

Master of Management Final Assessment Report & Implementation Plan

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| Faculty / Affiliated University College | Richard Ivey School of Business | |
| Degrees Offered | Master of Management (MM) | |
| Date of Last Review | New program not previously reviewed | |
| Approved Fields | Analytics | |
| External Consultants | Marco Bijank | Assistant Professor, University of Calgary |
| | Fatma Gzara | Associate Professor, University of Waterloo |
| Internal Reviewers | Greg Kopp | Professor, Faculty of Engineering, Western University |
| | Joshua Littleton | Ph.D. student, Geophysics Western University |
| Date of Site Visit | September 26-27, 2019 | |
| Date Review Report Received | October 15, 2019 | |
| Date Program/Faculty Response Received | January 24, 2020 | |
| Evaluation | Approved to Commence | |
| Approval Dates | SUPR-G: March 25, 2020 SCAPA: April 1, 2020 and April 29, 2020 Senate: May 8, 2020 | |
| Year of Next Review | 2027-2028 | |

In accordance with Western's Institutional Quality Assurance Process (IQAP), adopted on May 11, 2011, revised June 22, 2012, this Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of Graduate Program delivered by the Richard Ivey School of Business.

This report considers the following documents: the program's self-study, the external consultants' report and the responses from the Department/School and Faculty. The Final Assessment Report identifies the strengths of the program, opportunities for program enhancement and improvement and details and prioritizes the recommendations of the external consultants and prioritizes those recommendations that are selected for implementation.

The Implementation Plan details the recommendations from the Final Assessment Report that are selected for implementation, identifies who is responsible for approving and acting on the recommendations, any action or follow-up that is required and the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-G and SCAPA, then for information to Senate and the Ontario Universities' Council on Quality Assurance and is made available on a publicly accessible location on Western's IQAP website. The Final Assessment Report and Implementation Plan is the only document resulting from the Graduate cyclical review process that is made public, all other documents are confidential to the Program/School/Faculty and SUPR-G.

Executive Summary

The Ivey Business School is introducing a new degree called the Master of Management (MM). It will be a part-time, professional degree program. The program, as proposed, includes one field in the area of analytics, with others to be developed in the future. The Master of Management program is a hybrid of the existing full-time MSc program and the existing Executive MBA (EMBA) and Accelerated MBA programs, filling a niche between these, targeting working professionals with at least two years of work experience.

The MM program will be delivered as follows:

- The one-year program will be divided into three terms of approximately 16 weeks each.
- Mid-week and/or weekend classes held in Toronto approximately every other week throughout the year.
- Four residence periods in London, Ontario, to be held at the start of Term 1, in between Terms 1 and 2, between Terms 2 and 3, and at the end of Term 3. The second and third residence weeks will include some activities to wrap up the term that is ending and some to introduce the term that is beginning.
- Include exams, project presentations, written assignments and group activities.
- Courses are grouped into two different types: 1. Business Foundations (referred to as "Ivey Essentials") and 2. Field-Specific Courses
 1. Core to the MM program in any field of specialization
 - This consists of:
 - Business Foundations (i.e., Ivey Essentials)
 - Ivey Field Project
 - These courses will be taken by all students in the MM program regardless of the field of specialization
 2. Specific to the field of specialization
 - This consists of:
 - Field Core Courses and Field Elective Courses
 - These courses will only be taken by students in the specific field of specialization (e.g., only students in the field of analytics will take the analytics courses)
 - Core courses are offered every year
 - Elective course offerings may change from year to year
- Students in the Master of Management program will:
 - Gain a deep understanding of a specific field as demonstrated through mastery of field-specific foundational core courses and advanced specialized electives.
 - Gain an understanding of fundamental business and management concepts through the Ivey Essentials courses.
 - Be able to apply knowledge of their field by solving a real problem faced by an organization.

- o Be able to manage teams of highly qualified personnel in their field of specialization.

Significant Strengths of the Program

The external reviewers noted that the program “will benefit from case-based instruction which is a differentiator of Ivey programs from other highly ranked business degrees in Ontario and Canada. Faculty have vast experience with case-based instruction. The CVs provide substantial evidence on faculty expertise on analytics-related topics. The collective record on scholarly research and innovation virtually guarantees high intellectual quality of the program that will enrich the student experience. Students will also benefit from the residence periods at the start and end of each term to enrich their experiences and extend their learning beyond the curriculum.”

