

PANOLA COLLEGE

QUALITY ENHANCEMENT PLAN IMPACT REPORT

Panola College's Quality Enhancement Plan (QEP), **FRAME² your future: Focused Route of Academics to Maximize Education & Employment**, emerged from the institution's strategic planning process that identified declining student completion and transfer rates. In Spring 2018, institutional data revealed that Panola College students took an average of 3.3 years and 83 semester credit hours to complete a degree. Only 28% of students completed a degree or certificate in 2016-2018, and only 11.5% transferred to a university. In addition, student surveys highlighted a pressing need for clearer pathways to success, underscoring the importance of providing structured support to improve academic progress and achievement.

To address these needs, Panola faculty and administrators developed a first-year experience course called **Learning Framework (LF)** to serve as the key component of its QEP. This one semester credit hour (SCH) course was designed using theoretical models to help first-time students identify their learning style, promote self-advocacy, and introduce effective study strategies and available College resources. The course was added to the core curriculum in Fall 2019 making it mandatory for all first-year students except those in health sciences. The QEP developed goals to assess both student learning in the Learning Framework course and student success (academic progression) following course completion.

INITIAL GOALS AND INTENDED OUTCOMES OF THE QEP

The QEP established three Student Learning Outcomes (SLOs) that encourage student self-awareness and strengthen academic study skills and habits.

- SLO 1 - Identify and describe theories of learning, cognition, and motivation.
- SLO 2 - Identify and describe factors that impact learning.
- SLO 3 - Demonstrate and apply the use of various learning strategies.

Each SLO was aligned with an activity in the Learning Framework course where students were required to achieve 70% mastery to be considered successful. Originally, the goal for each SLO was for at least 70% of students who attempted the assignment to demonstrate an understanding of how to apply learning theories and strategies to improve their future academic performance. The goal was later increased to 80% as the preferred measure for each SLO in order to align with institutional targets in Institutional Effectiveness (IE). In the pilot, 72% of Learning Framework activities measured by the SLOs were completed successfully. **In order for the QEP to be successful with regard to improving student learning, the institution intended to achieve a 5% cumulative increase in student learning on SLOs 1-3 from 72% to 77% over the 5-year study.**

The QEP also established the following Student Success Goals (SSGs) to monitor academic performance in the LF course, as well as to track student progress toward successful degree and certificate attainment. The institution intended each measure listed below to increase by at least 5% over 5 years.

- SSG 1 - Increase Learning Framework course completion from 80% to 85% over 5 years.
- SSG 2 - Increase attainment of 15 semester credit hours from 37% to 42% over 5 years.
- SSG 3 - Increase attainment of 30 semester credit hours from 25% to 30% over 5 years.
- SSG 4 - Increase degree or certificate completion from 28% to 33% over 5 years.
- SSG 5 - Increase transfers with at least 15 SCH to a university from 11.5% to 16.5% over 5 years.

Baseline data for the SSGs was generated from Fall 2018 Learning Framework pilot completion rates and institutional data from 2016-2018. **In order for the QEP to be successful with regard to student success, at least 33% of students finishing the Learning Framework course must complete a degree or certificate over the 5-year study.**

CHANGES MADE TO THE QEP AND REASONS FOR MAKING THOSE CHANGES

Changes were made to the original QEP at the request of the Southern Association of Colleges and Schools Commission on Colleges On-Site Committee in Fall 2019. The Committee suggested that students from the health science programs and dual credit students not be included in data collection for the QEP. Health science programs have their own accrediting bodies that prohibit addition of the LF course to the curriculum. Dual credit students may not continue at Panola College which would negatively impact the achievement of student success goals in the study. For these reasons, **health science and dual credit students were not included in QEP data**. In addition, the Committee suggested that the institution raise its student success goals from 2%-3% to more ambitious targets. The institution subsequently revised the SSG goals setting a **target increase of 5% from its baseline for each SSG**. There were four specific changes that were made to the QEP and data collection during the study.

