

Student Achievement Measures & Outcomes Report



2023-2024

Report prepared by the office of Institutional Research & Planning

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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)	35% (Past 3-year average- 31%)	25.6% (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 2023-2024, Panola College had a 45% graduation rate and the comparison group was at 44% for the same year.)
transfer rate	25% (Past 3-year average for TX Community Colleges- 25.9%)	20% (Past 3-year average for Panola College- 22.2%)
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- 76.4%)	70% (Department goal; standard minimum passing standard; no state/national requirement)
• EMT	85% (Department goal in IEP; past 3-year average: EMT- 59.7% /Paramedic- 64%)	70% [Minimum to pass the National Registry exam required by CoAEMSP (Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions)]
• HIT	80%- RHIT credential (Departmental goal based on historical data from past five years; past 3-year average- 66.7%) 80%- CCA credential (Departmental goal based on historical data from past five years; past 3-year average- 72.3%)	75% 75%

• 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)
• MA	90%- CMAA certification (Departmental goal based on historical data from past five years; past 3-year average is 92%) 90%- CCMA certification (Departmental goal based on historical data from past five years; past 3-year average is 82.3%) 75%- CPT certification (Departmental goal based on historical data from past five years; past 3-year average is 72%)	70% 70% 50%
• MLT	85% (Departmental goal in IEP; past 3-year average- 87.7%)	75% (Minimum required by National Accrediting Agency for Clinical Laboratory Sciences)
• OTA	90% (Departmental goal in IEP; past 3-year average- 83.3%)	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	70% student mastery for each SLO (70 is a commonly used measure for the minimum passing grade at

	(At this level, students are skilled at a competitive level not just the base level.)	colleges. This has been the minimum standard since before the last reaffirmation.)
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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
Postsecondary Data Portal Dashboard (NSC)	<ul style="list-style-type: none"> early momentum metrics: gateway course completion, credit accumulation rate, and credit completion ratio retention & persistence, transfer, and outcomes benchmarking
National Student Clearinghouse	student tracker; Completions (six-year outcomes); persistence & retention rates; transfer tracking
Panola College Institutional Effectiveness/Canvas Data	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, 2, and 3.
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, 2, and 3.
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, and 3.

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 3.
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. This supports institutional goal 1.

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.

Strategic Planning Objectives 2023-24 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.

- 1.1 College Standing Committees will review all our processes and offerings (technical, career, workforce and continuing education, and academic transfer) to ensure that we offer appropriate support services and a seamless pathway to success.
- 1.2 Another goal identified is potential restructuring/reorganization. Ensure that we are appropriately staffed and aligned with House Bill 8 to meet the challenges of outcome-based funding.

IG 2 (Support Services) Provide support services that enhance student success, college systems, and public accountability.

- 2.1 College Standing Committees will review all our processes and offerings (technical, career, workforce and continuing education, and academic transfer) to ensure that we offer appropriate support services and a seamless pathway to success.

2.2 Another goal identified is potential restructuring/reorganization. Ensure that we are appropriately staffed and aligned with House Bill 8 to meet the challenges of outcome-based funding.

IG 3 (Community Partnerships) Foster partnerships for cultural and economic development in the College community.

None

IG 4 (Facilities) Provide appropriate facilities that contribute to an effective and productive learning and work environment.

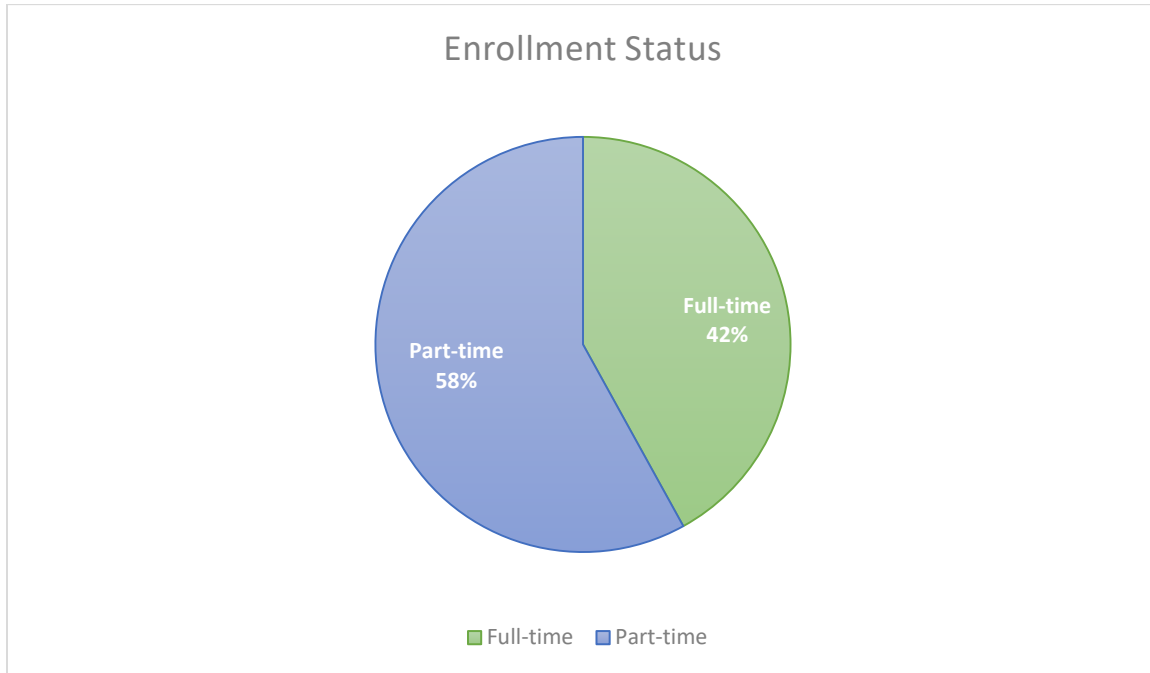
4.1 A goal identified is potential restructuring/reorganization. Ensure that we are appropriately staffed and aligned with House Bill 8 to meet the challenges of outcome-based funding.



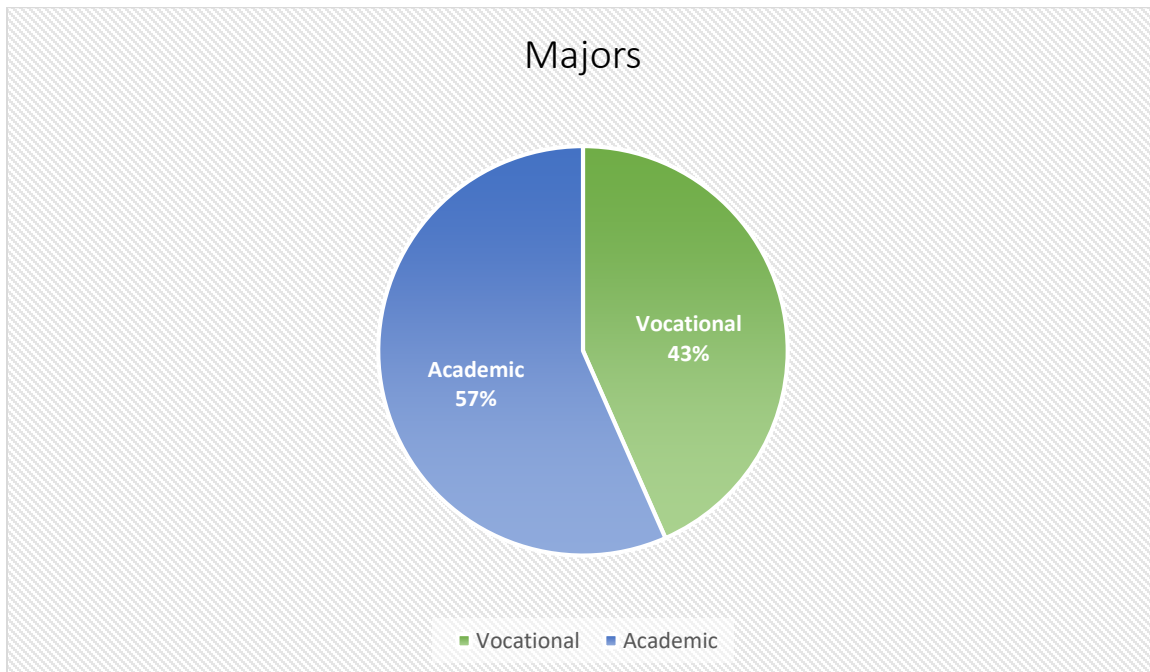
PC Student Profile

PC Student Population

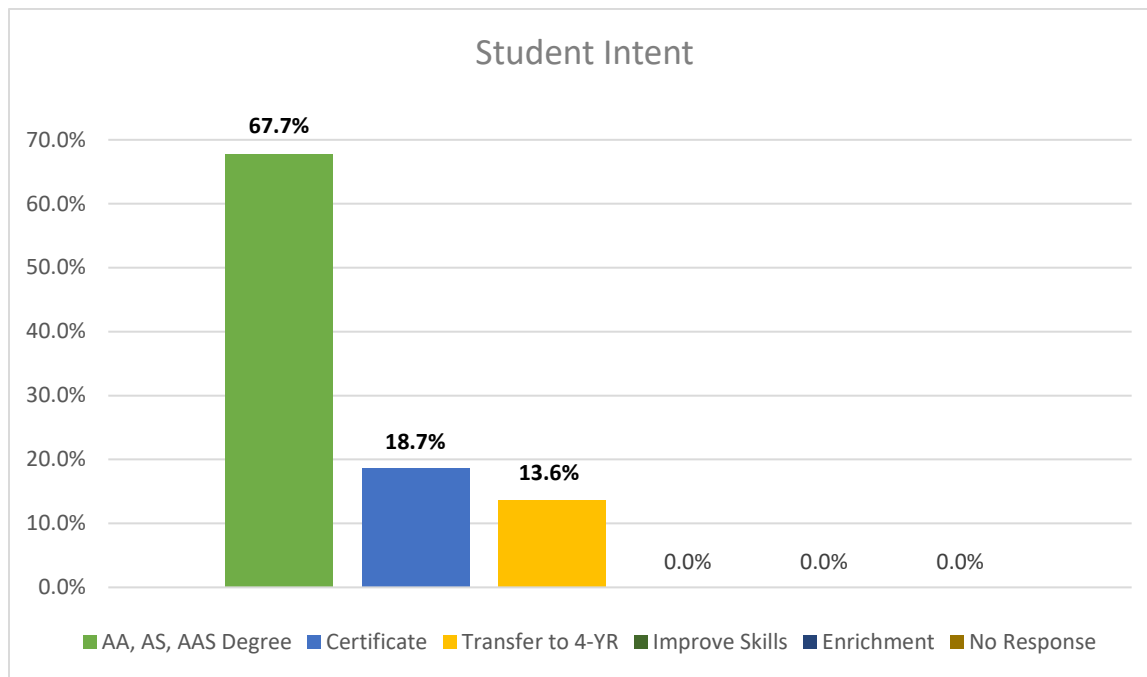
The following charts show the student body that Panola College serves based on **fall 2023** enrollment.



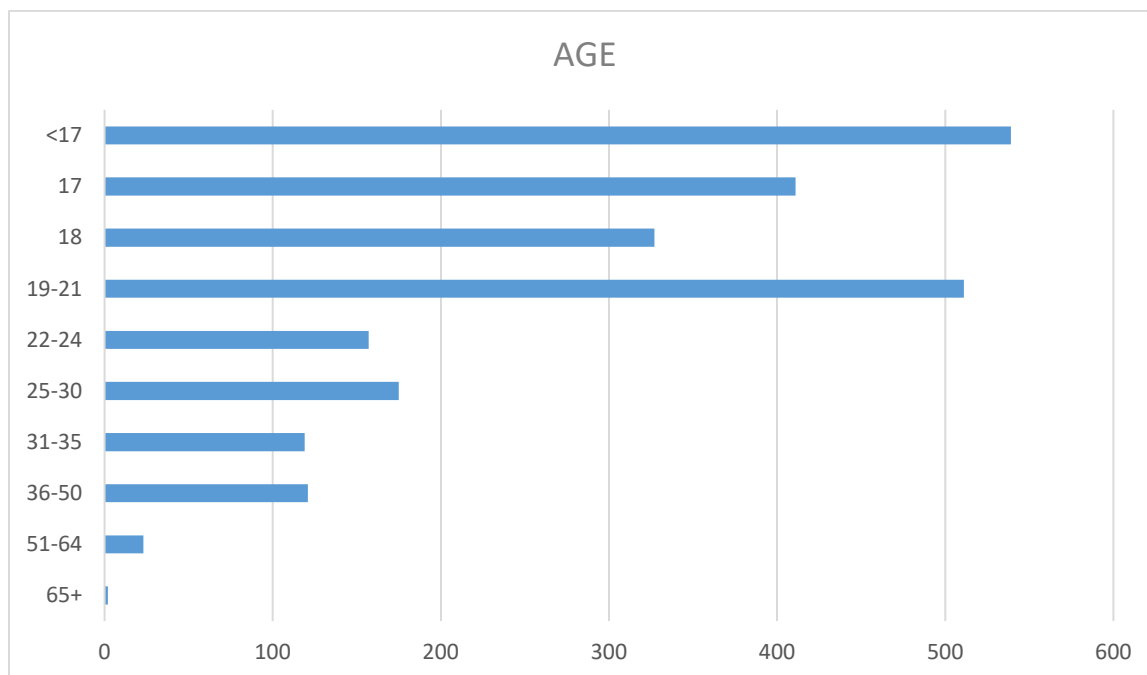
Source: Registrar's Student Profile Fall 2023



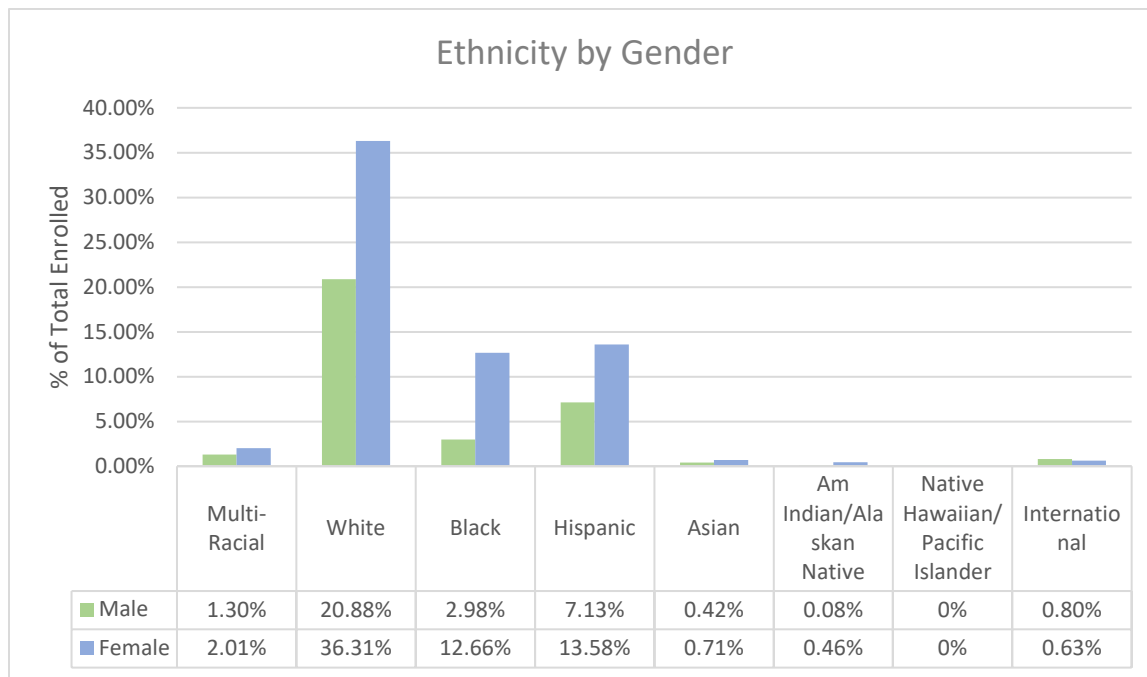
Source: Registrar's Student Profile Fall 2023



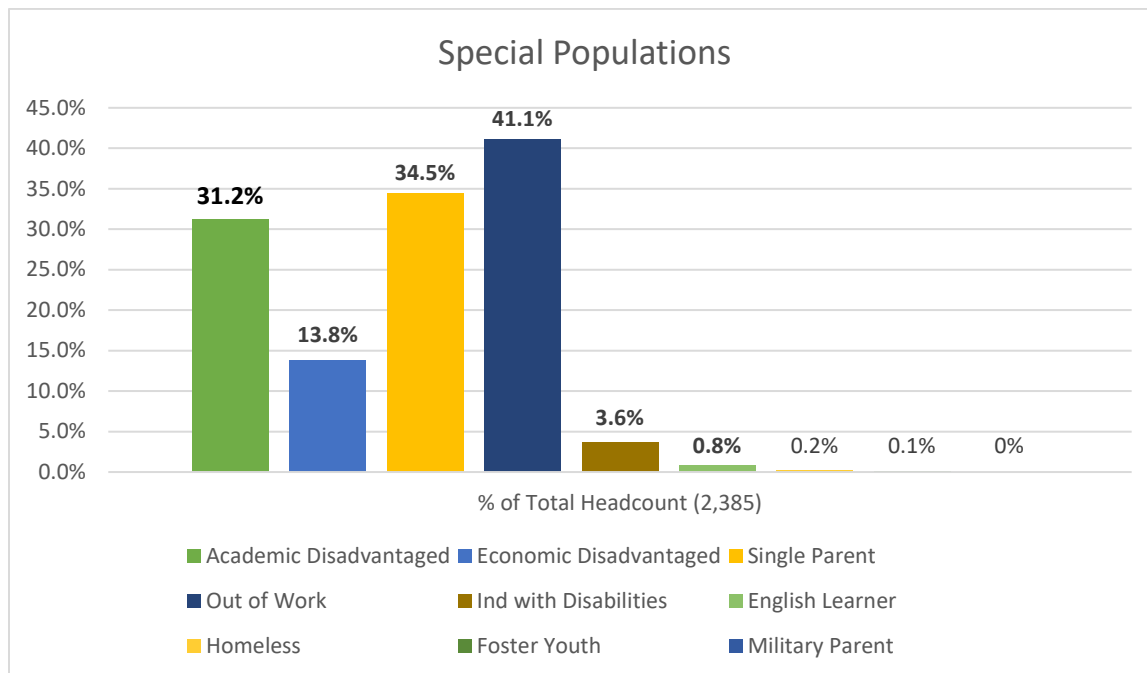
Source: Registrar's Student Profile Fall 2023



