

Student Achievement Measures & Outcomes Report



2024-2025

Table of Contents

Section	Page
Introduction	1
Enrollment and Student Profile	3
1. Annual Credential Completion Rate	8
2. Graduation Rate	9
3. Transfer Rate	10
4. Licensure Rate	11
5. Job Placement Rate	16
6. Retention Rate	18
Summary of Findings and Recommendations	20



Background, Purpose, and Scope

Panola College is committed to the continuous improvement of student learning and success, in alignment with its mission and the requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Standard 8.1. This *Student Achievement Measures & Outcomes* report provides an annual review of key performance indicators that reflect the College's effectiveness in promoting student achievement.

The measures included in this report—such as credential completion rates, retention rates, graduation rates, licensure and certification pass rates, and transfer success—are selected based on their relevance to institutional goals, state and federal reporting requirements, and stakeholder priorities. Each measure is accompanied by clearly defined thresholds of acceptability, achievement goals, and supporting data trends.

The scope of this report encompasses data from the most recent academic year, supplemented by multi-year trends to provide context and identify areas for improvement. The analysis informs strategic planning, guides resource allocation, and supports transparent communication with the College's governing board, faculty, staff, students, and the public.

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 external accrediting body mandate.

Enrollment and Fall Student Profile

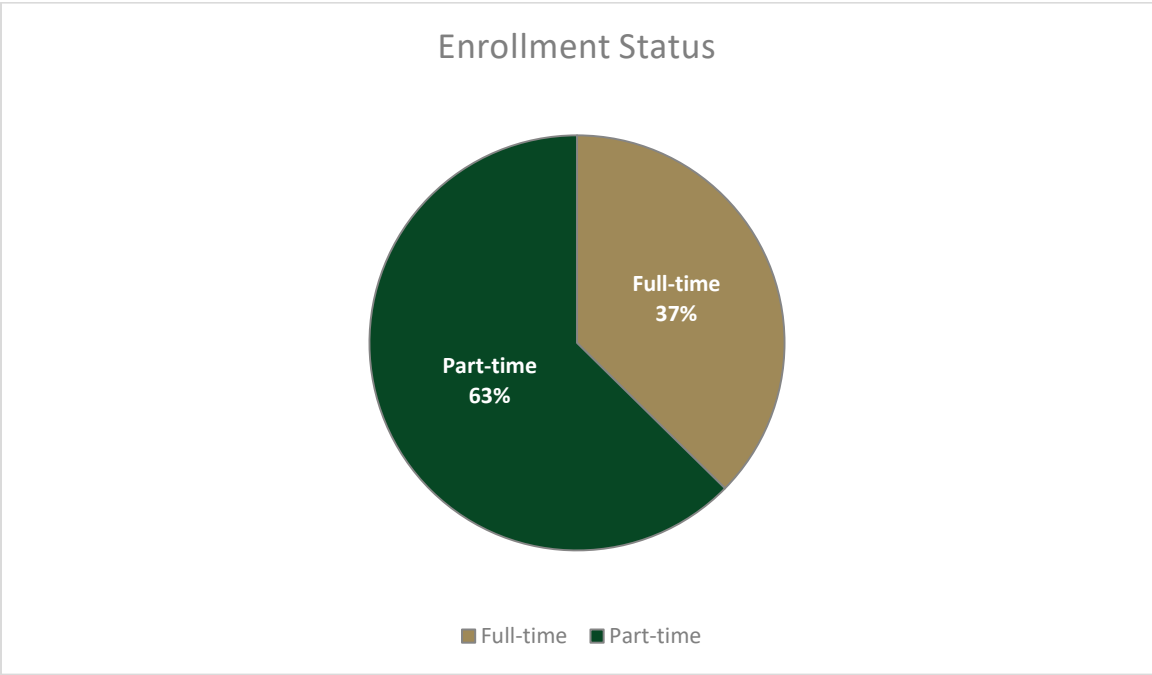
The student profile shows the student body of Panola College based on **fall 2024** enrollment. The information comes from the Registrar's *Student Profile Fall 2024*.

