

Student Achievement
Measures & Outcomes Report



2022-2023

Report prepared by the office of Institutional Research & Planning

September 24, 2024

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Student Achievement Measures & Outcomes

Principles Standard 8.1:

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (Core Requirement) (STUDENT ACHIEVEMENT)

Panola College Statement of Mission

Panola College is dedicated to providing excellence in education. The range of educational offerings includes university transfer programs, workforce programs, instruction designed to increase academic proficiencies, and continuing education to enrich lives and improve skills. Our aim is to engage students to achieve success.

PC Achievement Goals and Thresholds

Panola College goals and thresholds are set by the Strategic Planning committee, Executive Council, and Instructional Council based on our student population characteristics.

Achievement goals are target levels of performance/achievement that Panola College aims to reach. Evaluation of previous performance and comparison to our peers, state, and national averages for each of the measures was used to set goals.

The *threshold of acceptability* is the minimal acceptable level of performance that should be maintained. If Panola College falls below the threshold of acceptability, a plan for improvement must be put into place. The minimal target levels were set based on:

- ◆ Previous performance,
- ◆ Comparison to peer, state, and national averages, and
- ◆ In some measures state or outside accrediting body mandate.

Table 1 Panola College Achievement Goals and Thresholds*

All rates and average rates listed in Table 1 are Panola College rates unless otherwise stated.

| Measure | Achievement Goal | Threshold of Acceptability |
|--|---|--|
| completers (degree/certificate) | 28% (Past 3-year average- 27.5%) | 25.6% (Our lowest rate in the past 6 years) |
| graduation rate (NSC is chosen as our SACSCOC reporting measure) | Exceed the threshold by 5% as Panola College strives to perform above the base standard. | At or above the state-wide community colleges comparison rate for the same year being measured. (i.e. For 2022-2023, Panola College had a 47% graduation rate and the comparison group was at 44% for the same year.) |
| transfer rate | 20% (Past 3-year average for TX Community Colleges- 26.1%) | 15% (Past 3-year average for Panola College- 21.6%) |
| state licensure rates for: | | |
| • ADN | 90% (Performance of PC ADN graduates passing the NCLEX-RN on the first attempt; department goal set by faculty based on total program evaluation) | 80% (Performance of PC ADN graduates passing the NCLEX-RN on the first attempt; minimum required by TX Board of Nursing) |
| • Cosmetology | 90% (Departmental goal in IEP; past 3-year average- 72.3%) | 70% (Department goal; standard minimum passing standard; no state/national requirement) |
| • EMT | 85% (Department goal in IEP; past 3-year average: EMT- 54.7% /Paramedic- 69%) | 70% [Minimum to pass the National Registry exam required by CoAEMSP (Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions)] |
| • HIT | 30%- RHIT credential (Departmental goal based on historical data from past five years; past 3-year average- 43%) 75%- CCA credential (Departmental goal based on historical data from past five years; past 3-year average- 67%) | 25% 50% |

| | | |
|---|---|---|
| <ul style="list-style-type: none"> • VN | <p>85% (Performance of PC VN graduates passing the NCLEX-PN on the first attempt; department goal set by faculty based on total program evaluation)</p> | <p>80% (Performance of PC VN graduates passing the NCLEX-PN on the first attempt; minimum required by TX Board of Nursing)</p> |
| <ul style="list-style-type: none"> • MA | <p>90%- CMAA certification (Departmental goal based on historical data from past five years; past 3-year average is 84%)</p> <p>90%- CCMA certification (Departmental goal based on historical data from past five years; past 3-year average is 78%)</p> <p>75%- CPT certification (Departmental goal based on historical data from past five years; past 3-year average is 50%)</p> | <p>70%</p> <p>70%</p> <p>50%</p> |
| <ul style="list-style-type: none"> • MLT | <p>80% (Departmental goal in IEP; past 3-year average- 74.3%)</p> | <p>75% (Minimum required by National Accrediting Agency for Clinical Laboratory Sciences)</p> |
| <ul style="list-style-type: none"> • OTA | <p>90% (Departmental goal in IEP; past 3-year average- 88.3%)</p> | <p>80% (Minimum required by Accreditation Counsel for Occupational Therapy Education: The average pass rate over the 3 most recent calendar years for graduates attempting the national certification exam within 12 months of graduation from the program must be 80% or higher regardless of the number of attempts.)</p> |
| <p>job placement rates</p> | <p>Exceed the threshold by 5% as Panola College strives to perform above the base standard.</p> | <p>85% (The Carl Perkins Measures and Standards, a federal program administered by the state, sets an 85% benchmark for all workforce education programs within one year of graduation.)</p> |
| <p>student learning outcome (SLO)</p> | <p>80% student mastery for each SLO (At this level, students are skilled at a competitive level not just the base level.)</p> | <p>70% student mastery for each SLO (70 is a commonly used measure for the minimum passing grade at colleges. This has been the</p> |

| | | |
|--|--|--|
| | | minimum standard since before the last reaffirmation.) |
|--|--|--|

PC Measures

Panola College uses multiple measures to document student success of our goals and outcomes. We compare our results to peer institutions, the state averages, and National averages.

| Source | Measure |
|--|---|
| THECB Accountability System | course completion; state licensures; job placement of technical program graduates |
| IPEDS | completions; graduation rates; transfer rate |
| Postsecondary Data Portal Dashboard (NSC) | <ul style="list-style-type: none"> early momentum metrics: gateway course completion, credit accumulation rate, and credit completion ratio retention & persistence, transfer, and outcomes benchmarking |
| National Student Clearinghouse | student tracker; Completions (six-year outcomes); persistence & retention rates; transfer tracking |
| Panola College Institutional Effectiveness | student achievement of SLOs |

*Rationale for Measures

The chart below provides the rationale for the achievement measures chosen to measure student success.

| Measure | Rationale |
|----------------------|--|
| Completers | One of the community college's roles is to provide degree and certificate completers so students can continue their education or enter the workforce. This fits our mission as well as institutional goals 1 and 2. |
| Graduation rate | One of the community college's roles is to provide degree and certificate completers so students can continue their education or enter the workforce. This fits our mission as well as institutional goals 1, 2, and 3. |
| Transfer rate | One of the community college's roles is to provide students with the first two years of college in their pathway so they can pursue a bachelor's degree at a university. Preparing students for university transfer programs is a part of our mission and fits with institutional goals 1, 2, and 3. |
| State Licensure rate | A measure of how well our programs prepare students is how well they perform on their state licensure exams which allows them to pursue a career. As stated in our mission this helps students prepare for the workforce and enrich their lives. It supports institutional goals 1, 2, and 3. |

| | |
|---------------------------|---|
| Job Placement rate | Part of our mission is to engage students to achieve success, and a way to measure this is the job placement rate in our program areas. We want to prepare students with the skills needed to be successful in life and the workforce. This also fits institutional goals 1, 2, and 3. |
| Student Learning Outcomes | Our mission states that we are dedicated to providing excellence in education, increase academic proficiencies, and engage students to achieve success. In order to measure student success, we must assess student mastery of the learning outcomes in their courses/programs. This supports institutional goal 1. |

Statement of Mission

Panola College is dedicated to providing excellence in education. The range of educational offerings includes university transfer programs, workforce programs, instruction designed to increase academic proficiencies, and continuing education to enrich lives and improve skills. Our aim is to engage students to achieve success.

**Strategic Planning Objectives 2022-23
Linked to Institutional Goals 2020 – 2025**

IG 1 (Instruction) Provide excellence in teaching, student engagement, and curriculum to meet the needs of the students and the community.

- 1.1 SOTL faculty development training opportunity
- 1.2 Pathways- Map pathways for WCE programs to CTE programs for higher wages and career progression.
- 1.3 Oversee the creation of Micro-credentials for Career and Technical education and Workforce education.
- 1.4 Implement a Prior Learning policy from a third-party vendor or in-house system or process, that will allow students to apply prior learning as a supplement or test out option for coursework used in a field of study.
- 1.5 Develop Occupational Skills Awards. The OSAs will be reported on the CBM 00M report and are part of the success point funding process.

IG 2 (Support Services) Provide support services that enhance student success, college systems, and public accountability.

- 2.1 Student Orientation on how to use CANVAS (required)

- 2.2 Revamp the class Drop process so students have a point of contact to reach out to before dropping and so instructors are informed before the drop happens. (NOTE: This is for non-dual credit students only.)
- 2.3 Set up an automated award system in POISE in order to count all completers in real time for appropriate awards.
- 2.4 Search for a single sign on option for students.
- 2.5 Provide mental health counseling on Panola College's main campus.
- 2.6 Get access to Docubase to provide an automated system for housing and retrieving student data for Continuing Education programs.
- 2.7 PC Promise Program will support students in completing an award or transfer to a university.
- 2.8 Establish an ePortfolio system.

IG 3 (Community Partnerships) Foster partnerships for cultural and economic development in the College community.

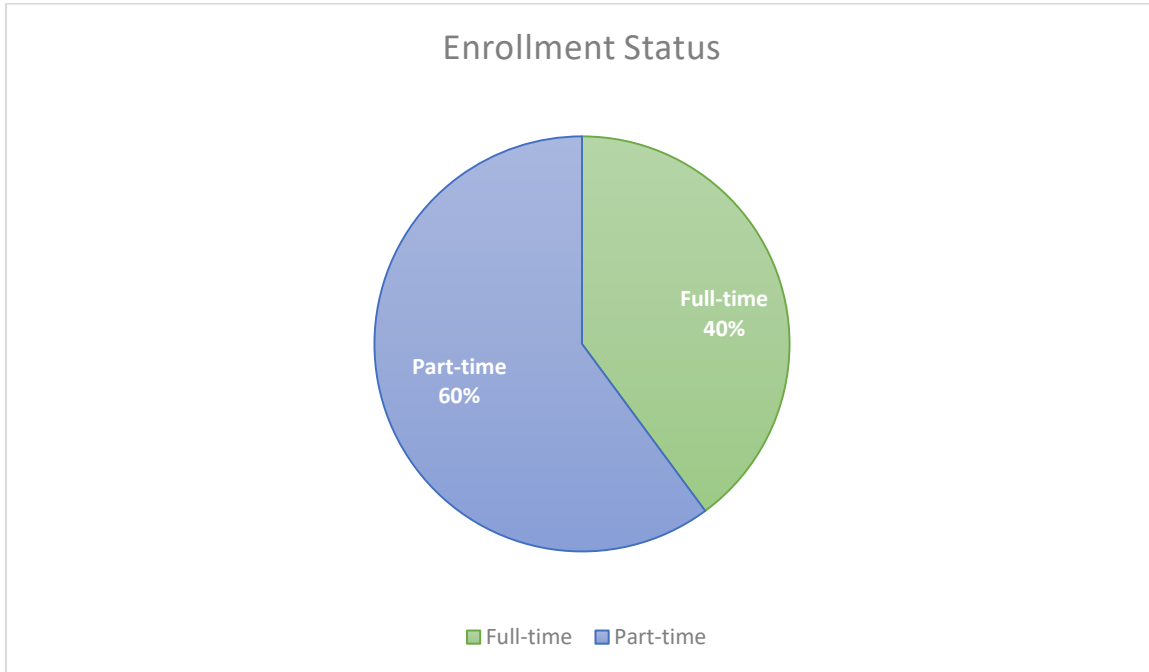
- 3.1 Partner with a foster care center to provide a therapy/sensory space for foster care children.
- 3.2 Utilize Panola College facilities for our business partners.
- 3.3 Continuing ed opportunities in Health Sciences
- 3.4 Partner with the city of Carthage to turf the Panola County baseball field through the Economic Development Fund.
- 3.5 Make the community aware of all the services and amenities that Panola College has to offer.
- 3.6 Count reverse transfers so we can capture those student completers.

IG 4 (Facilities) Provide appropriate facilities that contribute to an effective and productive learning and work environment.

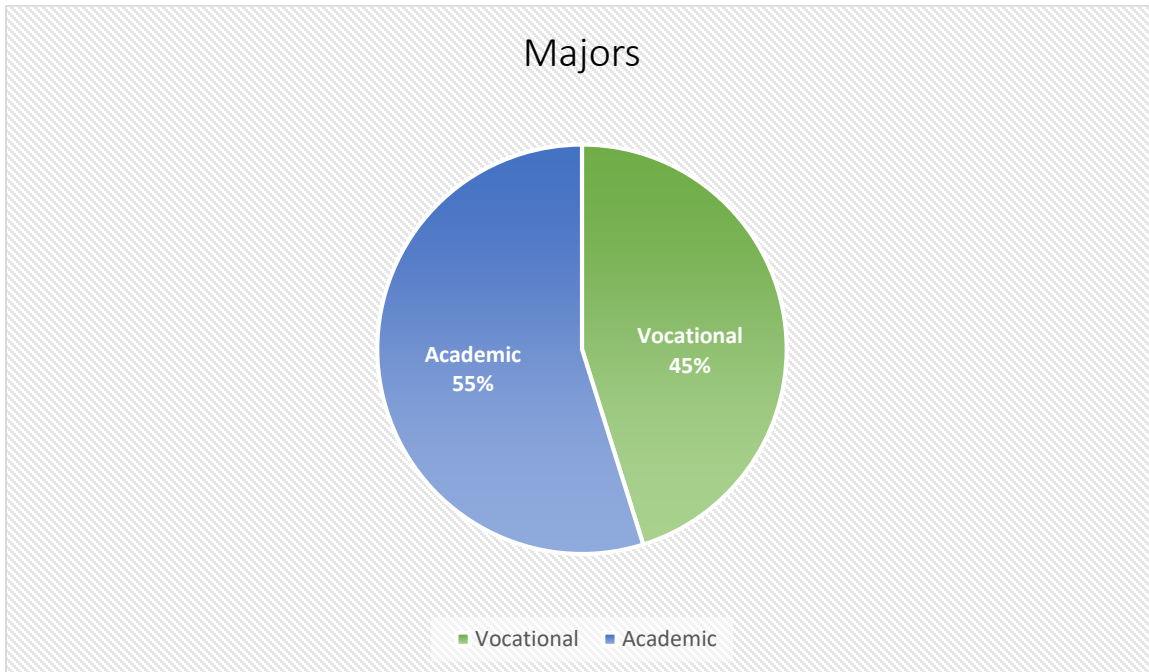
- 4.1 Construct a new Technology building to replace the outdated building
- 4.2 Provide space on the main campus for the new mental health counseling.

PC Student Population

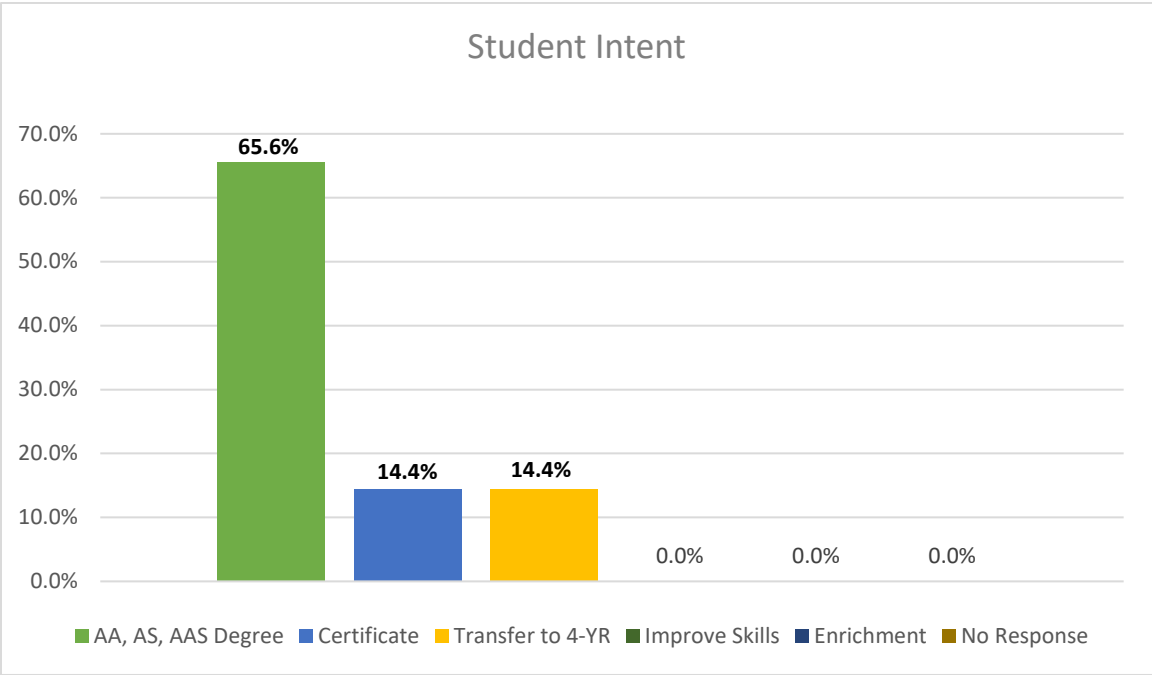
The following charts show the student body that Panola College serves based on **fall 2022** enrollment.