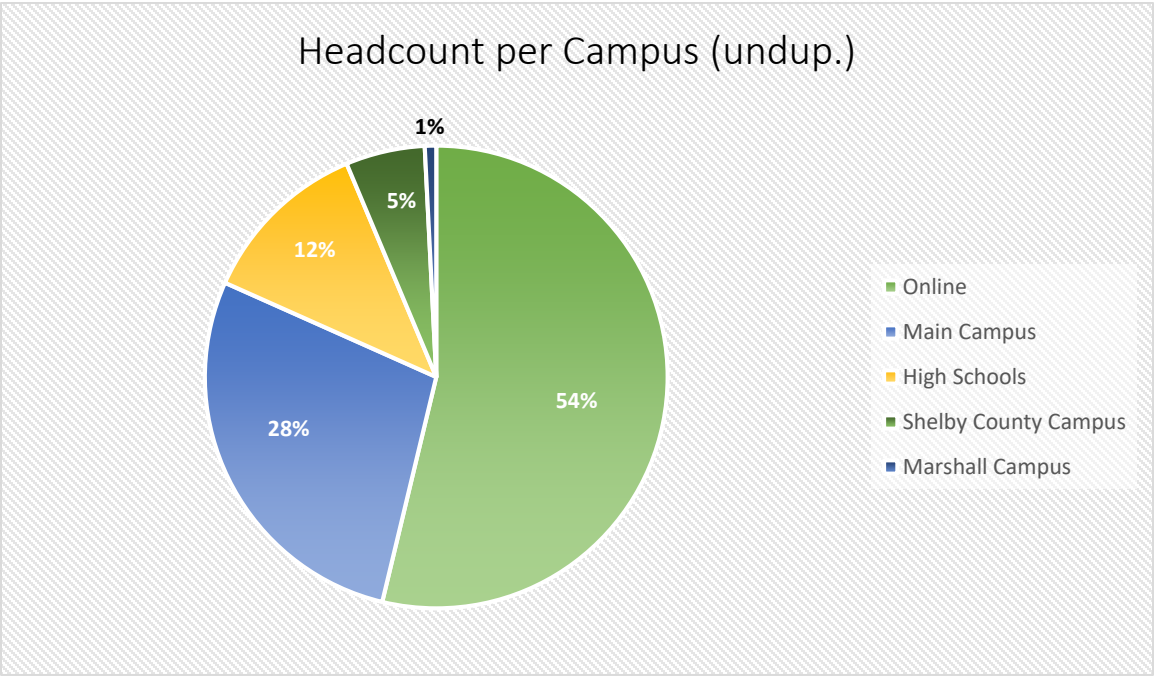
Source: Registrar's Student Profile Fall 2023 (average age = 21)



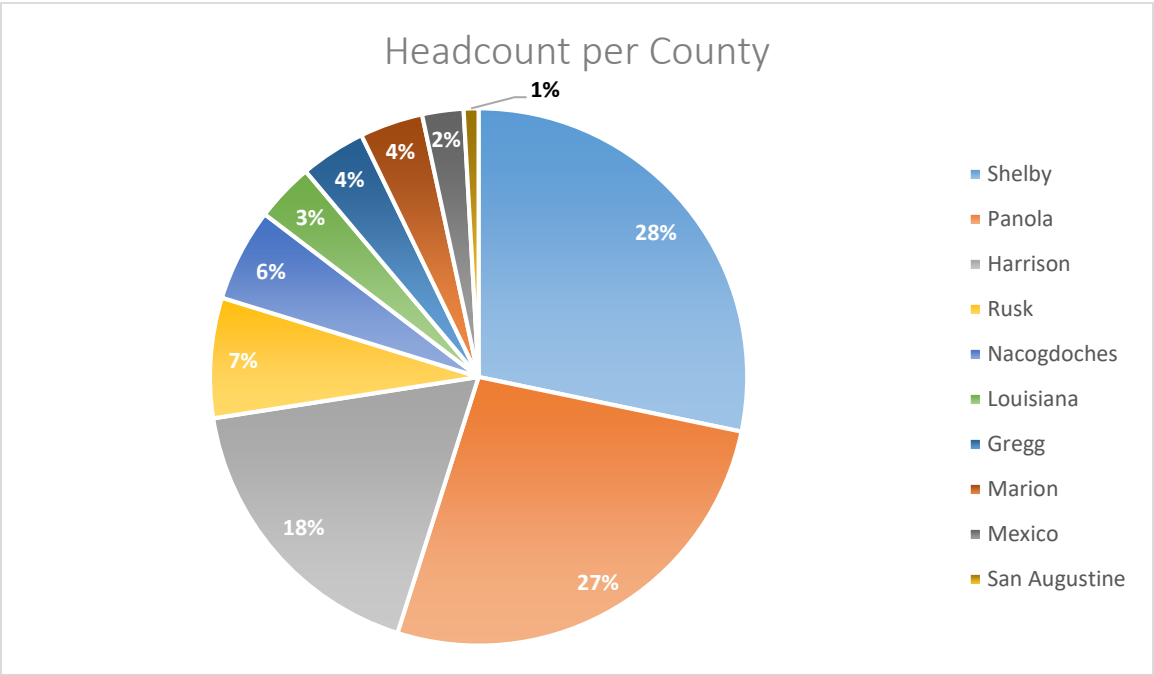
Source: Registrar's Student Profile Fall 2023 (Total = 2,385)



Source: CBM 001_Fall 2023

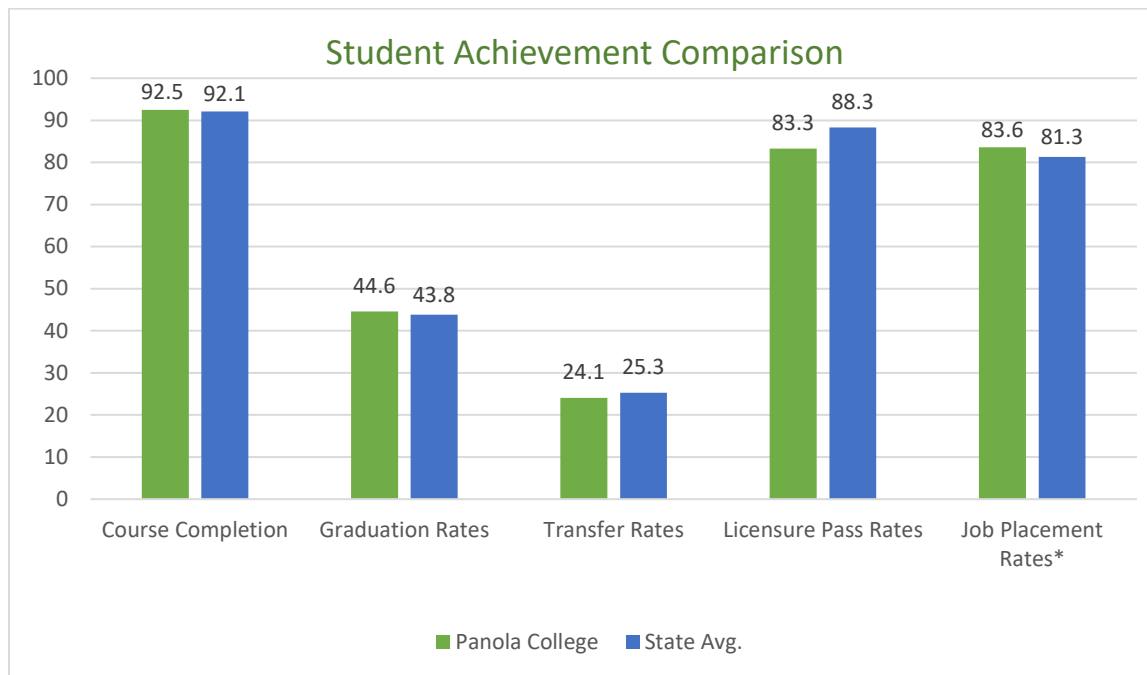


Source: Registrar's Student Profile Fall 2023



Source: Registrar's Student Profile Fall 2023

PC Outcomes



*THECB Perkins Data Resources for 2022-2023: Perkins Core Indicator Data (latest data is 2019-120); No national average

Data Sources:

- Course Completion- LBB Performance Measures 2024 (2022 reporting year)
- Graduation Rates- TX Accountability System, 6 yr. Graduation & Persistence, 2023
- Transfer Rates- TX Accountability System, Total All Transfers, 2023
- Licensure Pass Rates- LBB Performance Measures 2024 (2023 reporting year)
- Job Placement Rates- THECB Perkins Data Resources, 2023-2024 (2020-21 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*.
<https://www.panola.edu/about/institutional-research>





Achievement Measure Rates




Table 1 Panola College Achievement Goals and Thresholds*

All rates and average rates listed in Table 1 are Panola College rates unless otherwise stated.















KEY

Met/surpassed Achievement goal 
 Met/surpassed Threshold 
 Below Threshold 

Measure	Achievement Goal	Threshold of Acceptability	PC Rate & Source	
completers (degree/certificate)	35% (Past 3-year average- 31%)	25.6% (Our lowest rate in the past 6 years)	<u>2023-2024</u> 36% (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. (46.2%)	At or above the state-wide community colleges comparison rate for the same year being measured. (i.e. 6-yr THECB Accountability: For 2023, Panola College had a 45% graduation rate and the TX Community Colleges was at 44% for the same year)	<u>2023-2024</u> 47% (23-24 NSC) 34% (IPEDS outcome measures) 41% (IPEDS grad 150% rate)	
transfer rate	30% (THECB Accountability: Past 3-year average for TX Community Colleges- 25.9%)	20% (THECB Accountability: Past 3-year average for Panola College- 22.2%)	<u>2023</u> 24.1% (THECB Accountability System) 26.8% (NSC) 13% (IPEDS graduation rates)	
state licensure rates for:			<u>2023</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)	92.0%	

• Cosmetology	90% (Departmental goal in IEP; past 3-year average- 76.4%)	70% (Department goal; standard minimum passing standard; no state/national requirement)	92.5% (2022-2023)	
• EMT	85% (Department goal in IEP; past 3-year average: EMT- 59.7% /Paramedic- 64%)	70% [Minimum to pass the National Registry exam required by CoAEMSP (Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions)]	EMT Basic- 60% Paramedic- 75%	 
• HIT	80%- RHIT credential (Departmental goal based on historical data from past five years; past 3-year average- 66.7%) 80%- CCA credential (Departmental goal based on historical data from past five years; past 3-year average- 72.3%)	75% (Based on historical data from past five years) 75% (Based on historical data from past five years)	100% 100%	 
• 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)	97.8%	
• MA	90%- CMAA certification (Departmental goal based on historical data from past five years; past 3-year average is 92%) 90%- CCMA certification (Departmental goal based on historical data from past five years; past 3-year average is 82.3%)	70% (Based on historical data from past five years) 70% (Based on historical data from past five years)	100% 87%	 

	75%- CPT certification (Departmental goal based on historical data from past five years; past 2-year average is 72%)	50% (Based on historical data from past five years)	100%	<div></div>
• MLT	85% (Departmental goal in IEP; past 3-year average- 87.7%)	75% (Minimum required by National Accrediting Agency for Clinical Laboratory Sciences)	100% (2022-2023)	<div></div>
• OTA	90% (Departmental goal in IEP; past 3-year average- 83.3%)	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.)	80%	<div></div>
job placement rates	Exceed the threshold by 5% as Panola College strives to perform above the base standard. (90%)	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>2021-2022</u> <div><div>ADN-75%</div><div>Business-86%</div><div>CIS-100%</div><div>Cosmetology-62%</div><div>HIT-67%</div><div>LVN-92%</div><div>MA-91%</div><div>MLT-88%</div><div>OTA-81%</div><div>Ranch & Land-100%</div><div>Pet Tech-95%</div><div>Welding-85%</div></div>	

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>2023-2024</u> CT1- 82%  CT2- 79%  CT3- 74%  CS1- 78%  CS2- 77%  CS3- 85%  EQS1- 81%  EQS2- 90%  TW1- 80%  TW2- 80%  SR1- 74%  SR2- 89%  SR3- 82%  PR1- 81% 
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Institutional Summary

Panola College uses six measures to determine student success which is in line with the College mission, vision, and goals. The six measures are completion rates, graduation rates, transfer rates, state licensure rates, job placement rates, and student learning outcomes.

The Student Achievement Measures (SAM) Report was sent to a group of stakeholders across the college to review. They met to review the 2023-2024 results for each of the six measures on October 21, 2024.

Key Findings and Recommendations

Completions and Graduation Rate

Panola College looks at multiple sources and aspects of our completers and graduates. This includes course completion and success, number of awards earned, awards earned by ethnicity, awards earned by program CIP code, and graduation rates. We use internal data as well as data from the THECB Accountability System, IPEDS Overall Graduation Rate (150%), IPEDS Outcome Measures (8-year award rate), and the NSC 6-year Completion Rate.

Panola College's chosen metric is the National Student Clearinghouse rate. We had a 47% 6-year completion rate for the 2023-2024 academic year compared to the National average of 43%. Although Panola College is above the National average, we feel that some of the changes that we will be making in the future will help identify more completers and increase this rate.

Suggestions from the reviewers:

We need to add the number of Occupational Skills Awards (OSAs) to the overall Degrees and Certificates chart. Remove the Completion Rate from the table since it measures the number of completers against the number of students enrolled not against a specific cohort. Our rate should increase whenever we transition to our new Student Information System (SIS) in 2026. We will also be getting a new software, Zogotech, through our TC3 Consortium which can help us identify students who have earned any award based on their courses taken regardless of the pathway the student is in. This will move us from a manual process to an automated one.

We are writing a grant which would allow Panola College to hire a Success Coach to help track student progress and help them to complete and transfer to a university.

Look at the order of the data for better flow.

- Course Completion
- Five-Year Trend for Annual Completers
- PC Awards Disaggregated
- PC Awards by Program
- Five-Year Trend for Completion Rates
- NSC Charts
- IPEDS Charts
- THECB Charts

Transfer Rate

Panola College looks at its transfer rates from three sources: the THECB Accountability System, the IPEDS Graduation Rates survey, and the National Student Clearinghouse.

Panola College Rate	Source/Comparison Group	Comparison Rate
24.1%	THECB; Texas Community Colleges (FY 2023)	26.5%
13%	IPEDS Graduation Rates survey; N/A	-----
26.8%	NSC: National Benchmark for 2-Year Public Institutions (Fall 2015 cohort)	31.6%

Panola College transfer rates and tracking is an area that needs to be improved. We would like to increase the number of students who successfully transfer to a 4-year university especially when that is the student's intent while attending Panola College. Our transfer rate is below the comparison rates.

The reviewers discussed the need to track our transfer students internally for a better look at our students and who transfers. We will use the National Student Clearinghouse and the PDP Dashboards to look at our transfer students.

- Which students are transferring to a 4-year university?
- Who isn't transferring?
- Who is transferring to another 2-year college?

We also need to pull data collected from the Graduation survey that asks students where they are transferring to or where they will be employed.

State Licensure Rates

The following programs reached their achievement goal.

- Associate Degree Nursing
- Cosmetology
- Health Information Technology (RHIT and CCA)
- Vocational Nursing
- Medical Assisting (CMAA and CPT)
- Medical Laboratory Technician

The following programs were at or above the minimum threshold of acceptability.

- Paramedic
- Medical Assisting (CCMA)
- Occupational Therapy Assistant

EMT was the only program whose rate was below the threshold of acceptability. The program has gone through many changes including a new department chair and an overhaul of the program. We've hired a full-time instructor for EMT to help with consistency in our classes in instruction, quality, and student support. Advising is done by the department chair. Students are encouraged to take A&P, Learning Framework, and Medical Terminology before or at the same time that they begin the EMT certificate program. Moved testing fees to their student fees so their tests are paid for at the beginning of the

semester to help students set aside money for the test. We are following the six-to-one ratio for skills and lab. We've added a clinical coordinator that takes care of all clinical scheduling and grading.

High school meetings will be held for students and parents explaining the commitment needed for the EMT program to better prepare them for the program.

Job Placement Rates

The following programs were at or above the 90% goal for the job placement rate.

- Computer Information Technology
- Licensed Vocational Nursing
- Medical Assisting
- Ranch & Land Management
- Industrial Production Technology

The following programs were at or above the 85% threshold of acceptability for the job placement rate.

- Business
- Medical Laboratory Technology
- Welding

The following programs were below the 85% threshold of acceptability for the job placement rate.

- Associate Degree Nursing
- Cosmetology
- Health Information Technology
- Occupational Therapy Assistant

We added questions to the graduation survey about current contact information, plans for transfer, and plans for employment to assist the college and programs in contacting students to see if they are employed in their pathway. Since Panola College is near the border of Louisiana, we have a number of students that are employed outside of Texas.

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.

There are six main SLOs that are assessed.

- Critical Thinking
- Communication Skills
- Empirical and Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

Overall, student mastery in the six SLOs decreased from the previous year. This was expected and likely due to the change in our data collection process which increased accuracy and efficiency and improved alignment of the SLO assessments to the learning outcome in each department.

The following SLOs were at or above the goal of 80%.

- Critical Thinking 1
- Communication Skills
- Empirical and Quantitative Skills 1 and 2
- Teamwork 1 and 2
- Social Responsibility 2 and 3
- Personal Responsibility 1

No student learning outcomes fell below the threshold of acceptability.

Each academic department/program is required to have a student learning outcome goal in their annual institutional effectiveness plan. Data is provided by the Institutional Research & Planning office so that departments can analyze their SLO data and plan how to improve student mastery.

The IR office is planning to create SLO dashboards next year to assist departments with better access to their data.

The SAM reviewers agreed that we need to include our program learning outcomes (PLOs) to our student success measures. We will begin collecting PLOs in Canvas (LMS) like we do for our SLOs beginning fall 2024.

[Institution-wide Efforts](#)

With the changes in higher education and House Bill 8, Panola College is looking more in-depth into our completers by program and transfer rates.

PC will continue to participate in the Pathways Institutes as well as work on our Pathways action plan to continue making progress.

Part of our Strategic Planning meetings for 2023-24 included restructuring to make the most of our resources.

- Create an Academic Program Review process similar to the Technical Review process so that each program will be able to determine the health of the program and areas that need improvement.
- Create an advisory board on the academic side.
- PC joined the TC3 consortium and will be getting Zogotech to better track our students' progress throughout their pathways.
- Hire a Director of Advising
- Hire additional personnel in offices that are in need.
- Dissolve the current deans' positions and create a dean of Academic Transfer and dean of Career and Technical Programs.



