DOUGLASCOLLEGE

Comprehensive Program Review
Faculty of Commerce & Business Administration

BBA Accounting

BBA Business Management

BBA Financial Services

Accrediting Body: Accreditation Council for Business Schools and Programs (ACBSP)

Table of Contents

DDP Accreditation Reports vs. Douglas College Comprehensive Program Review: GAP ANALYSIS

DDP and credential type: CBA degrees programs – ACCOUNTING
Accrediting body: ACBSP
Accreditation report submission date: 12/15/2024

CPR COMPONENT	REQUIRED CPR CONTENT	FOR CPR: SUGGESTED FORMAT + INFORMATION/DATA SOURCES	ACCREDITATION REPORT CONTENT
Prelim pages	Title Page		X
Prelim pages	Table of Contents		X
Prelim pages	Scope of the Self-Study		✓
Prelim pages	Recommendations (Summary + Summary List)		X
Prelim pages	Previous CPR List of Recommendations, DDP IAP and 1-year Follow-Up Report	Add text only if rationale for inaction needed	X
Prelim pages	Methodology/Process		X
1.	Program Content/Curriculum		X
2.	Core Competencies and Program Outcomes	Approved (Ed Co, DQAB) program info; excerpts from DC Strat Plan, Vision/Values	✓ Program and concentration high-level outcomes listed (pp.31ff) for each major X Detail about DQAB-approved framework and any "drift" or changes since approval
3.	Experiential Learning Opportunities		X Details about COOP and other placement opportunities
4.	Course and Program Delivery	Text; table (sources: Tableau); cross-functional input (surveys)	✓ Faculty-level stats about ratio f2f: online delivery – but need ACCT info pulled out X Student surveys to inform this section
5.	Engagement with College Mandate, Priorities and Strategic Plan	Text (sources: excerpts from CGs, DDP website, minutes; from DC Strat Plan, Vision/Values)	• Detail about the 2020-25 SP objectives (pp. 15-16), but no DDP-specific info on actions • High-level references to 2015-20 SP and its themes (pp.64-5) X Nothing specific to ACCT found
6.	Student Outcomes	Charts/tables (source: AR), quotations/anecdotes (source: student surveys)	X Grad success rates on ACCT and FINC licensing exams described as competitive (p.73) but no data; employment data given X Some ACCT-specific info should be pulled from tab 3.2 X Tab 4.1 – unclear if there is info specific to ACCT here

			X Tab 7.1 appears not to include ACCT in examples
7.	[Admissions, Enrolments, FTE](#) (criteria, application, yield rate)		✓ Σ of degree admission req't comparisons in Lower Mainland X Data; AR trends
8.	[Transfer and Pathways](#) (credential laddering; articulation; BTAs)	Source information from [BC Transfer Guide](#) or transfer agreements (TAs)	X Tab 6.2.b (ll. 22-34) lists # of course TAs within the BC Transfer System but no info on currency or equivalency; need the usual chart, flagging any out of date or inadequately recognized X Need some detail and analysis of progression of ss from ACCT diploma to degree (trends, success); any issues/concerns/ opportunities?
9.	[PACs and External Partnerships](#)	Motion/recommendations from PAC minutes; quotations (surveys)	✓ High-level Σ of partnerships (p.5) X No info on ACCT PAC members, meetings, minutes
10.	[Faculty and Professional Development](#)	Table; list (source: Faculty PD logs)	X Faculty CVs held in the Dean's office (not attached); anonymized detail about PD in tab 5.2.A.2; need to pull out ACCT, name and repackage X info on DDP depth of QTT among reg or contract faculty (coverage) for courses offered
11.	[DDP Operations](#)	Table; website extracts; cross-functional input (surveys)	X cross-functional and DDP faculty surveys needed for this section
12.	[Summary: Risks/ Challenges/Opportunities](#)	Text; information from [WorkBC](#)	X Content to flow from above sections
	[Appendices](#)* (required vs. optional)	AR (templates) since last CR or last four years (minimum)	See list of required appendices on template

Summary of gap analysis:

A partial CPR should provide the following information to supplement the accreditation report, in order for the **Accounting** program review to be complete and compliant with Douglas College Admin policy A38 *Program Review*:

