Learning Framework QuickStats

Fall 2021

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

Enrollment in Learning Framework in Fall 2021

PC students	346	65.78%
Dual credit students	172	32.70%
Withdrawals	29	1.52%
Total enrolled	547	

Enrollment by Course – All Students

[n = 518; withdrawals omitted]

Course	Instructor	Sections	Enrolled	Percent
EDUC 1100	Kennedy	1	58	11.20%
	Metcalf	1	35	6.76%
	Mayfield	2	100	19.31%
	Metcalf	1	24	4.63%
	Morris	11	198	38.22%
	Pittman	2	65	12.55%
	Shaw	1	26	5.02%
PSYC 1100	Lester	2	47	9.07%
Totals		21	518	

Enrollment by Course/Instructor and Student Type – All Students

	PC Students		Dual Credit	
Course	Number	Percent	Number	Percent
EDUC 1100				
Kennedy	47	13.58%	11	6.40%
Mayfield	80	23.12%	20	11.63%
Metcalf			24	13.95%
Morris	130	37.57%	68	39.53%
Pittman	54	15.61%	11	6.40%
Shaw	1	.29%	25	14.53%
PSYC 1100				
Lester	34	9.83%	13	7.56%
Totals	346		172	

Withdrawals by Instructor [n = 547]

Instructor	F2F	Hybrid	Online	Totals
Kennedy	0		6	6
Lester	0		1	1
Mayfield	0		7	7
Metcalf	2		0	2
Morris	4	1	1	6
Pittman	2		4	6
Shaw	1			1
Totals	9	1	19	29
Percent	1.65%	.18%	3.47%	5.30%

Enrollment by Delivery – All Students [n = 518]

	F2F		Online	
Instructor	Number	Percent	Number	Percent
Kennedy			58	19.59%
Lester	20	9.01%	27	9.12%
Mayfield			100	33.78%
Metcalf	24	10.81%		
Morris	148	66.67%	50	16.89%
Pittman	4	1.80%	61	20.61%
Shaw	26	11.71%		
Totals	222	42.86%	296	57.14%

Enrollment by Delivery – PC Students [n = 346]

Instructor	F2F Number	F2F Percent	Online Number	Online Percent
Kennedy			47	22.71%
Lester	13	9.35%	21	10.14%
Mayfield			80	38.65%
Morris	121	87.05%	9	4.35%
Pittman	4	2.88%	50	24.15%
Shaw	1	.72%		
Totals	139	40.17%	207	59.83%

Grade Distribution

Grade	Total Students [n = 518]	Percent	PC Students [n = 346]	Percent
A	275	53.09%	182	52.60%
B	103	19.88%	66	19.08%
C	68	13.13%	42	12.14%
D	23	4.44%	17	4.91%
F	49	9.46%	39	11.27%

Average Grade by Instructor – All Students [n = 518]

Instructor	F2F	Online	All Classes
Kennedy		75	75
Lester	91	91	91
Mayfield		76	76
Metcalf	76		76
Morris	88	84	87
Pittman	70	82	81
Shaw	89		89
Averages	86	80	83

