Learning Framework QuickStats

Fall 2020

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

Enrollment in Learning Framework in Fall 2020

PC students	365	69.26%
Dual credit students	142	26.94%
Withdrawals	20	3.80%
Total enrolled	527	

Enrollment by Course – All Students

[n = 507; withdrawals omitted]

Course	Instructor	Sections	Enrolled	Percent
EDUC 1100	Kennedy	1	13	2.56%
	Metcalf	1	35	6.90%
	Morris	14	340	67.06%
	Phillips	1	10	1.97%
	Shaw	2	36	7.10%
PSYC 1100	Lester	2	73	14.40%

Enrollment by Course/Instructor and Student Type – All Students

	PC Students		Dual Credit	
Course	Number	Percent	Number	Percent
EDUC 1100				
Kennedy			13	9.15%
Metcalf			35	24.65%
Morris	292	80.00%	48	33.80%
Phillips			10	7.04%
Shaw	15	4.11%	21	14.79%
PSYC 1100				
Lester	58	15.89%	15	10.56%
Totals	365		142	

Withdrawals by Instructor [n = 527]

Instructor	F2F	Online	Totals
Kennedy	0		0
Lester	0	4	4
Metcalf	0		0
Morris	13	3	16
Phillips	0		0
Shaw	0		0
Totals	13	7	20
Percent	3.89%	3.63%	3.80%

*F2F = 13/334 = 3.89%; online = 7/193 = 3.76%; total = 20/527 = 3.80%

Enrollment by Delivery – All Students [n = 507]

	F2F		Online	
Instructor	Number	Percent	Number	Percent
Kennedy	13	4.05%		
Lester	13	4.05%	60	32.26%
Metcalf	35	10.90%		
Morris	214	66.67%	126	67.74%
Phillips	10	3.12%		
Shaw	36	11.21%		
Totals	321	63.31%	186	36.69%

Enrollment by Delivery – PC Students [n = 365]

	F2F		Online	
Instructor	Number	Percent	Number	Percent
Lester	13	5.78%	45	32.14%
Morris	197	87.56%	95	67.86%
Shaw	15	6.67%		
Totals	225	61.64%	140	38.36%

Average Grade by Instructor – All Students [n = 507]

Instructor	F2F	Online	All Classes
Kennedy	85		85
Lester	71	78	77
Metcalf	81		81
Morris	85	75	81
Phillips	87		87
Shaw	78		78
Averages	82	77	80

Grade Distribution

Grade	Total Students [n = 507]	Percent	PC Students [n = 365]	Percent
A	238	46.94%	187	51.23%
B	100	19.72%	66	18.08%
C	80	15.78%	50	13.70%
D	25	4.93%	16	4.38%
F	64	12.62%	46	12.60%

Grade Distribution by Delivery

Instructor	Grade	All Students [n = 507] F2F #	F2F %	Online #	Online %	Total #	Total %	PC Students [n=365] F2F #	F2F %	Online #	Online %	Total #	Total %
Kennedy	A	4	30.77%			4	30.77%						
	B	6	46.15%			6	46.15%						
	C	2	15.38%			2	15.38%						
	D	1	7.69%			1	7.69%						
Lester	A	4	21.05%	27	39.22%	31	46.97%	4	30.77%	23	51.11%	27	46.55%
	B	1	15.79%	9	33.33%	10	15.15%	1	7.69%	5	11.11%	6	10.34%
	C	3	36.84%	12	15.69%	15	22.73%	3	23.08%	8	17.78%	11	18.97%
	D	2	10.53%	3	7.84%	5	7.58%	2	15.38%	2	4.44%	4	6.90%
	F	3	15.79%	2	3.92%	5	7.58%	3	23.08%	7	15.56%	10	17.24%
Metcalf	A	13	37.14%			13	37.14%						
	B	9	25.71%			9	25.71%						
	C	8	22.86%			8	22.86%						
	F	5	14.29%			5	14.29%						
Morris	A	124	57.94%	47	37.30%	171	50.29%	109	55.33%	43	45.26%	152	52.05%
	B	36	16.82%	29	23.02%	65	19.12%	35	17.77%	23	24.21%	58	19.86%
	C	28	13.08%	19	15.08%	47	13.82%	28	14.21%	10	10.53%	38	13.01%
	D	7	3.27%	10	7.94%	17	5.00%	7	3.55%	4	4.21%	11	3.77%
	F	19	8.88%	21	16.67%	40	11.76%	18	9.14%	15	15.79%	33	11.30%
Phillips	A	3	30.00%			3	30.00%						
	B	6	60.00%			6	60.00%						
	C	1	10.00%			1	10.00%						
	D	0	0.00%			0	0.00%						
	F	0	0.00%			0	0.00%						
Shaw	A	16	44.44%			16	44.44%						
	B	4	11.11%			4	11.11%						
	C	7	19.44%			7	19.44%						
	D	2	5.56%			2	5.56%						
	F	7	19.44%			7	19.44%						