- **Increased the goals for SLOs 1-3 from 70% to 80% to match institutional academic performance goals.** In 2023, the QEP Committee agreed to adopt 80% goals for the SLOs going forward to align with institutional assessment goals for academic programs through Institutional Effectiveness.
- **Revised the assessment of SLO 3, shifting from a strictly note taking assignment to one focused on improving study skills and habits.** The Note Taking activity (assessed by SLO 3) was revised in Fall 2021 due to low completion rates. The revised assignment tasked students with selecting one of five note taking methods introduced in the course and using it to create notes for a chapter or class session from another class. Students practiced the methods during class and online with critique from faculty allowing for quicker feedback and student engagement, but the changes did not significantly impact student performance in the QEP (73% in F19 to 77% in F21). Consequently, the QEP shifted to using the Assessing Study Habits assignment to assess SLO 3 in Fall 2022. Students are still required to complete the note taking exercise; however, instead of focusing on just note taking, the assignment now teaches students multiple learning strategies and requires them to write a reflection on their current note taking strategies and what they have learned that can improve the process. As a result, students are more engaged and performance increased to 87% success on SLO 3 in Fall 2024.
- **Removed students that received a short terminal certificate from data collection for SSG 3.** When calculating SSG 3 (30 SCH attainment), students who received a short terminal certificate of 17 SCH or less and did not return to college were excluded from the calculation. This represented 264 out of 2,299 students (11%) in the QEP data. The aim of SSG 3 was to measure only the students who intended to pursue a larger certificate or degree.
- **Included SLO and SSG data for dual credit students that took LF and then later became a full-time Panola College student.** The On-Site Committee suggested excluding dual credit students from the QEP, and this guidance was followed in the data reporting process. However, dual credit students take the LF class and some become full-time PC students that eventually obtain a degree or certificate. The QEP Committee decided that when a dual credit LF student becomes a full-time PC student, that student should be included in the academic performance data. This represented 259 out of 2,299 students (11%) in the QEP data.

Additionally, changes were made to the Learning Framework course that affected academic performance on the SLOs and SSG 1. For example, the LF faculty embedded instructional videos within assignments, limited the number of measured activities for the QEP or IE to one per module, redesigned assignments where students could submit work using alternative methods including by cell phone, moved the Canvas 101 training activity to the first module, and moved the academic advising activity to align with registration. These revisions focused on removing barriers for students caused by original course design and created a better sequenced learning environment and a smoother overall learning experience.

THE QEP'S IMPACT ON STUDENT LEARNING AND STUDENT SUCCESS

The QEP utilized the Learning Framework course to assess student attainment of three learning outcomes. Data from activities aligned with these outcomes were consolidated to evaluate the success of the QEP in promoting student learning. **The goal for each of the following SLOs is 80%.**

SLO 1 - Identify and describe theories of learning, cognition, and motivation. First-year college students greatly benefit from understanding their learning preferences, as it helps them adjust to college-level coursework and become more effective learners. In the LF course, the Preferred Learning Style activity encourages students to reflect on how they learn best, recognizing that self-awareness and strategic learning can enhance academic success during this transitional period. After reading a chapter on learning, cognition, and motivation, students completed a self-assessment to identify their preferred learning style and responded to a reflective survey on how this awareness could improve their academic performance. The following table displays student performance data for SLO 1 for the F19-F24 cohorts.

2019	2020	2021	2022	2023	2024	TOTAL
97% [386/400]	93% [395/427]	94% [373/398]	90% [319/356]	95% [351/370]	95% [331/348]	94% [2155/2299]

Table 1: SLO 1 - Performance Data

From 2019-2024, 2,155 of 2,299 (94%) LF students mastered SLO 1. This assignment consistently produced high scores throughout the QEP in part because it was introduced in the first module. Additionally, students exhibited strong engagement with the activity and the concept that identifying their learning style(s) could impact academic performance, as evidenced by frequent mentions in the post-course survey. Of the 1,388 respondents, 239 (17%) indicated that this activity had the greatest impact on their future academic success.

SLO 2 - Identify and describe factors that impact learning. The QEP assessed student attainment of SLO 2 through the Active Listening activity in Learning Framework. This activity asked students to develop their active listening skills by engaging with the TED Talk "*5 Ways to Listen Better*." The goal was to reinforce the importance of effective listening in academics. Students were instructed to watch the TED Talk, which explores the decline of listening skills and provides strategies for improvement. After viewing the video, students were required to explain two reasons the speaker cites for the decline in our ability to listen. Students also had to choose three tools the speaker suggested for improving listening skills and describe how they can enhance the ability to listen effectively. Students submitted their responses before gaining access to their peers' answers, encouraging independent reflection before engaging in discussion. The following table displays student performance data for SLO 2 for the F19-F24 cohorts.