Year/Semester	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Fall	2,613	2,531	2,492	2,405	2,385	2,711
Spring	2,350	2,347	2,248	2,106	2,214	2,574

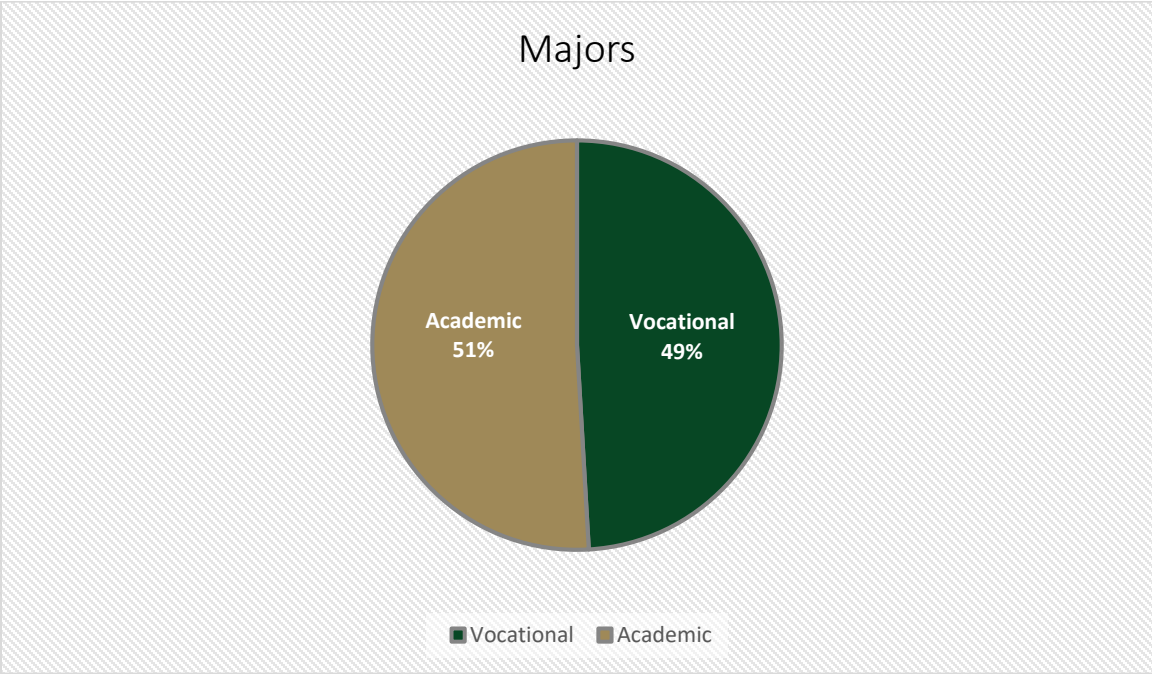
Source: PC Official Enrollment Report- duplicated grand total

