

**TED
ROGERS
SCHOOL
OF MANAGEMENT**

Bachelor of Commerce – Business Management

Periodic Program Review

Two-Year Follow-up Report: Updated Alumni Survey

Respectfully submitted to the
Academic Standards Committee

May 26, 2023

Table of Contents

1. INTRODUCTION.....	3
2. BACKGROUND.....	3
3. METHODOLOGY OF THE 2023 ALUMNI SURVEY.....	3
4. MAIN FINDINGS OF THE SURVEY	4
4.1. ALUMNI INFORMATION.....	4
4.2. EMPLOYMENT.....	5
4.3. PROGRAM FEEDBACK	8
4.4. FURTHER EDUCATION	14
4.5. OVERALL EXPERIENCE ASSESSMENT	16
5. CONCLUSION.....	18
6. APPENDIX	20
6.1. ACADEMIC STANDARDS COMMITTEE RECOMMENDATIONS	20
6.2. BUSINESS MANAGEMENT ALUMNI SURVEY 2023.....	21
6.3. RECOMMENDATIONS FROM THE BUSINESS MANAGEMENT PPR	37

1. Introduction

In March 2021, the School of Business Management concluded its periodic program review and submitted its self-study report to the Academic Standards Committee (ASC). The report was accepted and recommended to the TMU Senate for approval. As part of its assessment, the ASC mandated a one-year follow-up that reported on the status of the initiatives outlined in the implementation plan and requested a two-year follow-up that provided updated feedback from alumni of the program.¹ This report addresses the request for additional alumni feedback by providing the results of a survey that was conducted in March 2023.

2. Background

In April 2019, a survey was e-mailed to approximately 5,000 alumni as a means of collecting feedback for the purpose of a periodic program review. The target group included all alumni who had graduated from the Business Management program between 2010 and 2019, based on an internal database of contacts managed by a Ted Rogers School (TRS) Alumni Engagement Officer. Despite several email reminders to complete the survey, the final number of respondents was 114.

An aggregate of the survey findings was provided in the appendix of the self-study report, however, due to the small sample size the conclusions drawn from these findings were somewhat limited. This shortcoming of the initial survey is the primary reason for the request for additional alumni feedback.

3. Methodology of the 2023 Alumni Survey

On March 7th, 2023, an updated version of the survey was emailed to approximately 5,800 alumni who graduated from the Business Management program between 2015 and 2022.² To incentivize participation, a contest was attached to the survey that gave alumni a chance to win one of three Amazon.ca gift cards, valued at \$100 each. After the initial invitation to participate in the survey, two follow-up reminder emails were sent out on March 14th and 21st. The survey and contest were closed on March 24th. The total number of respondents, including partially completed surveys, was 515.

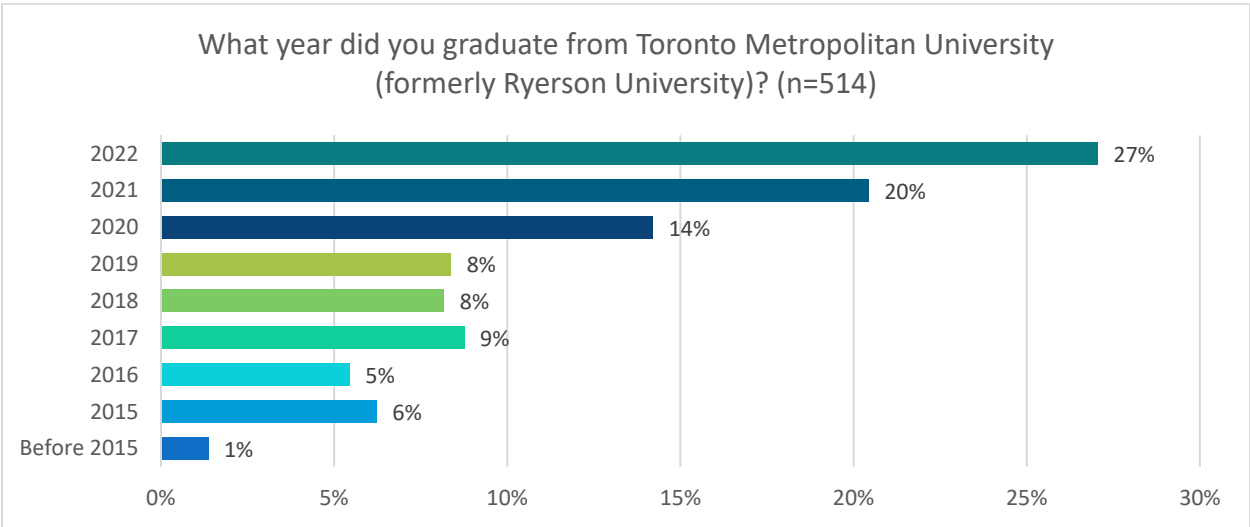
¹ See Section 6.1. for the Academic Standards Committee Recommendations for the Business Management Periodic Program Review.

² For a copy of the survey, see Section 6.2.

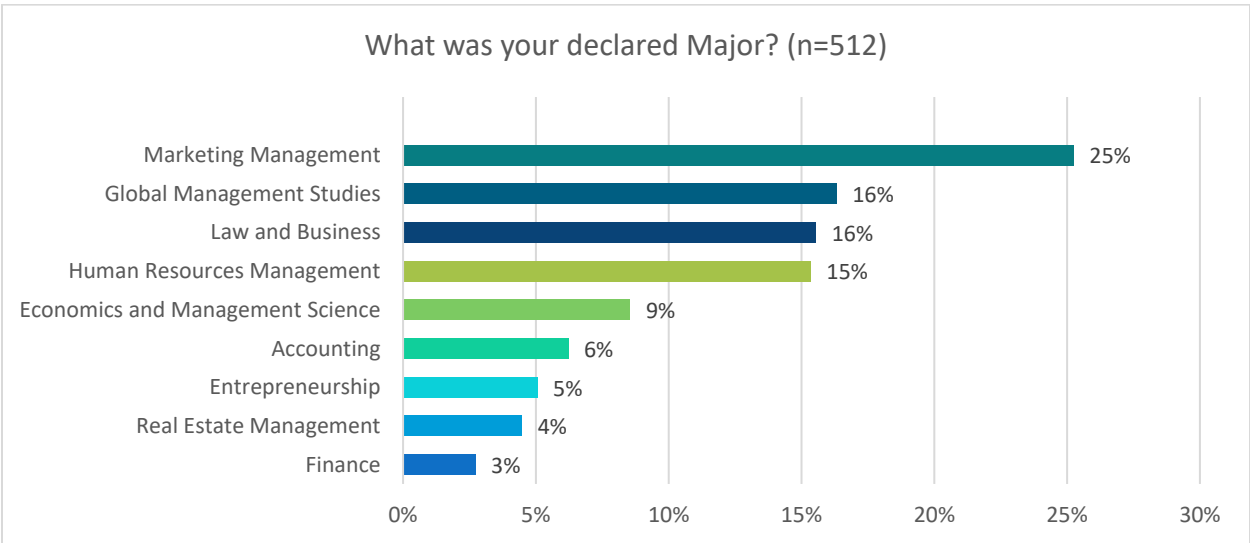
4. Main Findings of the Survey

4.1. Alumni Information

Alumni were asked questions about the year they graduated from TMU and their chosen Major. As shown in the graph below, alumni from a range of graduating years responded to the invitation to participate in the survey and provide feedback. Over half of the respondents (61%) graduated from the program in the last three years.



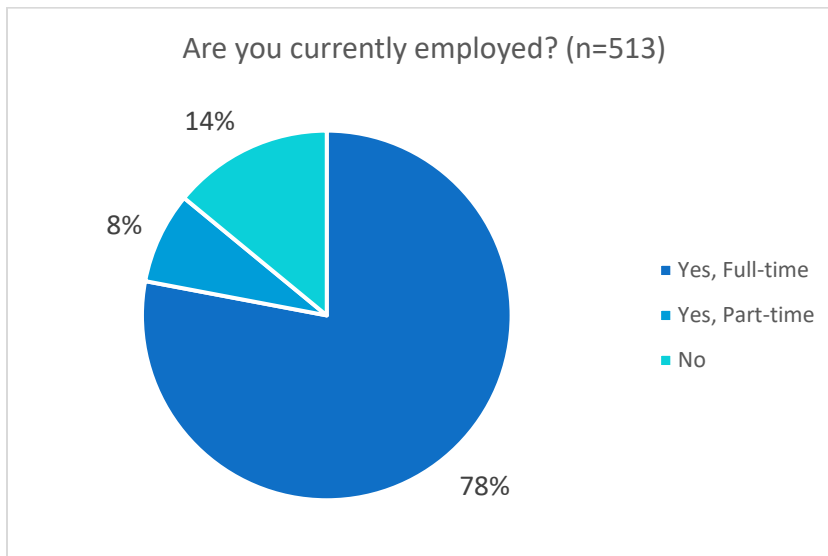
The results of the survey also confirm that there is representation from all of the Business Management Majors, as shown in the chart below. The top 3 represented Majors include Marketing Management (25%), Global Management Studies (16%) and Law and Business (16%), which is relatively proportional to the number of graduates by Major from the program.