- **The CPR for ACCT should present, by way of executive summary (preliminary pages), a table of recommendations arising from the undertaking of the review exercise** – *no recommendations can be found in the accreditation report (not surprisingly, since it has different objectives than does a CPR) – this makes the accreditation report in some sense not an ideal substitute for a CPR*

- Missing DDP faculty and student input on any concerns with course scheduling, delivery modes, course rotations; availability of elective/service courses; student progression issues; sufficiency of number/type of practicum settings, etc. (**component 4 of the CPR**)

- Content about the College's Strategic Plan/priorities is dated and needs updating to reflect 2020 – 2025 Plan, as well as ACCT-specific detail is needed to convey engagement among faculty with key objectives and initiatives **(component 5 of the CPR)**

- Required data on graduate success on licensing exams not provided (since the CPR is not "public," confidentiality concerns should not preclude the report providing this info); some other evidence of student success may be buried in tabs but needs to be teased out to demonstrate success rates; alumni surveys may also inform this section **(component 6 of CPR)**

- Required data on the program's performance in terms of applications, enrolments and graduation rates and trends are missing (much of this would be captured through inclusion of the Annual Reviews – **component 7 of the CPR and required appendix**)

- Detailed required information from the BC Transfer Guide (including expiration date for each course TA) and discussion of pathways in to/out of the program are missing (**component 8 of the CPR**); would also normally address eligibility of grads to enter relevant graduate programs or other subsequent educational pathways and, if known, any information about their success upon transfer

- Required information about the make-up, meeting history and minutes from ACCT's PAC is missing (**component 9 of the CPR**), including specific address of any recommendations made by the PAC, whether the program has responded to these recommendations or chosen not to do so (in which case, a rationale for not responding is expected), and some brief narrative should be provided to address the nature of relationships with placement sites or other external partners

- Required information about individual faculty PD and currency is obscured (**component 10 of the CPR**); alignment with College Strat Plan/priorities (e.g., Indigenization, universal design) should be highlighted where possible; this section also to attend to faculty coverage (depth of QTT for various areas of expertise), and identify any anticipated gaps due to retirements, reassignments, etc. (i.e., identify any concerns/risks to do with the current faculty complement and succession planning)

- Required information about the operations of the program is missing (**component 11 of CPR**), to be derived from cross-functional and DDP faculty surveys – should address adequacy/suitability of resources available (budget, classrooms, lab space); input from service and educational units outside the program (e.g., Accessibility Services, Academic Advising, bookstore/library) re: any concerns with the operational interactions these units have with faculty/students in ACCT

- Required identification of risks/challenges/opportunities the program faces is missing (**component 12 of CPR**) – this is typically the conclusion to the CPR and a place for consolidating recommendations for action over the next X years; these are then commented on by both the external reviewer(s) and the VPA, and will inform the DDP's Implementation and Action Plan (IAP)

Further Steps:

1. The Dean supplements the Self-Study with costing information on the degree program, provided by Finance, and forwards to the VPA

2. The self-study typically goes next to 2-3 external reviewers before the VPA responds and provides recommendations to guide the program's efforts over the next years (prior to the next CPR) (***given the role of the external accrediting body, the Dean and VPA may agree to waive this requirement***)

3. The VPA responds to the program and Dean, providing recommendations as noted in (2)

4. Within 45 days of receiving the VPA's response, the program provides the Dean and VPA with an Implementation Action Plan (IAP), outlining commitments and leads for follow-up actions

5. The Dean follows up on progress on the IAP within one year of its submission

DDP Accreditation Reports vs. Douglas College Comprehensive Program Review: GAP ANALYSIS

DDP and credential type: CBA degrees programs – FINANCE
Accrediting body: ACBSP
Accreditation report submission date: 12/15/2024

