

## I - Institutional Information

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To complete this section, first click on the Edit/Checkout button. Then copy and paste the headings into the Institutional Response box below and enter your information.

**Note: When you enter information about new administrators/faculty in this system, it does not update the databases at the ACBSP office.**

**Please contact [swilliams@acbsp.org](mailto:swilliams@acbsp.org) to make updates to personnel such as Champions, Deans, etc.**

**Status:** Not Started | **Due Date:** Not Set

## QA Report

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### Assigned To

Not Assigned

## Institution Response

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### O 4. List all accredited programs (as they appear in your catalog).

Listed below are the accredited programs.

- Accounting
- Business Administration

While the School's accreditation is accurately reported on the School's webpage as well as in the College's Graduate Catalogue, there was a misprint in the 2022-2023 edition of the College's Undergraduate Catalogue. However, for the 2024-2025 edition of the College's Undergraduate Catalogue, the following statement will be used:

The Accounting and Business Administration programs in the Tyrone Adam Burroughs School of Business & Entrepreneurship are accredited by the Accreditation Council of Business Schools and Programs (ACBSP).

Listed below are screenshots of the School's webpage, the College's Graduate Catalogue, and the College's Undergraduate Catalogue.

**SCREENSHOT FROM B-SCHOOL'S WEBPAGE** - Click [here](#) for the website  
(The Accreditation Tab appears under **Learning Opportunities Section**)

The Accounting and Business Administration programs in the Tyrone Adam Burroughs School of Business and Entrepreneurship are accredited by the [Accreditation Council of Business Schools and Programs \(ACBSP\)](#). The Sport Management program at Benedict College is not accredited by [ACBSP](#).

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### SCREENSHOT FROM COLLEGE'S GRADUATE CATALOGUE

Click [here](#) for Graduate Catalog (See page 12)

The Accounting and Business Administration programs in the Tyrone Adam Burroughs School of Business and Entrepreneurship are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

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### SCREENSHOT FROM THE COLLEGE'S UNDERGRADUATE CATALOGUE

Click [here](#) for Undergraduate Catalog (See page 25)

The Tyrone Adam Burroughs School of Business and Entrepreneurship is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). Documents describing accreditation may be reviewed upon request in the President's Office or the Office of Academic Affairs.

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Note: Listing new programs here does not confer accreditation. New degree programs, majors, or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted.

**O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.**

There are 2 programs in our business school that are not accredited by ACBSP: 1) Finance and 2) Master of Business Administration. Neither program is listed in our notification to the public on the School's webpage and the College's Graduate Catalogue. As noted in the previous narrative, the misprint in the College's Undergraduate Catalogue will be corrected in the next edition (2024-2025).

**O 6. List all campuses where a student can earn a business degree from your institution.**

There is only one campus where students can earn a business degree from Benedict College. The address is as follows:

Benedict College  
1600 Harden Street  
Columbia, SC 29204

**O 7 Person completing report:**

Person completing report Name: Anissa Truesdale  
Phone: 803-705-4892  
E-mail address: [anissa.truesdale@benedict.edu](mailto:anissa.truesdale@benedict.edu)

ACBSP Champion name: Dr. Tracy Dunn

ACBSP Co-Champion name: Anissa Truesdale

## **Sources**

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[BC Graduate Catalogue 2023-2024](#)

[BC Undergraduate Catalogue 2022-2023](#)

[B-School Webpage](#)

## II - Status Report on Conditions and Notes

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O 8. Conditions or Notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions? (If the justification for removal is lengthy consider attaching an appendix to QA report).

**If you need a table that is not in the evidence file for the following report on removing notes or conditions please contact the office.**

Remove Note:

Remove Condition:

If you are not removing a note or condition, please list the note(s) or condition(s) below and explain the progress made in removing same.