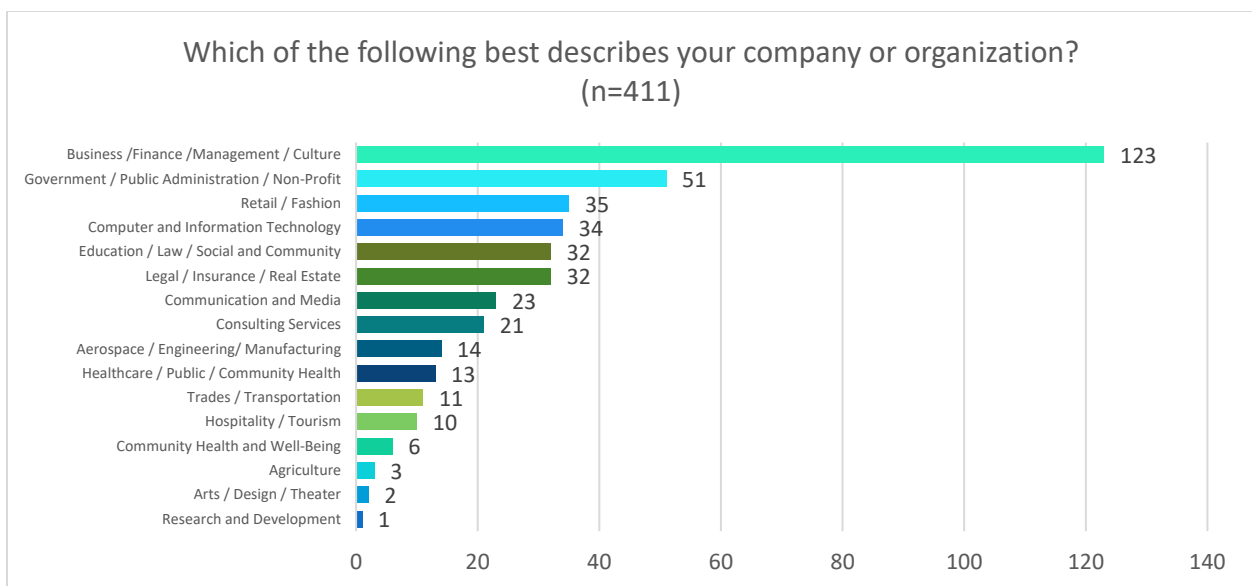
4.2. Employment

The following section provides data on employment status as well as respondents' level of agreement with several statements relating to career progress.

As shown in the chart below, 78% of respondents reported being employed full-time, while 8% reported being employed part-time. Only 14% of respondents reported no current employment.

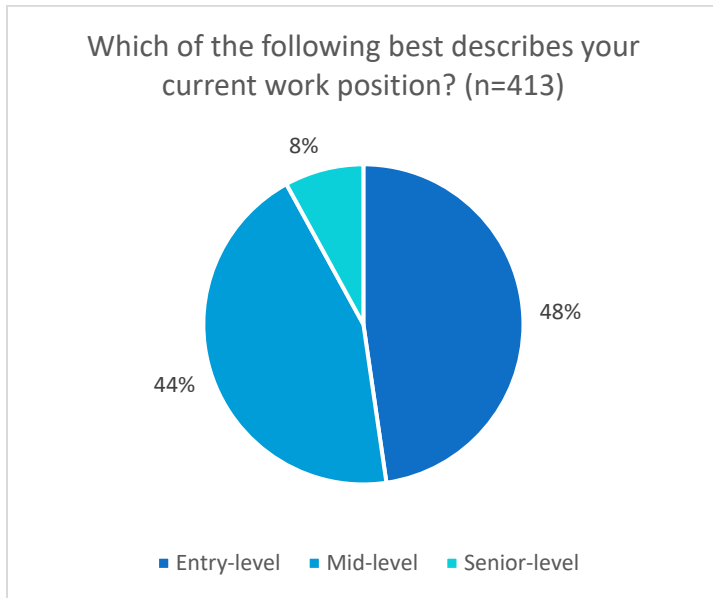


When asked about their company or organization, over a quarter of respondents (n=123) reported that they worked in "Business/Management/Finance/Culture". Other significant areas of employment include "Government/Public Administration/Non-Profit", "Retail/Fashion", "Computer and Information Technology", "Education/Law/Social and Community", and "Legal/Insurance/Real Estate". The full breakdown can be viewed below.

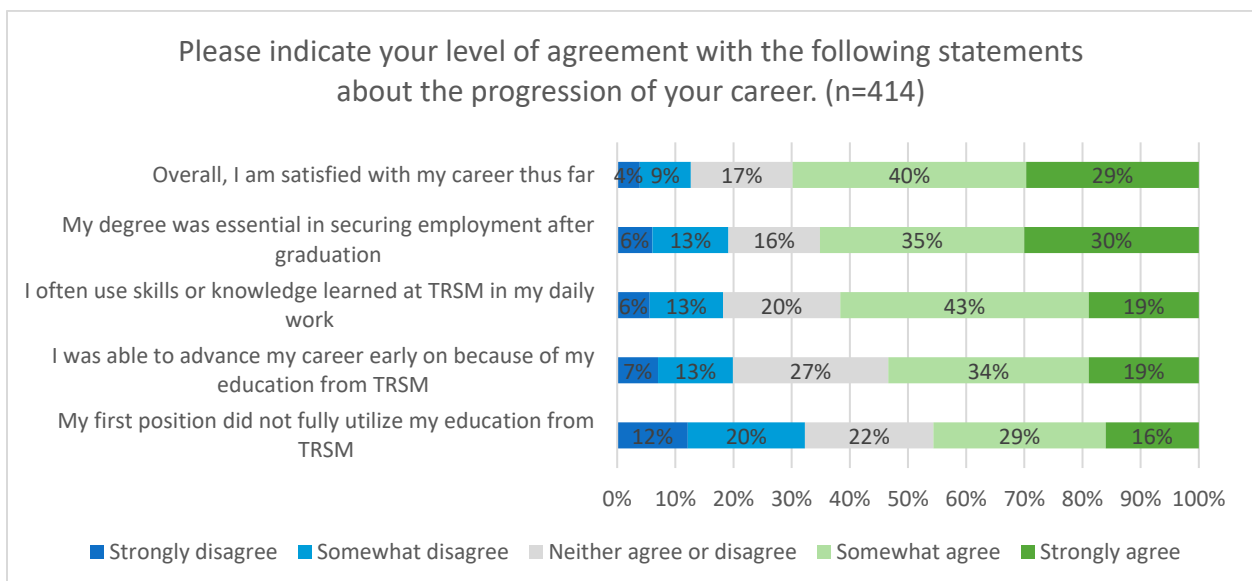


These findings show that alumni are working for a wide range of companies and organizations, suggesting that the program is supplying them with the transferable skills and knowledge to thrive in a variety of different sectors and industries.

When asked about their current work position, 48% of respondents reported they would describe their position as “Entry-level”, while 44% of respondents reported their positions were “Mid-level”. Only 8% reported that they were in “Senior-level” positions, which is not unusual given that 61% of respondents graduated within the last 3 years and would not yet be expected to have progressed to this level in their careers.

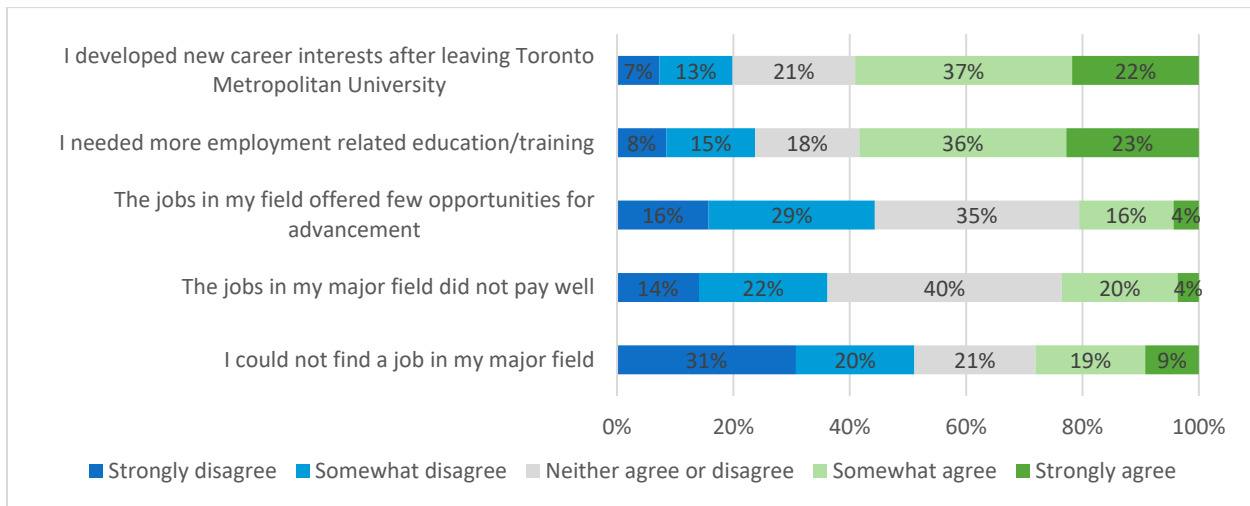


Alumni were also asked to rate their level of agreement with a series of statements related to their career progression. The statements and their responses are provided below.



Generally speaking, alumni are relatively satisfied with their career progression to date, with 69% of respondents either “somewhat agreeing” or “strongly agreeing” with this sentiment. Approximately two-thirds of respondents reported that their degree was essential in securing employment and that they often utilized skills and knowledge learned from TRSM in their daily work. Furthermore, approximately half of the survey respondents agreed that they were able to advance in their careers because of their education from TRSM.

Interestingly, alumni were slightly more divided on whether or not their first position fully utilized their education.³ That said, 45% of respondents agreed that their first position did not fully utilize their education, which may explain why nearly 60% of respondents reported needing further education and/or training, as shown in the graph below.