CPR COMPONENT	REQUIRED CPR CONTENT	FOR CPR: SUGGESTED FORMAT + INFORMATION/DATA SOURCES	ACCREDITATION REPORT CONTENT
Prelim pages	Title Page		X
Prelim pages	Table of Contents		X
Prelim pages	Scope of the Self-Study		✓
Prelim pages	Recommendations (Summary + Summary List)		X
Prelim pages	Previous CPR List of Recommendations, DDP IAP and 1-year Follow-Up Report	Add text only if rationale for inaction needed	X
Prelim pages	Methodology/Process		X
1.	Program Content/Curriculum		X
2.	Core Competencies and Program Outcomes	Approved (Ed Co, DQAB) program info; excerpts from DC Strat Plan, Vision/Values	✓ Program and concentration high-level outcomes listed (pp.31ff) for each major X Detail about DQAB-approved framework and any "drift" or changes since approval
3.	Experiential Learning Opportunities		X Details about COOP and other placement opportunities
4.	Course and Program Delivery	Text; table (sources: Tableau); cross-functional input (surveys)	✓ Faculty-level stats about ratio f2f: online delivery – but need FINC info pulled out X Student surveys to inform this section
5.	Engagement with College Mandate, Priorities and Strategic Plan	Text (sources: excerpts from CGs, DDP website, minutes; from DC Strat Plan, Vision/Values)	• Detail about the 2020-25 SP objectives (pp. 15-16), but no DDP-specific info on actions • High-level references to 2015-20 SP and its themes (pp.64-5) X Nothing specific to FINC found
6.	Student Outcomes	Charts/tables (source: AR), quotations/anecdotes (source: student surveys)	X Grad success rates on FINC licensing exams described as competitive (p.73) but no data; employment data given X Some FINC-specific info should be pulled from tab 3.2 X Tab 4.1 – unclear if there is info specific to FINC here

			X Tab 7.1 appears not to include FINC in examples
7.	Admissions, Enrolments, FTE (criteria, application, yield rate)		✓ Σ of degree admission req't comparisons in Lower Mainland X Data; AR trends – need FINC-specific appl. / enrolment data
8.	Transfer and Pathways (credential laddering; articulation; BTAs)	Source information from BC Transfer Guide or transfer agreements (TAs)	X Tab 6.2.b (ll. 57-60) lists only 4 FINC courses with TAs within the BC Transfer System but no info on currency or equivalency; need the usual chart, to include ALL FINC courses and flag any out of date or inadequately recognized X Need some detail and analysis of progression of ss from FINC diploma to degree (trends, success); any issues/concerns/ opportunities?
9.	PACs and External Partnerships	Motion/recommendations from PAC minutes; quotations (surveys)	✓ High-level Σ of partnerships (p.5) X No info on FINC PAC members, meetings, minutes
10.	Faculty and Professional Development	Table; list (source: Faculty PD logs)	X Faculty CVs held in the Dean's office (not attached); anonymized detail about PD in tab 5.2.A.2; need to pull out FINC faculty, name and repackage X info on DDP depth of QTT among reg or contract faculty (coverage) for courses offered
11.	DDP Operations	Table; website extracts; cross-functional input (surveys)	X cross-functional and DDP faculty surveys needed for this section
12.	Summary: Risks/ Challenges/Opportunities	Text; information from WorkBC	X Content to flow from above sections
	Appendices* (required vs. optional)	AR (templates) since last CR or last four years (minimum)	See list of required appendices on template

Summary of gap analysis:

A partial CPR should provide the following information to supplement the accreditation report, in order for the **Accounting** program review to be complete and compliant with Douglas College Admin policy A38 *Program Review*:

- **The CPR for FINC should present, by way of executive summary (preliminary pages), a table of recommendations arising from the undertaking of the review exercise** – *no recommendations can be found in the accreditation report (not surprisingly, since it has different objectives than does a CPR) – this makes the accreditation report in some sense not an ideal substitute for a CPR*

- Missing DDP faculty and student input on any concerns with course scheduling, delivery modes, course rotations; availability of elective/service courses; student progression issues; sufficiency of number/type of practicum settings, etc. (**component 4 of the CPR**)

- Content about the College's Strategic Plan/priorities is dated and needs updating to reflect 2020 – 2025 Plan, as well as FINC-specific detail is needed to convey engagement among faculty with key objectives and initiatives **(component 5 of the CPR)**

- Required data on graduate success on licensing exams not provided (since the CPR is not "public," confidentiality concerns should not preclude the report providing this info); some other evidence of student success may be buried in tabs but needs to be teased out to demonstrate success rates; alumni surveys may also inform this section **(component 6 of CPR)**

- Required data on the program's performance in terms of applications, enrolments and graduation rates and trends are missing (much of this would be captured through inclusion of the Annual Reviews – **component 7 of the CPR and required appendix**)

