

FINAL ASSESSMENT REPORT
Evaluation of Undergraduate Programs
Telfer School of Management
Cyclical Review Period: 2019–2020
Date: May 20, 2021

I. Evaluated Programs

- Bachelor of Commerce (BCom)

II. Evaluation Process (outline of the visit)

- This final evaluation report on the above program was prepared from the following documents: (a) the self-study report produced by the academic unit, (b) the report of the external evaluation following the virtual visit, and (c) the comments of the Dean of the Telfer School of Business, Dr. Stéphane Brutus, the Director of Undergraduate Programs, Dr. David Delcorde, and the Interim Associate Dean of Undergraduate and Professional Programs, Dr. Gregory Richards, to the report in (b).
- The site visit, which took place on February 8, 2021, was conducted by Claude Laurin, HEC Montréal and Bettina West, Ryerson Université.
- During their visit, the external evaluators met with the Vice Provost for Academic Affairs, Ms. Aline Germain-Rutherford, the Interim Dean of the Telfer School of Business, Dr. Wojtek Michalowski, the Interim Vice Dean, Dr. Gregory Richards, the Program Director, David Delcorde, regular and part-time faculty, support staff, and undergraduate students.

III. Summary of Reports on the Quality of Programs¹

This section aims to inform the unit on the strengths and weaknesses observed during the evaluation process in order to improve its programs.

EMPHASIZING THE STRENGTHS AND IDENTIFYING CHALLENGES

STRENGTHS

- The BCom program is of excellent quality as evidenced by the report of the external evaluators, the level of expertise of the full-time and part-time professors, accreditations from three international organizations, and student evaluations.
- The program has a high level of engagement of part-time professors in the program who bring industry-experience to the classroom.
- The program is successful in student recruitment and retention with a high post-graduate employment rate.
- The program learning outcomes are clear, and the curriculum is well-structured and relevant, which is supported by student evaluations.
- The program offers unique specializations not offered in other programs including Healthcare Analytics, Business Technology Management, and Entrepreneurship and in Business Analytics.
- The program provides several academic activities to enhance the student real-world experience including community-based experiential learning.

¹ Based on every document prepared during the assessment process.

CHALLENGES

- The program has a high student to faculty ratio (54:1).
- Limited use of up-to-date technologically enhanced pedagogical approaches to teaching and learning.
- Little evidence that teaching staff is engaged in upgrading its teaching skills.
- Limited diversity of Co-op placements (location and job variety) which are usually limited to government settings in Ottawa.
- Students indicated the desire for more flexibility in course selection in early years of the BCom program (too many mandatory courses prevent exploring mixed specializations).
- Insufficient instruction on qualitative and quantitative research skills.
- During the external review, the students expressed concern of a disparity between English and French course content.

IV. Program Improvements²

The programs under evaluation are in conformity with the standards of the discipline. The following recommendations aim at maintaining or increasing the level of quality already achieved by the programs.

Recommendation #1: Investigate the nature of the issue highlighted by the external evaluators pertaining to the tension between the two language streams, in particular, the equivalency of the curriculum taught between both English and French streams.

Recommendation #2: Continue the current efforts to enhance faculty training to diversify the course delivery/pedagogical approaches to teaching and learning (e.g. utilizing the existing Teaching and Learning Support Service).

Recommendation #3: The program should continue its efforts to review and revise the curriculum.

- a) Incorporate more integrative, experiential activities into the core curriculum, beginning in Year 1, as well as in each of the upper year options of the B. Com.
- b) Examine existing courses to see how they may be reimagined and updated, merged with other courses, or perhaps even deleted entirely from the core curriculum in order to provide students with greater flexibility and choice in their first two years of study.
- c) Incorporate sustainability more intentionally into both the curriculum and the School's culture.
- d) Build research skills (both quantitative and qualitative) that begin in the core and flow through each of the options, ending with the Year 4 Strategic Management capstone course.

Recommendation #4: Explore strategies to increase the breadth of opportunities in the co-op program, particularly to include a greater focus on developing more diverse business community partners.

Recommendation #5: Review and examine whether the current services offered to students who need accommodation are meeting their requirements.

² Based on the External Evaluation Report.

V. List of courses not offered for more than three years and the reasons

Recommendation #6: The SCEUP requests an itemized plan towards either offering within the next three years or removing from the calendar the following courses: ADM 3708, ADM 3763, ADM 3778, ADM 3779, ADM 4763, ADM 4777, ADM 4778, and ADM 4779.