Enrollment Trends

Ten-Year Trend in Enrollment Fall and Spring Semesters

Year/ semester	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
Fall	2579	2685	2672	2660	2775	2613	2531	2492	2405	2385
Spring	2440	2455	2515	2444	2500	2350	2347	2248	2106	2214

PC Official Enrollment Report- duplicated grand total

Ten-Year Percent Change

Semester/ Year	2014-2015	2023-2024	Percent Change
Fall	2,579	2,385	-7.5%
Spring	2,440	2,214	-9.3%



Completers

2 Year Course Completion Rate by Semester

Semester/ % w grade	A	B	C	D	F	W	Total % completers
Fall 2022	37.1%	22.6%	13.5%	4.2%	9.3%	8.1%	87.2%
Spring 2023	39.5%	24.5%	13.2%	4.0%	8.0%	5.5%	90.0 %
Fall 2023	38.9%	24.1%	13.6%	3.8%	7.0%	6.8%	88.0%
Spring 2024	39.9%	24.6%	13.3%	3.4%	6.6%	6.5%	88.4%

Grade Distribution file from Admissions/Registrar



Five Year Trend for Annual Degree and Certificate Completers

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
AA	0	4	3	6	6
AS	191	199	187	239	229
AAT	22	13	31	32	37
AAS	146	115	129	130	127
Certificates	313	281	288	394	455
Core Complete	183	180	203	228	231
Field of Study	34	55	50	49	42
TOTALS	889	847	891	1,078	1,127
Unduplicated Enrollment	3,366	3,312	3,277	3,634	3,123
Completion Rate	26.41%	25.57%	27.19%	29.66%	36.09%

Data is provided by PC admissions director/registrar; IPEDS 12-month Enrollment file.

The total number of degrees and certificates increased from 2019-20 to 2023-24. The overall completion rate for students increased by 36% in the past five years.

PC Awards Disaggregated 2023-2024

Ethnicity	OSA			Certificate			Associate			Total Awards by Ethnicity
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
White	48	19	67	128	143	271	94	150	244	582
African American	11	7	18	26	43	69	9	42	51	138
Hispanic	32	7	39	56	49	105	28	51	79	223
Asian	1	0	1	1	0	1	0	1	1	3
International	1	0	1	0	0	0	8	5	13	14
Other	4	0	4	6	3	9	5	6	11	24
TOTAL	97	33	130	217	238	455	144	255	399	984

Time Period: Summer II 2023 – Summer I 2024, Duplicated Totals

PC Awards Disaggregated 2022

Ethnicity	Certificate			Associate			Total Awards by Ethnicity
	Male	Female	Total	Male	Female	Total	
White	87	89	176	72	141	213	389
African American	16	36	52	11	51	62	114
Hispanic	31	26	57	21	35	56	113
Asian	0	0	0	2	3	5	5
International	0	0	0	3	4	7	7
Other	2	1	3	3	4	7	10
TOTAL	136	152	288	112	238	350	638

THECB TX Accountability System; Completers 2023- Registrar

Program Degrees, Certificates, and OSAs Awarded

CIP Code	Program	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5-Year Total
01.01	Agricultural Business and Management	13	19	7	5	7	51
11.04	Information Science/Studies	29	10	21	12	28	100
11.10	Computer/Information Technology Administration and Management				4	16	20
12.04	Cosmetology and Related Personal Grooming Services	24	27	40	40	45	176
13.12	Teacher Education and Professional Development, Specific Levels and Methods	10	13	31	22	37	113
15.04	Electromechanical Technologies/Technicians				9	15	24
47.01	Electrical/Electronics Maintenance and Repair Technologies/Technicians				9	54	63
47.02	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HAC, HACR, HVAC, HVACR).				13	13	26
47.03	Heavy/Industrial Equipment Maintenance Technologies/Technicians.				18	41	59
47.07	Energy Systems Maintenance and Repair Technologies/Technicians				17	39	56
15.06	Industrial Production Technologies/Technicians	83	91	86	(66)	(162)	(488)
24.01	General Studies	59	203	186	224	231	903
48.05	Precision Metal Working	78	64	71	53	61	327
50.09	Music, General	2	0	1	1	4	8*
51.07	Health and Medical Administrative Services	7	10	4	10	9	40
51.08	Medical/Clinical Assistant	20	12	23	8	8	71
51.08	Occupational Therapist Assistant	21	19	26	24	11	101

51.09	Emergency Medical Technology/Technician (EMT Paramedic)	13	3	2	6	23	47
51.10	Clinical/Medical Laboratory Technician	11	8	8	4	7	38
51.38	Registered Nursing, Nursing Administration, Nursing Research	46	33	40	57	55	631
51.39	Practical Nursing, Vocational Nursing and Nursing Assistants	58	51	50	48	52	259
52.01, 52.03, 52.04	Business Operations Support and Assistant Services	56	49	38	27	137	307

THECB TX Accountability System (CBM 009)- Perkins Q2; Completers 2023- Registrar

***Standard:** Workforce education program generates 25 awards over 5-year period (except new programs which received CB approval or were first offered within last 5 years).

Three-year, Four-year, and Six-year graduation rates for Associates and Certificates: FY 2021-2023

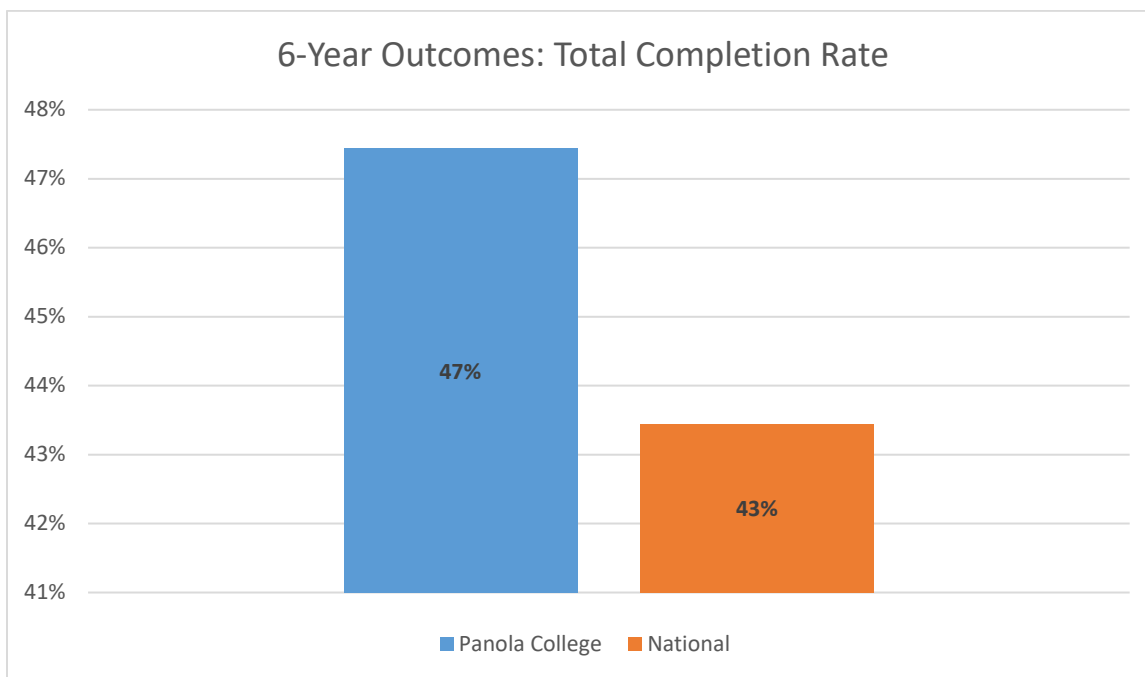
	2021			2022			2023		
	Entering Fall Cohort	Count	Percent	Entering Fall Cohort	Count	Percent	Entering Fall Cohort	Count	Percent
3-Year Grad Rate	2018	359	38.4%	2019	313	41.5%	2020	299	43.1%
Certificate			10.3%			13.7%			15.4%
Associate			28.1%			27.2%			26.8%
Bachelor's or above			0.0%			0.6%			1.0%
4-Year Grad Rate	2017	417	37.2%	2018	359	42.9%	2019	313	45.0%
Certificate			9.6%			10.0%			13.7%
Associate			22.5%			28.1%			28.1%
Bachelor's or above			5.0%			4.7%			3.2%
6-Year Grad Rate	2015	410	43.7%	2016	405	47.4%	2017	417	44.6%
Certificate			11.7%			11.9%			10.1%
Associate			20.5%			21.7%			21.1%
Bachelor's or above			11.5%			13.8%			13.4%

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.

Five Year Trend for Completion Rates

Data Collection Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Completion Rates:					
<i>IPEDS Overall Graduation Rate (150%)</i>	33%	28%	37%	37%	41%
<i>Outcome Measures (8-year award rate)</i>	29%	30%	28%	31%	34%
<i>NSC 6-year Completion Rate</i>	41%	47%	48%	50%	47%



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

Disaggregated Completion Rate: Fall 2017 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

23-24 IPEDS Outcome Measures 8-year Award Rate (34%)

	First-time Entering	Non-First-time Entering
Full-time	38%	34%
Pell Grant recipients	35%	32%
NonPell Grant recipients	42%	39%
Part-time	22%	29%
Pell Grant recipients	17%	29%
NonPell Grant recipients	27%	29%

Total Entering	34%
Pell Grant recipients	32%
NonPell Grant recipients	37%

IPEDS Outcome Measures

2023-2024 IPEDS Overall Graduation Rate (41%)

	Number of Students in Cohort	% of students that completed within 150% of normal time to completion
Full-time, first-time, degree/certificate-seeking cohort (2020)	299	41%
Recipients of a Pell Grant (within entering year)	173	38%
Recipients of a Direct Subsidized Loan (within entering year) that did not receive a Pell Grant	13	54%
Did not receive either a Pell Grant or Direct Subsidized Loan (within entering year)	113	44%

IPEDS Graduation Rates

National Student Clearinghouse: 6-Year Outcomes

2017 Fall Cohort

2016 Fall Cohort

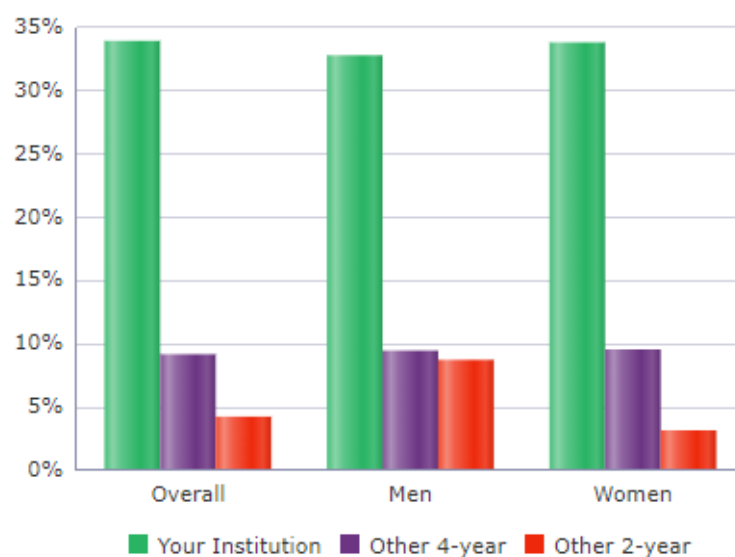
2015 Fall Cohort

Six Year Outcomes for Students Who Started at Your Institution, by Gender



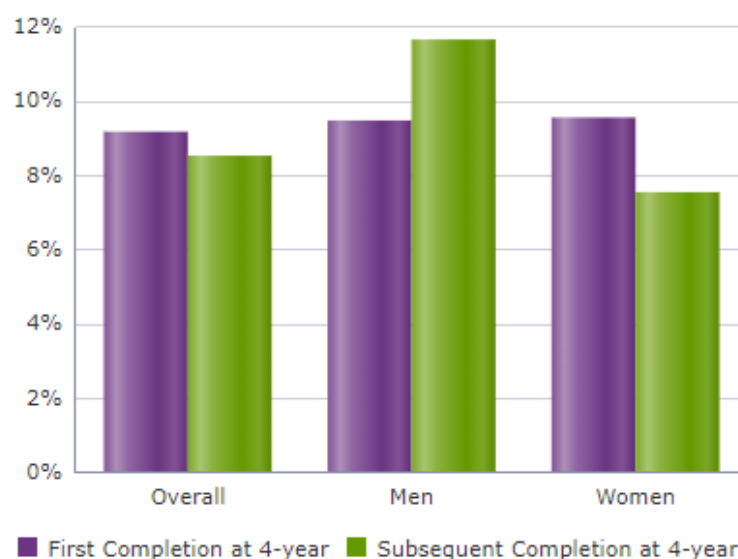
	National Sector Benchmark	Total Completion Rate	Still Enrolled	Not Enrolled
Overall	43.45%	47.44%	4.3%	48.26%
Men	41.01%	51.09%	1.46%	47.46%
Women	46.86%	46.61%	6.83%	46.56%

Six Year Completions Rates, by Institution Type, for Students Who Started at Your Institution, by Gender



	Your Institution	Other 4-year	Other 2-year
Overall	33.96%	9.2%	4.27%
Men	32.83%	9.5%	8.76%
Women	33.85%	9.58%	3.19%

**Six Year Completions Rates for Students Who Started
at Your Institution and Completed at a 4-Year Institution, by Gender**



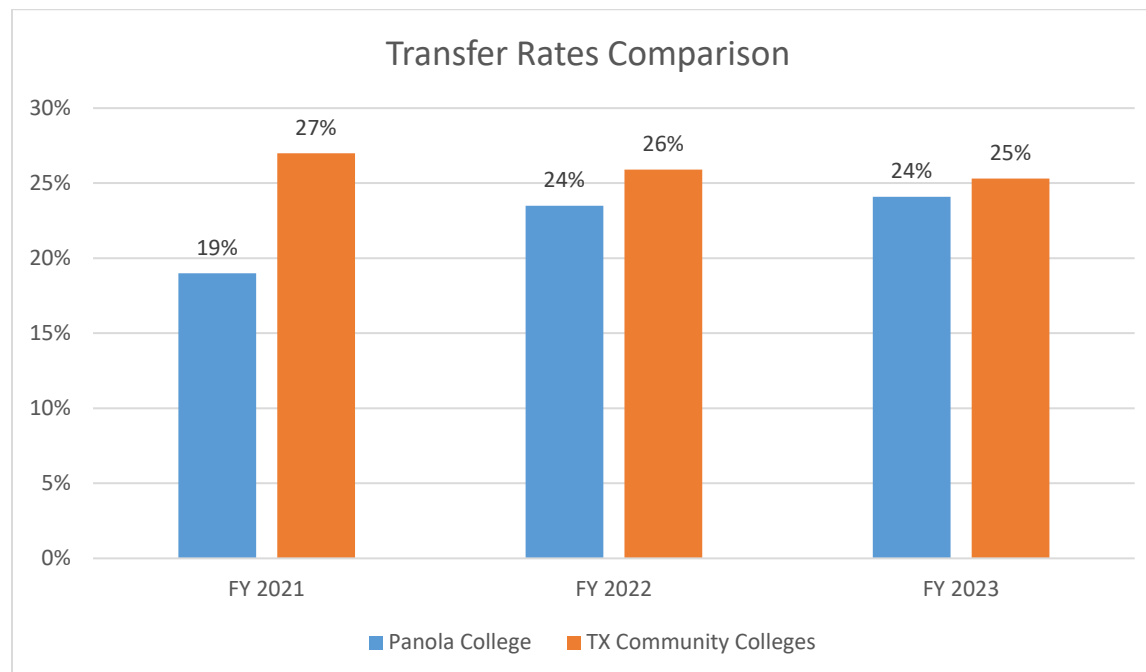
	First Completion at 4-year	Subsequent Completion at 4-year	Total Completion at 4-year
Overall	9.2%	8.55%	17.74%
Men	9.5%	11.68%	21.17%
Women	9.58%	7.57%	17.14%

Transfer Rates



Transfer to Senior Institution - All Transfers						
Year	(FY 2021)		(FY 2022)		(FY 2023)	
	Count	Rate	Count	Rate	Count	Rate
Panola College	86	19.1%	101	23.5%	114	24.1%
TX Community Colleges	28,301	26.5%	27,940	25.9%	27,764	25.3%

THECB Accountability System for Panola College and TX Community Colleges



Panola College Students Who Transferred to a Senior Institution

	2021		2022		2023		Point Change
	Count	Percent	Count	Percent	Count	Percent	
Total	451	100.0%	430	100.0%	474	100.0%	0.0
0-12 Hours	8	1.8%	2	0.5%	4	0.8%	-1.0
13-24 Hours	5	1.1%	6	1.4%	16	3.4%	2.3
25-29 Hours	7	1.6%	5	1.2%	8	1.7%	0.1
30-42 Hours	9	2.0%	18	4.2%	18	3.8%	1.8
43+ Hours	57	12.6%	70	16.3%	68	14.3%	1.7
Not a Transfer	365	80.9%	329	76.5%	360	75.9%	-5.0
Total	451	100.0%	430	100.0%	474	100.0%	0.0
All Transfers	86	19.1%	101	23.5%	114	24.1%	5.0
Non Transfer Completer	121	26.8%	120	27.9%	114	24.1%	-2.7
Non-Completers	244	54.1%	209	48.6%	246	51.9%	-2.2
Total	451	100.0%	430	100.0%	474	100.0%	0.0
Awarded Core	26	5.8%	48	11.2%	49	10.3%	4.5
Not Awarded Core	425	94.2%	382	88.8%	425	89.7%	-4.5
Total	451	100.0%	430	100.0%	474	100.0%	0.0
Awarded Field of Study	4	0.9%	6	1.4%	2	0.4%	-0.5
Not Awarded Field of Study	447	99.1%	424	98.6%	472	99.6%	0.5

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 2018		Total	Cohort Year 2019		Total	Cohort Year 2020		Total
	Male	Female		Male	Female		Male	Female	
Nonresident alien	0	0	0	0	0	0	0	0	0
Hispanic/Latino	4	4	8	3	4	7	3	2	5
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Black or African American	7	10	17	3	8	11	7	7	14
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0
White	12	11	23	15	5	20	10	10	20
Two or more races	1	1	2	1	2	3	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
Total	24	26	50	22	19	41	20	19	39
Transfer-out Rate	16%	13%	14%	17%	11%	13%	16%	11%	13%

IPEDS Graduation Rates survey: Transfer-out students

Transfer-Out Rates by Student Demographics

		PANOLA COLLEGE			National Benchmark: Two-Year Public Institutions		
Student Level Demographics		Entire Cohort	Transfer-outs		Entire Cohort	Transfer-outs	
		N of Students	N of Students	Rate	N of Students	N of Students	Rate
Overall		295	79	26.78%	632,051	199,913	31.63%
Gender	Female	149	46	30.87%	307,302	105,114	34.21%
	Male	106	28	26.42%	296,787	90,104	30.36%
Income	Lower Income	119	25	21.01%	198,354	49,929	25.17%
	Higher Income	34	19	55.88%	193,325	78,324	40.51%

National Student Clearinghouse- Student Tracking Transfer (Fall 2015 entering cohort)

* Note: The middle-income group has been excluded from the income graphs and tables throughout this report. Therefore, the student count and percentage sums for the higher and lower income groups will be less than the totals for the entire cohort.



