



Student Achievement Measures & Outcomes

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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)	25% (Past 3-year average- 25.2%)	20% (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 FY 2020, Panola College had a 33.1% three-year graduation rate and the comparison group was at 25.2% for the same year.)
transfer rate	20% (Past 3-year average for TX Community Colleges- 24.6%)	15% (Past 3-year average for Panola College- 16.5%)
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- 81.9%)	70% (Department goal; standard minimum passing standard; no state/national requirement)
• EMT	85% (Department goal in IEP; past 3-year average: EMT- 61.7% /Paramedic- 47%)	70% [Minimum to pass the National Registry exam required by CoAEMSP (Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions)]
• 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)

• MLT	80% (Departmental goal in IEP; past 3-year average- 78.3%)	75% (Minimum required by National Accrediting Agency for Clinical Laboratory Sciences)
• OTA	90% (Departmental goal in IEP; past 3-year average- 98.3%)	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.)
job placement rates	Exceed the threshold by 5% as Panola College strives to perform above the base standard.	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.)
student learning outcome (SLO)	80% student mastery for each SLO (At this level, students are skilled at a competitive level not just the base level.)	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.)

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
Voluntary Framework of Accountability (VFA)	graduation rate; developmental education progress; two-year progress; six-year outcomes; transfer rate
National Student Clearinghouse	student tracker; completions
Panola College IE	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 and 2.
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 and 2.
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, 7, and 9.
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 9.
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.

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.

The ten institutional goals below were revised at the strategic planning meeting on September 29, 2020 and approved by the BOT October 26, 2020. See the next section for the new institutional goals.

**Strategic Planning Objectives 2019-2020
Linked to Institutional Goals 2017 – 2022**

- IG 1 To provide excellence in teaching, student engagement and adapt the curriculum to meet the needs of the community
 - 1.1 Review the Panola College Quality Enhancement Plan and its measures.
 - 1.2 Review Co-requisite project.
 - 1.3 Use of SENSE and CCSSE data.
- IG 2 To maintain and refine support systems for enhancing college functions and student success.
 - 2.1 Maintain or improve licensure and certification pass rates and performance on national subject examinations.
- IG 3 To provide appropriate facilities and a quality and productive work, study, and learning environment aimed at engaging the college community.
 - 3.1 Fine Arts building (construction progress)
 - 3.2 Marshall College Center (location and renovations)
- IG 4 To maintain a strong commitment to excellence through professional development.
 - None
- IG 5 To seek resources to support the college mission.
 - 5.1 Supplement state funding, property tax funding, and tuition through state, federal, private and other revenues, grants, and gifts.
- IG 6 To distribute resources in a manner that is productive, efficient and consistent with the College's mission.
 - None
- IG 7 To provide college systems and practices that ensure public accountability.
 - 7.1 Monitor the composite financial index score and its corresponding ratios that are within our control.

- IG 8 To support the College's commitment to expand access, equity, diversity, and enrollment.
- 8.1 Discuss and implement ideas to increase overall headcount and full-time equivalent enrollment.
 - 8.2 Open Educational Resources.
 - 8.3 Texas Guided Pathways
 - 8.4 Collection and use of data
- IG 9 To provide leadership in cultural and economic development in the College's service area.
- 9.1 Dual enrollment initiatives
 - 9.2 Develop additional course, program and customized training offerings to respond to emerging markets and trends.
- IG 10 To seek out and cultivate beneficial partnerships.
- None
-

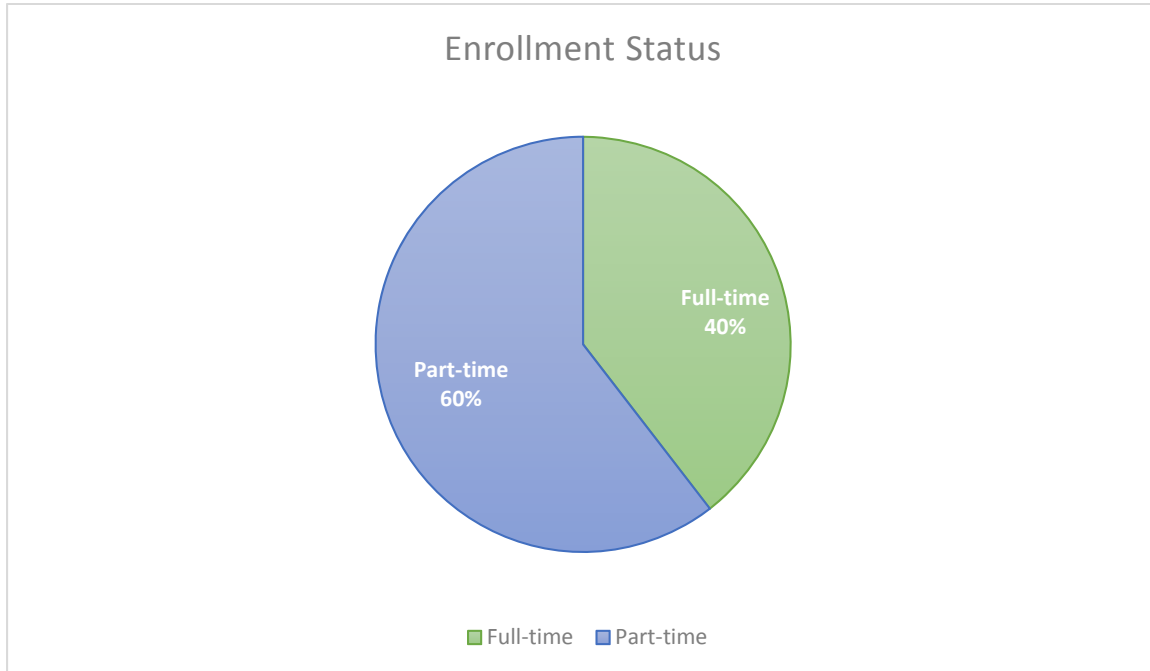
The new institutional goals below were approved by the BOT October 26, 2020.

**Strategic Planning Objectives 2020
Linked to Institutional Goals 2020 – 2025**

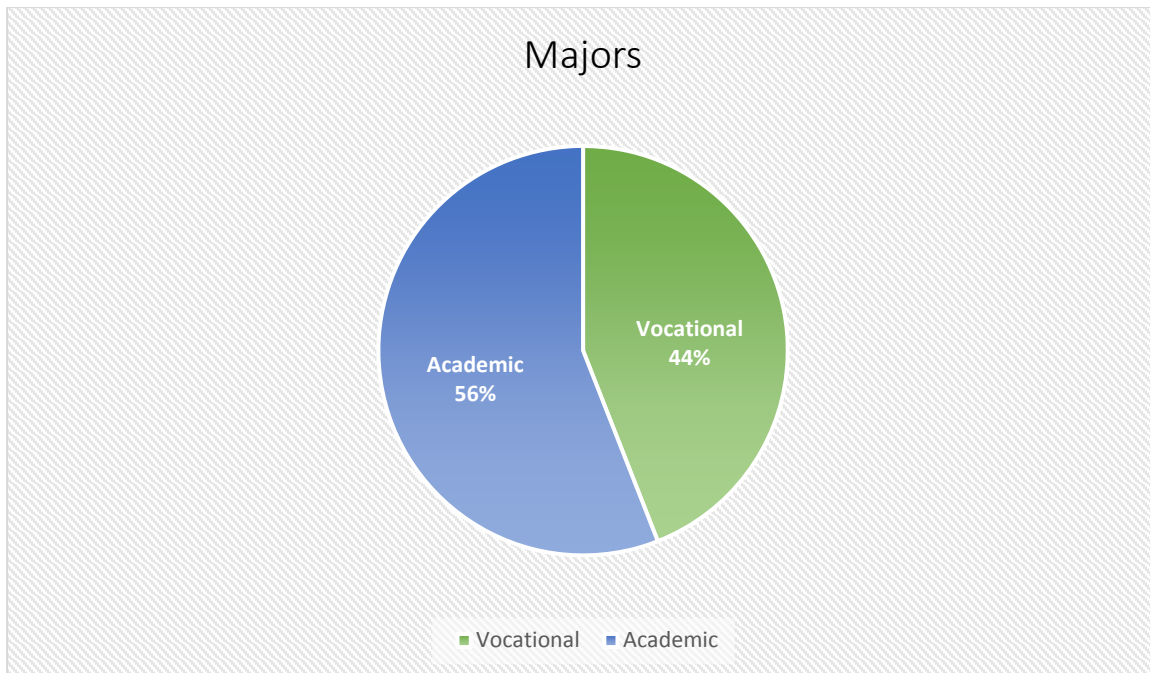
- IG 1 (Instruction) Provide excellence in teaching, student engagement, and curriculum to meet the needs of the students and the community.
- IG 2 (Support Services) Provide support services that enhance student success, college systems, and public accountability.
- IG 3 (Community Partnerships) Foster partnerships for cultural and economic development in the College community.
- IG 4 (Facilities) Provide appropriate facilities that contribute to an effective and productive learning and work environment.

PC Student Population

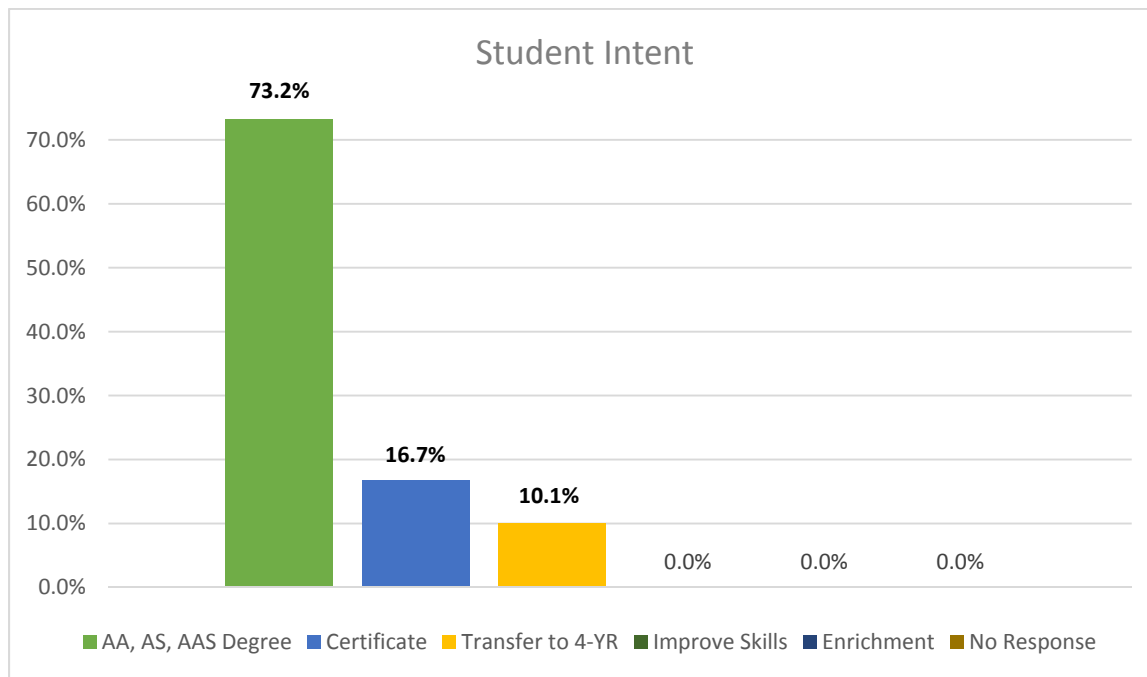
The following charts show the student body that Panola College serves based on **fall 2020** enrollment.



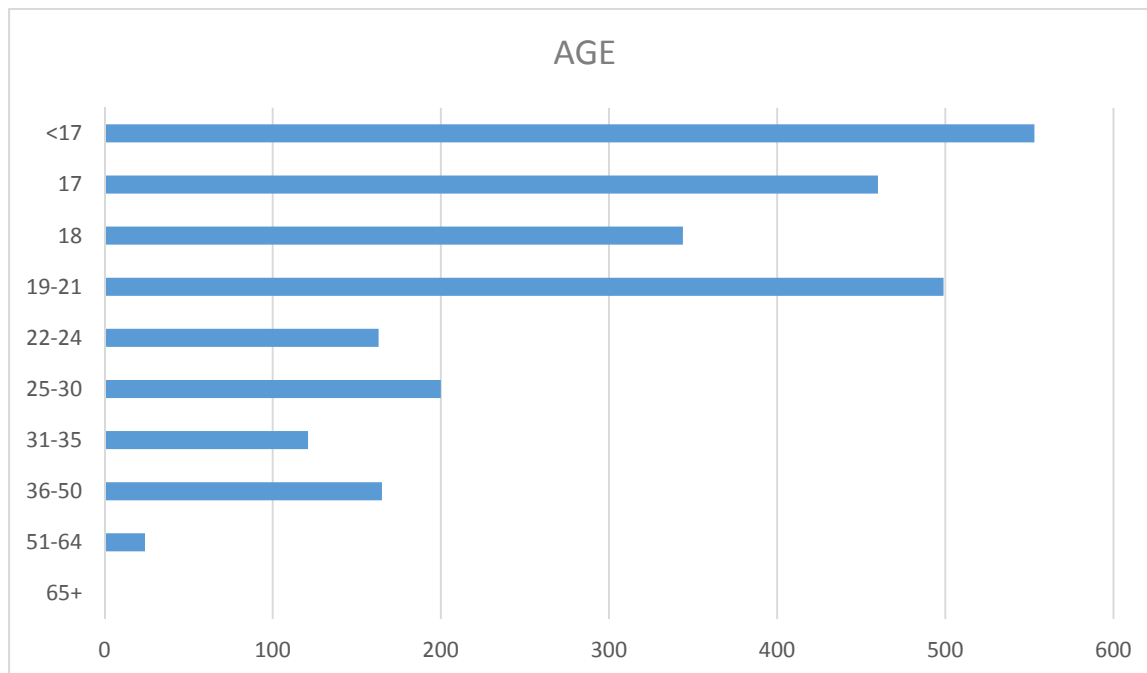
Source: Registrar's Student Profile Fall 2020