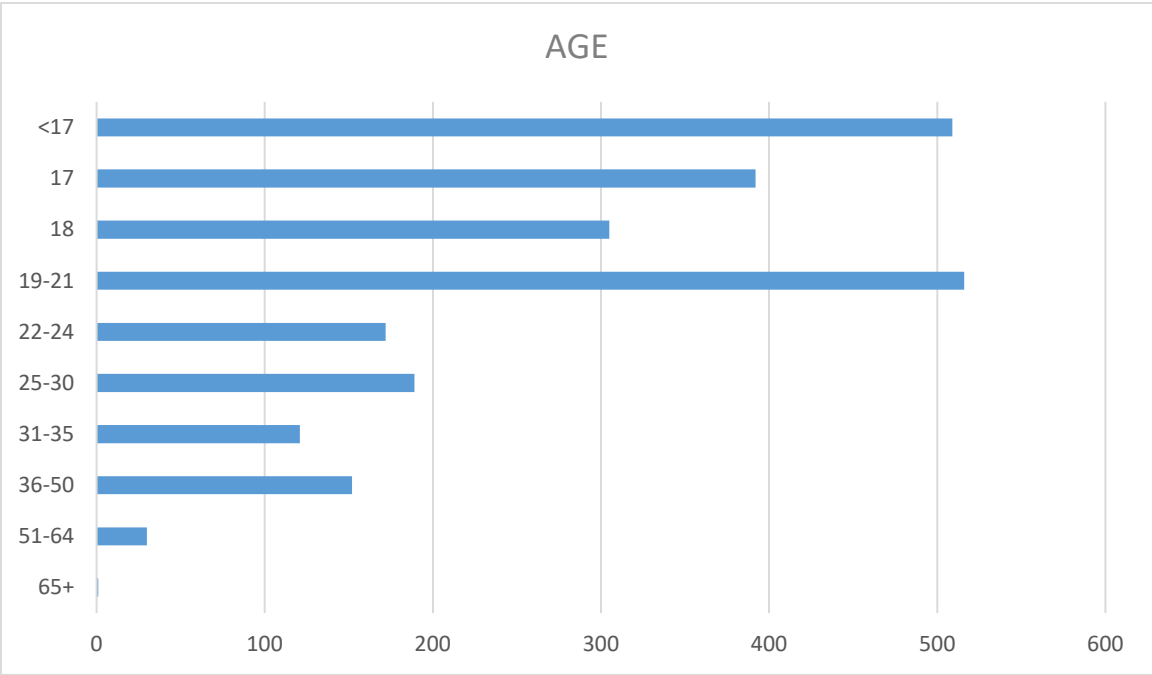
Source: Registrar's Student Profile Fall 2022



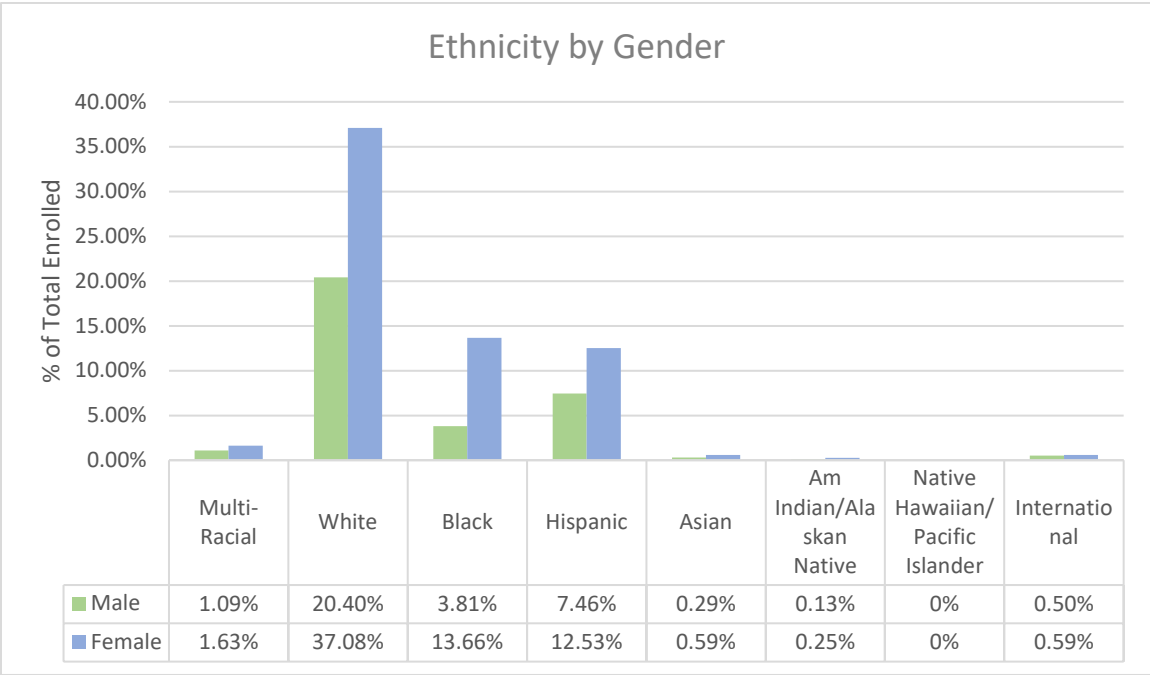
Source: Registrar's Student Profile Fall 2022



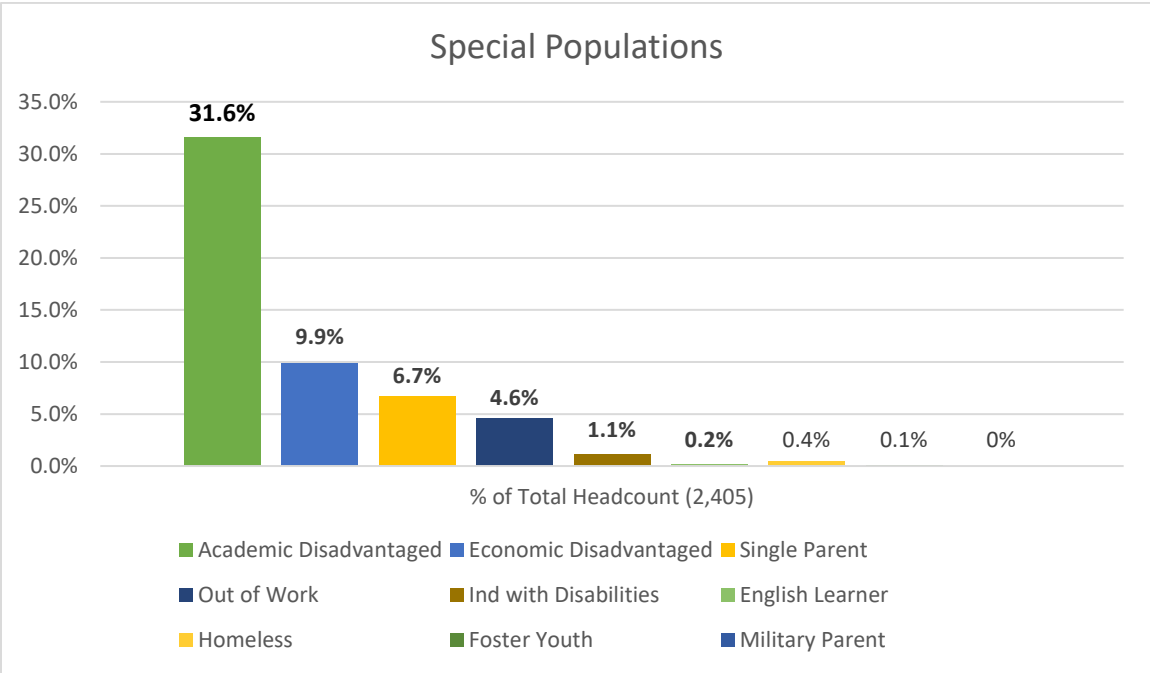
Source: Registrar's Student Profile Fall 2022



Source: Registrar's Student Profile Fall 2022 (average age = 21)

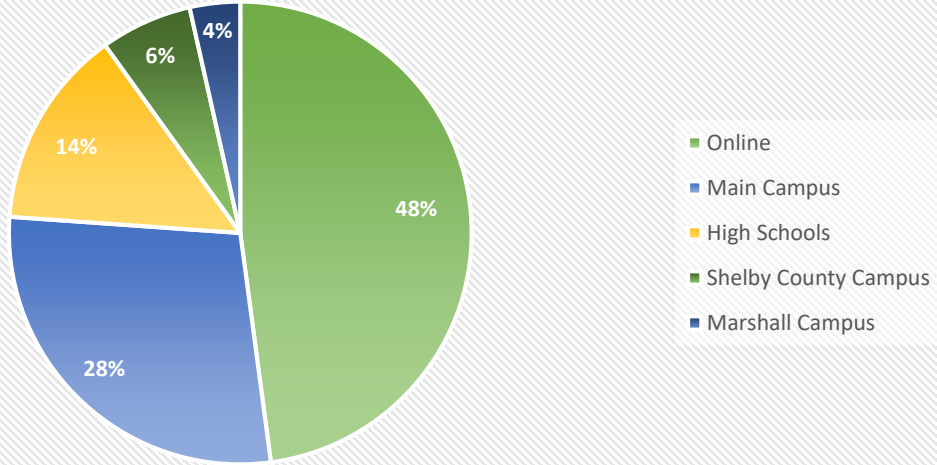


Source: Registrar's Student Profile Fall 2022 (Total = 2,387)



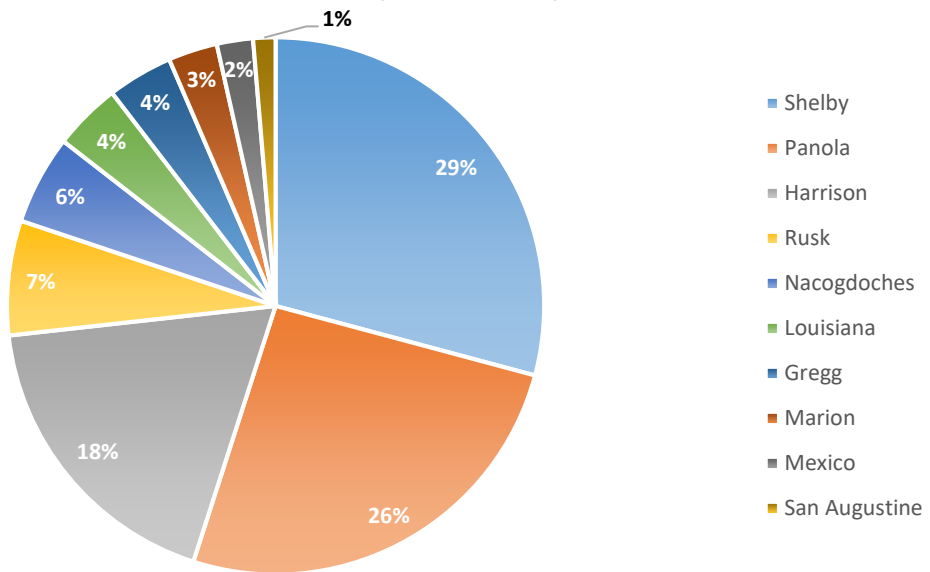
Source: CBM 001_Fall 2022

Headcount per Campus (undup.)



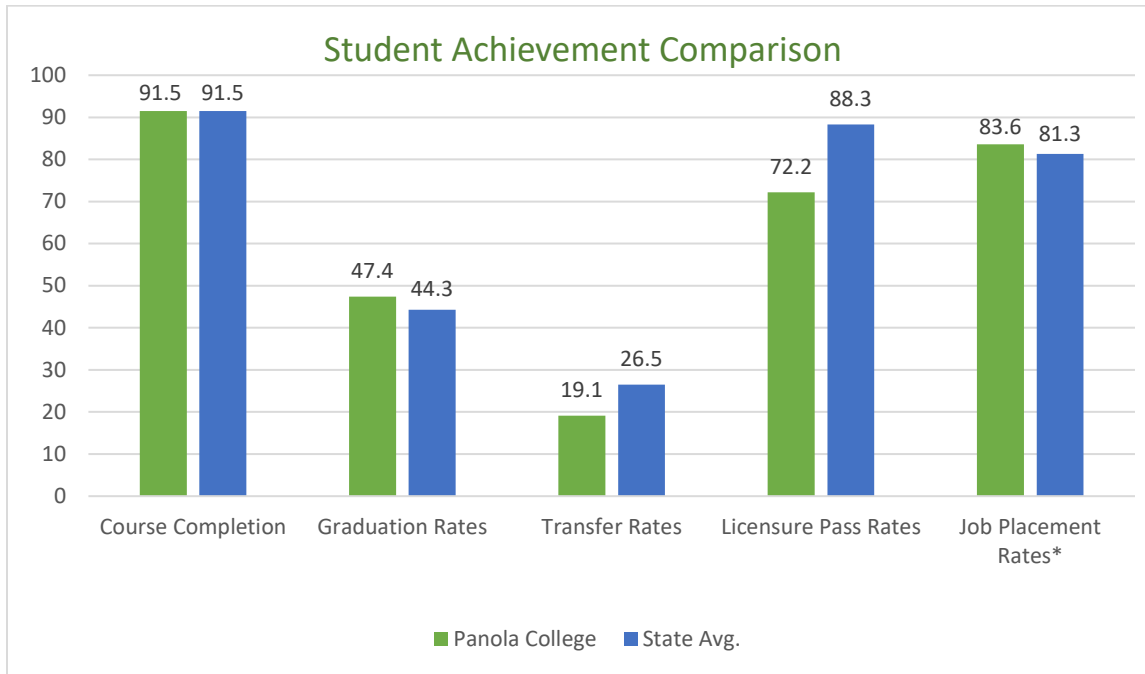
Source: Registrar's Student Profile Fall 2022

Headcount per County



Source: Registrar's Student Profile Fall 2022

PC Outcomes



*THECB Perkins Data Resources for 2022-2023: Perkins Core Indicator Data (latest data is 2019-120); No national average

Data Sources:


- Course Completion- LBB Performance Measures 2023 (2022 reporting year)
- Graduation Rates- TX Accountability System, 6 yr. Graduation & Persistence, 2022
- Transfer Rates- TX Accountability System, Total All Transfers, 2021
- Licensure Pass Rates- LBB Performance Measures 2023 (2022 reporting year)
- Job Placement Rates- THECB Perkins Data Resources, 2022-2023 (2019-20 reporting year)


PC Publications

Panola College's achievement goals and outcomes are published in the following.

- ◆ Panola College President's Report
- ◆ Panola College Fact Book
- ◆ Panola College Website: on the *Institutional Research* web page, section *Data and Reports*.
<https://www.panola.edu/about/institutional-research>

KEY

Met/surpassed Achievement goal 

Met/surpassed Threshold 













































































Below Threshold 

Table 1 Panola College Achievement Goals and Thresholds*

All rates and average rates listed in Table 1 are Panola College rates unless otherwise stated.

| Measure | Achievement Goal | Threshold of Acceptability | PC Rate & Source | |
|--|--|---|---|--|
| completers (degree/certificate) | 28% (Past 3-year average- 27.5%) | 23% (Our lowest rate in the past 6 years) | <u>2022-2023</u> 30% (PC) |  |
| graduation rate (NSC is chosen as our SACSCOC reporting measure) | Exceed the threshold by 5% as Panola College strives to perform above the base standard. | At or above the state-wide community colleges comparison rate for the same year being measured. (i.e. For 2022-2023, Panola College had a 48% three-year graduation rate and the comparison group was at 42% for the same year.) | <u>2022-2023</u> 50% (NSC) 31% (IPEDS outcome measures) 37% (IPEDS grad 150% rate) |  |
| transfer rate | 26% (Past 3-year average for TX Community Colleges- 26.1%) | 20% (Past 3-year average for Panola College- 21.6%) | <u>2022</u> 23.5% (THECB Accountability System) |  |
| state licensure rates for: | | | <u>2022</u> | |
| • ADN | 90% (Performance of PC ADN graduates passing the NCLEX-RN on the first attempt; department goal set by faculty based on total program evaluation) | 80% (Performance of PC ADN graduates passing the NCLEX-RN on the first attempt; minimum required by TX Board of Nursing) | 93.6% |  |
| • Cosmetology | 72% (past 3-year PC average- 72.26%) | 61% (61.38% past 3-year Texas average; no state/national requirement) | 65.8% (2021-2022) |  |
| • EMT | 75% (Department goal in IEP; past 3-year average: EMT- 54.7% /Paramedic- 69%) | 70% [Minimum to pass the National Registry exam required by CoAEMSP (Committee on Accreditation of Educational | EMT Basic- 50% Paramedic- 67% |   |