Job Placement Rates for Five years

Department/Year	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Associate Degree Nursing	75% (30/40)	97% (32/33)	91.30% (42/46)	94.74% (36/38)	83.61% (51/61)
Business	86.4% (22/19)	83% (19/23)	92.86% (26/28)	91.30% (21/23)	96.30% (26/27)
Computer Information Technology	100% (8/8)		87.50% (7/8)	100% (10/10)	66.7% (6/9)
Cosmetology	62% (23/37)	74% (20/27)	87.50% (21/24)	97.22% (35/36)	84.00% (21/25)
Emergency Medical Sciences			100.0% (13/13)	100.0% (11/11)	100.0% (16/16)
Health Information Technology	67% (2/3)	78% (7/9)	100% (6/6)	84.21% (16/19)	100.00% (8/8)
Licensed Vocational Nursing	92% (46/50)	98% (50/51)	96.55% (56/58)	97.87% (46/47)	87.10% (27/31)
Medical Assisting	91% (21/23)	83% (10/12)	95.00% (19/20)	80.49% (33/41)	80.00% (28/35)
Medical Laboratory Technology	88% (7/8)		81.82% (9/11)	83.33% (10/12)	80.00% (8/10)
Occupational Therapy Assistant	81% (21/26)	89% (17/19)	85.71% (18/21)	100% (22/22)	94.74% (18/19)
Ranch & Land Management	100% (7/7)	64% 9/14	78% (7/9)		
Industrial Production Tech	95% (41/43)	91% (48/53)	96.15% (50/52)	93.55% (29/31)	94.59% (35/37)
Welding	85% (44/52)	81% (44/54)	91.38% (53/58)	90.16% (55/61)	93.10% (27/29)

THECB Perkins Data Resources for 2022-2023: Q3- Program Completer Placement Rate; CB 116 (gray- no data)



Licensure Rates

Associate Degree Nursing Program First-time Licensure Pass rates

Year	2023	2022	2021	2020	2019
Panola College	92.00% (46/50)	93.62% (44/47)	94.12% (32/34)	84.4% (38/45)	94.6% (35/37)
Average for Texas RN Programs	91.15% (13,788/15,127)	84.28% (12,499/14,831)	86.70% (13,293/15,333)	91.00% (12,039/13,231)	91.90% (11,905/12,954)
National Average for RN Programs	88.56% (165,059/186,375)	79.91% (150,214/187,986)	82.13% (167,214/203,608)	86.76% (151,617/174,750)	88.07% (150,508/170,899)

Source: Texas Board of Nursing NCLEX- RN Pass Rates

Panola College ADN Program Outcome Measures

Total Program Outcome Measures	2023	2022	2021	2020	2019
NCLEX-RN Pass Rate	92% (46/50)	93.62% (44/47)	94.1% (32/34)	84.4% (38/45)	94.6% (35/37)
Student Program Completion Rates (100%)	52.8% (47/89) (Admission cohorts 21-22)	36.6% (26/71) (Admission cohorts 20-21)	38.9% (30/77) (Admission cohorts 19-20)	37.6% (37.6) (Admission cohorts 18-19)	30.8% (21/68) (Admission cohorts 17-18)
Student Program Completion Rates (150%)	58.4% (52/89) (Admission cohorts 21-22)	50.7% (36/71) (Admission cohorts 20-21)	45.4% (35/77) (Admission cohorts 19-20)	56.9% (53/93) (Admission cohorts 18-19)	39.7% (27/68) (Admission cohorts 17-18)

Source: Nursing Department

Cosmetology Licensure pass rate for past five years*

Year	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
Panola College	92.5% (37/40)	65.8% (25/38)	71.0% (44/62)	80.0% (36/45)	81.8% (36/44)
Average for Texas Cosmetology Programs	67.97% (40,021/ 58,882)	65.06% (24,091/ 37,031)	59.83% (21,898/ 36,603)	59.25% (15,274/ 25,780)	64.43% (29,459/ 45,720)

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

*National averages are unavailable.

Emergency Medical Technician and Paramedic NREMT Certification Pass Rates – First 3 attempts

EMT

Year	2023	2022	2021	2020	2019
Panola College-EMT (Pass/Total/Attempts)	60% (12/20/3)	50% (3/6/3)	69% (9/13)	38% (5/13)	64% (7/11)
Average for Texas EMT	77%	77%	75%	75%	75%
National Average for EMT Basic	80%	79%	79%	78%	79%

Paramedic

Year	2023	2022	2021	2020	2019
Panola College – Paramedic (Pass/Total/Attempts)	75% (6/8/1)	67% (2/3/0)	50% (1/2)	50% (3/6)	69% (9/13)
Average for Texas Paramedic	87%	87%	85%	86%	89%
National Average for Paramedic	87%	86%	85%	85%	86%

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

The pass rate for the college is based on how many students pass the national registry certification exam within the first 3 attempts. The numbers () above show how many passed, out of how many total students who attempted the exam, and how many still have attempts remaining in their first 3. Students have 2 years from graduation to successfully complete the NREMT exam.

Health Information Technology Pass Rate for Past Five Years*

Year	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020
Panola College HIT AAS (RHIT credential)	100% (2/2)	100% (5/5)	0% (0/3)	28% (2/7)	50% (1/2)
Panola College HIT- Medical Coding Certificate (CCA credential)	100% (2/2)	67% (4/6)	50% (2/4)	83% (5/6)	75% (3/4)

Source: PC data from HIT chairperson; Reporting period- academic year

Year	2023	2022	2021	2020	2019
Average for National HIT Programs (RHIT credentials- 1 st time tests only)	83% (1,324/1,577)	80% (1,315/1,649)	69% (1,244/1,803)	78% (1,274/1,634)	76% (1,641/2,160)

Source: American Health Information Management Association (AHIMA)

*State averages are unavailable

Licensed Vocational Nursing Program First-time Licensure Pass Rates

Year	2023	2022	2021	2020	2019
Panola College	97.78% (44/45)	89.8% (44/49)	84.31% (43/51)	91.07% (51/56)	84.31% (43/51)
Average for Texas PN Programs	92.92% (3,1090/3,433)	87.38% (3,268/3,740)	86.49% (3,323/3,842)	88.52% (3,818/4,313)	89.05% (3,789/4,255)
National Average for PN Programs	86.68% (41,214/47,549)	79.93% (38,075/47,634)	79.60% (36,898/46,353)	83.09% (37,934/45,656)	85.63% (41,299/48,228)

Source: Texas Board of Nursing NCLEX- VN Pass Rates

Panola College Total Program Outcome Measures

Total Program Outcome Measures	2023	2022	2021	2020	2019
NCLEX-PN Pass Rate	97.7% (43/44)	89.8% (44/49)	84.31% (43/51)	91.07% (51/56)	84.31% (43/51)
Student Program Completion Rates (100%)	68.4% (39/57) (Admission 2022)	60.5% (43/71) (Admission 2021)	60.6% (37/61) (Admission 2020)	62.6% (47/75) (Admission 2019)	60% (42/70) (Admission 2018)
Student Program Completion Rates (150%)	80.7% (46/57) (Admission 2022)	73.2% (52/71) (Admission 2021)	77% (47/61) (Admission 2020)	68% (51/75) (Admission 2019)	74.2% (52/70) (Admission 2018)

Medical/Clinical Assistant Licensure Pass Rates*

Year	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020
CMAA certification	100% (17/17)	84% (10/12)	92% (12/13)	75% (12/16)	78% (14/18)
CCMA certification	87% (7/8)	100% (8/8)	60% (9/15)	75% (9/10)	83% (10/12)
CPT certification	100% (8/8)	63% (5/8)	53% (10/19)	35% (6/17)	N/A

Source: Medical Assisting department (total pass rates for the academic year regardless if it is a student's first or second attempt)

*There are no state or national average pass rates available

Medical Laboratory Technician First-time Licensure Pass rates*

Year	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
Panola College MLT Program	100% (1/1)	100% (4/4)	63% (5/8)	60% (3/5)	71% (5/7)
National Average for MLT Programs (ASCP & AMT)	72%	69% ASCP – 71% AMT – 67%	78%	77%	76%

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

*Texas averages are unavailable.

3 students have not taken their certifying exams as of 6/25/24.

Occupational Therapy Assistant Program: New Graduates Licensure Pass Rates *

Year	2023	2022	2021	2020	2019
Panola College	80% (16/20)	83% (20/24)	87% (14/16)	95% (20/21)	100% (19/19)
National Average All New Graduates ₁	87% (3,004/3,452)	85% (3,371/3,966)	92% (4,054/4,407)	84% (2,960/3,524)	N/A

Source: National Board for Certification in Occupational Therapy

¹The total number of candidates who tested within one year of their graduation date and the percentage who passed the exam, regardless of the number of attempts.

*Texas 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"

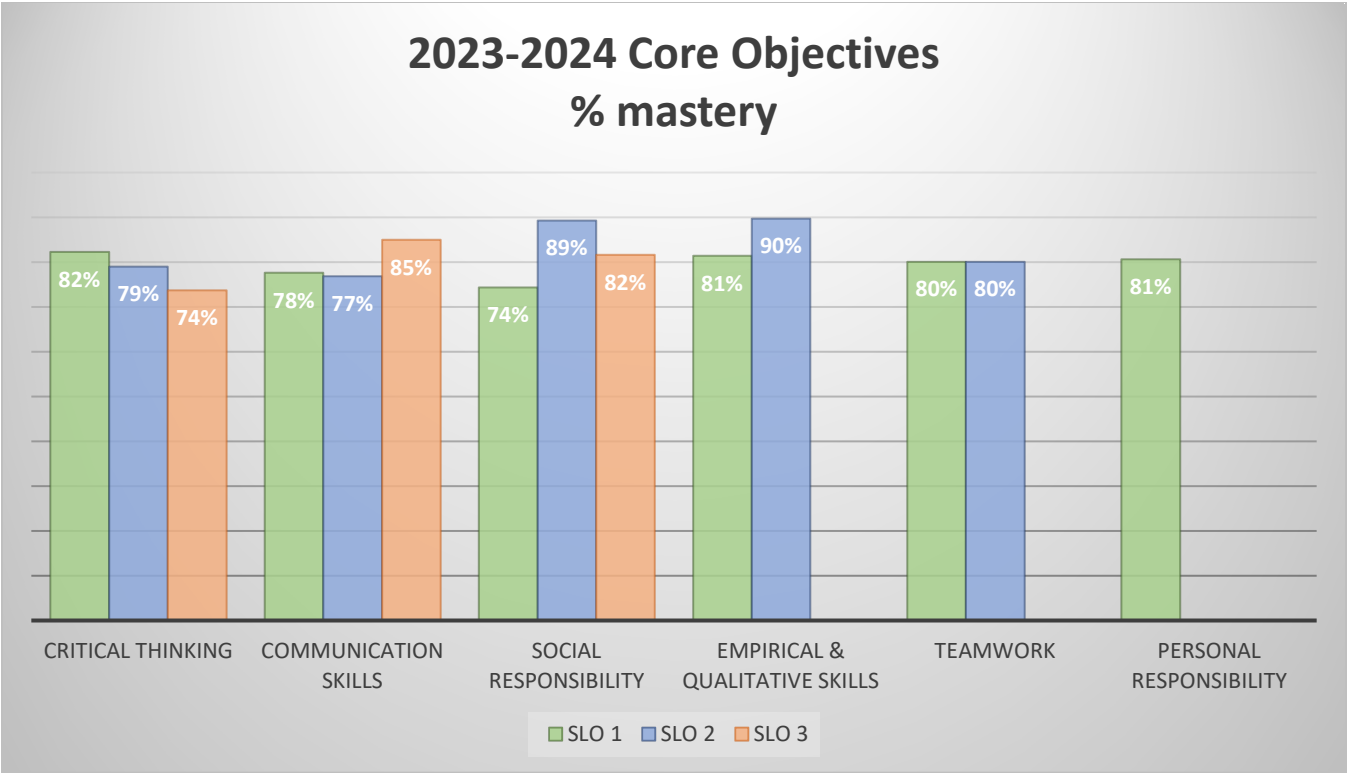
Panola College SLO:

PR1: Evaluate choices and actions and relate consequences to decision-making

Objective	2021-2022	2022-2023	2023-2024
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.



In the final year of the three-year cycle, all SLOs decreased from the previous year. When looking at each separate core objective for the 2023-2024 academic year, the following occurred. The objectives are listed in order from highest scoring to lowest scoring.

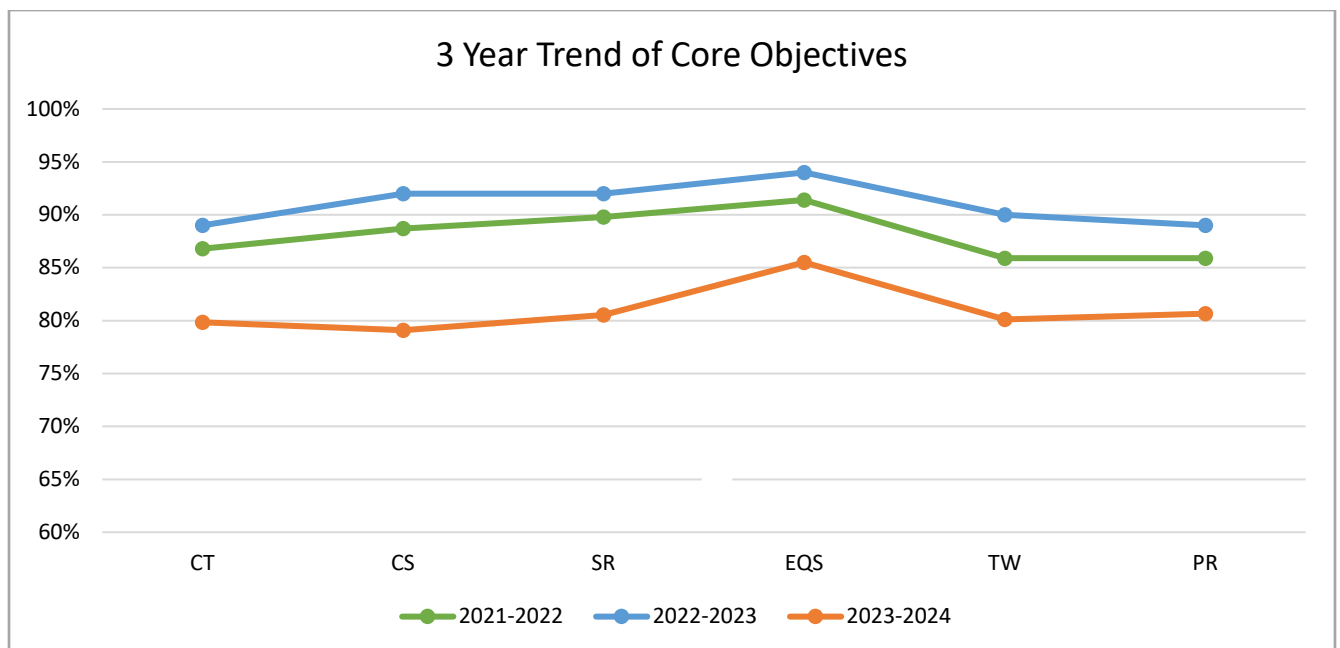
Status (from prior year)	Below 70%	70-79%	80-89%	90-100%
Decreased			<ul style="list-style-type: none"> Empirical & Qualitative Skills 1 Personal Responsibility 1 Critical Thinking 2 Communication Skills 1 Critical Thinking 3 	<ul style="list-style-type: none"> Empirical & Qualitative Skills 2 Communication Skills 3 Critical Thinking 1 Social Responsibility 3 Teamwork 1 Teamwork 2 Communication Skills 2 Social Responsibility 1
Remained the Same				
Increased				

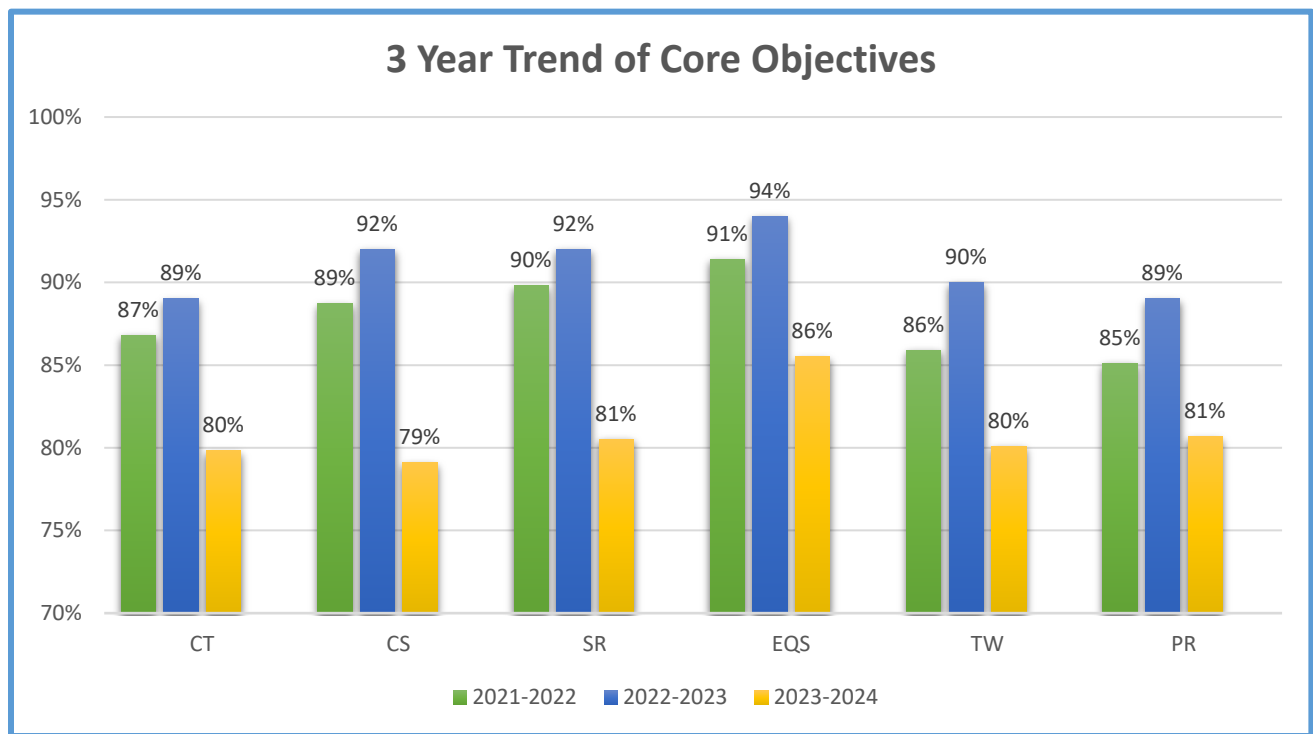
3-year Institution Trend

Unit	3-yr Institutional Cycle		
	2021-2022	2022-2023	2023-2024
CT (Critical Thinking)	▲ 86.8%	▲ 89.4%	■ 79.8%
CS (Communication Skills)	▲ 88.7%	▲ 91.8%	■ 79.1%
PR (Personal Responsibility)	▲ 85.1%	▲ 89.4%	▲ 80.7%
SR (Social Responsibility)	▲ 89.8%	▲ 92.1%	▲ 80.5%
EQS (Empirical & Quantitative Skills)	▲ 91.4%	▲ 93.6%	▲ 85.5%
TW (Teamwork)	▲ 85.9%	▲ 90.2%	▲ 80.1%
In-depth analysis cycle:	CT/CS	PR/SR	EQS/TW

KEY:

▲	>= 80
■	70-79
▼	< 70





This data compares student performance in each of the six core objectives from the 2021-2022 academic year through the 2023-2024 academic year.