Areas of Concern Identified

The external reviewers identified several recommendations, which are itemized in the table below along with the program’s response. In addition, the external reviewers identified two more substantive recommendations, stating: “The goals and objectives of the program are clear, and the need for the program is well justified. The main concerns are on (1) the separation of the general framework for the MM program and the specific components to the field of specialization; and (2) the clarity and specificity of the learning outcomes of the program and the assessments in the table of Section 1.4. Addressing these concerns will lead to a more coherent proposal and will enable adding other fields of specialization easily in the future.” These concerns and recommendations are, in essence, related to the clarity of the proposal, and not with direct concerns about the program. The revised proposal addresses the detailed concerns raised in the external reviewers’ report.

| Reviewers’ Recommendation | Program/Faculty Response |
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| <p>Recommendations requiring implementation have been marked with an asterisk (*). The process for implementation can be found in the Implementation Plan below.</p> | |
| <p><i>“the requirements of the program and its associated learning outcomes are not clearly described”</i></p> <p><i>“This requires that a distinction be made between the requirements and learning outcomes of the MM framework and those of the MM in Analytics. All specialized MM programs have to satisfy the general requirements and learning outcomes that are outlined in this proposal, whereas the requirements and learning outcomes that are specific to the MM in Analytics may be replaced by the other fields.</i></p> | <p>Section 1.4 in Volume 1 proposal dated November 2019 separates and clarifies the distinction between the goals, objectives and learning outcomes of the MM program (Section 1.4.a) and those of the MM in Analytics (MM-A) program (Section 1.4.b).</p> |

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| <p><i>“Another recommendation regarding the degree level requirements concerns the comparison between the proposed MM program and the other programs offered by the Ivey Business School.”</i></p> | <p>A detailed comparison of curricula and learning outcomes of the proposed MM Program, the Accelerated MBA Program, and the Executive MBA Program has been provided to SUPR-G.</p> |
| <p><i>“Concerning the requirement of two years of full-time work experience, there might be value to specify that the work experience has to be related to the field of specialization (i.e., for the MM in Analytics program, the experience has to be in analytics).”</i></p> <p><i>“It is not clear why the potential student needs a minimum of two years of work experience”</i></p> | <p>Career experience related to the field of specialization is not necessary. Students from a variety of employment backgrounds are preferred for the program. The MM-A program will appeal to individuals who are already working in the field of analytics or to those who wish to switch careers to analytics. Future MM program streams are expected to appeal to individuals who are already working in the particular field or to those who wish to switch careers.</p> <p>The MM program is a part-time program designed for working professionals with at least two years of full-time work experience. A minimum of two years of full-time work experience is necessary because of the Ivey case method approach to study. Students need some full-time work experience to be able to draw upon their previous experiences in order to put context around the topics being discussed. The class discussions would be less effective if students had no experience from which to draw upon.</p> |
| <p><i>“In the requirement “A strong academic history with a B average achieved during the two most recent years of academic study”, it is not clear whether the two most recent years of academic study refers to the undergraduate degree or the most recent degree”</i></p> <p><i>“Relative to the above requirement, it is common to consider “the most recent number of courses” or “the most recent two years of study” to account for part-time programs of study.”</i></p> | <p>The academic average will be determined on the two most recent years of the applicant’s undergraduate degree. This requirement is consistent with the manner in which we calculate admissions averages for our other graduate programs. If an applicant has academic qualifications beyond an undergraduate degree, then this will be considered as part of the application package but it will not affect the calculation of the average grade.</p> |

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| <p><i>“It is not clear what the requirement of course work in Computer Science refers to. If it refers to knowledge of computer programming, this is covered by the requirement of proficiency in at least one programming language. It is suggested that Computer Science to be removed from the list of course work requirements, while keeping the proficiency in a programming language.”</i></p> | <p>The following are also required for the MM-Analytics. An undergraduate degree in any field, along with the following requirements:</p> <ul style="list-style-type: none"> • University level course work in the following three areas: Calculus, Linear Algebra, Probability and Statistics • Knowledge of at least one computer programming language, demonstrated through university-level course work or work experience • Demonstrated readiness and enthusiasm to translate theoretical concepts and quantitative analysis into meaningful insights as demonstrated through your references, undergraduate experiences and admissions interview. |
| <p><i>“The rationale for the length of the program is not specified in the proposal.”</i></p> <p><i>“The courses in the specialized MM program can also be divided into core knowledge courses and advanced knowledge courses.”</i></p> | <p>We have examined the length of the proposed MM program with similar program offerings at other universities. The 12-month length fits with the structure of the curriculum and with the marketplace of candidates preferring to complete a part-time program in one year’s time while remaining employed.</p> <p>Field-specific courses are now described as either Core or Elective in Sections 1.1 and 1.3.1. A specific example for the MM in the field of Analytics is given in Section 1.3.2.</p> |
| <p><i>“There is no comparison between the curriculum of the different programs offered by the Ivey Business School.”</i></p> <p><i>“First, the course Analytics Best Practices seems to be a recap course (based on its description). It would be better to either revise the description to make it an introductory course, or to relocate the course to a later term in the program. Second, the description of Financial Analytics does not mention any financial aspects. In fact, that course description fits that of a prescriptive analytics course.”</i></p> <p><i>“The unique characteristic of the MM in Analytics program (i.e., the Ivey Essentials courses) in</i></p> | <p>This is addressed in the detailed comparison of curricula and learning outcomes of the proposed MM Program, the Accelerated MBA Program, and the Executive MBA Program.</p> <p>The course description for Financial Analytics has been updated.</p> <p>The course description for Art of Modelling has been updated.</p> <p>We now indicate the “The Ivey Essentials courses are also a unique, differentiating, feature of the program – most analytics programs do not include similar coursework.” (Section 1.3.2).</p> |

