



Management and Organizational Studies
Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	King's University College
Degrees Offered	BMOS
Modules Reviewed	<p>Accounting</p> <ul style="list-style-type: none"> - Honours Specialization - Specialization - Major <p>Finance and Administration (F&A)</p> <ul style="list-style-type: none"> - Honours Specialization - Specialization <p>Global Commerce (GC)</p> <ul style="list-style-type: none"> - Honours Specialization - Specialization - Major <p>Management and Organizational Studies</p> <ul style="list-style-type: none"> - Major <p>Organizational and Human Resources (OHR)</p> <ul style="list-style-type: none"> - Honours Specialization - Specialization - Major
External Reviewers	<p>Dr. Karin Schnarr Lazaridis School of Business and Economics Wilfrid Laurier University</p> <p>Dr. Jonathan Muterera School of Business Nipissing University</p>
Internal Reviewers	<p>Dr. Geoff Read Provost and Dean, Faculty of Arts and Social Science Huron University College</p>
Date of Site Visit	March 14-15, 2022
Evaluation	Good Quality
Approval Dates	<p>SUPR-U: June 29, 2022 ACA: September 7, 2022 Senate (for information only): September 16, 2022</p>
Year of Next Review	Year of next cyclical review: 2029-2030

Overview of Western’s Cyclical Review Assessment Reporting Process

In accordance with Western’s Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses and assessment and evaluation of the undergraduate module delivered by the Management and Organizational Studies (MOS) Program at King’s University College.

This FAR considers the following documents:

- the program’s self-study brief;
- the external reviewers’ report;
- the response from the program; and
- the response from the Academic Dean’s Office.

The FAR identifies the strengths of the program, opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Senate Undergraduate Program Review Committee (SUPR-U) and ACA, then for information to Senate and to the Ontario Universities’ Council on Quality Assurance. Subsequently, it is publicly accessible on Western’s IQAP website. The FAR is the only document resulting from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program/School/Faculty and SUPR-U.

Executive Summary

Situated within the School of Management Economics and Mathematics (MEM), the Management and Organizational Studies (MOS) Program leads to a BMOS degree that takes a multidisciplinary approach to business and commerce. Offered for about 25 years, the program has grown significantly in size. Since the last cyclical review, the program has nearly doubled its total enrollment (at 895 in 2020-21) and hired an additional seven full-time faculty members with new or enhanced expertise in areas such as operations, marketing, accounting, finance, and organizational behaviour.

To inform the self-study for this cyclical review, the program undertook a SOAR retreat with both full-time and part-time instructors, revised the program learning outcomes, and undertook a curriculum mapping exercise. In addition, a series of three surveys were administered to students: 1) Career readiness programming; 2) General student

satisfaction across year 1 and senior students; and 3) Student feedback on learning preferences.

The external reviewers shared a positive assessment of the MOS Program. They offer a suite of constructive considerations for further program enhancement and conclude their report with 14 recommendations.

Strengths and Innovative Features Identified by the Program

- Rich and diverse faculty profiles and backgrounds as well as the global composition of program students.
- MOS faculty members are leaders within the London community broadly, many serving on boards, working in partnership with alumni and other stakeholder groups on community projects.
- Ability to capitalize on the cross-disciplinary synergies among complementary faculty groups in Economics, Management/Business and Mathematics and Statistics.
- School of MEM's Analytics and Decision Sciences minor, combining management and analytics at the undergraduate level.
- Nearly all courses have an element of experiential and/or high impact learning wherein students are engaged with real organizations to apply their learning to solve or identify real problems.
- Key accounting courses have been accredited by the CPA, and count towards the CPA designation.
- International partnerships with postsecondary institutions in China offering 2+2 programs, faculty exchanges, and opportunities for students to take King's courses in China.
- Alumni connections are strong, and the level of career achievement is high.
 - o Many alumni are leaders in their industries, who have successfully completed graduate studies at world-class institutions and subsequently hire King's graduates.

Concerns and Areas of Improvement Identified by the Program

- Given program growth, the sheer volume of students and sections impedes on ability to develop new courses and innovate pedagogically.
 - o high student/faculty ratios
- At times, students face difficulty registering for courses.
- Lack of administrative support needed to fully implement more ambitious projects such as a formal co-op or internship stream.
- Lack of data on graduate placement rates.
- Need for additional courses and course content related to:
 - o business analytics (big data, machine learning etc.).