| | | Programs for the Emergency Medical Services Professions]] | | |
|-------|---|--|---------------------|---|
| • HIT | 75%- RHIT credential (Departmental goal based on historical data from past five years; past 3-year average- 43%) | 44% (Based on historical data from past five years- 43.6%) | 100% |  |
| | 75%- CCA credential (Departmental goal based on historical data from past five years; past 3-year average- 67%) | 70% (Based on historical data from past five years- 73.2%) | 67% |  |
| • VN | 85% (Performance of PC VN graduates passing the NCLEX-PN on the first attempt; department goal set by faculty based on total program evaluation) | 80% (Performance of PC VN graduates passing the NCLEX-PN on the first attempt; minimum required by TX Board of Nursing) | 89.8% |  |
| • MA | 90%- CMAA certification (Departmental goal based on historical data from past five years; past 3-year average is 83.6%) | 70% (Based on historical data from past five years- 85.8%) | 84% |  |
| | 90%- CCMA certification (Departmental goal based on historical data from past five years; past 3-year average is 78.3%) | 70% (Based on historical data from past five years- 78.6%) | 100% |  |
| | 75%- CPT certification (Departmental goal based on historical data from past five years; past 3-year average is 50.3%) | 50% (Based on historical data from past five years- 50.3%) | 63% |  |
| • MLT | 80% (Departmental goal in IEP; past 3-year average- 74.3%; National 3-year average- 74.6%) | 75% (Minimum required by National Accrediting Agency for Clinical Laboratory Sciences) | 100% (2021-2022) |  |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|--|------|-------|---|-----------|-------|---|------|-------|---|--------------|-------|---|------|--------|---|------|--------|---|-------|-------|---|-------|-------|---|------|-------|---|------|-------|---|-----------|-------|---|----------|-------|---|
| <ul style="list-style-type: none"> OTA | <p>90% (Departmental goal in IEP; past 3-year average- 88.3%; National 3- year average- 87%)</p> | <p>80% (Minimum required by Accreditation Counsel for Occupational Therapy Education: The average pass rate over the 3 most recent calendar years for graduates attempting the national certification exam within 12 months of graduation from the program must be 80% or higher regardless of the number of attempts.)</p> | <p>83% </p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>job placement rates</p> | <p>Exceed the threshold by 5% as Panola College strives to perform above the base standard.</p> | <p>85% (The Carl Perkins Measures and Standards, a federal program administered by the state, sets an 85% benchmark for all workforce education programs within one year of graduation.)</p> | <p><u>2019-2020</u></p> <table border="0"> <tr><td>ADN-</td><td>91.3%</td><td></td></tr> <tr><td>Business-</td><td>92.9%</td><td></td></tr> <tr><td>CIS-</td><td>87.5%</td><td></td></tr> <tr><td>Cosmetology-</td><td>87.5%</td><td></td></tr> <tr><td>EMT-</td><td>100.0%</td><td></td></tr> <tr><td>HIT-</td><td>100.0%</td><td></td></tr> <tr><td>LVN-</td><td>96.6%</td><td></td></tr> <tr><td>MA-</td><td>95.0%</td><td></td></tr> <tr><td>MLT-</td><td>81.8%</td><td></td></tr> <tr><td>OTA-</td><td>85.7%</td><td></td></tr> <tr><td>Pet Tech-</td><td>96.2%</td><td></td></tr> <tr><td>Welding-</td><td>91.4%</td><td></td></tr> </table> | ADN- | 91.3% |  | Business- | 92.9% |  | CIS- | 87.5% |  | Cosmetology- | 87.5% |  | EMT- | 100.0% |  | HIT- | 100.0% |  | LVN- | 96.6% |  | MA- | 95.0% |  | MLT- | 81.8% |  | OTA- | 85.7% |  | Pet Tech- | 96.2% |  | Welding- | 91.4% |  |
| ADN- | 91.3% |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Business- | 92.9% |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CIS- | 87.5% |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cosmetology- | 87.5% |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EMT- | 100.0% |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HIT- | 100.0% |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LVN- | 96.6% |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MA- | 95.0% |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MLT- | 81.8% |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OTA- | 85.7% |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pet Tech- | 96.2% |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Welding- | 91.4% |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>student learning outcome (SLO)</p> | <p>80% student mastery for each SLO (At this level, students are skilled at a competitive level not just the base level.)</p> | <p>70% student mastery for each SLO (70 is a commonly used measure for the minimum passing grade at colleges. This has been the minimum standard since before the last reaffirmation.)</p> | <p><u>2022-2023</u></p> <table border="0"> <tr><td>CT1-</td><td>91%</td><td></td></tr> <tr><td>CT2-</td><td>85%</td><td></td></tr> <tr><td>CT3-</td><td>86%</td><td></td></tr> <tr><td>CS1-</td><td>89%</td><td></td></tr> <tr><td>CS2-</td><td>96%</td><td></td></tr> <tr><td>CS3-</td><td>96%</td><td></td></tr> <tr><td>EQS1-</td><td>88%</td><td></td></tr> <tr><td>EQS2-</td><td>97%</td><td></td></tr> </table> | CT1- | 91% |  | CT2- | 85% |  | CT3- | 86% |  | CS1- | 89% |  | CS2- | 96% |  | CS3- | 96% |  | EQS1- | 88% |  | EQS2- | 97% |  | | | | | | | | | | | | |
| CT1- | 91% |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CT2- | 85% |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CT3- | 86% |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CS1- | 89% |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CS2- | 96% |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CS3- | 96% |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EQS1- | 88% |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EQS2- | 97% |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|--|--|--|----------|---|
| | | | TW1- 90% |  |
| | | | TW2- 90% |  |
| | | | SR1- 93% |  |
| | | | SR2- N/A | |
| | | | SR3- 92% |  |
| | | | PR1- 89% |  |



Ten-Year Trend in Enrollment Fall and Spring Semesters

| Year/ semester | 2013- 2014 | 2014- 2015 | 2015- 2016 | 2016- 2017 | 2017- 2018 | 2018- 2019 | 2019- 2020 | 2020- 2021 | 2021- 2022 | 2022- 2023 |
|-------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Fall | 2701 | 2579 | 2685 | 2672 | 2660 | 2775 | 2613 | 2531 | 2492 | 2405 |
| Spring | 2405 | 2440 | 2455 | 2515 | 2444 | 2500 | 2350 | 2347 | 2248 | 2106 |

PC Official Enrollment Report- duplicated grand total

In fall 2022, Panola College enrolled 2,405 students which is a decrease from the previous academic year. The changes in local economy effect enrollment especially regarding oil and gas job opportunities. Other contributing factors were the COVID-19 pandemic and political changes. The table displays the actual number and percent.

| Semester/ Year | 2013-2014 | 2022-2023 | Percent Change |
|----------------|-----------|-----------|----------------|
| Fall | 2,701 | 2,405 | -11% |
| Spring | 2,405 | 2,106 | -12.4% |



2 Year Course Completion Rate by Semester

| Semester/ % w grade | A | B | C | D | F | W | Total % completers |
|------------------------|-------|-------|-------|------|------|------|-----------------------|
| Fall 2021 | 35.8% | 23.2% | 13.0% | 3.2% | 8.9% | 8.8% | 84.2% |
| Spring 2022 | 36.8% | 23.2% | 13.6% | 4.1% | 8.8% | 7.3% | 86.6% |
| Fall 2022 | 37.9% | 22.4% | 13.2% | 4.1% | 9.1% | 7.8% | 86.8% |
| Spring 2023 | 39.5% | 24.1% | 12.7% | 3.9% | 8.0% | 5.5% | 88.2% |

Grade Distribution file from Admissions/Registrar

The overall annual course completion rate for Panola College for 2022-2023 was 87.5%. This increased 2.6% from the 2021-2022 which was 85.3%. Fall 2022 completers increased 4.0% from the previous fall, and the spring saw a 1.8% increase.

Pre-COVID and During COVID

| Semester/ % w grade | A | B | C | D | F | W | Total % completers |
|------------------------|-------|-------|-------|------|-------|------|-----------------------|
| Fall 2019 | 31.0% | 23.6% | 15.3% | 5.1% | 9.4% | 8.4% | 84.2% |
| Spring 2020 | 35.7% | 23.3% | 11.3% | 4.2% | 8.8% | 6.4% | 83.3% |
| Fall 2020 | 34.0% | 21.5% | 14.7% | 4.9% | 10.0% | 8.8% | 85.1% |
| Spring 2021 | 37.6% | 23.8% | 13.8% | 4.0% | 9.3% | 7.5% | 86.8% |

Grade Distribution file from Admissions/Registrar

Five Year Trend for Annual Degree and Certificate Completers

| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| AA | 4 | 0 | 4 | 3 | 6 |
| AS | 206 | 191 | 199 | 187 | 239 |
| AAT | 17 | 22 | 13 | 31 | 32 |
| AAS | 135 | 146 | 115 | 129 | 130 |
| Certificates | 321 | 313 | 281 | 288 | 394 |
| Core Complete | 216 | 183 | 180 | 203 | 228 |
| Field of Study | 15 | 34 | 55 | 50 | 49 |
| TOTALS | 914 | 889 | 847 | 891 | 1,078 |
| | | | | | |
| Unduplicated Enrollment | 3,544 | 3,366 | 3,312 | 3,277 | 3,634 |
| Completion Rate | 25.79% | 26.41% | 25.57% | 27.19% | 29.66% |

Data is provided by PC admissions director/registrar; IPEDS 12-month Enrollment file.

The total number of degrees and certificates increased from 2018-19 to 2022-23. All award types increased except for the Field of Study. The overall completion rate for students increased by 15% in the past five years.

PC Awards Disaggregated 2022

| Ethnicity | Certificate | | | Associate | | | Total Awards by Ethnicity |
|------------------|-------------|--------|-------|-----------|--------|-------|---------------------------|
| | Male | Female | Total | Male | Female | Total | |
| White | 87 | 89 | 176 | 72 | 141 | 213 | 389 |
| African American | 16 | 36 | 52 | 11 | 51 | 62 | 114 |
| Hispanic | 31 | 26 | 57 | 21 | 35 | 56 | 113 |
| Asian | 0 | 0 | 0 | 2 | 3 | 5 | 5 |
| International | 0 | 0 | 0 | 3 | 4 | 7 | 7 |
| Other | 2 | 1 | 3 | 3 | 4 | 7 | 10 |
| TOTAL | 136 | 152 | 288 | 112 | 238 | 350 | 638 |

PC Awards Disaggregated 2021

| Ethnicity | Certificate | | | Associate | | | Total Awards by Ethnicity |
|------------------|-------------|--------|-------|-----------|--------|-------|---------------------------|
| | Male | Female | Total | Male | Female | Total | |
| White | 102 | 71 | 173 | 79 | 141 | 220 | 393 |
| African American | 10 | 44 | 54 | 10 | 40 | 50 | 104 |
| Hispanic | 31 | 15 | 46 | 12 | 39 | 51 | 97 |
| Asian | 2 | 1 | 3 | 1 | 1 | 2 | 5 |
| International | 1 | 0 | 1 | 2 | 3 | 5 | 6 |
| Other | 4 | 0 | 4 | 1 | 2 | 3 | 7 |
| TOTAL | 150 | 131 | 281 | 105 | 226 | 331 | 612 |

THECB TX Accountability System

Workforce Program Degrees & Certificates Awarded

| Program | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 5-Year Total |
|---|-----------|-----------|-----------|-----------|-----------|--------------|
| Agricultural Business and Management | 2 | 15 | 13 | 19 | 7 | 56 |
| Information Science/Studies | 23 | 32 | 29 | 10 | 21 | 115 |
| Cosmetology and Related Personal Grooming Services | 25 | 36 | 24 | 27 | 40 | 152 |
| Teacher Education (13._) | 25 | 18 | 10 | 13 | 31 | 97 |
| Industrial Production Technologies/Technicians | 67 | 63 | 83 | 91 | 86 | 390 |
| Human Development, Family Studies, and Related Services (19.07) | 1 | 0 | 0 | 0 | 0 | 1 |
| General Studies (24.01) | 178 | 207 | 59 | 203 | 186 | 833 |
| Precision Metal Working | 40 | 72 | 78 | 64 | 71 | 325 |
| Music, General (50.09) | 5 | 3 | 2 | 0 | 1 | 11 |
| Health and Medical Administrative Services | 9 | 21 | 7 | 10 | 4 | 51 |
| Medical/Clinical Assistant | 39 | 43 | 20 | 12 | 23 | 137 |
| Occupational Therapist Assistant | 19 | 22 | 21 | 19 | 26 | 107 |
| Emergency Medical Technology/Technician (EMT Paramedic) | 16 | 11 | 13 | 3 | 2 | 45 |
| Clinical/Medical Laboratory Technician | 10 | 12 | 11 | 8 | 8 | 49 |
| Registered Nursing, Nursing Administration, Nursing Research | 61 | 38 | 46 | 33 | 40 | 218 |
| Practical Nursing, Vocational Nursing and Nursing Assistants | 32 | 47 | 58 | 51 | 50 | 238 |
| Business Operations Support and Assistant Services | 55 | 44 | 56 | 49 | 38 | 242 |

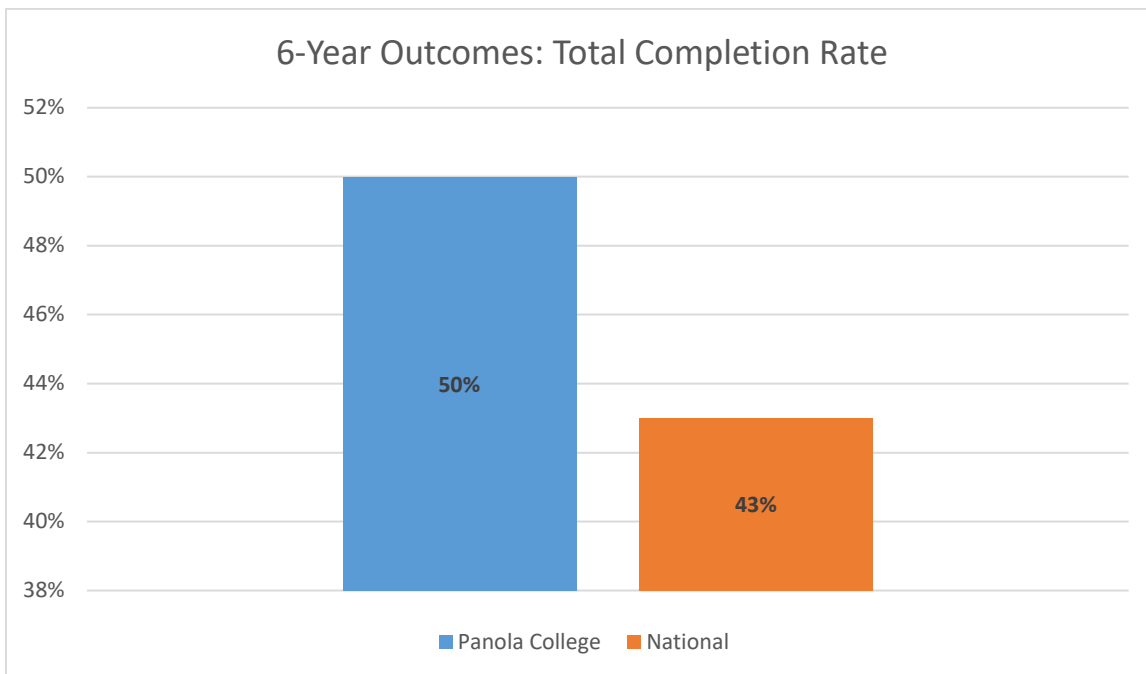
THECB TX Accountability System (CBM 009)- Perkins Q2; Completers 2022- Registrar

Standard: Workforce education program generates 25 awards over 5-year period (except new programs which received CB approval or were first offered within last 5 years).



Five Year Trend for Completion Rates

| Data Collection Year | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---|-----------|-----------|-----------|-----------|-----------|
| Completion Rates: | | | | | |
| <i>IPEDS Overall Graduation Rate (150%)</i> | 28% | 33% | 28% | 37% | 37% |
| <i>Outcome Measures (8-year award rate)</i> | 29% | 29% | 30% | 28% | 31% |
| <i>NSC 6-year Completion Rate</i> | 47% | 41% | 47% | 48% | 50% |



The National Student Clearinghouse is used for PC's SACSCOC student completion data.

Disaggregated Completion Rate: Fall 2015 Entering Cohort

See the NSC Completions Report PDF.

- enrollment intensity
- gender
- age at first entry
- age at first entry and enrollment intensity
- race/ethnicity
- gender and race/ethnicity



22-23 IPEDS Outcome Measures 8-year Award Rate (31%)

| | First-time Entering | Non-First-time Entering |
|--------------------------|---------------------|-------------------------|
| Full-time | 36% | 34% |
| Pell Grant recipients | 27% | 35% |
| NonPell Grant recipients | 48% | 30% |
| Part-time | 10% | 23% |
| Pell Grant recipients | 8% | 22% |
| NonPell Grant recipients | 12% | 24% |

| | |
|--------------------------|-----|
| Total Entering | 31% |
| Pell Grant recipients | 28% |
| NonPell Grant recipients | 35% |

IPEDS Outcome Measures

2022-2023 IPEDS Overall Graduation Rate (37%)

| | Number of Students in Cohort | % of students that completed within 150% of normal time to completion |
|---|------------------------------|---|
| Full-time, first-time, degree/certificate-seeking cohort (2019) | 313 | 37% |
| Recipients of a Pell Grant (within entering year) | 176 | 33% |
| Recipients of a Direct Subsidized Loan (within entering year) that did not receive a Pell Grant | 13 | 54% |
| Did not receive either a Pell Grant or Direct Subsidized Loan (within entering year) | 124 | 42% |

IPEDS Graduation Rates

NATIONAL STUDENT CLEARINGHOUSE[®]
RESEARCH CENTER[™]

StudentTrackerSM
Postsecondary Completions

Institutional Benchmark Report

Fall 2016 Entering Cohort

PANOLA COLLEGE
School and Branch Code: 003600-00

NATIONAL STUDENT CLEARINGHOUSE RESEARCH CENTER

2300 Dulles Station Blvd., Suite 220, Herndon, VA 20171

PANOLA COLLEGE
(School/Branch Code: 003600-00)

Table 1A. Six-Year Outcomes and First Completion for Students Who Started at Your Institution by Enrollment Intensity

| Enrollment Intensity | Total Enrolled (#) | Total Completion Rate (%) | 1st Completion at Same Institution (%) | 1st Completion at Different Institution: Two-Year (%) | 1st Completion at Different Institution: Four-Year (%) | Subsequent Completion at a Four-Year (%) | Total Four-Year Completion Rate (%) | Still Enrolled (At Any Institution) (%) | Not Enrolled (At Any Institution) (%) |
|-----------------------|--------------------|---------------------------|--|---|--|--|-------------------------------------|---|---------------------------------------|
| Overall | 422 | 49.55 | 36.02 | 4.74 | 8.78 | 11.38 | 20.16 | 7.82 | 42.63 |
| Exclusively Full-Time | 195 | 63.60 | 53.32 | 3.60 | 6.69 | 18.97 | 25.66 | 2.56 | 33.83 |
| Exclusively Part-Time | 22 | 9.09 | 4.55 | 4.55 | 0.00 | 0.00 | 0.00 | 4.55 | 86.36 |
| Mixed Enrollment | 205 | 40.52 | 22.94 | 5.86 | 11.72 | 5.37 | 17.09 | 13.18 | 46.30 |

Table 1B. National Benchmark: Six-Year Outcomes and First Completion for Students Who Started at Two-Year Public Institutions by Enrollment Intensity

| Enrollment Intensity | Total Enrolled (#) | Total Completion Rate (%) | 1st Completion at Same Institution (%) | 1st Completion at Different Institution: Two-Year (%) | 1st Completion at Different Institution: Four-Year (%) | Subsequent Completion at a Four-Year (%) | Total Four-Year Completion Rate (%) | Still Enrolled (At Any Institution) (%) | Not Enrolled (At Any Institution) (%) |
|-----------------------|--------------------|---------------------------|--|---|--|--|-------------------------------------|---|---------------------------------------|
| Overall | 721,089 | 43.08 | 31.91 | 3.12 | 8.05 | 10.14 | 18.19 | 11.55 | 45.37 |
| Exclusively Full-Time | 190,796 | 66.54 | 52.95 | 3.01 | 10.59 | 22.84 | 33.43 | 1.30 | 32.16 |
| Exclusively Part-Time | 97,144 | 19.49 | 17.82 | 1.14 | 0.53 | 1.71 | 2.24 | 7.21 | 73.30 |
| Mixed Enrollment | 433,141 | 38.04 | 25.81 | 3.61 | 8.63 | 6.44 | 15.06 | 17.03 | 44.92 |

Note for tables 1A and 1B: Completion outcomes include the first degree or certificate completion. The Mixed enrollment group includes students enrolled both part and full time during the study period. Because of coverage weighting, some rates may not appear in the data tables as whole numbers.