- Detailed required information from the BC Transfer Guide (including expiration date for each course TA) and discussion of pathways in to/out of the program are missing (**component 8 of the CPR**); would also normally address eligibility of grads to enter relevant graduate programs or other subsequent educational pathways and, if known, any information about their success upon transfer

- Required information about the make-up, meeting history and minutes from FINC's PAC is missing (**component 9 of the CPR**), including specific address of any recommendations made by the PAC, whether the program has responded to these recommendations or chosen not to do so (in which case, a rationale for not responding is expected), and some brief narrative should be provided to address the nature of relationships with placement sites or other external partners

- Required information about individual faculty PD and currency is obscured (**component 10 of the CPR**); alignment with College Strat Plan/priorities (e.g., Indigenization, universal design) should be highlighted where possible; this section also to attend to faculty coverage (depth of QTT for various areas of expertise), and identify any anticipated gaps due to retirements, reassignments, etc. (i.e., identify any concerns/risks to do with the current faculty complement and succession planning)

- Required information about the operations of the program is missing (**component 11 of CPR**), to be derived from cross-functional and DDP faculty surveys – should address adequacy/suitability of resources available (budget, classrooms, lab space); input from service and educational units outside the program (e.g., Accessibility Services, Academic Advising, bookstore/library) re: any concerns with the operational interactions these units have with faculty/students in FINC

- Required identification of risks/challenges/opportunities the program faces is missing (**component 12 of CPR**) – this is typically the conclusion to the CPR and a place for consolidating recommendations for action over the next X years; these are then commented on by both the external reviewer(s) and the VPA, and will inform the DDP's Implementation and Action Plan (IAP)

Further Steps:

1. The Dean supplements the Self-Study with costing information on the degree program, provided by Finance, and forwards to the VPA

2. The self-study typically goes next to 2-3 external reviewers before the VPA responds and provides recommendations to guide the program's efforts over the next years (prior to the next CPR) (***given the role of the external accrediting body, the Dean and VPA may agree to waive this requirement***)

3. The VPA responds to the program and Dean, providing recommendations as noted in (2)

4. Within 45 days of receiving the VPA's response, the program provides the Dean and VPA with an Implementation Action Plan (IAP), outlining commitments and leads for follow-up actions

5. The Dean follows up on progress on the IAP within one year of its submission

Programs Covered by ACBSP Accreditation

Accounting

- Bachelor of Business Administration Accounting
- Accounting Minor
- Accounting Diploma
- Accounting Certificate
- Applied Accounting Certificate
- Data Analytics in Accounting Concentration
- Not-for-profit and Public Sector Accounting Concentration
- Public Accounting Concentration
- Real Estate Accounting Concentration
- Taxation Concentration

Business

- Bachelor of Business Administration Management
- Management Minor
- Management Diploma
- Commerce and Business Administration Diploma
- Financial Services Management Concentration
- General Business Certificate
- General Business Diploma
- Hospitality Management Concentration
- Human Resource Management Concentration
- International Business Management Concentration
- Project Management Concentration
- Supply Chain Management Concentration
- Trades Management Concentration

Finance

- Bachelor of Business Administration Financial Services
- Financial Services (Diploma)
- Financial Services (Minor)

DOUGLAS COLLEGE COMPREHENSIVE REVIEW (CR)
RESPONSE FROM THE
OFFICE OF THE VICE-PRESIDENT, ACADEMIC AND PROVOST

Douglas College Administration policy A38: Program Review requires a follow-up plan be developed by the Vice President, Academic and Provost, in response to the Self-Study and External Report.

FACULTY (Lead Dean/Associate Dean)	Applied Community Studies	
Department / Program	BBA Accounting, BBA Management, BBA Financial Services	
Date Submitted	July 2025	
External Review Panel (ERP) [List all]	Accreditation Council for Business Schools and Programs (ACBSP) Accreditation Panel Members	Dr. Qi Wang Professor Accreditation-Assessment-Curriculum Coordinator Department of Business, SCLBSC Gallaudet University Jennifer Varney, PhD Associate Vice President Academic Effectiveness and Instructor Experience Southern New Hampshire University Ronald Senterfitt, MBA Associate Dean, Office of Accreditation Walden University
Reason for Timing of Comprehensive Review	☒ Schedule (routine) or ☐ Off-cycle, due to emergent concerns (specify below) ☐ Changes in discipline/field/licensing ☐ New program development ☐ Demand/enrolment/budget concerns ☐ Other (specify)	
Date of last Comprehensive Review	2017	

SUMMARY of ACBSP ACCREDITATION, COMPREHENSIVE PROGRAM REVIEW PROCESS and VPA RESPONSE/RECOMMENDATIONS

ACCREDITATION

In 2024 the Faculty of Commerce & Business Administration (C&BA) applied to the Accreditation Council for Business Schools and Programs (ACBSP) for **renewal** of its business school accreditation, which included the accreditation of four Degree Majors and four Minors within the credential Bachelor of Business Administration (BBA).