Do Not Remove Note or Condition:

**Status:** Not Started | **Due Date:** Not Set

## QA Report

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### Assigned To

Not Assigned

### Institution Response

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O 8. Conditions or Notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

#### REMOVE NOTE:

We are requesting that the following Notes be removed:

- 
- Note on Criterion 3.8. The data regarding student achievement on the School's webpage is current. (Click [here](#))
  - Note on Criterion 5.3. The College has made significant progress in the area of supporting professional development for the faculty (See Table 5.1). Additional evidence of the progress is reflected in the 2nd graph that appears in Table 5.1. There has been a steady increase in the faculty's scholarly activities since 2020-2021.

- Note on Criterion 5.7. The College has consistently encouraged all faculty to pursue professional development. The first two graphs in Table 5.1 reflect the outcomes of this effort.

**DO NOT REMOVE NOTE:**

N/A

## **Sources**

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[College Website - Link to Current Data](#)

See Standard 5 Table 5.1

See Sample Agendas ([School Retreat May 2023](#))

## 7 - Public Information

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Item III in the QA report applies to Criterion 7.1.a. in the *Unified Standards and Criteria* book.

Accredited business programs must routinely provide reliable information to the public on their performance, including student achievement.

**1. Provide the link to your business program web page in your response below.**

**2. A second link to Student Achievement must be on that/those page(s) such as: [View 2022 Student Performance Data](#)**

Provide evidence on the main business page website, or on business program websites, that demonstrate accredited programs provide information to the public on business student achievement. For example, evidence of business student achievement may include aggregate data by accredited programs regarding a minimum of two (not all) of the following business student achievement measures:

- Attrition
- Retention
- Graduation
- Licensure pass rates
- Job placement rates (as appropriate)
- Employment advancement (as appropriate)
- Acceptance into graduate programs
- Successful transfer of credit
- Other

Directions: [Website links submitted to document the implementation of this requirement must be on the business landing page](#), clearly identified, and lead directly to information regarding business student achievement. [Provide the link to your business program web page below. A link to Student Achievement must be on that/those page\(s\).](#)

**Status:** Not Started | **Due Date:** Not Set

### QA Report

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#### Assigned To

Not Assigned

### Institution Response

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**Provide evidence on the main business page website, or on business program websites, that demonstrate accredited programs provide information to the public on business student achievement. For example, evidence of business student achievement may include aggregate data by accredited programs regarding a minimum of two (not all) of the following business student achievement measures:**

The public can find performance data regarding student achievement the landing page of the business school's website:

- 1) graduation rates of the business degree programs - [B-school Webpage](#) (see middle of page)
- 2) retention rates for the business programs - [B-school Webpage](#) (see middle of page)

The public will note that there is a second link provided to more detailed information.

## **Sources**

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[B-School Webpage](#)

# 1 - Standard 1 Leadership

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## Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.
- b. List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.

**Status:** Not Started | **Due Date:** Not Set

## QA Report

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### Assigned To

Not Assigned

## Institution Response

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- a. **List any organizational or administrative personnel changes within the business unit since your last report.**

The Tyrone Adam Burroughs School of Business and Entrepreneurship benefits from the expansion of its leadership team.

- Dr. Tracy Washington was hired as the Department Chair for the Accounting and Finance Department as well as the lead faculty member for the finance major.
- Anissa Truesdale was hired as the Coordinator of Accounting Program, Accreditation, & Grants. Prof. Truesdale also serves as the lead faculty member for the accounting major.
- Attorney Aaron Taylor was hired as the Director of the Burroughs Enterprise, Startup, and Technology (B.E.S.T.) Innovation Lab. The purpose of the B.E.S.T Innovation Lab, which is open to any major, is to support the creation and development of high-growth student entrepreneurship endeavors.
- Millicent B. Lann was hired as the Program Director of the Benedict College Statewide Investment Accelerator, which is a grant-funded program within the School's economic development unit. Its aim is to empower and uplift entrepreneurs from diverse backgrounds across South Carolina.