- corporate finance courses in the F&A programs.
- Large proportion of students taught by part-time faculty members.
- Lack of classroom space and classroom design that is to modern management education.
- Updating curriculum to meet changing job market and skill requirements.
- Increase experiential learning opportunities (independent study/coop/classroom).

Review Process

As part of the external review, the review committee, comprising two external reviewers and one internal reviewer, were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met virtually (due to pandemic restrictions) over two days with the:

- Acting Vice-Provost of Academic Programs
- Vice-Provost (Academic Planning, Policy and Faculty)
- Director of Academic Quality and Enhancement
- President (King's University College)
- Vice-President and Academic Dean (King's University College)
- Director of Enrolment Services & Registrar
- Manager, Academic Planning and Analysis
- Program Director
- Associate Director
- Associate Librarian, Cardinal Carter Library
- Administrative Staff
- Program Faculty
- Program Students

Following the virtual site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Academic Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the King's MOS Program. The FAR is collated and submitted to SUPR-U by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers' Report

The external reviewers indicated that *“Overall, the MOS program at King's is a strong program that is attractive to the marketplace and is led by faculty and staff who are passionate about business education and providing an outstanding student experience.”*

Strengths of the Program

- Very attractive to students given the increase in student applications and admissions at King's.
- Students maintain significant enthusiasm for the program and for King's.
- Diverse and multicultural faculty members holding doctorates from some of the best schools in the world.
 - o Tenured/tenure-track faculty members teaching in the MOS program are very competent in the areas of instruction of the program.
- Faculty members are engaged and innovative in course development, utilizing various modes of delivery.
- A number of the faculty members in the program are connected with industry and have significant community engagement.
- The program is supported by an excellent library with knowledgeable and exceptionally student-centric staff.

Areas of Concern or Prospective Improvement

- As MOS admissions increase, there is a risk of tainting King's core value propositions: small class sizes; and student engagement.
- Reliance on LTAs and sessional instructors for the delivery of many of program courses.
 - o Current administrative processes do not allow excellent LTA faculty to stay longer than four years teaching in the MOS program.
- Lack of larger classroom sizes and limited availability of those that exist.
- Students had concerns about the quality and timeliness of available academic advising.
- Additional experiential learning opportunities should be encouraged and supported, particularly those linked to local organizations in the community.
- Students indicated gaps in the OWL system and the King's website related to student information. Information appeared outdated and students had difficulty locating information that would help them with course selection.
- Consider creating a cohort structure in the MOS program. Moving through the program as an integrated team would create opportunities for peer learning, project collaboration and team problem solving, building stronger bonds than conventional program structures.

Summary of the Reviewers’ Key Recommendations and Program / Faculty Responses

The following are the recommendations in the order listed by the external reviewers. Recommendations requiring implementation have been marked with an asterisk (*).

Reviewers’ Recommendations	Program / Faculty Response
<p>1. Hire additional permanent, tenure-track faculty to keep pace with the increasing enrollment in MOS program.</p>	<p>Program: The program agrees with this recommendation, which echoes the program’s internal assessment of faculty staffing shortage. MOS has an urgent need for four additions to compliment MOS faculty (GM, marketing, OBHR, and accounting streams) and one addition to compliment business foundations faculty. The program plans on requesting these five addition-to-compliment, tenure-track positions over the next two years and hopes for budgetary support for this proposal.</p> <p>Faculty: Recommendations related to faculty hirings are not prioritized in implementation plans since they are outside of the scope of the IQAP review process. Moreover, there are alternative strategies related to program design that may address course section management and the reliance on part time faculty. The MOS program is encouraged to work with the Dean’s Office (Academic Planning and Analysis Manager) to implement such strategies as scaffolding. The School of MEM is encouraged to submit faculty hiring requests for consideration based on faculty-student ratios consistent with discipline norms.</p>
<p>2. Increase starting salary of MOS faculty to be more commensurate with competitor schools and market conditions.</p>	<p>Program: The program agrees. The current rates of pay are negotiated centrally by the union, and do not vary based on academic area. This may be a challenge to MOS when recruiting. MOS may equally be at risk of losing its top junior talent to better paying institutions.</p> <p>Faculty: As a negotiated item in the terms and conditions of employment for faculty, collectively bargained issues of compensation fall well beyond the purview of the IQAP review. Moreover, a more robust, evidence-based analysis is needed to substantiate the argument that MOS hiring at King’s is less competitive than specialized programs at comparator institutions.</p>