Grade Distribution by Delivery

| | | All Students [n = 518] | | | | | | PC Students [n=346] | | | | | |
| | | F2F | | Online | | Total | | F2F | | Online | | Total | |
Instructor	Grade	#	%	#	%	#	%	#	%	#	%	#	%
Kennedy	A			19	32.76%	19	32.76%			17	36.17%	17	36.17%
	B			12	20.69%	12	20.69%			10	21.28%	10	21.28%
	C			13	22.41%	13	22.41%			10	21.28%	10	21.28%
	D			4	6.90%	4	6.90%			4	8.51%	4	8.51%
	F			10	17.24%	10	17.24%			6	12.77%	6	12.77%
				58		58				47		47	
Lester	A	18	90.00%	19	70.37%	37	78.72%	11	84.62%	16	76.19%	27	79.41%
	B	1	5.00%	5	18.52%	6	12.77%	1	7.69%	2	9.52%	3	8.82%
	C	0	0.00%	1	3.70%	1	2.13%	0	0.00%	1	4.76%	1	2.94%
	D	0	0.00%	1	3.70%	1	2.13%	0	0.00%	1	4.76%	1	2.94%
	F	1	5.00%	1	3.70%	2	4.23%	1	7.69%	1	4.76%	2	5.88%
		20		27		47		13		21		34	
Mayfield	A			54	54.00%	54	54.00%			38	47.50%	38	47.50%
	B			15	15.00%	15	15.00%			11	13.75%	11	13.75%
	C			6	6.00%	6	6.00%			6	7.50%	6	7.50%
	D			6	6.00%	6	6.00%			6	7.50%	6	7.50%
	F			19	19.00%	19	19.00%			19	23.75%	19	23.75%
				100		100				80		80	
Metcalf	A	6	25.00%			6	25.00%						
	B	3	12.50%			3	12.50%						
	C	10	41.67%			10	41.67%						
	D	1	4.17%			1	4.17%						
	F	4	16.67%			4	16.67%						
		24				24							
Morris	A	95	64.19%	24	48.00%	119	60.10%	72	59.50%	5	55.56%	77	59.23%
	B	26	17.57%	13	26.00%	39	19.70%	23	19.01%	3	33.33%	26	20.00%
	C	18	12.16%	6	12.00%	24	12.12%	17	14.05%	0	0.00%	17	13.08%
	D	5	3.38%	4	8.00%	9	4.55%	5	4.13%	0	0.00%	5	3.85%
	F	4	2.70%	3	6.00%	7	3.54%	4	3.31%	1	11.11%	5	3.85%
		148		50		198		121		9		130	

Grade Distribution by Delivery cont'd

Instructor	Grade	All Students [n = 518] F2F #	%	Online #	%	Total #	%	PC Students [n=346] F2F #	%	Online #	%	Total #	%
Pittman	A	0	0.00%	27	44.26%	27	41.54%	0	0.00%	23	46.00%	23	42.59%
	B	2	50.00%	17	27.87%	19	29.23%	2	50.00%	13	26.00%	15	27.78%
	C	1	25.00%	10	16.39%	11	16.92%	1	25.00%	7	14.00%	8	14.81%
	D	0	0.00%	1	1.64%	1	1.54%	0	0.00%	1	2.00%	1	1.85%
	F	1	25.00%	6	9.84%	7	10.77%	1	25.00%	6	12.00%	6	11.11%
		4		61		65		4		50		54	
Shaw	A	13	50.00%			13	50.00%	0	0.00%			0	0.00%
	B	9	34.62%			9	34.62%	1	100.00%			1	100.00%
	C	3	11.54%			3	11.54%	0	0.00%			0	0.00%
	D	1	3.85%			1	3.85%	0	0.00%			0	0.00%
	F	0	0.00%			0	0.00%	0	0.00%			0	0.00%
		26				26		1				1	

STUDENT LEARNING OUTCOME 1
Identify and describe theories of learning, cognition, and motivation. [n = 346]
(F21 data not including dual credit students)

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Male	94.74% [126/133]	70/74	94.59%	22/22	100.00%	29/31	93.55%
Pell	90.91% [50/55]	21/24	87.50%	14/14	100.00%	11/12	91.67%
No Pell	97.44% [76/78]	49/50	98.00%	8/8	100.00%	18/19	94.74%
Female	92.96% [198/213]	102/107	95.33%	47/57	82.46%	38/38	100.00%
Pell	90.98% [111/122]	56/59	94.92%	34/42	80.95%	16/16	100.00%
No Pell	95.60% [87/91]	46/48	95.83%	13/15	86.67%	22/22	100.00%
Totals	93.64% [324/346]	172/181	95.03%	69/79	87.34%	67/69	97.10%

STUDENT LEARNING OUTCOME 2
Identify and describe factors that impact learning. [n = 346]
(F21 data not including dual credit students)