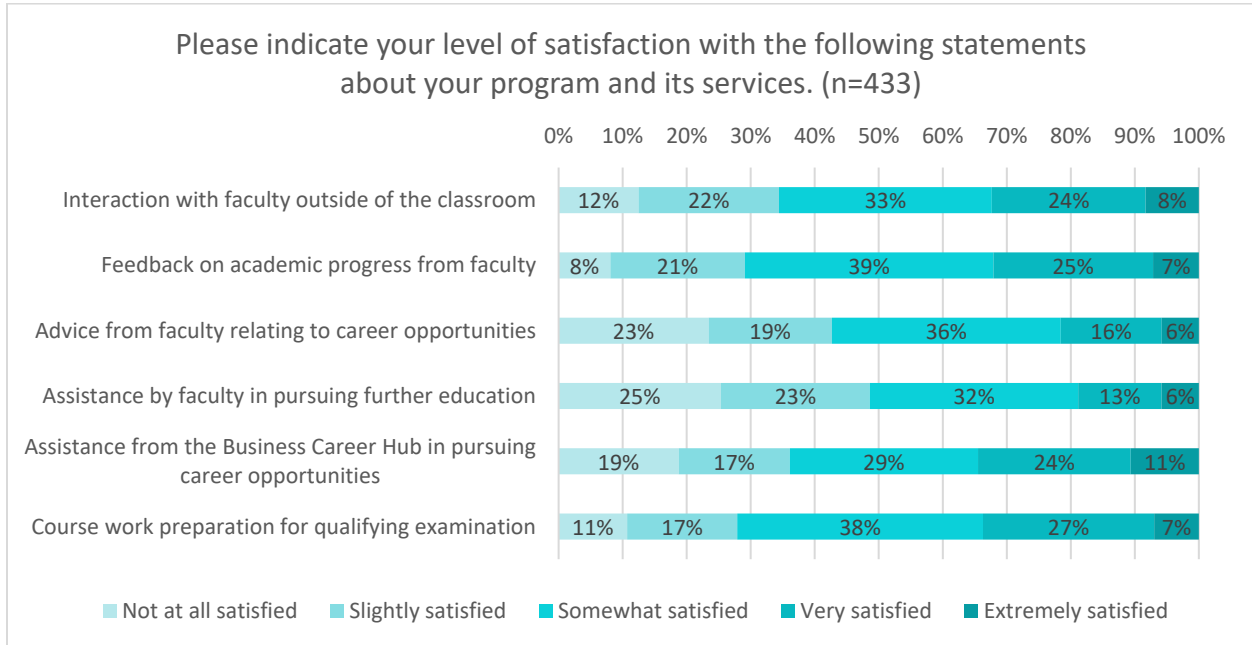
Alumni were significantly more neutral on the subjects of job advancement and pay, which could be related to the fact that half of the survey respondents only recently graduated and thus are still early in their careers when promotions and raises have not yet been earned/received.

28% of respondents agreed that they could not find a job in their major field, however, all of them are currently employed. Further research would be required to identify all of the factors that contributed to finding employment outside of their major field.

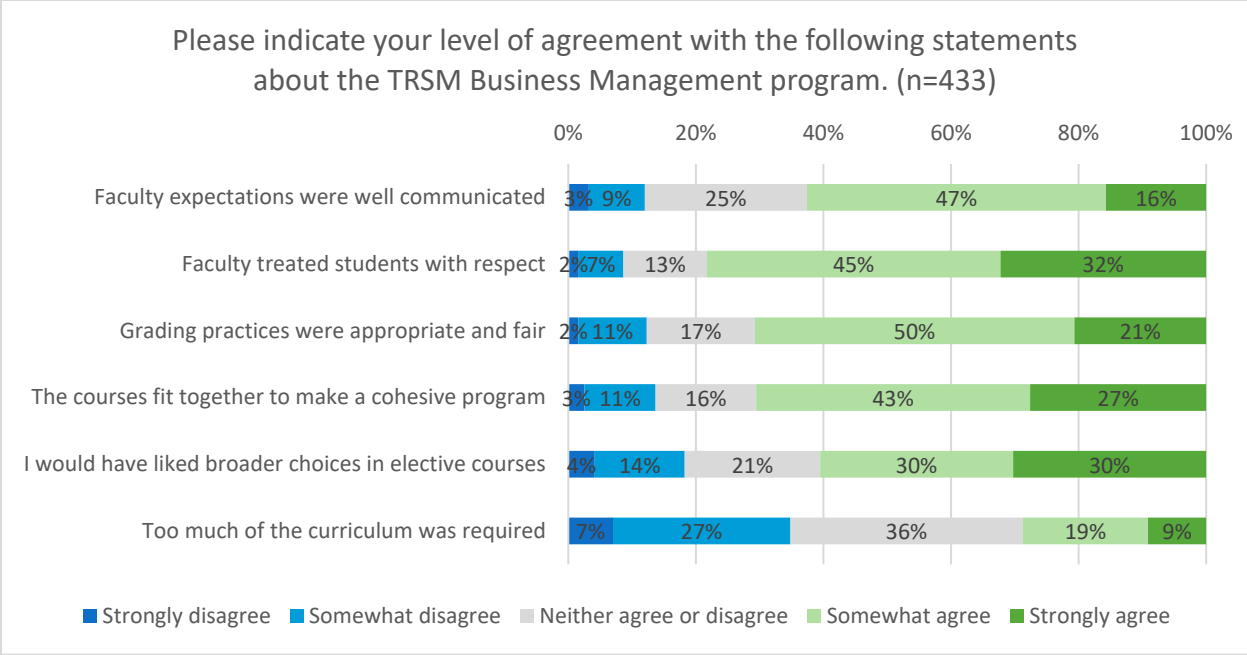
³ The phrase “did not fully utilize” is problematically phrased. See Section 5 for further elaboration.

4.3. Program Feedback

This section of the report examines several aspects of the academic experience at TRSM. Alumni were asked to reflect on a series of statements about the program and its services, how the program advanced their skill sets in a variety of areas, barriers to degree completion, and ranking different elements of the program curriculum.



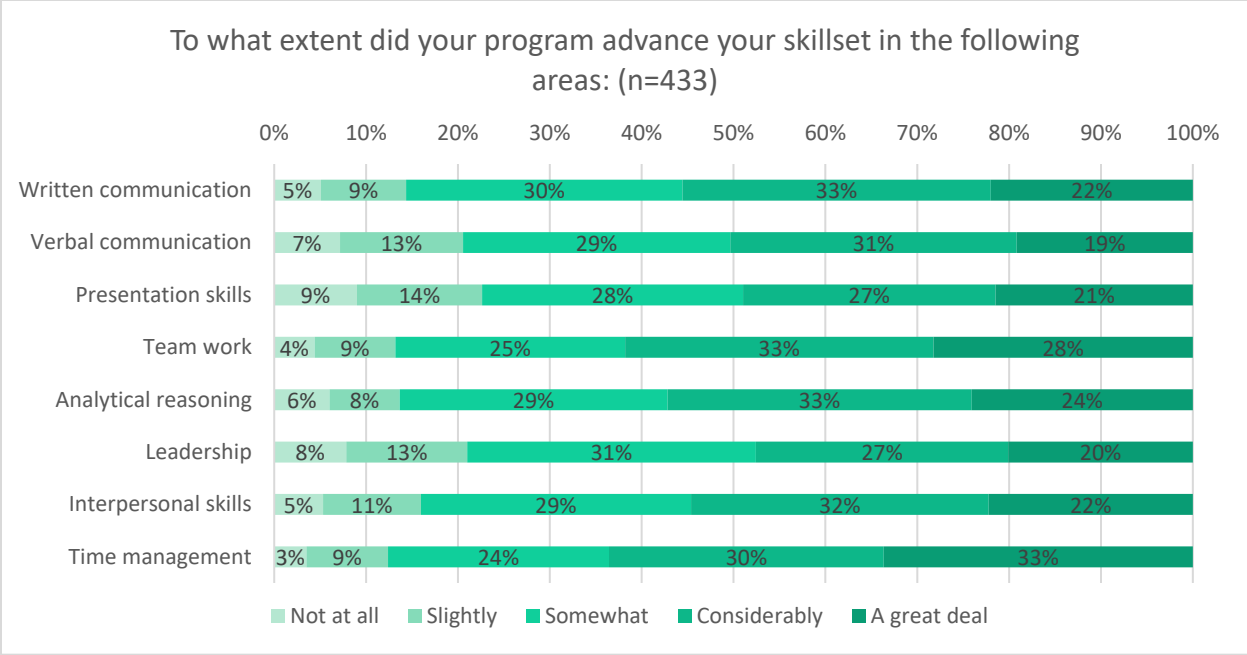
Overall, respondents were reasonably satisfied with their program and its services. There were, however, several aspects of the program that a significant proportion of respondents were not satisfied with. This included receiving assistance from faculty in pursuing further education (25%), receiving advice from faculty relating to career opportunities (23%), and receiving assistance from the Business Career Hub in pursuing career opportunities (19%). These findings suggest that the School may need to re-examine its communication strategies on these matters, such as how it relays information to students about pursuing career opportunities and graduate education.



In reviewing statements about the Business Management program, the majority of respondents (63%-77%) either “somewhat agreed” or “strongly agreed” that faculty expectations were well communicated, that faculty treated students with respect, that grading practices were appropriate and fair, and that the courses fit together to make a cohesive program. A significant percentage of respondents (60%) either “somewhat agreed” or “strongly agreed” that they would have liked broader choices in elective courses; relatedly, there was some ambivalence over whether or not too much of the curriculum was required, with 36% of respondents neither agreeing nor disagreeing with this statement.