PANOLA COLLEGE
(School/Branch Code: 003600-00)

Table 2A. Six-Year Outcomes and First Completion for Students Who Started at Your Institution by Gender

| Gender | Total Enrolled (#) | Total Completion Rate (%) | 1st Completion at Same Institution (%) | 1st Completion at Different Institution: Two-Year (%) | 1st Completion at Different Institution: Four-Year (%) | Subsequent Completion at a Four-Year (%) | Total Four-Year Completion Rate (%) | Still Enrolled (At Any Institution) (%) | Not Enrolled (At Any Institution) (%) |
|---------|--------------------|---------------------------|--|---|--|--|-------------------------------------|---|---------------------------------------|
| Overall | 422 | 49.55 | 36.02 | 4.74 | 8.78 | 11.38 | 20.16 | 7.82 | 42.63 |
| Men | 123 | 51.26 | 30.90 | 10.57 | 9.78 | 10.57 | 20.35 | 12.20 | 36.54 |
| Women | 237 | 52.35 | 39.67 | 2.96 | 9.72 | 11.82 | 21.54 | 6.33 | 41.32 |

Table 2B. National Benchmark: Six-Year Outcomes and First Completion for Students Who Started at Two-Year Public Institutions by Gender

| Gender | Total Enrolled (#) | Total Completion Rate (%) | 1st Completion at Same Institution (%) | 1st Completion at Different Institution: Two-Year (%) | 1st Completion at Different Institution: Four-Year (%) | Subsequent Completion at a Four-Year (%) | Total Four-Year Completion Rate (%) | Still Enrolled (At Any Institution) (%) | Not Enrolled (At Any Institution) (%) |
|---------|--------------------|---------------------------|--|---|--|--|-------------------------------------|---|---------------------------------------|
| Overall | 721,089 | 43.08 | 31.91 | 3.12 | 8.05 | 10.14 | 18.19 | 11.55 | 45.37 |
| Men | 335,518 | 40.82 | 30.10 | 2.79 | 7.93 | 8.71 | 16.64 | 10.57 | 48.61 |
| Women | 354,826 | 46.31 | 34.25 | 3.57 | 8.50 | 11.86 | 20.36 | 12.62 | 41.06 |

Note for tables 2A and 2B: Students with missing gender data were excluded from the tables. As a result, the total of the subgroup numbers may not equal that of the overall number. Because of coverage weighting, some rates may not appear in the data tables as whole numbers.

PANOLA COLLEGE
(School/Branch Code: 003600-00)

Table 3A. Six-Year Outcomes and First Completion for Students Who Started at Your Institution by Age at First Entry

| Age at First Entry | Total Enrolled (#) | Total Completion Rate (%) | 1st Completion at Same Institution (%) | 1st Completion at Different Institution: Two-Year (%) | 1st Completion at Different Institution: Four-Year (%) | Subsequent Completion at a Four-Year (%) | Total Four-Year Completion Rate (%) | Still Enrolled (At Any Institution) (%) | Not Enrolled (At Any Institution) (%) |
|--------------------|--------------------|---------------------------|--|---|--|--|-------------------------------------|---|---------------------------------------|
| Overall | 422 | 49.55 | 36.02 | 4.74 | 8.78 | 11.38 | 20.16 | 7.82 | 42.63 |
| 20 and Younger | 333 | 49.27 | 33.94 | 5.71 | 9.62 | 12.92 | 22.54 | 7.51 | 43.22 |
| >20 - 24 | 30 | 63.37 | 53.29 | 0.00 | 10.08 | 9.99 | 20.07 | 6.66 | 29.97 |
| Older than 24 | 59 | 44.08 | 38.99 | 1.70 | 3.39 | 3.39 | 6.78 | 10.17 | 45.75 |

Table 3B. National Benchmark: Six-Year Outcomes and First Completion for Students Who Started at Two-Year Public Institutions by Age at First Entry

| Age at First Entry | Total Enrolled (#) | Total Completion Rate (%) | 1st Completion at Same Institution (%) | 1st Completion at Different Institution: Two-Year (%) | 1st Completion at Different Institution: Four-Year (%) | Subsequent Completion at a Four-Year (%) | Total Four-Year Completion Rate (%) | Still Enrolled (At Any Institution) (%) | Not Enrolled (At Any Institution) (%) |
|--------------------|--------------------|---------------------------|--|---|--|--|-------------------------------------|---|---------------------------------------|
| Overall | 721,089 | 43.08 | 31.91 | 3.12 | 8.05 | 10.14 | 18.19 | 11.55 | 45.37 |
| 20 and Younger | 588,778 | 44.24 | 32.03 | 3.27 | 8.94 | 11.25 | 20.20 | 11.99 | 43.76 |
| >20 - 24 | 53,927 | 35.21 | 27.53 | 2.71 | 4.97 | 6.07 | 11.04 | 11.22 | 53.57 |
| Older than 24 | 78,121 | 39.72 | 33.92 | 2.30 | 3.50 | 4.60 | 8.09 | 8.45 | 51.82 |

Note for tables 3A and 3B: Students with missing date of birth data were excluded from the above tables. As a result, the total of the subgroup numbers may not equal that of the overall number. Because of coverage weighting, some rates may not appear in the data tables as whole numbers.

PANOLA COLLEGE
(School/Branch Code: 003600-00)

Table 4A. Six-Year Outcomes and First Completion for Students Who Started at Your Institution by Age at First Entry and Enrollment Intensity

| Age at First Entry | Enrollment Intensity | Total Enrolled (#) | Total Completion Rate (%) | 1st Completion at Same Institution (%) | 1st Completion at Different Institution: Two-Year (%) | 1st Completion at Different Institution: Four-Year (%) | Subsequent Completion at a Four-Year (%) | Total Four-Year Completion Rate (%) | Still Enrolled (At Any Institution) (%) | Not Enrolled (At Any Institution) (%) |
|--------------------|-----------------------|--------------------|---------------------------|--|---|--|--|-------------------------------------|---|---------------------------------------|
| 20 and Younger | Exclusively Full-Time | 153 | 63.41 | 52.28 | 4.58 | 6.55 | 22.22 | 28.77 | 3.27 | 33.33 |
| 20 and Younger | Exclusively Part-Time | 17 | 11.76 | 5.88 | 5.88 | 0.00 | 0.00 | 0.00 | 0.00 | 88.24 |
| 20 and Younger | Mixed Enrollment | 163 | 39.91 | 19.64 | 6.75 | 13.52 | 5.52 | 19.04 | 12.28 | 47.81 |
| >20 - 24 | Exclusively Full-Time | 17 | 70.63 | 58.73 | 0.00 | 11.90 | 11.75 | 23.65 | 0.00 | 29.37 |
| >20 - 24 | Exclusively Part-Time | 1 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 100.00 |
| >20 - 24 | Mixed Enrollment | 12 | 58.33 | 50.00 | 0.00 | 8.33 | 8.33 | 16.67 | 16.67 | 25.00 |
| Older than 24 | Exclusively Full-Time | 25 | 60.01 | 56.01 | 0.00 | 4.00 | 4.00 | 8.00 | 0.00 | 39.99 |
| Older than 24 | Exclusively Part-Time | 4 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 25.00 | 75.00 |
| Older than 24 | Mixed Enrollment | 30 | 36.68 | 30.01 | 3.33 | 3.33 | 3.33 | 6.67 | 16.67 | 46.64 |

Note that for table 4A: Students with missing date of birth data were excluded from the above table. Because of coverage weighting, some rates may not appear in the data tables as whole numbers.

PANOLA COLLEGE
(School/Branch Code: 003600-00)

Table 4B. National Benchmark: Six-Year Outcomes and First Completion for Students Who Started at Two-Year Public Institutions by Age at First Entry and Enrollment Intensity

| Age at First Entry | Enrollment Intensity | Total Enrolled (#) | Total Completion Rate (%) | 1st Completion at Same Institution (%) | 1st Completion at Different Institution: Two-Year (%) | 1st Completion at Different Institution: Four-Year (%) | Subsequent Completion at a Four-Year (%) | Total Four-Year Completion Rate (%) | Still Enrolled (At Any Institution) (%) | Not Enrolled (At Any Institution) (%) |
|--------------------|-----------------------|--------------------|---------------------------|--|---|--|--|-------------------------------------|---|---------------------------------------|
| 20 and Younger | Exclusively Full-Time | 158,870 | 68.76 | 53.70 | 3.15 | 11.90 | 25.35 | 37.25 | 1.31 | 29.93 |
| 20 and Younger | Exclusively Part-Time | 64,904 | 15.69 | 14.21 | 1.10 | 0.38 | 1.65 | 2.03 | 7.69 | 76.63 |
| 20 and Younger | Mixed Enrollment | 365,004 | 38.65 | 25.77 | 3.70 | 9.18 | 6.83 | 16.01 | 17.40 | 43.94 |
| >20 - 24 | Exclusively Full-Time | 13,610 | 53.28 | 45.02 | 2.61 | 5.65 | 12.80 | 18.45 | 1.58 | 45.14 |
| >20 - 24 | Exclusively Part-Time | 11,000 | 19.51 | 17.69 | 1.23 | 0.59 | 1.64 | 2.23 | 7.04 | 73.45 |
| >20 - 24 | Mixed Enrollment | 29,316 | 32.71 | 23.10 | 3.30 | 6.30 | 4.60 | 10.90 | 17.27 | 50.02 |
| Older than 24 | Exclusively Full-Time | 18,210 | 57.03 | 52.12 | 2.07 | 2.84 | 8.64 | 11.48 | 0.99 | 41.98 |
| Older than 24 | Exclusively Part-Time | 21,207 | 31.06 | 28.90 | 1.22 | 0.94 | 1.93 | 2.87 | 5.83 | 63.10 |
| Older than 24 | Mixed Enrollment | 38,697 | 36.33 | 28.12 | 3.00 | 5.21 | 4.16 | 9.36 | 13.41 | 50.26 |

Note that for table 4B: Students with missing date of birth were excluded from the above table. Because of coverage weighting, some rates may not appear in the data tables as whole numbers.

PANOLA COLLEGE
(School/Branch Code: 003600-00)

Table 5A. Six-Year Outcomes and First Completion for Students Who Started at Your Institution by Race/Ethnicity

| Race / Ethnicity | Total Enrolled (#) | Total Completion Rate (%) | 1st Completion at Same Institution (%) | 1st Completion at Different Institution: Two-Year (%) | 1st Completion at Different Institution: Four-Year (%) | Subsequent Completion at a Four-Year (%) | Total Four-Year Completion Rate (%) | Still Enrolled (At Any Institution) (%) | Not Enrolled (At Any Institution) (%) |
|-----------------------------------|--------------------|---------------------------|--|---|--|--|-------------------------------------|---|---------------------------------------|
| Overall | 422 | 49.55 | 36.02 | 4.74 | 8.78 | 11.38 | 20.16 | 7.82 | 42.63 |
| Asian | 6 | 66.68 | 49.96 | 0.00 | 16.72 | 16.65 | 33.37 | 16.67 | 16.65 |
| Black | 74 | 32.47 | 22.99 | 5.42 | 4.06 | 5.42 | 9.48 | 10.82 | 56.72 |
| Hispanic | 66 | 56.08 | 45.46 | 4.55 | 6.07 | 13.64 | 19.71 | 7.58 | 36.35 |
| White | 222 | 54.08 | 36.49 | 5.41 | 12.19 | 11.71 | 23.90 | 5.86 | 40.06 |
| Other | 19 | 63.16 | 52.63 | 5.26 | 5.26 | 26.32 | 31.58 | 10.53 | 26.32 |
| Two or More Races | 5 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 100.00 |
| Race/Ethnicity Unknown or Missing | 30 | 40.00 | 36.67 | 0.00 | 3.33 | 10.00 | 13.33 | 13.33 | 46.67 |

The race/ethnicity categories included in the national signature Completions report are White Non-Hispanic, Black Non-Hispanic, Asian, Hispanic, Two or More Races, Other Races and Unknown. The Other Races category includes non-resident alien, American Indian or Alaskan native, Pacific Islander, and native Hawaiian or other Pacific Islander.

PANOLA COLLEGE
(School/Branch Code: 003600-00)

Table 5B. National Benchmark: Six-Year Outcomes and First Completion for Students Who Started at Two-Year Public Institutions by Race/Ethnicity

| Race / Ethnicity | Total Enrolled (#) | Total Completion Rate (%) | 1st Completion at Same Institution (%) | 1st Completion at Different Institution: Two-Year (%) | 1st Completion at Different Institution: Four-Year (%) | Subsequent Completion at a Four-Year (%) | Total Four-Year Completion Rate (%) | Still Enrolled (At Any Institution) (%) | Not Enrolled (At Any Institution) (%) |
|--|--------------------|---------------------------|--|---|--|--|-------------------------------------|---|---------------------------------------|
| | 2 | 100.00 | 100.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Overall | 721,089 | 43.08 | 31.91 | 3.12 | 8.05 | 10.14 | 18.19 | 11.55 | 45.37 |
| Asian | 33,988 | 53.41 | 36.26 | 3.09 | 14.05 | 15.18 | 29.23 | 15.24 | 31.36 |
| Black | 84,802 | 31.10 | 22.80 | 2.90 | 5.40 | 6.19 | 11.59 | 13.64 | 55.26 |
| Hispanic | 157,398 | 37.86 | 29.07 | 3.43 | 5.37 | 8.99 | 14.36 | 14.72 | 47.42 |
| White | 309,840 | 50.55 | 37.06 | 3.39 | 10.10 | 12.35 | 22.46 | 9.47 | 39.98 |
| Other | 18,675 | 47.30 | 33.34 | 3.02 | 10.94 | 13.12 | 24.06 | 9.73 | 42.98 |
| Two or More Races | 26,403 | 39.95 | 28.04 | 3.46 | 8.45 | 10.02 | 18.47 | 13.86 | 46.19 |
| Race/Ethnicity Unknown or Missing | 89,982 | 33.94 | 26.94 | 1.78 | 5.22 | 5.77 | 10.99 | 9.48 | 56.58 |

The race/ethnicity categories included in the national signature Completions report are White Non-Hispanic, Black Non-Hispanic, Asian, Hispanic, Two or More Races, Other Races and Unknown. The Other Races category includes non-resident alien, American Indian or Alaskan native, Pacific Islander, and native Hawaiian or other Pacific Islander.

PANOLA COLLEGE
(School/Branch Code: 003600-00)

Table 6A. Six-Year Outcomes and First Completion for Students Who Started at Your Institution by Gender and Race/Ethnicity

| Race / Ethnicity | Gender | Total Enrolled (#) | Total Completion Rate (%) | 1st Completion at Same Institution (%) | 1st Completion at Different Institution: Two-Year (%) | 1st Completion at Different Institution: Four-Year (%) | Subsequent Completion at a Four-Year (%) | Total Four-Year Completion Rate (%) | Still Enrolled (At Any Institution) (%) | Not Enrolled (At Any Institution) (%) |
|------------------|--------|--------------------|---------------------------|--|---|--|--|-------------------------------------|---|---------------------------------------|
| Asian | Men | 2 | 100.00 | 49.90 | 0.00 | 50.10 | 49.90 | 100.00 | 0.00 | 0.00 |
| Asian | Women | 3 | 66.65 | 66.65 | 0.00 | 0.00 | 0.00 | 0.00 | 33.35 | 0.00 |
| Black | Men | 14 | 35.72 | 21.43 | 7.14 | 7.14 | 14.29 | 21.43 | 14.29 | 49.99 |
| Black | Women | 43 | 37.27 | 25.61 | 7.01 | 4.66 | 4.68 | 9.33 | 11.64 | 51.09 |
| Hispanic | Men | 18 | 55.56 | 38.89 | 11.11 | 5.56 | 16.67 | 22.22 | 22.22 | 22.22 |
| Hispanic | Women | 43 | 58.16 | 48.84 | 2.33 | 7.00 | 13.95 | 20.95 | 2.33 | 39.51 |
| White | Men | 75 | 53.39 | 30.68 | 12.01 | 10.71 | 8.00 | 18.71 | 8.00 | 38.60 |
| White | Women | 120 | 54.18 | 37.49 | 2.50 | 14.19 | 12.50 | 26.69 | 5.00 | 40.82 |

Students with missing gender data were excluded from the table. As a result, the total of the subgroup numbers may not equal that of the overall number.

The race/ethnicity categories included in the national signature Completions report are White Non-Hispanic, Black Non-Hispanic, Asian, Hispanic, Two or More Races, Other Races and Unknown. The Other Races category includes non-resident alien, American Indian or Alaskan native, Pacific Islander, and native Hawaiian or other Pacific Islander. Of these race/ethnicity categories, only four races (Asian, Black, Hispanic and White) are included in table 6A above and in the comparable table in the national report as they are the most frequently reported races.

