Academic Program Review

Progress Report

Bachelor of Commerce - CORE

Faculty: John Molson School of Business

Department: B.Comm- CORE

Year of Review: 2017

Implementation Plan Date: November 4, 2021

Progress Report Due Date: December 19, 2025

As part of the academic program review process and to report back to the Vice-Provost, Innovation in Teaching and Learning on the status of the recommendations brought forward in the Dean's Implementation Plan, the CORE encloses the Progress Report detailing the status of the recommendations and other efforts towards continuous improvement.

In signing this document, the Chair confirms that this Progress Report has been presented to their Departmental Assembly (or its equivalent) prior to submission to the Faculty Dean.

Signed,

January 5, 2026

Jooseop Lim

NAME

Department/Unit Chair

Date

Instructions

The Progress Report is an opportunity for your Department to highlight efforts and achievements in operationalizing the Dean's Implementation Plan. It also prompts reflection and encourages continuous improvement within the Department. The outcomes of the Progress Report provide essential information and guidance for the Department's future academic program reviews.

The report is divided into five sections:

- In Section I: Recommendations, for each recommendation indicate the status (as of the Progress Report date) whether they have been Fully, Partially, or Not implemented and as applicable, briefly describe the impact of change, the progress and/or next steps.
- In Section II: Reviewing Enrolment and Student Data, the Department has an opportunity to explore their enrolment data from the last five academic years to determine whether their programs have seen growth, stability, or a decline.
- In Section III: Developments, Innovations, and Improvements, take an opportunity to outline any significant developments, innovations and/or improvements to your programs or the Department since your last academic program review.
- In Section IV: Continuous Improvement, the Department is invited to briefly outline Department's reflection on its overall strengths and areas of concern, its programs, enrolment, and/or curriculum, and how progress will be monitored.
- In Section V: Emergent Issues and/or Noteworthy Trends, the Department should reflect on and explore issues or trends which have had or may have an impact, whether positive or negative, on the Department, programs, enrolment, and/or curriculum.

For new programs (less than five years old): the Department is invited to critically evaluate and review the initial administration and resourcing of the program. This includes identifying gaps in current practices in addition to highlighting early achievements or successes of the program.

Length: Minimally, the report should be at least five pages excluding the cover page, instructions, and Section I (and appendices, if applicable). Answers should be honest, succinct, and complete.

Submission of report: Once the Progress Report has been approved by the Departmental Assembly (or its equivalent) the signed report must be submitted by the Department/Unit Chair to the Faculty Dean who then sends it to the Program Review Lead (program.review@concordia.ca).

Appendices: The Department/Unit Chair may include appendices for the Progress Report. For example, if additional data was consulted it must be included as an appendix.

Section I: Recommendations from Dean's Implementation Plan

Recommendation #1: Review advising practices and resources provided by Student Academic Services.

Status of recommendation implementation (Fully, Partially, Not): **Fully implemented**.

Impact of change (for Fully implemented recommendations):
Summarize the main contributions of this recommendation to your Department)

Building a Strong and Reliable Advising Team.

From 2019 to 2023, the JMSB Undergraduate Programs Office experienced a period of high turnover among academic advisors. Since that time, the unit has successfully recruited a team of competent and dedicated advisors, leading to more consistent and effective advising for students. The advising function is now strong and reliable, and students are clearly benefiting from the stability and effectiveness of the advising team. According to the Student Experience Survey, discussed in a later section, B.Comm students reported generally positive perceptions of the advising functions.

Need to Improve Transfer Credits Process

While advising practices have improved significantly, there remains an opportunity to further enhance the transfer credit process. Currently, one staff member reviews the transfer credit database to identify equivalent courses, after which the manager finalizes the decisions and enters the information into the SIS. This process could be streamlined by redistributing responsibilities to academic advisors, who could review equivalencies, determine transferable credits, and enter them directly into the system. Such an approach would reduce the number of steps involved, improve overall efficiency, and allow improved interactions with students who inquire the status of the transfer credits. The Program Office currently plans to implement such a change as soon as possible.

Recommendation #2: Initiate a benchmarking exercise to identify more opportunities for experiential learning.