This finding could be related to the fact that these alumni graduated from the program when professionally-related courses were still a required part of the curriculum. With the recent change to open electives in 2022, it’s possible that alumni would have a more positive outlook on required and elective coursework. In addition, several of the Business Management Majors have also revised and/or increased their number of core and open electives in recent years.⁴

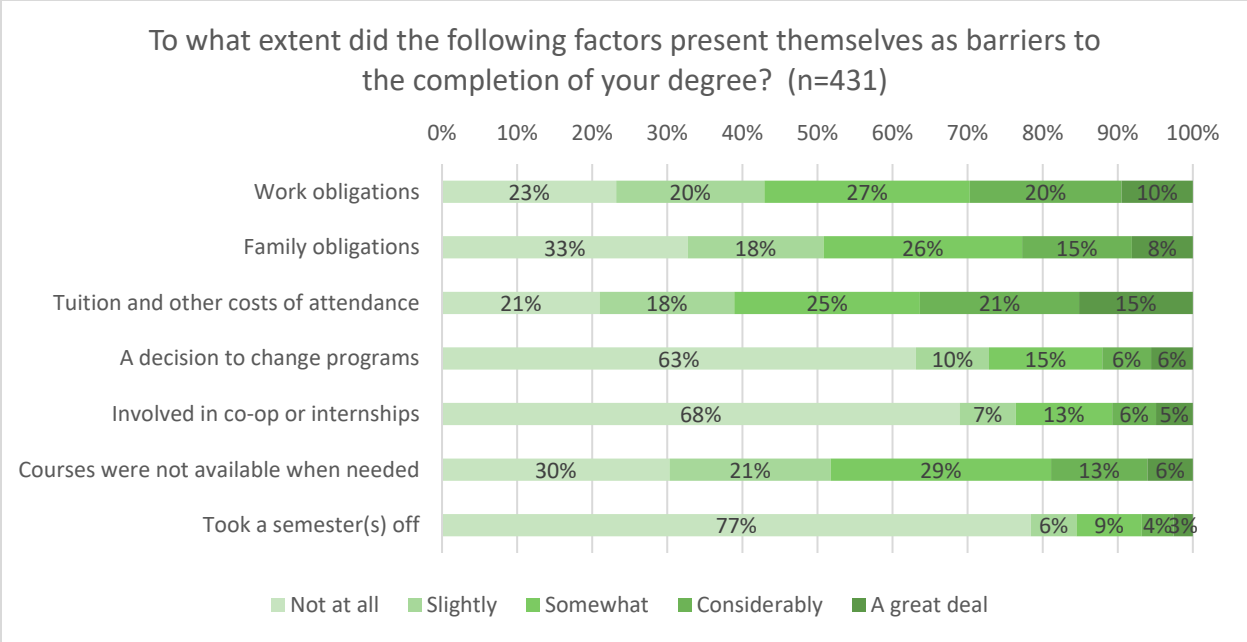
⁴ For example, the Entrepreneurship Major increased their core electives by 1 course (starting in 2021), while the Marketing Management Major revised their elective structure in response to the updated Senate Policy 2 (starting in 2022).



Alumni feedback on skill development leads to several observations. Taking into account the responses that were either “considerably” or “a great deal”, the top 3 skills with the greatest advancement include time management (63%), teamwork (61%), and analytical reasoning (57%). Conversely, taking into account responses that were either “not at all” or “slightly”, the 3 skills with the least advancement were presentation skills (23%), leadership (21%), and verbal communication (20%). This finding is significant since arguably, all three of these low-ranking skills are interrelated in how they are practiced, refined and mastered.

In response to several PPR recommendations, the program is introducing a new required course, ENT 101 Building an Entrepreneurial Mindset, in 2023, which is intended to address several learning outcomes related to entrepreneurship and communication.⁵ This course will include a robust set of assignments targeted at developing students’ communication skills (e.g., written, verbal, and presentation skills) as well require students to learn about and practice an entrepreneurial mindset (e.g., curiosity, confidence, proactivity, resiliency, self-leadership). ENT 101 will establish a foundation for students to practice these essential skills that will guide them through their academic, professional and personal lives.

⁵ See Section 6.3., specifically Recommendations #4 and #7.



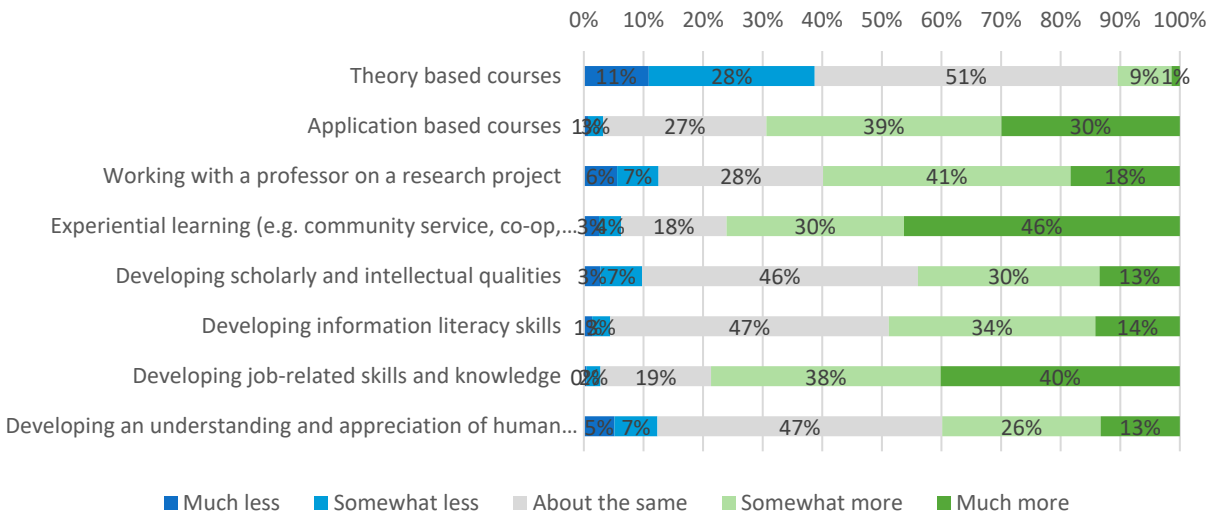
In reviewing the feedback on barriers to degree completion, taking a semester off, changing programs, and being involved in co-op or internships were not viewed as significant roadblocks or hindrances. Not surprisingly, when taking into account the answers of “considerably” and “a great deal”, the top 3 factors that presented themselves as barriers to degree completion were tuition and other costs of attendance (36%), work obligations (30%) and family obligations (23%).

In 2021, the program reduced the total number of required courses to graduate from 42 to 40, which should partially address these barriers to degree completion.⁶ It is also notable that a significant percentage of respondents reported that courses were not available when needed.⁷ In the wake of the COVID-19 pandemic, the program has continued to offer a small percentage of courses in an online or hybrid delivery mode, which should help address the need for more flexible course offerings.

⁶ See Recommendation #1 in Section 6.3.

⁷ 48% of respondents selected either “somewhat”, “considerably”, or “a great deal” when asked to what extent “courses not being available when needed” presented a barrier to completing their degree.

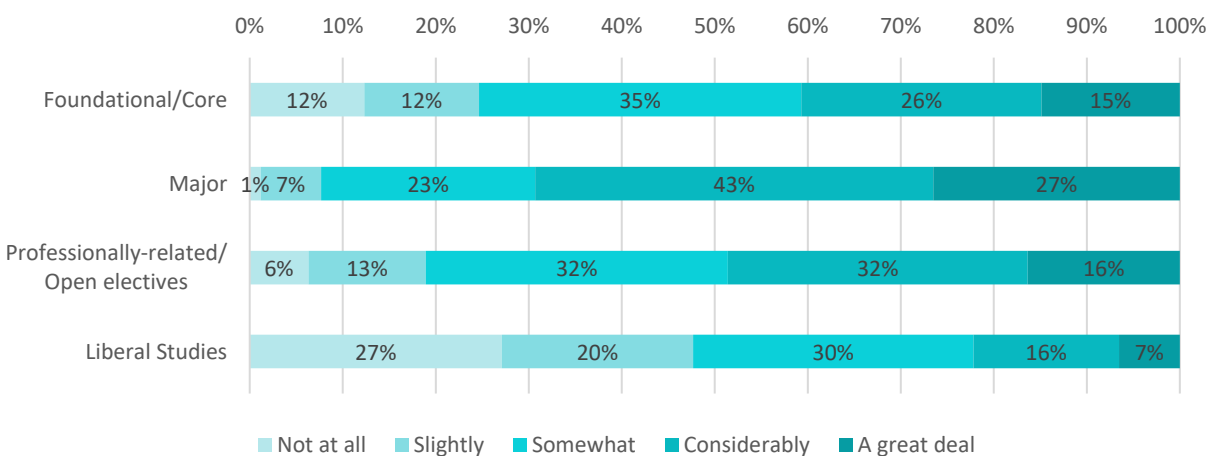
Looking back on your university experience, how much emphasis should have been placed on the following? (n=432)



When asked to reflect on their university experience, 39% of alumni suggested that there should be either “somewhat less” or “much less” emphasis on theory-based courses. Unsurprisingly, 46% and 40% of alumni felt that there should be much more emphasis on experiential learning and developing job-related skills and knowledge, respectively. In a similar vein, 69% of alumni expressed that application-based courses should have either “somewhat more” or “much more emphasis.” These sentiments resonate with the PPR Recommendation #4 (see Section 6.3.) as the School continues to investigate appropriate courses to embed active and experiential learning opportunities.

Additionally, alumni were asked about which courses they felt contributed the most and least to their overall learning. The results are shown in the graph below.