PANOLA COLLEGE
(School/Branch Code: 003600-00)

Table 6B. National Benchmark: Six-Year Outcomes and First Completion for Students Who Started at Two-Year Public Institutions by Gender and Race/Ethnicity

| Race / Ethnicity | Gender | Total Enrolled (#) | Total Completion Rate (%) | 1st Completion at Same Institution (%) | 1st Completion at Different Institution: Two-Year (%) | 1st Completion at Different Institution: Four-Year (%) | Subsequent Completion at a Four-Year (%) | Total Four-Year Completion Rate (%) | Still Enrolled (At Any Institution) (%) | Not Enrolled (At Any Institution) (%) |
|------------------|--------|--------------------|---------------------------|--|---|--|--|-------------------------------------|---|---------------------------------------|
| Asian | Men | 16,096 | 49.50 | 32.54 | 2.76 | 14.21 | 13.22 | 27.43 | 16.52 | 33.98 |
| Asian | Women | 15,245 | 59.77 | 41.18 | 3.64 | 14.95 | 17.89 | 32.84 | 14.23 | 26.00 |
| Black | Men | 37,486 | 29.36 | 21.41 | 2.87 | 5.08 | 5.44 | 10.51 | 11.29 | 59.36 |
| Black | Women | 42,588 | 33.87 | 24.69 | 3.11 | 6.08 | 7.21 | 13.29 | 16.15 | 49.97 |
| Hispanic | Men | 70,451 | 33.69 | 25.85 | 2.94 | 4.90 | 7.09 | 11.99 | 13.58 | 52.72 |
| Hispanic | Women | 82,870 | 41.96 | 32.12 | 3.93 | 5.91 | 10.79 | 16.70 | 15.87 | 42.17 |
| White | Men | 150,813 | 48.43 | 35.48 | 3.06 | 9.88 | 10.66 | 20.55 | 8.78 | 42.79 |
| White | Women | 151,369 | 53.22 | 38.89 | 3.81 | 10.52 | 14.27 | 24.79 | 10.18 | 36.60 |

Students with missing gender data were excluded from the table. As a result, the total of the subgroup numbers may not equal that of the overall number.

The race/ethnicity categories included in the national signature Completions report are White Non-Hispanic, Black Non-Hispanic, Asian, Hispanic, Two or More Races, Other Races and Unknown. The Other Races category includes non-resident alien, American Indian or Alaskan native, Pacific Islander, and native Hawaiian or other Pacific Islander. Of these race/ethnicity categories, only four races (Asian, Black, Hispanic and White) are included in table 6B above and in the comparable table in the national report as they are the most frequently reported races.

Three-year, Four-year, and Six-year graduation rates for Associates and Certificates: FY 2020-2022

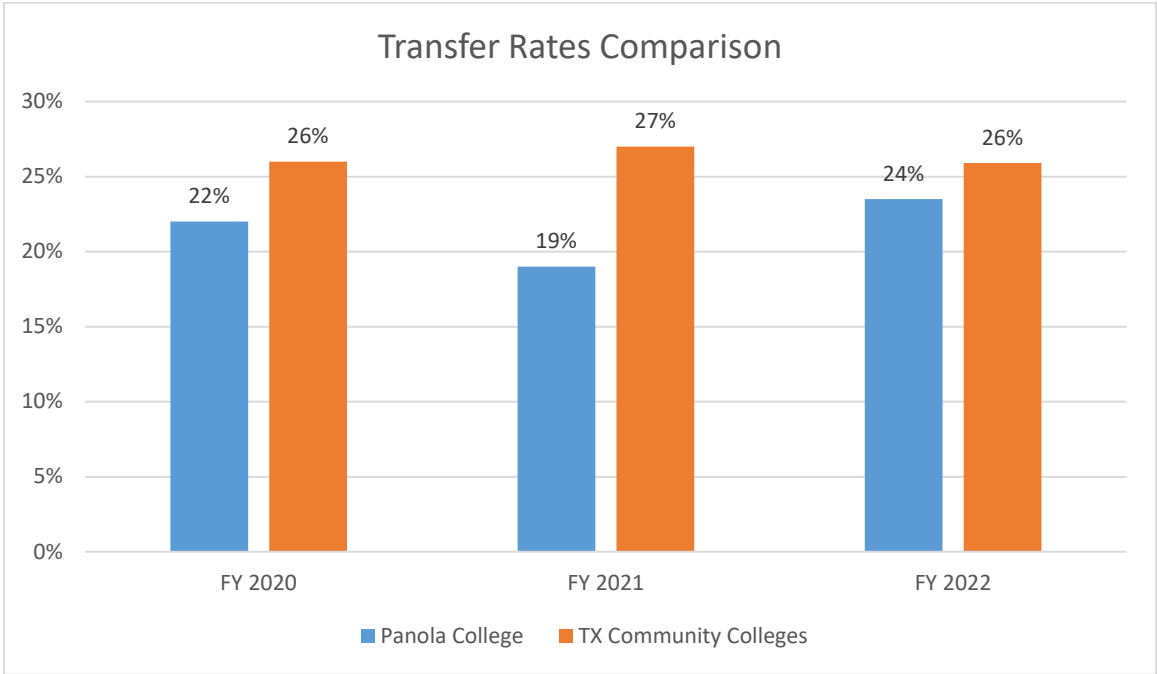
| | 2020 | | | 2021 | | | 2022 | | |
|---------------------|----------------------|-------|---------|----------------------|-------|---------|----------------------|-------|---------|
| | Entering Fall Cohort | Count | Percent | Entering Fall Cohort | Count | Percent | Entering Fall Cohort | Count | Percent |
| 3-Year Grad Rate | 2017 | 417 | 33.1% | 2018 | 359 | 38.4% | 2019 | 313 | 41.5% |
| Certificate | | | 9.6% | | | 10.3% | | | 13.7% |
| Associate | | | 22.3% | | | 28.1% | | | 27.2% |
| Bachelor's or above | | | 1.2% | | | 0.0% | | | 0.6% |
| 4-Year Grad Rate | 2016 | 405 | 41.7% | 2017 | 417 | 37.2% | 2018 | 359 | 42.9% |
| Certificate | | | 11.9% | | | 9.6% | | | 10.0% |
| Associate | | | 24.9% | | | 22.5% | | | 28.1% |
| Bachelor's or above | | | 4.9% | | | 5.0% | | | 4.7% |
| 6-Year Grad Rate | 2014 | 404 | 46.8% | 2015 | 410 | 43.7% | 2016 | 405 | 47.4% |
| Certificate | | | 9.7% | | | 11.7% | | | 11.9% |
| Associate | | | 24.3% | | | 20.5% | | | 21.7% |
| Bachelor's or above | | | 12.9% | | | 11.5% | | | 13.8% |

TX Higher Education Accountability System

First-time, full-time entering degree-seeking students who enrolled in a minimum of 12 SCH their first fall semester who graduated from the same institution or another Texas public or independent institution.

| Transfer to Senior Institution - All Transfers | | | | | | |
|--|-----------|-------|-----------|-------|-----------|-------|
| Year | (FY 2020) | | (FY 2021) | | (FY 2022) | |
| | Count | Rate | Count | Rate | Count | Rate |
| Panola College | 100 | 22.2% | 86 | 19.1% | 101 | 23.5% |
| TX Community Colleges | 28,994 | 25.9% | 28,301 | 26.5% | 27,940 | 25.9% |

THECB Accountability System for Panola College and TX Community Colleges



Panola College Students Who Transferred to a Senior Institution

| | 2020 | | 2021 | | 2022 | | Point Change |
|----------------------------|------------|---------------|------------|---------------|------------|---------------|--------------|
| | Count | Percent | Count | Percent | Count | Percent | |
| Total | 450 | 100.0% | 451 | 100.0% | 430 | 100.0% | 0.0 |
| 0-12 Hours | 2 | 0.4% | 8 | 1.8% | 2 | 0.5% | 0.1 |
| 13-24 Hours | 5 | 1.1% | 5 | 1.1% | 6 | 1.4% | 0.3 |
| 25-29 Hours | 4 | 0.9% | 7 | 1.6% | 5 | 1.2% | 0.3 |
| 30-42 Hours | 19 | 4.2% | 9 | 2.0% | 18 | 4.2% | 0.0 |
| 43+ Hours | 70 | 15.6% | 57 | 12.6% | 70 | 16.3% | 0.7 |
| Not a Transfer | 350 | 77.8% | 365 | 80.9% | 329 | 76.5% | -1.3 |
| Total | 450 | 100.0% | 451 | 100.0% | 430 | 100.0% | 0.0 |
| All Transfers | 100 | 22.2% | 86 | 19.1% | 101 | 23.5% | 1.3 |
| Non Transfer Completer | 111 | 24.7% | 121 | 26.8% | 120 | 27.9% | 3.2 |
| Non-Completers | 239 | 53.1% | 244 | 54.1% | 209 | 48.6% | -4.5 |
| Total | 450 | 100.0% | 451 | 100.0% | 430 | 100.0% | 0.0 |
| Awarded Core | 41 | 9.1% | 26 | 5.8% | 48 | 11.2% | 2.1 |
| Not Awarded Core | 409 | 90.9% | 425 | 94.2% | 382 | 88.8% | -2.1 |
| Total | 450 | 100.0% | 451 | 100.0% | 430 | 100.0% | 0.0 |
| Awarded Field of Study | 2 | 0.4% | 4 | 0.9% | 6 | 1.4% | 1.0 |
| Not Awarded Field of Study | 448 | 99.6% | 447 | 99.1% | 424 | 98.6% | -1.0 |

THECB Accountability System for Panola College and TX Community Colleges

Students who entered college for the first time at a two-year institution and were not concurrently enrolled at a four-year institution, and then transferred for the first time to a four-year institution. Percentage point change is from first to last year displayed.

Transfer-Out Students

| Ethnicity | Cohort Year 2017 | | Total | Cohort Year 2018 | | Total | Cohort Year 2019 | | Total |
|---|------------------|--------|------------|------------------|--------|------------|------------------|--------|------------|
| | Male | Female | | Male | Female | | Male | Female | |
| Nonresident alien | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic/Latino | 6 | 4 | 10 | 4 | 4 | 8 | 3 | 4 | 7 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 2 | 15 | 17 | 7 | 10 | 17 | 3 | 8 | 11 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| White | 18 | 31 | 49 | 12 | 11 | 23 | 15 | 5 | 20 |
| Two or more races | 0 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 3 |
| Race and ethnicity unknown | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 26 | 51 | 77 | 24 | 26 | 50 | 22 | 19 | 41 |
| Transfer-out Rate | 17% | 20% | 18% | 16% | 13% | 14% | 17% | 11% | 13% |

IPEDS Graduation Rates survey: Transfer-out students

Job Placement Rates for Five years

| Department/Year | 2019-2020 | 2018-2019 | 2017-2018 | 2016-2017 | 2015-2016 |
|-------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| ADN | 91.30% (42/46) | 94.74% (36/38) | 83.61% (51/61) | 96.55% (56/58) | 91.43% (32/35) |
| Business | 92.86% (26/28) | 91.30% (21/23) | 96.30% (26/27) | 85.71% (24/28) | 92.31% (24/26) |
| CIS | 87.50% (7/8) | 100% (10/10) | 66.7% (6/9) | 87.50% (7/8) | 85.71% (6/7) |
| Cosmetology | 87.50% (21/24) | 97.22% (35/36) | 84.00% (21/25) | 93.55% (29/31) | 89.29% (25/28) |
| EMT | 100.0% (13/13) | 100.0% (11/11) | 100.0% (16/16) | 100% (2/2) | 100% (1/1) |
| HIT | 100% (6/6) | 84.21% (16/19) | 100.00% (8/8) | 85% (17/20) | 88.89% (8/9) |
| LVN | 96.55% (56/58) | 97.87% (46/47) | 87.10% (27/31) | 93.75% (45/48) | 95.56% (43/45) |
| MA | 95.00% (19/20) | 80.49% (33/41) | 80.00% (28/35) | 88.57% (31/35) | 86.84% (33/38) |
| MLT | 81.82% (9/11) | 83.33% (10/12) | 80.00% (8/10) | 93.75% (15/16) | 88.89% (8/9) |
| OTA | 85.71% (18/21) | 100% (22/22) | 94.74% (18/19) | 97.62% (41/42) | 100% (23/23) |
| Industrial Production Tech | 96.15% (50/52) | 93.55% (29/31) | 94.59% (35/37) | 88.73% (63/71) | 94.52% (69/73) |
| Welding | 91.38% (53/58) | 90.16% (55/61) | 93.10% (27/29) | 90.00% (27/30) | 85.11% (40/47) |

THECB Perkins Data Resources for 2022-2023: Q3- Program Completer Placement Rate



Associate Degree Nursing Program First-time Licensure Pass rates

| Year | 2022 | 2021 | 2020 | 2019 | 2018 |
|----------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Panola College | 93.62% (44/47) | 94.12% (32/34) | 84.4% (38/45) | 94.6% (35/37) | 89.6% (60/67) |
| Average for Texas RN Programs | 84.28% (12,499/14,831) | 86.70% (13,293/15,333) | 91.00% (12,039/13,231) | 91.90% (11,905/12,954) | 91.62% (11,445/12,492) |
| National Average for RN Programs | 79.91% (150,214/187,986) | 82.13% (167,214/203,608) | 86.76% (151,617/174,750) | 88.07% (150,508/170,899) | 88.56% (143,508/162,041) |

Source: Texas Board of Nursing NCLEX- RN Pass Rates

Panola College ADN Program Outcome Measures

| Total Program Outcome Measures | 2022 | 2021 | 2020 | 2019 | 2018 |
|---|--|---|---|---|---|
| NCLEX-RN Pass Rate | 93.62% (44/47) | 94.1% (32/34) | 84.4% (38/45) | 94.6% (35/37) | 89.6% (60/67) |
| Student Program Completion Rates (100%) | In progress (Admission cohorts 21-22) | 38.9% (30/77) (Admission cohorts 20-21) | 37.6% (37.6) (Admission cohorts 19-20) | 30.8% (21/68) (Admission cohorts 18-19) | 44.4% (36/81) (Admission cohorts 17-18) |
| Student Program Completion Rates (150%) | In progress (Admission cohorts 21-22) | 45.4% (35/77) (Admission cohorts 20-21) | 56.9% (53/93) (Admission cohorts 19-20) | 39.7% (27/68) (Admission cohorts 18-19) | 58.0% (47/81) (Admission cohorts 17-18) |

Source: Nursing Department



Cosmetology Licensure pass rate for past five years*

| Year | 2021-2022 | 2020-2021 | 2019-2020 | 2018-2019 | 2017-2018 |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| Panola College | 65.8% (25/38) | 71.0% (44/62) | 80.0% (36/45) | 81.8% (36/44) | 81.8% (27/33) |
| Average for Texas Cosmetology Programs | 65.06% (24,091/ 37,031) | 59.83% (21,898/ 36,603) | 59.25% (15,274/ 25,780) | 64.43% (29,459/ 45,720) | 65.24% (27,778/ 42,580) |

Source: TDLR Cosmetology Exam Statistics (FY- September – August)

*National averages are unavailable.



Emergency Medical Technician Final Attempt Licensure Pass rates – Basic and Paramedic

| Year | 2022 | 2021 | 2020 | 2019 | 2018 |
|--------------------------------|--------------|---------------|---------------|---------------|---------------|
| Panola College-EMT Basic | 50% (3/3) | 69% (9/13) | 45% (5/11) | 70% (7/10) | 70% (7/10) |
| Average for Texas EMT Basic | 77% | 75% | 75% | 75% | 78% |
| National Average for EMT Basic | 79% | 79% | 78% | 79% | 80% |

| Year | 2022 | 2021 | 2020 | 2019 | 2018 |
|--------------------------------|--------------|---------------|--------------|---------------|---------------|
| Panola College - Paramedic | 67% (2/3) | 100% (1/1) | 40% (2/5) | 46% (6/13) | 55% (6/11) |
| Average for Texas Paramedic | 87% | 85% | 86% | 89% | 89% |
| National Average for Paramedic | 86% | 85% | 85% | 86% | 87% |

Source: National Registry: Texas Department of State Health Services (Reporting period- Jan. 1-Dec. 31)



Health Information Technology Pass Rate for Past Five Years*

| Year | 2022-2023 | 2021-2022 | 2020-2021 | 2019-2020 | 2018-2019 |
|--|---------------|--------------|--------------|--------------|----------------|
| Panola College HIT AAS (RHIT credential) | 100% (5/5) | 0% (0/3) | 28% (2/7) | 50% (1/2) | 40% (4/10) |
| Panola College HIT- Medical Coding Certificate (CCA credential) | 67% (4/6) | 50% (2/4) | 83% (5/6) | 75% (3/4) | 91% (10/11) |

Source: PC data from HIT chairperson; Reporting period- academic year

| Year | 2022 | 2021 | 2020 | 2019 | 2018 |
|---|----------------------|----------------------|----------------------|----------------------|------------------|
| Average for National HIT Programs (RHIT credentials- 1 st time tests only) | 80% (1,315/1,649) | 69% (1,244/1,803) | 78% (1,274/1,634) | 76% (1,641/2,160) | 74% (650/875) |

Source: American Health Information Management Association (AHIMA)

*State averages are unavailable



Licensed Vocational Nursing Program First-time Licensure Pass Rates

| Year | 2022 | 2021 | 2020 | 2019 | 2018 |
|----------------------------------|---------------------------|---------------------------|----------------------------|---------------------------|----------------------------|
| Panola College | 89.8% (44/49) | 84.31% (43/51) | 91.07% (51/56) | 84.31% (43/51) | 75.86% (22/29) |
| Average for Texas PN Programs | 87.38% (3,268/3,740) | 86.49% (3,323/3,842) | 88.52% (3,818/4,313) | 89.05% (3,789/4,255) | 89.30% (4,080/4,569) |
| National Average for PN Programs | 79.93% (38,075/47,634) | 79.60% (36,898/46,353) | 83.09% (37,934 /45,656) | 85.63% (41,299/48,228) | 85.93% (40,424 /47,044) |

Source: Texas Board of Nursing NCLEX- VN Pass Rates



Medical/Clinical Assistant Licensure Pass Rates*

| Year | 2022-2023 | 2021-2022 | 2020-2021 | 2019-2020 | 2018-2019 |
|--------------------|----------------|----------------|----------------|----------------|-----------------|
| CMAA certification | 84% (10/12) | 92% (12/13) | 75% (12/16) | 78% (14/18) | 100% (17/17) |
| CCMA certification | 100% (8/8) | 60% (9/15) | 75% (9/10) | 83% (10/12) | 75% (9/12) |
| CPT certification | 63% (5/8) | 53% (10/19) | 35% (6/17) | N/A | N/A |

Source: Medical Assisting department (total pass rates for the academic year regardless if it is a student's first or second attempt)

*There are no state or national average pass rates available



Medical Laboratory Technician First-time Licensure Pass rates*

| Year | 2021-2022 | 2020-2021 | 2019-2020 | 2018-2019 | 2017-2018 |
|--|---------------|--------------|--------------|--------------|---------------|
| Panola College MLT Program | 100% (4/4) | 63% (5/8) | 60% (3/5) | 71% (5/7) | 73% (8/11) |
| National Average for MLT Programs (ASCP & AMT) | 69% | 78% | 77% | 76% | 71% |

Source: NAACLS (reporting period is from July 1 – June 30)

*Texas averages are unavailable.