Overall in the **2021-2022** academic year, Panola College students were most successful with Empirical & Quantitative Skills and Social Responsibility and weakest in Personal Responsibility.

In the **2022-2023** academic year, Panola College students made small gains in all area especially Teamwork and Personal Responsibility.

In the **2023-2024** academic year, Panola College students were most successful in Empirical & Quantitative Skills.



National Student Clearinghouse™
Research Center™

StudentTrackerSM
Postsecondary Completions

Institutional Benchmark Report

Fall 2017 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 2017.

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.

Beginning with the 2015 cohort, the Clearinghouse has reviewed and made adjustments to improve the underlying data used to inform this report. You may see higher completion rates compared to the historical trend.

Your Feedback Is Welcome

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

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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	468	47.44	33.96	4.27	9.20	8.55	17.74	4.30	48.26
Exclusively Full-Time	203	63.11	52.76	1.48	8.88	15.78	24.66	0.49	36.39
Exclusively Part-Time	33	12.12	12.12	0.00	0.00	0.00	0.00	0.00	87.88
Mixed Enrollment	232	38.76	20.66	7.32	10.78	3.45	14.23	8.24	53.00

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	711,940	43.45	32.72	2.99	7.74	10.36	18.10	11.16	45.40
Exclusively Full-Time	193,902	66.55	53.59	2.93	10.03	23.08	33.11	1.34	32.11
Exclusively Part-Time	95,710	20.23	18.50	1.07	0.65	1.78	2.43	7.11	72.66
Mixed Enrollment	422,328	38.10	26.36	3.45	8.30	6.46	14.76	16.58	45.31

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	468	47.44	33.96	4.27	9.20	8.55	17.74	4.30	48.26
Men	137	51.09	32.83	8.76	9.50	11.68	21.17	1.46	47.46
Women	251	46.61	33.85	3.19	9.58	7.57	17.14	6.83	46.56

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	711,940	43.45	32.72	2.99	7.74	10.36	18.10	11.16	45.40
Men	328,311	41.01	30.72	2.70	7.59	8.87	16.46	10.38	48.61
Women	352,278	46.86	35.24	3.40	8.22	12.13	20.35	12.04	41.09

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	468	47.44	33.96	4.27	9.20	8.55	17.74	4.30	48.26
20 and Younger	377	50.15	34.22	5.04	10.89	10.08	20.97	4.24	45.61
>20 - 24	36	30.56	27.78	0.00	2.78	0.00	2.78	8.35	61.10
Older than 24	55	39.90	36.27	1.81	1.81	3.63	5.44	2.06	58.04

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	711,940	43.45	32.72	2.99	7.74	10.36	18.10	11.16	45.40
20 and Younger	588,773	44.49	32.93	3.10	8.45	11.41	19.87	11.47	44.05
>20 - 24	50,879	34.91	27.18	2.61	5.12	5.91	11.02	11.19	53.90
Older than 24	72,146	40.98	34.84	2.33	3.81	4.90	8.71	8.62	50.40

Note for tables 3A and 3B: Students with missing date of birth data were excluded from the above tables. As a result, 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	163	66.34	55.28	1.23	9.83	19.65	29.49	0.61	33.05
20 and Younger	Exclusively Part-Time	21	14.29	14.29	0.00	0.00	0.00	0.00	0.00	85.71
20 and Younger	Mixed Enrollment	193	40.41	18.63	8.80	12.97	3.11	16.08	7.76	51.83
>20 - 24	Exclusively Full-Time	15	46.67	40.00	0.00	6.67	0.00	6.67	0.00	53.33
>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	18	22.22	22.22	0.00	0.00	0.00	0.00	16.69	61.09
Older than 24	Exclusively Full-Time	25	52.00	44.00	4.00	4.00	0.00	4.00	0.00	48.00
Older than 24	Exclusively Part-Time	9	11.11	11.11	0.00	0.00	0.00	0.00	0.00	88.89
Older than 24	Mixed Enrollment	21	37.85	37.85	0.00	0.00	9.46	9.46	5.38	56.77

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	165,473	68.37	54.37	3.02	10.98	25.20	36.18	1.34	30.30
20 and Younger	Exclusively Part-Time	64,895	16.20	14.79	0.97	0.44	1.70	2.14	7.52	76.28
20 and Younger	Mixed Enrollment	358,405	38.58	26.32	3.53	8.74	6.81	15.55	16.86	44.56
>20 - 24	Exclusively Full-Time	12,466	52.61	44.01	2.42	6.17	12.52	18.69	1.93	45.46
>20 - 24	Exclusively Part-Time	10,410	19.91	17.98	1.22	0.71	1.59	2.30	6.86	73.23
>20 - 24	Mixed Enrollment	28,003	32.61	23.11	3.22	6.28	4.57	10.85	16.92	50.46
Older than 24	Exclusively Full-Time	15,914	58.53	52.87	2.42	3.25	9.40	12.65	0.92	40.55
Older than 24	Exclusively Part-Time	20,365	33.17	30.51	1.34	1.32	2.12	3.43	5.94	60.89
Older than 24	Mixed Enrollment	35,868	37.62	29.30	2.85	5.47	4.48	9.95	13.56	48.83

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	468	47.44	33.96	4.27	9.20	8.55	17.74	4.30	48.26
Asian	3	66.67	66.67	0.00	0.00	0.00	0.00	33.33	0.00
Black	101	28.67	17.77	4.93	5.97	4.93	10.90	9.02	62.32
Hispanic	82	54.88	42.68	8.54	3.66	9.76	13.42	2.44	42.68
White	254	51.62	35.85	2.76	13.01	8.67	21.68	3.15	45.23
Other	8	62.50	62.50	0.00	0.00	25.00	25.00	0.00	37.50
Two or More Races	9	55.56	44.44	11.11	0.00	22.22	22.22	0.00	44.44
Race/Ethnicity Unknown or Missing	11	45.45	36.36	0.00	9.09	9.09	18.18	0.00	54.55

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	711,940	43.45	32.72	2.99	7.74	10.36	18.10	11.16	45.40
Asian	32,975	53.78	37.11	2.93	13.73	16.01	29.74	14.80	31.42
Black	85,610	31.58	23.70	2.71	5.17	6.14	11.31	13.59	54.83
Hispanic	162,092	38.04	29.58	3.27	5.20	9.00	14.20	13.90	48.07
White	307,883	51.10	38.22	3.26	9.62	12.55	22.17	8.95	39.95
Other	14,517	45.62	33.28	2.96	9.38	12.59	21.97	9.89	44.49
Two or More Races	26,495	40.90	29.74	3.02	8.14	10.31	18.45	12.86	46.24
Race/Ethnicity Unknown or Missing	82,368	34.15	26.82	1.75	5.58	6.59	12.16	9.69	56.16

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	100.00	0.00	0.00	0.00	0.00	0.00	0.00
Asian	Women	0	-	-	-	-	-	-	-	-
Black	Men	22	31.55	22.53	9.01	0.00	13.52	13.52	4.51	63.95
Black	Women	54	31.49	14.78	5.54	11.17	3.69	14.86	15.03	53.48
Hispanic	Men	19	52.63	36.84	15.79	0.00	10.53	10.53	5.26	42.10
Hispanic	Women	55	52.73	41.82	7.27	3.64	9.09	12.73	1.82	45.45
White	Men	92	56.62	34.83	7.62	14.17	11.98	26.14	0.00	43.38
White	Women	124	48.39	36.29	0.00	12.10	7.26	19.36	6.46	45.15

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	15,561	49.63	33.30	2.62	13.71	13.97	27.68	16.28	34.10
Asian	Women	14,959	60.04	42.01	3.44	14.59	18.73	33.32	13.49	26.47
Black	Men	37,823	29.56	22.22	2.55	4.79	5.40	10.19	11.19	59.24
Black	Women	42,796	34.65	25.75	3.01	5.89	7.22	13.11	16.31	49.03
Hispanic	Men	72,072	33.69	25.98	2.92	4.79	7.01	11.81	13.18	53.13
Hispanic	Women	85,598	42.39	33.06	3.64	5.69	10.87	16.56	14.63	42.98
White	Men	147,998	48.72	36.52	2.88	9.33	10.85	20.17	8.48	42.80
White	Women	151,645	54.01	40.13	3.73	10.14	14.45	24.59	9.48	36.52

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.

NATIONAL STUDENT CLEARINGHOUSE[®]
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StudentTrackerSM
Tracking Transfer

Institutional Benchmark Report

Fall 2015 Entering Cohort

PANOLA COLLEGE
School and Branch Code: 003600-00

NATIONAL STUDENT CLEARINGHOUSE RESEARCH CENTER

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

About this report

The purpose of this report is to provide a set of specific, up-to-date metrics for your institution which focus on the vertical transfers and subsequent bachelor's degree completion for students who began their postsecondary education at your community college. This report focuses on the cohort of first-time students who started their postsecondary studies at your two year public institution in fall 2015 and tracks their transfer and completion patterns at four-year institutions over a period of six years, until spring 2021.

Data are presented on the following metrics with national benchmarks for each.

- Of the first-time-in-college degree-seeking students in your fall 2015 cohort:
 - how many transferred to a 4-year institution
 - how many transferred to a 4-year institution and earned a bachelor's degree
- Of the first-time-in-college degree-seeking students in your fall 2015 cohort who transferred to a 4-year institution:
 - how many completed a credential at your institution before transferring
 - how many earned a bachelor's degree at a 4-year institution

The above metrics are presented by:

- starting institutional characteristics (program mix, urbanicity, and average student socioeconomic status)
- student characteristics (gender and income)

Brief notes on data definitions and methodology are on page 3. More detailed discussions of methodology are available in the introduction and appendix of the national signature report on tracking transfer which can be downloaded at: [NSC Research Center Reports](#)

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

Your Feedback Is Welcome

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

Definitions and Methodology

Classification of Institutions as Community Colleges* and Four-Year Institutions

While we relied primarily on IPEDS data to categorize institutions as community colleges and four-year institutions, we revised the IPEDS categorization for some institutions that offer relatively few bachelor's degree programs. These institutions are listed as public four-year institutions in IPEDS but are more accurately categorized as community colleges based on their history, mission, and degree mix.

First-Time Status

This report uses historical Clearinghouse enrollment and degree data to confirm that students included in the study (1) showed no previous college enrollment in the four years prior to the entering cohort year and (2) had not previously completed a college degree. In order to reliably identify students with prior enrollments, this report is limited to institutions that began submitting enrollment data to the Clearinghouse for terms beginning on or before June 1, 2009.

Student Variable - Income

A proxy measure of student household income was created by geocoding students' address records from NSC with U.S. Census data on median household income. Students with median household incomes in the bottom 40 percent nationally were classified as lower income while those in the top 40 percent were classified as higher income. Students in the middle income quintile (the middle 20 percent) were excluded in order to emphasize the differences between lower and higher income students.

Institution Variable - Urbanicity

The location of each community college was used as a proxy measure of the likely availability of four-year options. IPEDS data on institutional locale was used to categorize schools into three categories: urban, suburban/town, and rural.

Institution Variable - Average Student Socioeconomic Status (SES)

A student-level SES variable was created by using U.S. Census data to derive a standardized composite of the median household income, educational attainment, and occupational profile of each student's home census tract. The median student SES score for all students enrolled at your institution in fall 2015 was used to create an SES measure which placed your institution into lower, middle, or top quintiles.

Institution Variable - Program Mix

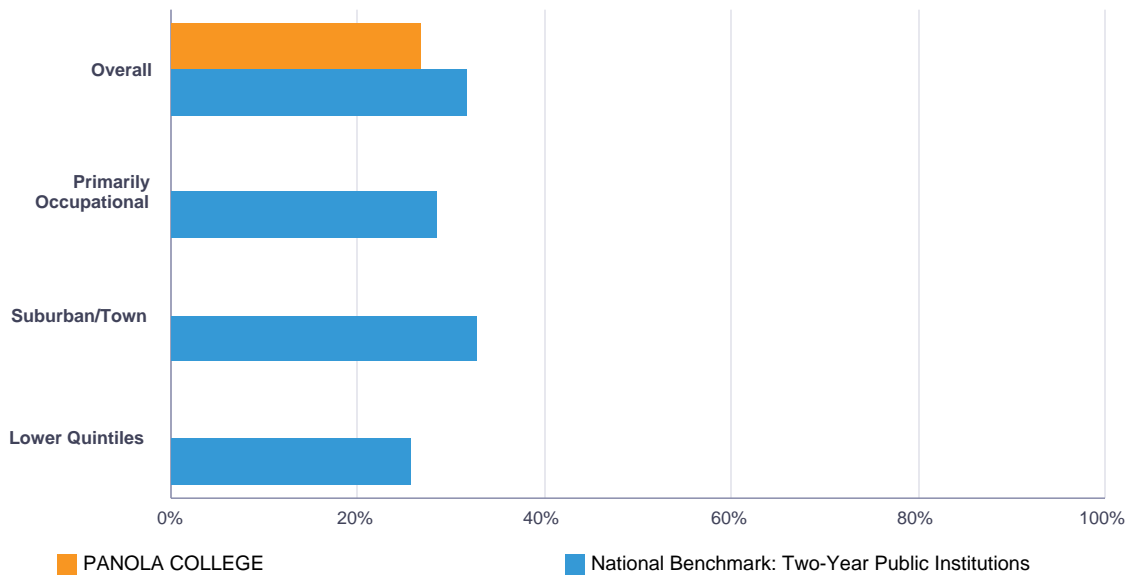
To capture potential differences in student outcomes resulting from the types of programs offered at different colleges, community colleges were categorized based on their mix of academic and occupational associate degrees awarded. Data from IPEDS was used to group institutions into "primarily academic" and "primarily occupational" categories based on the ratio of academic to occupational associate degrees awarded. Colleges that awarded 40 percent or more of their associate degrees in occupational fields (as opposed to associate of arts, associate of science, or associate of general education degrees) were classified as primarily occupational and those that awarded less than 40 percent of their associate degrees in occupational fields as primarily academic.

*The terms two year public institution and community college are used interchangeably throughout this report.