"Founded in 1988, the Accreditation Council for Business Schools and Programs (ACBSP) is a global business education accrediting body and the first organization to offer accreditation to all levels of collegiate business educational degree programs from associate to doctoral.

TABLE 1: ACBSP accreditation involved 35 credentials and 16 degree concentrations in C&BA.

Department/ Discipline	Certificate	Diploma	Degree Major	Post Degree Diploma	Post Bach. Diploma	Minor	Conc.
Accounting ACCT	2	1	1	2	2	1	5
Management MGMT	1	2	1	4	4	1	7
Financial Services FINC		1	1	2	1	1	
Marketing MRKT	1	1	1	2	1	1	4

During the Fall 2024 Semester, ACBSP commissioned a panel of three reviewers who undertook a site-visit to Douglas College.

Panel members included:

Dr. Qi Wang
Professor
Accreditation-Assessment-Curriculum Coordinator
Department of Business, SCLBSC
Gallaudet University

Jennifer Varney, PhD
Associate Vice President
Academic Effectiveness and Instructor Experience
Southern New Hampshire University

Ronald Senterfitt, MBA
Associate Dean, Office of Accreditation
Walden University

The Baccalaureate/Graduate Degree Board of Commissioners of the ACBSP met on April 3-4, 2025, and approved business program 'reaffirmation' for Douglas College. Significantly, the College was granted a further ten years of accreditation (i.e., until 2035) 'without conditions.' However, the ACBSP did provide 'notes' that are intended to strengthen the degree.

"*In ACBSP accreditation, conditions indicate a standard or criterion is not fully met and requires specific corrective action within a defined timeframe. Notes, on the other hand, highlight areas for improvement or potential issues, but don't require formal corrective action within a set period. Essentially, conditions are more serious than notes, representing deficiencies that need to be addressed to achieve full accreditation.*"

The ACBSP encourages programs to use its feedback to reach for a higher level of excellence in keeping with the organization's objectives for continuous improvement and organizational learning. Importantly, the College's progress with the notes must be reported in future reports to the accrediting body.

The VPA&P fully endorses the ACBSP accreditation report and requests that the Dean and faculty work together to address each of the six (6) notes provided in the ACBSP's letter of accreditation sent July 18th, 2025.

COMPREHENSIVE PROGRAM REVIEW AND GAP-ANALYSIS

The Douglas College Comprehensive Program Review (CPR) process is similar in structure, process and rigor to the accreditation review undertaken by the ACBSP – and CPRs share many (or most) of the same review elements as an accreditation. Consequently, the College does not require Departments/Programs to replicate those elements of a Comprehensive Program Review that have already been the subject of a recent accreditation. Further, the College does not empanel external reviewers for the Comprehensive Program Review of an accredited program when an external panel review has already been conducted by an accrediting body. Instead, accredited programs are required to complete a 'gap analysis' and the program completes a self-study of any elements of the College CPR which were not covered by the accreditation process. Then, the VPA&P alone conducts the review of the discipline's self-study.

Below is the VPA&P's response to the Comprehensive Program Review (Gap-Analysis) of the Bachelor of Business Administration (BBA) in the Faculty of Commerce and Business Administration (C&BA), covering degree majors* in the disciplines of:

- Accounting
- Financial Services
- Management

* Please note that the Marketing Major was included in the accreditation of Business Programs by ACBSP, however it did not go through a Comprehensive Program Review. Being the newest of the BBA Majors (approved in 2020, fully launched in 2021), the Marketing Major has not yet run long enough to generate all the data necessary for a CPR.

BBA students are required to complete the same foundational 'core' curriculum regardless of the major discipline in which they are studying. This program structure minimizes unnecessary duplication of course work and allows students to move between major disciplines, according to their changing aptitude and interests, with minimal loss of credit.