STUDENT LEARNING OUTCOME 1
Identify and describe theories of learning, cognition, and motivation. [n = 365]
(F20 data not including dual credit students)

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Male	89.51% [128/143]	60/64	93.75%	19/20	95.00%	23/24	95.83%
Pell	88.24% [60/68]	24/25	96.00%	13/14	92.86%	13/14	92.86%
No Pell	90.67% [68/75]	36/39	92.31%	6/6	100.00%	10/10	100.00%
Female	94.59% [210/222]	97/99	97.98%	51/54	94.44%	27/27	100.00%
Pell	93.84% [137/146]	55/57	96.49%	40/41	97.56%	15/15	100.00%
No Pell	96.05% [73/76]	42/42	100.00%	11/13	84.62%	12/12	100.00%
Totals	**92.60% [338/365]**	157/163	96.32%	70/74	94.59%	50/51	98.04%

STUDENT LEARNING OUTCOME 2
Identify and describe factors that impact learning. [n = 365]
(F20 data not including dual credit students)

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Male	88.11% [126/143]	61/64	95.31%	19/20	95.00%	23/24	95.83%
Pell	88.24% [60/68]	24/25	96.00%	13/14	92.86%	14/14	100.00%
No Pell	88.00% [66/75]	37/39	94.87%	6/6	100.00%	9/10	90.00%
Female	95.05 [211/222]	97/99	97.98%	52/54	96.30%	26/27	96.30%
Pell	95.21 [139/146]	56/57	98.25%	40/41	97.56%	15/15	100.00%
No Pell	94.74% [72/76]	41/42	97.62%	12/13	92.31%	11/12	91.67%
Totals	**92.33% [337/365]**	158/163	96.93%	71/74	95.95%	49/51	96.08%

STUDENT LEARNING OUTCOME 3
Demonstrate and apply the use of various learning strategies. [n = 365]
(F20 data not including dual credit students)

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Male	76.22% [109/143]	52/64	81.25%	14/20	70.00%	21/24	87.50%
Pell	75.00% [51/68]	20/25	80.00%	10/14	71.43%	12/14	85.71%
No Pell	77.33% [58/75]	32/39	82.05%	4/6	66.67%	9/10	90.00%
Female	84.68% [188/222]	88/99	88.89%	45/54	83.33%	25/27	92.59%
Pell	83.56% [122/146]	51/57	89.47%	34/41	82.93%	14/15	93.33%
No Pell	86.84% [66/76]	37/42	88.10%	11/13	84.62%	11/12	91.67%
Totals	**81.37% [297/365]**	140/163	85.89%	59/74	79.73%	46/51	90.20%

STUDENT LEARNING OUTCOMES CONSOLIDATED

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

Students must successfully complete 70% (66.5/90) of the three activities to be considered successful. [n = 687]

(consolidated data F19-F20 not including dual credit students)

	Percent Successful	White Number	White Rate	Black Number	Black Rate	Hispanic Number	Hispanic Rate
Male	68.66% [195/284]	115/167	68.86%	26/38	68.42%	32/42	76.19%
Pell	66.06% [72/109]	29/49	59.18%	18/25	72.00%	16/20	80.00%
No Pell	70.29% [123/175]	86/118	72.88%	8/13	61.54%	16/22	72.73%
Female	82.13% [331/403]	161/192	83.85%	87/109	79.82%	46/51	90.20%
Pell	81.97% [191/233]	85/101	84.16%	60/71	84.51%	22/25	88.00%
No Pell	82.35% [140/170]	76/91	82.35%	27/38	71.05%	24/26	92.31%
Totals	76.56% [526/687]	276/359	76.88%	113/147	76.87%	78/93	83.87%

STUDENT SUCCESS GOAL 1

Increase Learning Framework course completion by 5% to 85% (retention). [n = 687]

(consolidated data F19-F20 not including dual credit students)