Occupational Therapy Assistant Program: New Graduates Licensure Pass Rates *

| Year | 2022 | 2021 | 2020 | 2019 | 2018 |
|--------------------------------|----------------|----------------|----------------|-----------------|-----------------|
| Panola College | 83% (20/24) | 87% (14/16) | 95% (20/21) | 100% (19/19) | 100% (19/19) |
| National Average | 85% | 92% | 84% | N/A | N/A |
| All New Graduates ¹ | (3,371/3,966) | (4,054/4,407) | (2,960/3,524) | | |

Source: National Board for Certification in Occupational Therapy

¹The total number of candidates who tested within one year of their graduation date and the percentage who passed the exam, regardless of the number of attempts.

*Texas averages are unavailable.

Student Learning Outcomes

Student Learning Objectives (SLOs) were derived from the descriptions given by THECB. The Core Curriculum Committee developed Panola College SLOs for each Core Objective, adhering as closely as possible to the descriptions given. Each general education course will have course-specific SLOs that correlate with the College SLOs.

Critical Thinking Skills

THECB Description: "to include creative thinking, innovation, inquiry and analysis, evaluation and syntheses of information"

Panola College SLOs:

CT1: Generate and communicate ideas by combining, changing, or reapplying existing information

CT2: Gather and assess information relevant to a question

CT3: Analyze, evaluate and synthesize information

Communication Skills

THECB Description: "to include effective development, interpretation and expression of ideas through written, oral and visual communication"

Panola College SLOs:

CS1: Develop, interpret and express ideas through written communication

CS2: Develop, interpret and express ideas through oral communication

CS3: Develop, interpret and express ideas through visual communication

Empirical and Quantitative Skills

THECB Description: "to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions"

Panola College SLOs:

EQS1: Manipulate and analyze numerical data and arrive at an informed conclusion

EQS2: Manipulate and analyze observable facts and arrive at an informed conclusion

Teamwork

THECB Description: "to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal"

Panola College SLOs:

TW1: Integrate different viewpoints as a member of a team

TW2: Work with others to support and accomplish a shared goal

Social Responsibility

THECB Description: "to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities"

Panola College SLOs:

SR1: Demonstrate intercultural competence

SR2: Identify civic responsibility

SR3: Engage in regional, national and global communities

Personal Responsibility

THECB Description: "to include the ability to connect choices, actions and consequences to ethical decision-making"

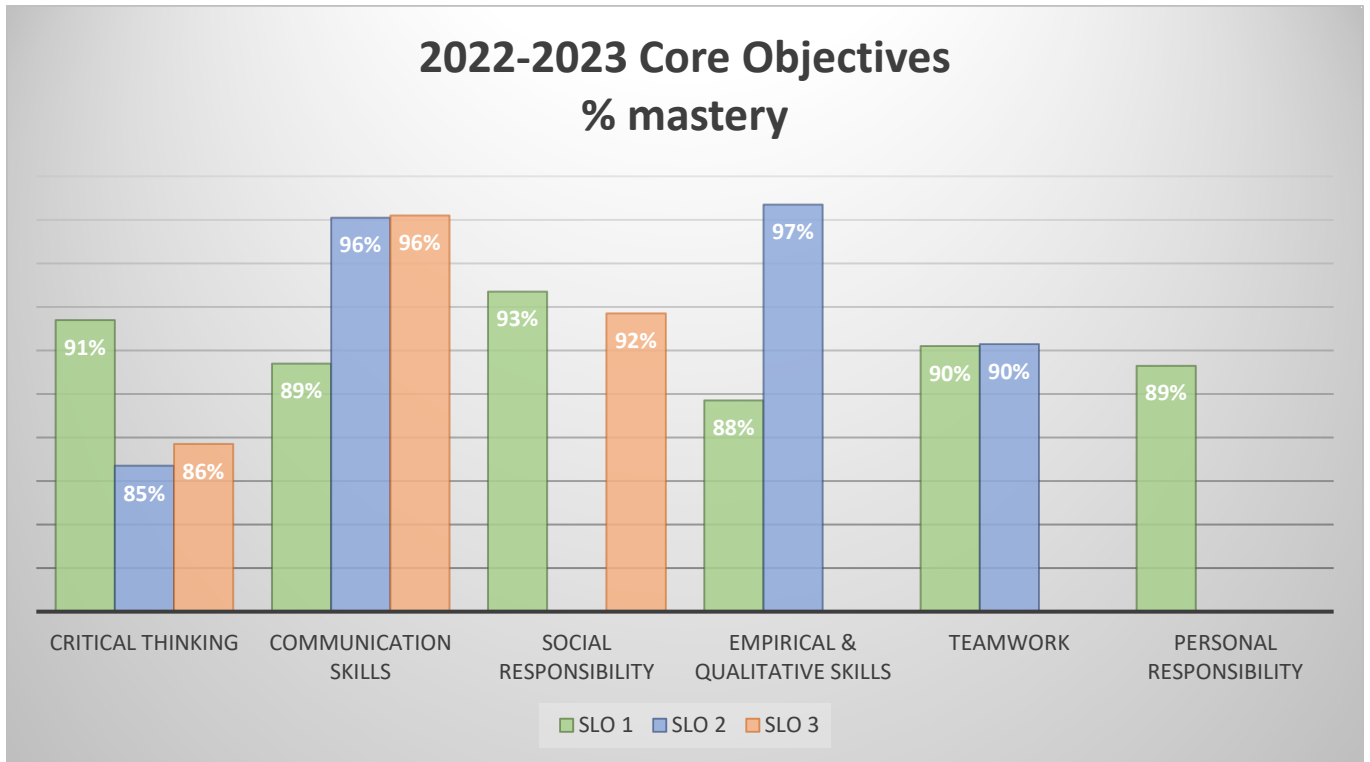
Panola College SLO:

PR1: Evaluate choices and actions and relate consequences to decision-making

| Objective | 2021-2022 | 2022-2023 | 2023-2024 |
|----------------------------------|-----------|-----------|-----------|
| Critical Thinking | X | | |
| Communication Skills | X | | |
| Personal Responsibility | | X | |
| Social Responsibility | | X | |
| Empirical and Qualitative Skills | | | X |
| Teamwork | | | X |

In-depth study of SLOs by year

*The institutional minimum threshold of acceptability for direct assessment of each Core Objective is a 70 percent success rate for all qualified students and an 80 percent success rate for the achievement measure.



In the second year of the three-year cycle, most SLOs increased from the previous year except CT2 and CT3. When looking at each separate core objective for the 2022-2023 academic year, the following occurred. The objectives are listed in order from highest scoring to lowest scoring.

| Status (from prior year) | Below 70% | 70-79% | 80-89% | 90-100% |
|--------------------------|-----------|--------|--|---|
| Decreased | | | <ul style="list-style-type: none"> critical thinking 3 critical thinking 2 | |
| Remained the Same | | | | |
| Increased | | | <ul style="list-style-type: none"> communication skills 1 personal responsibility 1 empirical & quantitative skills 1 | <ul style="list-style-type: none"> empirical & quantitative skills 2 communication skills 3 communication skills 2 |

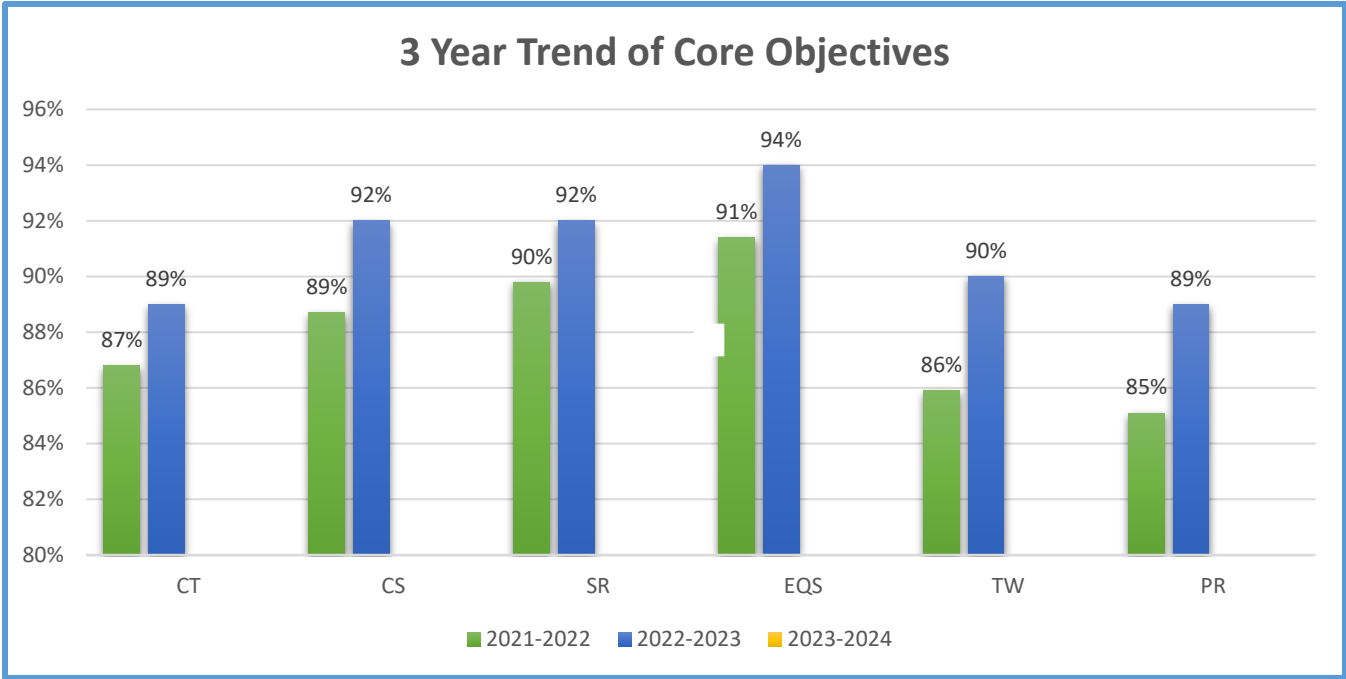
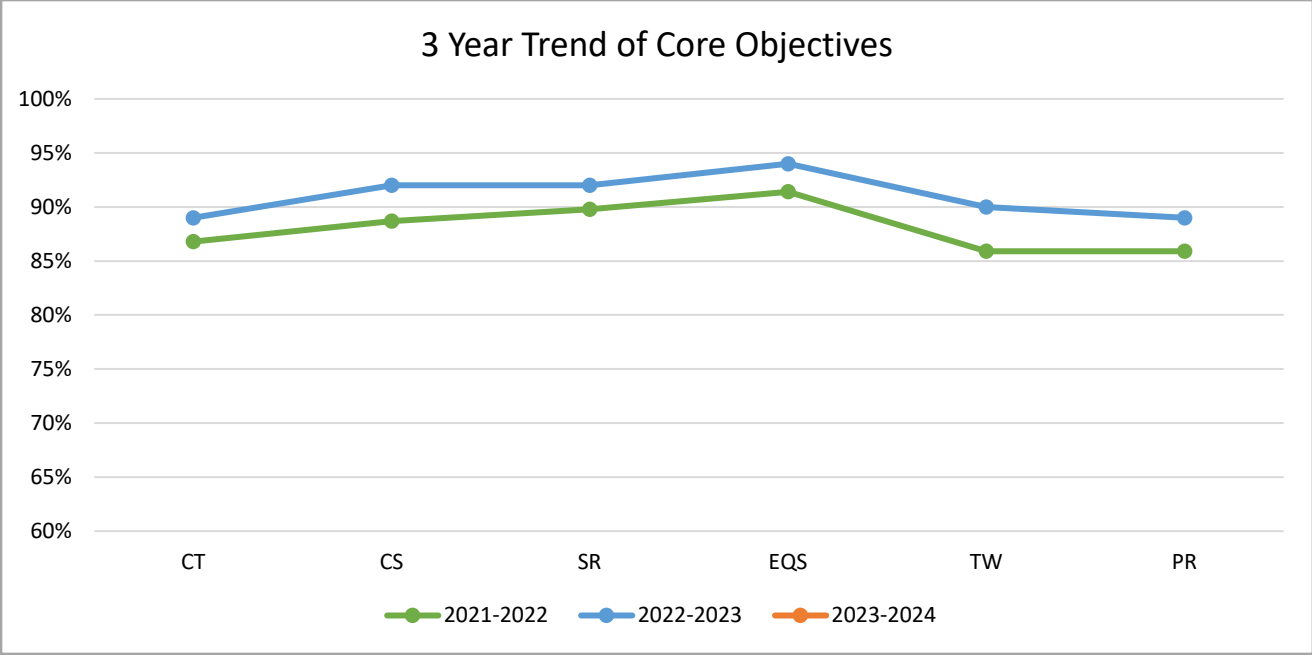
| | | | | |
|--|--|--|--|---|
| | | | | <ul style="list-style-type: none"> • social responsibility 1 • social responsibility 3 • critical thinking 1 • teamwork 2 • teamwork 1 |
|--|--|--|--|---|

3-year Institution Trend

| Unit | 3-yr Institutional Cycle | | |
|---------------------------------------|--------------------------|-----------|-----------|
| | 2021-2022 | 2022-2023 | 2023-2024 |
| CT (Critical Thinking) | ▲ 86.8% | ▲ 89.4% | |
| CS (Communication Skills) | ▲ 88.7% | ▲ 91.8% | |
| PR (Personal Responsibility) | ▲ 85.1% | ▲ 89.4% | |
| SR (Social Responsibility) | ▲ 89.8% | ▲ 92.1% | |
| EQS (Empirical & Quantitative Skills) | ▲ 91.4% | ▲ 93.6% | |
| TW (Teamwork) | ▲ 85.9% | ▲ 90.2% | |
| In-depth analysis cycle: | CT/CS | PR/SR | EQS/TW |

KEY:

| | |
|---|-------|
| ▲ | >= 80 |
| ■ | 70-79 |
| ▼ | < 70 |



This data compares student performance in each of the six core objectives from the 2021-2022 academic year through the 2023-2024 academic year.

Overall in the **2021-2022** academic year, Panola College students were most successful with Empirical & Quantitative Skills and Social Responsibility and weakest in Personal Responsibility.

In the **2022-2023** academic year, Panola College students made small gains in all area especially Teamwork and Personal Responsibility.

In the **2023-2024** academic year, Panola College students...

Institutional Summary

After the new data collection and analysis cycle, the Assessment Committee and Academic Program Review Subcommittee have agreed to continue the three-year data collection cycle.

The Academic Program Review Subcommittee will review the results for each Core Objective on a rotating basis so that an in-depth evaluation may be conducted. Thus, the evaluation of results for all six Core Objectives will occur over a three-year period. The following table outlines the planned three-year institutional cycle:

| Objective | 2021-2022 | 2022-2023 | 2023-2024 |
|----------------------------------|-----------|-----------|-----------|
| Critical Thinking | X | | |
| Communication Skills | X | | |
| Personal Responsibility | | X | |
| Social Responsibility | | X | |
| Empirical and Qualitative Skills | | | X |
| Teamwork | | | X |

Panola College will continue to maintain its threshold of acceptability at 70% for its student learning outcomes. The achievement goal will be 80% student mastery for each SLO.

Key Findings

Panola College students performed above the 80% achievement goal in all six SLOs for all three years of the assessment cycle. In addition, all six student learning outcomes increased from the prior academic year.

- Based on recommendations from the Academic Program Review Committee, the Director of Institutional Research & Planning collaborated with the Director of Distance and Digital

Learning to set up the core curriculum student learning outcomes in Canvas. Moving the data collection of the SLO's to Canvas will allow for more accurate and efficient data collection for faculty, as well as accountability. The new process will also produce data that can now be disaggregated for more in-depth analysis to enhance improvement plans. The new process was discussed with faculty and piloted with volunteer faculty in spring 2023. The new data collection process will be fully implemented by all full- and part-time faculty who teach a core curriculum course in fall 2023.

- The lead core curriculum faculty put their SLO assignments into the repository Canvas course.
- Our online proctoring service was changed to Proctorio.
- More emphasis has been placed on analyzing and using results to improve SLOs in our IE process. The IE goal for SLOs is the same for each department.
- IE completion is now part of the evaluation system.

Recommendations

More professional development is needed in the area of data collection, analysis, and improvement plans (data-driven decisions) for faculty in each department. Another area for professional development is curriculum strategies to improve each of the core objectives.