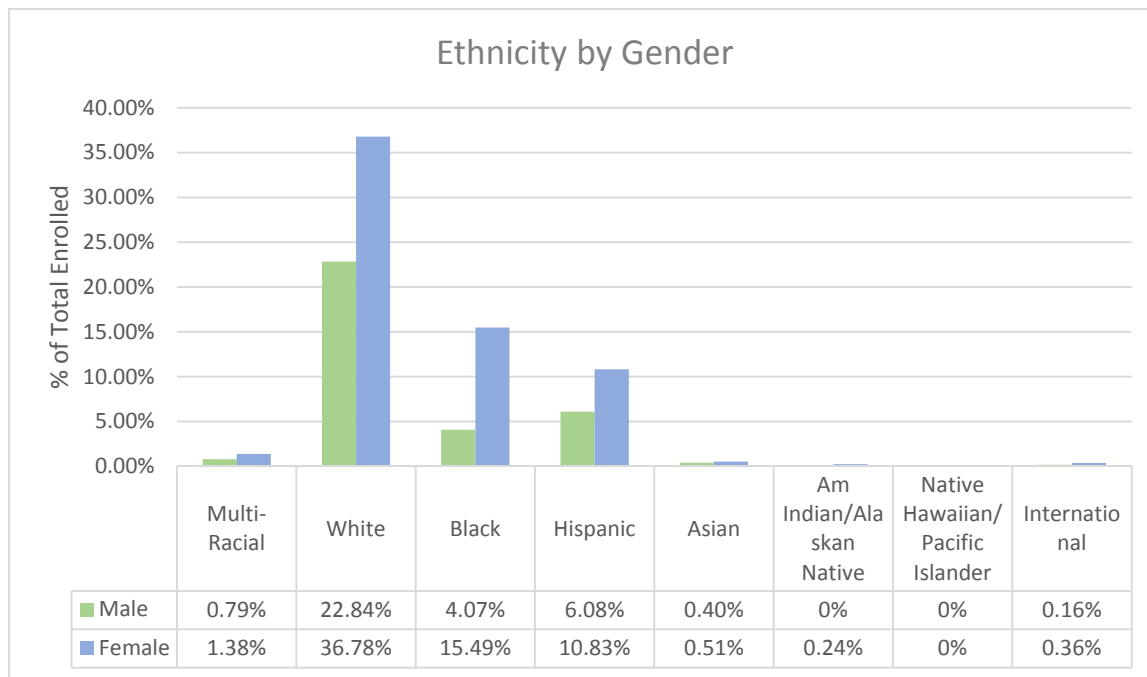
Source: Registrar's Student Profile Fall 2020



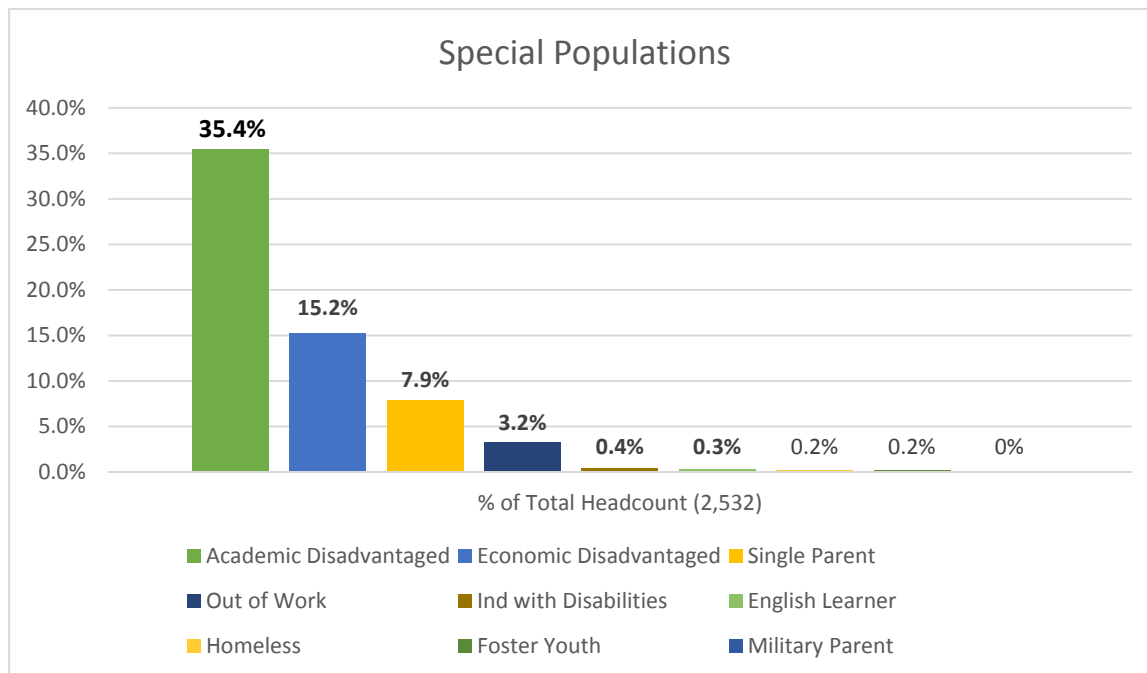
Source: Registrar's Student Profile Fall 2020



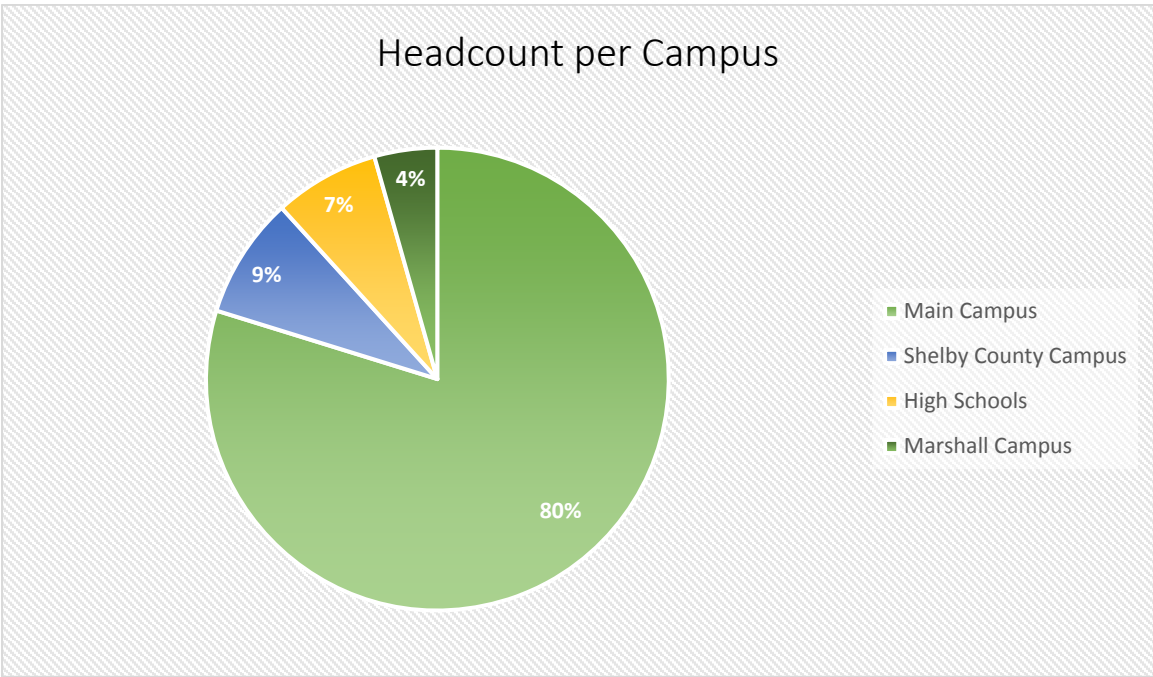
Source: Registrar's Student Profile Fall 2020 (average age = 21)



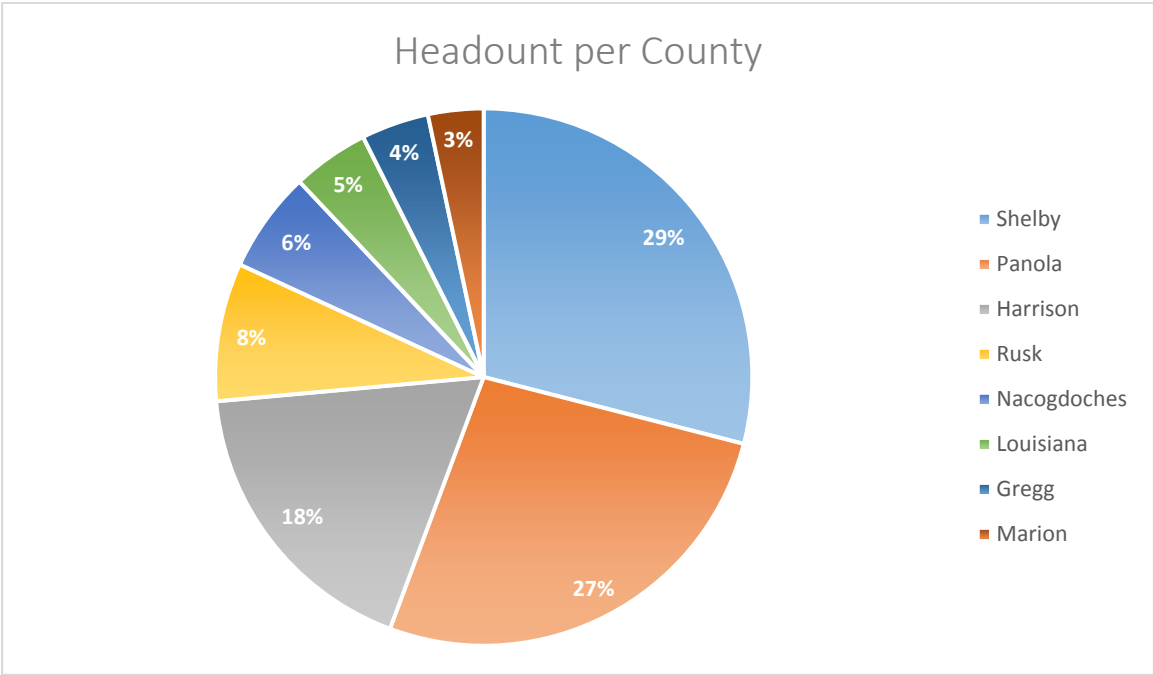
Source: Registrar's Student Profile Fall 2020 (Total = 2,531)



Source: CBM 001_Fall 2020

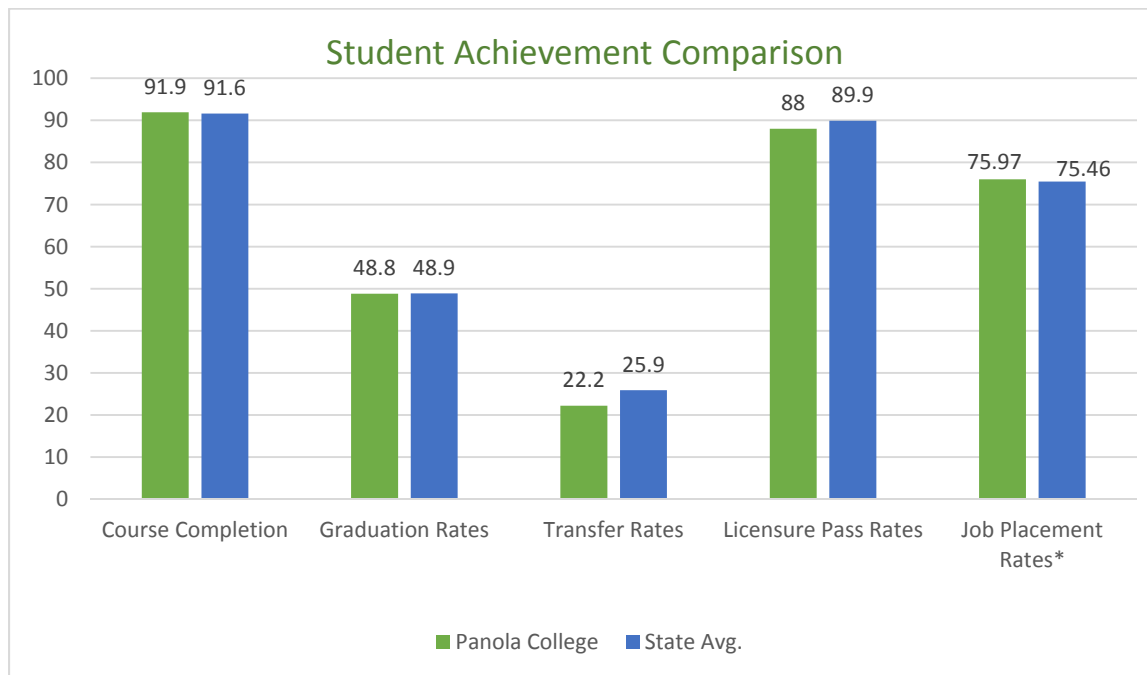


Source: Registrar's Student Profile Fall 2020



Source: Registrar's Student Profile Fall 2020

PC Outcomes



*THECB Perkins Data Resources for 2019-2020: Student Placement (latest data is 2017-18); No national average

Data Sources:


- Course Completion- LBB Performance Measures 2021 (2020 reporting year)
- Graduation Rates- TX Accountability System, 6 yr. Graduation & Persistence, 2020
- Transfer Rates- TX Accountability System, Total All Transfers, 2020
- Licensure Pass Rates- LBB Performance Measures 2021 (2019 reporting year)
- Job Placement Rates- THECB Perkins Data Resources, 2019-2020 (17-18 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*.
<http://www.panola.edu/ir/>

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)	25% (Past 3-year average- 25.2%)	20% (Our lowest rate in the past 6 years)	<u>2019-2020</u> 26% (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 FY 2020, Panola College had a 33.1% three-year graduation rate and the comparison group was at 25.2% for the same year.)	41% (NSC) 29% (IPEDS outcome measures) 28% (IPEDS grad 150% rate)	
transfer rate	20% (Past 3-year average for TX Community Colleges- 24.6%)	15% (Past 3-year average for Panola College- 16.5%)	<u>2020</u> 22.2% (THECB Accountability System)	
state licensure rates for:			<u>2020</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)	84.4%	
• Cosmetology	90% (Departmental goal in IEP; past 3-year average- 81.9%)	70% (Department goal; standard minimum passing standard; no state/national requirement)	81.8% (2018-2019)	
• EMT	85% (Department goal in IEP; past 3-year average: EMT- 61.7% /Paramedic- 47%)	70% [Minimum to pass the National Registry exam required by CoAEMSP (Committee on Accreditation of Educational	EMT Basic- 45% Paramedic- 40%	 

		Programs for the Emergency Medical Services Professions]]	
• 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)	84.3% (2019) 
• MLT	80% (Departmental goal in IEP; past 3-year average- 78.3%)	75% (Minimum required by National Accrediting Agency for Clinical Laboratory Sciences)	71% (2018-2019) 
• OTA	90% (Departmental goal in IEP; past 3-year average- 98.3%)	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.)	95% 
job placement rates	Exceed the threshold by 5% as Panola College strives to perform above the base standard.	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.)	<u>2017-2018</u> ADN- 83.6%  Business- 96.3%  CIS- 66.7%  Cosmetology- 84.0%  EMT- 100.0%  HIT- 100.0%  LVN- 87.1%  MA- 80.0%  MLT- 80.0%  OTA- 94.7%  Pet Tech- 94.6%  Welding- 93.1% 

student learning outcome (SLO)	80% student mastery for each SLO (At this level, students are skilled at a competitive level not just the base level.)	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.)	<u>2019-2020</u> CT1- 87.7%  CT2- 89.1%  CT3- 85.9%  CS1- 85.5%  CS2- 97.2%  CS3- 96.8%  EQS1- 87.1%  EQS2- 77.8%  TW1- 90.0%  TW2- 89.9%  SR1- 89.1%  SR2- N/A SR3- 89.0%  PR1- 91.2% 
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Ten-Year Trend in Enrollment Fall and Spring Semesters

Year/ semester	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
Fall	2562	2584	2701	2579	2685	2672	2660	2775	2613	2531
Spring	2381	2396	2405	2440	2455	2515	2444	2500	2350	2347

PC Official Enrollment Report- duplicated grand total

In fall 2020, Panola College enrolled 2,531 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 in an election year. The table displays the actual number and percent.

Semester/ Year	2011-2012	2020-2021	Percent Change
Fall	2,562	2,531	-1.2%
Spring	2,381	2,347	-1.4%



2 Year Course Completion Rate by Semester

Semester/ % w grade	A	B	C	D	F	W	Total % completers
Fall 2018	32.7%	14.5%	9.8%	4.9%	11.8%	8.2%	73.5%
Spring 2019	33.5%	23.6%	14.4%	4.5%	9.9%	7.3%	85.9%
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%

Grade Distribution file from Admissions/Registrar

The overall annual course completion rate for Panola College for 2019-2020 was 83.8%. This increased 4.6% from the 2018-2019 which was 79.2%. Fall 2019 completers increased 10.7% from the previous fall, but the spring saw a 2.6% decrease.



Five Year Trend for Annual Degree and Certificate Completers

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
AA	1	5	7	4	0
AS	137	145	176	206	191
AAT	10	21	24	17	22
AAS	161	226	156	135	146
Certificates	364	308	243	321	313
Core Complete	131	145	184	216	183
Field of Study	6	9	28	15	34
TOTALS	810	859	818	914	889
Unduplicated Enrollment	3,500	3,491	3,492	3,544	3,366
Completion Rate	23.14%	24.61%	23.42%	25.79%	26.41%

Data is provided by PC admissions director/registrar.

The total number of degrees and certificates increased from 2015 to 2019 due to an increase in Associate of Science and Associate of Arts in Teaching degrees and Core Completers and Field of Studies awarded. The overall completion rate for students has increased 3.27% in the past five years.



PC Awards Disaggregated 2020

Ethnicity	Certificate			Associate			Total Awards by Ethnicity
	Male	Female	Total	Male	Female	Total	
White	114	86	200	82	148	230	430
African American	15	45	60	10	40	50	110
Hispanic	22	26	48	17	39	56	99
Asian	0	0	0	2	2	4	4
International	2	0	2	3	11	14	16
Other	1	2	3	1	4	5	8
TOTAL	154	159	313	115	244	359	667

THECB TX Accountability System

PC Awards Disaggregated 2019

Ethnicity	Certificate			Associate			Total Awards by Ethnicity
	Male	Female	Total	Male	Female	Total	
White	95	111	206	64	155	219	425
African American	13	53	66	17	54	71	137
Hispanic	25	18	43	16	40	56	104
Asian	3	0	3	1	1	2	5
International	1	0	1	4	5	9	10
Other	0	2	2	1	4	5	7
TOTAL	137	184	321	103	259	362	688

THECB TX Accountability System



Program Degrees & Certificates Awarded

Program	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	5-Year Total
Agricultural Business and Management	0	0	2	15	13	30
Forestry	0	0	0	0	0	0
Information Science/Studies	22	24	23	32	29	130
Cosmetology and Related Personal Grooming Services	28	31	25	36	24	144
Industrial Production Technologies/Technicians	183	173	67	63	83	569
Human Development, Family Studies, and Related Services	2	2	1	0	0	5
Precision Metal Working	72	33	40	72	78	295
Health and Medical Administrative Services	14	23	9	21	7	74
Medical/Clinical Assistant	39	38	39	43	20	179
Occupational Therapist Assistant	23	42	19	22	21	127
Emergency Medical Technology/Technician (EMT Paramedic)	1	3	16	11	13	44
Clinical/Medical Laboratory Technician	9	16	10	12	11	58
Somatic Bodywork and Related Therapeutic Services	0	0	0	0	0	0
Registered Nursing, Nursing Administration, Nursing Research	35	58	61	38	46	238
Practical Nursing, Vocational Nursing and Nursing Assistants	45	48	32	47	58	230
Business Operations Support and Assistant Services	52	43	55	44	56	250

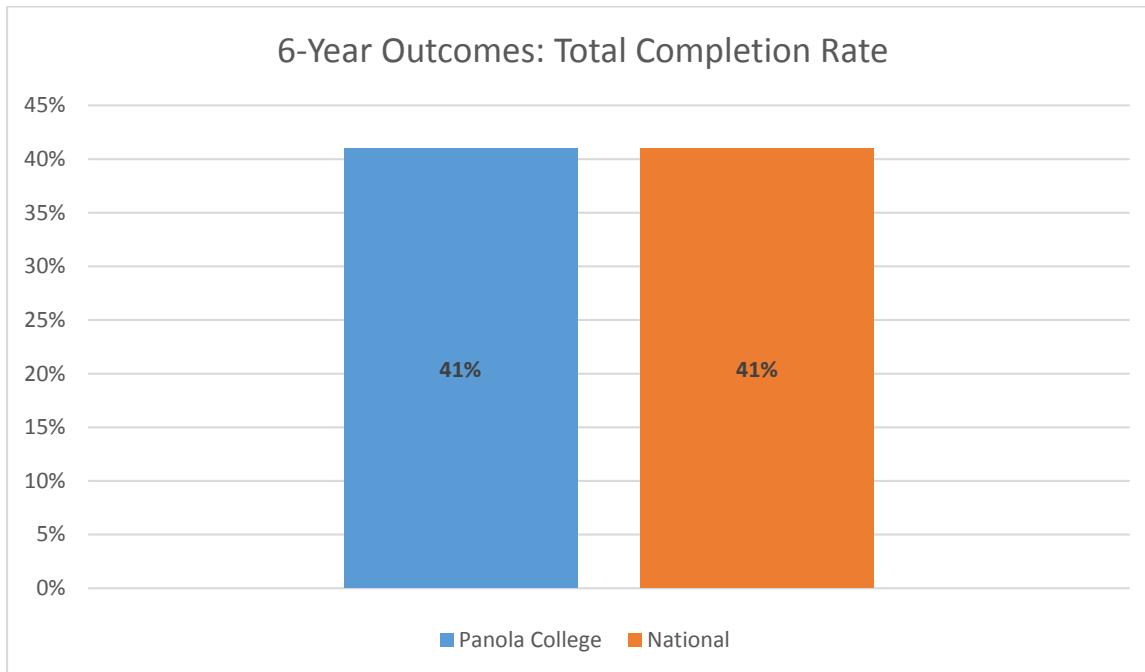
THECB TX Accountability System (CBM 009)



Five Year Trend for Completion Rates

Data Collection Year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Completion Rate	20% 36%	30% 27%	28% 29% 47%	33% 29% 41%	28% 30% not available

IPEDS Overall Graduation Rate (150%), Outcome Measures (8-year award rate), NSC 6-year Completion Rate



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

Disaggregated Completion Rate: Fall 2013 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



20-21 IPEDS Outcome Measures 8-year Award Rate (29%)

	First-time Entering	Non-First-time Entering
Full-time	31%	35%
Pell Grant recipients	24%	34%
NonPell Grant recipients	41%	37%
Part-time	21%	25%
Pell Grant recipients	22%	27%
NonPell Grant recipients	21%	24%

Total Entering	30%
Pell Grant recipients	27%
NonPell Grant recipients	34%

IPEDS Outcome Measures

20-21 IPEDS Overall Graduation Rate (28%)

	Number of Students in Cohort	% of students that completed within 150% of normal time to completion
Full-time, first-time, degree/certificate-seeking cohort (2017)	417	28%
Recipients of a Pell Grant (within entering year)	259	23%
Recipients of a Direct Subsidized Loan (within entering year) that did not receive a Pell Grant	13	23%
Did not receive either a Pell Grant or Direct Subsidized Loan (within entering year)	145	38%

IPEDS Graduation Rates

StudentTrackerSM
Postsecondary Completions

Institutional Benchmark Report

Fall 2013 Entering Cohort

PANOLA COLLEGE
School and Branch Code: 003600-00

NATIONAL STUDENT CLEARINGHOUSE RESEARCH CENTER

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

About Your Completions Benchmark Report

The purpose of this report is to provide you with an institution-level view of student completion rates, benchmarked to the analyses published in our national signature report on completions.

Our national degree completions report and the state-level supplement to the national report can be downloaded at: [NSC Research Center Reports](#)

This report draws on the Clearinghouse's national coverage of enrollment and awarded education credentials to explore the six-year outcomes of a cohort of first-time-in-college degree-seeking students, who started in Fall 2013.

This report is exclusively for your institution's use. The Clearinghouse will not publish or distribute your institution's results without your expressed request and consent.

Reports are only available for each institution's main branch (branch code = 00). The FAQs section at the end addresses basic questions about the report's purpose and distribution. Brief notes on data definitions and methodology are on page 4. More detailed discussions of methodology are available in the introduction and appendix of the national signature report on completions.

Your Feedback Is Welcome

Questions or feedback can be sent to nscresearch@studentclearinghouse.org.

Data Tables

Table 1A. Six-Year Outcomes and First Completion for Students Who Started at Your Institution by Enrollment Intensity (Page 6)

Table 1B. National Benchmark: Six-Year Outcomes and First Completion for Students Who Started at Two-Year Public Institutions by Enrollment Intensity (Page 6)

Table 2A. Six-Year Outcomes and First Completions for Students Who Started at Your Institution by Gender (Page 7)

Table 2B. National Benchmark: Six-Year Outcomes and First Completion for Students Who Started at Two-Year Public Institutions by Gender (Page 7)

Table 3A. Six-Year Outcomes and First Completion for Students Who Started at Your Institution by Age at First Entry (Page 8)

Table 3B. National Benchmark: Six-Year Outcomes and First Completion for Students Who Started at Two-Year Public Institutions by Age at First Entry (Page 8)

Table 4A. Six-Year Outcomes and First Completion for Students Who Started at Your Institution by Age at First Entry and Enrollment Intensity (Page 9)

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 (Page 10)

Table 5A. Six-Year Outcomes and First Completion for Students Who Started at Your Institution by Race/Ethnicity (Page 11)

Table 5B. National Benchmark: Six-Year Outcomes and First Completion for Students Who Started at Two-Year Public Institutions by Race/Ethnicity (Page 12)

Table 6A. Six-Year Outcomes and First Completions for Students Who Started at Your Institution by Gender and Race/Ethnicity (Page 13)

Table 6B. National Benchmark: Six-Year Outcomes and First Completion for Students Who Started at Two-Year Public Institutions by Gender and Race/Ethnicity (Page 14)

Definitions and Methodology

The notes below provide a brief summary of data definitions and methodology used in this report. For a full discussion, please see the introduction and appendices of the Clearinghouse's national signature report on completions.

Data Source

The data for this report were drawn from the Enrollment Reporting and DegreeVerifySM services of the National Student Clearinghouse®, which tracks 96 percent of college enrollments nationwide. Completions were identified using degree and certificate records submitted by institutions as part of their participation in DegreeVerify. For institutions that do not participate in DegreeVerify, completions were identified using enrollment records indicating the enrollment status of *graduated*.