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Male	84.96% [113/133]	61/74	82.43%	20/22	90.91%	26/31	83.87%
Pell	83.64% [46/55]	19/24	79.17%	13/14	92.86%	9/12	75.00%
No Pell	85.90% [67/78]	42/50	84.00%	7/8	87.50%	17/19	89.47%
Female	84.04% [179/213]	95/107	88.79%	41/57	71.93%	34/38	89.47%
Pell	83.61% [102/122]	52/59	88.14%	30/42	71.43%	16/16	100.00%
No Pell	84.62% [77/91]	43/48	89.58%	11/15	73.33%	18/22	81.82%
Totals	84.39% [292/346]	156/181	86.19%	61/79	77.22%	60/69	86.96%

STUDENT LEARNING OUTCOME 3
Demonstrate and apply the use of various learning strategies. [n = 346]
(F21 data not including dual credit students)

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Male	70.68% [94/133]	51/74	68.92%	15/22	68.18%	22/31	70.97%
Pell	67.27% [37/55]	16/24	66.67%	8/14	57.14%	8/12	66.67%
No Pell	73.08% [57/78]	35/50	70.00%	7/8	87.50%	14/19	73.68%
Female	75.12% [160/213]	85/107	79.44%	37/57	64.91%	28/38	73.68%
Pell	70.49% [86/122]	45/59	76.27%	25/42	59.52%	12/16	75.00%
No Pell	81.32% [74/91]	40/48	83.33%	12/15	80.00%	16/22	72.73%
Totals	73.41% [254/346]	136/181	75.14%	52/79	65.82%	50/69	72.46%

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 = 1,069]
(consolidated data F19-F21 not including dual credit students)

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Male	69.07% [306/443]	177/260	68.08%	42/62	67.64%	58/77	75.32%
Pell	66.67% [110/165]	45/74	60.81%	27/39	69.23%	24/32	75.00%
No Pell	70.50% [196/278]	132/186	70.97%	15/23	65.22%	34/45	75.56%
Female	80.03% [501/626]	257/307	83.71%	123/168	73.21%	74/89	83.15%
Pell	78.53% [278/354]	132/159	83.02%	84/113	74.34%	34/41	82.93%
No Pell	81.99% [223/272]	125/148	84.46%	39/55	70.91%	40/48	83.33%
Totals	75.49% [807/1069]	434/567	76.54%	165/230	71.74%	132/166	79.52%

STUDENT SUCCESS GOAL 1
Increase Learning Framework course completion by 5% to 85% (retention). [n = 1111]
(data for Fall 2019-2021 cohorts; non-dual credit students only)

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Male	79.96 [375/469]	230/274	83.94%	49/64	76.56%	73/85	85.88%
Pell	72.89% [121/166]	56/74	75.68%	28/39	71.79%	27/32	84.38%
No Pell	83.83% [254/303]	174/200	87.00%	21/25	84.00%	46/53	86.79%
Female	86.13% [553/642]	294/317	92.74%	135/172	78.49%	82/90	91.11%
Pell	81.23% [290/357]	147/162	90.74%	86/113	76.11%	35/41	85.37%
No Pell	92.28% [263/285]	147/155	94.84%	49/59	83.05%	47/49	95.92%
Totals	83.53% [928/1111]	524/591	88.66%	184/236	77.97%	155/175	88.57%

STUDENT SUCCESS GOAL 2
Increase attainment of 15 semester credit hours by 5% to 42% (progression). [n = 1111]
(data for Fall 2019-2021 cohorts; non-dual credit students only)

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Male	78.68% [369/469]	219/274	79.93%	49/64	76.56%	74/85	87.06%
Pell	71.08% [118/166]	52/74	72.27%	28/39	71.79%	27/32	84.38%
No Pell	82.84% [251/303]	167/200	83.50%	21/25	84.00%	47/53	88.68%
Female	79.13% [508/642]	275/317	86.75%	120/172	69.77%	75/90	83.33%
Pell	73.67% [263/357]	137/162	84.57%	73/113	64.60%	33/41	80.49%
No Pell	85.96% [245/285]	138/155	89.03%	47/59	79.66%	42/49	85.71%
Totals	78.94% [877/1111]	494/591	83.59%	169/236	71.61%	149/175	85.14%