Status of recommendation implementation (Fully, **Partially,** Not): **Partially implemented**

Progress (for Partially implemented recommendations):
What specific actions have been taken?

List of Experiential Learning Inventories in 2023

In Fall 2023, experiential learning components among JMSB courses were identified and documented, and several enhancements were observed. For instance, COMM 401 (Strategy and Competition) has consistently employed a case-based approach, with students presenting their analyses before a panel of judges. COMM 299 (Special Topics in Business), which prepares students for case competitions, has expanded by adding more sections and opening registrations to non-JMSB students. In addition, COMM 305 (Managerial Accounting) incorporated a transfer price negotiation game and a managerial decision-making simulation to help students better understand key business concepts. There are inherent limitations to implementing experiential learning in COMM courses due to class size and instructional methods. Instead, each major program actively incorporates experiential learning components.

Next Steps (for recommendations that have not been implemented within the proposed timeline):
Please provide a rationale and as applicable, outline a plan to achieve implementation.

The process of collecting experiential learning inventories can be repeated in AY 2026 to allow the program to monitor changes over time and identify opportunities for further improvement.

Recommendation #3: Work with Concordia International on developing more linkages with universities outside of North America.

Status of recommendation implementation (Fully, Partially, Not): **Fully Implemented**

Impact of change (for Fully implemented recommendations):
Summarize the main contributions of this recommendation to your Department)

Launching Dual Degree Programs

Expanding partnerships with universities outside North America has been a key strategic priority for JMSB since 2019. In 2021, JMSB signed a dual-degree agreement with NEOMA Business School in France, and the two institutions have been exchanging students in the International Business major program since the 2023 academic year. In June 2025, JMSB also entered into a dual-degree agreement with Emlyon business school for students in the marketing major, with the first cohort scheduled to participate in Fall 2026.

In addition, a dual-degree agreement with the University of Limerick is currently under development and awaiting final approval. Once finalized, this partnership will enable JMSB finance major students to earn a degree in Risk Management and Insurance from the University

of Limerick alongside their B.Comm degree from Concordia University. JMSB is also actively exploring dual-degree opportunities beyond Europe, including partnerships in Asia.

Recommendation #4: Undertake a review of the BAdmin program.

Status of recommendation implementation (Fully, Partially, Not): **Partially Implemented**

Progress (for Partially implemented recommendations):
What specific actions have been taken?

Continued Efforts to Revive the B.Admin Program

The Undergraduate Programs Office suspended admissions to the B.Admin program in 2021 pending a comprehensive curriculum revision. Since then, the Office has explored various approaches to revitalizing the program, though progress has been slow and limited. Some challenges include reservations among potential major programs about participating under the B.Admin framework, largely due to perceptions that students tend to prefer the B.Comm degree over the B.Admin degree. Despite these challenges, the Programs Office continues to explore alternative models for the program, with a particular emphasis on strengthening interdisciplinarity across faculties at Concordia. The development of the program using a stackable degree structure is also under active consideration.

Recommendation #5: Initiate a review of the Core curriculum and Certificates.

Status of recommendation implementation (Fully, Partially, Not): **Fully Implemented**

Impact of change (for Fully implemented recommendations):
Summarize the main contributions of this recommendation to your Department)

Completion of the B.Comm Curriculum Revision

A comprehensive revision of the B.Comm core curriculum was initiated in 2019 and completed in 2021, with the revised curriculum implemented in Fall 2023. The updated curriculum places increased emphasis on ethics, sustainability, and information technology applications. In addition, the revised learning goals and objectives align with current trends in business, better preparing students for their future careers upon graduation. In 2025, the Undergraduate Programs Office added 12 credits of JMSB courses to the Certificate in Foundations for Business, allowing students to transfer additional credits into JMSB business degree programs once they are admitted into the B.Comm program.

Recommendation #6: Establish a community of practice on pedagogical tools and methods.

Status of recommendation implementation (Fully, Partially, Not): **Partially Implemented**

Progress (for Partially implemented recommendations):
What specific actions have been taken?