Institution Definition

An institution is defined in this report by the combination of its six-digit OPE-ID and two-digit branch code. Reports are only being generated, however, for the main branch of each institution (branch code = 00). In the outcomes tables, a student is considered to have completed at the starting institution if they completed at the same institution *and* branch where they started college.

Cohort Definition

(Prior to 2011 Cohort)

The cohort examined in this study is made up of first-time degree-seeking students, of any age, who began their postsecondary studies in the Fall term of the cohort year. Showing intent to seek a degree or certificate is defined in the national report as follows:

1. For students who started at four-year institution, enrolled at least one term with an intensity of half-time or higher, and
2. For students who started at two-year institutions, either:
 - a. Enrolled full time for at least one term within the first academic year or
 - b. Enrolled at least half time for any two terms before December 31st of the second academic year.

First-time status was established by confirming that a student (1) did not show any postsecondary enrollment record in the four years prior to the student's Fall enrollment in the cohort year (with the exception of dual enrollment while still in high school), and (2) did not receive a degree or certificate from any postsecondary institution prior to the Fall term of the cohort year (except in dual enrolled status), according to Clearinghouse data.

Throughout this report, we examine college completion rates for the cohort. The study followed the cohort through May 31st of the sixth academic year and highlights six-year student outcomes, including degree and certificate completion as well as continuing enrollment (persistence).

(Starting with 2011 Cohort)

There were three major changes from prior Completions reports with regards to how the cohort of first-time degree-seeking students was defined: All-years look-back for prior enrollments and exclusion of current dual enrolled students.

1. All-years look-back for prior enrollments: Data limitations in previous reports limited our ability to search for previous enrollments in order to establish first-time status, to within four years prior to the cohort year. In this year's report, students with **any prior non-dual enrollment, regardless of how far back in the Clearinghouse data that enrollment occurred, were removed** from the cohort as non-first-time students.
2. Exclusion of current dual enrolled students: **Students who were 17 years old or younger during the fall term of the cohort year were excluded** from the dataset (i.e., current dual enrollment students). This ensures that those who were simultaneously attending high school and post-secondary classes were not considered first-time college students.
3. The cohort study follows cohorts through June 30th of the sixth academic year and highlights six-year outcomes, including degree and certificate completion as well as continuing enrollment (persistence).

Coverage Weighting

In order to ensure the most accurate representation of student outcomes for the study cohort, the results in both the institution-level and national benchmark tables were weighted according to a formula that takes into account the Clearinghouse's state-by-state data coverage rates for each institutional sector. A complete description of the weighting procedure is provided in Appendix A of the national signature report.

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	435	40.77	29.66	3.52	7.59	5.75	13.34	9.01	50.22
Exclusively Full-Time	202	49.96	39.06	2.49	8.41	9.40	17.81	1.99	48.05
Exclusively Part-Time	24	25.35	25.35	0.00	0.00	0.00	0.00	4.22	70.43
Mixed Enrollment	209	33.62	21.05	4.92	7.66	2.87	10.53	16.35	50.02

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	757,646	40.76	29.51	3.13	8.12	8.58	16.70	16.00	43.24
Exclusively Full-Time	196,525	62.06	48.03	2.84	11.19	20.00	31.19	1.69	36.25
Exclusively Part-Time	83,358	20.95	19.15	1.25	0.55	1.85	2.40	11.12	67.93
Mixed Enrollment	477,763	35.46	23.70	3.58	8.18	5.06	13.23	22.74	41.80

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	435	40.77	29.66	3.52	7.59	5.75	13.34	9.01	50.22
Men	182	41.20	30.16	4.46	6.59	4.94	11.53	8.31	50.49
Women	194	44.36	31.40	3.18	9.78	8.23	18.02	10.31	45.33

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	757,646	40.76	29.51	3.13	8.12	8.58	16.70	16.00	43.24
Men	342,333	38.88	28.09	2.74	8.05	7.52	15.57	15.78	45.34
Women	374,524	43.96	31.76	3.68	8.52	9.95	18.46	16.68	39.37

Note for tables 2A and 2B: Students with missing gender data were excluded from the tables. As a results, 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	435	40.77	29.66	3.52	7.59	5.75	13.34	9.01	50.22
20 and Younger	310	43.99	31.01	3.92	9.05	6.79	15.84	11.37	44.64
>20 - 24	46	35.49	26.36	4.74	4.39	4.39	8.79	2.20	62.31
Older than 24	77	32.52	27.30	1.33	3.90	2.60	6.50	3.90	63.58

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	757,646	40.76	29.51	3.13	8.12	8.58	16.70	16.00	43.24
20 and Younger	536,427	43.83	30.49	3.49	9.85	10.38	20.23	17.37	38.79
>20 - 24	97,011	31.37	23.93	2.52	4.92	5.18	10.10	15.21	53.42
Older than 24	120,699	35.37	30.05	2.09	3.23	3.57	6.80	10.98	53.65

Note for tables 3A and 3B: Students with missing date of birth data were excluded from the above tables. As a results, 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	156	50.77	37.90	3.23	9.64	10.28	19.93	2.58	46.64
20 and Younger	Exclusively Part-Time	13	31.19	31.19	0.00	0.00	0.00	0.00	0.00	68.81
20 and Younger	Mixed Enrollment	141	37.66	23.40	5.03	9.22	3.55	12.77	22.11	40.23
>20 - 24	Exclusively Full-Time	28	46.86	39.65	0.00	7.21	7.21	14.42	0.00	53.14
>20 - 24	Exclusively Part-Time	3	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
>20 - 24	Mixed Enrollment	15	21.27	6.74	14.54	0.00	0.00	0.00	6.74	71.99
Older than 24	Exclusively Full-Time	18	50.49	50.49	0.00	0.00	5.61	5.61	0.00	49.51
Older than 24	Exclusively Part-Time	8	25.31	25.31	0.00	0.00	0.00	0.00	12.65	62.04
Older than 24	Mixed Enrollment	51	27.38	19.53	1.99	5.86	1.95	7.81	3.91	68.71

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	141,440	68.05	50.91	3.22	13.91	24.58	38.49	1.80	30.15
20 and Younger	Exclusively Part-Time	41,791	16.62	14.91	1.37	0.34	1.56	1.90	12.93	70.45
20 and Younger	Mixed Enrollment	353,196	37.36	24.16	3.85	9.35	5.73	15.08	24.14	38.51
>20 - 24	Exclusively Full-Time	23,638	45.26	37.05	2.02	6.19	10.89	17.08	1.97	52.78
>20 - 24	Exclusively Part-Time	15,153	19.92	18.31	1.10	0.52	2.56	3.08	10.22	69.86
>20 - 24	Mixed Enrollment	58,219	28.70	20.06	3.10	5.55	3.54	9.09	21.89	49.41
Older than 24	Exclusively Full-Time	30,088	48.82	44.24	1.78	2.81	6.55	9.35	1.01	50.17
Older than 24	Exclusively Part-Time	25,994	28.72	26.63	1.17	0.92	1.93	2.85	8.91	62.37
Older than 24	Mixed Enrollment	64,618	31.79	24.83	2.62	4.35	2.85	7.20	16.46	51.75

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	435	40.77	29.66	3.52	7.59	5.75	13.34	9.01	50.22
Asian	2	100.00	0.00	50.00	50.00	50.00	100.00	0.00	0.00
Black	43	54.06	30.30	9.76	14.00	7.01	21.01	9.37	36.57
Hispanic	27	44.81	41.07	0.00	3.73	14.94	18.67	11.20	43.99
White	128	47.64	30.40	4.76	12.48	4.68	17.16	14.94	37.43
Other	9	33.62	22.42	0.00	11.21	0.00	11.21	11.21	55.17
Two or More Races	8	37.93	12.56	12.80	12.56	12.56	25.12	12.80	49.27
Race/Ethnicity Unknown or Missing	218	33.47	28.89	1.38	3.21	4.59	7.79	5.04	61.48

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) (%)
Overall	757,646	40.76	29.51	3.13	8.12	8.58	16.70	16.00	43.24
Asian	31,416	49.81	32.08	3.32	14.41	11.99	26.40	22.63	27.56
Black	92,611	28.77	20.63	2.95	5.19	4.72	9.91	18.50	52.73
Hispanic	135,715	37.06	27.59	3.57	5.90	7.92	13.83	22.29	40.65
White	330,358	49.23	35.33	3.46	10.44	11.13	21.57	13.35	37.42
Other	19,337	44.28	30.68	2.98	10.63	10.46	21.09	18.49	37.23
Two or More Races	23,451	39.75	27.59	3.60	8.56	9.20	17.75	20.67	39.57
Race/Ethnicity Unknown or Missing	124,757	28.64	22.35	1.80	4.49	4.14	8.63	11.37	59.99

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	1	100.00	0.00	0.00	100.00	0.00	100.00	0.00	0.00
Asian	Women	1	100.00	0.00	100.00	0.00	100.00	100.00	0.00	0.00
Black	Men	15	47.08	26.79	13.59	6.70	13.46	20.16	13.52	39.40
Black	Women	24	63.10	33.29	8.98	20.83	4.16	24.99	8.33	28.57
Hispanic	Men	9	22.52	22.52	0.00	0.00	0.00	0.00	0.00	77.48
Hispanic	Women	15	60.31	53.61	0.00	6.70	26.81	33.51	13.40	26.28
White	Men	73	49.59	30.23	6.98	12.38	5.50	17.88	15.31	35.10
White	Women	43	42.28	25.80	2.39	14.09	4.69	18.78	18.81	38.90

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	14,489	46.22	29.62	2.92	13.68	10.28	23.96	25.69	28.09
Asian	Women	13,830	55.58	35.60	4.13	15.85	14.09	29.95	20.11	24.31
Black	Men	39,844	27.00	19.55	2.60	4.85	4.10	8.95	17.09	55.91
Black	Women	46,477	31.65	22.42	3.47	5.77	5.53	11.29	20.51	47.84
Hispanic	Men	59,389	33.42	24.75	3.08	5.59	6.43	12.02	22.16	44.42
Hispanic	Women	72,052	40.67	30.26	4.10	6.30	9.30	15.60	22.69	36.65
White	Men	155,938	47.04	33.75	3.00	10.29	9.76	20.05	13.22	39.74
White	Women	165,573	51.96	37.21	4.00	10.75	12.64	23.39	13.59	34.45

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.

Frequently Asked Questions

What is the purpose of this report?

This report provides you with an institution-level view of student completion rates, benchmarked to the analyses published in our national Signature report on completions. You should be aware that, in some rare cases, the completion rates shown may be higher or lower than what you expect for your institution. In these cases, we believe the report will help us to identify any data reporting practices preventing your institution from receiving the greatest possible value from your Clearinghouse services.

Are other branches of my institution eligible to receive reports?

No. The institution-level completion report is only available for the main branch (branch code = 00). This is because DegreeVerify data are generally reported under the 00 branch code.

How do the outcomes in this report differ from IPEDS?

The completion rates presented in this report differ significantly from IPEDS GRS results because this report includes:

1. Student completion anywhere: Beyond institutional boundaries, across state lines, and over time
2. Student Persistence anywhere, not just at the starting institution. It also includes those who have not yet completed, but are still pursuing a degree.
3. Disaggregation by student age at first entry and enrollment intensity
4. Students who start part-time. Enrollment intensity categories are based on the enrollment status in all terms of enrollment, not just the first term.

Can I see a list of the students included in this report?

Unfortunately, we cannot provide you with student-level detail for this report. However, a student-level detail file is provided with all of our standard StudentTracker reports, which are delivered via our secure FTP site.

How do I sign up for StudentTracker?

To learn more, including how to sign up, visit [National Student Clearinghouse Student Tracker](#)

Is the Clearinghouse going to make my institution's results available to the public?

No. This report is only available to members of your institution.

Is my institution free to make this report public if we choose?

Yes.

How can I provide feedback on this report?

Questions or feedback can be sent to nscresearch@studentclearinghouse.org.



