Learning Framework QuickStats

Fall 2022

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

Enrollment in Learning Framework in Fall 2022

PC students	321	67.30%
Dual credit students	131	27.46%
Withdrawals	25	5.24%
Total enrolled	477	

Enrollment by Course – All Students
[n = 452; withdrawals omitted]

Course	Instructor	Sections	Enrolled	Percent
EDUC 1100	Hudson	3	83	18.36%
	Kennedy	1	29	6.42%
	Mayfield	2	28	6.19%
	Metcalf	1	34	7.52%
	Morris	9	192	42.48%
	Shaw	1	11	2.43%
PSYC 1100	Green	1	23	5.09%
	Lester	2	52	11.50%
Totals		20	452	

Enrollment by Course/Instructor and Student Type – All Students

	PC Students		Dual Credit	
Course	Number	Percent	Number	Percent
EDUC 1100				
Hudson	69	21.50%	14	10.69%
Kennedy	21	6.54%	8	6.11%
Mayfield	23	7.17%	5	3.82%
Metcalf			34	25.95%
Morris	145	45.17%	47	35.88%
Shaw	10	3.12%	1	.76%
PSYC 1100				
Green	4	1.25%	19	14.50%
Lester	49	15.26%	3	2.29%
Totals	321		131	

Withdrawals by Instructor [n = 452]

Instructor	F2F	Hybrid	Online	Totals
Green	0			0
Hudson			1	1
Kennedy			2	2
Lester	1		1	2
Mayfield			1	1
Metcalf	0			0
Morris	6		11	17
Shaw	1			1

Enrollment by Delivery – All Students [n = 452]

	F2F		Online	
Instructor	Number	Percent	Number	Percent
Green	23	5.10%		
Hudson			83	18.36%
Kennedy			29	6.42%
Lester	15	3.32%	37	8.19%
Mayfield			28	6.19%
Metcalf	34	7.52%	34	
Morris	79	17.48%	113	25.00%
Shaw	11	2.43%		
Totals	162	35.85%	290	64.16%

Enrollment by Delivery – PC Students [n = 321]

	F2F		Online	
Instructor	Number	Percent	Number	Percent
Green	4	4.08%		
Hudson			69	30.94%
Kennedy			21	9.42%
Lester	15	15.31%	34	15.25%
Mayfield			23	10.31%
Morris	69	70.41%	76	34.08%
Shaw	10	10.20%		
Totals	98	30.53%	223	69.47%

Grade Distribution

Grade	Total Students [n = 452]	Percent	PC Students [n = 321]	Percent
A	255	56.42%	189	58.88%
B	80	17.70%	49	15.26%
C	42	9.29%	25	7.79%
D	15	3.32%	10	3.12%
F	60	13.27%	48	14.95%

Average Grade by Instructor – All Students [n = 452]

Instructor	F2F	Online	All Classes
Green	73		73
Hudson		76	76
Kennedy		83	83
Lester	94	90	92
Mayfield		85	85
Metcalf	82		82
Morris	86	79	82
Shaw	92		92
Averages	85	81	82

Grade Distribution by Delivery

		All Students [n = 452]						PC Students [n=321]					
		F2F		Online		Total		F2F		Online		Total	
Instructor	Grade	#	%	#	%	#	%	#	%	#	%	#	%
Green	A	4	17.39%			4	17.39%	1	25.00%			1	25.00%
	B	7	30.43%			7	30.43%	1	25.00%			1	25.00%
	C	4	17.39%			4	17.39%	2	50.00%			2	50.00%
	D	3	13.04%			3	13.04%	0	0.00%			0	0.00%
	F	5	21.74%			5	21.74%	0	0.00%			0	0.00%
		23				23		4				4	
Hudson	A			40	48.19%	40	48.19%			36	52.17%	36	52.17%
	B			10	12.05%	10	12.05%			7	10.14%	7	10.14%
	C			10	12.05%	10	12.05%			4	5.80%	4	5.80%
	D			4	4.82%	4	4.82%			4	5.80%	4	5.80%
	F			19	22.89%	19	22.89%			18	26.09%	18	26.09%
				83		83				69		69	
Kennedy	A			15	51.72%	15	51.72%			12	57.14%	12	57.14%
	B			5	17.24%	5	17.24%			2	9.52%	2	9.52%
	C			6	20.69%	6	20.69%			5	23.81%	5	23.81%
	D			0	0.00%	0	0.00%			0	0.00%	0	0.00%
	F			3	10.34%	3	10.34%			2	9.52%	2	9.52%
				29		29				21		21	
Lester	A	14	93.33%	26	70.27%	40	76.92%	14	93.33%	24	70.59%	38	77.55%
	B	1	6.67%	7	18.92%	8	15.38%	1	6.67%	7	20.59%	8	16.33%
	C	0	0.00%	1	2.70%	1	1.92%	0	0.00%	0	0.00%	0	0.00%
	D	0	0.00%	1	2.70%	1	1.92%	0	0.00%	1	2.94%	1	2.04%
	F	0	0.00%	2	5.41%	2	3.85%	0	0.00%	2	5.88%	2	4.08%
		15		37		52		15		34		49	
Mayfield	A			17	60.71%	17	60.71%			12	52.17%	12	52.17%
	B			4	14.29%	4	14.29%			4	17.39%	4	17.39%
	C			4	14.29%	4	14.29%			4	17.39%	4	17.39%
	D			1	3.57%	1	3.57%			1	4.35%	1	4.35%
	F			2	7.14%	2	7.14%			2	8.70%	2	8.70%
				28		28				23		23	