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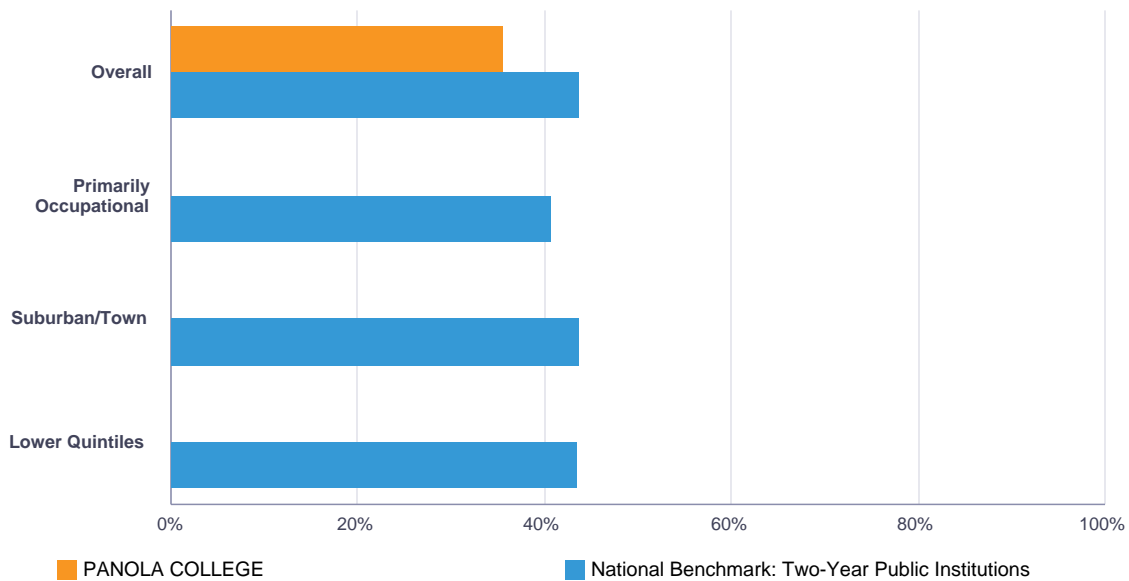
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TRANSFER-OUT RATES BY INSTITUTION CHARACTERISTICS



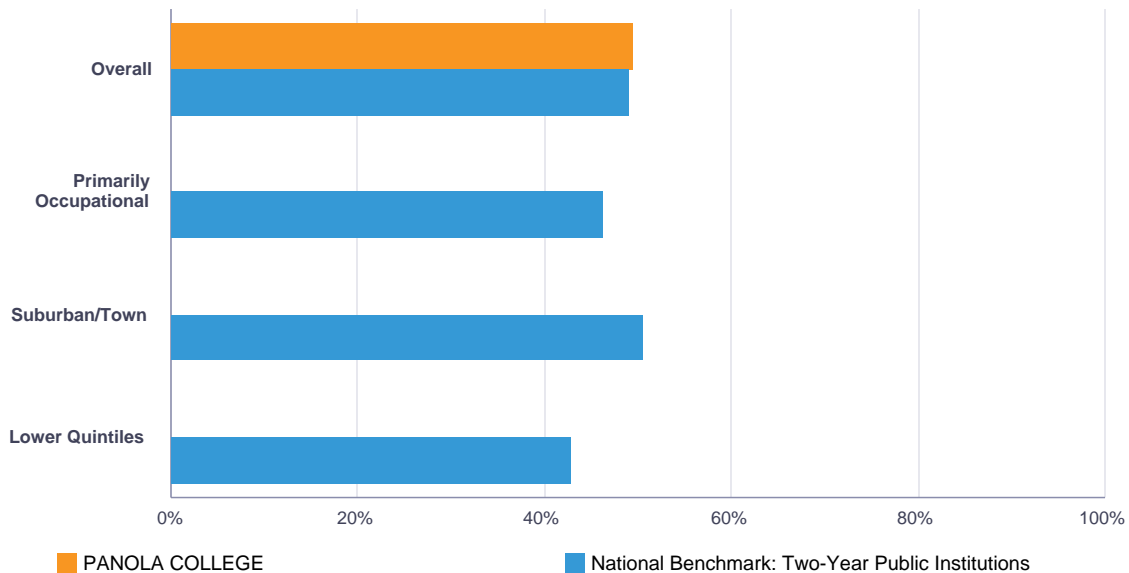
Institution Characteristics			Entire Cohort	Transfer-outs	
			N of students	N of students	Rate
PANOLA COLLEGE	Overall		295	79	26.78%
National Benchmark: Two-Year Public Institutions	Overall		632,051	199,913	31.63%
	Program Mix	Primarily Academic	373,597	126,062	33.74%
		Primarily Occupational	258,383	73,849	28.58%
	Urbanicity	Rural	70,746	21,970	31.05%
		Suburban/Town	256,011	84,124	32.86%
		Urban	305,244	93,818	30.74%
	Average Student SES	Lower Quintiles	140,792	36,022	25.59%
		Middle Quintile	111,453	30,728	27.57%
		Top Quintiles	379,805	133,163	35.06%

TRANSFER-WITH-AWARD RATES BY INSTITUTION CHARACTERISTICS



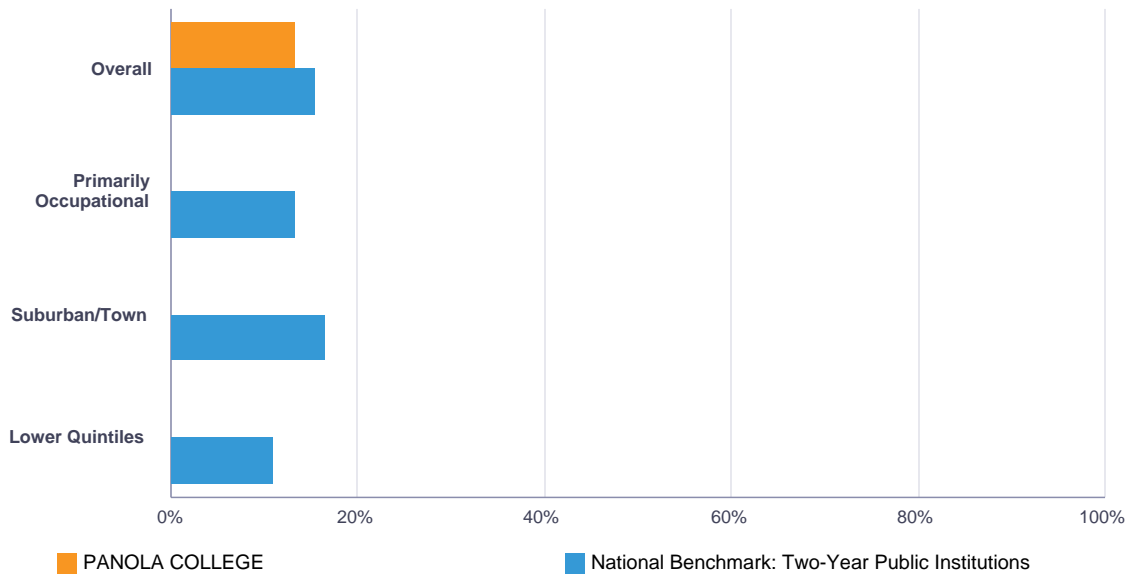
Institution Characteristics			Transfer-Out	Transfer-Out with Award	
			N of students	N of students	Rate
PANOLA COLLEGE	Overall		79	28	35.44%
National Benchmark: Two-Year Public Institutions	Overall		199,913	87,188	43.61%
	Program Mix	Primarily Academic	126,062	57,137	45.32%
		Primarily Occupational	73,849	30,050	40.69%
	Urbanicity	Rural	21,970	9,656	43.95%
		Suburban/Town	84,124	36,768	43.71%
		Urban	93,818	40,764	43.45%
	Average Student SES	Lower Quintiles	36,022	15,671	43.5%
		Middle Quintile	30,728	12,870	41.88%
		Top Quintiles	133,163	58,647	44.04%

TRANSFER-OUT BACHELOR'S COMPLETION RATES BY INSTITUTION CHARACTERISTICS



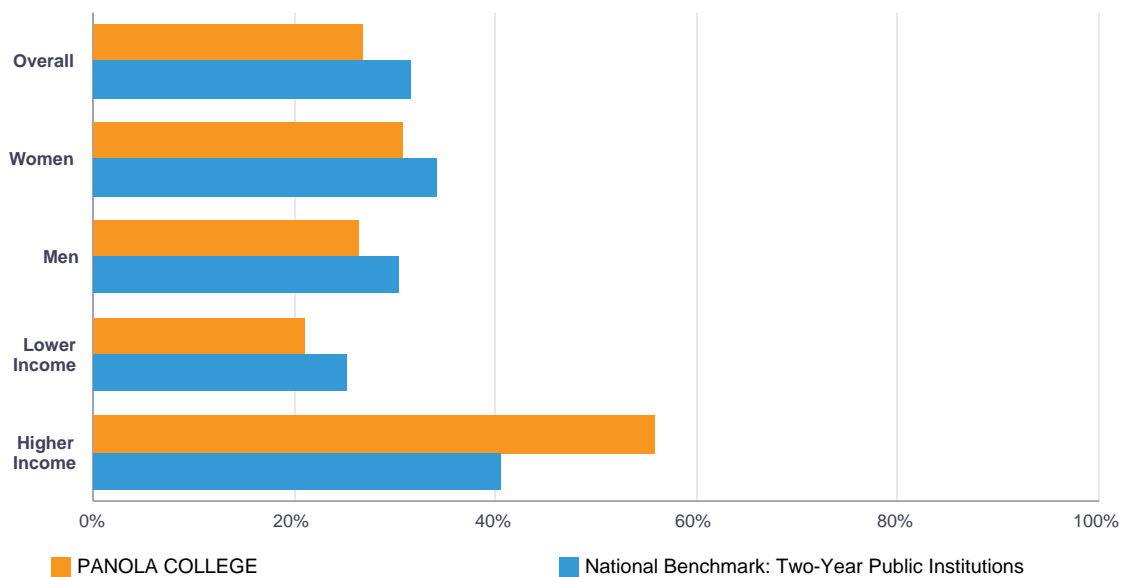
Institution Characteristics			Transfer-Out	Transfer-Out Bachelor's Completion	
			N of students	N of students	Rate
PANOLA COLLEGE	Overall		79	39	49.37%
National Benchmark: Two-Year Public Institutions	Overall		199,913	98,123	49.08%
	Program Mix	Primarily Academic	126,062	64,039	50.8%
		Primarily Occupational	73,849	34,084	46.15%
	Urbanicity	Rural	21,970	10,959	49.88%
		Suburban/Town	84,124	42,480	50.5%
		Urban	93,818	44,684	47.63%
	Average Student SES	Lower Quintiles	36,022	15,395	42.74%
		Middle Quintile	30,728	14,123	45.96%
		Top Quintiles	133,163	68,605	51.52%

COMMUNITY COLLEGE COHORT BACHELOR'S COMPLETION RATES BY INSTITUTION CHARACTERISTICS



Institution Characteristics			Entire Cohort	Community College Cohort Bachelor's Completion	
			N of students	N of students	Rate
PANOLA COLLEGE	Overall		295	39	13.22%
National Benchmark: Two-Year Public Institutions	Overall		632,051	98,123	15.52%
	Program Mix	Primarily Academic	373,597	64,039	17.14%
		Primarily Occupational	258,383	34,084	13.19%
	Urbanicity	Rural	70,746	10,959	15.49%
		Suburban/Town	256,011	42,480	16.59%
		Urban	305,244	44,684	14.64%
	Average Student SES	Lower Quintiles	140,792	15,395	10.93%
		Middle Quintile	111,453	14,123	12.67%
		Top Quintiles	379,805	68,605	18.06%

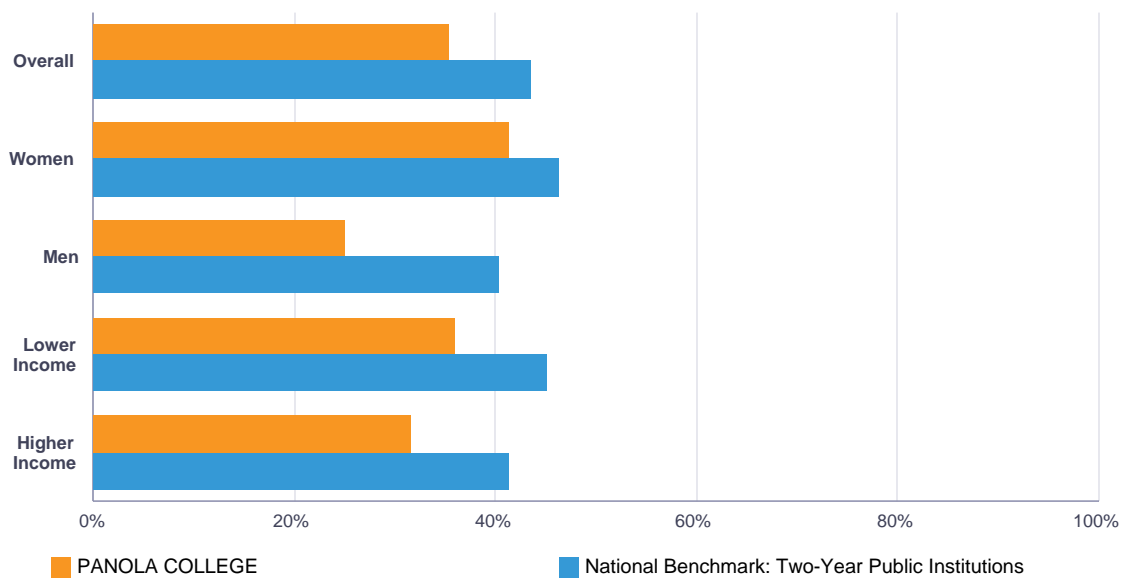
TRANSFER-OUT RATES BY STUDENT DEMOGRAPHICS



Student Level Demographics		PANOLA COLLEGE			National Benchmark: Two-Year Public Institutions		
		Entire Cohort	Transfer-outs		Entire Cohort	Transfer-Outs	
		N of Students	N of Students	Rate	N of Students	N of Students	Rate
Overall		295	79	26.78%	632,051	199,913	31.63%
Gender	Female	149	46	30.87%	307,302	105,114	34.21%
	Male	106	28	26.42%	296,787	90,104	30.36%
Income	Lower Income	119	25	21.01%	198,354	49,929	25.17%
	Higher Income	34	19	55.88%	193,325	78,324	40.51%

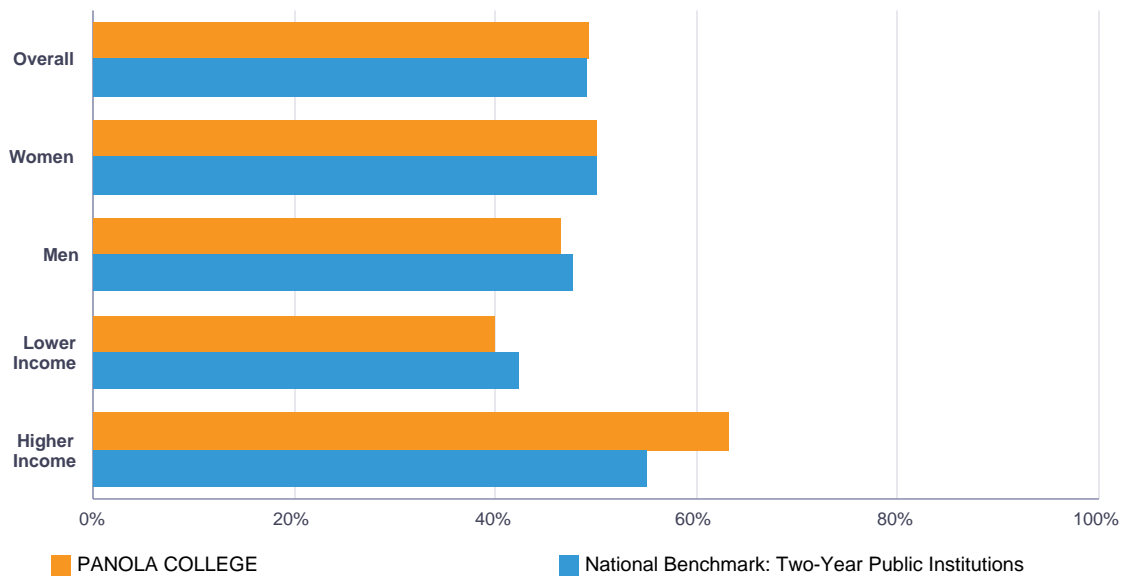
* Note: The middle income group has been excluded from the income graphs and tables throughout this report. Therefore, the student count and percentage sums for the higher and lower income groups will be less than the totals for the entire cohort.

TRANSFER-WITH-AWARD BY STUDENT DEMOGRAPHICS



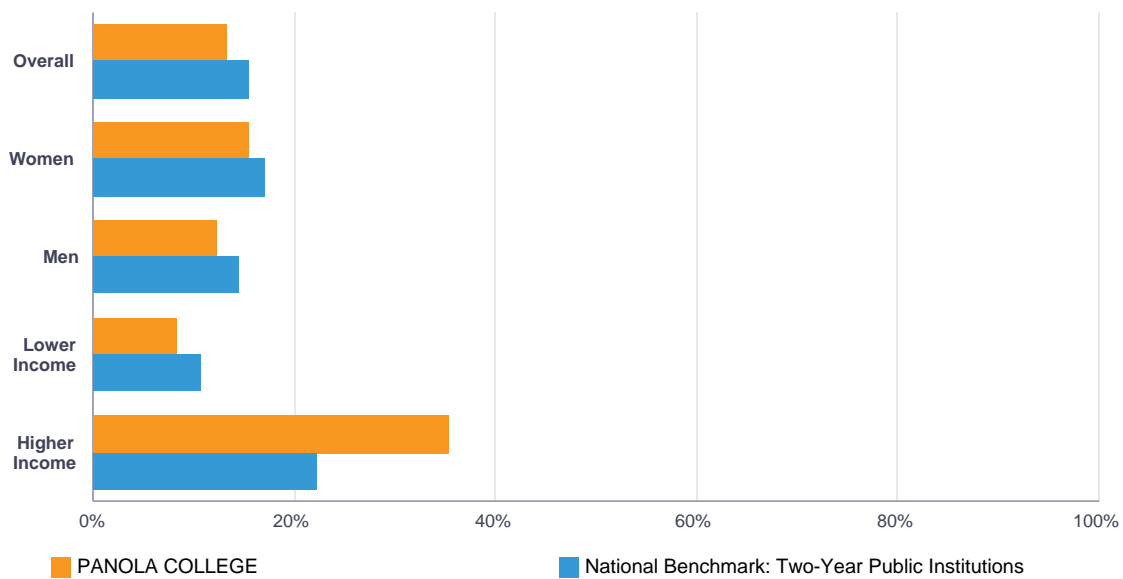
		PANOLA COLLEGE					National Benchmark: Two-Year Public Institutions				
Student Level Demographics		Entire Cohort	Transfer-Outs		Transfer-Out with Award		Entire Cohort	Transfer-Outs		Transfer-Out with award	
		N of Students	N of Students	Rate	N of Students	Rate	N of Students	N of Students	Rate	N of Students	Rate
Overall		295	79	26.78%	28	35.44%	632,051	199,913	31.63%	87,188	43.61%
Gender	Female	149	46	30.87%	19	41.3%	307,302	105,114	34.21%	48,646	46.28%
	Male	106	28	26.42%	7	25%	296,787	90,104	30.36%	36,311	40.3%
Income	Lower Income	119	25	21.01%	9	36%	198,354	49,929	25.17%	22,529	45.12%
	Higher Income	34	19	55.88%	6	31.58%	193,325	78,324	40.51%	32,381	41.34%

TRANSFER OUT BACHELOR'S COMPLETION RATES BY STUDENT DEMOGRAPHICS



Student Level Demographics		PANOLA COLLEGE					National Benchmark: Two-Year Public Institutions				
		Entire Cohort	Transfer-Outs		Transfer-Out Bachelor's Completion Rates		Entire Cohort	Transfer-Outs		Transfer-Out Bachelor's Completion Rates	
		N of Students	N of Students	Rate	N of Students	Rate	N of Students	N of Students	Rate	N of Students	Rate
Overall		295	79	26.78%	39	49.37%	632,051	199,913	31.63%	98,123	49.08%
Gender	Female	149	46	30.87%	23	50%	307,302	105,114	34.21%	52,677	50.11%
	Male	106	28	26.42%	13	46.43%	296,787	90,104	30.36%	42,997	47.72%
Income	Lower Income	119	25	21.01%	10	40%	198,354	49,929	25.17%	21,185	42.43%
	Higher Income	34	19	55.88%	12	63.16%	193,325	78,324	40.51%	43,148	55.09%

COMMUNITY COLLEGE COHORT BACHELOR'S COMPLETION RATES BY STUDENT DEMOGRAPHICS



Student Level Demographics		PANOLA COLLEGE			National Benchmark: Two-Year Public Institutions		
		Entire Cohort	Cohort Bachelor's		Entire Cohort	Cohort Bachelor's Completion	
		N of Students	N of Students	Rate	N of Students	N of Students	Rate
Overall		295	39	13.22%	632,051	98,123	15.52%
Gender	Female	149	23	15.44%	307,302	52,677	17.14%
	Male	106	13	12.26%	296,787	42,997	14.49%
Income	Lower Income	119	10	8.4%	198,354	21,185	10.68%
	Higher Income	34	12	35.29%	193,325	43,148	22.32%



National Student Clearinghouse™
Research Center™

Institutional Persistence and Retention Report

Fall 2016 to 2021 Entering Cohorts

PANOLA COLLEGE

School and Branch Code: 003600-00

NATIONAL STUDENT CLEARINGHOUSE RESEARCH CENTER

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

About Your Institution's Persistence and Retention Report

The purpose of this report is to provide you with a view of student retention and persistence rates for your institution. This report is exclusively for your institution's use. The Clearinghouse will not publish or distribute your institution's results.

