

Final Assessment Report for the 2020-2021 Cyclical Program Review of Economics

INTRODUCTION

In accordance with Laurier's Institutional Quality Assurance Procedures ([Policy 2.1](#)), this Final Assessment Report provides a summary of the review process for the Department of Economics prepared by the Quality Assurance Office, along with an identification of strengths of the program(s) under review authored by the Vice Dean of the Lazaridis School of Business and Economics and Dean of the Faculty of Graduate and Postdoctoral Studies. All recommendations made by the external review committee are listed in order, followed by a summary of the department's response, and the relevant decanal responses. Recommendations not approved for implementation have been identified, and those that have been prioritized are listed in the Implementation Plan.

The Final Assessment Report is reviewed and approved by the Vice-Provost: Teaching and Learning and the Provost and Vice-President: Academic. Following completion of the Final Assessment Report, it is approved by the Program Review Sub-Committee and Senate Academic Planning Committee. Approval dates are listed at the end of this report. Final Assessment Reports are submitted to Senate as part of an annual report on cyclical reviews, and to the Ontario Universities Council on Quality Assurance for information. Final Assessment Reports and Implementation Reports are posted on the public-facing page of the [Quality Assurance Office](#) website.

The Implementation Plan for the recommendations prioritized in the Final Assessment Report can be found at the end of this report. Units will submit their first Implementation Report two years following approval of the Final Assessment Report at Senate. The Implementation Report will include comments from the unit on actions taken toward the completion of recommendations, comments from the relevant Dean(s) related to the progress made, and comments from the Program Review Sub-Committee, which is responsible for approving the Implementation Report and deciding if further reports are required. The Senate Academic Planning Committee will also approve the Implementation Report.

SUMMARY OF REVIEW PROCESS

The Department of Economics offers a BA in Economics and a MA in Business Economics, both of which were last reviewed in 2013-2014.

The Self-Study was authored by Dr. Logan MacLeod, Chair of the Department of Economics, Dr. Ken Jackson, Undergraduate Economics Program Director, and Dr. Wing Chan, Graduate Program Director with input from department faculty. In addition to the Self-Study (Volume I), the department also submitted a copy of faculty curricula vita (Volume II), a volume of course syllabi, and a list of proposed external reviewers (Volume III). A draft of the Self-Study was reviewed by the Quality Assurance Office, the Vice Dean of the Lazaridis School of Business and Economics, and the Dean of the Faculty of Graduate and Postdoctoral Studies prior to submission of the final version.

As per Laurier's IQAP, the external review committee for the review consisted of two external reviewers from outside the university, and one internal reviewer from Laurier but outside of the department. The review committee was selected by the Program Review Sub-Committee on November 13, 2020, and a virtual external review was scheduled by the Quality Assurance Office for the week of March 29 – April 1, 2021.

The review committee consisted of Dr. Jonathan Finn from the Department of Communication Studies at Wilfrid Laurier, Dr. Janice Compton from the Department of Economics at the University of Manitoba, and Dr. Brenda Spotton Visano from the Department of Economics at York University. During the virtual external review, the review committee met with the following individuals and groups:

- Dr. Anthony Vannelli, Provost and Vice-President: Academic and Dr. Mary Wilson, Vice-Provost: Teaching and Learning
- Dr. Lisa Keeping, Vice Dean of the Lazaridis School of Business and Economics
- Dr. Douglas Deutschman, Associate Vice-President and Dean, Faculty of Graduate and Postdoctoral Studies
- Dr. Logan McLeod, Department Chair and Dr. Wendy Wu, Associate Chair
- Full-time Faculty in the Department of Economics
- Contract Teaching Faculty in the Department of Economics
- Undergraduate students in the Department of Economics
- Graduate students in the Department of Economics
- Dr. Ken Jackson, Undergraduate Program Director, and Ms. Amy Neufeld and Ms. Lauren Osborne, Undergraduate Program Advisors
- Dr. Wing Chan, Master of Arts in Business Economics Program Director
- Ms. Jennifer Dilella and Ms. Helen Kaluzny, administrative staff in the Department of Economics
- Ms. Mary Scott, Associate Director: e-Learning and Ms. Susan Alisat, Manager, Instructional Design and e-Learning
- Mr. Matt Thomas, Head of Collections and Acquisitions and Ms. Yanli Li, Economics Liaison Librarian

The review committee submitted their completed report on May 3, 2021. The executive summary from the report is provided below.

