

Learning Framework QuickStats

Fall 2023

*The QEP will not report data for dual credit students in the Impact Report.

Enrollment in Learning Framework in Fall 2023		
PC students	356	60.54%
Dual credit students	213	36.22%
Withdrawals	19	3.23%
Total enrolled	588	

Enrollment by Course – All Students [n = 569; withdrawals omitted]				
Course	Instructor	Sections	Enrolled	Percent
EDUC 1100	Hudson	4	78	13.71%
	Kennedy	1	54	9.49%
	Mayfield	1	22	3.87%
	Metcalf	1	53	9.31%
	Morris	9	274	48.15%
	Shaw	1	33	5.80%
PSYC 1100	Lester	2	55	9.67%
Totals		19	569	

Enrollment by Course/Instructor and Student Type – All Students [n=569; withdrawals omitted]					
Course	PC Students		Dual Credit		
	Number	Percent	Number	Percent	
EDUC 1100	Hudson	62	17.42%	16	7.51%
	Kennedy	40	11.24%	14	6.57%
	Mayfield	17	4.78%	5	2.35%
	Metcalf			53	24.88%
	Morris	193	54.21%	81	38.03%
	Shaw	17	4.78%	16	7.51%
PSYC 1100	Lester	27	7.58%	28	13.14%
	Totals	356		213	

Withdrawals by Instructor [n = 588]				
Instructor	F2F	Hybrid	Online	Totals
Hudson			2	2
Kennedy			4	4
Lester			1	1
Mayfield				0
Metcalf	1			1
Morris	5		5	10
Shaw			1	1
Totals	6		13	19
Percent	1.02%		2.21%	3.23%

Enrollment by Delivery – All Students [n = 588]				
Instructor	F2F		Online	
	Number	Percent	Number	Percent
Hudson			80	13.61%
Kennedy	58	9.86%		
Lester	11	1.87%	45	7.65%
Mayfield			22	3.74%
Metcalf	54	9.18%		
Morris	127	21.60%	157	26.70%
Shaw			34	5.78%
Totals	250	42.51%	338	57.48%

Enrollment by Delivery – PC Students [n = 356]

Instructor	F2F		Online	
	Number	Percent	Number	Percent
Hudson			62	27.56%
Kennedy	40	30.53%		
Lester	10	7.63%	17	7.56%
Mayfield			17	7.56%
Morris	81	61.83%	112	49.78%
Shaw			17	7.56%
Totals	131	36.80%	225	63.20%

Grade Distribution

Grade	Total Students [n = 569]		PC Students [n = 356]	
	Number	Percent	Number	Percent
A	336	59.05%	223	62.64%
B	106	18.63%	56	15.73%
C	49	8.61%	26	7.30%
D	24	4.22%	8	2.25%
F	53	9.31%	42	11.80%
I	1	.18%	1	.28%

Average Grade by Instructor – All Students [n = 569]

Instructor	F2F	Online	All Classes
Hudson		91	91
Kennedy		81	81
Lester	91	91	91
Mayfield		82	82
Metcalf	79		79
Morris	88	83	85
Shaw		66	66
Averages	84	84	84

Grade Distribution by Delivery

		All Students [n = 569]						PC Students [n=356]					
Instructor	Grade	F2F		Online		Total		F2F		Online		Total	
		#	%	#	%	#	%	#	%	#	%	#	%
Hudson	A			59	75.64%	59	75.64%			44	70.97%	44	70.97%
	B			11	14.10%	11	14.10%			10	16.13%	10	16.13%
	C			4	5.13%	4	5.13%			4	6.45%	4	6.45%
	D			2	2.56%	2	2.56%			2	3.23%	2	3.23%
	F			2	2.56%	2	2.56%			2	3.23%	2	3.23%
				78		78				62		62	
Kennedy	A			26	48.15%	26	48.15%			19	47.50%	19	47.50%
	B			13	24.07%	13	24.07%			9	22.50%	9	22.50%
	C			4	7.41%	4	7.41%			4	10.00%	4	10.00%
	D			5	9.26%	5	9.26%			2	5.00%	2	5.00%
	F			5	9.26%	5	9.26%			5	12.50%	5	12.50%
	I			1	1.85%	1	1.85%			1	2.50%	1	2.50%
				54		54				40		40	
Lester	A	9	81.82%	31	70.45%	40	72.73%	9	90.00%	12	77.78%	21	77.78%
	B	1	9.09%	7	15.91%	8	14.55%	0	0.00%	2	11.76%	2	7.41%
	C	0	0.00%	5	11.36%	5	9.09%	0	0.00%	2	11.76%	2	7.41%
	D	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	F	1	9.09%	1	2.27%	2	3.64%	1	10.00%	1	5.88%	2	7.41%
		11		44		55		10		17		27	
Mayfield	A			13	59.09%	13	59.09%			11	64.71%	11	64.71%
	B			4	18.18%	4	18.18%			3	17.65%	3	17.65%
	C			2	9.09%	2	9.09%			0	0.00%	0	0.00%
	D			0	0.00%	0	0.00%			0	0.00%	0	0.00%
	F			3	13.64%	3	13.64%			3	17.65%	3	17.65%
				22		22				17		17	
Metcalf	A	16	30.19%			16	30.19%						
	B	14	26.42%			14	26.42%						
	C	12	22.64%			12	22.64%						
	D	6	11.32%			6	11.32%						
	F	5	9.43%			5	9.43%						
		53				53							