Three-year, Four-year, and Six-year graduation rates for Associates and Certificates: FY 2018-2020

	2018			2019			2020		
	Entering Fall Cohort	Count	Percent	Entering Fall Cohort	Count	Percent	Entering Fall Cohort	Count	Percent
3-Year Grad Rate	2015	410	33.2%	2016	405	36.0%	2017	417	33.1%
Certificate			11.7%			11.1%			9.6%
Associate			21.5%			24.7%			22.3%
4-Year Grad Rate	2014	404	39.1%	2015	410	36.6%	2016	405	41.7%
Certificate			8.4%			11.2%			11.9%
Associate			26.0%			22.7%			24.9%
6-Year Grad Rate	2012	377	41.9%	2013	395	36.5%	2014	404	46.8%
Certificate			11.1%			10.6%			9.7%
Associate			24.1%			17.5%			24.3%

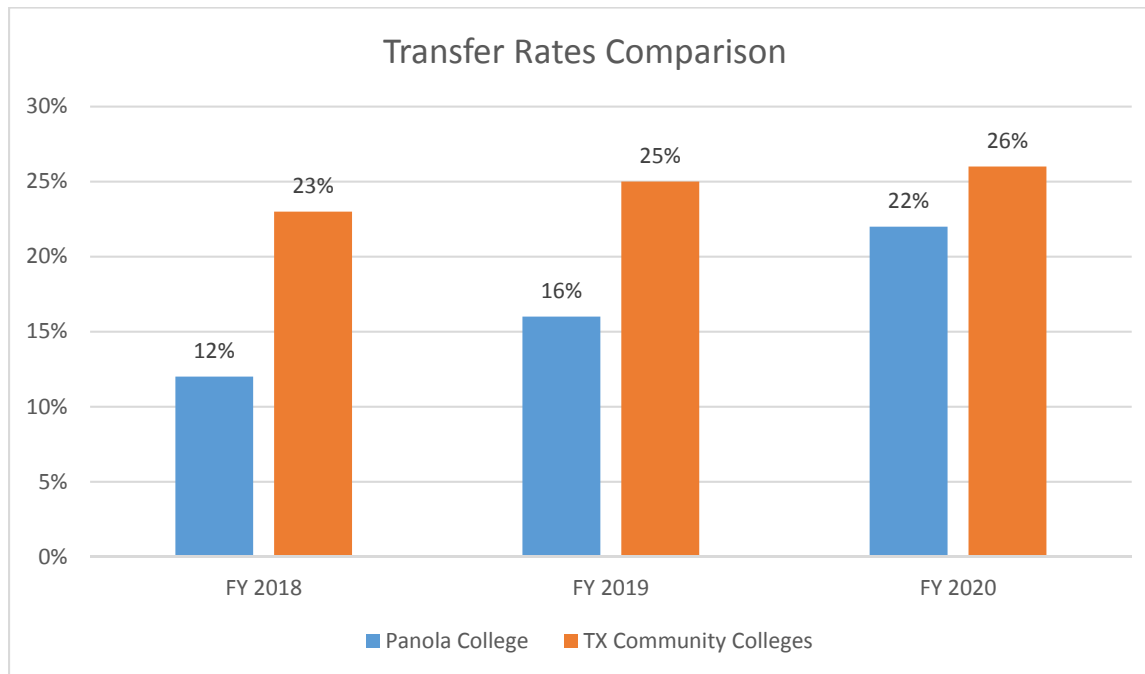
TX Higher Education Accountability System

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 2018)		(FY 2019)		(FY 2020)	
	Count	Rate	Count	Rate	Count	Rate
Panola College	50	11.5%	73	15.9%	100	22.2%
TX Community Colleges	27,607	23.4%	28,322	24.5%	28,994	25.9%

THECB Accountability System for Panola College and TX Community Colleges





Panola College Students Who Transferred to a Senior Institution

	2018		2019		2020		Point Change
	Count	Percent	Count	Percent	Count	Percent	
Total	436	100.0 %	459	100.0%	450	100.0%	0.0
0-12 Hours	1	0.2 %	2	0.4%	2	0.4%	0.2
13-24 Hours	7	1.6 %	9	2.0%	5	1.1%	-0.5
25-29 Hours	2	0.5 %	5	1.1%	4	0.9%	0.4
30-42 Hours	9	2.1 %	10	2.2%	19	4.2%	2.1
43+ Hours	31	7.1 %	47	10.2%	70	15.6%	8.5
Not a Transfer	386	88.5 %	386	84.1%	350	77.8%	-10.7
Total	436	100.0 %	459	100.0%	450	100.0%	0.0
All Transfers	50	11.5 %	73	15.9%	100	22.2%	10.7
Non Transfer Completer	135	31.0 %	101	22.0%	111	24.7%	-6.3
Non-Completers	251	57.6 %	285	62.1%	239	53.1%	-4.5
Total	436	100.0 %	459	100.0%	450	100.0%	0.0
Awarded Core	28	6.4 %	28	6.1%	41	9.1%	2.7
Not Awarded Core	408	93.6 %	431	93.9%	409	90.9%	-2.7
Total	436	100.0 %	459	100.0%	450	100.0%	0.0
Awarded Field of Study	2	0.5 %	2	0.4%	2	0.4%	-0.1
Not Awarded Field of Study	434	99.5 %	457	99.6%	448	99.6%	0.1

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 2015		Total	Cohort Year 2016		Total	Cohort Year 2017		Total
	Male	Female		Male	Female		Male	Female	
Nonresident alien	0	1	0	1	0	1	0	0	0
Hispanic/Latino	4	7	0	6	3	9	6	4	10
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	1	0	0	0	0	0	0	0	0
Black or African American	6	13	0	2	5	7	2	15	17
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0
White	15	11	0	26	15	41	18	31	49
Two or more races	1	1	0	0	1	1	0	1	1
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
Total	27	33	0	35	24	59	26	51	77
Transfer-out Rate	16%	14%	15%	23%	9%	15%	17%	20%	18%

IPEDS Graduation Rates survey: Transfer-out students



Job Placement Rates for Five years

Department/Year	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
ADN	83.61% (51/61)	96.55% (56/58)	91.43% (32/35)	100% (27/27)	97.83% (45/46)
Business	96.30% (26/27)	85.71% (24/28)	92.31% (24/26)	100% (27/27)	100% (13/13)
CIS	66.7% (6/9)	87.50% (7/8)	85.71% (6/7)	83.33% (5/6)	100% (9/9)
Cosmetology	84.00% (21/25)	93.55% (29/31)	89.29% (25/28)	94.74% (36/38)	100% (38/38)
EMT	100.0% (16/16)	100% (2/2)	100% (1/1)	100% (2/2)	N/A
HIT	100.00% (8/8)	85% (17/20)	88.89% (8/9)	100% (9/9)	55.56% (5/9)
LVN	87.10% (27/31)	93.75% (45/48)	95.56% (43/45)	100% (48/48)	79.55% (35/44)
MA	80.00% (28/35)	88.57% (31/35)	86.84% (33/38)	100% (23/23)	83.33% (10/12)
MLT	80.00% (8/10)	93.75% (15/16)	88.89% (8/9)	92.31% (12/13)	80.00% (4/5)
OTA	94.74% (18/19)	97.62% (41/42)	100% (23/23)	95.65% (22/23)	100% (22/22)
Petroleum Tech	94.59% (35/37)	88.73% (63/71)	94.52% (69/73)	97.33% (73/75)	98.75% (79/80)
Welding	93.10% (27/29)	90.00% (27/30)	85.11% (40/47)	95.83% (23/24)	96.30% (26/27)

THECB Perkins Data Resources for 20-21: Q3 Program Completer Placement Rate



Associate Degree Nursing Program First Time Licensure Pass rates

Year	2020	2019	2018	2017	2016
Panola College	84.4% (38/45)	94.6% (35/37)	89.6% (60/67)	98.2% (53/54)	94.1% (32/34)
Average for Texas RN Programs	91.00% (12,039/13,231)	91.90% (11,905/12,954)	91.62% (11,445/12,492)	89.77% (10,386/11,570)	87.14% (9,945/11,413)
National Average for RN Programs	86.76% (151,617/174,750)	88.07% (150,508/170,899)	88.56% (143,508/162,041)	86.94% (136,533/157,045)	84.30% (133,224/158,033)

Source: Texas Board of Nursing NCLEX- RN Pass Rates

Panola College ADN Program Outcome Measures

Total Program Outcome Measures	2020 (19-20)	2019 (18-19)	2018 (17-18)	2017 (16-17)	2016 (15-16)
NCLEX-RN Pass Rate	84.4% (38/45)	94.6% (35/37)	89.6% (60/67)	98.2% (53/54)	94.1% (32/34)
Student Program Completion Rates (150%)	not available	not available	58.0% (47/81)	67.1% (53/79)	62.9% (44/70)

Source: Nursing Department



Cosmetology Licensure pass rate for past five years:*

Year	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Panola College	81.8% (36/44)	81.8% (27/33)	82.14% (23/28)	92.0% (23/25)	84.8% (28/33)
Average for Texas Cosmetology Programs	64.43% (29,459/ 45,720)	65.24% (27,778/ 42,580)	69.63% (29,554/ 42,443)	68.59% (29,884/ 43,572)	69.00% (29,273/ 42,389)

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

*National averages are unavailable.



Table 8.1.9 Emergency Medical Technician Final Attempt Licensure Pass rates – Basic and Paramedic

Year	2020	2019	2018	2017	2016
Panola College-EMT Basic	45% (5/11)	70% (7/10)	70% (7/10)	67% (10/15)	67% (10/15)
Average for Texas EMT Basic	75%	75%	78%	75%	79%
National Average for EMT Basic	78%	79%	80%	80%	82%

Year	2020	2019	2018	2017	2016
Panola College - Paramedic	40% (2/5)	46% (6/13)	55% (6/11)	75% (12/16)	75% (12/16)
Average for Texas Paramedic	86%	89%	89%	88%	85%
National Average for Paramedic	85%	86%	87%	87%	88%

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



Table 8.1.7 Licensed Vocational Nursing Program First Time Licensure Pass rates

Year	2019	2018	2017	2016	2015
Panola College	84.31% (43/51)	75.86% (22/29)	89.13% (41/46)	78.72% (37/47)	85.11% (40/47)
Average for Texas PN Programs	89.05% (3,789/4,255)	89.30% (4,080/4,569)	86.84% (3,968/4,590)	87.62% (4,070 /4,645)	85.31% (4,111/4,819)
National Average for PN Programs	85.63% (41,299/ 48,228)	85.93% (40,424 / 47,044)	83.85% (39,364 / 46,947)	83.70% (39,626 / 47,345)	81.89% (41,738 / 50,971)

Source: Texas Board of Nursing NCLEX- VN Pass Rates



Medical/Clinical Assistant Laboratory Licensure Pass Rates*

Year	2019	2018	2017	2016	2015
Panola College MA Program	93% (26/28)	87% (32/37)	73% (33/45)	unavailable	100% (5/5)

Source: THECB Annual Licensure Report;

*There are no state or national average pass rates available



Table 8.1.10 Medical Laboratory Technician First Time Licensure Pass rates:*

Year	2019-2020	2018-2019	2017-2018	2016-207	2015-2016
Panola College MLT Program	not available	71% (5/7)	73% (8/11)	91% (10/11)	90% (9/10)
National Average for MLT Programs (ASCP & AMT)	77%	76%	71%	73%	73%

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

*Texas averages are unavailable.



Table 8.1.8 Occupational Therapy Assistant Program New Graduates Licensure Pass rates *

Year	2020	2019	2018	2017	2016
Panola College	95%	100%	100%	97%	88%
	(20/21)	(19/19)	(19/19)	(28/29)	(15/17)

Source: National Board for Certification in Occupational Therapy

*Texas and National 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

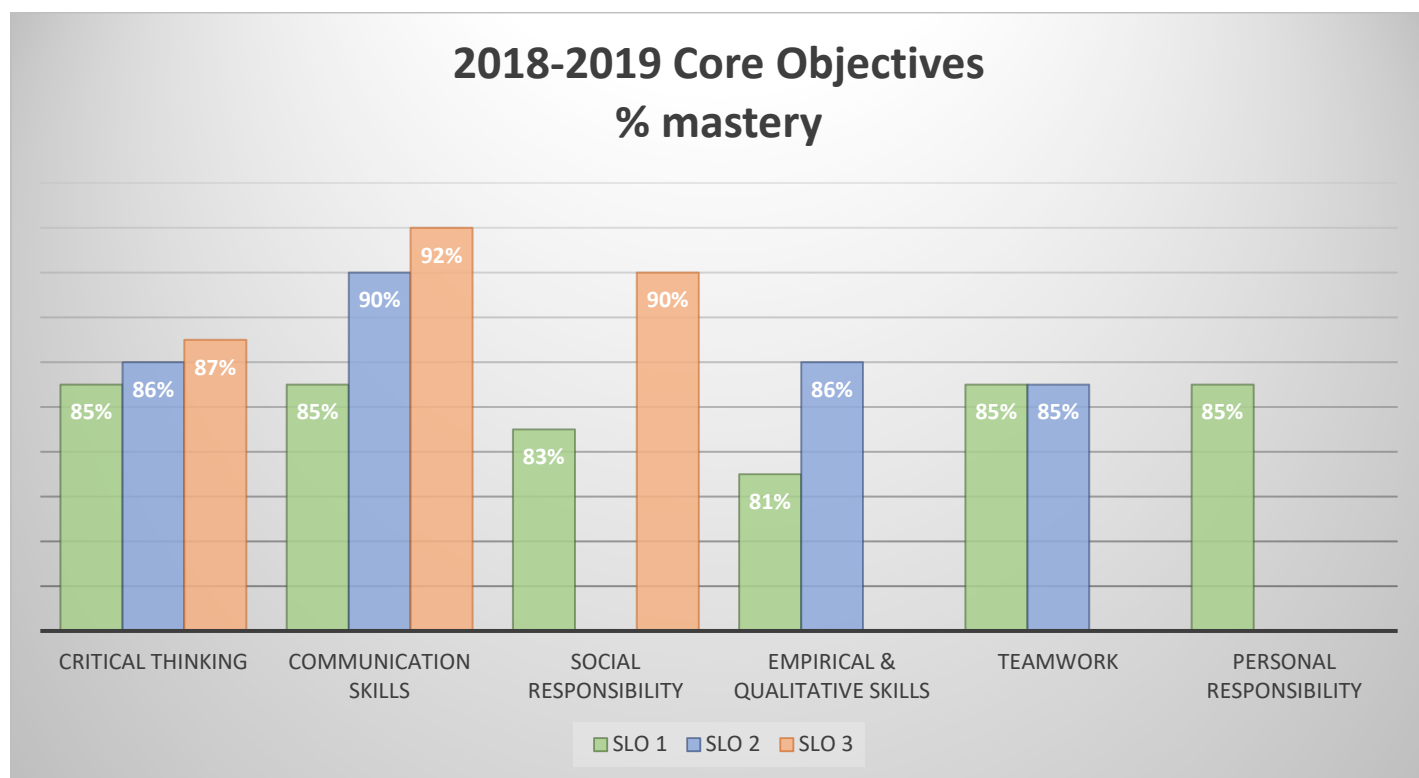
Personal Responsibility

- **THECB Description:** "to include the ability to connect choices, actions and consequences to ethical decision-making"
- **Panola College SLO:**
 - o **PR1: Evaluate choices and actions and relate consequences to decision-making**

Objective	2018-2019	2019-2020	2020-2021
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