Data Source

The data for this report were drawn from the Clearinghouse's national coverage of enrollment and awarded education credentials to explore the year-to-year persistence and retention rates of cohorts of first-time-in-college students who started in the fall terms of 2016 to 2021.

The student outcomes captured in this report are based on student-level data representing an unduplicated headcount of students across all institutions, a feature of the Clearinghouse data sets that distinguishes them from many other data sources, including the Integrated Postsecondary Education Data System (IPEDS), that may not accurately capture the complexity of postsecondary pathways because they are not structured to identify multiple enrollments by individual students. The capability of StudentTracker to link enrollment records across institutions nationally allows researchers to follow students longitudinally as they move from institution to institution, producing a fuller picture of college persistence and completion.

The Definitions and Methodology section at the end addresses cohort selection and terminology. Additional questions or feedback can be sent to nscresearch@studentclearinghouse.org.

National Benchmarks

If you would like to see the latest Persistence and Retention snapshot, published by the National Student Clearinghouse Research Center, please visit: [NSC Research Center reports](#)

Changes to the 2023 Report

Institution Sectors

Beginning with the fall 2017 entering cohort, this report defines institution sectors based on the Carnegie Classification of Institutions of Higher Education (CCIHE). CCIHE largely follow IPEDS sectors. Where there are differences, however, CCIHE designations are preferred. These differences affect PABs (see below) as well as a handful of institutions (33 in 2021) considered four-year schools by IPEDS but two-year schools under CCIHE. Most institutions in the latter case (30) are public institutions.

This report introduces a new institution sector category: primarily associate degree granting baccalaureate institutions (PABs). PABs are baccalaureate degree granting institutions that educate students and award credentials largely at the sub-baccalaureate level. We identify PABs using the CCIHE. These institutions carry

Persistence and Retention Report

either CCIHE codes of either 14 (Associate Dominant) or 23 (Mixed Baccalaureate/Associate). In general, institutions with a 14 designation award 90% or more of degrees at the associate level while those with a 23 designation award 51% to 90% of degrees at this level.

Age Missing

A small number of students whose age is missing in Clearinghouse data (about 0.1 to 0.2 of each entering cohort, nationally) has been included in all years in this report for the first time and may increase student counts in historical data.

Updates to Race and Ethnicity Reporting

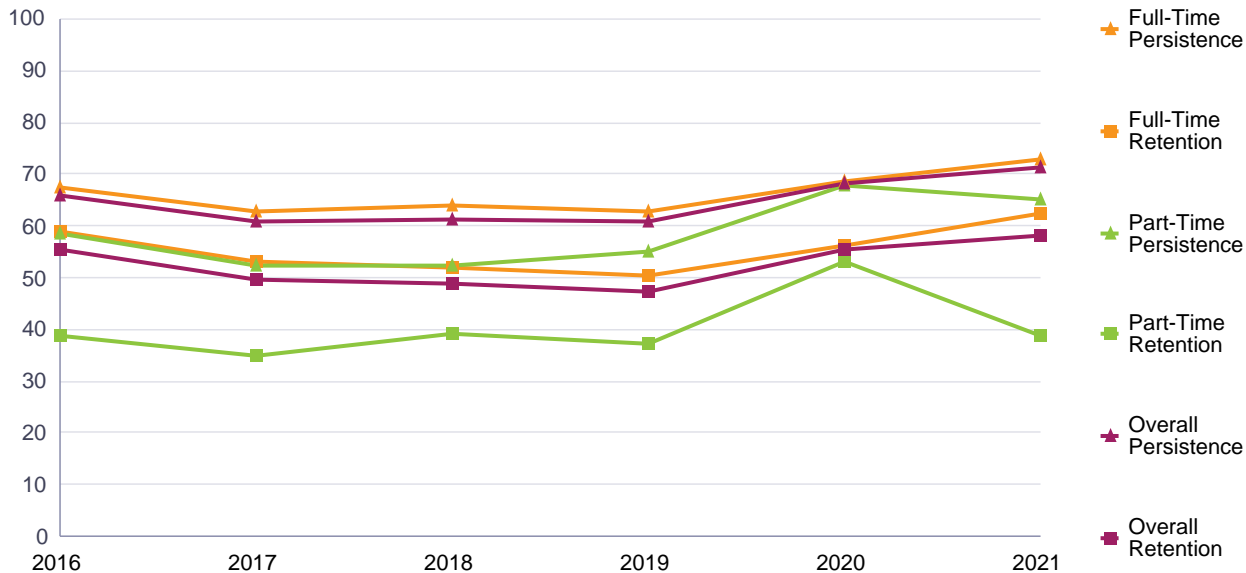
Previously, a small number of students whose only race/ethnicity designation is "Asian/Pacific Islander" (a legacy designation combining Asian and Native Hawaiian/Pacific Islander) were included in the count for Asian students. We now classify these students' race as "Unknown/Missing" beginning with the fall 2021 cohort to better reflect our uncertainty around this race/ethnicity category. Users are advised to interpret changes in the Asian student population from the fall 2020 to fall 2021 entering cohorts with caution.

Title IV, Degree-Granting Institutions

Beginning with the fall 2021 cohort, national level institution sector benchmarks are limited to Title IV, degree-granting institutions.

BY STARTING ENROLLMENT INTENSITY

PANOLA COLLEGE

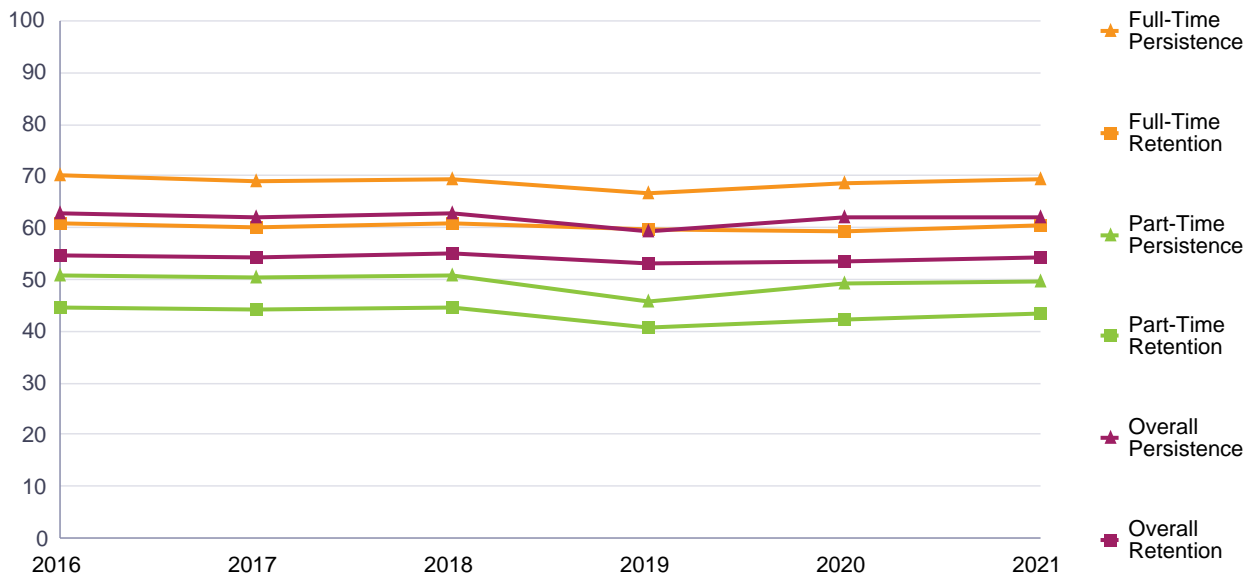


Beginning Enrollment Intensity		Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort	Fall 2020 Entering Cohort	Fall 2021 Entering Cohort
Overall	Retained Count	262	257	218	196	214	245
	Retention Rate	55.51%	49.52%	48.99%	47.46%	55.58%	58.19%
	Persisted Count	311	316	273	252	263	301
	Persistence Rate	65.89%	60.89%	61.35%	61.02%	68.31%	71.50%
	Total Students	472	519	445	413	385	421
Full-Time	Retained Count	232	221	177	162	171	215
	Retention Rate	58.73%	53.13%	52.06%	50.31%	56.25%	62.50%
	Persisted Count	266	262	218	202	208	251
	Persistence Rate	67.34%	62.98%	64.12%	62.73%	68.42%	72.97%
	Total Students	395	416	340	322	304	344
Part-Time	Retained Count	30	36	41	34	43	30
	Retention Rate	38.96%	34.95%	39.05%	37.36%	53.09%	38.96%
	Persisted Count	45	54	55	50	55	50
	Persistence Rate	58.44%	52.43%	52.38%	54.95%	67.90%	64.94%
	Total Students	77	103	105	91	81	77

See Starting Enrollment Intensity in Definitions and Methodology on page 12.

BY STARTING ENROLLMENT INTENSITY

National Results for Two-Year Public Institutions

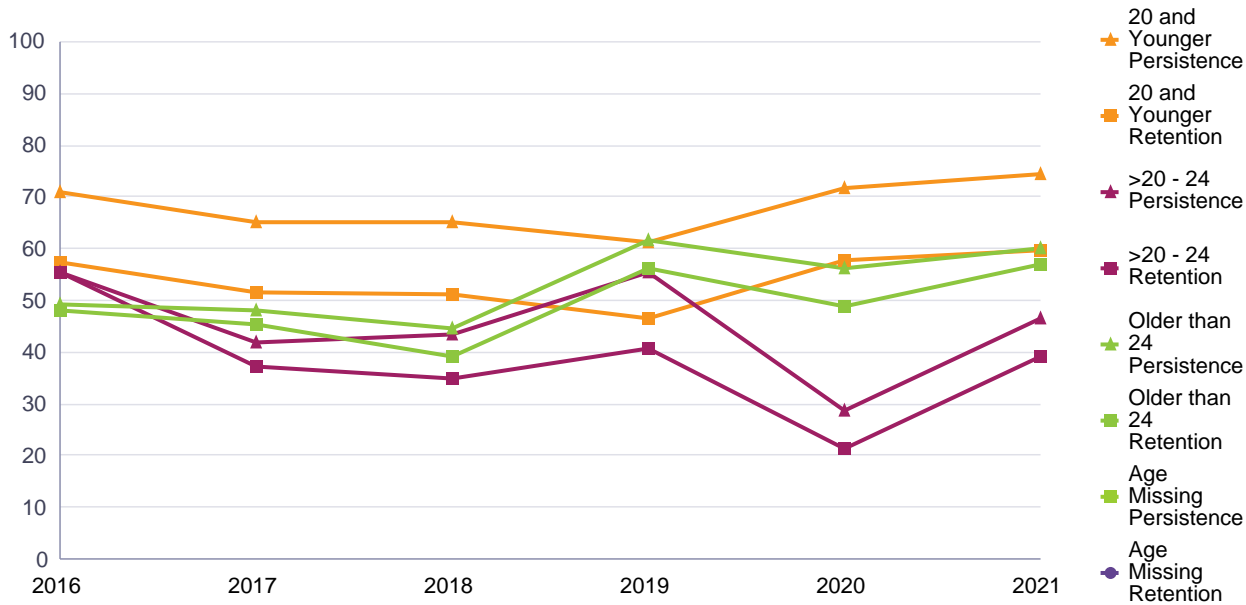


Beginning Enrollment Intensity		Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort	Fall 2020 Entering Cohort	Fall 2021 Entering Cohort
Overall	Retained Count	502,339	497,310	466,500	446,300	382,461	393,723
	Retention Rate	54.64%	54.32%	55.01%	52.93%	53.65%	54.18%
	Persisted Count	575,910	569,062	531,666	500,235	442,393	450,851
	Persistence Rate	62.64%	62.16%	62.69%	59.33%	62.05%	62.04%
	Total Students	919,423	915,497	848,024	843,201	712,915	726,688
Full-Time	Retained Count	346,440	346,699	329,675	325,336	279,773	275,789
	Retention Rate	60.97%	60.21%	60.93%	59.61%	59.48%	60.60%
	Persisted Count	397,743	397,374	376,142	363,774	322,703	315,275
	Persistence Rate	70.00%	69.00%	69.52%	66.65%	68.60%	69.28%
	Total Students	568,196	575,863	541,076	545,762	470,395	455,071
Part-Time	Retained Count	155,896	150,608	136,821	120,962	102,682	113,057
	Retention Rate	44.39%	44.35%	44.59%	40.68%	42.35%	43.60%
	Persisted Count	178,163	171,685	155,520	136,458	119,684	128,989
	Persistence Rate	50.74%	50.56%	50.68%	45.89%	49.36%	49.74%
	Total Students	351,160	339,560	306,865	297,362	242,451	259,329

See Starting Enrollment Intensity in Definitions and Methodology on page 12.

BY AGE

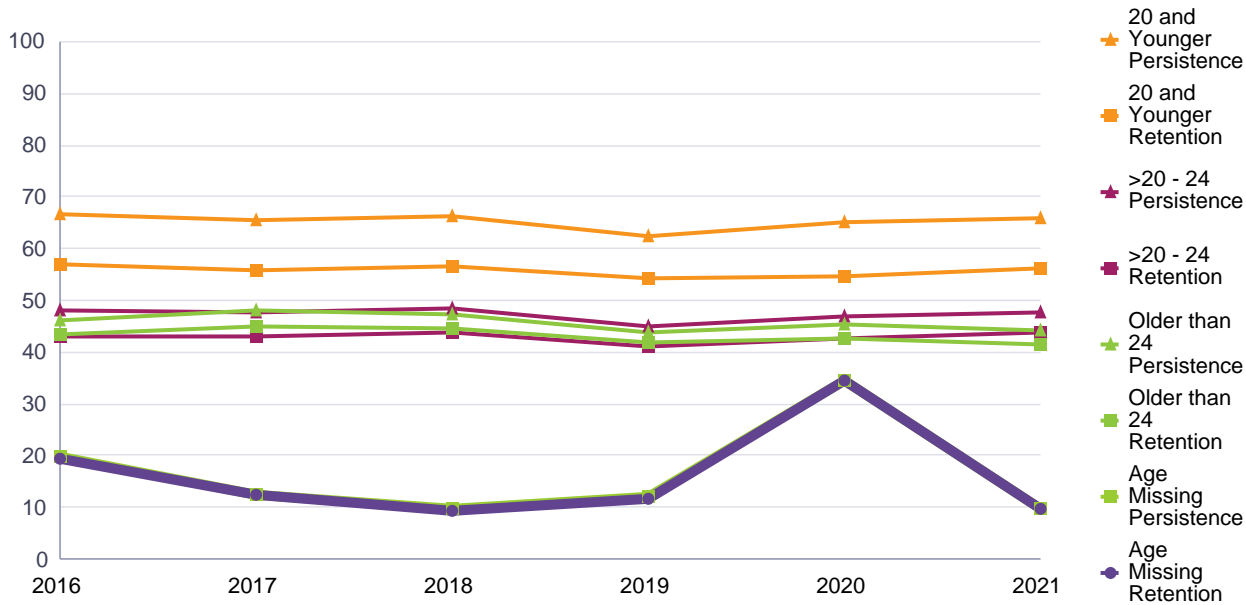
PANOLA COLLEGE



Age at College Entry		Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort	Fall 2020 Entering Cohort	Fall 2021 Entering Cohort
20 and Younger	Retained Count	202	208	188	154	191	214
	Retention Rate	57.22%	51.61%	51.23%	46.53%	57.88%	59.78%
	Persisted Count	250	263	239	203	236	267
	Persistence Rate	70.82%	65.26%	65.12%	61.33%	71.52%	74.58%
	Total Students	353	403	367	331	330	358
>20 - 24	Retained Count	20	16	8	11	3	11
	Retention Rate	55.56%	37.21%	34.78%	40.74%	21.43%	39.29%
	Persisted Count	20	18	10	15	4	13
	Persistence Rate	55.56%	41.86%	43.48%	55.56%	28.57%	46.43%
	Total Students	36	43	23	27	14	28
Older than 24	Retained Count	40	33	22	31	20	20
	Retention Rate	48.19%	45.21%	39.29%	56.36%	48.78%	57.14%
	Persisted Count	41	35	25	34	23	21
	Persistence Rate	49.40%	47.95%	44.64%	61.82%	56.10%	60.00%
	Total Students	83	73	56	55	41	35
Age Missing	Retained Count	--	--	--	--	--	--
	Retention Rate	--	--	--	--	--	--
	Persisted Count	--	--	--	--	--	--
	Persistence Rate	--	--	--	--	--	--
	Total Students	--	--	--	--	--	--

