

Learning Framework QuickStats

Fall 2019

*The QEP will report data for only PC students (no dual credit students) in the Impact Report.

Enrollment in Learning Framework in Fall 2019

PC students	322	64.14%
Dual credit students	156	31.08%
Withdrawals	24	4.78%
Total enrolled	502	

Enrollment by Course – All Students

[n = 478; withdrawals omitted]

Course	Instructor	Sections	Enrolled	Percent
EDUC 1100	Kennedy	1	8	1.67%
	Metcalf	1	32	6.69%
	Morris	13	341	71.34%
	Pittman	1	27	5.65%
PSYC 1100	Lester	2	70	14.64%
Totals		18	478	

Enrollment by Course/Instructor and Student Type

Course	PC Students		Dual Credit		
	Number	Percent	Number	Percent	
EDUC 1100	Kennedy	0	0.00%	8	5.13%
	Metcalf	0	0.00%	32	20.51%
	Morris	264	81.99%	77	49.36%
	Pittman	15	4.66%	12	7.69%
PSYC 1100	Lester	43	13.35%	27	17.31%
	Totals	322		156	

* Only PC Students will be included in the Impact Report.

Withdrawals by Instructor [n = 502]

Instructor	F2F	Online	Totals
Kennedy	0	0	0
Lester	0	5	5
Metcalf	7	0	7
Morris	5	3	8
Pittman	4	0	4
Totals	16	8	24
Percent	5.03%	4.35%	4.78%

*F2F percent = 16/318 = 5.29%; online percent = 8/184 = 4.35%

Enrollment by Delivery – All Students [n = 478]

Instructor	F2F		Online	
	Number	Percent	Number	Percent
Kennedy	8	2.65%		
Lester	19	6.29%	51	28.98%
Metcalf	32	10.60%		
Morris	216	71.52%	125	71.03%
Pittman	27	8.94%		
Totals	302	63.18%	176	36.82%

Enrollment by Delivery – PC Students [n = 322]

Instructor	F2F		Online	
	Number	Percent	Number	Percent
Lester	19	8.72%	24	23.08%
Morris	184	84.40%	80	76.92%
Pittman	15	6.88%		
Totals	218	67.70%	104	32.30%

Average Grade by Instructor – All Students [n = 478]

Instructor	F2F	Online	Averages
Kennedy	91		91
Metcalf	85		85
Morris	83	75	80
Pittman	75		75
Lester	74	83	81
Averages	82	77	80

Grade Distribution

Grade	Total Students [n = 478]		PC Students [n = 322]	
	Percent		Percent	
A	170	35.56%	120	37.27%
B	139	29.08%	89	27.64%
C	89	18.62%	48	14.91%
D	32	6.69%	20	6.21%
F	48	10.04%	45	13.98%

Grade Distribution by Delivery

Instructor	Grade	All Students [n = 478]						PC Students [n=322]					
		F2F		Online		Total		F2F		Online		Total	
		#	%	#	%	#	%	#	%	#	%	#	%
Kennedy	A	6	75.00%			6	75.00%						
	B	2	25.00%			2	25.00%						
Lester	A	4	21.05%	20	39.22%	24	34.29%	4	21.05%	12	50.00%	16	37.21%
	B	3	15.79%	17	33.33%	20	28.57%	3	15.79%	6	25.00%	9	20.93%
	C	7	36.84%	8	15.69%	15	21.43%	7	36.84%	2	8.33%	9	20.93%
	D	2	10.53%	4	7.84%	6	8.57%	2	10.53%	2	8.33%	4	9.30%
	F	3	15.79%	2	3.92%	5	7.14%	3	15.79%	2	8.33%	5	11.63%
Metcalf	A	12	37.50%			12	37.50%						
	B	12	37.50%			12	37.50%						
	C	7	21.88%			7	21.88%						
	D	1	3.13%			1	3.13%						
Morris	A	96	44.44%	27	21.60%	123	36.07%	78	42.39%	24	30.00%	102	38.64%
	B	68	31.48%	28	22.40%	96	28.15%	56	30.43%	18	22.50%	74	28.03%
	C	23	10.65%	36	28.80%	59	17.30%	22	11.96%	14	17.50%	36	13.64%
	D	6	2.78%	18	14.40%	24	7.04%	6	3.26%	10	12.50%	16	6.06%
	F	23	10.65%	16	12.80%	39	11.44%	22	11.96%	14	17.50%	36	13.64%
Pittman	A	5	18.52%			5	18.52%	2	13.33%			2	13.33%
	B	9	33.33%			9	33.33%	6	40.00%			6	40.00%
	C	8	29.63%			8	29.63%	3	20.00%			3	20.00%
	D	1	3.70%			1	3.70%	0	0.00%			0	0.00%
	F	4	14.81%			4	14.81%	4	26.67%			4	26.67%

STUDENT LEARNING OUTCOME 1

Identify and describe theories of learning, cognition, and motivation. [n = 322]

Students must score at least 14 of 20 points (70%) on this activity to be counted successful.