External Reviewers' Report Executive Summary

The review committee believes that overall, the economics department is succeeding in delivering high quality, current, praxis-oriented programs at both the undergraduate and graduate levels. The overall objectives of the programs are clear, appropriate, and consistently structured across the years of study. Modes of delivery and

student assessment are appropriate to the level of instruction and course material. Moreover, there is a strong sense of community within the department, which adds to the overall learning environment.

The department is operating at the limits of its resources but doing so effectively. Future anticipated increases in enrollment will need to be matched with increases in resources to maintain the high level of instruction.

RECOMMENDATIONS AND RESPONSES

The External Reviewers' Report included ten recommendations, which have been listed verbatim below, followed by a summary of the department's response, and the decanal response.

Recommendation #1: Continue the successful practices that build a strong sense of community, engage the students effectively in a program that delivers on the degree-level expectations, and situates the department well in the current faculty.

Unit Response: We appreciate the kind words in recommendation #1. We agree with the recommendation and will continue with our successful practices as we strive for building a strong sense of community and engage our students effectively in our programs.

Lazaridis Decanal Response: It is gratifying to read the positive reviews of the department and its programming. I agree with the recommendation completely.

FGPS Decanal Response: This is a very important recommendation. Across campus, many graduate students do not feel a sense of community. The department deserves recognition for creating and maintaining a positive and welcoming atmosphere for students in the MABE program.

Recommendation #2: Consider implementing a structured review of the personal statements of students with marginal grades through an Equity/Diversity/Inclusion lens, for both the undergraduate and graduate programs.

Unit Response: The review of personal statements for students with marginal grades follow a different process for entry into our Undergraduate Programs and MABE Program.

Undergraduate Programs

While we agree with the spirit of the recommendation, we are constrained in implementing the recommendation unilaterally as we would need to work with the University's admissions office. For context, there are two points of entry into the Undergraduate programs: the admissions process (into year 1) and the transfer process (at years 2, 3, and 4). The admissions process is primarily designed and managed by the admissions office. Through the admissions process, the Department has the opportunity to review a personal statement from applicants with marginal grades (i.e., grades within 3% of the admissions cut-off) through the Applicant Background Summary (ABS). The ABS form is designed and collected by the University (not the Department) and currently does not explicitly ask for EDI relevant information, though students often include this information in their answers to questions. For the past few years, the vast majority of students who complete an ABS form were admitted to the economics program but very few students fill in the form. In order for the Department to implement a structured

review of the ABS form through an EDI lens, it would probably require encouraging more applicants to complete the ABS form, and possibly encouraging the University to alter the form to include questions on EDI to collect EDI relevant information in a consistent manner for useful structured review.

MABE Program

We agree with the recommendation and would be happy to review our current admissions process within the Department. For context, there is one point of entry into the MABE program: the admissions process. Applications to the MABE program must meet the requirements of the Faculty of Graduate and Postdoctoral Studies and are reviewed by the Department's Graduate Program Committee.

The Graduate Program Committee evaluates applicants primarily on their overall economics GPA and their GPA in the last ten courses. The Graduate Program Committee places significant weight on the applicant's GPA in the core economics courses, including Microeconomics, Macroeconomics, and Econometrics. For example, the average economics GPA for the rejected domestic applicants in the 2020/2021 cycle is 7.7. The five top marginal cases are rejected because they already have an equivalent MA degree or their major was not in Economics. Without these marginal cases, the GPA in this group is just above 7. Similarly, the main reasons for rejections for other cases are low grades in core courses or an undergraduate degree in different subject areas. Special attention is paid to students with marginal overall GPA but high grades for core courses. In some cases, students with a high GPA from a BBA program and a strong mathematical background will be offered a qualifying year to attract talent in related fields.

The Graduate Program Committee also reviews students' personal statements with marginal grades by searching for evidence of exceptional qualifications and experience. This may include information about working experience, extra curriculum activities, and previous research experience. The information related to equity and diversity can be obtained from the Statement of Intent. Applicants are asked to provide any other information they feel may be relevant. Instructions could be updated to request applicants provide any information in their statement of intent related to equity, diversity and inclusion. Our application form also allows the applicant to self-identify as an Indigenous person. A structured review of applicant's personal statements would be feasible for our admission process because the information is already collected as part of the application package. It would be straightforward to account for this information in the admission decision process for the marginal cases.