- b. **List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.**

N/A

## Sources

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[The Burroughs Bulletin](#) - page 9 (Tracy Washington)



[The Burroughs Business](#) - page 12 (Anissa Truesdale)

[The Burroughs Business](#) - page 15 (Aaron Taylor)

[Benedict College Statewide Investment Accelerator](#) - (Millicent Lann)

## 2 - Standard 2 Strategic Planning

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**Complete Table in the Standard 2 tab in the evidence file.**

**Status:** Not Started | **Due Date:** Not Set

### QA Report

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#### Assigned To

Not Assigned

### Institution Response

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Every five years, the business school outlines its strategic plan in alignment with the college-wide strategic planning process. The plan provides a framework for the business school's activities in the impending cycle, ensuring that human, physical and financial resources are invested in the areas of greatest need and greatest return. The plan incorporates the standard operational activities of the business school while also supporting aspirational pursuits intended to overcome significant challenges and improve the school's performance trajectory.

Planning begins with the institution-wide strategic planning process that defines the operational directives for all College subsidiaries. Every division, department, and unit are required to identify expected outcomes that measure accomplishment of goals and guide improvement actions, and to develop a multi-year plan of activities designed to realize those objectives within their particular discipline. This process ensures a seamless connection between College-wide objectives and all educational and extracurricular activities at the program level.

The business school's current strategic plan (2018-2023) focuses on 4 primary goals

- Goal #1 – Promote Student and Alumni Achievement
- Goal #2 – Cultivate a Distinctive and Rigorous Academic Program
- Goal #3 – Enhance the Campus and Regional community.
- Goal #4 – Increase Operational Efficiency

See Table 2 for more details.

Below is the strategic plan that the School is finalizing. Once adopted, it will guide the School for the years 2023-2028. The plan aligns with the College's 2023-2028 Strategic Plan.

Objectives	5-Year Performance Target	Key Performance Indicators
<b>Goal # 1 - Develop Academic Programs &amp; Services in Response to Demonstrated Student Demand</b>		
<b>Recruit, hire, and retain high quality faculty to ensure appropriate staffing levels in all disciplines</b>	20:1 (ratio) 10% (usage rates) 70% (% passing) 4.5 (SEOF) 4.0 (annual eval)	<ul style="list-style-type: none"><li>• Student:Teacher ratios per class and per discipline</li><li>• Adjunct and consortium usage rates</li><li>• Grade distributions per instructor</li><li>• Student Evaluation of Faculty (SEOF)</li><li>• Annual faculty evaluation results</li></ul>
<b>Confirm productivity and health of existing majors</b>	70% (graduation) 70% (retention rate)	<ul style="list-style-type: none"><li>• Graduation rates per major</li><li>• Retention rates per major</li></ul>

<b>and identify opportunities for expansion or removal</b>		
<b>Maintain student satisfaction with learning environment</b>	85% (student satisfaction) 20% (course withdrawal rate)	<ul style="list-style-type: none"> <li>• Student survey results</li> <li>• Course withdrawal rates</li> </ul>
<b>Enhance academic support services</b>	85%	<ul style="list-style-type: none"> <li>• Student satisfaction rates</li> </ul>
<b>Goal #2 - Enhance Teaching Effectiveness to Meet the Needs of an Increasingly Diverse Student Body</b>		
<b>Implement targeted faculty development processes</b>	90% participation rates	<ul style="list-style-type: none"> <li>• Percentage of faculty participate in CTL training</li> </ul>
<b>Increase number of faculty certified to teach using multiple modalities</b>	70% QM certified	<ul style="list-style-type: none"> <li>• Percentage of Quality Matters certifications</li> </ul>
<b>Increase number of approved online courses and program offerings</b>	70% of courses online 8 online programs of study	<ul style="list-style-type: none"> <li>• Master course schedule summaries reflecting modalities of courses and programs</li> </ul>
<b>Goal #3 - Improve Student Learning, Performance, and Placement Outcomes</b>		
<b>Increase SAP rate</b>	85% SAP rate	<ul style="list-style-type: none"> <li>• Percentage of students meeting SAP standards</li> </ul>
<b>Increase student learning in the general education courses</b>	20% DWF rate	<ul style="list-style-type: none"> <li>• Pass rates in general education courses</li> </ul>
<b>Increase student learning in the major courses</b>	60 point increase (pre- to post-test scores) 75% (MFT mean score)	<ul style="list-style-type: none"> <li>• Pre- and post-tests gain scores</li> <li>• Major field test scores</li> </ul>
<b>Increase placement rates</b>	85%	<ul style="list-style-type: none"> <li>• Percentage of students placed at graduation</li> </ul>