- The findings in this data suggest that as an institution, Panola College needs to find research-based strategies for increasing the rigor of the SLOs for students where applicable.
- The IR/IE Director will run course success along with the SLO success rates for departmental comparison.
- Send SLO data to lead faculty to share out with the entire department per fall and spring semester that is disaggregated by:
 - Course
 - Course and Instructor
 - Mode
 - Student type (college or dual credit)
 - Ethnicity
- A new factor that affects our data is the use of AI by students. Create a policy and include on the syllabus.

Institutional Persistence and Retention Report

Fall 2014 to 2019 Entering Cohorts

PANOLA COLLEGE

School and Branch Code: 003600-00

NATIONAL STUDENT CLEARINGHOUSE RESEARCH CENTER

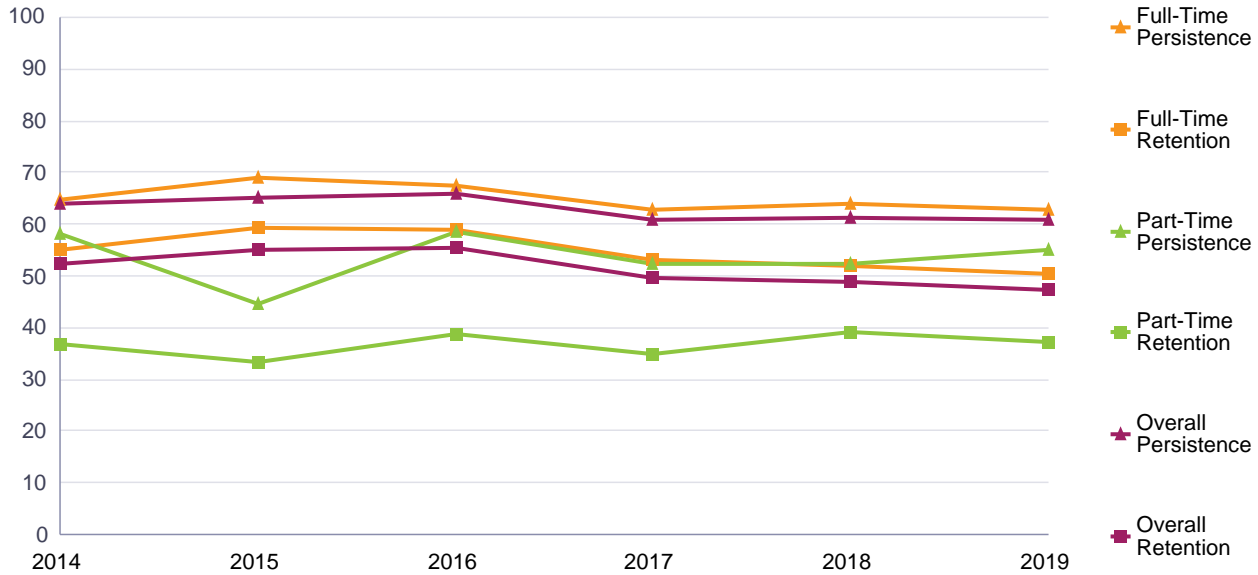
2300 Dulles Station Blvd., Suite 220, Herndon, VA 20171

Retention- Defined in this report as continued enrollment (or degree completion) within the same higher education institution in the fall semesters of a student's first and second year.

Persistence- Defined in this report as continued enrollment (or degree completion) at any higher education institution - including one different from the institution of initial enrollment- in the fall semesters of a student's first and second year.

BY STARTING ENROLLMENT INTENSITY

PANOLA COLLEGE

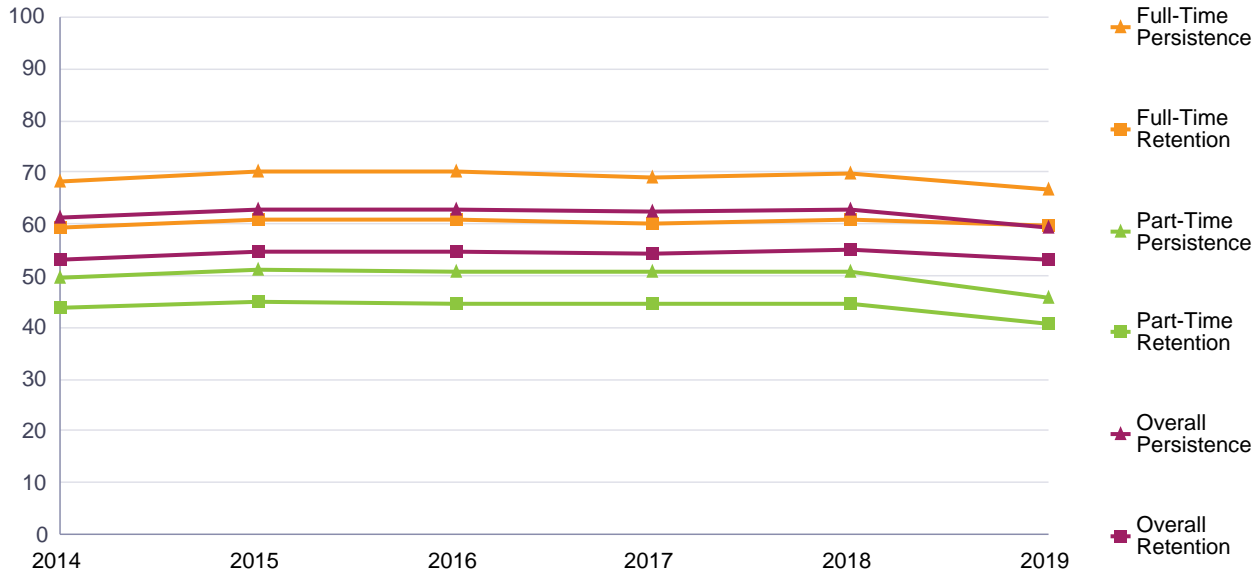


| Beginning Enrollment Intensity | | Fall 2014 Entering Cohort | Fall 2015 Entering Cohort | Fall 2016 Entering Cohort | Fall 2017 Entering Cohort | Fall 2018 Entering Cohort | Fall 2019 Entering Cohort |
|--------------------------------|------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Overall | Retained Count | 257 | 262 | 262 | 257 | 218 | 196 |
| | Retention Rate | 52.24% | 55.04% | 55.51% | 49.52% | 48.99% | 47.46% |
| | Persisted Count | 314 | 309 | 311 | 316 | 273 | 252 |
| | Persistence Rate | 63.82% | 64.92% | 65.89% | 60.89% | 61.35% | 61.02% |
| | Total Students | 492 | 476 | 472 | 519 | 445 | 413 |
| Full-Time | Retained Count | 228 | 235 | 232 | 221 | 177 | 162 |
| | Retention Rate | 55.21% | 59.49% | 58.73% | 53.13% | 52.06% | 50.31% |
| | Persisted Count | 268 | 273 | 266 | 262 | 218 | 202 |
| | Persistence Rate | 64.89% | 69.11% | 67.34% | 62.98% | 64.12% | 62.73% |
| | Total Students | 413 | 395 | 395 | 416 | 340 | 322 |
| Part-Time | Retained Count | 29 | 27 | 30 | 36 | 41 | 34 |
| | Retention Rate | 36.71% | 33.33% | 38.96% | 34.95% | 39.05% | 37.36% |
| | Persisted Count | 46 | 36 | 45 | 54 | 55 | 50 |
| | Persistence Rate | 58.23% | 44.44% | 58.44% | 52.43% | 52.38% | 54.95% |
| | Total Students | 79 | 81 | 77 | 103 | 105 | 91 |

See Starting Enrollment Intensity in Definitions and Methodology on page 11.

BY STARTING ENROLLMENT INTENSITY

National Results for Two-Year Public Institutions

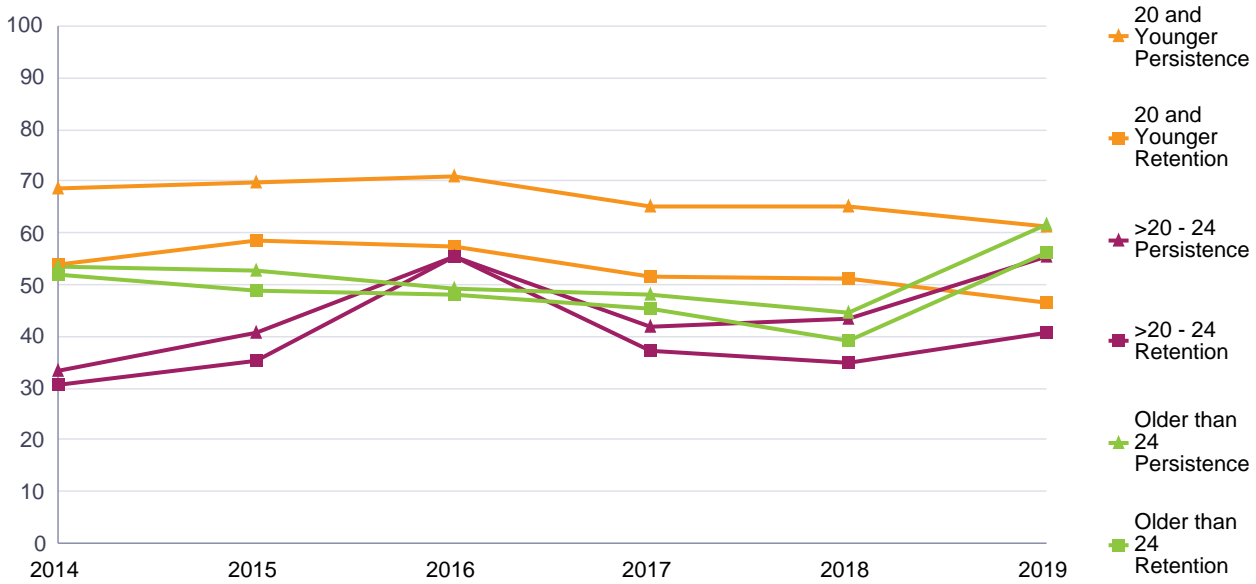


| Beginning Enrollment Intensity | | Fall 2014 Entering Cohort | Fall 2015 Entering Cohort | Fall 2016 Entering Cohort | Fall 2017 Entering Cohort | Fall 2018 Entering Cohort | Fall 2019 Entering Cohort |
|--------------------------------|------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Overall | Retained Count | 458,773 | 489,927 | 502,213 | 501,348 | 502,234 | 480,570 |
| | Retention Rate | 53.16% | 54.71% | 54.65% | 54.39% | 55.07% | 52.94% |
| | Persisted Count | 526,921 | 563,111 | 575,783 | 573,441 | 572,871 | 538,806 |
| | Persistence Rate | 61.05% | 62.88% | 62.66% | 62.21% | 62.81% | 59.35% |
| | Total Students | 863,068 | 895,550 | 918,951 | 921,774 | 911,998 | 907,848 |
| Full-Time | Retained Count | 310,996 | 336,303 | 346,366 | 349,483 | 354,410 | 350,055 |
| | Retention Rate | 59.12% | 60.70% | 60.98% | 60.25% | 61.03% | 59.68% |
| | Persisted Count | 359,185 | 388,205 | 397,669 | 400,402 | 404,554 | 391,505 |
| | Persistence Rate | 68.28% | 70.07% | 70.02% | 69.03% | 69.67% | 66.75% |
| | Total Students | 526,029 | 553,997 | 567,973 | 580,071 | 580,682 | 586,558 |
| Part-Time | Retained Count | 147,777 | 153,624 | 155,847 | 151,865 | 147,824 | 130,515 |
| | Retention Rate | 43.85% | 44.98% | 44.40% | 44.44% | 44.62% | 40.62% |
| | Persisted Count | 167,736 | 174,906 | 178,114 | 173,039 | 168,317 | 147,301 |
| | Persistence Rate | 49.77% | 51.21% | 50.75% | 50.64% | 50.80% | 45.85% |
| | Total Students | 337,039 | 341,553 | 350,978 | 341,703 | 331,316 | 321,290 |

See Starting Enrollment Intensity in Definitions and Methodology on page 11.

BY AGE

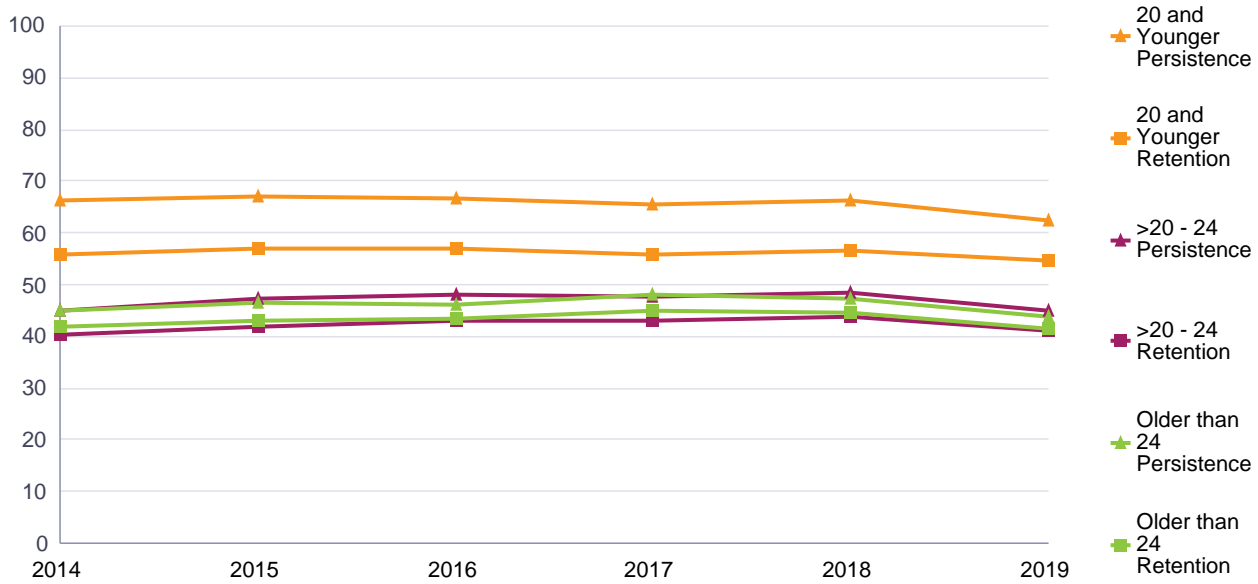
PANOLA COLLEGE



| Age at College Entry | | Fall 2014 Entering Cohort | Fall 2015 Entering Cohort | Fall 2016 Entering Cohort | Fall 2017 Entering Cohort | Fall 2018 Entering Cohort | Fall 2019 Entering Cohort |
|----------------------|------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 20 and Younger | Retained Count | 209 | 213 | 202 | 208 | 188 | 154 |
| | Retention Rate | 53.87% | 58.36% | 57.22% | 51.61% | 51.23% | 46.53% |
| | Persisted Count | 266 | 255 | 250 | 263 | 239 | 203 |
| | Persistence Rate | 68.56% | 69.86% | 70.82% | 65.26% | 65.12% | 61.33% |
| | Total Students | 388 | 365 | 353 | 403 | 367 | 331 |
| >20 - 24 | Retained Count | 11 | 13 | 20 | 16 | 8 | 11 |
| | Retention Rate | 30.56% | 35.14% | 55.56% | 37.21% | 34.78% | 40.74% |
| | Persisted Count | 12 | 15 | 20 | 18 | 10 | 15 |
| | Persistence Rate | 33.33% | 40.54% | 55.56% | 41.86% | 43.48% | 55.56% |
| | Total Students | 36 | 37 | 36 | 43 | 23 | 27 |
| Older than 24 | Retained Count | 37 | 37 | 40 | 33 | 22 | 31 |
| | Retention Rate | 52.11% | 48.68% | 48.19% | 45.21% | 39.29% | 56.36% |
| | Persisted Count | 38 | 40 | 41 | 35 | 25 | 34 |
| | Persistence Rate | 53.52% | 52.63% | 49.40% | 47.95% | 44.64% | 61.82% |
| | Total Students | 71 | 76 | 83 | 73 | 56 | 55 |