- ADM 3708 Forage de données en gestion (3 crédits)
- ADM 3763 Informatique de soins de santé pour les gestionnaires (3 crédits)
- ADM 3778 Thèmes en émergence en systèmes d'information de gestion (3 crédits)
- ADM 3779 Conception de systèmes d'information, développement et performance (3 crédits)
- ADM 4763 L'optimisation pour l'analytique de gestion (3 crédits)
- ADM 4777 Systèmes et stratégies de l'entreprise numérique (3 crédits)
- ADM 4778 Réseaux de communication d'affaires (3 crédits)
- ADM 4779 Gestion et mise en place des technologies web dans les organisations (3 crédits)

VI. Conclusion

In the words of the reviewers, “the Bachelor of Commerce (BCom) is a high-quality program, with many unique strengths, and is well positioned to continue to provide its student body with an education that prepares them well for their chosen career path following graduation.” The greatest strengths of the program include the fact that the program is offered in Canada’s two official languages, its highly qualified full-time faculty and dedicated part-time faculty members, as well as the quantity and quality of the student intake. Those strengths are further demonstrated by the fact that the program has three accreditations, and thus belongs to an elite group of business schools.

In view of this very positive assessment of the program, the Committee members thank all the participants in the program evaluation. They commend the thoroughness of the work done and emphasize the quality of the self-evaluation reports and the external evaluators.

Schedule and Timelines

A meeting will be organized with the program chairs, the School Dean and Vice-Dean following the reception of the Final Assessment Report so that a plan of action can be put in place along with deadlines particular to each recommendation. A progress report that outlines the completed actions and subsequent results will be submitted to the evaluation committee (SCEUP) on a date agreed upon at the time of the meeting regarding the action plan.

The next cyclical review will take place in no more than eight years, in 2026–2027. The self-study brief must be submitted no later than June 2026.

ACTION PLAN

Faculty:

- Telfer School of Management

Program evaluated:

- Bachelor of Commerce (BCom)

Cyclical review period:

- 2019–2020

Date:

- [Date]

Recommendation 1: Investigate the nature of the issue highlighted by the external evaluators pertaining to the tension between the two language streams, in particular, the equivalency of the curriculum taught between both English and French streams.

Unit response:

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
1	Revise Course Coordinator responsibilities document to ensure clear indication they should evaluate course outlines, deliverables, and delivery methods for the course they coordinate	Undergraduate Programs Committee and Section Coordinators	September 2021 to May 2022	
1	Assess all BCom course outlines to ensure learning goals are the same. Assess the mechanism to validate goal achievement and ensure course deliverables are 80% similar. Follow-up thereafter with Professors as needed	BCom Program Director	Develop September 2022 to April 2023	Minor changes possible to course outlines
2	Hold focus groups with students to assess their observations around language of instruction (student experience)	Director Student Services Centre, Manager Student Experience	March to May 2023	
2	Hire additional full-time faculty members in French so as to ensure consistency in delivery and collaboration with full-time colleagues teaching in English	Vice Dean Undergraduate, VD Faculty	Annual revision	

* PRIORITY LEVEL: 1. URGENT-IMMEDIATE ACTION REQUIRED 2. IMPORTANT-ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. ADVISED: DEVELOPMENT AND STRATEGY-ACTION TO BE DISCUSSED AND MUST BE IN PLACE BY MID-CYCLE (WITHIN 4 YEARS)

Recommendation 2: Continue the current efforts to enhance faculty training to diversify the course delivery/pedagogical approaches to teaching and learning (e.g. utilizing the existing Teaching and Learning Support Service).

Unit response:

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
1	Promote training offered by our TLSS.	Instructional Designer	As needed	
2	Promote Teaching Certificate available for Professors, including those who are long-standing Part-time Professors	VD Undergraduate	January to May 2023 with ongoing training during 2023-24	
1	Create onboarding document for faculty members to provide resources for teaching and integration	VD Undergraduate, VD Faculty	August 2022	

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Recommendation 3: The program should continue its efforts to review and revise the curriculum.

- a) Incorporate more integrative, experiential activities into the core curriculum, beginning in Year 1, as well as in each of the upper year options of the B. Com.
- b) Examine existing courses to see how they may be reimagined and updated, merged with other courses, or perhaps even deleted entirely from the core curriculum in order to provide students with greater flexibility and choice in their first two years of study.
- c) Incorporate sustainability more intentionally into both the curriculum and the School's culture.
- d) Build research skills (both quantitative and qualitative) that begin in the core and flow through each of the options, ending with the Year 4 Strategic Management capstone course.