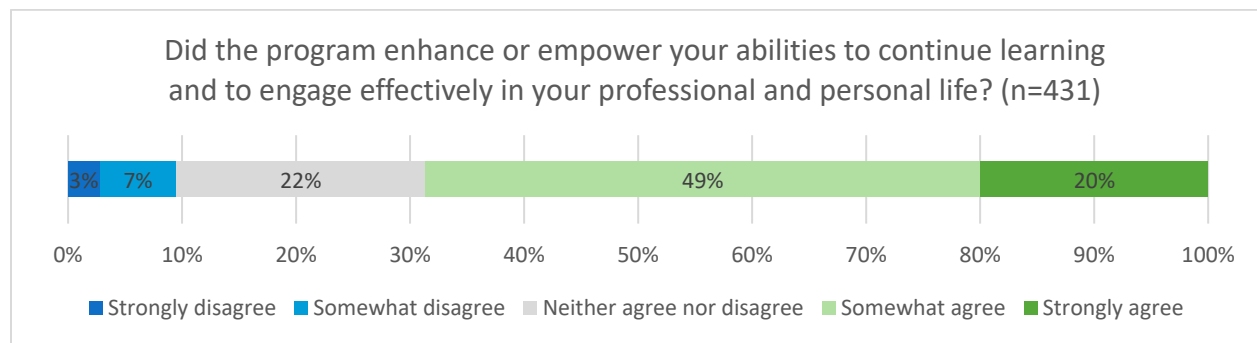
Please rank the following groups of courses according to how much they contributed to your overall learning. (n=430)



Out of the four categories of courses that comprise the program curriculum, alumni ranked their major-related courses the most favourably, with 43% and 27% of respondents reporting that these courses contributed “considerably” and “a great deal” to their overall learning. Conversely, alumni appeared to rate liberal studies courses the least favourably, with 20% of respondents reporting that these courses only slightly contributed to their learning and 27% reporting that these courses did not contribute at all. Foundational/core and professionally-related/open elective courses were ranked very similarly, with both categories viewed as moderately contributing to their overall learning.

When asked which course or courses were most helpful for developing particular skills or knowledge for life after graduation, the most frequently cited course was the program capstone course, BUS 800 Strategic Management (mentioned 57 times). This finding is somewhat tempered by the fact that there were 17 mentions of BUS 800 when asked about courses that were the least helpful for developing skills and knowledge for life after graduation.

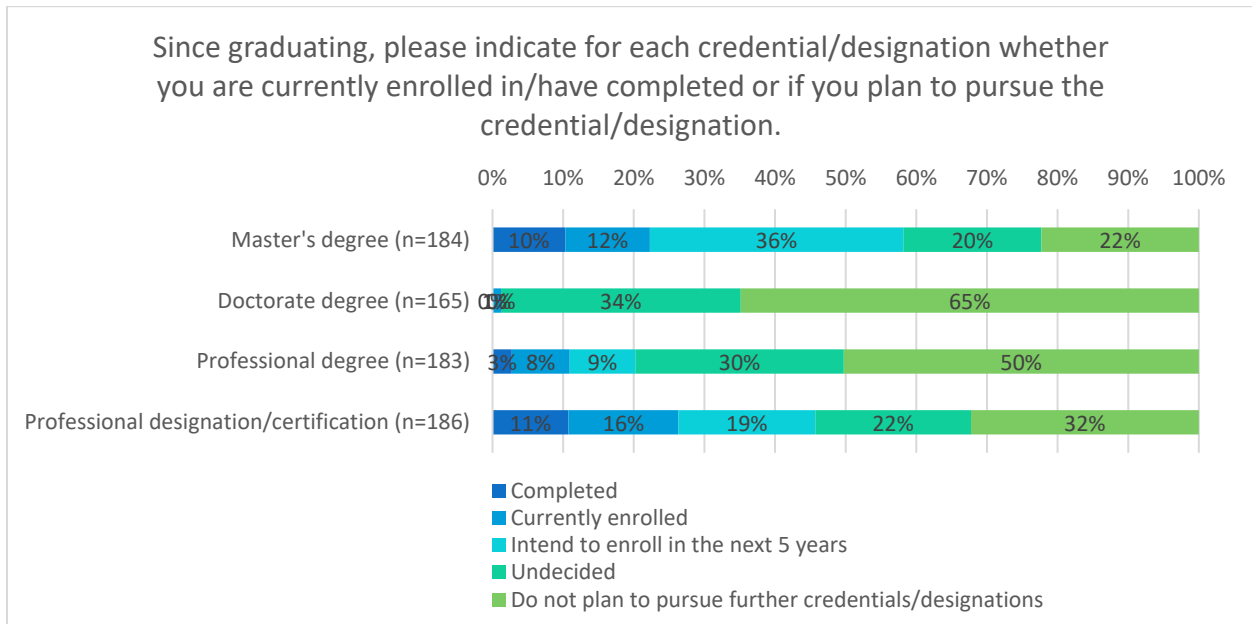
Quantitative courses, such as statistics and finance (e.g., QMS 110 and 210; FIN 401) were also commonly cited as not helpful (20-30 mentions each), although the reasons for why are unclear. One possible explanation could be that quantitative courses are generally more challenging for students and thus perceived as less “helpful” since the skills and knowledge have not been fully comprehended or mastered. The School has also taken steps to revise its foundational quantitative curriculum by introducing a new required mathematics course (QMS 110) and a more streamlined statistics course (QMS 210) in the first year of the program. The School continues to monitor student performance in these courses, particularly QMS 110 (see Recommendation #8 in Section 6.3).



Positively, 69% of survey respondents either somewhat or strongly agreed that the program had enhanced or empowered their abilities to continue learning and to engage effectively in their professional and personal lives. While 22% of respondents remained neutral on this statement, only 10% were in disagreement.

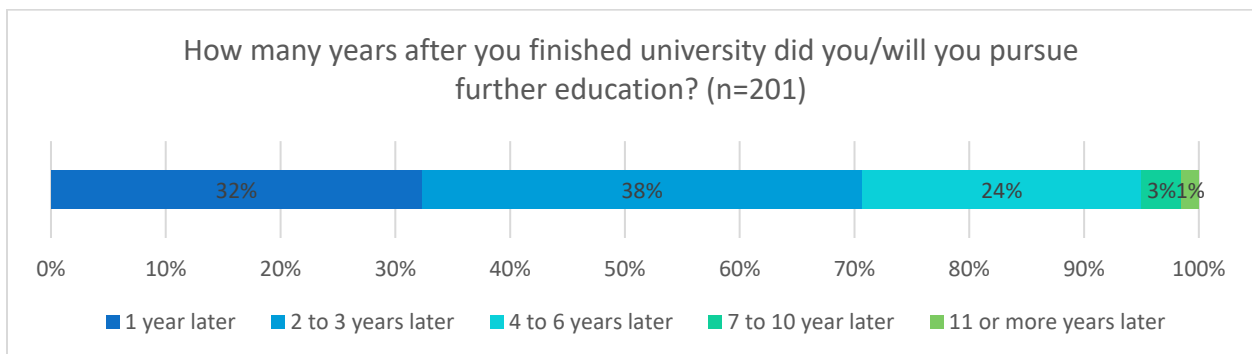
4.4. Further Education

One of the final sections of the survey looked at alumni accomplishments with respect to the pursuit of further education. When asked if they are currently enrolled in, planning to pursue, or already completed further education, 205 out of 415 (49%) respondents indicated “yes.” When asked to specify which credentials they were currently enrolled in (or planning to pursue or already completed), alumni provided the following feedback, shown in the graph below.

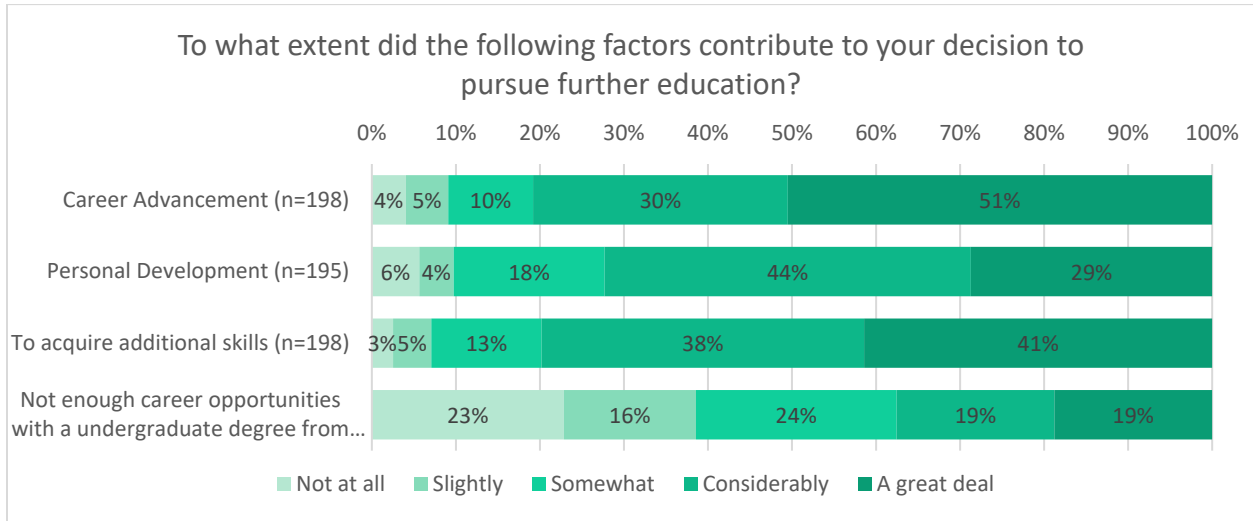


Out of the four categories of credentials/designations, Master’s degrees and professional designations/certifications were the most favoured by alumni. In particular, 36% of respondents indicated that they intended to enroll in a Master’s degree in the next 5 years. Doctorate degrees and professional degrees appeared to generate the least amount of interest, with the majority of respondents stating they were either undecided or that they did not plan on pursuing further credentials.