Grade Distribution by Delivery cont'd

Instructor	Grade	All Students [n = 452]						PC Students [n=321]					
		F2F		Online		Total		F2F		Online		Total	
		#	%	#	%	#	%	#	%	#	%	#	%
Metcalf	A	11	32.35%			11	32.35%						
	B	13	38.24%			13	38.24%						
	C	6	17.65%			6	17.65%						
	D	2	5.88%			2	5.88%						
	F	2	5.88%			2	5.88%						
		34				34							
Morris	A	48	60.76%	72	63.72%	120	62.50%	39	56.52%	44	57.89%	83	57.24%
	B	15	18.99%	15	13.27%	30	15.63%	15	21.74%	9	11.84%	24	16.55%
	C	9	11.39%	2	1.77%	11	5.73%	8	11.59%	2	2.63%	10	6.90%
	D	1	1.27%	3	2.65%	4	2.08%	1	1.45%	3	3.95%	4	2.76%
	F	6	7.59%	21	18.58%	27	14.06%	6	8.70%	18	23.68%	24	16.55%
		79		113		192		69		76		145	
Shaw	A	8	72.73%			8	72.73%	7	70.00%			7	70.00%
	B	3	27.27%			3	27.27%	3	30.00%			3	30.00%
	C	0	0.00%			0	0.00%	0	0.00%			0	0.00%
	D	0	0.00%			0	0.00%	0	0.00%			0	0.00%
	F	0	0.00%			0	0.00%	0	0.00%			0	0.00%
		11				11		10				10	

STUDENT LEARNING OUTCOME 1
Identify and describe theories of learning, cognition, and motivation. [n = 321]
(F22 data not including dual credit students)

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Male	89.29% [100/112]	56/61	91.80%	15/19	78.95%	24/25	96.00%
Pell	85.37% [35/41]	12/13	92.31%	11/15	73.33%	11/11	100.00%
No Pell	91.55% [65/71]	44/48	91.67%	4/4	100.00%	13/14	92.86%
Female	89.00% [186/209]	107/123	86.99%	35/38	92.11%	33/36	91.67%
Pell	90.29% [93/103]	48/53	90.57%	25/28	89.29%	16/17	94.12%
No Pell	87.74% [93/106]	59/70	84.29%	10/10	100.00%	17/19	89.47%
Totals	89.10% [286/321]	163/184	88.59%	50/57	87.72%	57/61	93.44%

STUDENT LEARNING OUTCOME 2
Identify and describe factors that impact learning. [n = 321]
(F22 data not including dual credit students)

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Male	83.93% [94/112]	52/61	85.25%	13/19	68.42%	23/25	88.00%
Pell	75.61% [31/41]	10/13	76.92%	9/15	60.00%	11/11	100.00%
No Pell	88.73% [63/71]	42/48	87.50%	4/4	100.00%	12/14	85.71%
Female	87.56% [183/209]	108/123	87.80%	34/38	89.47%	32/36	88.89%
Pell	83.50% [86/103]	43/53	81.13%	24/28	85.71%	16/17	94.12%
No Pell	91.51% [97/106]	65/70	92.86%	10/10	100.00%	16/19	84.21%
Totals	86.29% [277/321]	160/184	86.96%	47/57	82.46%	55/61	90.16%

STUDENT LEARNING OUTCOME 3
Demonstrate and apply the use of various learning strategies. [n = 321]
(F22 data not including dual credit students)