	Percent Successful	White Number	White Rate	Black Number	Black Rate	Hispanic Number	Hispanic Rate
Male	75.00 [213/284]	133/167	79.64%	27/38	71.05%	39/42	92.86%
Pell	66.97% [73/109]	34/49	69.39%	16/25	64.00%	19/20	95.00%
No Pell	80.00% [140/175]	99/118	83.90%	11/13	84.62%	20/22	90.91%
Female	85.11% [343/403]	176/192	91.67%	91/109	83.49%	44/51	86.27%
Pell	81.55% [190/233]	91/101	90.10%	61/71	85.92%	20/25	80.00%
No Pell	90.00% [153/170]	85/91	93.41%	30/38	78.95%	24/26	92.31%
Totals	80.93% [556/687]	309/359	80.10%	118/147	80.27%	83/93	89.25%

STUDENT SUCCESS GOAL 2

Increase attainment of 15 semester credit hours by 5% to 42% (progression). [n = 322]

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

	Percent Successful	White Number	White Rate	Black Number	Black Rate	Hispanic Number	Hispanic Rate
Male	71.63% [101/141]	79/103	76.70%	9/18	50.00%	11/18	61.11%
Pell	58.54% [24/41]	15/24	62.50%	5/11	45.45%	4/6	66.67%
No Pell	77.00% [77/100]	64/79	81.01%	4/7	57.14%	7/12	53.33%
Female	79.56% [144/181]	75/93	80.65%	43/55	78.18%	20/24	83.33%
Pell	78.16% [68/87]	36/44	81.82%	24/30	80.00%	6/10	60.00%
No Pell	80.85% [76/94]	39/49	79.59%	19/25	76.00%	14/14	100.00%
Totals	76.09% [245/322]	154/196	78.57%	52/73	71.23%	31/42	73.81%

STUDENT SUCCESS RATES AFTER SUCCESSFULLY COMPLETING SLOS AND THE LEARNING FRAMEWORK COURSE
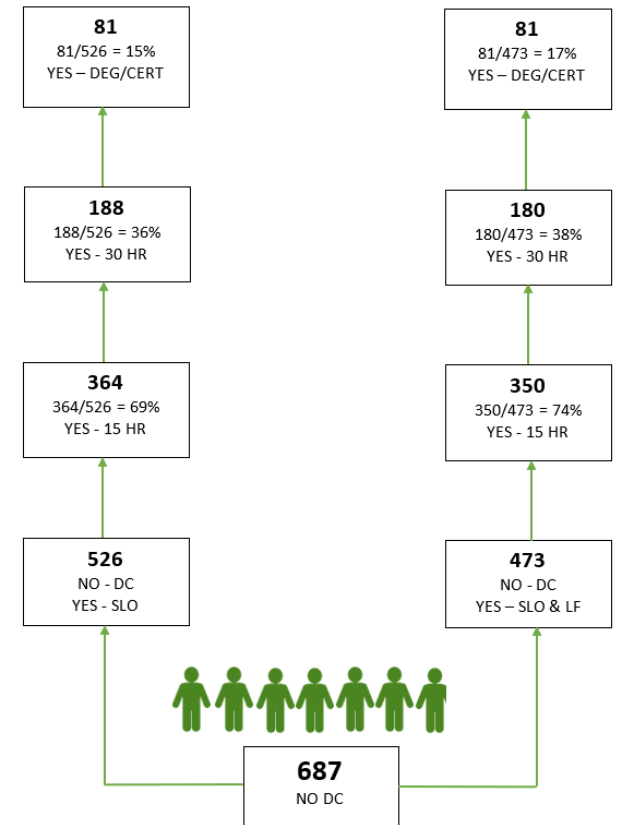

Figure 1: Does LF performance correlate to academic performance? This data is from 1.5 years from initial F19 cohort. The left side charts if students just do well on the SLOs in the LF course that are measured by the QEP. The right side charts students that successfully complete the SLOs and the LF course.