Lazaridis Decanal Response: I think this is an excellent suggestion. At the undergraduate level, it is worth exploring with the university the use of the Applicant Background Summary (ABS) for EDI and other purposes. The ABS has not been a tool used strategically or systematically. Reimagining it is a welcome suggestion and one that we can follow-up on with Admissions. It would seem like the recommendation is more straight-forward for the MABE program, and I support the department's suggestions here.

FGPS Decanal Response: I appreciate the thorough response of the department. FGPS does check that all students receiving an offer of admission meet our minimum standards. It is important to note that we have an alternate admissions process for applicants that do not meet the traditional criteria but have other important qualities and experiences. The program should take advantage of this process to recruit non-traditional students in an effort to recruit a more diverse group of students including those from equity-deserving groups.

Recommendation #3: Consider whether two math courses are necessary for admission into the portfolio of Economics programs and specifically, whether it might be coming at the expense of some otherwise strong students.

Unit Response: Recommendation #3 is only applicable for the admissions process to our undergraduate programs.

While we appreciate the spirit of the recommendation, we caution implementing the recommendation may come at the expense of student success. In our experience, it is very rare to get questions from prospective students about the requirement of two Grade 12 Math courses. Advanced Functions is a requirement for the math course (MA129) required of all Lazaridis School students. While it would be possible to eliminate the requirement for applicants to have taken one of “Data Management” or “Calculus”, it is not clear this would send a useful signal to students who are likely to be successful in the program. Applicants to the economics programs who do not meet the math requirement can still be admitted to Laurier and then request a transfer to Economics after completing the first-year courses (along with any necessary prerequisites to University calculus). However, this happens in (approximately) one or two students per year. Further, the requirement of two math courses to our economics programs is symmetric with the math requirements for admission into the BBA program. If economics were to reduce the admissions requirement to one math course it would likely send a signal to prospective students the math requirement in economics is lower than in the BBA program (which is not the case).

Lazaridis Decanal Response: I agree with the department’s response here. The department has many strong students and yet still has a reasonably high attrition from first to second year at the undergraduate level. Reducing the number of math courses does not seem advisable when considering setting student up for success in the program. This recommendation has not been prioritized in the Implementation Plan.

Recommendation #4: Consider adding a first year (second semester) course designed for students majoring in Economics programs portfolio.

Unit Response: Recommendation #4 is only applicable for the curriculum of our undergraduate programs. While we appreciate the recommendation, we will not be introducing a third required course in first year. The suggestion of adding another required first year course for economics students has been considered for several years. While we can appreciate the benefit of adding a new course specifically for economics majors, adding a third required course in first year also poses some challenges.

The first challenge is the significant turnover in economics students between first year and second year. A significant number of first year economics majors are no longer economics majors by second year. We also have a significant number of first year non-economics majors who become economics majors by second year (or later). The churning of students across programs between first and second year would lead to a complicated registration/progression process. A second challenge is adding another first year required course for most students who are currently required to take two economics, one math, and 2 or 3 business courses. The current consensus is University degrees are already too specialized and adding another required economics course (at the expense of a general elective course) may not be the right step.

Lazaridis Decanal Response: I also appreciate the spirit of the recommendation but agree with the rationale presented by the department for why this does not seem like the right fit for our undergraduate program. Consequently, this recommendation has not been prioritized in the Implementation Plan.

Recommendation #5: Explore ways to increase the number of elective courses available for upper-year undergraduate and graduate students.

Unit Response: Recommendation #5 applies to both our Undergraduate Programs and MABE Program. We fully agree with the recommendation.

Undergraduate Programs

We have interpreted the recommendation to specifically refer to 400-level electives. For context, we currently offer a fairly broad selection of 200/300-level electives every year. We also have EC310 (“Special Topics in Economics”) in the academic calendar which allows us to offer elective courses on topics not regularized in the calendar offerings or to introduce new elective courses before they are regularized in the academic calendar.

With respect to our 400-level elective offerings, our strategy has been to offer a small number of electives to 4th year undergraduate students to give them an idea of what graduate school courses may be like. However, demand for 400-level electives has historically been low, which has limited our ability to offer standalone electives. As a result, our strategy has been to “twin” our 400-level electives with MABE electives. This met the dual purpose of addressing low demand for 400-level electives while further demonstrating what graduate level electives are like to our upper year undergraduate students. Moving forward, we could explore offering more 400-level electives twinned with MABE electives (see further comments below).