<p>3. Given the teaching-focus of King's, consider creating a professional-teaching tenure-track stream at King's University College. Eliminate the four-year cap on continuous LTA employment.</p>	<p>Program: The program agrees and has advocated for this in the past through the union. Moving forward, it would be helpful to solicit information from the Western family of schools and other comparators (such as WLU) who have themselves adopted this two-tiered approach, to propose something fully formed to the union to bring forward for negotiations.</p> <p>Faculty: These are negotiated items and therefore fall under the purview of collective bargaining between the Employer and the King's University College Faculty Association, the legally recognized bargaining unit for faculty. These recommendations will be forwarded to the KUCFA-KUC Joint Consultative Committee for discussion and review.</p>
<p>4. Review the administrative support available to the MOS program.</p>	<p>Program: As the IQAP review process was being undertaken, the MEM leadership team worked with the Academic Dean's Office (ADO) to examine the School's administrative structure and proposed the creation of three additional roles all with course release. This proposal was approved by the Academic Dean and King's administration and is included in the budget pending Board approval. If approved, effective July 1, 2023, a renewed organizational structure for the School of MEM will be in place.</p> <p>Faculty: The ADO has budgeted for an increase of administrative support for MEM.</p>
<p>5. Explore moving to a cohorting system in the MOS program broadly and the four main MOS streams in particular. *</p>	<p>Program: The program agrees. The idea of having fewer yet higher quality students is extremely attractive to the MOS group. Implementing this recommendation would require approval and support beyond MEM, given both its shift in monitoring students and the potential budgetary impacts it could have. The current Academic Dean has expressed strong support for the notion of cohorting students, and concurrently capping program stream sizes, to manage course sections, faculty loads, and also ensure quality student experience. This model has successfully been adopted in the only other school at King's; namely, the School of Social Work. In order to adopt it within MOS more work is needed, including the development of a cross-functional team including enrolment services, finance, and the ADO. The implementation of this cohort model should happen after the program streams are adjusted, and in conjunction with some of the other programmatic changes being proposed.</p> <p>Faculty: The ADO fully supports the adoption of a program design strategy for MOS premised on a cohorting system. MOS is encouraged to work with the ADO's Academic Planning and Analysis Manager to develop and implement an appropriate cohorting system.</p>

<p>6. Simplify the MOS program streams by reducing the number of required courses in each stream. Prioritize which are the most important for student learning, eliminate the rest as “required courses” and then give students a choice with additional elective courses outside of MEM. *</p>	<p>Program: The program acknowledges that MOS currently requires more courses than others within the UWO system. This difference is by design – in part differentiated from others by offering a more comprehensive, robust, ‘MBA’ style education that incorporates all facets of management. However, the program acknowledges that there is room to streamline to make it easier for students to focus on those course topics of interest to them, provided that one can concurrently ensure that course offerings needed to provide students clear pathways to accreditation certifications are maintained, along with the goal of a broad comprehensive management education.</p> <p>The incoming director has indicated that it is a strategic priority to review the program checklists with a goal of streamlining them, in part by reducing the number of required courses, and ensuring those courses that appear on checklists continue to best fit with student needs and the external environment. The addition of three new program-area specific associate directors will greatly enhance MEM’s ability to implement this project in a timely manner.</p> <p>Faculty: The ADO agrees with this recommendation and believes that reducing the number of course offerings and promoting interdisciplinarity will position the program well vis-à-vis comparators. The ADO is committed to continue to work with MOS to review and revise its programs, in keeping with mandated periodic program reviews and ongoing program planning and development initiatives.</p>
<p>7. Consider adding a marketing specialization to the MOS program. *</p>	<p>Program: A marketing stream was proposed several years ago, however, did not move ahead. The program is now in a much stronger position to offer such a degree and there is a will within the school to do so. While it will have to be looked at further within the new leadership’s strategic plan, in spirit the program agrees with this recommendation, particularly with the presence of the ADS program in MEM which would dovetail nicely with Marketing in the 21st Century (analytics, consumer behaviour etc.).</p> <p>Faculty: It is unclear how the proposed new specialization aligns with student experience and demand. It would have been helpful to know whether there is sustained evidence of viable student demand. Moreover, we need to be mindful to avoid duplication with similar programs at Western. It is also unclear how the recommendation to add a marketing specialization to MOS aligns with concerns about sustaining the quality of MOS programming in light of existing enrolment growth. MOS is encouraged to work with upcoming academic and strategic planning to discuss appropriate strategies for sustainable program management and development.</p>
<p>8. Review majors/specializations in MOS relative to demand and cost-efficiency. *</p>	<p>Program: The program agrees with this recommendation. Low demand, irrelevant courses and programs should be eliminated. This will be part of an upcoming strategic planning exercise.</p> <p>Faculty: The ADO is committed to working collaboratively with MOS to promote equitable and sustainable program design and management.</p>