Grade Distribution by Delivery cont'd

		All Students [n = 569]						PC Students [n=356]					
		F2F		Online		Total		F2F		Online		Total	
Instructor	Grade	#	%	#	%	#	%	#	%	#	%	#	%
Morris	A	84	68.85%	88	57.89%	172	62.77%	54	66.67%	68	60.71%	122	63.21%
	B	18	14.75%	30	19.74%	48	17.52%	10	12.35%	21	18.75%	31	16.06%
	C	10	8.20%	11	7.24%	21	7.66%	8	9.88%	8	7.14%	16	8.29%
	D	2	1.64%	6	3.95%	8	2.92%	1	1.23%	2	1.79%	3	1.55%
	F	8	6.56%	17	11.18%	25	9.12%	8	9.88%	13	11.61%	21	10.88%
		122		152		274		81		112		193	
Shaw	A			10	30.30%	10	30.30%	6	35.29%			6	35.29%
	B			8	24.24%	8	24.24%	1	5.88%			1	5.88%
	C			1	3.03%	1	3.03%	0	0.00%			0	0.00%
	D			3	9.09%	3	9.09%	1	5.88%			1	5.88%
	F			11	33.33%	11	33.33%	9	52.94%			9	52.94%
				33		33		17				17	

STUDENT LEARNING OUTCOME 1

Identify and describe theories of learning, cognition, and motivation. [n = 356]

(F23 data not including dual credit students)

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Male	93.52% [101/108]	67/72	93.06%	12/13	92.31%	16/17	94.12%
Pell	90.70% [39/43]	21/23	91.30%	11/12	91.67%	5/6	83.33%
No Pell	95.38% [62/65]	46/49	93.88%	1/1	100.00%	11/11	100.00%
Female	96.37% [239/248]	133/139	95.68%	43/45	95.56%	52/53	98.11%
Pell	96.83% [122/126]	59/61	96.72%	28/30	93.33%	29/29	100.00%
No Pell	95.90% [117/122]	74/78	94.87%	15/15	100.00%	23/24	95.83%
Totals	95.51% [340/356]	200/211	94.79%	55/58	94.83%	68/70	97.14%

STUDENT LEARNING OUTCOME 2

Identify and describe factors that impact learning. [n = 356]

(F23 data not including dual credit students)

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Male	83.93% [85/108]	57/72	85.25%	9/13	68.42%	14/17	88.00%
Pell	74.42% [32/43]	17/23	73.91%	8/12	66.67%	5/6	83.33%
No Pell	81.54% [53/65]	40/49	81.63%	1/1	100.00%	9/11	81.82%
Female	87.10% [216/248]	122/139	87.77%	36/45	80.00%	48/53	90.57%
Pell	84.92% [107/126]	53/61	86.89%	23/30	76.67%	26/29	89.66%
No Pell	89.34% [109/122]	69/78	88.46%	13/15	86.67%	22/24	91.67%
Totals	84.55% [301/356]	179/211	84.83%	45/58	77.59%	62/70	88.57%

STUDENT LEARNING OUTCOME 3

Demonstrate and apply the use of various learning strategies. [n = 356]

(F23 data not including dual credit students)