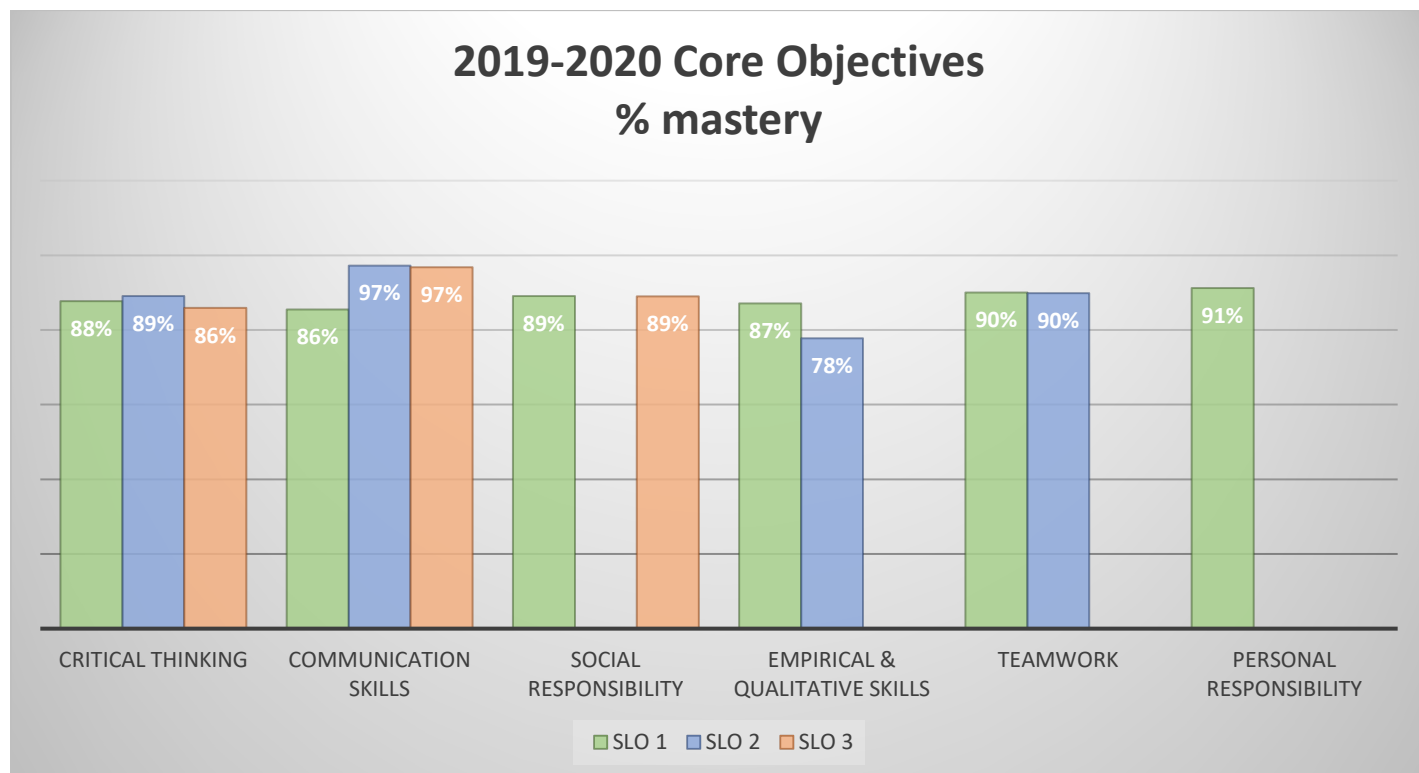
*The institutional minimum threshold of acceptability for direct assessment of each Core Objective is a 70 percent success rate for all qualified students and an 80 percent success rate for the achievement measure.



This is the first year of the new three-year cycle. When looking at each separate core objective for the 2018-2019 academic year, the following occurred. The objectives are listed in order from lowest scoring to highest scoring.

Status	Below 70%	70-79%	80-89%	90-100%
<i>Decreased</i>			<ul style="list-style-type: none"> communication skills 1 teamwork 2 	<ul style="list-style-type: none"> communication skills 2
<i>Remained the Same</i>			<ul style="list-style-type: none"> social responsibility 1 teamwork 1 personal responsibility 1 	
<i>Increased</i>			<ul style="list-style-type: none"> empirical & quantitative skills 1 critical thinking 1 critical thinking 2 empirical & quantitative skills 2 critical thinking 3 	<ul style="list-style-type: none"> social responsibility 3 communication skills 3

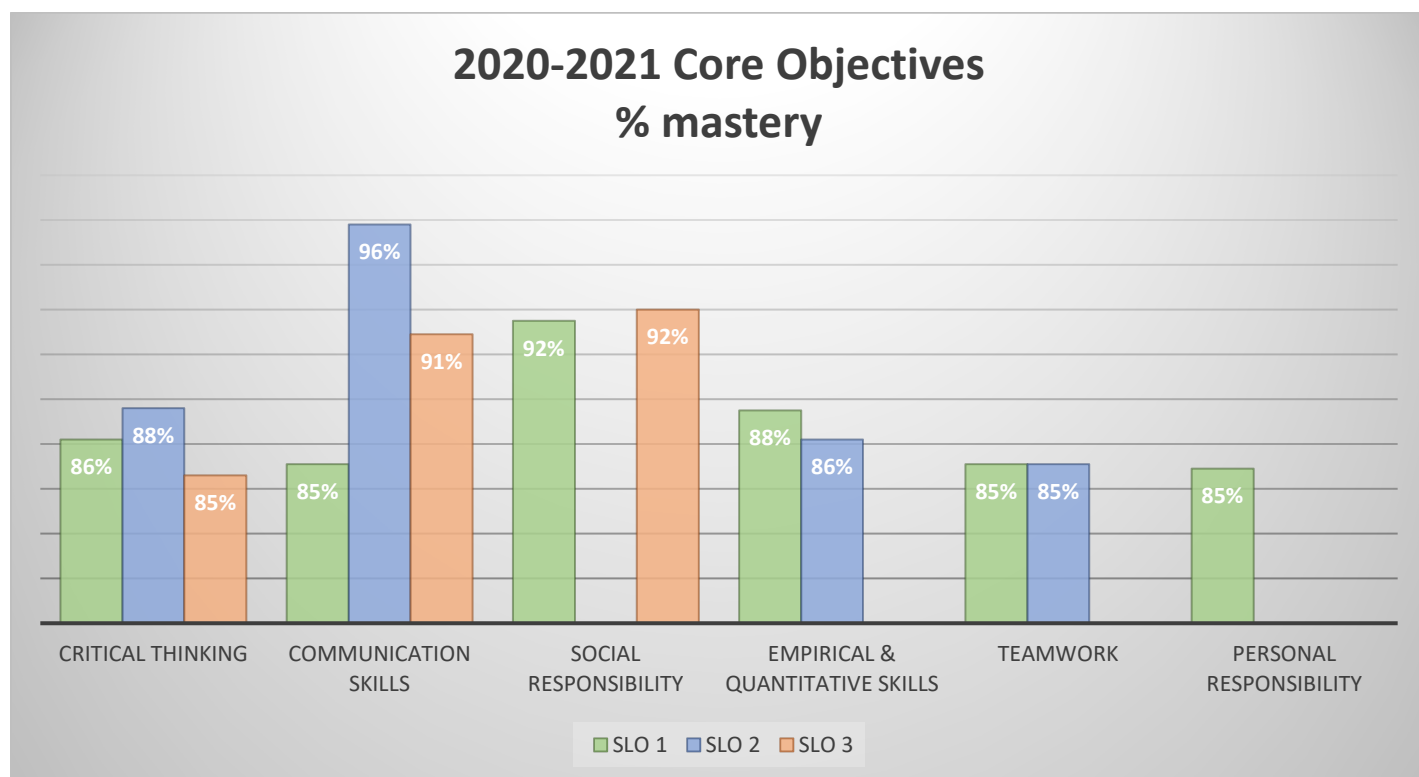
*The institutional minimum threshold of acceptability for direct assessment of each Core Objective is a 70 percent success rate for all qualified students and an 80 percent success rate for the achievement measure.



When looking at each separate core objective for the 2019-2020 academic year compared to the prior year, the following occurred. The objectives are listed in order from lowest to highest scoring.

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

*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.

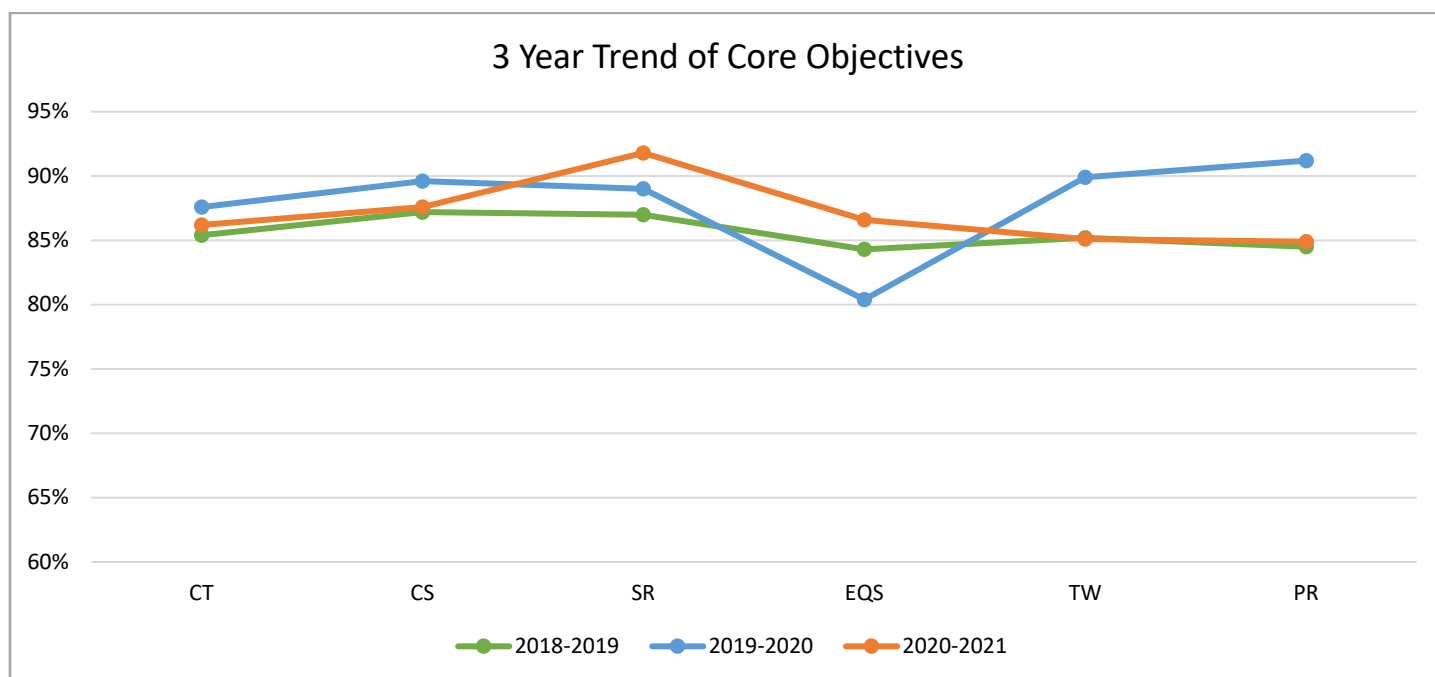
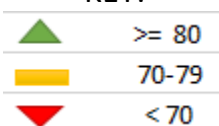


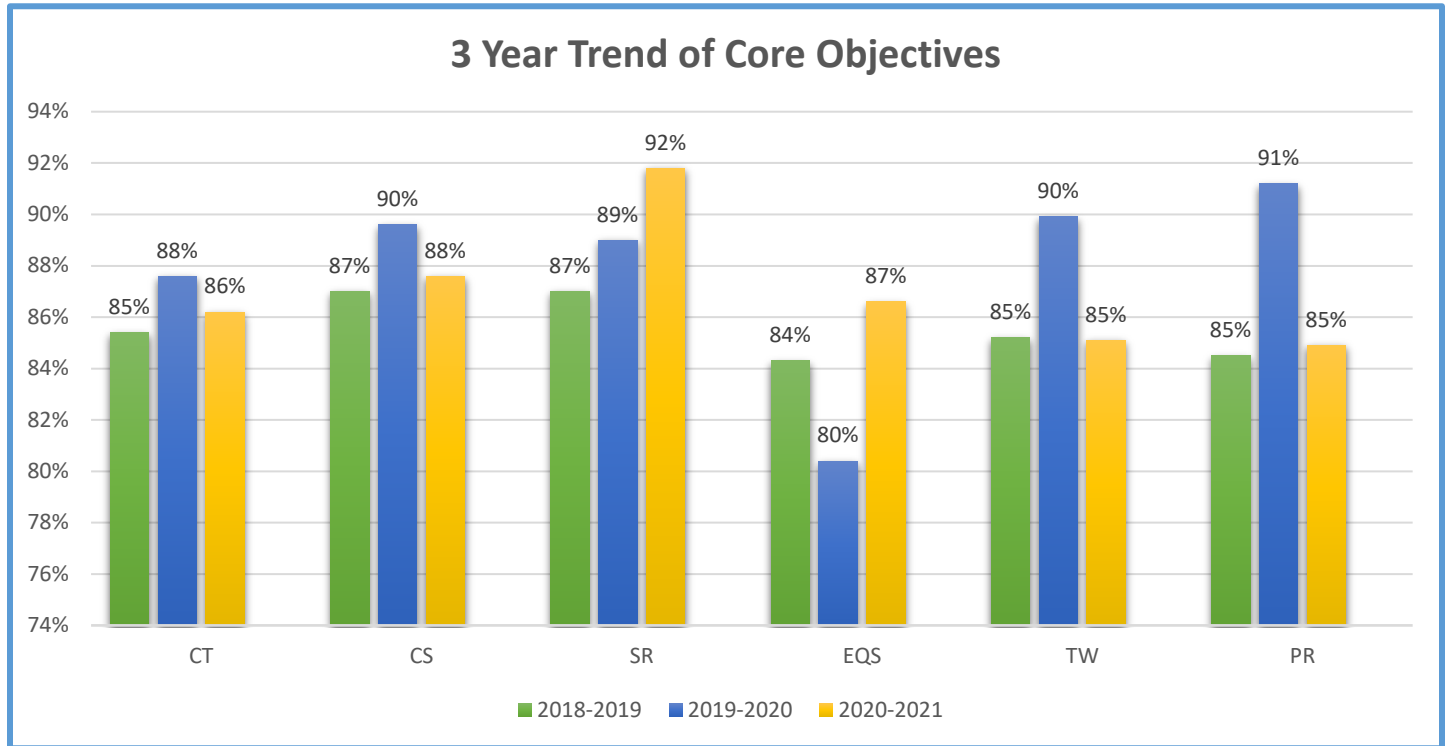
When looking at each separate core objective for the 2020-2021 academic year compared to the prior year, the following occurred. The objectives are listed in order from lowest to highest scoring.