MABE Program

As noted above, we have offered “twinned” 400-level electives with MABE electives. However, the number of electives has been constrained by demand for these courses and the available instructor resources to teach these courses. The limited number of elective courses in Economics is partially alleviated because the MABE students can take a maximum of three electives. The only restriction is at least one of the three courses must be in Economics. One of the best features in our MABE program is that our students have opportunities to take courses in MBA, Master of International Public Policy (MIPP), and Master of Finance (MFin) programs. Our students often take advantage of this opportunity to broaden their knowledge on areas related to Economics such as Accounting, Marketing, and Public Governance.

Our capacity to offer new electives has increased significantly with three new hires in 2021. We have the opportunity to offering additional graduate level courses related to monetary economics and digital currencies, political economy and social media, and environmental impacts of COVID-19 pandemic. Offering electives on current topics of hot debate leads to high demand from students in the MABE program as well as other graduate programs. High enrolment is an important factor in making these elective courses sustainable in the long run.

Lazaridis Decanal Response: I support the department in this initiative, which I believe they have already made progress on. The only caveat is that resourcing must be considered such that the increased number of electives should not translate into offering more courses in any given year, unless funding has been approved.

FGPS Decanal Response: I support the department increasing the number and breadth of elective courses that are taught. This has to be balanced with available resources as noted in the decanal response above. I would add an additional caution. When well managed, twinned courses can be a benefit to both undergraduate and graduate students in a class. Sometimes twinned courses can lead to friction and anxiety among students. It is important that the differences in learning objectives, assessments, and marking (if any) are communicated clearly to all students.

Recommendation #6: Consider exploring the possibility of blended learning options to enhance the overall learning experience and engagement of students.

Unit Response: Recommendation #6 applies to instructors in both our undergraduate programs and MABE program. We agree with the recommendation. The Department will encourage instructors to explore different pedagogical options (including blended learning) by connecting instructors to resources provided through University's Teaching & Learning office.

Lazaridis Decanal Response: I support this recommendation. Unfortunately, the current faculty collective agreements present a barrier to implementing these kinds of technological innovations. I am hopeful that this will change in the near future.

FGPS Decanal Response: I support this recommendation to explore blended learning modalities like hybrid, flexible programs. The proposals can only be implemented after the university has addressed some significant policy and collective bargaining issues. There is strong interest for program delivery innovation, but the implementation will depend on the resolution of the broader governance issues.

Recommendation #7: Explore ways to increase the scheduling flexibility of the Advanced Research Specialization course (491).

Unit Response: Recommendation #7 is only applicable to our undergraduate programs (specifically the research specialization). We completely agree with the recommendation to explore a more flexible schedule for offering EC491 as part of our research specialization. In 2020-21, we have functionally done this by offering EC491 in conjunction with EC481 in both the Winter and Spring terms. In practice, offering EC491 in conjunction with EC481 would mean an EC481 instructor would supervise the research paper required in EC491. Given the low enrolment in EC491, this approach is the only feasible way we could offer EC491 in multiple terms (at least until demand for EC491 increases).

Lazaridis Decanal Response: I support the recommendation and the department's plan for implementing it.

Recommendation #8: Consider ways to increase the enrolment of Economics students in the co-op option.

Unit Response: Recommendation #8 applies to both our Undergraduate Programs and MABE Program. We completely agree with recommendation #8.

Undergraduate Programs

We recognize co-op is an attractive option for students in our undergraduate programs. However, we are limited in our ability to increase the enrolment of economics students in the co-op option unilaterally, as it is complicated by the fact that the co-op program is joint for Business and Economics. The Lazaridis School would like to increase co-op spots generally, and we support those efforts. Currently, the requirements to be admitted to co-op are functionally identical for Business and Economics students. Increasing the number of spots for Economics students, unless accompanied by an equivalent increase in Business spots, would break that symmetry. Having asymmetric requirements between business and economics would create significant incentive issues. For example, students may switch programs from BBA to Economics simply to seek a better chance to get into co-op.

MABE Program

We recognize the co-op option is an important component of our MABE program from both a recruitment and curriculum perspective. From the recruitment perspective, co-op helps use attract top undergraduate students from different areas to apply to our program. The number of applications for the MABE program with co-op option is always high relatively to the MABE program without co-op option. Currently, 70% of the domestic applicants apply to the co-op program this year and it was up from 62% the previous year. We do not have a challenge finding more students for the MABE program with co-op option, as our enrolment in this program is restricted by our number of co-op spots. From a curriculum perspective, co-op matches our program objectives on experiential learning. However, enrolment in the co-op program is restricted by the limited number of jobs available during the co-op term (Spring and/or Fall terms) and the demand for our students is driven by the labor market.