STUDENT SUCCESS GOAL 3
Increase attainment of 30 semester credit hours by 5% to 30% (progression). [n = 322]
(data for Fall 2019 cohort; non-dual credit students only)

	Percent Successful	White Number	Rate	Black Number	Rate	Hispanic Number	Rate
Male	36.17% [51/141]	40/103	38.83%	5/18	27.78%	4/18	22.22%
Pell	29.27% [12/41]	8/24	33.33%	2/11	18.18%	2/6	33.33%
No Pell	39.00% [39/100]	32/79	40.51%	3/7	42.86%	2/12	16.67%
Female	41.99% [76/181]	42/93	45.16%	18/55	32.73%	12/24	50.00%
Pell	36.78% [32/87]	20/44	45.45%	7/30	23.33%	3/10	30.00%
No Pell	46.81% [44/94]	22/49	44.90%	11/25	44.00%	9/14	64.29%
Totals	**39.44% [127/322]**	82/196	41.84%	23/73	31.51%	16/42	38.10%

STUDENT SUCCESS GOAL 4
Increase degree or certificate completion by 5% to 33% (progression). [n = 322]
(data for Fall 2019 cohort; non-dual credit students only)

	Percent Successful	White Number	Rate	Black Number	Rate	Hispanic Number	Rate
Male	23.40% [33/141]	40/103	38.83%	3/18	16.67%	5/18	27.78%
Pell	17.07% [7/41]	4/24	16.67%	1/11	9.10%	2/6	33.33%
No Pell	26.00% [26/100]	20/79	25.32%	2/7	28.57%	3/12	25.00%
Female	17.68% [32/181]	13/93	13.98%	15/55	27.27%	2/24	8.33%
Pell	18.39% [16/87]	7/44	15.91%	7/30	23.33%	1/10	10.00%
No Pell	17.02% [16/94]	6/49	12.24%	8/25	32.00%	1/14	7.14%
Totals	**20.19% [65/322]**	37/196	18.88%	18/73	24.66%	7/42	16.67%

STUDENT SUCCESS GOAL 5
Increase transfers to a university with at least 15 SCH by 5% to 16.5%.
(data will be collected for this measure beginning Fall 2021)

Are Your Students Confident They Can Succeed?

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

Survey Question	Students Nationally Fall 2019	PC Students Fall 2019	LF Students Fall 2020
Do you believe you will do well in your college courses?	82%	87%	98% [285/292]
Are you confident you can do well on exams?	58%	54%	99% [288/292]
Do you feel you will be able to learn the material presented in college?	83%	79%	98% [284/291]
Do you believe your academic career is preparing you for success in a future career?	81%	87%	97% [283/292]
Are you confident you can complete a degree or certificate at Panola College?			99% [287/291]

Average Years to Degree Completion					
	2015	2016	2017	2018	2019
Panola College	3.3	3.3	3.6	3.3	3.5
Texas	4.4	4.4	4.2	4.0	3.9

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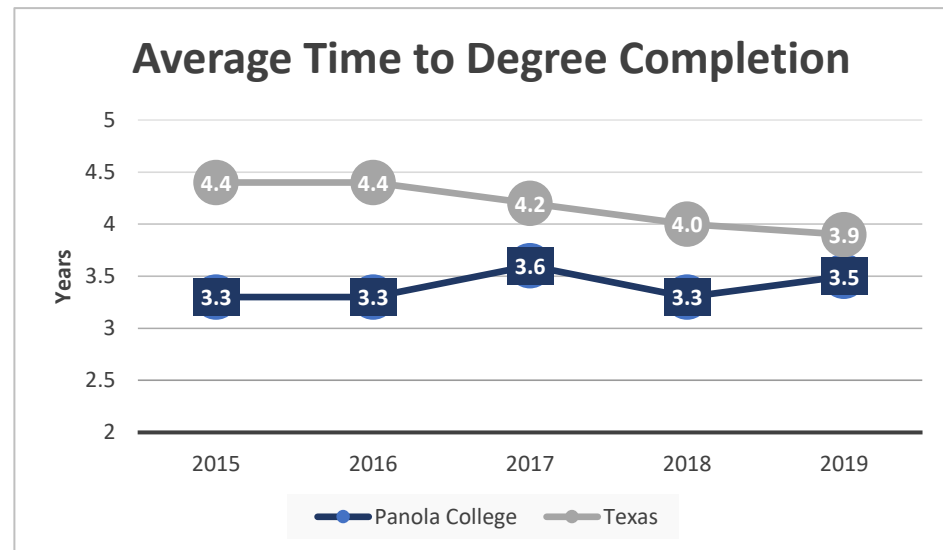
* The questions listed above and the number of years to completion are not part of the QEP Impact Report. However, the QEP is interested in discovering whether students that have an academic mindset in the LF course actually complete and whether or not the time to complete is reduced for students who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