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Male	85.71% [96/112]	55/61	90.16%	12/19	63.16%	23/25	92.00%
Pell	82.93% [34/41]	11/13	84.62%	11/15	73.33%	11/11	100.00%
No Pell	87.32% [62/71]	44/48	91.67%	1/4	25.00%	12/14	85.71%
Female	89.00% [186/209]	109/123	88/62%	32/38	84.21%	34/36	94.44%
Pell	85.44% [88/103]	45/53	84.91%	23/28	82.14%	16/17	94.12%
No Pell	68.87% [73/106]	64/70	91.43%	9/10	90.00%	18/19	94.74%
Totals	87.85% [282/321]	164/184	89.13%	44/57	77.19%	57/61	93.44%

STUDENT LEARNING OUTCOMES CONSOLIDATED
Consolidation of student learning outcomes on all three student learning activities.
Students must successfully complete 70% of the three activities to be considered successful. [n = 1,432]
(consolidated data F19-F22 not including dual credit students)

	Percent Successful	White Number	Rate	Black Number	Rate	Hispanic Number	Rate
Male	70.91% [412/581]	237/335	70.75%	53/83	63.86%	85/110	77.27%
Pell	68.12% [141/207]	54/87	62.07%	36/54	66.67%	35/43	81.40%
No Pell	72.46% [271/374]	183/248	73.79%	17/29	58.62%	50/67	74.63%
Female	80.96% [689/851]	368/440	83.64%	158/210	75.24%	106/126	84.13%
Pell	78.70% [362/460]	175/215	81.40%	107/141	75.89%	49/58	84.48%
No Pell	83.63% [327/391]	193/225	85.78%	51/69	73.91%	57/68	83.82%
Totals	76.89% [1101/1432]	605/775	78.06%	211/293	72.01%	191/236	80.93%

STUDENT SUCCESS GOAL 1
Increase Learning Framework course completion by 5% to 85% (retention). [n = 1506]
(data for Fall 2019-2022 cohorts; non-dual credit students only)

	Percent Successful	White Number	Rate	Black Number	Rate	Hispanic Number	Rate
Male	81.25 [507/624]	304/359	84.47%	65/87	74.71%	108/124	87.10%
Pell	73.71% [157/213]	68/90	75.56%	38/55	69.09%	40/45	88.89%
No Pell	85.16% [350/411]	236/269	87.73%	27/32	84.38%	68/79	86.08%
Female	85.71% [756/882]	420/465	90.32%	166/210	79.05%	118/131	90.08%
Pell	79.57% [374/465]	189/218	86.70%	108/141	76.60%	52/60	86.67%
No Pell	91.61% [382/417]	231/247	93.52%	58/69	84.06%	66/71	92.96%
Totals	83.86% [1263/1506]	724/824	87.86%	231/297	77.78%	226/255	88.63%

STUDENT SUCCESS GOAL 2
Increase attainment of 15 semester credit hours by 5% to 42% (progression). [n = 1506]
(data for Fall 2019-2022 cohorts; non-dual credit students only)

	Percent Successful	White Number	Rate	Black Number	Rate	Hispanic Number	Rate
Male	79.17% [494/624]	291/359	81.06%	62/87	71.26%	107/124	86.29%
Pell	69.95% [149/213]	62/90	68.89%	36/55	65.45%	38/45	84.44%
No Pell	83.94% [345/411]	229/269	85.13%	26/32	81.25%	69/79	87.34%
Female	78.68% [694/882]	389/465	83.66%	147/210	70.00%	112/131	85.50%
Pell	72.26% [336/465]	175/218	80.28%	88/141	62.41%	50/60	83.33%
No Pell	85.85% [358/417]	214/247	86.64%	59/69	85.51%	62/71	87.32%
Totals	78.88% [1188/1506]	680/824	82.52%	209/297	70.37%	219/255	85.88%

STUDENT SUCCESS GOAL 3

Increase attainment of 30 semester credit hours by 5% to 30% (progression). [n = 1405]

(data for Fall 2019-2022 cohorts; non-dual credit students only; does not include short terminal certificates)