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| <p><i>comparison to similar MM in Analytics programs offered by other universities is not addressed explicitly.”</i></p> | |
| <p><i>“The proposal states that blended learning will be used as one mode of delivery for the MM program, but the proposal does not provide sufficient details how this will be integrated in the program... Blended learning is an innovative feature of the MM program. The proposal may benefit from clarifying its role in the program delivery.”</i></p> | <p>At the time of program launch the MM program will not use blended learning. All classes will be traditional, face-to-face instruction.</p> <p>In the future, the MM program may introduce a blended learning component, after we have had a chance to learn from the experience of the new Ivey Accelerated MBA program.</p> |
| <p><i>“The table in Section 1.4 tries to address the proposed methods for the assessment of student achievements. However, the third and fourth columns in the table are very confusing. ... At times the assessment is addressed in the third column and at other times in the fourth column. ... Furthermore, there is quite a bit of repetition in these columns.”</i></p> <p><i>“The completeness of plans for documenting and demonstrating the level of performance of students is not appropriately discussed in the proposal.”</i></p> | <p>The tables have been rewritten in response to other feedback provided by the external review team. The methods by which the program will support the various learning objectives have been clarified. In many instances the methods of evaluation have been left in a generic format (“In-class contribution, quizzes, assignments, reports, individual and group projects”) since these methods are common in most courses at Ivey. Since the earliest planned program launch is more than 18 months away, a finer level of detail has not yet been specified, and may change from year-to-year depending on the instructor.</p> <p>Note that Ivey’s Curriculum and Program Review Committee (CPRC) conducts regular reviews of Ivey’s degree programs. The objectives of the CPRC are to:</p> <ol style="list-style-type: none"> a. Conduct a regular, systematic review of the overall curriculum and individual courses in the HBA, MSc, MBA, EMBA, Graduate Diploma in Accounting, Pre-Business, and future programs, to assess world-class quality. b. Provide a developmental and quality control role to support continuous improvement, for example, by offering advice to faculty colleagues and Program |

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| | <p>Directors on new, or substantially changed, courses and program innovations.</p> <p>c. Promote innovation. This review process is not meant to stifle innovation, on the contrary it is hoped that course and program innovation is frequent and persistent.</p> <p>The CPRC will be actively involved in ensuring that the program meets internal standards both at launch and on an ongoing basis.</p> |
| <p><i>“The only supervisory duties that may be required in the program are relative to the Ivey Field Project course. The proposal does not specify the supervisory duties by the field project, and does not provide a discussion how such duties would be distributed.”</i></p> | <p>The Field Project is treated as a course. Depending on the class size, one or more faculty members would be assigned to teach this course as part of their normal workload. Course descriptions for the Field Project courses (9980 and 9981) were included in the initial proposal.</p> |
| <p><i>*“The main concerns are on (1) the separation of the general framework for the MM program and the specific components to the field of specialization; and (2) the clarity and specificity of the learning outcomes of the program and the assessments in the table of Section 1.4. Addressing these concerns will lead to a more coherent proposal and will enable adding other fields of specialization easily in the future.”</i></p> | <p>The program brief has been revised to clarify the components of the program and to articulate, in more detail, the learning outcomes and assessments.</p> |

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Graduate Program Chair and/or Department Chair/Director, in consultation with SGPS and the Dean of the Faculty will be responsible for enacting and monitoring the actions noted in Implementation Plan. The details of progress made will be presented in the Deans' Annual Planning Document.

| Recommendation | Proposed Action and Follow-up | Responsibility | Timeline |
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| <p><i>*“The main concerns are on (1) the separation of the general framework for the MM program and the specific components to the field of specialization; and (2) the clarity and specificity of the learning outcomes of the program and the assessments in the table of Section 1.4. Addressing these concerns will lead to a more coherent proposal and will enable adding other fields of specialization easily in the future.”</i></p> | <p>These issues have been addressed in a revised brief and should be monitored over the first couple of years following the launch of the program. Specifically, the integration of the core program components and field specific components in achieving the articulated learning outcomes should be monitored, as well as the effectiveness of the proposed methods of evaluation in assessing the learning outcomes.</p> | <ul style="list-style-type: none"> • Graduate Program Chair • Associate Dean, Graduate Programs | <p>Review annually for the first two years of the new program</p> |

Other Opportunities for Program Improvement and Enhancement

This is a newly proposed program, and the responses to the external reviewers' comments have been adequately addressed.

Personnel Issues (Confidential and If Applicable)

n/a