## Sources

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[2023-2028 College Strategic Plan](#)

## 3 - Standard 3 Student and Stakeholder Focus

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Complete the Standard 3 - Student- and Stakeholder-Focus Results table, found under the Evidence File tab (Excel file is located in the ACBSP documents folder) above.

### **Complete Table in the Standard 3 tab in the evidence file.**

Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.

*Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.*

*Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.*

Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

**Status:** Not Started | **Due Date:** Not Set

## QA Report

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### **Assigned To**

Not Assigned

## **Institution Response**

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The College and the Tyrone Adam Burroughs School of Business and Entrepreneurship have identified 2 key stakeholders to the institution's success in fulfilling its mission. They are as follows: 1) Students and 2) the Community, which includes graduate programs, employers, and internship providers.

Benedict College at-large and the Tyrone Adam Burroughs School of Business and Entrepreneurship are committed to performance excellence as a learning community. This commitment entails a continuous pursuit to understand the requirements and expectations of student and stakeholder segments within the community in which we serve in order to develop programs and services that meet the current and potential needs. It also serves to build favorable relationships to attract, sustain, and retain students and stakeholders and increase student and community loyalty. The groups most directly impacted by this directive are current students, alumni, and employers within the community.

### **STUDENTS**

Surveys are used as a means to ascertain the requirements and expectations of students. Students complete end-of-course evaluations each semester. Additionally, they have the opportunity to participate in the advisor perception survey through the College's learning management system. The School also collects student feedback regarding signature co-curricular programming (e.g., Palmer's Executive Speaker Series,).

### **COMMUNITY - Advisory Board**

The School utilizes various means to communicate with the Community. For example, the School uses its Business Advisory Board to garner feedback from current and future employers. The board has representation from major corporations and other organizations. The feedback garnered from the board helps the School understand what is required of business graduates in the future. (See Sources for a Sample of Minutes)

### **COMMUNITY - Employers**

Additionally, the School collects information about our students through the Intern Evaluation Forms that internship supervisors complete. All business majors are required to complete the internship course (BA 440 Internship) as one of the capstone experiential learning experiences. Hence, the School has a guaranteed means of acquiring feedback from employers. The School also communicates with the community through various other means, including various college-sponsored community events and social media.

### **COMMUNITY - Graduate Programs**

The School has periodic meetings with graduate programs that accept our students to determine what strengths and challenges our alumni face at the graduate level. While the feedback is not quantified in a graph, there are minutes of internal discussions regarding curriculum enhancements intended to address feedback. (See Sources for Sample of Minutes of Accounting Program meeting)

In summary, Table 3 provides data from a sample of measures that the School uses.

## **Sources**

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[Business Advisory Board Minutes - Spring 2023](#)  
[Accounting Curriculum Change Meeting 1-24-23](#)

## 4 - Standard 4 Measurement and Analysis of Student Learning and Performance

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### a. Program Outcomes.

**List outcomes by accredited programs. Many of the program outcomes should be used as part of a student learning assessment plan and be measurable.**

State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) accredited. A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

### b. Performance Results.

**Complete the table in the Standard 4 tab - Student Learning Results found under the Evidence File tab above. One example from each accredited program must be provided. If only one or two programs are accredited, provide three examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.**

**Status:** Not Started | **Due Date:** Not Set

## QA Report

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### Assigned To

Not Assigned

## Institution Response

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### a. Program Outcomes

The business faculty developed learning outcomes for each program, which determine what student competencies will be measured. The student learning outcomes are aligned to course objectives which are aligned to specific methods of evaluation for each course. The methods of evaluation that may be used include tests, presentations, and written projects. The learning outcomes cover the skills necessary to meet current professional requirements in business.