<p>9. Ensure that class sizes for required MOS courses after the first year are capped at no more than 35 students/class.</p>	<p>Program: The program somewhat disagrees with this recommendation. The program has worked closely with the ADO over the years to monitor and reduce class sizes, and currently has a policy of class caps of 50-60/35-40/30 for year 2/3/4 respectively. Since admissions are out of the program’s control, if the class cap sizes are further reduced with no change to the number of MOS students, additional sections must be offered which will require more faculty. There is agreement that upper-year courses should be smaller, but it would be acceptable for 1st and 2nd year courses to be larger than 35. Many top business schools have classes with 50-75 students that are taught with the case method, so it is possible to do this well. The program also needs to have fewer sections of core courses in order to offer new and innovative courses that engage program scholars and students and help differentiate the King’s MOS program from others at Western.</p> <p>Faculty: The ADO acknowledges and appreciates the spirit of this recommendation. However, it is difficult to imagine the practical implementation of such a strategy for MOS alone. Moreover, implementation of a cap in first year courses would add further strain to course management issues and increase the already significant reliance on part-time faculty. The ADO respectfully encourages MOS to consider how course and program design – including cohorting, for example – might help to address concerns about student attainment of learning outcomes.</p>
<p>10. To ensure continuous improvement in MOS courses, it is encouraged that a stronger linkage between student performance measurement and program outcomes be created through existing administrative processes. *</p>	<p>Program: This recommendation is a great way to ensure the relevancy of courses and thus the programs and degree. The IQAP process has provided the MOS program with a list of learning outcomes that have now been validated by program members and the external reviewers. These learning outcomes can be used as the framework for the system suggested here and easily monitored annually through a reporting system that could be administered electronically (i.e., some sort of populated spreadsheet similar to the ones used for the IQAP self-study data collection) and then collated/analyzed and presented to the MOS associate director. The “ideal” outcomes can be compared to the actual outcomes and then changes can be made as needed by the faculty members. Additionally, a survey that measures the extent to which students feel the desired learning outcomes have been achieved could be administered to MOS 4410 students. Since this course is mandatory for all MOS students and is supposed to “tie everything together” these graduating students could provide good insight as to how well the program is doing.</p> <p>Faculty: The ADO agrees in principle with this recommendation and respectfully suggests such performance measurement and regular program review processes already exist and are governed by existing academic policies and practices within MOS and across the university.</p>