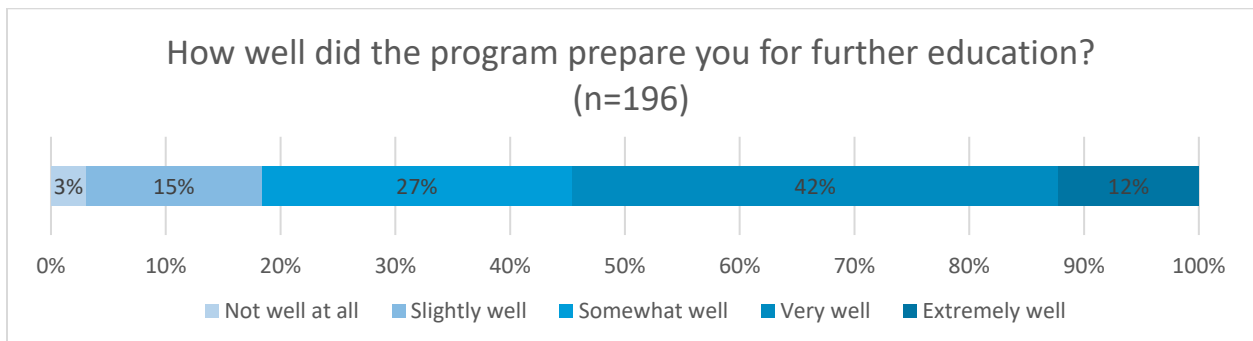
As shown in the graph below, the majority of alumni (70%) pursued (or planned to pursue) further education within 3 years of graduating from university.



In reviewing the factors that contributed to their decision to pursue further education, alumni cited career advancement, acquiring additional skills, and professional development as the most significant factors. As shown in the graph below, 81% of respondents said that career advancement contributed either “considerably” or “a great deal” to their decision to pursue further education; 79% of respondents said that acquiring additional skills contributed either “considerably” or “a great deal” to their decision to pursue further education; and, 73% of respondents said that professional development contributed either “considerably” or “a great deal” to their decision to pursue further education. Alumni appeared less certain about whether or not a lack of career opportunities contributed to their decision to pursue further education.

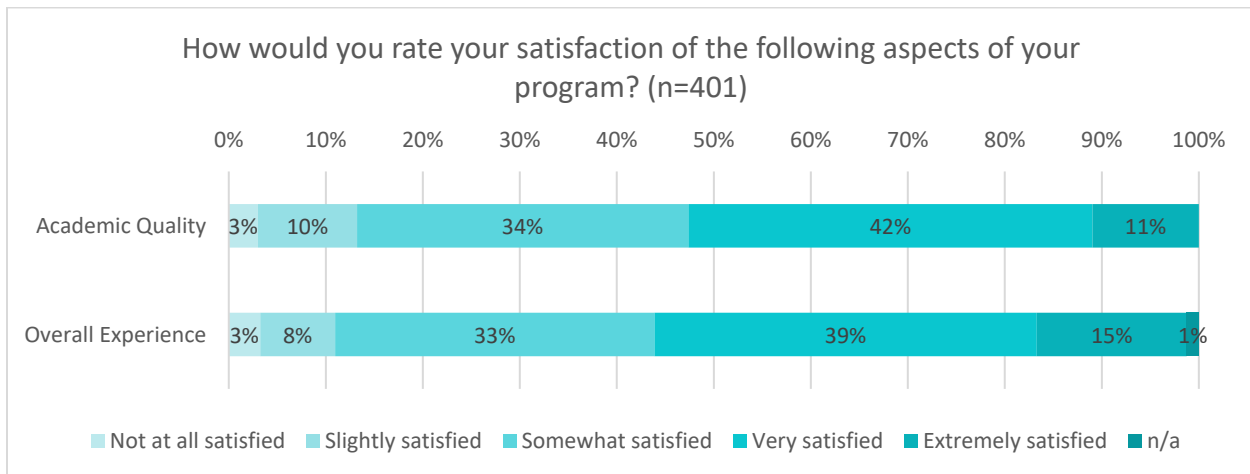


When asked about how well the program prepared them for further education, 54% of respondents said that the program prepared them either “very well” or “extremely well” for further education; 27% of respondents reported that the program prepared them “somewhat well” for further education; 15% said that the program prepared them only “slightly well”; and, 3% reported that the program did not prepare them at all for further education.



4.5. Overall Experience Assessment

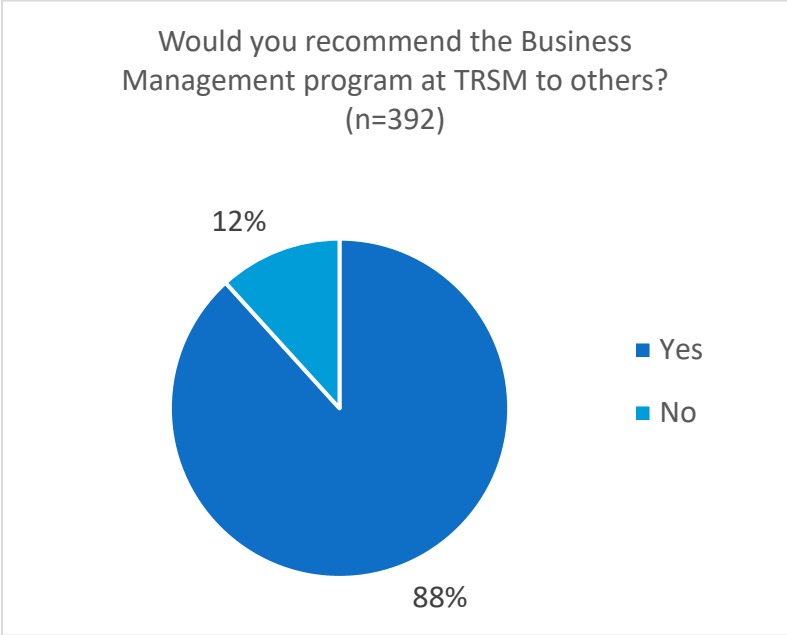
In the final section of the survey, alumni were asked to give feedback about their overall experience in the program. As shown in the graph below, academic quality and overall experience were rated similarly and mostly positive. 53% and 54% of respondents were either “very satisfied” or “extremely satisfied” with the academic quality and overall experience, respectively. The significant percentage of respondents who were only “somewhat satisfied” suggests that there are opportunities for enhancing academic quality and overall experience (e.g., continuous improvement with respect to curriculum design; student engagement; student support and advising, etc.).



Alumni were also asked to comment on the strengths and weaknesses of the program. The most frequently cited aspects have been summarized in the table below.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Students <ul style="list-style-type: none"> ○ Groups/clubs/extra-curricular ○ Diversity ○ Networking • Business Curriculum <ul style="list-style-type: none"> ○ Variety of courses ○ Foundational knowledge ○ Selection of majors <ul style="list-style-type: none"> ▪ Flexibility to change • Location and Community • Co-op program 	<ul style="list-style-type: none"> • Not enough practical skills and knowledge/lack of hands-on application • Large commuter School <ul style="list-style-type: none"> ○ Challenging to engage with other students in and outside of the classroom • Varying quality and care of professors • Inconsistent grading across sections of the same course • The curriculum is occasionally outdated and/or repetitive

Finally, when asked if they would recommend the Business Management program to others, 88% of alumni said yes.



5. Conclusion

The results of the 2023 Business Management Alumni Survey provide useful insight into alumni perspectives on their experience in the program and how well it prepared them for their careers and further education. The survey feedback highlights many aspects of the program that are well-received, such as the diverse student body, the range of Major options, and the quality of the co-op options, as well as underscores several areas for improvement related to curricular design, skill development, and career advising. Some of these shortcomings have already been addressed by recommendations from the periodic program review, such as reducing the total number of courses required to graduate, introducing new courses in mathematics and entrepreneurship, and offering alternative modes of delivery to accommodate students' variety of learning styles and desire for greater flexibility.

One key takeaway from the survey findings is the demand for more practical, hands-on learning that will prepare graduates to enter the job market. One exciting development that will contribute to this demand is a recent change to the admissions process for the Business Management Co-op program, which will allow students to directly apply into co-op from high school.⁸ This additional entry point into co-op will provide first-year students with the reassurance that their academic experience will be supplemented by practical, hands-on experiences through the completion of work terms.

Identifying appropriate core and major-specific courses to embed active and experiential learning is an ongoing priority of the School of Business Management. For instance, the Real Estate Management Department recently offered a section of REM 680 (Special Topics Real Estate Management) that featured guest speakers from around the globe; the Department also created a new course, REM 770 (Global Real Estate), which will include an international travel experience for students. In the Entrepreneurship & Strategy Department, ENT 401 (Design Thinking Experience) is a new elective course that requires students to implement real-world projects in a variety of entrepreneurial contexts. Recent offerings of the course have been deeply experiential and transformative, such as one section where students travelled to Germany to participate in a week-long Design Thinking Bootcamp,⁹ or another section where TMU students studied alongside Indigenous high school students and worked together to find ways to enhance Indigenous student recruitment and retention.¹⁰ MHR 741 (Managing Interpersonal Dynamics and Teams), a required course for HR Majors, explores how the experience of cold-water plunging can be applied to theories of self-awareness, self-regulation and stress management and a range of other course topics. And, in MKT 802 (Advanced Market Planning), the capstone for the Marketing Management Major, a new collaboration between TRSM and Zone Learning allows students the opportunity to develop marketing plans for real-world clients. Lastly, a new course, BUS 777, was recently created specifically for undergraduate students looking to deepen their understanding of academic research approaches and methodologies, which provides a solid foundation for those students looking to pursue graduate studies or careers in research.

⁸ The new cohort of co-op students direct from high school will begin in fall 2025.

⁹ The Academic Program for Entrepreneurship (APE) Bootcamp is a unique week-long experiential learning opportunity combining Entrepreneurship and Design Thinking hosted each March in Munich, Germany.

¹⁰ This section of the course combines Indigenous knowledge and perspectives with Design Thinking to create a more inclusive and accessible environment for Indigenous students.

Other departments within the School of Business Management continue to integrate and/or explore similar EL components to address these concerns in future course offerings.

Finally, the survey results have been shared with the Business Management Curriculum Sub-Committee prior to submitting the final report to the Academic Standards Committee. The results will be referenced for future curriculum planning and program development purposes.