2019	2020	2021	2022	2023	2024	TOTAL
87% [349/400]	92% [392/427]	85% [339/398]	85% [303/356]	84% [311/370]	85% [296/348]	87% [1990/2299]

Table 2: SLO 2 - Performance Data

Academic performance on SLO 2 rose from 87% in 2019 to 92% in 2020, likely due to the increased need for focused reading/listening required in remote learning due to the pandemic. However, it dropped to 85% in 2021, possibly reflecting challenges in returning to in-person learning. From 2021 to 2024, engagement and performance on the activity stabilized around 85%, indicating that LF students are successfully learning and applying new strategies for active listening.

SLO 3 - Demonstrate and apply the use of various learning strategies. For the F19-F21 cohorts, the QEP assessed student attainment of SLO 3 through the Note Taking activity in the LF course. However, low completion rates (73%, 81%, 75% respectively) prompted the QEP Committee to make a change in Fall 2022 and start using the Assess Your Study Habits activity to assess student attainment of SLO 3. The note taking assignment is still required in the LF course. However, the Assess Your Study Habits activity is more

comprehensive because it requires students to critically evaluate their current note taking strategies and skills, study routines, organization, and time management strategies. The following table displays student performance data for SLO 3 for the F19-F24 cohorts.

2019	2020	2021	2022	2023	2024	TOTAL
73% [291/400]	81% [346/427]	75% [300/398]	88% [314/356]	93% [344/370]	92% [321/348]	83% [1916/2299]

Table 3: SLO 3 - Performance Data

The data shows a positive trend in student engagement with the study habits activity. Performance increased from 73% in 2019 to 81% in 2020, likely due to the need for greater self-management during remote learning. The decline to 75% in 2021 may reflect challenges in returning to in-person learning. However, after the course revision, engagement and academic performance increased significantly reaching 92% in 2024. In fact, 19.7% of LF students indicated that the note taking exercise was the most valuable part of the course with study skills coming in third at 16.9%. The sustained performance from 2022-2024 suggests that students are taking greater ownership of their study habits, recognizing the importance of self-awareness, and applying effective study strategies.

In order for the QEP to be successful with regard to improving student learning, the institution intended to achieve a 5% cumulative increase in student learning on SLOs 1-3 from 72% to 77% over the 5-year study. Data from SLOs 1-3 were consolidated to evaluate the overall success of the QEP in promoting student learning. Each of the SLOs met the 80% goal set by the QEP; however, a student could have completed only part of an activity or activities. There were 140 points possible on the three SLO assignments so a student needed 112 points to be 80% successful. The following table displays consolidated student performance data from SLOs 1-3 for the F19-F24 cohorts.

2019	2020	2021	2022	2023	2024	TOTAL
68% [270/400]	78% [331/427]	70% [278/398]	78% [279/356]	84% [311/370]	85% [295/348]	77% [1764/2299]

Table 4: Consolidated SLOs - Performance Data

The overall trend in data from Table 4 is encouraging, with consolidated SLO data improving to 85% by 2024. For the F19-F24 cohorts, **80.12%** of students attained the SLOs using the original 70% criteria. Using the revised 80% goal, **76.73%** [1764/2299] of students attained the SLOs. This indicates the majority of LF students are identifying their preferred learning style, developing active listening skills, demonstrating improved study habits, and using these tools to contribute to their academic success.

Table 5 displays disaggregated consolidated data from SLOs 1-3 using the 80% preferred criteria. To conserve space, the disaggregated tables in this report include only the three largest racial/ethnic groups enrolled at the institution.