The MABE Program Director will continue to work closely with the co-op office to ensure our MABE students are competitive in the co-op market and the supply does not exceed demand. In some cases, the co-op officer will accept a few extra students above the enrolment target if the students have exceptional qualifications.

Lazaridis Decanal Response: Although I agree with this recommendation in principle, as the department has indicated in its response, there are challenges in practice. Any significant increase in co-op spots requires the hiring of new co-op consultants to serve the additional students as well as assist in finding additional co-op placements. As such, this recommendation has resource implications beyond the Lazaridis School, and is not considered an immediate priority for implementation. The total number of co-op spots for students in the Lazaridis School, and the desired symmetry identified in the Unit Response to this recommendation, are monitored at the faculty-level, and this recommendation will be considered as part of those discussions.

FGPS Decanal Response: I agree with this recommendation and with the unit response. The MABE program receives 60 to 80 applications each year. Typically, about 2/3rds of the applications are for the Co-op program. The co-op option is not limited by qualified applicants. It is limited by the department's ability to manage a large number of co-op placements. As the Vice Dean notes, any increase in co-op student numbers would require increased resource investment from the university. A larger co-op cohort would be lovely, but the program is very strong at its current size.

Recommendation #9: Consider whether there could be more flexibility in the progression requirements that would enhance student retention and reduce the bouncing of students in and out of the economics-related majors as their majors GPA rises and falls.

Unit Response: Recommendation #9 is only applicable to our undergraduate programs. The progression requirements for our undergraduate programs differ between the honours economics program (requiring a cumulative GPA of 5.0 in Economics and Business courses combined, and an overall GPA of 5.0) and the economics and accounting, and economics and financial management programs (each requiring a cumulative GPA of 7.0 in Economics and Business courses combined, and an overall GPA of 6.0). The challenge with student retention is primarily with the progression requirements of the Honours Economics program as students who do not meet progression in the Economics and Accounting or Economics and Financial Management programs simply move into the Honours Economics program (assuming their GPA still meets the 5.0 requirement).

Our progression requirements for the honours economics program are identical to the University minimum requirements. As of Spring 2021, the University Senate approved a change in the minimum progression requirements for honours BA programs from the current GPA of 5.0 overall and 5.0 in the major to an overall GPA of 4.0. One significant alternative that could be explored is the creation of a General BA in the Lazaridis School, with a probation system. This would keep students in the Lazaridis School, and functionally within the Economics program. One argument against this is that some students should be leaving Economics and finding an alternate major, and this might slow that process down.

Lazaridis Decanal Response: I am supportive of whatever direction the Economics Department chooses to take in this regard. It is likely worth examining the true implications of this issue from the standpoint of the students, the department, and any consequences changes in requirements could have on other aspects of the university.

Recommendation #10: Monitor additional enrolments of international students from the Navitas program for addressing resource requirements including student supports.

Unit Response: Recommendation #10 is only applicable to our undergraduate programs. We fully agree with recommendation #10 and will be actively advocating for additional resources needed to meet increased enrolments due to Navitas.

Lazaridis Decanal Response: I also agree with this recommendation. We will carefully monitor the influx of students through Navitas, both in quantity and quality as well as any additional supports that students through this avenue might require.

STRENGTHS OF THE PROGRAM(S)

Vice Dean of the Lazaridis School of Business and Economics:

- Dedicated, high-calibre faculty who have created a cohesive and collegial environment; faculty expertise and research areas collectively offer both depth and breadth within the discipline
- Quality programs at both the undergraduate and graduate levels; clearly delineated and comprehensive curricula; shared commitment to quality improvement among faculty

- Excellent students with selective admissions and impressive post-graduation outcomes
- In both the undergraduate and graduate programs, faculty do an excellent job preparing students from a content perspective as well as providing research experience and mentoring
- Comprehensive and clear policies and procedures for departmental operations and governance

Dean of the Faculty of Graduate and Postdoctoral Studies:

The external report is very positive and highlights the clear and coherent focus of the MABE program. The report also praises the program for communicating expectations to students and creating a positive collegial and supportive atmosphere for graduate students. Specific strengths are:

- Students expressed a strong sense of community promoted by faculty and staff alike.
- Graduate students appreciated that they were told what to expect and thus were well prepared for staying on track in this quick, three-term program.
- The strong focus on econometrics is beneficial because it provides students with a set of skills that are in high demand in the labour market.
- The final research project is well structured. It helps students integrate concepts and applications as well as improve their communication skills.

OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

Vice Dean of the Lazaridis School of Business and Economics:

- Increased program awareness in the market, especially at the undergraduate level, capitalizing on the direct entry nature of the program, program flexibility, and the ability to combine economics with other disciplines, if desired
- Leverage the immersive nature of the Lazaridis School by building additional experiential opportunities for students as a competitive advantage
- Consider incorporating more equity, diversity, and Indigeneity in the curriculum

Dean of the Faculty of Graduate and Postdoctoral Studies:

The external reviewers' report noted a few areas of concern. The committee commented on the uneven distribution of research supervision. Their main recommendation was to monitor faculty workloads and ensure that program quality does not decline from the varying levels of faculty engagement.

- The review panel noted that MABE students were receiving funding at levels below the sector average. Without increasing this support, the panel felt that the Co-op option was more attractive to potential students because of financial constraints.

- The program might be able to increase domestic graduate enrolment if they could offer guaranteed placements in the Co-op option of MABE.
- The program should consider broadening their admission criteria to attract and retain students from equity-deserving groups.
- Review the curriculum and Integrate more equity, diversity, and indigeneity in the curriculum, where feasible.

SIGNATURES

Dr. Mary Wilson

February 3, 2022



Dr. Anthony Vannelli

February 16, 2022



Approved by Program Review Sub-Committee:

March 1, 2022

Approved by Senate Academic Planning
Committee:

March 22, 2022

Submitted to Senate (for information):

April 11, 2022

Implementation Report Due Date:

April 11, 2024

RECOMMENDATIONS PRIORITIZED FOR IMPLEMENTATION AND ACTION PLAN

The following Implementation Plan was created by the Vice Dean of the Lazaridis School of Business and Economics and Dean of the Faculty of Graduate and Postdoctoral Studies as part of the Decanal Response.

Recommendation to be Implemented	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date	Additional Notes
Recommendation #1: Continue the successful practices that build a strong sense of community, engage the students effectively in a program that delivers on the degree-level expectations, and situates the department well in the current faculty.	Program directors, chair, faculty	N/A	Ongoing	
Recommendation #2: Consider implementing a structured review of the personal statements of students with marginal grades through an Equity/Diversity/Inclusion lens, for both the undergraduate and graduate programs.	Program directors, Recruitment & Admissions, Vice Dean	N/A	Fall 2022	
Recommendation #3: Consider whether two math courses are necessary for admission into the portfolio of Economics programs and specifically, whether it might be coming at the expense of some otherwise strong students.	N/A			This recommendation has not been prioritized.
Recommendation #4: Consider adding a first year (second semester) course designed for students majoring in Economics programs	N/A			This recommendation has not been prioritized.

portfolio.				
Recommendation #5: Explore ways to increase the number of elective courses available for upper-year undergraduate and graduate students.	Program Directors, Chair, Faculty members	Department, if required	Ongoing	
Recommendation #6: Consider exploring the possibility of blended learning options to enhance the overall learning experience and engagement of students.	Program Directors, Chair, Faculty members	Teaching & Learning, Department, Dean	Fall 2023	
Recommendation #7: Explore ways to increase the scheduling flexibility of the Advanced Research Specialization course (491).	Chair	N/A	Fall 2022	
Recommendation #8: Consider ways to increase the enrollment of economics students in the co-op option.	Chair, Undergraduate Program Director, Co-op Office, Dean	Co-op Office, Dean	Fall 2023	Implementation of this recommendation will be considered as part of faculty-level discussions within the Lazaridis School.
Recommendation #9: Consider whether there could be more flexibility in the progression requirements that would enhance student retention and reduce the bouncing of students in and out of the economics-related majors as their majors GPA rises and falls.	Undergraduate Program Director, Chair	N/A	Fall 2023	

<p>Recommendation #10: Monitor additional enrolments of international students from the Navitas program for addressing resource requirements including student supports.</p>	<p>Chair, Dean, Vice Dean</p>	<p>Chair, Dean</p>	<p>Ongoing</p>	
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