BY AGE

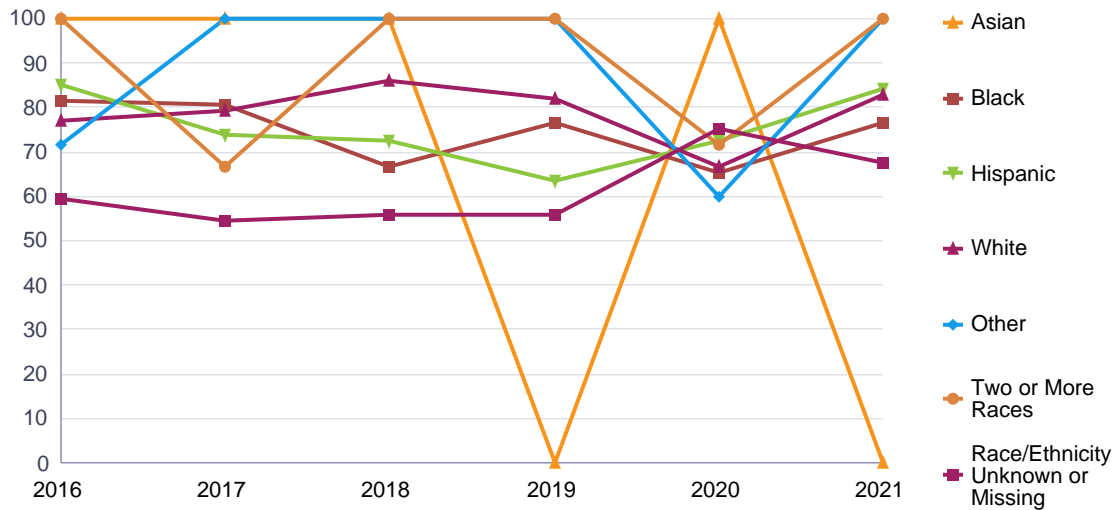
National Results for Two-Year Public Institutions



Age at College Entry		Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort	Fall 2020 Entering Cohort	Fall 2021 Entering Cohort
20 and Younger	Retained Count	424,682	420,005	394,521	379,615	336,539	334,044
	Retention Rate	56.81%	55.82%	56.43%	54.46%	54.65%	56.38%
	Persisted Count	498,966	493,080	462,883	436,056	400,354	391,358
	Persistence Rate	66.74%	65.53%	66.20%	62.55%	65.02%	66.06%
	Total Students	747,606	752,463	699,186	697,090	615,769	592,461
>20 - 24	Retained Count	39,957	37,644	33,358	29,982	23,063	25,668
	Retention Rate	43.09%	43.03%	43.98%	41.20%	42.67%	43.93%
	Persisted Count	44,397	41,762	36,708	32,603	25,317	27,949
	Persistence Rate	47.88%	47.74%	48.40%	44.80%	46.84%	47.83%
	Total Students	92,728	87,486	75,842	72,767	54,045	58,435
Older than 24	Retained Count	66,855	64,162	58,513	51,394	37,887	42,105
	Retention Rate	43.28%	45.03%	44.64%	41.72%	42.63%	41.50%
	Persisted Count	71,547	68,514	62,071	54,191	40,460	44,697
	Persistence Rate	46.31%	48.09%	47.35%	43.99%	45.52%	44.05%
	Total Students	154,488	142,478	131,089	123,184	88,875	101,464
Age Missing	Retained Count	158	109	64	83	221	63
	Retention Rate	19.48%	12.51%	9.48%	11.59%	34.32%	9.56%
	Persisted Count	159	109	65	85	221	63
	Persistence Rate	19.61%	12.51%	9.63%	11.87%	34.32%	9.56%
	Total Students	811	871	675	716	644	659

PERSISTENCE: BY RACE/ETHNICITY

PANOLA COLLEGE

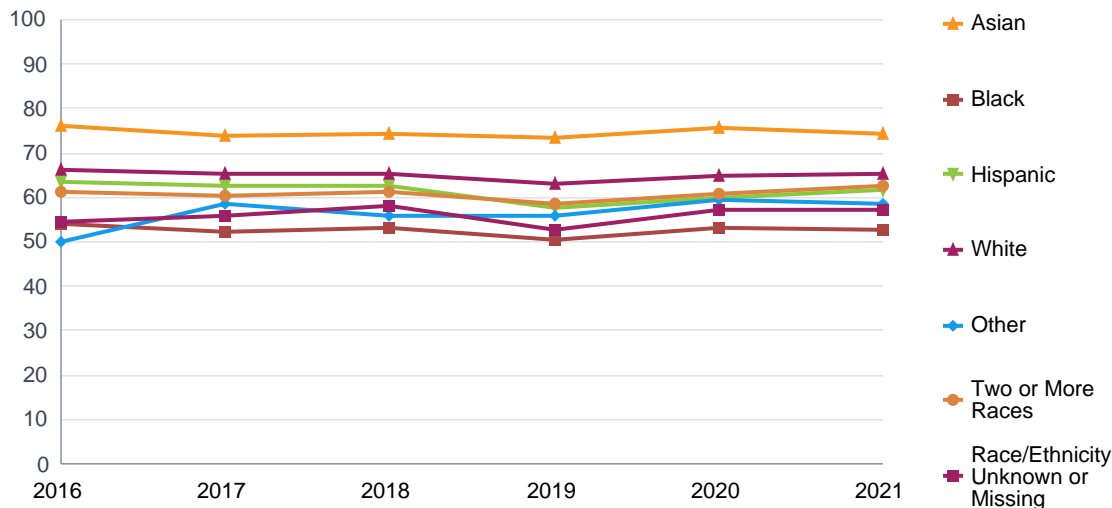


Race/Ethnicity		Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort	Fall 2020 Entering Cohort	Fall 2021 Entering Cohort
Asian	Persisted Count	2	1	1	0	3	0
	Persistence Rate	100.0%	100.0%	100.0%	0.0%	100.0%	0.0%
	Total Students	2	1	1	0	3	0
Black	Persisted Count	22	21	10	13	45	13
	Persistence Rate	81.5%	80.8%	66.7%	76.5%	65.2%	76.5%
	Total Students	27	26	15	17	69	17
Hispanic	Persisted Count	23	17	8	14	47	21
	Persistence Rate	85.2%	73.9%	72.7%	63.6%	72.3%	84.0%
	Total Students	27	23	11	22	65	25
White	Persisted Count	64	62	56	41	133	43
	Persistence Rate	77.1%	79.5%	86.2%	82.0%	66.5%	82.7%
	Total Students	83	78	65	50	200	52
Other	Persisted Count	5	2	1	3	3	1
	Persistence Rate	71.4%	100.0%	100.0%	100.0%	60.0%	100.0%
	Total Students	7	2	1	3	5	1
Two or More Races	Persisted Count	3	2	3	3	5	7
	Persistence Rate	100.0%	66.7%	100.0%	100.0%	71.4%	100.0%
	Total Students	3	3	3	3	7	7
Race/Ethnicity Unknown or Missing	Persisted Count	192	211	195	178	27	216
	Persistence Rate	59.4%	54.7%	55.7%	56.0%	75.0%	67.7%
	Total Students	323	386	350	318	36	319

See Race/Ethnicity in Definitions and Methodology on page 12.

PERSISTENCE: BY RACE/ETHNICITY

National Results for Two-Year Public Institutions

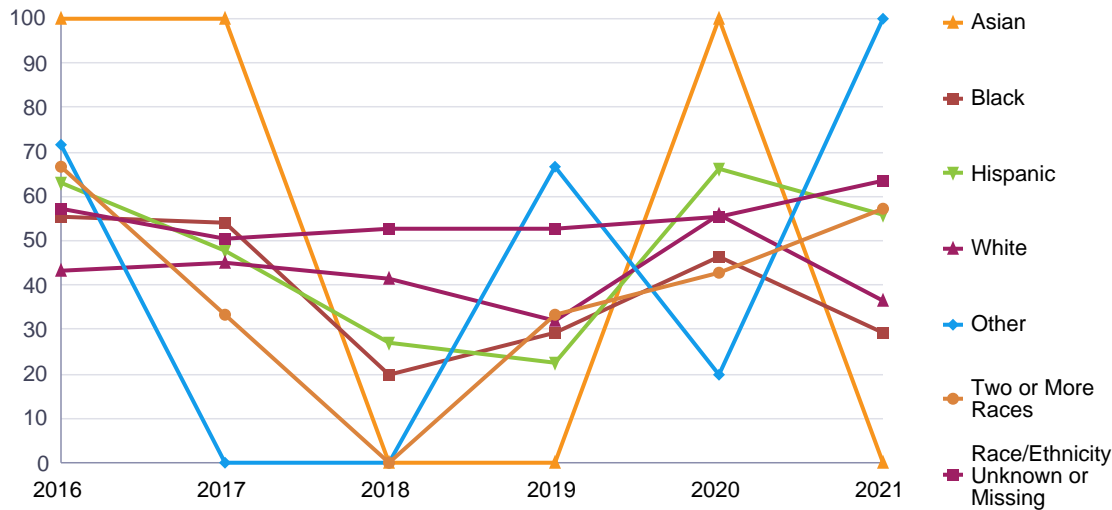


Race/Ethnicity		Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort	Fall 2020 Entering Cohort	Fall 2021 Entering Cohort
Asian	Persisted Count	32,096	29,864	27,161	26,392	23,878	21,740
	Persistence Rate	76.0%	74.1%	74.4%	73.3%	75.5%	74.4%
	Total Students	42,234	40,310	36,505	36,000	31,612	29,227
Black	Persisted Count	60,466	57,981	53,778	49,593	43,783	41,929
	Persistence Rate	54.1%	52.2%	53.0%	50.5%	53.3%	52.7%
	Total Students	111,698	111,029	101,562	98,183	82,090	79,494
Hispanic	Persisted Count	131,067	130,559	119,550	117,116	100,440	101,859
	Persistence Rate	63.6%	62.5%	62.5%	57.8%	60.1%	61.5%
	Total Students	206,192	208,784	191,324	202,475	167,187	165,642
White	Persisted Count	250,820	240,433	218,742	208,584	194,226	189,199
	Persistence Rate	66.2%	65.2%	65.5%	63.0%	64.9%	65.2%
	Total Students	379,023	368,542	334,205	331,036	299,390	290,403
Other	Persisted Count	13,107	10,153	7,182	6,549	5,678	6,208
	Persistence Rate	50.1%	58.6%	55.8%	55.7%	59.4%	58.4%
	Total Students	26,149	17,315	12,870	11,766	9,562	10,627
Two or More Races	Persisted Count	21,819	21,906	20,236	19,610	19,074	19,815
	Persistence Rate	61.2%	60.5%	61.4%	58.6%	60.7%	62.4%
	Total Students	35,656	36,222	32,982	33,482	31,451	31,762
Race/Ethnicity Unknown or Missing	Persisted Count	105,694	112,569	115,078	95,091	79,273	83,317
	Persistence Rate	54.3%	56.0%	58.3%	52.6%	57.4%	57.1%
	Total Students	194,681	201,096	197,344	180,815	138,041	145,864

See Race/Ethnicity in Definitions and Methodology on page 12.

RETENTION: BY RACE/ETHNICITY

PANOLA COLLEGE

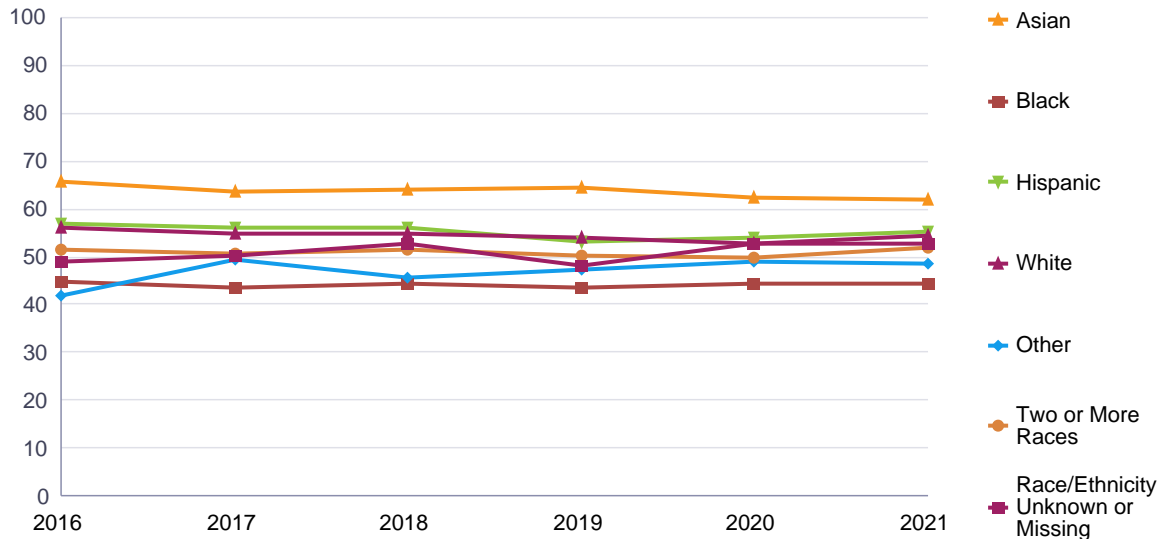


Race/Ethnicity		Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort	Fall 2020 Entering Cohort	Fall 2021 Entering Cohort
Asian	Retained Count	2	1	0	0	3	0
	Retention Rate	100.0%	100.0%	0.0%	0.0%	100.0%	0.0%
	Total Students	2	1	1	0	3	0
Black	Retained Count	15	14	3	5	32	5
	Retention Rate	55.6%	53.9%	20.0%	29.4%	46.4%	29.4%
	Total Students	27	26	15	17	69	17
Hispanic	Retained Count	17	11	3	5	43	14
	Retention Rate	63.0%	47.8%	27.3%	22.7%	66.2%	56.0%
	Total Students	27	23	11	22	65	25
White	Retained Count	36	35	27	16	112	19
	Retention Rate	43.4%	44.9%	41.5%	32.0%	56.0%	36.5%
	Total Students	83	78	65	50	200	52
Other	Retained Count	5	0	0	2	1	1
	Retention Rate	71.4%	0.0%	0.0%	66.7%	20.0%	100.0%
	Total Students	7	2	1	3	5	1
Two or More Races	Retained Count	2	1	0	1	3	4
	Retention Rate	66.7%	33.3%	0.0%	33.3%	42.9%	57.1%
	Total Students	3	3	3	3	7	7
Race/Ethnicity Unknown or Missing	Retained Count	185	195	185	167	20	202
	Retention Rate	57.3%	50.5%	52.9%	52.5%	55.6%	63.3%
	Total Students	323	386	350	318	36	319

See Race/Ethnicity in Definitions and Methodology on page 12.

RETENTION: BY RACE/ETHNICITY

National Results for Two-Year Public Institutions



Race/Ethnicity		Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort	Fall 2020 Entering Cohort	Fall 2021 Entering Cohort
Asian	Retained Count	27,712	25,676	23,392	23,138	19,682	18,152
	Retention Rate	65.6%	63.7%	64.1%	64.3%	62.3%	62.1%
	Total Students	42,234	40,310	36,505	36,000	31,612	29,227
Black	Retained Count	50,159	48,292	44,867	42,929	36,423	35,229
	Retention Rate	44.9%	43.5%	44.2%	43.7%	44.4%	44.3%
	Total Students	111,698	111,029	101,562	98,183	82,090	79,494
Hispanic	Retained Count	117,366	116,868	107,369	107,263	90,025	91,539
	Retention Rate	56.9%	56.0%	56.1%	53.0%	53.9%	55.3%
	Total Students	206,192	208,784	191,324	202,475	167,187	165,642
White	Retained Count	212,006	202,745	183,680	178,655	158,284	158,426
	Retention Rate	55.9%	55.0%	55.0%	54.0%	52.9%	54.6%
	Total Students	379,023	368,542	334,205	331,036	299,390	290,403
Other	Retained Count	10,903	8,569	5,848	5,562	4,671	5,168
	Retention Rate	41.7%	49.5%	45.4%	47.3%	48.9%	48.6%
	Total Students	26,149	17,315	12,870	11,766	9,562	10,627
Two or More Races	Retained Count	18,321	18,381	17,007	16,784	15,596	16,510
	Retention Rate	51.4%	50.8%	51.6%	50.1%	49.6%	52.0%
	Total Students	35,656	36,222	32,982	33,482	31,451	31,762
Race/Ethnicity Unknown or Missing	Retained Count	95,185	101,389	104,293	86,743	73,029	76,856
	Retention Rate	48.9%	50.4%	52.9%	48.0%	52.9%	52.7%
	Total Students	194,681	201,096	197,344	180,815	138,041	145,864

See Race/Ethnicity in Definitions and Methodology on page 12.

Definitions and Methodology

Fall Enrollment

A student is counted as having been enrolled in the fall if they were enrolled for any length of time in a term that began between August 1 and October 31, inclusive.

Retention

Defined in this report as continued enrollment (or degree completion) within the same higher education institution in the fall semesters of a student's first and second year.

Persistence

Defined in this report as continued enrollment (or degree completion) at any higher education institution - including one different from the institution of initial enrollment - in the fall semesters of a student's first and second year.

Starting Enrollment Intensity

A student is classified as having started college in a full-time or part-time status based on their earliest reported enrollment intensity within the entering fall term. The part-time group comprises three-quarter-time, half-time and less-than-half-time students. Students enrolled in a non-credential program or whose program level (certificate, associate, or bachelor's degrees) was unreported are not included in the full-time and part-time categories. Therefore, the sum of full-time and part-time students may not match the overall cohort count. Non-credential programs include preparatory coursework, teacher certification, or other non-credit career and technical education (CTE) programs that may lead to an industry certification if the student takes the certification exam. Program Unknown reflects students with an unreported program level. The circumstances behind the lack of program information are institution-specific and can range from first-time students who are required to be undeclared until they declare a specific major, to non-degree students.

First-Time Status

This report uses historical Clearinghouse enrollment and degree data to confirm that students included in the study (1) showed no previous college enrollment in the four years prior to the entering cohort year and (2) had not previously completed a college degree. In order to reliably identify students with prior enrollments, this report is limited to institutions that began submitting enrollment data to the Clearinghouse for terms beginning on or before June 1st of the year that is four years before the earliest eligible cohort.

Degree-Seeking Status

The retention rates reported by IPEDS are limited to degree-seeking students. This report differs in that it includes all entering students, including non-degree-seeking students, for the 2014 cohort. Beginning with the 2015 cohort, non-degree-seeking students were reported in a separate category and are not included in this report.

Former Dual Enrollment Students

The cohorts used in this study include former dual enrollment students: first-time college students who had taken college courses prior to graduating from high school. Students were identified as former dual enrollment students if they were under 18 years of age during any enrollments that occurred prior to the cohort year.

Race/Ethnicity

The race/ethnicity categories included in this report are White Non-Hispanic, Black Non-Hispanic, Asian, Hispanic, Two or More Races, Other Races (includes non-resident alien, American Indian/Alaskan native, Pacific Islander, native Hawaiian or other Pacific Islander) and Unknown.

In the graphs, every race/ethnicity category is represented although the marker for every category may not be visually distinguishable. This is because, in some cases, the values for 2 race/ethnicity categories are almost identical and their markers are the same shape. In these situations, one marker may be hidden behind another. This gives the appearance of a missing race/ethnicity category in the graph.