BY AGE

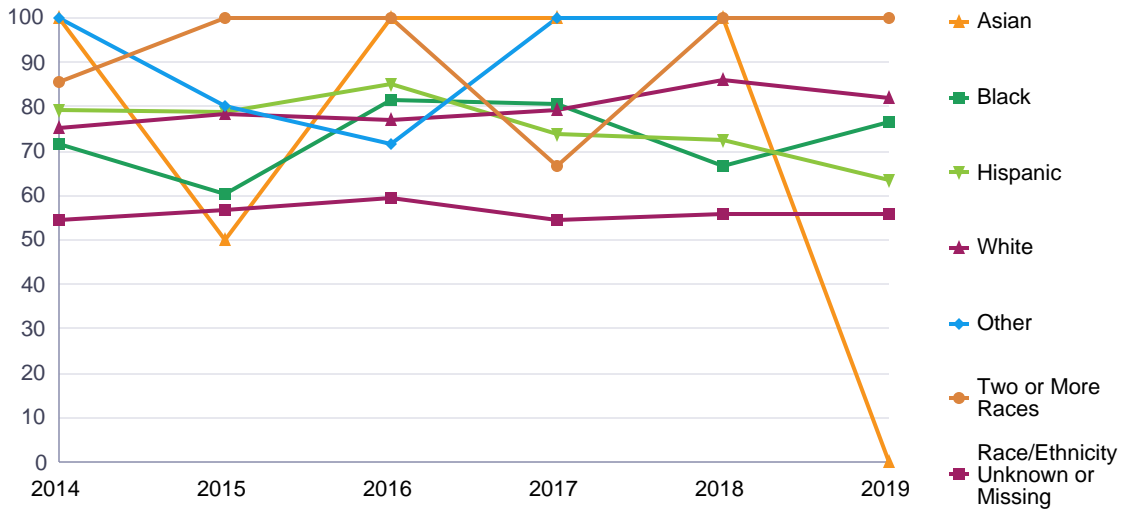
National Results for Two-Year Public Institutions



| Age at College Entry | | Fall 2014 Entering Cohort | Fall 2015 Entering Cohort | Fall 2016 Entering Cohort | Fall 2017 Entering Cohort | Fall 2018 Entering Cohort | Fall 2019 Entering Cohort |
|----------------------|------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 20 and Younger | Retained Count | 421,314 | 419,124 | 424,682 | 423,465 | 425,113 | 409,181 |
| | Retention Rate | 56.00% | 56.82% | 56.81% | 55.85% | 56.50% | 54.48% |
| | Persisted Count | 497,917 | 494,663 | 498,966 | 496,884 | 498,788 | 469,813 |
| | Persistence Rate | 66.18% | 67.06% | 66.74% | 65.54% | 66.29% | 62.55% |
| | Total Students | 752,336 | 737,688 | 747,606 | 758,159 | 752,388 | 751,106 |
| >20 - 24 | Retained Count | 42,116 | 38,904 | 39,957 | 38,011 | 35,828 | 32,385 |
| | Retention Rate | 40.18% | 41.97% | 43.09% | 43.12% | 43.91% | 41.21% |
| | Persisted Count | 47,134 | 43,702 | 44,397 | 42,143 | 39,470 | 35,240 |
| | Persistence Rate | 44.97% | 47.15% | 47.88% | 47.81% | 48.37% | 44.85% |
| | Total Students | 104,816 | 92,686 | 92,728 | 88,145 | 81,597 | 78,578 |
| Older than 24 | Retained Count | 77,868 | 68,906 | 66,855 | 64,597 | 62,311 | 54,877 |
| | Retention Rate | 41.69% | 43.08% | 43.28% | 45.08% | 44.56% | 41.53% |
| | Persisted Count | 83,673 | 74,181 | 71,547 | 68,962 | 66,174 | 57,916 |
| | Persistence Rate | 44.80% | 46.38% | 46.31% | 48.12% | 47.32% | 43.83% |
| | Total Students | 186,768 | 159,931 | 154,488 | 143,305 | 139,851 | 132,130 |

PERSISTENCE: BY RACE/ETHNICITY

PANOLA COLLEGE

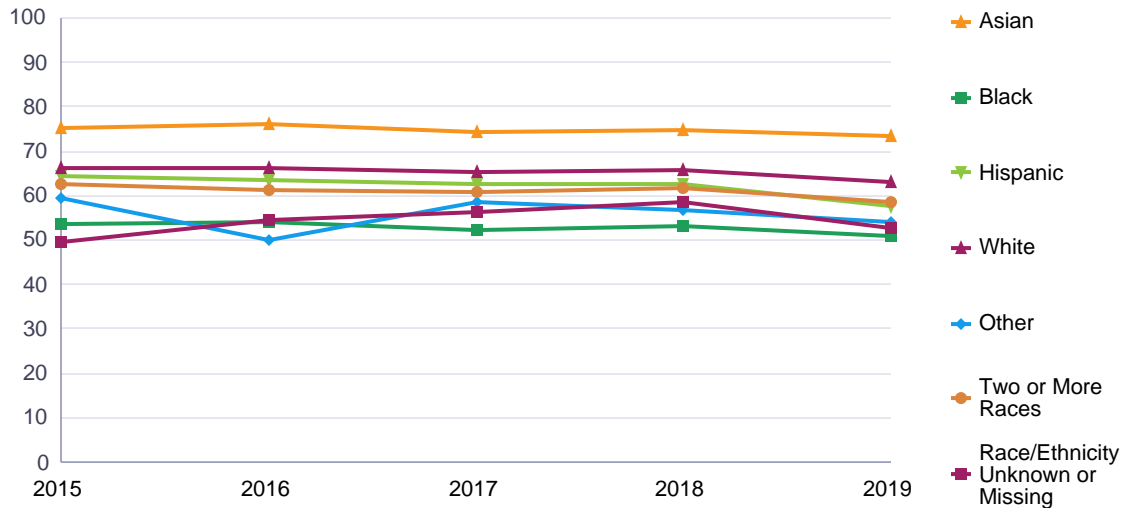


| Race/Ethnicity | | Fall 2014 Entering Cohort | Fall 2015 Entering Cohort | Fall 2016 Entering Cohort | Fall 2017 Entering Cohort | Fall 2018 Entering Cohort | Fall 2019 Entering Cohort |
|-----------------------------------|------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Asian | Persisted Count | 1 | 1 | 2 | 1 | 1 | 0 |
| | Persistence Rate | 100.0% | 50.0% | 100.0% | 100.0% | 100.0% | 0.0% |
| | Total Students | 1 | 2 | 2 | 1 | 1 | 0 |
| Black | Persisted Count | 28 | 26 | 22 | 21 | 10 | 13 |
| | Persistence Rate | 71.8% | 60.5% | 81.5% | 80.8% | 66.7% | 76.5% |
| | Total Students | 39 | 43 | 27 | 26 | 15 | 17 |
| Hispanic | Persisted Count | 23 | 30 | 23 | 17 | 8 | 14 |
| | Persistence Rate | 79.3% | 79.0% | 85.2% | 73.9% | 72.7% | 63.6% |
| | Total Students | 29 | 38 | 27 | 23 | 11 | 22 |
| White | Persisted Count | 105 | 91 | 64 | 62 | 56 | 41 |
| | Persistence Rate | 75.0% | 78.5% | 77.1% | 79.5% | 86.2% | 82.0% |
| | Total Students | 140 | 116 | 83 | 78 | 65 | 50 |
| Other | Persisted Count | 3 | 4 | 5 | 2 | 1 | 3 |
| | Persistence Rate | 100.0% | 80.0% | 71.4% | 100.0% | 100.0% | 100.0% |
| | Total Students | 3 | 5 | 7 | 2 | 1 | 3 |
| Two or More Races | Persisted Count | 6 | 6 | 3 | 2 | 3 | 3 |
| | Persistence Rate | 85.7% | 100.0% | 100.0% | 66.7% | 100.0% | 100.0% |
| | Total Students | 7 | 6 | 3 | 3 | 3 | 3 |
| Race/Ethnicity Unknown or Missing | Persisted Count | 150 | 152 | 192 | 211 | 195 | 178 |
| | Persistence Rate | 54.4% | 56.7% | 59.4% | 54.7% | 55.7% | 56.0% |
| | Total Students | 276 | 268 | 323 | 386 | 350 | 318 |

See Race/Ethnicity in Definitions and Methodology on page 11.

PERSISTENCE: BY RACE/ETHNICITY

National Results for Two-Year Public Institutions

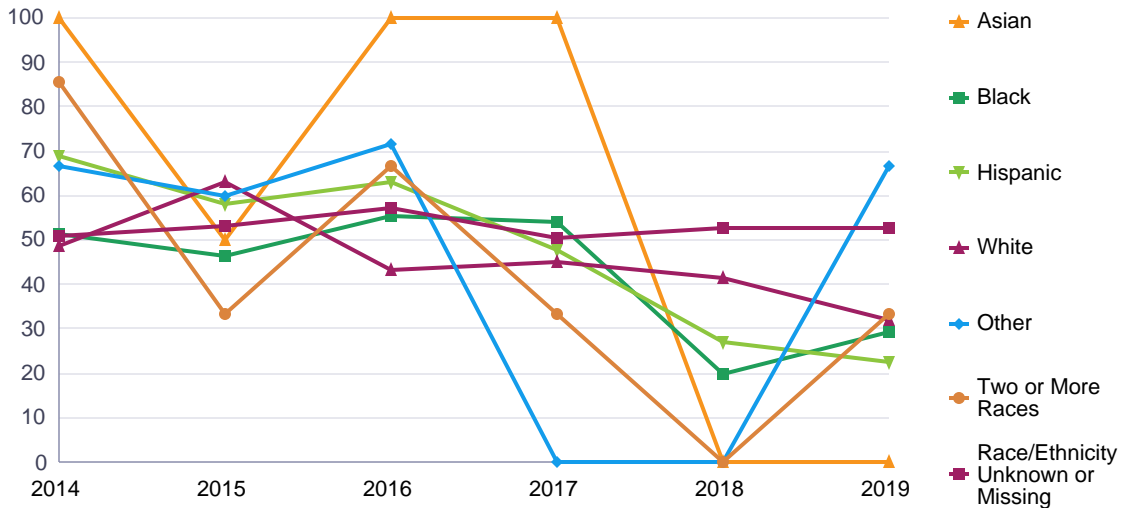


| Race/Ethnicity | | Fall 2015 Entering Cohort | Fall 2016 Entering Cohort | Fall 2017 Entering Cohort | Fall 2018 Entering Cohort | Fall 2019 Entering Cohort |
|-----------------------------------|------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Asian | Persisted Count | 34,827 | 32,094 | 30,158 | 29,774 | 29,038 |
| | Persistence Rate | 75.1% | 76.0% | 74.1% | 74.6% | 73.5% |
| | Total Students | 46,366 | 42,217 | 40,679 | 39,924 | 39,509 |
| Black | Persisted Count | 62,372 | 60,460 | 58,888 | 57,299 | 53,601 |
| | Persistence Rate | 53.5% | 54.2% | 52.4% | 53.2% | 50.8% |
| | Total Students | 116,551 | 111,654 | 112,400 | 107,755 | 105,489 |
| Hispanic | Persisted Count | 133,792 | 131,047 | 131,011 | 130,967 | 128,229 |
| | Persistence Rate | 64.3% | 63.6% | 62.6% | 62.5% | 57.8% |
| | Total Students | 208,012 | 206,132 | 209,405 | 209,401 | 222,029 |
| White | Persisted Count | 269,129 | 250,734 | 241,804 | 230,852 | 220,364 |
| | Persistence Rate | 66.2% | 66.2% | 65.3% | 65.6% | 63.1% |
| | Total Students | 406,287 | 378,775 | 370,452 | 351,987 | 349,217 |
| Other | Persisted Count | 13,899 | 13,101 | 10,174 | 8,478 | 7,753 |
| | Persistence Rate | 59.7% | 50.1% | 58.7% | 56.6% | 54.2% |
| | Total Students | 23,289 | 26,136 | 17,338 | 14,967 | 14,311 |
| Two or More Races | Persisted Count | 21,798 | 21,801 | 22,282 | 21,846 | 21,206 |
| | Persistence Rate | 62.4% | 61.3% | 60.7% | 61.6% | 58.8% |
| | Total Students | 34,922 | 35,582 | 36,736 | 35,491 | 36,077 |
| Race/Ethnicity Unknown or Missing | Persisted Count | 76,729 | 105,673 | 113,672 | 125,216 | 102,778 |
| | Persistence Rate | 49.5% | 54.4% | 56.1% | 58.4% | 52.7% |
| | Total Students | 154,878 | 194,326 | 202,599 | 214,311 | 195,182 |

See Race/Ethnicity in Definitions and Methodology on page 11.

RETENTION: BY RACE/ETHNICITY

PANOLA COLLEGE

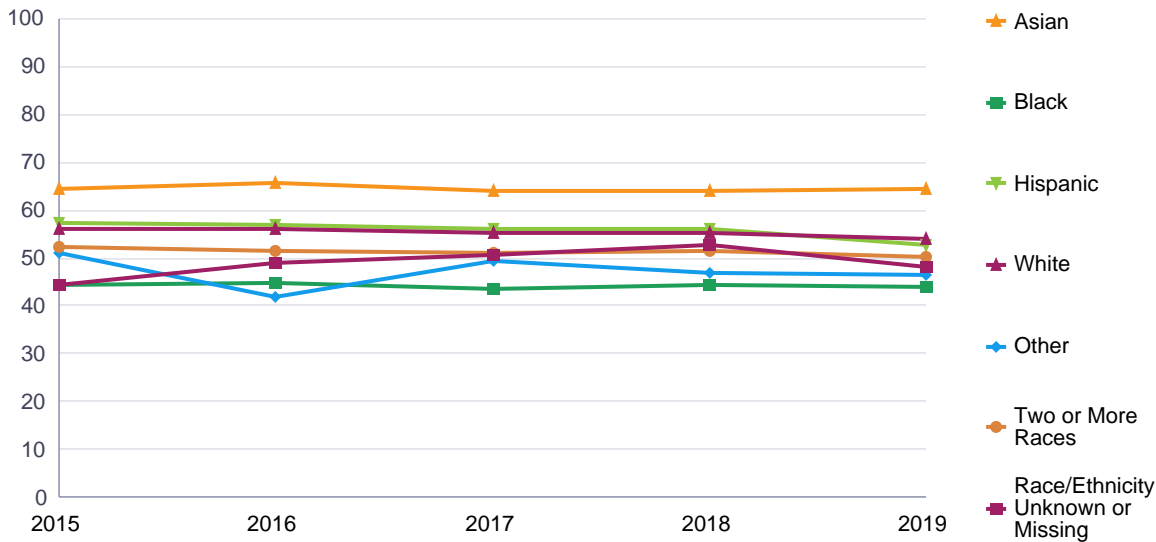


| Race/Ethnicity | | Fall 2014 Entering Cohort | Fall 2015 Entering Cohort | Fall 2016 Entering Cohort | Fall 2017 Entering Cohort | Fall 2018 Entering Cohort | Fall 2019 Entering Cohort |
|-----------------------------------|----------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Asian | Retained Count | 1 | 1 | 2 | 1 | 0 | 0 |
| | Retention Rate | 100.0% | 50.0% | 100.0% | 100.0% | 0.0% | 0.0% |
| | Total Students | 1 | 2 | 2 | 1 | 1 | 0 |
| Black | Retained Count | 20 | 20 | 15 | 14 | 3 | 5 |
| | Retention Rate | 51.3% | 46.5% | 55.6% | 53.9% | 20.0% | 29.4% |
| | Total Students | 39 | 43 | 27 | 26 | 15 | 17 |
| Hispanic | Retained Count | 20 | 22 | 17 | 11 | 3 | 5 |
| | Retention Rate | 69.0% | 57.9% | 63.0% | 47.8% | 27.3% | 22.7% |
| | Total Students | 29 | 38 | 27 | 23 | 11 | 22 |
| White | Retained Count | 68 | 73 | 36 | 35 | 27 | 16 |
| | Retention Rate | 48.6% | 62.9% | 43.4% | 44.9% | 41.5% | 32.0% |
| | Total Students | 140 | 116 | 83 | 78 | 65 | 50 |
| Other | Retained Count | 2 | 3 | 5 | 0 | 0 | 2 |
| | Retention Rate | 66.7% | 60.0% | 71.4% | 0.0% | 0.0% | 66.7% |
| | Total Students | 3 | 5 | 7 | 2 | 1 | 3 |
| Two or More Races | Retained Count | 6 | 2 | 2 | 1 | 0 | 1 |
| | Retention Rate | 85.7% | 33.3% | 66.7% | 33.3% | 0.0% | 33.3% |
| | Total Students | 7 | 6 | 3 | 3 | 3 | 3 |
| Race/Ethnicity Unknown or Missing | Retained Count | 140 | 142 | 185 | 195 | 185 | 167 |
| | Retention Rate | 50.7% | 53.0% | 57.3% | 50.5% | 52.9% | 52.5% |
| | Total Students | 276 | 268 | 323 | 386 | 350 | 318 |

See Race/Ethnicity in Definitions and Methodology on page 11.

RETENTION: BY RACE/ETHNICITY

National Results for Two-Year Public Institutions



| Race/Ethnicity | | Fall 2015 Entering Cohort | Fall 2016 Entering Cohort | Fall 2017 Entering Cohort | Fall 2018 Entering Cohort | Fall 2019 Entering Cohort |
|-----------------------------------|----------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Asian | Retained Count | 29,823 | 27,710 | 25,961 | 25,587 | 25,457 |
| | Retention Rate | 64.3% | 65.6% | 63.8% | 64.1% | 64.4% |
| | Total Students | 46,366 | 42,217 | 40,679 | 39,924 | 39,509 |
| Black | Retained Count | 51,832 | 50,154 | 49,131 | 47,768 | 46,475 |
| | Retention Rate | 44.5% | 44.9% | 43.7% | 44.3% | 44.1% |
| | Total Students | 116,551 | 111,654 | 112,400 | 107,755 | 105,489 |
| Hispanic | Retained Count | 119,251 | 117,346 | 117,277 | 117,545 | 117,372 |
| | Retention Rate | 57.3% | 56.9% | 56.0% | 56.1% | 52.9% |
| | Total Students | 208,012 | 206,132 | 209,405 | 209,401 | 222,029 |
| White | Retained Count | 227,442 | 211,920 | 203,930 | 193,741 | 188,732 |
| | Retention Rate | 56.0% | 56.0% | 55.1% | 55.0% | 54.0% |
| | Total Students | 406,287 | 378,775 | 370,452 | 351,987 | 349,217 |
| Other | Retained Count | 11,878 | 10,897 | 8,584 | 7,025 | 6,651 |
| | Retention Rate | 51.0% | 41.7% | 49.5% | 46.9% | 46.5% |
| | Total Students | 23,289 | 26,136 | 17,338 | 14,967 | 14,311 |
| Two or More Races | Retained Count | 18,242 | 18,303 | 18,734 | 18,338 | 18,139 |
| | Retention Rate | 52.2% | 51.4% | 51.0% | 51.7% | 50.3% |
| | Total Students | 34,922 | 35,582 | 36,736 | 35,491 | 36,077 |
| Race/Ethnicity Unknown or Missing | Retained Count | 68,466 | 95,164 | 102,456 | 113,248 | 93,617 |
| | Retention Rate | 44.2% | 49.0% | 50.6% | 52.8% | 48.0% |
| | Total Students | 154,878 | 194,326 | 202,599 | 214,311 | 195,182 |

See Race/Ethnicity in Definitions and Methodology on page 11.