving 100% enrollment across so many of these new courses speaks to the relevance and appeal of the diverse topics introduced to the economics curriculum.

Next Steps (if applicable)

We remain committed to the thoughtful development of new courses that enhance the quality of the economics program and offer choice and value to our students.

Additional Comments

Not applicable

Recommendations #4 and #5	Proposed Action and Follow-up	Responsibility	Timeline
Eliminate the duplication of electives for honours and non-honours modules.	As part of a multi-year process, de-stream program courses to allow for more flexibility for students and consider eliminating 2100 level intermediate theory courses to avoid duplication of honours and non-honours intermediate theory courses.	Assistant Coordinator (Economics) Program Director, School of MEM Academic Dean's Office	By December 2024

Recommendation Implemented

X Yes ☐ No ☐ Partially

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

Progress

In line with recent curriculum revisions, we discontinued the non-Honours intermediate theory courses (ECO 2122, 2123, 2150, 2151, 2152, and 2153) two years ago. To support students transitioning to Honours-level intermediate theory courses, we have implemented a series of academic support initiatives. These include free exam review tutorials for all students enrolled in the Honours-level courses, access to additional academic advising support, and the MEM Help Centre, a free peer-to-peer student tutoring service. Additionally, large-scale mathematics diagnostic quizzes are administered at the beginning of the Fall semester in the introductory and intermediate theory courses to raise students' awareness of the quantitative skills required for success. To further support student preparedness, MEM organizes math review camps prior to these quizzes.

Next Steps (if applicable)

We are closely monitoring the de-streaming, but have not flagged any major concerns or issues with the de-streaming to date. Data collected as part of the annual School of Management, Economics, and Mathematics student satisfaction survey shows similar levels of program satisfaction between the first/second/third year student cohorts (n=120, collected February 2025), suggesting the destreaming has not negatively impacted student satisfaction.

Additional Comments

Not applicable

Recommendation #6	Proposed Action and Follow-up	Responsibility	Timeline
Establish the honours Specialization in Financial Economics.	Develop and submit a program proposal for this new module.	Assistant Coordinator, Economics Program Director, School of MEM	By June 2024

Recommendation Implemented

X Yes ☐ No ☐ Partially

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

Progress

The HSP in Financial Economics was approved last year. We are delighted to report that two students graduated with this degree this summer, with overall enrollments in the program growing as anticipated and consistent with our original program proposal rationale.

Next Steps (if applicable)

At this point there are no additional action items required.

Additional Comments

Not applicable

Recommendation #7	Proposed Action and Follow-up	Responsibility	Timeline
Consider developing a required writing course.	Set a meeting with a representative from the Writing Program at King's to examine the possibility of a writing module/course to be embedded in the program and/or other feasible solutions.	Curriculum committee IQAP committee King's Writing Program	By December 2022

Recommendation Implemented

☐ Yes ☐ No **X** Partially

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

Progress

We have engaged in preliminary discussions with faculty from King's The Write Place regarding the development of a dedicated economics writing course. While no formal outcome has been reached to date, progress has been made through the addition of several 2000-level elective courses with a strong writing component, including ECO 2142F/G, ECO 2183F/G, and ECO 2169F/G (note that F/G denotes an essay-based course). In the interim, these courses are intended to provide students with practical guidance on producing well-structured and analytically sound economics research papers, and as referenced above have been courses which are popular amongst a broad cross-section of our students.

Next Steps (if applicable)

We are continuing discussions with colleagues from The Write Place regarding the development of a proposed Economics writing course.

Additional Comments

Not applicable

Recommendation #8	Proposed Action and Follow-up	Responsibility	Timeline
Seek alternate ways of getting feedback on teaching and program effectiveness.	Consider the establishment of a task force to search for and examine teaching and program effectiveness tolls (including peer review of teaching practices) for Economics Departments at peer institutions. Work with the Alumni Office to administer a regular feedback survey to recent graduates.	Assistant Coordinator (Economics) Alumni Office	By July 2023 (for task force). Piloting new tools by April 2024. By April 2023 (for alumni survey)

Recommendation Implemented

☐ Yes ☐ No **X** Partially

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

Progress

The School of MEM has instituted an annual student satisfaction survey. The feedback from students about Economics courses and programs are collected as part of this survey, which forms the basis of strategic planning. At the most recent annual retreat, teaching effectiveness was discussed broadly, with faculty supportive of developing additional teaching resources and supports. In particular, faculty are interested in developing a monthly teaching best practice series. All new faculty are counselled on the Centre for Teaching and Learning resources and programming, and encouraged to attend. We have not yet collected fulsome feedback from economics alumni regarding teaching and program effectiveness, but we are currently working with the King's Alumni Office to collect a list of alumni names and contact information.

Next Steps (if applicable) We are planning to develop and roll out the alumni feedback survey this fall. In addition, we plan to launch the teaching best practices monthly series.
Additional Comments Not applicable

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 part of our commitment to continuous improvement, the School of MEM has implemented an annual student satisfaction survey with strong response rates. Feedback from these surveys is actively used to inform strategic planning and guide academic and operational priorities.
- We have introduced a new stream in Analytics and Decision Sciences to enhance our program offerings. This stream complements our existing MOS and Economics majors and strengthens the interdisciplinary focus of our academic programming.
- We have introduced a monthly Finance and Economics research seminar series, to promote faculty engagement, learning, and collaboration. This has resulted in several new faculty research projects, some of which involve student collaborators, and new SSHRC Insights Grand awards for our faculty.
- We continue to explore ways to promote undergraduate student research. Over the past two years, Honours thesis presentations from students in the Honours Specialization in Economics and Financial Economics have been featured in King's Research Week. Additionally, Economics faculty are discussing plans for a student research/project competition and a research exhibition to further support and showcase student scholarship.