DISAGGREGATED DATA FROM CONSOLIDATED SLOS

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Female	80.64% [1112/1379]	594/724	82.04%	249/323	77.09%	193/233	82.83%
Pell	78.98% [571/723]	264/333	79.28%	167/217	76.96%	102/117	87.18%
No Pell	82.47% [541/656]	330/391	84.40%	82/106	77.36%	91/116	78.45%
Male	70.87% [652/920]	384/536	71.64%	84/126	66.67%	130/180	72.22%
Pell	69.38% [213/307]	90/137	65.69%	54/79	68.35%	49/62	79.03%
No Pell	71.62% [439/613]	294/399	73.68%	30/47	63.83%	81/118	68.64%
Totals	76.73% [1764/2299]	978/1260	77.62%	333/449	74.16%	323/413	78.21%

Table 5: SLO Consolidated - Disaggregated Data

Female students (80.64%) outperformed male students (70.87%) in the study which is similar to institutional academic performance data across all disciplines (75% and 78% respectively) from 2019-2024. It is important to note that Hispanic students had the highest success rate on the consolidated SLOs (78.21%) which matches institutional academic success data for 2021-2024. Both male and female non-Pell students outperformed Pell recipients, though female Pell recipients in all racial groups are above the 72% baseline. There are some groups lagging behind the baseline including white males on Pell, black males, and Hispanic males not on Pell which suggests the need for additional support. The best performing group in the study were Hispanic females on Pell (87.18%). The strong academic performance of Hispanic female students on Pell may be attributed, in part, to cultural factors that emphasize the value of education as a key pathway to upward mobility despite financial challenges. With 76.73% of students successfully completing at least 80% of the SLO activities, the majority of LF students are developing the skills needed for academic success.

SSG 1 - Increase Learning Framework course completion from 80% to 85% over 5 years. Panola College intended to improve the completion rate of the Learning Framework course from 80% in the Fall 2018 pilot to 85% over the 5-year study. In order to be counted successful, a student must pass the LF course with a 70 (C) or above. **Although some years met the 85% goal, the final 5-year average completion rate was 84%.** The following table displays student performance data for SSG 1 for the Fall 2019-Fall 2024 cohorts.

2019	2020	2021	2022	2023	2024	TOTAL
85%	85%	85%	83%	85%	82%	84%
[338/400]	[361/427]	[337/398]	[296/356]	[315/370]	[285/348]	[1932/2299]

Table 6: SSG 1 - Learning Framework Completion

From Fall 2019 to Fall 2024, 3,179 students enrolled in the Learning Framework course and only 134 withdrew (4%), a withdrawal rate lower than the institution for the same period (7.38%). Only 367 students (16%) earned below a C, with most failures (279) due to lack of participation. Students tend to persist in the LF course because they are building relationships with peers, faculty, and staff. The course introduces students to various offices and personnel on campus which helps them feel connected to the college. Faculty members and advisors have been trained to proactively identify students who are struggling and offer additional resources or guidance, ensuring that students receive the support they need to stay on track and complete the course. This level of faculty and advisor involvement is a crucial support system that reduces the likelihood of withdrawals from LF and stop outs and dropouts for the institution. The following table displays disaggregated data from SSG 1.

STUDENT SUCCESS GOAL 1

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Female	85.93% [1185/1379]	644/724	88.95%	263/323	81.42%	207/233	88.84%
Pell	81.60% [590/723]	283/333	84.98%	172/217	79.26%	103/117	88.03%
No Pell	90.70% [595/656]	361/391	92.33%	91/106	85.85%	104/116	89.66%
Male	81.20% [747/920]	445/536	83.02%	94/126	74.60%	156/180	86.67%
Pell	74.27% [228/307]	102/137	74.45%	55/79	69.62%	55/62	88.71%
No Pell	84.67% [519/613]	343/399	85.96%	39/47	82.98%	101/118	85.59%
Totals	84.04% [1932/2299]	1089/1260	86.43%	357/449	79.51%	363/413	87.89%

Table 7: SSG 1 - Disaggregated Data

In terms of retention and completion, female students, particularly those who were not on Pell grant, demonstrated the best results. White females not on Pell achieved a completion rate of 92.33%, while Hispanic females followed closely with a rate of 89.66%. According to the data, economic factors played a significant part in course completion except for Hispanic students; White and Black students on Pell had a 6%-12% lower completion rate than students not on Pell. White and Black students that did not receive a Pell

grant performed significantly better, regardless of gender. Hispanic students in the study tended to persist and complete regardless of economic barriers.