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

Unit	PC 3-yr Institutional Cycle		
	2018-2019	2019-2020	2020-2021
CT (Critical Thinking) 18-19	▲ 85.4%	▲ 87.6%	▲ 86.2%
CS (Communication Skills) 18-19	▲ 87.2%	▲ 89.6%	▲ 87.6%
PR (Personal Responsibility) 19-20	▲ 84.5%	▲ 91.2%	▲ 84.9%
SR (Social Responsibility) 19-20	▲ 87.0%	▲ 89.0%	▲ 91.8%
EQS (Empirical & Quntitative Skills) 20-21	▲ 84.3%	▲ 80.4%	▲ 86.6%
TW (Teamwork) 20-21	▲ 85.2%	▲ 89.9%	▲ 85.1%
In-depth analysis cycle:	CT/CS	PR/SR	EQS/TW

KEY:





This data compares student performance in each of the six core objectives from the 2018-2019 academic year through the 2020-2021 academic year.

Overall in the 2018-2019 academic year, Panola College students were most successful with Communication Skills and Social Responsibility and weakest in Empirical & Quantitative Skills.

In the 2019-2020 academic year, increases were made overall in five of the six core objective areas with students being most successful in Communication Skills, Teamwork and Personal Responsibility. The lowest area is still Empirical & Quantitative Skills which saw a 4% decrease in mastery.

In the 2020-2021 academic year, increases were made in Social Responsibility and Empirical and Quantitative Skills. There was a decrease in Teamwork and Personal Responsibility which had the same mastery level as the 2018-2019 year in both areas (pre-pandemic). Student mastery of EQS and SR is the highest that it has ever been.



The VFA is the principle accountability framework for community colleges with measures defined to encompass the full breadth of the community college mission and the diversity of students' goals and educational experiences. The mission-appropriate measures determine how well community colleges are serving students; provide colleges the ability to identify problems and set goals for institutional improvement; and be properly accountable to stakeholders.

The VFA's *Internal Outcomes Report (2020)* includes the data that colleges are required to report and the data that are optional to report. Listed below are the contents of this report.

Panola College

Data Collection Cycle 2020

- Overview of what is in the *VFA Internal Outcomes Report*
- **Two Year Cohort (Fall Students 2017)**
 - o Two-Year Progress Measures
 - o Developmental Education Progress Measures (OPTIONAL)
- **Six Year Cohort (Fall Students 2013)**
 - o Six-Year Outcomes Measures
 - o Developmental Education Progress Measures
 - o Two-Year Progress Measures (OPTIONAL)
- **Career & Technical Education (CTE Students 2016-17)**
 - o CTE Profile and Credit and Non-Credit Measures, Tables
 - o CTE Credit Outcomes, Graphs
- **Adult Basic Education (ABE Students 2016-17)**
 - o ABE Cohort and Outcomes (OPTIONAL)

Overview of what is in the VFA Internal Outcomes Report (2020)

STUDENT PROGRESS & OUTCOMES (SPO)

SPO Timeframes

The SPO measures are reported for students from two timeframes:

• TWO YEAR COHORT

Students that entered the college two years ago (Fall Students 2017) and their progress /attainment by the end of those two years college two years ago

• SIX YEAR COHORT

Students that entered the college six years ago (Fall Students 2013) and their progress and outcomes by the end of those six years

SPO Student Cohort Types

For the SPO Measures, Colleges group students from each timeframe (two years and six years) into three cohort types.

A. Main Cohort

Fall entering students who are first time at the reporting college

B. Credential Seeking

Students in the Main Cohort who earned 12 credits by the end of their first two years

C. First Time in College

Students in the Main Cohort who are first time in college

SPO: TWO-YEAR PROGRESS MEASURES

- Retention: fall to next term
- Successful completion of credits: 1st term; by end of year two
Number of total credits completed with a C grade (C-, C+) or better by the cohort
- Reached credit threshold by end of year two
Number of students in the cohort that earned 24 credits (part-time) or 42 credits (full-time)
- Persistence/attainment: completed certificate/degree; transferred; still enrolled

Colleges are required to report the **TWO-YEAR PROGRESS MEASURES** for the students that entered two years ago. Colleges may optionally report the report **TWO-YEAR PROGRESS MEASURES** for the students that entered the college six years ago.

SPO: SIX-YEAR OUTCOMES MEASURES (unduplicated; hierarchical)

- Completed certificate, associates, or bachelor's degree (with and without transfer)
- Transfer (no award)
- Persistence: still enrolled
- Left with > or = to 30 credits; left with < 30 credits

Colleges are required to report the **SIX-YEAR OUTCOMES MEASURES** for the students that entered the college six years ago.

SPO: DEVELOPMENTAL EDUCATION PROGRESS MEASURES

Developmental Subjects: math, English, reading

- Distribution of developmental need (1, 2, or 3 levels below college level in subject)

Of the students with developmental need in a subject, the number who:

- Attempted any developmental education in subject
- Completed developmental education in subject
- Completed a college-level course in subject

Any Developmental (non-subject)

- Enrolled in any developmental
- Completed all developmental (and are college-ready)

Colleges are required to report the **DEVELOPMENTAL EDUCATION MEASURES** for the students that entered six years ago. Colleges may optionally report the **DEVELOPMENTAL EDUCATION MEASURES** for the students that entered the college two years ago.

CAREER & TECHNICAL EDUCATION (CTE) MEASURES

CTE Profile

CTE profile of the college

- CTE Enrollment (credit and non-credit); change over previous year
- CTE Completions (credit and non-credit); change over previous year

CTE Measures & Cohort

Reports on the post-collegiate outcomes of students that completed credit or non-credit CTE or had a significant CTE experience at the college

CTE student outcomes post CTE (credit and non-credit)

- Completed CTE certificate or degree
- Employed (with wage bands)
- Median wage growth of CTE students post CTE
- Enrolled post-CTE in higher education
- Passed licensure exam
- Completed industry credential(s)

ADULT BASIC EDUCATION (ABE) MEASURES

Reports on the completion of ABE and post-ABE outcomes of students that took ABE at the college in a given year

- Completed ABE
- Enrolled in more education post ABE completion
- Gained employment post ABE completion

These data represent students that first entered the college in Fall Students 2017 (or summer before) and their progress by the end of their first two years.

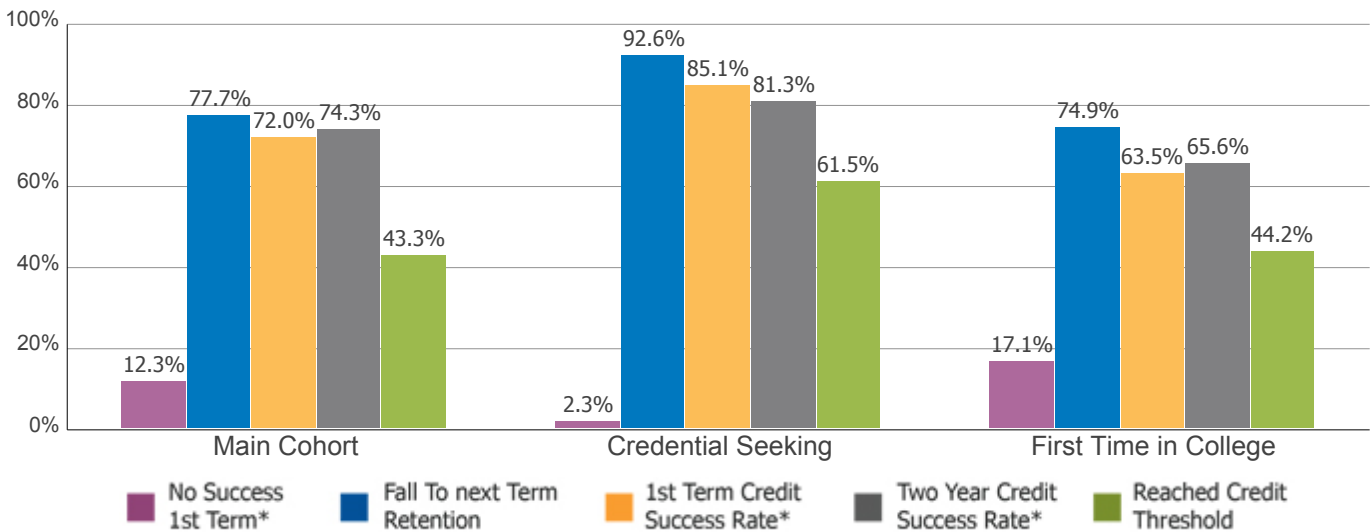
Two-Year Progress Measures

These measures report milestones along the educational pathway and persistence/attainment outcomes by the end of a student's first two years at the college.

The persistence/attainment outcomes by the end of year two provide an early indicator of the cohort's performance. These outcomes are not exhaustive and will not sum to 100% of the students in the cohort. The outcomes are:

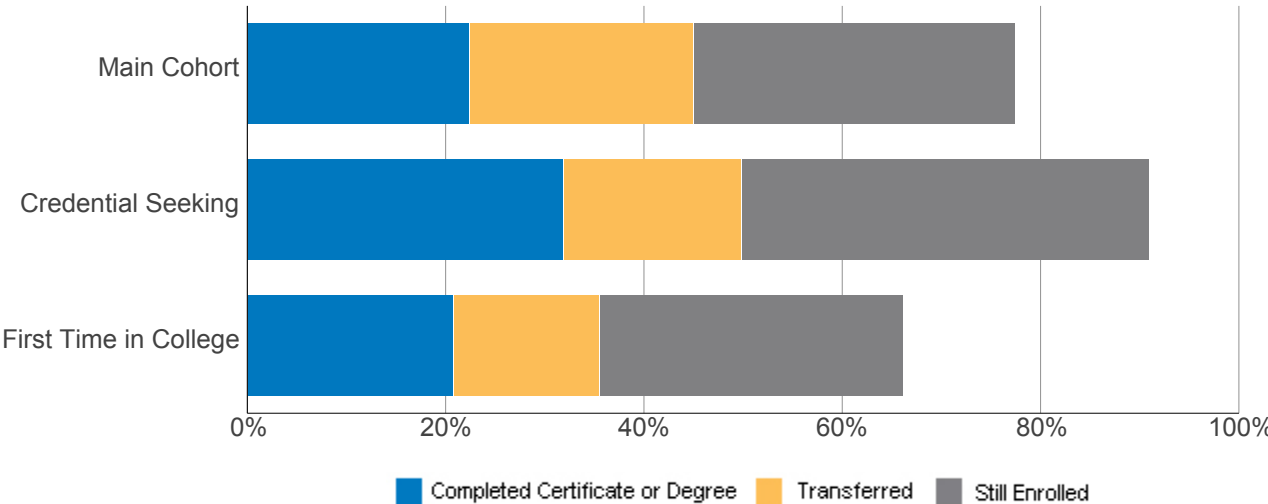
- Unduplicated
- Hierarchical
- Achieved by the end of two years
- Credentials earned at the reporting college

Progress by End of Year Two by Cohort Type



Persistence/Attainment Outcomes by End of Year Two by Cohort Type

	Cohort Count	Completed	Transferred	Still Enrolled
Main Cohort	1,626	22.4%	22.5%	32.5%
Credential Seeking	1,145	31.9%	18.0%	41.1%
First Time in College	450	20.9%	14.7%	30.7%



*This college uses a grade of C to define success.

Collection Cycle : 2020

Two Year Cohort (Fall Students 2017)

Panola College (Carthage, TX)

These data represent students that first entered the college in Fall Students 2017 (or summer before) and their progress by the end of their first two years.

Two-Year Progress Measures

Progress by End of Year Two by Cohort Type

Cohort Type	Cohort Count	No Success 1st Term*		Fall to Next Term Retention		1st Term Credit Success Rate*		Two Year Credit Success Rate*		Reached Credit Threshold	
		Count	%	Count	%	Count	%	Count	%	Count	%
Main Cohort	1,626	200	12.3%	1,264	77.7%	11,994	72.0%	34,247	74.3%	704	43.3%
Credential Seeking	1,145	26	2.3%	1,060	92.6%	10,659	85.1%	32,318	81.3%	704	61.5%
First Time in College	450	77	17.1%	337	74.9%	3,982	63.5%	10,893	65.6%	199	44.2%

Persistence/Attainment Outcomes by End of Year Two by Cohort Type

Cohort Type	Cohort Count	Completed Certificate or Degree		Transferred		Still Enrolled	
		Count	%	Count	%	Count	%
Main Cohort	1,626	365	22.4%	366	22.5%	528	32.5%
Credential Seeking	1,145	365	31.9%	206	18.0%	471	41.1%
First Time in College	450	94	20.9%	66	14.7%	138	30.7%

*This college uses a grade of C to define success.