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Male	91.67% [99/108]	67/72	93.06%	11/13	84.62%	15/17	88.24%
Pell	88.37% [38/43]	21/23	91.30%	10/12	83.33%	5/6	83.33%
No Pell	93.85% [61/65]	46/49	93.88%	1/1	100.00%	10/11	90.91%
Female	93.55% [232/248]	131/139	94.24%	40/45	88.89%	50/53	94.34%
Pell	92.06% [116/126]	56/61	91.80%	26/30	86.67%	28/29	96.55%
No Pell	95.08% [116/122]	75/78	96.15%	14/15	93.33%	22/24	91.67%
Totals	92.98% [331/356]	198/211	93.84%	51/58	87.93%	65/70	92.86%

STUDENT LEARNING OUTCOMES CONSOLIDATED

Consolidation of student learning outcomes on all three student learning activities.

Students must successfully complete 70% of the three activities to be considered successful. [n = 1862]

(consolidated data F19-F23 not including dual credit students)

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Male	73.36% [537/732]	317/431	73.55%	65/100	65.00%	112/141	79.43%
Pell	70.31% [180/256]	75/113	66.37%	45/67	67.16%	42/51	82.35%
No Pell	75.00% [357/476]	242/318	76.10%	20/33	60.61%	70/90	77.78%
Female	82.74% [935/1130]	515/604	85.26%	196/255	76.86%	156/184	84.78%
Pell	80.54% [476/591]	231/279	82.80%	131/171	76.61%	78/89	87.64%
No Pell	85.16% [459/539]	284/325	87.38%	65/84	77.38%	78/95	82.11%
Totals	79.05% [1472/1862]	832/1035	80.39%	261/355	73.52%	268/325	82.46%

STUDENT SUCCESS GOAL 1

Increase Learning Framework course completion by 5% to 85% (retention). [n = 1862]

(data for Fall 2019-2023 cohorts; non-dual credit students only)

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Male	81.01 [593/732]	362/431	83.99%	74/100	74.00%	121/141	85.82%
Pell	73.44% [188/256]	84/113	74.34%	46/67	68.66%	45/51	88.24%
No Pell	85.08% [405/476]	278/318	87.42%	28/33	84.85%	76/90	84.44%
Female	86.28% [975/1130]	543/604	89.90%	205/255	80.39%	166/184	90.22%
Pell	81.73% [483/591]	242/279	86.74%	133/171	77.78%	79/89	88.76%
No Pell	91.28% [492/539]	301/325	92.62%	72/84	85.71%	87/95	91.58%
Totals	84.21% [1568/1862]	905/1035	87.44%	279/355	78.59%	287/325	88.31%

STUDENT SUCCESS GOAL 2

Increase attainment of 15 semester credit hours by 5% to 42% (progression). [n = 1937]

(data for Fall 2019-2023 cohorts; non-dual credit students only)

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Male	81.14% [624/769]	372/450	82.67%	79/104	75.96%	129/150	86.00%
Pell	71.43% [185/259]	82/115	71.30%	46/67	68.66%	43/52	82.69%
No Pell	86.08% [439/510]	290/335	86.57%	33/37	89.19%	86/98	87.76%
Female	81.34% [950/1168]	528/623	84.75%	195/262	74.43%	168/191	87.96%
Pell	75.29% [448/595]	228/280	81.43%	116/173	67.05%	79/90	87.78%
No Pell	87.61% [502/573]	300/343	87.46%	79/89	88.76%	89/101	88.12%
Totals	81.26% [1574/1937]	900/1073	82.52%	274/366	74.86%	297/341	87.10%

STUDENT SUCCESS GOAL 3

Increase attainment of 30 semester credit hours by 5% to 30% (progression). [n = 1825]

(data for Fall 2019-2023 cohorts; non-dual credit students only; does not include short terminal certificates)

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Male	61.24% [414/676]	267/403	66.25%	37/93	39.78%	80/120	66.67%
Pell	47.92% [115/240]	57/106	53.77%	18/63	28.57%	30/46	65.22%
No Pell	68.58% [299/436]	210/297	70.71%	19/30	63.33%	50/74	67.57%
Female	65.62% [754/1149]	435/613	70.96%	139/256	54.30%	134/189	70.90%
Pell	56.83% [333/586]	178/277	64.26%	82/168	48.81%	57/89	64.04%
No Pell	74.78% [421/563]	257/336	76.49%	57/88	64.77%	77/100	77.00%
Totals	64.00% [1168/1825]	702/1016	69.09%	176/349	50.43%	214/309	69.26%