Continuous Curriculum Improvement Committee and COMM Course Coordinators' Meeting

A Continuous Curriculum Improvement Committee was established, comprising Associate Deans, departmental representatives, and staff involved in curriculum development and revision. The committee reviewed key curriculum-related issues and put forward recommendations on matters such as the storage of course outlines, course coordination policies, and the initiation of COMM course coordinators' meetings. The committee's mandate is to support the continuous enhancement of teaching and learning by promoting the sharing of best practices and encouraging the adoption of innovative teaching tools and methods.

Recommendation #7: Find incentives for increasing the commitment of full-time faculty to the Core program, as well as recognizing expertise from part-time faculty.

Status of recommendation implementation (Fully, Partially, Not): **Partially**

Progress (for Partially implemented recommendations):
What specific actions have been taken?

Enhanced Engagement of Full-Time Faculty, with Opportunities for Improvement

The revised curriculum engaged full-time faculty members in the development of new COMM courses, including COMM 219 (Innovation Management) and COMM 216 (Ethics, Business Sustainability and Social Responsibility). These faculty members continue to play an active role in delivering and coordinating these courses. In consultation with Department Unit Heads, the Programs Office will explore appropriate incentives to further encourage sustained engagement by full-time faculty in COMM courses. With respect to recognizing the expertise of part-time faculty, there are constraints under the current CUPFA Collective Agreement, particularly in offering courses to part-time faculty without sufficient seniority when a significant number of part-time faculty members with greater seniority have previously taught these courses multiple times.

Status of recommendation implementation (Fully, Partially, Not): **Partially Implemented**

Progress (for Partially implemented recommendations):
What specific actions have been taken?

Integration of Digital Tools in COMM 213 and COMM 305, and Learning Resources in COMM 309

During the COMM course revision process, the importance of developing proficiency in data processing and visualization tools was repeatedly emphasized. In response, COMM 213 (Computing and Visualization Tools for Business Analytics) was introduced, with a focus on Excel and Power BI. In addition, COMM 305 has actively integrated Excel and Power BI into both coursework and assessment activities, requiring students to use the software to compute and analyze accounting data. COMM 309 has integrated WileyPLUS resources into the coursework. These are used for graded assignments as well as for practice questions, interactive tutorials, and instructional videos, thereby supporting students' independent learning.

Next Steps (for recommendations that have not been implemented within the proposed timeline):
Please provide a rationale and as applicable, outline a plan to achieve implementation.

Integration of AI in the Curriculum

Three JMSB departments have developed and offered special topics seminar courses focused on AI. However, AI-related content is not yet fully embedded in the current COMM curriculum. The COMM course coordinators' meetings, along with Executive Meetings, would be effective places to discuss strategies for integrating AI-related topics more systematically across COMM courses.

Recommendation #9: Make detailed course outlines and assessment methods available online.

Status of recommendation implementation (Fully, Partially, Not): **Fully Implemented**

Impact of change (for Fully implemented recommendations):
Summarize the main contributions of this recommendation to your Department)

Course Outlines Available on Moodle

Most JMSB instructors post their course outlines on Moodle. In addition, all JMSB courses with two or more sections are recommended to be coordinated, and their course outlines are standardized, providing detailed information on course content, assessment methods, and available learning resources. Looking ahead, the COMM course coordinators' meeting will provide a space to share and discuss a range of assessment methods and best practices, while also highlighting the importance of clearly communicating assessment plans to students. Students benefit from the detailed information in the course outline, which allows them to plan their studies in advance and prepare more effectively for assessments. In addition, the Continuous Curriculum Improvement Committee established an online course outline repository to improve access to course outlines for administrators and program directors, which will support curriculum revisions and facilitate reporting to accreditation bodies.

Recommendation #10: Consider assessment methods and feedback provided to students during the curricular review.

Status of recommendation implementation (Fully, Partially, Not): **Fully Implemented**

Impact of change (for Fully implemented recommendations):
Summarize the main contributions of this recommendation to your Department)

Integration of Various Assessment Tools in COMM courses

As part of the B.Comm curriculum revision, the committee identified a range of assessment tools suitable for each COMM course. In addition to traditional methods such as exams and quizzes, the curriculum integrates innovative and experiential assessment approaches, including in-class and out-of-class experiential activities as well as Excel-based assignments. Looking ahead, students' feedback on assignments and grading from the student experience survey can serve as input for further improving the JMSB courses.