Per the School's mission, the School is devoted to preparing competitive graduates for a global economy. Hence, each SLO is developed to provide the skills to make our graduates successful. The SLOs and PLOs guide teaching and learning throughout the Tyrone Adam Burroughs School of Business and Entrepreneurship but also provide the framework for assessing student learning.

These learning objectives ensure the academic success of our students by providing faculty with relevant and reliable information about their students' academic achievement upon which to base their

pedagogical decisions, to promote effective teaching and learning, and to develop and implement curricular interventions that improve the learning experiences and environment of the students.

Faculty gather data on the learning outcomes listed on the course syllabi at the end of each semester. The collective results are compared to the predetermined target ranges and the information is discussed by the faculty in school retreats and meetings. Information by course is available for review. Strengths and weaknesses are also noted and discussed. Teaching methods that have demonstrated positive results are explored; weaknesses are addressed; and opportunities for improvement are noted. Action items are created that may include adjustments to curriculum, teaching methodology, desired target ranges, and/or some aspect of the learning outcome itself.

Action items are implemented and the process of gathering data and analyzing results begins again. If the weakness has not been remedied, another action item is created, and the work progresses.

Outlined below is a sample of the program outcomes used by the School.

PROGRAMS	THREE (3) HIGHLIGHTED LEARNING OUTCOMES
1. Accounting 2. Finance 3. Business Administration <ul style="list-style-type: none"><li>• No concentration</li><li>• Management concentration</li><li>• Marketing concentration</li><li>• Entrepreneurship concentration</li></ul>	1. Synthesize business information and knowledge to make decisions. 2. Apply quantitative methods to solve business problems 3. Demonstrate mastery of business concepts and principles

#### **b. Performance Results**

See Table 4 for more details.

## **Sources**

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*There are no sources.*

## 5 - Standard 5 Faculty and Staff Focus

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1. **Faculty and Staff Focus - Complete Standard 5 Table 5.1 - Faculty- and Staff-Focused Results found under the Evidence File above**
2. **Complete Standard 5 Table 5.2 - For New (hires since last report) Full-Time and Part-Time Faculty Qualifications**
3. **Complete Standard 5, Criterion 5.8 (table 5.3)- Scholarly and Professional Activities, found under the Evidence File tab above, for new (hires since last report) full-time and part-time faculty members hired since last self-study or QA report. Do not include faculty members previously reported.**

**\*\*\* For Separate Accounting only.**

### **5.2.B Separate Accounting Accreditation (skip if not applicable)**

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In degree programs with an aim of preparing graduates for careers as professionally qualified accountants (CPA, CMA, etc.), at least 50 percent of the undergraduate or graduate accounting hours should be taught by faculty with relevant professional certifications.

In degree programs with an aim of preparing graduates for careers as professionally qualified accountants (CPA, CMA, etc.), what percent of accounting credit hours is taught by faculty with the relevant professional certification?

**Status:** Not Started | **Due Date:** Not Set

### **QA Report**

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**Assigned To**

Not Assigned

### **Institution Response**

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#### **1. Faculty and Staff Focus**

Even though Benedict College is considered a teaching institution, our Faculty Manual covers the faculty member's responsibility for scholarship:



*“Faculty are responsible for engaging in scholarly activities to carry out the Research and Service Missions of the College, to contribute to the advancement or application of knowledge in their field of expertise, and to keep themselves current in their fields. Faculty are expected to conduct relevant studies in their area of expertise. They are expected to disseminate the results of these studies through publications and/or presentations before Peers. They are also expected to provide their expertise to help society find solutions to pressing societal problems through reports, newspaper articles, lectures, testimony, media appearances, consulting, and /or other methods of dissemination. Each faculty member is expected to achieve some scholarly activity each year that they hold a faculty appointment.”*

A close examination of Table 5.1 reveals that the level of scholarly activity among the business faculty is improving. The increase may be attributed to the increase in communication regarding college support for professional development as well as promotion of calls for papers and presentations from the Dean's Office. Additionally, the Dean's Office promotes collaboration as a way to increase scholarship efforts. Since 2020, there have been 7 collaborative projects. While a review of the production hours might indicate that there are barriers that faculty face in having space and time to research, professional development and scholarly production has not suffered.