STUDENT SUCCESS GOAL 3

Increase attainment of 30 semester credit hours by 5% to 30% (progression). [n = 1081]

(data for Fall 2019-2021 cohorts; non-dual credit students only; does not include short terminal certificates)

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Male	58.54% [257/439]	163/259	62.93%	24/58	41.38%	50/78	64.10%
Pell	48.72% [76/156]	37/70	42.86%	12/36	33.33%	17/29	58.62%
No Pell	63.96% [181/283]	126/189	66.67%	12/22	54.55%	33/49	67.35%
Female	62.93% [404/642]	227/317	71.61%	89/172	51.74%	59/90	65.56%
Pell	57.42% [205/357]	110/162	67.90%	54/113	47.79%	26/41	63.41%
No Pell	69.82% [199/285]	117/155	75.48%	35/59	59.32%	33/49	67.35%
Totals	61.15% [661/1081]	390/576	67.71%	113/230	49.13%	109/168	64.88%

STUDENT SUCCESS GOAL 4

Increase degree or certificate completion by 5% to 33% (progression). [n = 1110]

(data for Fall 2019-2021 cohorts; non-dual credit students only)

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Male	44.23% [207/468]	129/274	47.08%	20/63	31.75%	43/85	50.59%
Pell	35.76% [59/165]	28/74	37.84%	10/38	26.32%	15/32	46.88%
No Pell	48.84% [148/303]	101/200	50.50%	10/25	40.00%	28/53	52.83%
Female	39.56% [254/642]	153/317	48.26%	51/172	29.65%	35/90	38.89%
Pell	36.41% [130/357]	77/162	47.53%	34/113	30.09%	12/41	29.27%
No Pell	43.51% [124/285]	76/155	49.03%	17/59	28.81%	23/49	46.94%
Totals	41.53% [461/1110]	282/591	47.72%	71/235	30.21%	78/175	44.57%

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 2022)

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 2021
Do you believe you will do well in your college courses?	82%	87%	99% [281/285]
Are you confident you can do well on exams?	58%	54%	99% [282/285]
Do you feel you will be able to learn the material presented in college?	83%	79%	100% [282/282]
Do you believe your academic career is preparing you for success in a future career?	81%	87%	100% [282/282]
Are you confident you can complete a degree or certificate at Panola College?			100% [282/282]

Average Years to Degree Completion

	2015	2016	2017	2018	2019	2020
Panola College	3.3	3.3	3.6	3.3	3.5	3.1
Texas	4.4	4.4	4.2	4.0	3.9	3.9

How has the F19 cohort performed?

- **52%** of students who took Learning Framework in F19 have received a degree or certificate
- Average time to degree is **3** years and **64** semester credit hours

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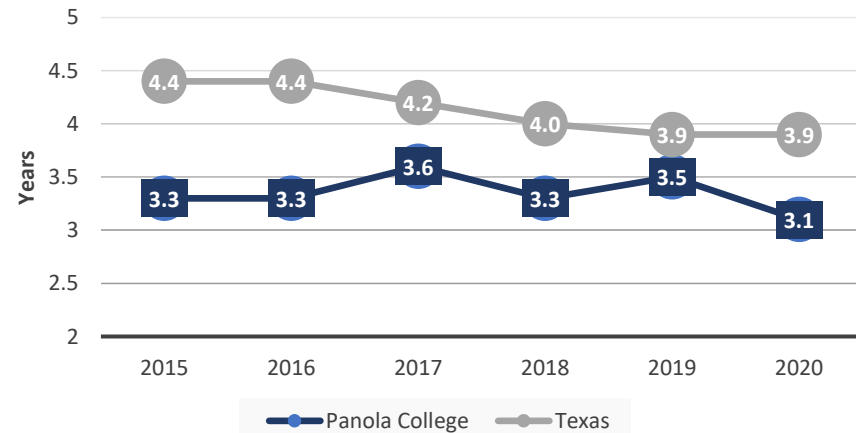
* The questions listed above and the number of years to completion are not part of the QEP Impact Report. However, the QEP is interested in discovering whether students that have an academic mindset in the LF course actually complete and whether or not the time to complete is reduced for students who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