



## **Bachelor of Business Administration Program Review Summary**

### **Program Overview**

The Bachelor of Business Administration (BBA) program was reviewed by an External Review Team (ERT) during the 2025 program review cycle. The review included an examination of the BBA Self-Study Report, a site visit conducted in December 2025, and meetings with faculty, students, alumni, academic leadership, and professional staff. The ERT's report was finalized and signed in December 2025. The reviewers identified the BBA as a solid undergraduate program with strengths in its faculty complement, small-class delivery model, and alignment with AACSB accreditation standards and institutional quality assurance processes. Areas identified for further enhancement included clearer articulation of assurance-of-learning activities within the self-study documentation, strengthened program identity and recruitment messaging, consistency across delivery modes, and expanded visibility of work-integrated and co-curricular learning opportunities. The program has documented and implemented a series of quality enhancement actions to address these findings.

### **BBA Program Key Strengths**

1. **Academic Quality and Assurance:** The BBA program demonstrates solid academic quality and alignment with degree-level standards through its AACSB accreditation, coherent curriculum structure, and established Assurance of Learning framework, including capstone-based assessment of program learning goals.
2. **Faculty Strength and Learning Environment:** The program benefits from a qualified and engaged faculty complement and a small-class delivery model that

supports high levels of faculty–student interaction, individualized feedback, and a positive student learning experience, as reflected in student and alumni feedback.

3. **Applied and Experiential Learning Orientation:** Applied learning is embedded across the curriculum using real-world cases, projects, competitions, guest speakers, and internship opportunities, supporting the development of practical skills alongside foundational business knowledge.
4. **Global and Institutional Integration:** The BBA program leverages FDU’s global infrastructure and cross-campus integration, providing students with exposure to diverse perspectives and benefiting from shared governance, curriculum oversight, and academic resources across campuses.

### **BBA Program Key Challenges and Weaknesses**

1. **Program Articulation and Market Clarity:** The review identified gaps in how the BBA program’s identity, market value, and specialization pathways are articulated. Public-facing documentation does not consistently demonstrate differentiation in the current recruitment environment or clearly align program claims with curriculum evidence, especially considering evolving IRCC conditions.
2. **Documentation and Evidence Visibility:** While core systems and supports are in place, including Assurance of Learning processes, student financial support, and experiential learning opportunities, the documentation reviewed does not consistently present these elements in a clear, consolidated, and easily verifiable manner. This limits the external visibility of evidence supporting program quality and outcomes.
3. **Delivery Consistency and Learning Experience:** Although the program is predominantly delivered face-to-face, the review identified challenges in ensuring a consistent student experience across in-person, hybrid, and cross-campus delivery modes. Issues related to group work, engagement, and collaboration in hybrid contexts require clearer instructional design and coordination.
4. **Strategic Direction and Scaling of Experiential Learning:** The review noted the absence of a clearly articulated intended future strategy for the BBA program, particularly with respect to scaling work-integrated and co-curricular learning

opportunities. While internships and applied learning exist, the current documentation does not clearly demonstrate whether capacity and range are sufficient to meet student demand or how these elements will evolve strategically.

## **Recommendations and Actions Taken**

- **Program Identity and Market Articulation:** Strengthen articulation of the BBA program's identity, market value, and specialization pathways in response to changing recruitment conditions. Program leadership conducted a structured review of labour-market signals, recruitment dynamics, and curriculum evidence to assess alignment between program claims, specialization content, and graduate skill development. Based on this review, specialization positioning was re-sketched to strengthen concentration coherence and to frame external certifications and professional designations as complementary, co-curricular enhancements rather than stand-alone outcomes.
- **Assurance of Learning Documentation:** Improve the clarity and visibility of Assurance of Learning (AoL) processes and closing-the-loop actions. The program-initiated consolidation of AACSB AoL processes, assessment results, and related curricular adjustments for inclusion in program review documentation, building on the existing capstone-based assessment framework.
- **Work-Integrated Learning and Co-Curricular Learning:** Clarify and strengthen the scale, range, and alignment of experiential and co-curricular learning opportunities with BBA specialization pathways. The program strengthened coordination with Career Services and the Work-Integrated Learning team to document existing internship opportunities and applied learning activities. In parallel, FDU Vancouver initiated steps to develop co-curricular learning pathways aligned with professional practice, including work toward engagement with the Canadian Marketing Association to support Chartered Marketer (CM)-aligned activities and the potential development of a CMA student club as a complementary, non-credential co-curricular opportunity.
- **Hybrid Delivery Consistency:** Address challenges related to engagement, collaboration, and group work in hybrid and cross-campus delivery. The program maintained a predominantly face-to-face delivery model for core courses and strengthened coordination between Vancouver and New Jersey

faculty to improve instructional design and collaborative learning in courses offered through hybrid formats.

- Faculty Engagement and Workload Balance: Ensure that program development and recruitment activities do not overburden faculty. The program clarified expectations for faculty participation in recruitment within structured planning processes and strengthened mechanisms for regular consultation with sessional faculty, particularly in the context of future program growth.

## **Overall Assessment**

The BBA program at FDU Vancouver is a solid undergraduate program with clear strengths in curriculum coherence, faculty engagement, small-class delivery, and alignment with AACSB standards. While the review identified areas requiring clearer documentation and articulation, particularly in relation to Assurance of Learning, program identity and market positioning, and the visibility and scale of experiential learning, the program has initiated structured actions to address these matters within existing academic and governance frameworks. The program demonstrates an appropriate commitment to continuous improvement and to strengthening the clarity, consistency, and external communication of its academic and professional outcomes in response to internal and external feedback.