Table 5.2 outlines the faculty qualifications for new full-time and part-time faculty. These individuals have sufficient academic credentials and business/professional experience to ensure appropriate emphasis on both business theory and practice to meet program objectives. Table 5.2 also includes details of compliance with this ACBSP standard.

Table 5.3 outlines how professionally engaged the part-time and full-time faculty are.

## **Sources**

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*There are no sources.*

## 6 - Standard 6 Educational and Business Process Management

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### a. Curriculum

List any existing accredited degree programs/curricula that have been substantially revised since your last report and, for each program, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage, found under the Evidence File tab above.

List any new degree programs that have been developed and, for each new program since your last report, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage found under the Evidence File tab above.

**If a program has met the requirements of having graduates and being in existence for at least two years, please contact ACBSP accreditation staff and request that the "Adding New Programs to ACBSP Accreditation" Project be added for your business programs.**

**Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs), and the outcomes assessment process to ACBSP. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.**

If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree. New degree programs, majors or emphases must be in effect for at least two years and have graduates before accreditation will be granted.

If the new program is determined to be substantially different from other programs offered by the institution, ACBSP, at its discretion, may direct a new visit to be conducted. If, as a result of a new program visit, ACBSP determines that the overall quality of an institution is being diminished, the institution may be scheduled for a complete reevaluation.

**b. List any accredited programs that have been terminated since your last report.**

**c. Provide three or four examples of organizational performance results.** Report what you consider to be the most important data, using [Table 6.1 Standard 6 - Organizational Performance Results](#), found under the Evidence File tab above. It is not necessary to provide results for every process.

**\*\*\* For Separate Accounting only.**

### **6.4.b. Separate Accounting Accreditation**

#### **Accounting Common Professional Component (ACPC)**

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1. How does your curriculum design address the Accounting Common Professional Component (ACPC) outlined below?

2. How do you determine the appropriate coverage of the Accounting Common Professional Component (ACPC)?
3. If topical areas of the ACPC are not covered through required courses in the business and accounting core, explain how this standard will be met.

#### ACCOUNTING COMMON PROFESSIONAL COMPONENT (ACPC)

Each ACPC should receive a minimum coverage of two-thirds of a 3-semester hour course, approximately 30 hours (or equivalent). The Ethics ACPC must receive a minimum coverage of a 3-semester hour course, approximately 45 hours (or equivalent).

Special Note: For required courses in the accounting core that are taught by an academic department outside of the accounting unit, prepare a syllabus and include with this section of the self-study (e.g., calculus taught by Math Department).

Prepare a table listing all required courses in the accounting core as shown in Figure 6.5 in the evidence file, including the topical areas represented by the Accounting Common Professional Component (ACPC). The table summarizes the total number of hours devoted to each topical area by course as calculated in each abbreviated course syllabus.

### ***6.4.c. Separate Accounting Accreditation***

#### ***Accounting Major Considerations in Undergraduate Accounting Programs***

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At least 20 percent of the curriculum beyond the accounting common professional component must be devoted to courses appropriate to the student's accounting major covering some or all of the following subjects.

- 1) Financial accounting and reporting for business organizations
- 2) Financial accounting and reporting for government and not-for-profit entities
- 3) Auditing and attestation services
- 4) Managerial or cost accounting
- 5) Taxation
- 6) Fraud examination
- 7) Internal controls and risk assessment

- 8) Financial statement analysis
- 9) Accounting research and analysis
- 10) Tax research and analysis
- 11) Accounting information systems

Use Table 6.4.d Template for ACPC Compliance in the evidence file to report compliance with this criterion.

