



January 24, 2012

JAN 31 2012

Mr. James Henry Russell
President
Texarkana College
2500 North Robison Road
Texarkana, TX 75599

Dear Mr. Russell:

The Committee on Fifth-Year Interim Reports reviewed the institution's compliance with the 14 select standards of the *Principles of Accreditation* outlined in the Commission's Fifth-Year Interim Report. Based only on those reviewed standards, the institution is requested to submit a Referral Report to the Commission on Colleges due **September 7, 2012**, addressing the following referenced standards of the *Principles*:

CS 3.3.1.1 (Institutional Effectiveness: Educational Programs)

The institution did not provide evidence of improvement based on analysis of assessment results. The institution indicated that the administrative composition of the College has changed twice in the past five years. As part of the reorganization, the institution discovered that some divisions (i.e., Business and Computer Science) did not have student learning outcomes. The institution indicated that a commitment to define student learning outcomes for all courses was made, and evidence was provided demonstrating that the institution had defined student learning outcomes for courses but not for all educational programs. Use of assessment results focused on refining the assessment instruments or processes, rather than on improving the achievement of student learning outcomes at the program level. Document that the institution identifies expected outcomes including student learning outcomes for each of its educational programs, assesses the extent to which it achieves these outcomes; and provides evidence of improvement based on analysis of results. If sampling is used, provide a representative sample that reflects the full array of educational programs offered, including those programs offered at off-site locations and via distance education, and describe the method of selection.

FR 4.1 (Student Achievement)

The institution did not provide evidence regarding job placement rate and how it is used to evaluate the student achievement. The institution, in the narrative, indicated that there had been attempts to collect job placement data but that the returns had been very low, sporadic, and inconclusive. The collection of job placement information was the responsibility of the divisions and/or programs due to the lack of an office of Institutional Research. The institution appointed a committee to design a graduate survey instrument, develop an implementation plan for the administration of the survey, and to collect and analyze the results during 2011-2012 academic year. Provide evidence that the institution evaluates success with respect to student achievement, in particular addressing how job placement data are considered in the evaluation of student achievement.



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CS 3.10.3 (Financial Aid)/FR 4.7 (Title IV Responsibilities)

The institution's audited financial statements for fiscal years ending August 31, 2010 and 2009 noted 15 findings that were determined to be deficiencies in internal control over financial reporting that are considered to be material weakness or significant deficiencies. The audit also provided management's responses to each of the findings. However, there was no final determination of the findings from the auditors or the US Department of Education presented. The audit for fiscal year ending 2011 was not made available. Provide evidence of a final determination for each of the 15 findings from the independent source or the US Department of Education that the institution implemented and has addressed the findings in a satisfactory manner. Also provide a copy of the audit for fiscal year ending 2011 that shows the status of the 15 findings from the 2010 audit.

QEP Impact Report

The Committee also reviewed the institution's QEP Impact Report. The report was accepted with the following comments:

Texarkana College's QEP Keys to Student Success: A Plan to Enhance Student Learning in Developmental Studies focused on student success in developmental classes. Two areas addressed were specific to the administration of the developmental program and professional development for faculty. Two other areas, related to student performance and perception, were the establishment of a developmental student mentoring program and an orientation/skills class for "at-risk" students. The institution reported success in completing the first two goals. Results related to goal three were less clear. While student satisfaction data eventually exceeded expectations, the two outcomes related to the mentoring program, which included GPA improvements and retention rates, were not addressed in the narrative. The institution reported success related to goal four, with retention rates increasing 39%, a percentage that far exceeded the established target. In addition, the GPA for students who took the student success course increased by 0.28, thus exceeding the target of 0.1. The institution's QEP Impact Report addressed all the required elements.

Reports requested by the Committee on Fifth-Year Interim Reports will be forwarded to the Committees on Compliance and Reports (C & R), standing committees of SACSCOC Board of Trustees, for action at the meeting immediately following the due date of the Referral Report. The review by C & R will begin a two-year monitoring period within which your institution must document compliance with all the identified standards above.

Guidelines for the Referral Report are enclosed. Because it is essential that institutions follow these guidelines, please make certain that those responsible for preparing the report receive the document. Please send **four copies** to the Commission staff member assigned to your institution.



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We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact your institution's Commission staff member.

Sincerely,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.
President

BSW:sr

Enclosures

cc: Dr. Rudolph S. Jackson