		White		Black		Hispanic	
	Percent Successful	Number	Rate	Number	Rate	Number	Rate
Male	58.10% [312/537]	197/312	63.14%	30/77	38.96%	66/99	66.67%
Pell	46.67% [91/195]	41/81	50.62%	15/52	28.85%	25/40	62.50%
No Pell	64.62% [221/342]	156/231	67.53%	15/26	57.69%	41/59	69.49%
Female	63.44% [550/867]	326/457	71.33%	101/204	49.51%	88/130	67.69%
Pell	55.58% [254/457]	110/162	67.90%	141/215	65.58%	37/60	61.67%
No Pell	72.20% [296/410]	185/242	76.45%	40/68	58.82%	51/70	72.86%
Totals	61.35% [862/1405]	523/769	68.01%	131/281	46.62%	154/229	67.25%

STUDENT SUCCESS GOAL 4

Increase degree or certificate completion by 5% to 33% (progression). [n = 1506]

(data for Fall 2019-2022 cohorts; non-dual credit students only)

		White		Black		Hispanic	
	Percent Successful	Number	Rate	Number	Rate	Number	Rate
Male	50.08% [312/623]	190/359	52.92%	31/86	36.05%	72/124	58.06%
Pell	40.57% [86/212]	41/90	45.56%	14/54	25.93%	23/45	51.11%
No Pell	54.99% [226/411]	149/269	55.39%	17/32	53.13%	49/79	62.03%
Female	46.26% [408/882]	258/465	55.48%	66/210	31.43%	60/131	45.80%
Pell	40.22% [187/465]	111/218	50.92%	44/141	32.21%	22/60	36.67%
No Pell	53.00% [221/417]	147/247	59.51%	22/69	31.88%	38/71	53.52%
Totals	47.84% [720/1505]	448/824	54.37%	97/296	32.77%	132/255	51.76%

STUDENT SUCCESS GOAL 5

Increase transfers to a university with at least 15 SCH by 5% to 16.5%.

(non-dual credit students only)

2019	2020	2021	2022	2023
32%	30%	18%*		

*Students in the Fall 2021 cohort generally will begin transferring in Fall 2023—this data will be submitted to the National Student Clearinghouse in Summer 2024 and updated in the next analysis report.

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 2022
Do you believe you will do well in your college courses?	82%	87%	98% [321/326]
Are you confident you can do well on exams?	58%	54%	99% [323/325]
Do you feel you will be able to learn the material presented in college?	83%	79%	98% [320/326]
Do you believe your academic career is preparing you for success in a future career?	81%	87%	98% [318/325]
Are you confident you can complete a degree or certificate at Panola College?			97% [317/326]

Average Years to Degree Completion

	2015	2016	2017	2018	2019	2020	2021
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?

- **56%** of students who took Learning Framework in F19 have received a degree or certificate
- Average time to degree is **2.94** years and **64** semester credit hours

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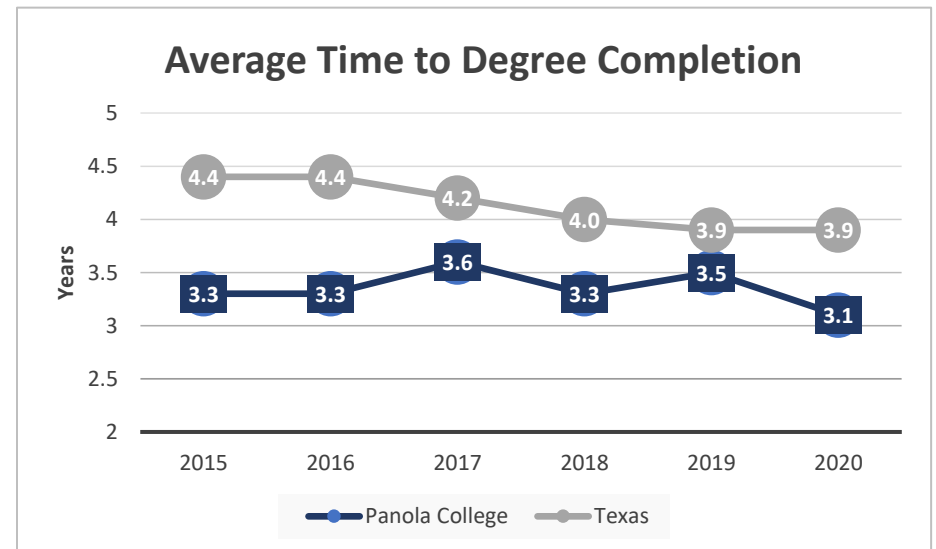
* The questions listed above and the number of years to completion are not part of the QEP Impact Report. However, the QEP is interested in discovering whether students that have an academic mindset in the LF course actually complete and whether or not the time to complete is reduced for students who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