**Status:** Not Started | **Due Date:** Not Set

## QA Report

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### Assigned To

Not Assigned

## Institution Response

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### a. Curriculum

All of our existing accredited programs (i.e., accounting, business administration) have been substantially revised since our last report. The revision includes an increase in the number of core courses from 16 to 20. Below are the 4 courses that were added to the core.

#### 1) Research Project I (BA 331):

Course Description: This course provides students with the opportunity to develop a research project. This is the first of two courses. In this course, students will learn how to conduct research. Students will learn to write for business and develop a deeper understanding of business concepts. PHE 337 (Research methods) or SSS 330 (Writing and Presenting in Social Sciences) are substitutes for this course.

#### 2) Research Project II (BA 332):

Course Description: Students in this course will review, edit, and finalize the components of their research project. Prerequisites are BA 331 or PHE 337 or SS S 330.

#### 3) BA 431 Career Preparation Strategies

Course Description: This course provides professional development that focuses on employment and graduate school options. The course also includes review of business concepts to enhance analytical thinking. The ETS exam serves as the final exam in this course

#### 4) BA 432 Senior Capstone

Course Description: In this course, students will finalize and present their senior project. Additionally, students will be assigned a real-world business case in which they will use their knowledge and skills to develop solutions for a real-work business case. Prerequisites: BA 331; BA 332.

Additionally, two new undergraduate programs were added - Finance and Business Administration (concentration: entrepreneurship). Hence, we have included Table 6.5 (CPC reporting) for all programs - existing and new.

**b. List any accredited programs that have been terminated since your last report.**

Economics was terminated since the school’s last report due to no new enrollment over consecutive years and subsequent declining program graduates.

**c. Provide three or four examples of organizational performance results.**

Three of the four examples of organizational performance illustrate the impact of COVID on the business school starting in Fall 2020. While the College grappled with crafting policies that kept faculty, staff, and students safe, the enrollment in the business school declined, our retention declined, and the average GPA declined. The College's research indicated that our students struggled to learn remotely and performed better with in-person instruction. Once the College reopened the average GPA improved as did retention. However, the upward trend in enrollment and retention does not persist beyond Fall 2021, and the School is examining strategies to overcome these trends (e.g., increase recruitment efforts, implement freshmen mentorship program).

Despite its enrollment challenges, the College overall has shown great resilience during that same timeframe. Benedict College was granted reaffirmation of its accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) with no recommendations for improvement. The 10-year reaffirmation was officially announced on December 6, 2022 at the Commission's annual meeting in Atlanta, Georgia.

Additionally, the business school expanded its programming for students and the community through external funding over the same time period. (See the 4th graph on Table 6.1) Below is the timeline of our external funding that has impacted students, other institutions, and the community at-large.

2021	We received funding from: <ul style="list-style-type: none"> <li>• SC Department of Commerce to launch a student innovation lab on campus.</li> </ul>
2022	We received funding from: <ul style="list-style-type: none"> <li>• SC Department of Commerce to expand the student innovation lab programming to the local and statewide community</li> <li>• US Department of Commerce to launch the Benedict College Statewide Investment Accelerator to assist under-represented founders across the state</li> </ul>
2023	We received funding from: <ul style="list-style-type: none"> <li>• PNC National Center for Entrepreneurship to share best practices for building a campus innovation ecosystem with other HBCUs in the state</li> <li>• NSF to build institution-wide capacity to partner with corporations and larger institutions</li> <li>• JP Morgan Chase to upgrade our finance program so that students can graduate with a degree and industry-recognized certifications and to increase the career pipeline into the financial services industry</li> </ul>

**6.4.b. Separate Accounting Accreditation**

Not applicable

**6.4.c. Separate Accounting Accreditation**

Not applicable

**Sources**

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[2022-2023 Catalogue](#)