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These data represent students that first entered the college in Fall Students 2013 (or summer before) and their progress and outcomes by the end of six years.

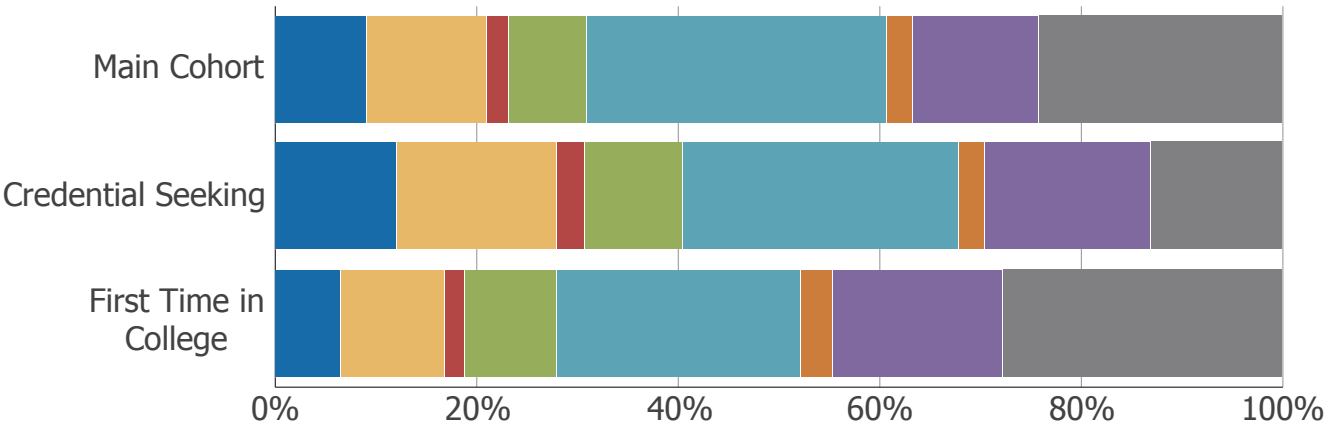
Six-Year Outcomes

Each student in the cohort is counted in only one of the Six-Year Outcomes and the sum of all of the outcomes will total 100% of the cohort.

The Six-Year Outcomes are:

- Unduplicated
- Hierarchical
- Achieved by the end of six years
- Credentials earned at your college.

Outcomes by the end of Six Years by Cohort Type



Outcomes	Main Cohort	Credential Seeking	First Time in College
Cohort Count	559	423	307
Bachelor's	N/A	N/A	N/A
Associate (Transfer)	9.1%	12.1%	6.5%
Associate (No Transfer)	12.0%	15.8%	10.4%
Certificate (Transfer)	2.1%	2.8%	2.0%
Certificate (No Transfer)	7.7%	9.7%	9.1%
No Award (Transfer)	29.7%	27.4%	24.1%
Still Enrolled	2.7%	2.6%	3.3%
Left with > or = 30 credits	12.5%	16.5%	16.9%
Left with < 30 credits	24.2%	13.0%	27.7%

Collection Cycle : 2020

Six Year Cohort (Fall Students 2013)

Panola College (Carthage, TX)

These data represent students who first entered the college in Fall Students 2013 (or summer before) and their progress by the end of their first two years.

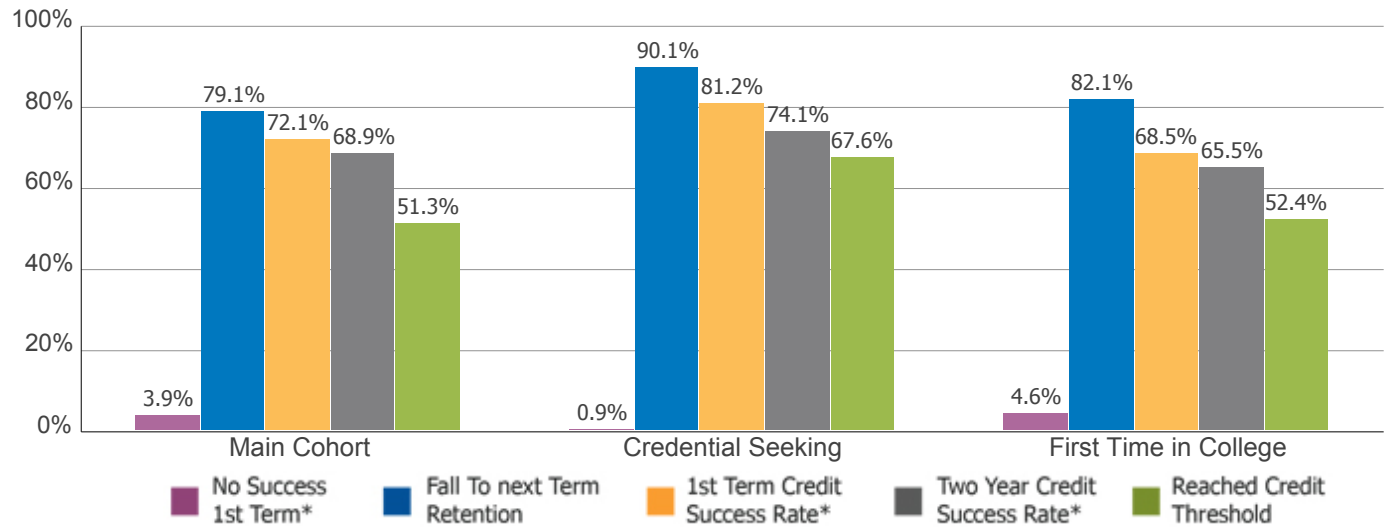
Two-Year Progress Measures (Optional to Report)

These measures report milestones along the educational pathway and persistence/attainment outcomes by the end of a student's first two years at the college.

The persistence/attainment outcomes by the end of year two provide an early indicator of the cohort's performance. These outcomes are not exhaustive and will not sum to 100% of the students in the cohort. The outcomes are:

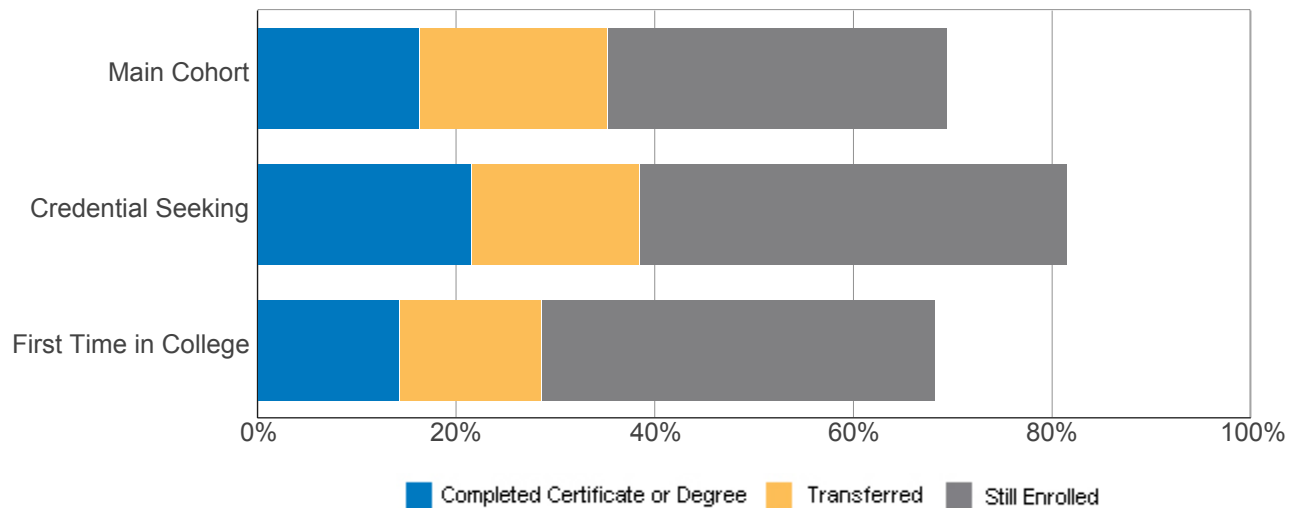
- Unduplicated
- Hierarchical
- Achieved by the end of two years
- Credentials earned at the **reporting** college

Progress by End of Year Two by Cohort Type



Persistence/Attainment Outcomes by End of Year Two by Cohort Type

	Cohort Count	Completed	Transferred	Still Enrolled
Main Cohort	559	16.3%	19.0%	34.3%
Credential Seeking	423	21.5%	17.0%	43.0%
First Time in College	307	14.3%	14.3%	39.7%



*This college uses a grade of C to define success.

Collection Cycle : 2020

Six Year Cohort (Fall Students 2013)

Panola College (Carthage, TX)

These data represent students who first entered the college in Fall Students 2013 (or summer before) and their progress by the end of their first two years.

Two-Year Progress Measures (Optional to Report)

Progress by End of Year Two by Cohort Type

Cohort Type	Cohort Count	No Success 1st Term*		Fall to Next Term Retention		1st Term Credit Success Rate*		Two Year Credit Success Rate*		Reached Credit Threshold	
		Count	%	Count	%	Count	%	Count	%	Count	%
Main Cohort	559	22	3.9%	442	79.1%	5,296	72.1%	13,912	68.9%	287	51.3%
Credential Seeking	423	4	0.9%	381	90.1%	4,751	81.2%	13,285	74.1%	286	67.6%
First Time in College	307	14	4.6%	252	82.1%	2,928	68.5%	7,929	65.5%	161	52.4%

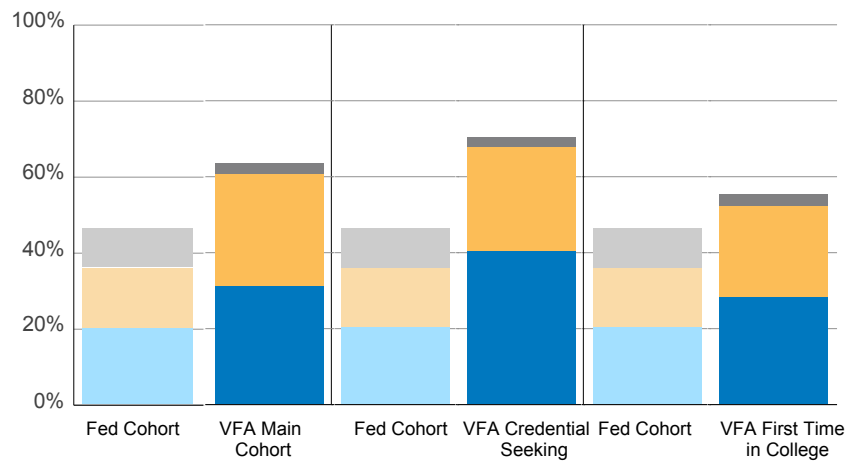
Persistence/Attainment Outcomes by End of Year Two by Cohort Type

Cohort Type	Cohort Count	Completed Certificate or Degree		Transferred		Still Enrolled	
		Count	%	Count	%	Count	%
Main Cohort	559	91	16.3%	106	19.0%	192	34.3%
Credential Seeking	423	91	21.5%	72	17.0%	182	43.0%
First Time in College	307	44	14.3%	44	14.3%	122	39.7%

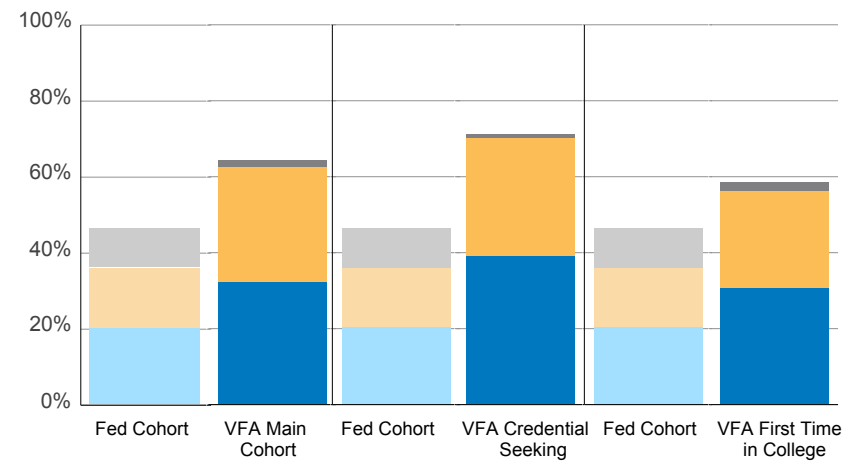
*This college uses a grade of C to define success.

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Comparison of the college's IPEDS (federal) graduation rate to the college's VFA Six-Year Outcomes

Federal Grad Rate (IPEDS) Compared to VFA Outcomes
(by VFA full-time and part-time students)

	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
Still Enrolled	10.4%	2.7%	2.6%	3.3%
No Award (Transfer)	15.7%	29.7%	27.4%	24.1%
Total Earned Awards**	20.3%	30.9%	40.4%	28.0%

Federal Grad Rate (IPEDS) Compared to VFA Outcomes
(by VFA full-time students)

	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
Still Enrolled	10.4%	1.9%	1.4%	2.3%
No Award (Transfer)	15.7%	30.5%	30.9%	25.5%
Total Earned Awards**	20.3%	32.1%	39.1%	30.8%

**VFA Total Earned Awards = Bachelor's degrees and associate degrees and certificates.

Federal Graduation Rate Cohort:

- Fall entering, first-time, full-time degree seeking students. For more information: <http://nces.ed.gov/ipeds/glossary/index.asp?id=812>

VFA Cohort Types:

- Main Cohort: fall entering, first time at **reporting** institution, "all students".
- Credential Seeking: fall entering, earned 12 credits by end of year two.
- First Time in College: fall entering, first time in any post-secondary institution.