SSG 2 - Increase attainment of 15 semester credit hours from 37% to 42% over 5 years. SSG 2 of the QEP focused on increasing student attainment of 15 semester credit hours (SCH) from 37% in 2016-2018 to 42% over the 5-year study, recognizing that completing a higher number of credit hours each semester is crucial for a student's future academic progress and timely graduation. The institution intended to improve LF student persistence by encouraging full course loads, offering academic support, and providing clear guidance through advising using degree pathways. **On SSG 2, 79% of LF students successfully completed 15 SCH.** The following table displays student performance data for SSG 2 for the F19-F24 cohorts.

2019	2020	2021	2022	2023	2024	TOTAL
84%	83%	80%	78%	84%	59%	79%
[337/400]	[353/427]	[319/398]	[278/356]	[311/370]	[207/348]	[1805/2299]

Table 8: SSG 2 - 15 SCH Completion

Institutional data from 2016-2018 showed only 37% of all students enrolled at Panola College completed at least 15 semester credit hours before leaving the institution; however, this data included nursing students which were later excluded from data collection and part-time students who had not had time to finish 15 hours. The QEP Committee had the database administrator pull finalized data for 2016-2018 later in the study, and it showed that **60%** of first-time, non-dual credit, non-nursing students completed 15 SCH from the 2016-2018 cohort. This would have served as a more accurate baseline for SSG 2. Using the revised baseline, student attainment of SSG 2 **increased an average of 19% over 5 years**. The results suggest that the increase was driven at least partly by targeted interventions in the LF course, supported by broader institutional efforts in advising and student support. Only 59% of the F24 cohort have completed 15 SCH to date; however, the data demonstrates that students who take the LF course do persist and complete 15 hours in subsequent semesters (1598/1951=82% for F19-F23). Therefore, the F24 number is expected to increase to approximately 80% as well. The following table displays disaggregated data from SSG 2.

STUDENT SUCCESS GOAL 2

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Female	78.39% [1081/1379]	594/724	82.04%	223/323	69.04%	199/233	85.41%
Pell	72.34% [523/723]	262/333	78.68%	135/217	62.21%	96/117	82.05%
No Pell	80.06% [558/656]	332/391	84.91%	88/106	83.02%	103/116	87.79%
Male	78.70% [724/920]	424/536	79.10%	95/126	75.40%	149/180	82.78%
Pell	68.73% [211/307]	90/137	65.69%	54/79	68.35%	49/62	79.03%
No Pell	83.69% [513/613]	334/399	83.71%	41/47	87.23%	100/118	84.75%
Totals	78.51% [1805/2299]	1018/1260	80.79%	318/449	70.82%	348/413	84.26%

Table 9: SSG 2 - Disaggregated Data

According to the disaggregated data for SSG 2, males and females both attained 15 semester credit hours at a comparable rate of approximately 78%. However, students not receiving Pell grants performed notably better, with males and females reaching 84% and 80% completion rates respectively. While Black students on Pell underperformed in reaching the 15 SCH goal, Black males and females who were not on Pell grants performed on par with their White and Hispanic peers. In fact, 87% of Black male students who were not on Pell grants achieved the 15 SCH milestone, matching the success rate of Hispanic female students in the same category.

SSG 3 - Increase attainment of 30 semester credit hours from 25% to 30% over 5 years. SSG 3 focused on increasing student attainment of 30 semester credit hours (SCH) from 25% in 2016-2018 to 30% over 5 years.

The institution aimed to promote student success by requiring LF students complete an assignment that required them to meet with an advisor before registering, helping them stay on track to complete their academic programs. **On SSG 3, 64% of LF students successfully attained 30 SCH.**

2019	2020	2021	2022	2023	2024	TOTAL
70% [253/364]	68% [266/392]	67% [249/372]	66% [225/340]	50% [184/369]	19% [65/342]	64% [1177/1837]

Table 10: SSG 3 - 30 SCH Completion

Institutional data from 2016-2018 showed only 25% of all Panola College students completed at least 30 SCH before leaving the institution; however, this included nursing and terminal certificate students later excluded from QEP reporting. Removing those groups from 2016-2018 data yielded a more accurate baseline of **40%**. Using the revised baseline, student attainment of SSG 3 **increased an average of 24% over 5 years** (F19-F23 cohorts). Students in the Fall 2023 cohort have had only one year to reach 30 SCH, so continued increases in student attainment are expected. Students in the F24 cohort have not had time to finish 30 SCH at the time of this reporting so they have been removed from the total calculation. Based on the F19-F23 data, it is reasonable to conclude that first-year students that take LF are more likely to persist and complete 30 SCH.