Feedback on Survey Design

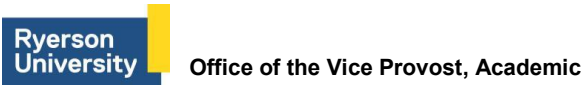
The analysis of the survey results has also provided an opportunity to reflect on the questions and design of the survey itself.¹¹ While not an extensive list, a few recommendations include:

- Consider modifying the following statement: *My first position did not fully utilize my education from Ryerson's (insert program name) program.*
 - It is not entirely clear how respondents are to interpret the phrase “fully utilize” in relation to applying their education to their first position. It frames the scenario as if their education *could* or perhaps *should* be fully applied to their first job after graduation, which arguably is not realistic.
- Consider a more nuanced exploration of “theory-based courses” and their contribution to student learning
 - At one point in the survey, respondents are asked whether more or less emphasis should be placed on “theory-based courses.” Respondents are asked to consider this aspect alongside “application-based courses”, “experiential learning”, and “developing job-ready skills and knowledge.” As phrased, “theory-based” may be too ambiguous and therefore devalued or disregarded; it also creates an unproductive dichotomy between “theory” and “practice.”
- Consider expanding on the definition of “human diversity” from an Equity, Diversity and Inclusion and Accessibility perspective
 - Survey respondents are asked whether more or less emphasis should be placed on “developing an understanding and appreciation of human diversity.” As phrased, “human diversity” is too broad and glosses over the multi-faceted nature of human lived experiences. Consider adding a sub-section of the survey that focuses on Equity, Diversity, Inclusion and Accessibility.

¹¹ While a few revisions were made to the existing survey, the majority of the questions were taken from the standard template provided by the Office of the Vice-Provost Academic.

6. Appendix

6.1. Academic Standards Committee Recommendations



TO: Daphne Taras, Dean, Ted Rogers School of Management

FROM: Kelly MacKay, Vice-Provost Academic and Chair, Academic Standards Committee

CC: Cynthia Holmes, Associate Dean, Ted Rogers School of Management

SUBJECT: Recommendation from Academic Standards Committee – Periodic Program Review
Bachelor of Commerce Business Management and Honours Degree Designation

DATE: April 22, 2021

Thank you for submitting to the Academic Standards Committee (ASC) the Periodic Program Review (PPR) for the Business Management Bachelor of Commerce degree program.

The Committee has completed its assessment of the periodic program review and will recommend its approval to Senate with a mandated One-Year Follow-up Report to be submitted by **June 30, 2022** as follows:

1. Report on the status of the initiatives outlined in the Implementation Plan.

A Two-Year Follow-up Report is requested as follows:

2. Updated alumni survey.

The ASC also will recommend to Senate the approval of the Honours Degree designation, pending submission of the documentation to Dr. Tina West no later than **May 18, 2021** for the June 1, 2021 Senate meeting.

6.2. Business Management Alumni Survey 2023

Start of Block: Introduction

Q1.1 Business Management Alumni Survey 2023

Q1.2 Dear Alumni:

As part of a review of the quality of academic programs at the Ted Rogers School of Management, we are asking alumni of the Business Management program to participate in a survey. The survey will take approximately 10 minutes to complete.

Your feedback matters

Although your participation is voluntary, your feedback is an important element that will help guide us as we continue to develop our undergraduate programs. Your participation will help us to better understand how our students experience their programs and how we can work to make them better.

Contest - Your chance to win!

By participating in this survey, you will have the opportunity to enter a draw for a chance to win ONE of THREE Amazon Gift Cards valued at \$100 each. Winners will be randomly selected and contacted by email on or shortly after March 27th, 2023. Full contest rules can be found [here](#).

Privacy

You have the option to remain completely anonymous by not entering your email address at the end of the survey. Regardless of whether or not you choose to enter your email address, the responses you provide will remain completely confidential and will be used only to produce summary reports. The data will be used for purposes such as curriculum planning, program development, and tracking the Ted Rogers School's progress in achieving important goals and objectives, and may also be used for scholarly and professional purposes.

Only one completed survey per alumni will be considered in the analysis. Participants wishing to enter the prize draw must provide a valid email address at the end of the survey. Once your completed survey has been received, your email address will be removed from the data.

Please proceed to the first question by clicking the forward arrow below.

End of Block: Introduction

Start of Block: Program Information

Q2.1 Program Information

In what year did you graduate from Toronto Metropolitan University (formerly Ryerson University)?
(e.g., 2015)

▼ 2022 (1) ... Before 2015 (9)

Q2.2 What was your declared Major?

▼ Accounting (8) ... Real Estate Management (7)

End of Block: Program Information

Start of Block: Employment (Part 1)

Q3.1 Employment

This section asks several questions related to your current employment.

Q3.2 Are you currently employed?

- Yes, Full-time (1)
- Yes, Part-time (2)
- No (3)

End of Block: Employment (Part 1)

Start of Block: Employment (Part 2)

Q4.1 Which of the following best describes your company or organization?

▼ Arts / Design / Theater (1) ... Business /Finance /Management / Culture (16)

Q4.2 Provide a title that best describes your current position or employment.

Q4.3 Which of the following best describes your current work position?

- Entry-level (1)
- Mid-level (2)
- Senior-level (3)

Q4.4 Please indicate your level of agreement with the following statements about the progression of your career.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
My degree was essential in securing employment after graduation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My first position did not fully utilize	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

my education
from TRSM (2)

I was able to
advance my
career early on
because of my
education from
TRSM (3)

I often use skills
or knowledge
learned at TRSM
in my daily work
(4)

Overall, I am
satisfied with my
career thus far
(5)

I could not find a
job in my major
field (6)

The jobs in my
major field did not
pay well (7)

The jobs in my
field offered few
opportunities for
advancement (8)

I needed more
employment
related
education/training
(9)

I developed new
career interests
after leaving
Toronto

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Employment (Part 2)

Start of Block: Program Feedback

Q5.1 Program Feedback

This section includes questions related to your academic experience at TRSM.

Q5.2 Please indicate your level of satisfaction with the following statements about your program and its services:

	Not at all satisfied (1)	Slightly satisfied (2)	Somewhat satisfied (3)	Very satisfied (4)	Extremely satisfied (5)
Interaction with faculty outside of the classroom (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback on academic progress from faculty (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice from faculty relating to career opportunities (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance by faculty in pursuing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

further
education (4)

Assistance
from the
Business
Career Hub
in pursuing
career
opportunities
(5)

Course work
preparation
for qualifying
examination
(6)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.3 Please indicate your level of agreement with the following statements about the TRSM Business Management program:

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Faculty expectations were well communicated (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty treated students with respect (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grading practices were	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

appropriate
and fair (3)

The courses
fit together to
make a
cohesive
program (4)

I would have
liked broader
choices in
elective
courses (5)

Too much of
the curriculum
was required
(6)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.4 To what extent did your program advance your skillset in the following areas:

	Not at all (1)	Slightly (2)	Somewhat (3)	Considerably (4)	A great deal (5)
Written Communication (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verbal Communication (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation Skills (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team work (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analytical reasoning (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leadership (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal skills (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.5 To what extent did the following factors present themselves as barriers to the completion of your degree?

	Not at all (1)	Slightly (2)	Somewhat (3)	Considerably (4)	A great deal (5)
Work obligations (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family obligations (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuition and other costs of attendance (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A decision to change programs (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involved in co-op or internships (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses were not available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

when needed
(6)

Took a
semester(s)
off (7)

Other: (8)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.6 Looking back on your university experience, how much emphasis should have been placed on the following?

	Much less (1)	Somewhat less (2)	About the same (3)	Somewhat more (4)	Much more (5)
Theory based courses (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application based courses (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with a professor on a research project (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiential learning (e.g. community service, co- op, internship, practicum) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing scholarly and intellectual qualities (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Developing
information
literacy skills
(6)

Developing
job-related
skills and
knowledge (7)

Developing
an
understanding
and
appreciation
of human
diversity (8)

Q5.7 Did the program enhance or empower your abilities to continue learning and to engage effectively in your professional and personal life?

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

End of Block: Program Feedback

Start of Block: Curriculum Feedback

Q6.1 Curriculum Feedback

This section contains questions about the required curriculum for the Business Management program.

Q6.2 Please rank the following groups of courses according to how much they contributed to your overall learning.

	Not at all (1)	Slightly (2)	Somewhat (3)	Considerably (4)	A great deal (5)
Foundational/Core (Years 1 & 2 and BUS 800 capstone course) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Major-related (Years 2-4) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionally- Related/Open Electives (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liberal Studies (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q6.3 What course(s) do you believe was most helpful for you in terms of developing particular skills or knowledge for life after graduation?

Courses for the Business Management program can be found here:
https://www.torontomu.ca/calendar/2022-2023/programs/trsm/business_mgt/.

Q6.4 What course(s) do you believe was least helpful for you in terms of developing particular skills or knowledge for life after graduation?

End of Block: Curriculum Feedback

Start of Block: Further Education (Part 1)

Q7.1 Further Education

This section contains questions pertaining to your pursuit of further education.

Q7.2 Are you currently enrolled in, planning to pursue, or have already completed further education?

- Yes (1)
- No (2)

End of Block: Further Education (Part 1)

Start of Block: Further Education (Part 2)

Q8.1 Since graduating, please indicate for each credential/designation listed below whether you are currently enrolled in/have completed or if you plan to pursue the credential/designation.

	Completed (1)	Currently enrolled (2)	Intend to enroll in the next 5 years (3)	Undecided (4)	Do not plan to pursue further credentials/designations (5)
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Master's degree (e.g. MA, MBA) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doctorate degree (e.g. PhD) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional degree (e.g. JD, MD, PharmD) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional designation/certification (e.g. CPA, CFA, CHRP, CIM) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8.2 How many years after you finished university did you/will you pursue further education?