	White			Black		Hispanic		Asian		Other	
	Percent Successful	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Male	93.62% [132/141]	96/103	93.20%	18/18	100%	16/18	88.89%	1/1	100.00%	1/1	100.00%
Pell	95.12% [39/41]	22/24	91.67%	11/11	100.00%	6/6	100.00%				
No Pell	93.00% [93/100]	74/79	93.67%	7/7	100.00%	10/12	83.33%	1/1	100.00%	1/1	100.00%
Female	97.24% [176/181]	93/93	100.00%	52/55	94.55%	22/24	91.67%	1/1	100.00%	8/8	100.00%
Pell	96.55% [84/87]	44/44	100.00%	28/30	93.33%	9/10	90.00%			3/3	100.00%
No Pell	97.87% [92/94]	49/49	100.00%	24/25	96.00%	13/14	92.86%	1/1	100.00%	5/5	100.00%
Totals	95.65% [308/322]	189/196	96.43%	70/73	95.89%	38/42	90.48%	2/2	100.00%	9/9	100.00%

STUDENT LEARNING OUTCOME 2

Identify and describe factors that impact learning. [n = 322]

Students must score at least 17.5 of 25 points (70%) on this activity to be counted successful.

	White			Black		Hispanic		Asian		Other	
	Percent Successful	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Male	82.98% [117/141]	85/103	82.52%	14/18	77.78%	17/18	94.44%	1/1	100.00%	0/1	0.00%
Pell	80.49% [33/41]	18/24	75.00%	10/11	90.91%	5/6	83.33%				
No Pell	84.00% [84/100]	67/79	84.81%	4/7	57.14%	12/12	100.00%	1/1	100.00%	0/1	0.00%
Female	94.48 [171/181]	88/93	94.62%	49/55	89.09%	24/24	100.00%	1/1	100.00%	7/8	87.50%
Pell	94.25 [82/87]	42/44	95.45%	28/30	93.33%	10/10	100.00%			2/3	66.67%
No Pell	94.68% [89/94]	46/49	93.88%	23/25	92.00%	14/14	100.00%	1/1	100.00%	5/5	100.00%
Totals	89.44% [288/322]	173/196	88.27%	65/73	89.04%	41/42	97.62%	2/2	100.00%	7/9	77.78%

STUDENT LEARNING OUTCOME 3

Demonstrate and apply the use of various learning strategies. [n = 322]

Students must score at least 35 of 50 points (70%) on this activity to be counted successful.

	White			Black		Hispanic		Asian		Other	
	Percent Successful	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Male	61.70 [87/141]	65/103	63.11%	12/18	66.67%	9/18	50.00%	1/1	100%	0/1	0.00%
Pell	51.22% [21/41]	9/24	37.50%	8/11	72.73%	4/6	66.67%				
No Pell	66.00% [66/100]	56/79	70.89%	4/7	57.14%	5/12	41.67%	1/1	100%	0/1	0.00%
Female	79.56% [144/181]	73/93	78.49%	40/55	72.73%	22/24	91.67%	1/1	100%	7/8	87.50%
Pell	78.16% [68/87]	34/44	77.27%	24/30	80.00%	8/10	80.00%			2/3	66.67%
No Pell	80.85% [76/94]	40/49	81.63%	16/25	64.00%	14/14	100.00%	1/1	100%	5/5	100.00%
Totals	71.74% [231/322]	139/196	70.92%	52/73	71.23%	31/42	73.81%	2/2	100%	7/9	77.78%

STUDENT LEARNING OUTCOMES CONSOLIDATED

Consolidation of student learning outcomes on all three student learning activities. [n = 322]

Students must successfully complete 70% (66.5/90) of the three activities to be considered successful. The goal for student learning outcomes is a 5% increase over 5 years to 77%.

	White			Black		Hispanic		Asian		Other	
	Percent Successful	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Male	62.41 [88/141]	64/103	63.11%	12/18	66.67%	11/18	61.11%	1/1	100%	0/1	0.00%
Pell	51.22% [21/41]	9/24	37.50%	8/11	72.73%	4/6	66.67%				
No Pell	67.00% [67/100]	55/79	70.89%	4/7	57.14%	7/12	58.33%	1/1	100%	0/1	0.00%
Female	80.11 [145/181]	74/93	79.57%	42/55	76.36%	21/24	87.50%	1/1	100%	7/8	87.50%
Pell	80.46 [70/87]	34/44	77.27%	26/30	86.67%	8/10	80.00%			2/3	66.67%
No Pell	79.79% [75/94]	40/49	81.63%	16/25	64.00%	13/14	92.86%	1/1	100%	5/5	100.00%
Totals	72.36% [233/322]	138/196	70.41%	54/73	73.97%	32/42	76.19%	2/2	100%	7/9	77.78%

Notice the highlighted data in the table above. These are small sample sizes since data has been collected for just one semester; however, the data correlates with the QEP Committee’s research on gender and ethnicity performance in first-year experience courses. Learning Framework instructors will need to provide intervention when working with males and Hispanic male students.