STUDENT SUCCESS GOAL 4

Increase degree or certificate completion by 5% to 33% (progression). [n = 1936]

(data for Fall 2019-2023 cohorts; non-dual credit students only)

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Male	53.26% [409/768]	244/450	54.22%	44/103	42.72%	92/150	61.33%
Pell	41.86% [108/258]	49/115	42.61%	22/66	33.33%	29/52	55.77%
No Pell	59.02% [301/510]	195/335	58.21%	22/37	59.46%	63/98	64.29%
Female	46.49% [543/1168]	330/623	52.97%	89/262	33.97%	93/191	48.69%
Pell	39.16% [233/595]	131/280	46.79%	54/173	31.21%	38/90	42.22%
No Pell	54.10% [310/573]	199/343	58.02%	35/89	39.33%	55/101	54.46%
Totals	49.17% [952/1936]	574/1073	53.49%	133/365	36.44%	185/341	54.25%

STUDENT SUCCESS GOAL 5

Increase transfers to a university with at least 15 SCH by 5% to 16.5%.

(non-dual credit students only; excludes students who received a terminal certificate at PC and do not transfer to a university)

2019	2020	2021	2022
44%	37%	35%	27%
[139/318]	[128/342]	[113/326]	[79/296]

*Since LF students on average take 2.5 years to finish a degree at Panola College, each of the cohorts above will continue to improve with respect to transfer as students finish their degrees. Final data for the F19-F22 cohorts will be submitted to the National Student Clearinghouse in Spring 2025 so the data will be as current as possible for the Impact Report.

Are Your Students Confident They Can Succeed?

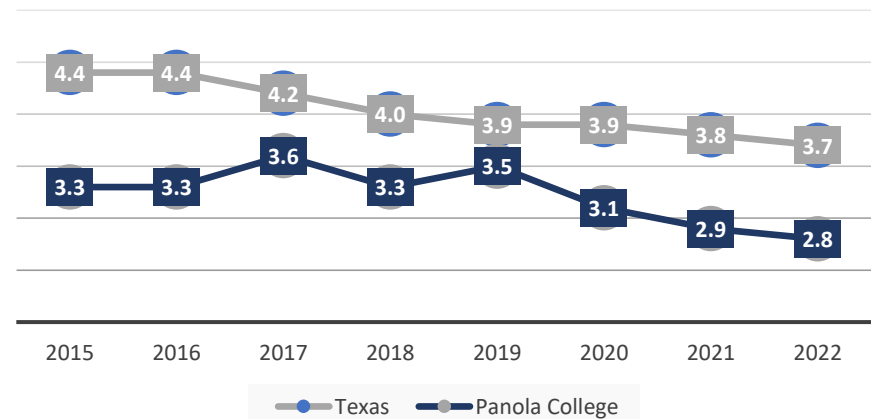
The following questions are included in the post-course survey given in the last module of the LF course. How do PC student responses match up to responses given nationally on the Community College Survey of Student Engagement (CCSSE)?

Survey Question	Students Nationally Fall 2019	PC Students Fall 2019	LF Students Fall 2023
Do you believe you will do well in your college courses?	82%	87%	99% [410/413]
Are you confident you can do well on exams?	58%	54%	98% [405/414]
Do you feel you will be able to learn the material presented in college?	83%	79%	99% [410/414]
Do you believe your academic career is preparing you for success in a future career?	81%	87%	98% [406/414]
Are you confident you can complete a degree or certificate at Panola College?			98% [406/413]

Average Years to Degree Completion

	2015	2016	2017	2018	2019	2020	2021	2022
Panola College	3.3	3.3	3.6	3.3	3.5	3.1	2.9	2.8
Texas	4.4	4.4	4.2	4.0	3.9	3.9	3.8	3.7

Average Years to Degree



How have LF students performed?

- **58%** of students who took Learning Framework in the F19-F21 cohorts have received a degree or certificate
- Average time to degree is **2.44** years and **65** semester credit hours for LF students

* The questions listed above and the number of years to completion are not part of the QEP Impact Report. However, the QEP is interested in discovering whether students that have an academic mindset in the LF course actually complete and whether or not the time to complete is reduced for students who successfully complete the LF course.