TABLE 2: Summary of Self-study Recommendations

ACCOUNTING DEPARTMENT RECOMMENDATIONS

1. Focus marketing efforts on promoting our BBA Accounting and the related concentrations to the domestic audience. Visit high schools and make sure the domestic market knows about the great options we have.

2. Dedicate time in ACCT 1110, 1210, 1235, and 2320 classes to discuss the value of pursuing accounting as a career. Develop standardized slide deck (highlighting CPA careers and salaries) to be covered by all instructors of these courses.

3. Reduce number of ACCT 3008 sections scheduled as a result of declining immigration enrollment. Increase number of accounting electives scheduled on a semester-by-semester basis to bolster domestic demand for unique courses and concentrations that differentiate students in the workplace.

4. On launch of the new CPA Certification Program, investigate and consider the possibility of delivering post-graduate programs that can allow students to complete part of their CPA modules, in-person, at Douglas College. A very limited amount of institutions are currently certified in Western Canada to deliver these types of programs (e.g. MPAcc delivered by the University of Saskatchewan).

5. Consider the creation of a formalized peer-to-peer mentorship programs. They could not only provide a peer to answer questions, but support students through challenging courses.

6. Consider centralized room bookings during exam period where students can cram/study for certain challenging courses together, if they wish, led or supported by a senior peer or faculty member.

7. Create more opportunities for students to access alumni and peer mentors. Instructors cannot be responsible to be mentors for students. Create a mentorship program paying current students (or enlisting students on COBA/co-op work terms) nearing the end of their programs to act as mentors to new students. Students can be introduced to these supports at the beginning of their onboarding to the college and reach out to them as support is required. Think peer-managed "Student Success Advisors". This could not only provide a peer to answer questions, but also help students navigate the registration system, connect students with relevant student clubs, and provide subject matter expertise where appropriate.

8. Continue to connect with the newly-established Accounting Club to support the creation of events and encourage students to attend events through the Accounting Club. Provide support in form of industry speakers and employers.

9. The college needs to revise the GPA based registration system to take into consideration the number of credits students have and need.

10. Suggest that ACCT be allocated a limited number of guaranteed rooms allowing us sections that can be scheduled in advance. The rest of our courses could then go through the regular room booking process.

11. To assist students in planning their courses, publish 3 infographics/guides that should be shared with students on the DC website:

    a) Courses typically offered in the Winter, Summer, and Fall Semester, including which ones are offered online and when. Stick to this scheduling frequency where possible.
    b) Courses required to accomplish or obtain a concentration in the BBA Accounting.
    c) Courses that make up each of the many degree, diploma, and certificate programs that the ACCT department offers.

12. Work with the Career Center to ensure that we continue to build relationships with employers and are able to expand the number of ACCT Co-op and Internships available to students.

13. MyPath should be updated in a way that shows pre-requisites to students so they are aware of necessary pre-requisites.

14. The ACCT department shall review pre-requisites for all courses to ensure they are required/appropriate/setting students up for success. If any changes are required, CG revisions will be submitted.

15. Work with enrollment services to ensure consistent messaging to students about when to approach an instructor for an override and when not to.

16. Encourage instructors to not override pre-requisites unless there is clear evidence the student has what they need to succeed in the course. This will ensure consistent messaging across instructors.

17. Teach students how to work effectively in groups and encourage group work, particularly in upper-year courses like ACCT 3420 and 4520. Many students are not used to working in groups and need to learn to effectively work together in groups.

18. Conduct an industry analysis of most used softwares and ensure students have the opportunity to interact with these softwares in upper-year courses (assuming the cost is reasonable). If any changes are required, CG revisions will be submitted.

19. In collaboration with our PACs, continue to identify electives and concentrations that are industry-relevant. Develop courses as necessary to fit faculty knowledge and experience.

20. Faculty will actively attend professional development sessions and conferences and are actively involved with CPA BC and CPA Canada to ensure relevancy of content. New and emerging trends (such as AI and ESG) are integrated in multiple courses and consistent CG revisions will be made and monitored.

21. Work with the Career Centre and Accounting Club to ensure relevant workshops are advertised to students.

22. Consider including more workplace-ready content and topics in ACCT 4580 (Ethics and Workplace Skills) and adding this to the BBA Accounting requirements.