STUDENT SUCCESS GOAL 1

Completion of the Learning Framework course (retention). [n = 322]

Students must successfully complete the Learning Framework course with a score of 70 or above to be considered successful. The goal for student learning outcomes is a 5% increase over 5 years to 85%.

	White			Black		Hispanic		Asian		Other	
	Percent Successful	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Male	75.18 [106/141]	76/103	73.79%	12/18	66.67%	16/18	88.89%	1/1	100%	1/1	100.00%
Pell	63.41% [26/41]	13/24	54.17%	7/11	63.64%	6/6	100.00%				
No Pell	80.00% [80/100]	63/79	79.75%	5/7	71.43%	10/12	83.33%	1/1	100%	1/1	100.00%
Female	83.43% [151/181]	81/93	87.10%	45/55	81.82%	17/24	70.83%	1/1	100%	7/8	87.50%
Pell	80.46% [70/87]	37/44	84.09%	26/30	86.67%	5/10	50.00%			2/3	66.67%
No Pell	86.17% [81/94]	44/49	89.80%	19/25	76.00%	12/14	85.71%	1/1	100%	5/5	100.00%
Totals	79.81% [257/322]	157/196	80.10%	57/73	78.08%	33/42	78.57%	2/2	100%	8/9	88.89%

Notice the highlighted data in the table above. This is an example of how intervention by Learning Framework instructors can have an enormous impact on student success. Though these student groups did not perform well on the measured SLO activities, Learning Framework instructors were able to work with these students so that they were retained and successfully finished the course. At the end of the spring semester, data will be collected to determine how many of these students continued their college career and earned 15 semester credit hours, 30 semester credit hours, a degree or certificate, or transferred to a university. Collection of data for the following Student Success Goals 2-4 will begin Spring 2020.

STUDENT SUCCESS GOAL 2 – Attainment of 15 semester credit hours (42%).

STUDENT SUCCESS GOAL 3 – Attainment of 30 semester credit hours (30%).

STUDENT SUCCESS GOAL 4 – Degree or certificate completion (33%).

STUDENT SUCCESS GOAL 5 – Transfer to a university with at least 15 semester credit hours (16.5%).

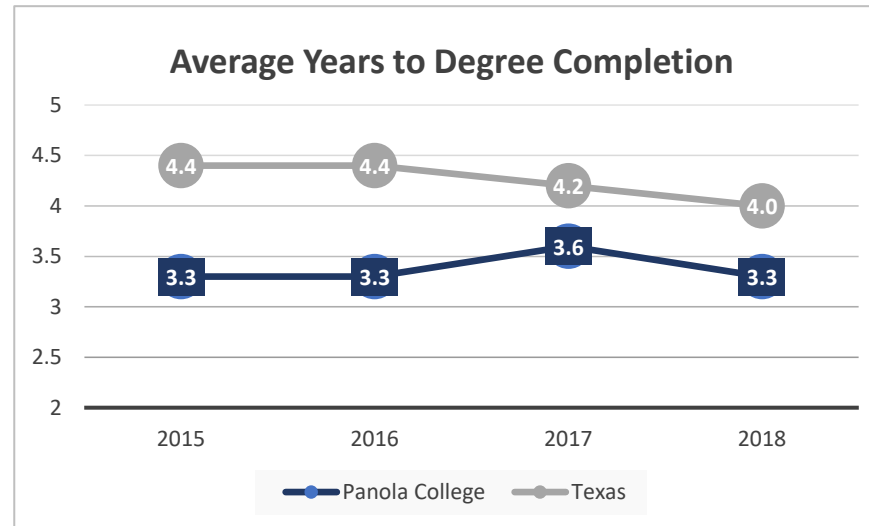
Are Your Students Confident They Can Succeed?

The following questions are included in the post-course survey given in the last module of the LF course. How do PC student responses match up to responses given nationally on the Community College Survey of Student Engagement (CCSSE)? [n=259]

Survey Question	Students Nationally	PC Students	LF Students
Do you believe you will do well in your college courses?	82%	87%	98% [255/259]
Are you confident you can do well on exams?	58%	54%	98% [253/259]
Do you feel you will be able to learn the material presented in college?	83%	79%	100% [259/259]
Do you believe your academic career is preparing you for success in a future career?	81%	87%	98% [255/259]
Are you confident you can complete a degree or certificate at Panola College?			99% [257/259]

Average Years to Degree Completion

	2015	2016	2017	2018
Panola College	3.3	3.3	3.6	3.3
Texas	4.4	4.4	4.2	4.0



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