STUDENT SUCCESS GOAL 3

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Female	65.74% [756/1150]	435/613	70.96%	140/257	54.47%	135/189	71.43%
Pell	56.83% [333/586]	178/277	64.26%	82/168	48.81%	57/89	64.04%
No Pell	75.00% [423/564]	257/336	76.49%	58/89	65.17%	78/100	78.00%
Male	61.28% [421/687]	268/405	66.17%	39/97	40.21%	83/124	66.94%
Pell	47.93% [116/242]	57/106	53.77%	18/64	28.13%	30/46	65.22%
No Pell	68.54% [305/445]	211/299	70.57%	21/33	63.64%	53/78	67.95%
Totals	64.07% [1177/1837]	703/1018	69.06%	179/354	50.56%	218/313	69.65%

Table 11: SSG 3 - Disaggregated Data

According to Table 11, both males and females showed similar persistence rates in SSG 3, with males at 61% and females at 66%. Notably, females not on Pell grants performed the best, with a persistence rate of 75%. However, the fact that only 64% of students successfully progressed from completing 15 SCH to achieving 30 SCH should raise concerns for the institution. Across all racial/ethnic, gender, and economic groups, there were significant declines from SSG 2 data ranging from 10% to 20%. This highlights the critical need for a strong focus not only on helping students navigate their first semester but also on providing continued support through advising and tutoring to help them successfully complete their second semester.

SSG 4 - Increase degree or certificate completion from 28% to 33% over 5 years. From 2016-2018, institutional data revealed that only 28% of Panola College students received a degree or certificate before leaving the institution. However, current updated completion data shows **34%** of students in the 2016-2018 cohort actually completed a degree or certificate over 3 years—data that was not available in F18. **For SSG 4, 56% of LF students in the F19-F22 cohorts completed a degree or certificate before leaving Panola College.** Data from F23 and F24 cohorts was excluded from the calculation as these students had only 1.5 years to complete a degree at the time of this report. At the end of F25, success rates for F22 and F23 cohorts should be similar to previous cohorts. Using the revised baseline of 34%, **student attainment of SSG 4 increased 22% (F19-F22 cohorts).**

2019	2020	2021	2022	2023	2024	TOTAL
58% [231/400]	61% [260/427]	57% [225/398]	47% [167/356]	23% [84/370]	14% [50/348]	56% [883/1581]

Table 12: SSG 4 - Degree/Certificate Completion

STUDENT SUCCESS GOAL 4

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Female	53.87% [494/917]	299/484	61.78%	83/215	38.60%	82/137	59.85%
Pell	45.94% [215/468]	120/219	54.79%	52/142	36.62%	33/61	54.10%
No Pell	62.14% [279/449]	179/265	67.55%	31/73	42.47%	49/76	64.47%
Male	58.58% [389/664]	228/378	60.32%	40/92	43.48%	91/133	68.42%
Pell	45.62% [99/217]	44/92	47.83%	18/55	32.73%	28/46	60.87%
No Pell	64.88% [290/447]	184/286	64.34%	22/37	59.46%	63/87	72.41%
Totals	55.85% [883/1581]	527/862	61.14%	123/307	40.07%	173/270	64.07%

Table 13: SSG 4 - Disaggregated Data

The completion rate for LF students is close to the 60% goal set by the Texas Higher Education Coordinating Board's 60x30TX initiative; however, there is still significant room for improvement. Currently, approximately 44% of LF students, both male and female, leave without obtaining a degree or certificate. White and Hispanic students demonstrated similar completion rates, with 61% and 64% respectively earning degrees or certificates. However, Black students are experiencing a much lower success rate at 40%. LF professors will need to continually reinforce the availability of resources and the value of earning a degree in the FYE course. Ensuring that all students receive equitable financial and academic support is crucial to closing the achievement gap and meeting the state's 60x30TX goal.