23. Consider the development of a "Career Skills" course (similar to UBC's COMM 202 course - https://mybcom.sauder.ubc.ca/comm202) that will work with students to understand how to succeed in branding themselves in the post-graduation marketplace.

24. Work with the Career Center to ensure that we continue to build relationships with employers and are able to expand the number of guest speakers and mentorship opportunities on campus.

25. Encourage alumni to come to campus and speak to students about their exciting post-graduation careers.

26. Update bulletin boards in NW campus to showcase key alumni successes and stories to inspire students to pursue accounting as a career choice.

27. Work with the Accounting Club to develop engaging events that feature key guest speakers from industry and mentorship opportunities.

28. Faculty to continue to actively attend professional development sessions and conferences and are actively involved with CPA BC and CPA Canada to ensure relevancy of content. Adjust CGs as necessary.

29. Consider development of new diploma or certificate program that has just the bare necessities for students to be successful in the CPA certification program.

BUSINESS MANAGEMENT DEPARTMENT RECOMMENDATIONS

30. Focus marketing efforts on promoting our PDD/PBDs to domestic students to help those programs, but also minimize the risk to be able to continue to offer multiple sections of each upper-level course for this program. Furthermore, monitor the enrollment in the courses carefully over the next few terms to identify trends and next steps.

31. Create more opportunities for students to access alumni and peer mentors. Instructors cannot be responsible to be mentors for students. Create a mentorship program paying current students nearing the end of their programs to act as mentors to new students. They could not only provide a peer to answer questions, but also help students navigate the registration system, connect students with relevant student clubs, and provide subject matter expertise where appropriate.

32. The college needs to revise the GPA based registration system to take into consideration the number of credits students have and need.

33. Suggest that BUSN be allocated a limited number of guaranteed rooms ie BUSN always has access to Anvil 607, 707, 708 & 807 on Monday 11:30-9:20, Tuesday, Wednesday, and Thursday from 8:30am-9:20pm, and Fridays 8:30-3:20 allowing us 68 sections that can be scheduled in advance. The rest of our courses could then go through the regular room booking process.

34. Work with the Career Center to ensure that we continue to build relationships with employers and are able to expand the number of BUSN Co-op and Internships available to students.

35. MyPath updated in a way that shows pre-requisites to students.

36. The BUSN department is reviewing pre-requisites for all courses to ensure they are required/appropriate/setting students up for success. If any changes are required, CG revisions will be submitted. BUSN 3600, 3350, and 4275 are three courses that have been flagged to review to ensure there is proper laddering/students are taking the courses in the right semester.

37. Work with enrollment services to ensure consistent messaging to students about when to approach an instructor for an override and when not to.

38. Add an Operations Course to the BBA that is at an appropriate level for all BBA students.

39. Teach students how to work effectively in groups -Many students are not used to working in groups and need to learn to effectively work together in groups.

40. For the courses that have multiple sections, we will explore offering a section in an online/hybrid or possibly other non-traditional scheduling where it is deemed appropriate/preferred from a pedagogical stance and there are instructors wanting to teach in these formats. BUSN 1200, 1210, 2429, 3312, 3314, 3390, 3600, and 4460 are courses that have been identified to be successful in the online and or hybrid format for the domestic students.

41. Review the BUSN 2429 Curriculum Guideline to determine if we are providing students what they need and setting them up for success in future courses. Revisions to the Curriculum Guideline may be considered.

FINANCIAL SERVICES DEPARTMENT RECOMMENDATIONS

42. Improve Instructional Consistency in Core Courses. Develop shared assessments or marking rubrics for core lower-division finance courses (e.g., FINC 1231, FINC 2340) to ensure consistency in grading. Provide targeted support for sessional instructors through mentoring or onboarding resources.

43. Strengthen Integration of Applied Tools and Digital Skills. Prioritize case-based analysis in intermediate and upper-level courses, with opportunities to gradually integrate additional tools where feasible. Encourage faculty sharing of templates and use cases to support applied learning.

44. Program Revisions. Update core program requirements to include FINC 3305 – International Financial Management. Develop new electives at the senior level, including Intermediate Corporate Finance and Entrepreneurial Finance & Venture Capital.