Unit response:

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
1	Complete BCom revision to decrease common core by nine units, and allow for students to take two BCom options or a BCom option and a Minor (all options except Specialization in Accounting and BCom/JD).	VD Undergraduate	January 2021 to December 2021	
1	Ensure each BCom option identifies a capstone course as well as a capstone activity to support its integrative and experiential nature	VD Undergraduate and Director, Student Services Centre	March 2022 to May 2023	
1	Ensure the Business and Society course (ADM 1301/ 1701) has clearly identified experiential learning components. Note this is a 1 st year compulsory course.	VD Undergraduate and Course Coordinator	May to August 2023	Yes, minor changes to deliverables possible
1	Promote more actively the School's Applied Research in Management course (ADM 3998)	VD Undergraduate and Manager, Undergraduate Studies Administration	January 2022 and ongoing	
2	Create a new BCom + MSc (Research Project) Accelerated Program allowing students to get both degrees in five years	VD Undergraduate	May 2023	Yes, new program creation allowing students to take up to two Masters courses while still a BCom student.

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- d) Build research skills (both quantitative and qualitative) that begin in the core and flow through each of the options, ending with the Year 4 Strategic Management capstone course.

Unit response:

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
1	Provide additional funding to support development of experiential learning activities in the classroom	VD Undergraduate	January to December 2023	Yes, minor changes to deliverables possible
3	Identify and embed sustainability formally into common core and identify one course per option that can actively embed components of sustainability	Program Director and Section Coordinators	March 2022 to May 2023 for implementation in Fall 2023	
3	Ensure all course outlines identify their contribution to our 4 Pillars as well as the experiential learning components (if any) they embed.	VD Undergraduate and Course Coordinators	January to May 2023 with possible implementation only happening the following year	

Recommendation 4: Explore strategies to increase the breadth of opportunities in the co-op program, particularly to include a greater focus on developing more diverse business community partners.

Unit response:

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
1	Work with coop office to ensure greater access to the coop program	Director, Student Services Centre and Associate Director Coop Programs	January to September 2022	
1	Promote coop opportunities to the Telfer School's Alumni Councils (located in Toronto, Montreal, Ottawa)	VD Undergraduate; Director, Student Services	Fall 2022 and ongoing	
2	Pursue more formal partnerships with organizations to ensure necessary hiring of BCom students and graduates. This includes, but not limited to, increased collaboration with Kanata North.	VD Undergraduate; Director, Student Services	Fall 2023 and ongoing	

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Recommendation 5: Review and examine whether the current services offered to students who need accommodation are meeting their requirements.

Unit response:

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
1	Hire a Mental Health Counsellor to support students and staff	VD Undergraduate	January to May 2022	
1	Work with Academic Accommodations to identify specific Learning Specialists who can support BCom students	Director Students Services and Manager, Undergraduate Studies Administration	January to September 2022	
2	Streamline accommodation services for students in conjunction with Academic Accommodations	Manager, Undergraduate Studies Administration	September 2022 to December 2023	

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Recommendation 6: The SCEUP requests an itemized plan towards either offering within the next three years or removing from the calendar the following courses : ADM 3708, ADM 3763, ADM 3778, ADM 3779, ADM 4763, ADM 4777, ADM 4778 and ADM 4779.

Unit response:

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
1	Plan to offer more regular offerings of BTM and Healthcare analytics courses.	VD, Undergraduate and Manager, Undergraduate Studies Administration	September 2022 to May 2023	
1	ADM 3705 and ADM 4703 to be offered in alternance every other year	Manager, Undergraduate Studies Administration	September 2021 onward	
1	ADM 3778 and ADM 4777 offered every year	Manager, Undergraduate Studies Administration	September 2022	
2	ADM 3708 and ADM 3779	Manager, Undergraduate Studies Administration	September 2023 onward	
2	ADM 4778 and ADM 4779 offered in alternance every other year	Manager, Undergraduate Studies Administration	September 2023 onward	
1	Hiring of Long-term assignment professors or full-time faculty members that are bilingual (can teach in both languages) to support BTM and Healthcare analytics courses	VD Undergraduate, VD Faculty, and Program Director	Fall 2022 through Fall 2023	

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