SSG 5 - Increase transfers with at least 15 SCH to a university from 11.5% to 16.5% over 5 years. Panola College has made notable progress in transfer rates, increasing from 11.50% in Fall 2018 to 24.10% in Fall 2023 (preliminary data). When compared to the state's transfer rates of 25.3% for Fall 2023 and 25.44% for the F19-F23 period, Panola is performing close to the state average. However, students enrolled in the LF course have shown impressive transfer outcomes, with **an average transfer rate of 36.80% across the F19-F22 cohorts**. Transfer rates for LF students in the F23 and F24 cohorts are not yet complete as these students have not had enough time to complete their degrees and transfer. This progress highlights the college's commitment to improving student success and facilitating smoother transitions to four-year institutions. The following tables compare transfer rates and provide disaggregated data from SSG 5 for the F19-F22 cohorts.

	2018	2019	2020	2021	2022	2023
Panola College transfer rates	11.50%	15.90%	22.20%	19.10%	23.50%	24.10%
LF transfer rates to university		34.47%	41.55%	36.34%	34.32%	15.72%

Table 14: SSG 5 – Transfer Rates Comparison

STUDENT SUCCESS GOAL 5

	Percent Successful	White		Black		Hispanic	
		Number	Rate	Number	Rate	Number	Rate
Female	35.40% [274/774]	143/388	36.86%	60/190	31.58%	42/120	35.00%
Pell	29.74% [116/390]	53/170	31.18%	35/123	28.00%	16/54	29.63%
No Pell	41.15% [158/384]	90/218	41.28%	25/67	37.31%	26/66	39.39%
Male	38.84% [207/533]	112/311	36.01%	32/73	43.84%	42/97	43.30%
Pell	32.61% [60/184]	21/81	25.93%	17/45	37.78%	12/36	33.33%
No Pell	42.12% [147/349]	91/230	39.57%	15/28	53.57%	30/61	49.18%
Totals	36.80% [481/1307]	255/699	36.48%	92/263	34.98%	84/217	38.71%

Table 15: SSG 4 - Disaggregated Data for F19-F22

In the F19-F22 cohorts, 36.80% of LF students transferred to a university, the majority of these students not receiving a Pell grant while at Panola College. Data shows that all racial groups are transferring at similar rates, ranging from 34% to 39%, but students on Pell grants are less likely to pursue a university education after community college. To address this gap, students need clearer guidance on available opportunities and

financial aid options at universities to ensure they have the support needed to successfully transition and complete an upper-division degree. Panola College is actively strengthening its partnerships with state universities by collaboratively developing clear pathways that guide students toward continuing their education. In Fall 2024, Panola College hired a full-time Success Coach responsible for identifying and contacting students who had completed some college coursework but had not yet earned a credential or transferred. In April 2025, the College hosted its first annual Transfer Fair, bringing together universities from across the state to inform students about available scholarships and financial aid, while assisting them with the application process (135 students attended).

Implementation of the Quality Enhancement Plan (QEP) has had a profound impact on Panola College, contributing to substantial improvements across several key areas.

1. **Improved academic performance.** Since the launch of the QEP, academic performance across the institution has improved. While a direct causal link cannot be established, the timing aligns with introduction of the LF course and expanded student support and resources. In Fall 2018, 74% of courses were completed by PC students, with 57% earning a C or higher, 11.8% failing, and 8.2% withdrawing. In Spring 2024, 88% of courses were completed, 78% earned a C or higher, 6.6% failed, and 6.5% withdrew. This data suggests a positive correlation between the introduction of the Learning Framework course through the QEP, strengthened advising and support services, and improved academic performance.
2. **Increased graduation rates.** The QEP has contributed to improving institutional graduation rates. According to the *2024 Texas Public Higher Education Almanac*, 43% of full-time and 33% of part-time students in the 2020 cohort graduated within three years.
3. **Increased transfer rates.** The QEP has played an important role in boosting institutional transfer rates, increasing from 11.5% in 2018 to 24.1% in 2023.
4. **Reduced time to degree.** Finally, the QEP has supported efforts to reduce the time (3.3 to 2.9 years) and semester credit hours (83 to 71 SCH) required to earn a degree, promoting a more efficient pathway to graduation across the institution.

Collectively, these outcomes demonstrate the QEP's pivotal role in advancing both student learning and student success at the institution.

LESSONS LEARNED FROM THE QEP

The implementation of the Quality Enhancement Plan (QEP) has been a transformative experience for the institution, offering valuable insights into both the challenges and successes of fostering first-year student success. Here are some things we learned along the way.