<p>11. Additional dedicated academic advising resources (FTEs) should be added to support MOS students in years 2 through 4.</p>	<p>Program: The program agrees. Concurrent with the timing of the IQAP process, the School of MEM submitted a proposal requesting that the current dedicated support for MEM students be increased from one academic counsellor to three, and two academic program advisors (APA) also be dedicated to the MEM portfolio. MOS has been advised that this is a two-year plan, with the first phase being the increase by one additional academic counsellor effective 2022. The program will work with the ADO to submit another proposal to increase again by one academic counsellor, and also re-evaluate the need for dedicated APAs following their role adjustments this year.</p> <p>Faculty: Effective May 1, 2022, dedicated advising support from within the College’s Advising Office has been doubled from 1 dedicated Academic Counsellor to the equivalent of 2 Academic Counsellors. The ADO is sensitive to the unique challenges presented in the administration of MOS in particular, arising from the heavy reliance on international students to sustain enrolments. A more robust qualitative evaluation of the administrative support needs of MOS will be helpful in determining the nature and extent of administrative support recommended.</p>
<p>12. Provide dedicated training for academic advisors who are advising first year students interested in MOS specializations to ensure a strong understanding of the path progression and requirements.</p>	<p>Program: As per recommendation 11, the advisors that will be within the School of MEM will be only MEM focused and as such will be trained as suggested.</p> <p>Faculty: It is important to underscore that all academic units and programs are facing increased demands for dedicated academic advisors to improve student attainment of learning outcomes. The ADO respectfully suggests that the specific concerns of MOS in this regard be addressed by means of budgeted increases to academic advising to support all academic units. This is consistent with the collegial principles that animates academic and strategic planning at King’s University College. Furthermore, the ADO is open to working with MOS to explore innovative approaches to academic advising including but not limited to online tools to help students understand path progression and requirements.</p>
<p>13. It is recommended that MEM reinstate the student satisfaction surveys as soon as possible to gain additional insight into the student experience, particularly related to the MOS program. *</p>	<p>Program: The program agrees. The new MEM director and the person who developed and implemented the student satisfaction survey has plans to reinstate and expand the survey. With the new administrative structure wherein much of the counselling done by the admin roles will be offloaded, this will allow them to focus on initiatives such as this survey.</p> <p>Faculty: The ADO endorses this recommendation and pledges to work with MOS to develop and maintain adequate data to measure accurately student satisfaction and measurable student attainment of learning outcomes.</p>

<p>14. Include MOS/MEM administration in the annual admissions process in determining entrance averages and target numbers (domestic and international) for the MOS program.</p>	<p>Program: The program agrees. It is hoped that the Director of the School of MEM will be involved with these decisions.</p> <p>Faculty: The ADO respectfully disagrees with this recommendation. This is not consistent with best practices and norms across the sector. Moreover, MOS does have faculty representation on the appropriate enrolment committees of College Council. The ADO encourages MOS and MEM to address strategic enrolment strategies as part of the established processes of collaborative, collegial governance.</p>
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Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Program Chair, in consultation with the Dean of the Faculty/Affiliated University College will be responsible for monitoring the Implementation Plan.

The number of recommendations prioritized for implementation has been reduced as some are outside the scope of the IQAP review process (#1, #2, and #3), some have been deemed not to move ahead (#9 and #14), and some have been, or are already being, actioned as described in the program and faculty responses above (#4, #11, #12, and #13). As a result, the aforementioned recommendations will not appear in the implementation table.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #5 Explore moving to a cohort system in the MOS program broadly and the four main MOS streams in particular.</p>	<p>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.</p>	<p>Associate Director - MOS Director of the School of MEM Academic Dean</p>	<p>By July 2023</p>
<p>Recommendation #6 Simplify the MOS program streams by reducing the number of required courses in each stream.</p>	<p>Review the program checklists with a goal of streamlining them. Consider:</p> <ul style="list-style-type: none"> - 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. <p>To help with the review, consider examining past class enrollments in the current suite of required courses across all of the MOS program streams.</p>	<p>Associate Director – MOS Director of the School of MEM</p>	<p>By July 2023</p>

<p>Recommendation #7 & 8 Review majors/specializations in MOS relative to demand and cost-efficiency.</p>	<p>Review MOS modules as part of the upcoming School of MEM and BMOS strategic planning exercise:</p> <ul style="list-style-type: none"> - consider eliminating modules those that do not meet MOS stream targets. - consider adding a marketing specialization to the MOS program 	<p>Associate Director – MOS Director of the School of MEM</p>	<p>By July 2023</p>
<p>Recommendation #10 To ensure continuous improvement in MOS courses, it is encouraged that a stronger linkage between student performance and program outcomes be created.</p>	<p>Determine the benefit and feasibility of mechanisms to track the achievement of program learning outcomes. For instance:</p> <ul style="list-style-type: none"> - survey administered to MOS 4410 students. - periodical mapping of outcomes every few years. <p>Consider meeting with a member of the Centre for Teaching and Learning to determine optimal mapping practices and additional options.</p>	<p>Associate Director – MOS</p>	<p>By July 2023</p>

Other Opportunities for Program Enhancement

- While co-op opportunities are centrally managed by Western, the King's MOS program would benefit from looking at what comparator programs/institutions are doing in this realm.
- As King's plans for a new building, this is a good opportunity to ensure that classrooms are designed with experiential, case-based learning in mind in terms of classroom setup (e.g., raised, tiered classrooms with slots for nameplates, technology to permit hybrid learning).