

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- whether the action item(s) are in progress, complete or no longer applicable (with a brief explanation);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.


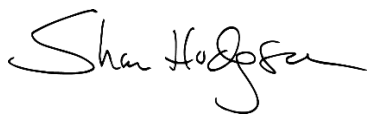
The following report template has been created for the program to report on progress made regarding recommendations presented in the Implementation Plan, and any other relevant program developments and enhancements.

- 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 for approval. Approvals, or any follow-up questions/concerns, will be communicated to the program and Dean's Office by the OAQE.
 - It should be noted that as per the requirements of the province's Quality Council, progress reports will be posted on the [reports page](#) of the OAQE website.

Ongoing Improvement Progress Report

Master of Management / Richard Ivey School of Business

Program	Master of Management	Faculty / Affiliated University College	Richard Ivey School of Business
Approval Dates of the Review	SUPR-G: March 25, 2020 SCAPA: April 1, 2020 and April 29, 2020 Senate: May 8, 2020	Year of the Next Review	2027-2028
Link to the Programs Final Assessment Report (FAR)	https://www.uwo.ca/pvp/vpacademic/iqap/academic_programs/iqap_reports/iveygrad/2019%20Master%20of%20Management%20Program%20Review.pdf		
If applicable, submission of follow-up report(s)	<i>Not applicable</i>		

	Name	Signature	Date
Program Chair/Director	Greg Zaric		June 28 2023
Dean (or delegate)	Sharon Hodgson		June 28, 2023

Progress Update on the Implementation Plan

Recommendation #1	Proposed Action and Follow-up	Responsibility	Timeline
<p>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.”</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>	<p>Graduate Program Chair Associate Dean, Graduate Programs</p>	<p>Review annually for the first two years of the new program</p>
<p>Recommendation Implemented</p> <p>X <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>If no, or partially, is implementation on schedule with the timeline? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			
<p>Progress</p>			

(1) The original proposal presented the learning outcomes in two tables. A first table outlining the learning outcomes and evaluation methods for Ivey Essentials and a second table outlining the learning outcomes for the fields of specialization. This presentation may have left the impression that these components and the learning outcomes are not strongly linked. This is not the case. Rather, Ivey Essentials learning outcomes are intended to provide students with an understanding of business fundamentals that can then be used later in the program as students delve into their analytics curriculum which is focused on analytics in a business context.

The program office and faculty teams have been monitoring the program throughout the first two years of the program's existence to ensure that the field of specialization courses present the students with cases and problems that are rooted in solving business problems (emerging from marketing, accounting, finance, operations etc.) as analytics learnings are acquired. The primary vehicle for this aspect of quality assurance is to review and discuss the deliverables and evaluation methods that will occur in each course and how prior courses build on subsequent ones.

Based on our experience with the MSc program over the past 10+ years, this program design works well and is proving to be equally successful in the Master of Management in Analytics program. The Ivey Field Project (IFP), at the end of the program, offers an opportunity for the students, Ivey, and employers/clients to assess student progress relative to intended learning outcomes. The results from this course show:

- a high degree of student satisfaction regarding the transformative effects of the program on their skills and knowledge
- a high degree of client/employer satisfaction regarding the quality of the student projects, and
- strong final assessments by the IFP teaching faculty on student deliverables throughout the course.

(2) With respect to the clarity and specificity of the learning outcomes, this issue was addressed immediately during the program approval process in the form of an updated submission.

Next Steps (if applicable)

No further actions remain.

Additional Comments

If 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?

The Master of Management program enjoyed an excellent first year with a strong initial cohort of 34 students reporting very high student satisfaction. Highlights of the program exit survey included:

MMA class of 2022 (rating out of 7, 100% reporting)

6.64 – How likely to recommend the program?

6.36 – Met Expectations?

6.03 – Overall Expectations?

Based on feedback from students, faculty, and the program office enhancements for Year 2 included:

1. Scheduling changes from running a 1-day session in Toronto twice a month to a single, 2-day monthly session.
2. Introduction of career management programming. Initially, the program was marketed more towards advancing a student's career with their current employer. However, it has been found that as students progressed through the program their new view of the role of analytics in business has sparked a desire to explore other career opportunities outside their current employer. To support this desire, Ivey's Career Management team has been engaged to help students understand how to articulate their new value proposition and acquire the tools necessary for further exploring their careers.
3. Analytics is about insight, but success in leveraging analytical insights requires strong communications skills to influence others. The Ivey Essentials courses provide excellent tools for developing student's business acumen, but it was concluded

that additional business communications instruction was necessary to round out their skill set. To this end, the program has introduced a series of skills seminars offered by our Communications faculty to encourage students to convert insight into influence and action.

4. In any business environment, analytic insight can catalyze any number of organizational actions. In 2023, the actions can often be related to a digital transformation of the business model. To help students better understand this rapidly emerging and evolving area, they are being exposed to a set of skills seminars with Ivey's Digital Management faculty on topics such data driven innovation, digital ideation, and digital platform implementation.
5. It was discovered during Year 1, and reinforced in Year 2, that Master of Management field projects presented a degree of complexity that has not be present in other Ivey programs. Specifically, these field projects require students to acquire and responsibly manage sensitive client data. While data governance training and non-disclosure agreements are helpful in this regard, Ivey has also launched a new data/innovation sandbox. In short, Ivey's sandbox is a highly secure and controlled environment where students and clients can exchange sensitive client data without the risk of unintended leakage. These sandboxes provide all the tools necessary for students to analyze client data and create compelling visualizations and presentations without the need for data to be held on personal devices or less secure networks.

Program Administration

With respect to program administration, the Master of Management in Analytics has a dedicated Faculty Director, program coordinator and further business support from the Director - While You Work Program Services. The program has been well supported from all teaching area groups with a strong returning core of instructors each year to support ongoing adjustments to the program and strong continuity amongst program elements. Ivey financial support is strong for both core and co-curricular programming with support levels consistent with other programs within Ivey's portfolio.

For New Programs Only:

Update on Initial Administration of the Program	
Report on the following items:	
<i>Appropriateness of Program Leadership</i>	<i>Yes - Faculty Director is dedicated to the Master of Management in Analytics from the Management Science area group which support the field of specialization</i>
<i>Adequacy of Administrative Support</i>	<i>Yes – Dedicated coordinator with oversight from a Program Services Director specializing in similar While you work programs. Access to all ancillary Ivey support functions for education technology, events planning, and career management.</i>
<i>Adequacy of Resource Allocation (e.g., staffing, financial)</i>	<i>Financial and human resources consistent with all Ivey programs in the portfolio</i>
<i>Achievement of Program Objectives</i>	<i>Yes – Master of Management in Analytics has opened a new learning avenue for working students that wish to expand and grow analytics skills in business. This program will serve as the model for further fields of specialization in Management.</i>
<i>Achievement of Enrolment Targets</i>	<i>Yes – 2022 enrollment was 34 students, 2023 enrollment grew to 41 and the incoming 2024 cohort is expected to reach full capacity of 55 students</i>
<i>Other</i>	