45. Address Course Sequencing and Planning Pain Points. Review scheduling of key elective courses offered by finance and other departments, including prerequisites, to better align with student demand and reduce delays in program completion. Where constraints exist, improve communication of planned offerings with students.

46. Enhance Visibility of Industry Pathways and Alumni Examples. Highlight alumni career trajectories and credentials (e.g., CFP®, CFA®) through course materials or guest sessions. Work with Career Services to circulate role profiles, credentialing information, and recent job postings relevant to finance students.

47. Improve Communication Around Co-op Participation. Ensure earlier communication of Co-op timelines and requirements through in-class visits or orientation materials. Build a checklist or info sheet tailored to finance students outlining eligibility, resume prep timelines, and common placement types.

48. Maintain Certification Alignment and Industry Relationships. Ensure continued alignment with the Financial Industry, including FP Canada and the CFA Institute, and maintain partnership visibility in advising materials.

VP ACADEMIC & PROVOST'S RESPONSE TO THE SELF STUDY RECOMMENDATIONS

The VPA&P generally agrees with the recommendation put forward in the Self-Study reports in Accounting, Financial Services and Marketing. Specific responses/caveats are provided to certain of the recommendations found in Summary Table 2:

TABLE 3: VPA&P Feedback to the BBA Comprehensive Program Review

Self-Study Recommendation	VP Academic & Provost Response
ACCT #4	The VPA&P supports the Accounting Department's efforts to deliver post-degree programming (courses, and credentials such as PDD and PBD), however notes that the College does not have a mandate to deliver Master's, or PhD-level degrees.
ACCT #9 and MNGT #32	The VPA&P agrees that some degree of registration priority should be given to students who are close to graduation and requiring essential courses. However, given the competing needs of different student groups, it may be necessary for Coordinators (working with enrolment services) to develop manual processes to 'gate' registration for key courses. Also, the problem will be compounded by the fact that some students do not declare a major – or have declared a major that is different from the one from which they intend to graduate. The VPA&P recommends that Accounting and Management Departments review student registration data with the Office of Institutional Effectiveness before establishing any new processes.
ACCT#10 and MNGT#33	The VPA&P supports Faculty efforts to streamline course scheduling. C&BA controls a dedicated 'pavilion' of classrooms that it allocates on a semesterly basis to its various disciplines. C&BA may wish to consider a more coordinated course scheduling system similar to what is done in the Faculty of Science and Technology. The benefit of such coordination (as opposed to ad hoc requests) is minimization of scheduling conflicts between C&BA disciplines and between same year student courses. The VPA&P recommends that the Dean invite Alan Majdanac to a future FEC meeting to describe the approach that has worked so successfully in S&T.
ACCT#13 and MNGT#35	The VPA&P asks that ACCT and MNGT Departments discuss with Enrolment Services whether it is technically and practically feasible for MyPath to show course prerequisites (i.e., may be cost prohibitive). Alternatively, the Departments might explore ways to improve student advising regarding prerequisites and graduation. The VPA&P note that the information is available in the course/program catalogue and ultimately, students must take responsibility for their choice of courses and course sequencing.

MNGT#40	Much of the College's strength in teaching comes as a result of its small, in-person classes – where instructors have a direct, unfiltered, interaction with their students. On-line or hybrid course offerings should only be considered where there are compelling pedagogical or practical reasons for doing so. For example, it may be desirable to offer online courses where a majority of applicants would not be able attend classes in-person. Instructor and student 'preferences' should be considered, but they should not be the driving force behind decisions to teach online or hybrid, and such decisions must be made in consultation with the Dean who has ultimate authority regarding mode of delivery.

In summary, the VPA&P supports the recommendations of the ACBSP and Self-Study recommendations of Comprehensive Program Review (with caveats). The VPA&P commends the participating faculty, staff and administrators for thorough review and validation of majors in Accounting, Financial Services and Marketing.

As per the College's routine follow-up to comprehensive program reviews, the Department is to submit its Implementation and Action Plan (IAP) to the Dean within 45 days of receipt of this Report, and to report back to the Dean one year after submission of the IAP to account for progress made.

All Self-Study recommendations accepted?	☒ Yes, with caveats.
All External Report recommendations accepted?	☒Yes
Next scheduled PR (5 – 7 years):	2031

_____   _____
Vice-President, Academic and Provost   November 18, 2025

                                                                                                    Date