A first-year experience course can improve academic performance and reduce withdrawals. The QEP has impacted academic performance across the institution. In Fall 2018, 74% of courses were completed by PC students, 57% made a C or above, 11.8% failed, and 8.2% withdrew. In Spring 2024, 88% of courses were completed by PC students, 78% made a C or above, 6.6% failed, and 6.5% withdrew—all major improvements. Though not part of the QEP, the QEP Committee reviewed academic performance in three core courses from F19-F23: ENGL 1301, MATH 1314, and HIST 1301. In ENGL 1301, 79% of students earned a C or above, 15% earned a D or F, and 6% withdrew. However, 85% of LF course participants earned a C or above (6% difference) and withdrawals were cut almost in half (2.82% reduction). While grade improvements in MATH 1314 and HIST 1301 were modest, withdrawals did decrease by 3.82% and .63% respectively.

A first-year experience course is not appropriate for every discipline, and it can actually become a barrier to success. The QEP Committee learned that the FYE course is not a good fit for every program on campus.

While 89% of Welding students from F19-F24 passed LF with a C or better, only 52% succeeded on the SLOs. Even after offering exclusive LF sections for Welding students in F21, SLO success remained inconsistent (39% to 74% in subsequent years). In addition, the Cosmetology program continues to show low performance with F24 SLO success at 63% and 53% on SSG 1. As a result, in Spring 2025, the committee recommended removing Learning Framework from both programs.

Institutional support is critical for success and sustainability. Annual training for both adjunct and full-time LF instructors created a consistent learning environment for students. An experienced full-time professor led the program, ensuring a focused approach to instruction and communication. The QEP allocated \$30,000 over five years for faculty and an advisor to attend the National Resource Center for the First-Year Experience conference to develop innovative teaching and advising strategies. Additionally, the QEP funded \$46,000 for tools like Dropout Detective to proactively monitor student progress and intervene early. Moving forward, the costs for both budget items will be covered by the institution. Panola College also funds other initiatives that impact student success including recent development of a Resource Center for tutoring, assistance, and emergency resources (884 tutoring/support sessions provided since S24). The collaborative effort of PC personnel and these resources enables students to stay on track and achieve academic success.

Advising must be embedded in the FYE course for the QEP to be successful. As part of the QEP experience, the institution learned the importance of connecting students with an academic advisor early in their journey. Students in LF are required to complete an assignment where they meet with an academic advisor during registration. The activity introduces students to their advisor, helping establish a strong connection from the start. The institution now requires all students to meet with an advisor before they are released to register online. By engaging with an advisor early, students receive personalized guidance which helps them understand degree requirements, stay on track to graduate, and address any challenges they may face.

Develop a FYE curriculum tailored specifically for your institution and student body. From outside research and development of the QEP and FYE, it became evident that the Learning Framework course had to be customized to the institution, integrated into the core curriculum, and required for students in their first semester. The curriculum development team incorporated information about the campus, key personnel, and institutional procedures to help students establish a meaningful connection with the college. The course used Open Educational Resources to reduce economic barriers for all students. All LF instructors were required to use the same curriculum, ensuring continuity and stability regardless of personnel changes. In Fall 2019, the college offered 18 sections of the FYE course, 63% face-to-face and 37% online. In Fall 2024, PC offered 15 sections, 14% face-to-face and 86% online, a complete reversal of delivery methods to meet student demand.

The QEP is playing a key role in shaping institutional strategic planning. In Fall 2024, the Strategic Planning Committee engaged personnel from across the institution to establish goals for 2024-2025. The first goal focused on improving retention, completion, and transfer with specific targets such as a 10% increase in university transfers and a 10% increase in the number of dual credit students earning 30 SCH. The QEP has proven that both of these goals are achievable.

The Learning Framework course is now integrated into the core curriculum and institutional planning, ensuring that its principles and strategies are embedded into a student's academic journey. This integration creates a consistent, structured learning environment where students become more self-aware of their current abilities and learn how to implement effective study strategies essential for their success both in and out of the classroom. In addition, integration of the FYE course into institutional planning ensures that the framework remains a central part of the institution's long-term goals for student learning and success.

Ultimately, the QEP, in conjunction with numerous student-focused initiatives, has positively impacted our campus by creating a foundation for academic preparedness and achievement. Students now have a structured approach to their educational journey, paving the way for future academic success.