- 1 year later (1)
- 2 to 3 years later (2)
- 4 to 6 years later (3)
- 7 to 10 year later (4)
- 11 or more years later (5)

Q8.3 Please specify the program name and institution. (optional)

Q8.4 To what extent did the following factors contribute to your decision to pursue further education?

	Not at all (1)	Slightly (2)	Somewhat (3)	Considerably (4)	A great deal (5)
Career advancement (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal development (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To acquire additional skills (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough career opportunities with a undergraduate degree from my program of study (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8.5 How well did the program prepare you for further education?

- Not well at all (1)
- Slightly well (2)
- Somewhat well (3)
- Very well (4)
- Extremely well (5)

End of Block: Further Education (Part 2)

Start of Block: Overall Experience Assessment

Q9.1 Overall Experience

This section contains several questions related to your overall experience in the Business Management program.

Q9.2 How would you rate your satisfaction of the following aspects of your program?

	Not at all satisfied (1)	Slightly satisfied (2)	Somewhat satisfied (3)	Very satisfied (4)	Extremely satisfied (5)
Academic Quality (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Experience (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9.3 What do you view as the greatest strength of the Business Management program?

Q9.4 What do you view as the greatest weakness of the Business Management program?

Q9.5 Would you recommend the Business Management program at TRSM to others?

Yes (1)

No (2)

Q9.6 Please provide any comments, observations or suggestions we should consider for TRSM's Business Management program in the future.

Q9.7 To enter the draw for a chance to win ONE of THREE Amazon Gift Cards valued at \$100 each, please click the forward arrow below.

End of Block: Overall Experience Assessment

Start of Block: Block 9

Q10.1 OPTIONAL: Please enter your email address below if you would like to be entered into the draw for a chance to win ONE of THREE Amazon gift cards valued at \$100 each. Your email address will be removed from the data once your completed survey has been received.

End of Block: Block 9

6.3. Recommendations from the Business Management PPR

RECOMMENDATION AND IMPLEMENTATION PLAN
Recommendation # 1
Recommendation: Reduce total number of courses in program to 40.
Rationale: Reducing the number of courses from 42 to 40 will bring the program in line with the standard requirements for an undergraduate degree program. The change will also reduce students' workload, which will in turn provide students with a better work-study-life balance.
Objective: Reduce total number of courses in program to 40.
Actions: Starting fall 2019, the program no longer required students to complete BUS 100, which reduced the overall number of program courses by one. Looking ahead, departments will review their professional required, professional elective, and professionally-related courses in order to determine the appropriate category to make a further reduction. In co-ordination with the Dean's Office, a plan will be developed and implemented to re-balance the curriculum across the four years of the program, ensuring that each semester has no more than five courses.
Timeline: Recommendation was first proposed December 2019 and will go through the required approvals process for implementation in Fall 2021.
Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Department Councils, SBM Curriculum Sub-Committee, Undergraduate Curriculum Committee, Faculty Council, Curriculum Management, Vice-Provost Academic
Recommendation # 2
Recommendation: Hire more RFA faculty members to address high student-faculty ratios.
Rationale: High student-faculty ratios reduce the pedagogical options for faculty members, increase the classroom management effort, and decrease the level of personal attention available to students. More RFA faculty members would improve the educational experience for students.
Objective: Reduce the average student-to-faculty ratio across SBM departments to be equal to the average level for Ryerson. (Currently, the SBM average is 37.9 and the Ryerson average is 27.9).
Actions: Prepare hiring plan proposals for submission to the offices of the TRSM Dean and Provost.
Timeline: Take consistent steps in making progress towards the objective every year, achieving the Ryerson average student-to-faculty level by 2026-2027.
Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Office of the Dean, TRSM and Ryerson Provost
Recommendation # 3

Recommendation: Create new integrative learning opportunities at the reinforcement level for the program.
Rationale: In the analysis of the core curriculum mapping for the program, it was revealed that there is no reinforcement of Learning Outcome 1C (i.e. Integrate and apply the functional areas of business into the strategic management process to support principal organizational objectives). In order to strengthen the development of this learning outcome from its introduction, to the point at which the student is expected to reach proficiency, it is recommended that new integrative learning opportunities are created to bridge this gap.
Objective: The SBM Curriculum Sub-committee will set a priority to explore options related to new integrative learning experiences (e.g. modules, new courses, co-teaching, etc.), and select a feasible course of action that will enhance students' learning with respect to LO 1C.
Actions: The Curriculum Sub-Committee will begin exploring options for new integrative learning opportunities in the 2021-2022 academic year, with the intent of developing an implementation plan. Depending on outcomes of the implementation plan (e.g., a new course), timeline may extend to 2023-2024 in order for the changes to come into effect.
Timeline: 2021 - 2024
Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Department Councils, SBM Curriculum Sub-committee, UCC, Faculty Council
Recommendation # 4
Recommendation: Ensure that the program includes active and experiential learning for every student.
Rationale: While the program identified several experiential learning opportunities for students, many of these learning opportunities are only available through extra-curricular and elective courses. Beyond GMS 401, which is one required core courses where experiential learning takes place, the program desires to enhance the current array of programming available to students. This would include embedding more active and experiential learning opportunities in required courses across the core and major-specific curricula.
Objective: Identify appropriate core and major-specific courses to embed active and experiential learning. Work with faculty to develop new learning opportunities for students, while ensuring that there are sufficient physical resources to support these initiatives.
Actions: Consult with the TRSM Learning and Innovative Teaching Committee, as well as the Centre for Excellence in Learning and Teaching, in order to identify best practices across the faculty. Present ideas to SBM Curriculum Sub-Committee, discuss findings, and reach consensus on viable options for expanding experiential learning in the Business Management program.
Timeline: Following consultations in the fall of 2021, the SBM Sub-committee will reconvene in winter 2021 to develop an implementation plan for the fall of 2022.
Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic
Responsibly for approving recommendation, providing any resources made

necessary by the recommendation, and overall monitoring of the implementation of the recommendation: SBM Curriculum Sub-Committee, Dean's Office, Learning and Innovative Teaching Committee, Centre for Excellence in Learning and Teaching

Recommendation # 5

Recommendation: In light of the curriculum mapping analysis, review and optimize program learning outcomes.

Rationale: While the curriculum mapping exercise required for periodic program review illuminated several areas of the curriculum that require attention, it also revealed deficiencies in the design and articulation of the learning outcomes. In particular, it became apparent that several outcomes were too specific and consequently only mapped to one or two courses. This observation applied mostly to the 'Business Functions' learning outcomes, raising concerns about whether these were appropriate outcomes for the program, or whether they were actually course objectives. It is recommended that the SBM Curriculum-Subcommittee carefully review the program learning outcomes and make revisions, where necessary.

Objective: Review and optimize program learning outcomes.

Actions: The SBM Curriculum Sub-Committee will meet to review and make changes to the program learning outcomes.

Timeline: Fall 2021

Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: SBM Curriculum Sub-Committee

Recommendation # 6

Recommendation: Examine how to address Learning Outcome 8b (sustainability) at the reinforcement level in the curriculum.

Rationale: The curriculum mapping exercise revealed that Learning Outcome 8b is not currently addressed at the reinforcement level of the curriculum. In an effort to ensure consistency and progression across the curriculum, an examination should be conducted of the current lesson plans relating to this topic and a plan developed to reinforce this learning outcome in (an) appropriate mid-level course(s).

Objective: Establish a working group to examine current best practices relating to sustainability pedagogy and curriculum at TRSM. Information will be presented to the SBM Curriculum Sub-Committee, which will guide curricular decision-making.

Actions: Establish a working group to conduct analysis and present findings to SBM Curriculum Sub-Committee. Develop plan to implement curricular revisions relating to LO 8b.

Timeline: 2021-2022

Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic

Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Office of the Dean; SBM Curriculum Sub-Committee

Recommendation # 7

Recommendation: Investigate and implement strategies to integrate entrepreneurship into the program curriculum.
Rationale: The mapping exercise revealed that very little of the program curriculum addresses the two learning outcomes related to entrepreneurship (LO 2g; LO 9a). This finding is particularly concerning given the overarching mission statement, which asserts that the Ted Rogers School of Management is “Canada’s preeminent entrepreneurial-focused business school.” While the School offers students opportunities to engage in entrepreneurial extra-curricular activities, greater effort should be made to ensure that all students in the program are exposed to entrepreneurial ideas through the curriculum.
Objective: The SBM Curriculum Sub-Committee will collaborate with the Entrepreneurship Department to identify curricular opportunities that address Learning Outcomes 2g and 9a, and develop an appropriate and timely implementation plan.
Actions: Consult with the Entrepreneurship department and explore viable options for integrating more entrepreneurial content into the program curriculum.
Timeline: 2021-2022
Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic; Chair of the Entrepreneurship Department
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Office of the Dean; SBM Curriculum Sub-Committee; Entrepreneurship Department
Recommendation # 8
Recommendation: Evaluate the effectiveness of QMS 110 in developing students’ quantitative skills.
Rationale: QMS 110 is a new course that was recently added to the core curriculum of the program. The course was designed to address deficiencies with respect to the mathematical proficiency of incoming students and therefore provide a foundational set of knowledge and skills for the program. It is recommended that an analysis be conducted of whether or not the course has been successful in strengthening students’ math competencies, in order to make improvements or adjustments to the course curriculum.
Objective: Initiate plan to monitor student success in QMS 110 and implement curricular changes, if necessary.
Actions: Monitoring student success in QMS 110 will include several strategies. Possible metrics could include: drop and failure rates, course grades, course feedback, monitoring student activity at the Academic Success Centre, and tracking student success in other quantitatively demanding courses.
Timeline: 2021-2022
Responsibility for leading initiative: Cynthia Holmes, Associate Dean, Faculty and Academic; administrative staff
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Office of the Dean