Five-Year Percent Change

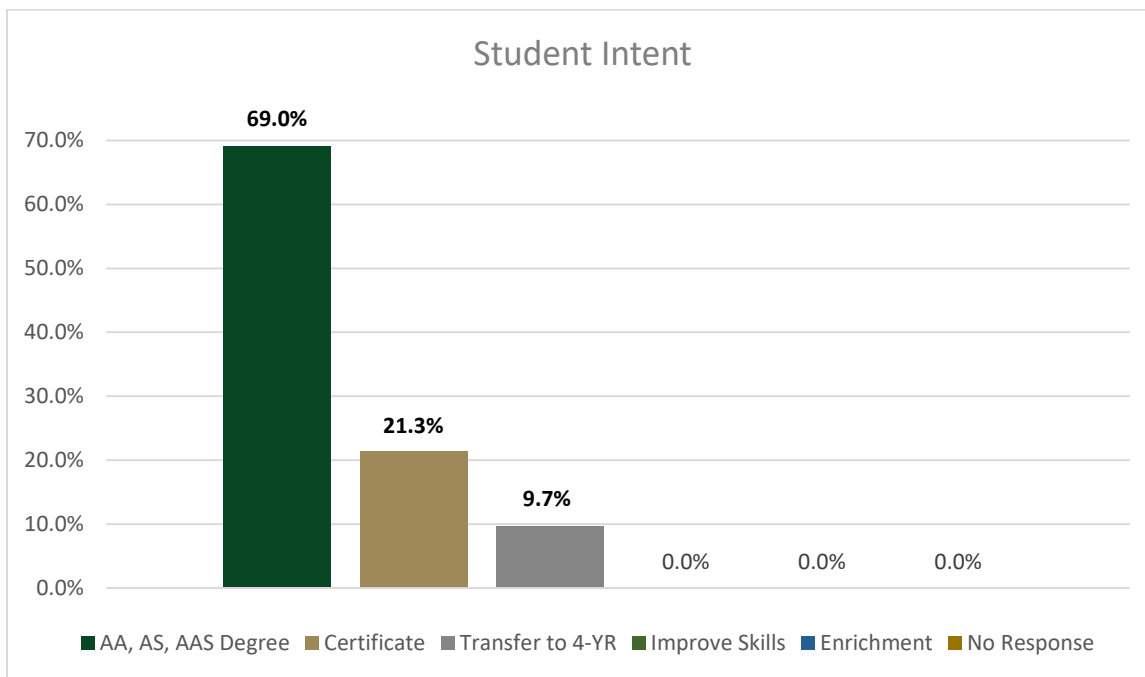
Year/Semester	2019-2020	2024-2025	Percent Change
Fall	2,613	2,711	3.8%
Spring	2,350	2,574	9.5%



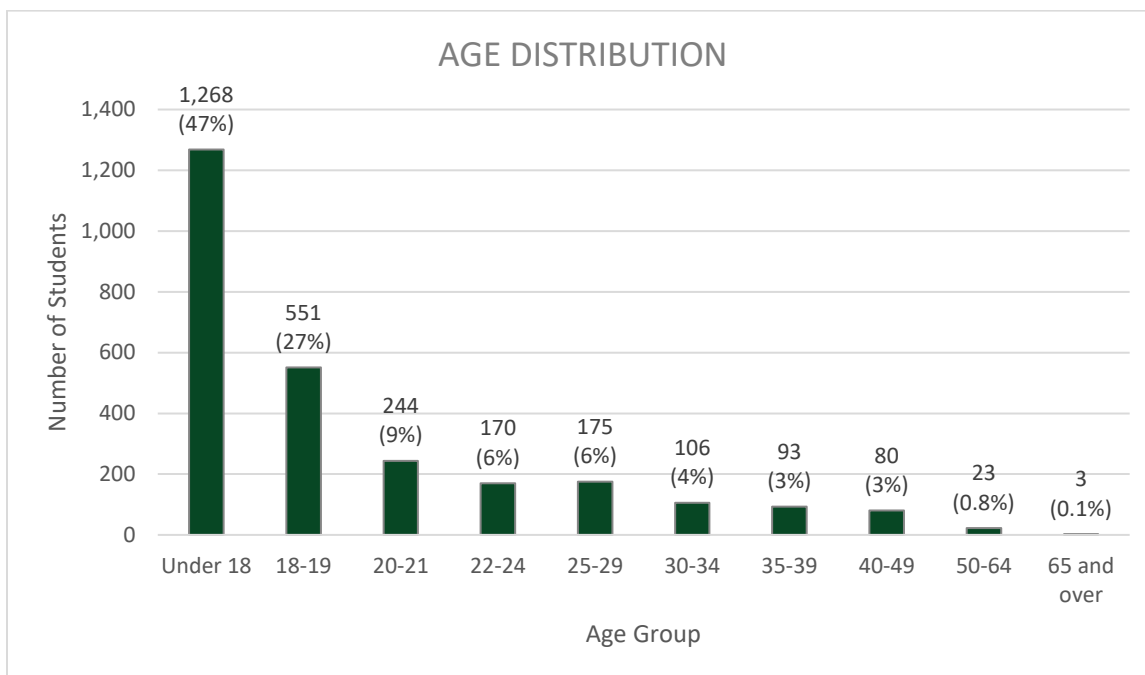
Source: Registrar's Student Profile Fall 2024



Source: Registrar's Student Profile Fall 2024



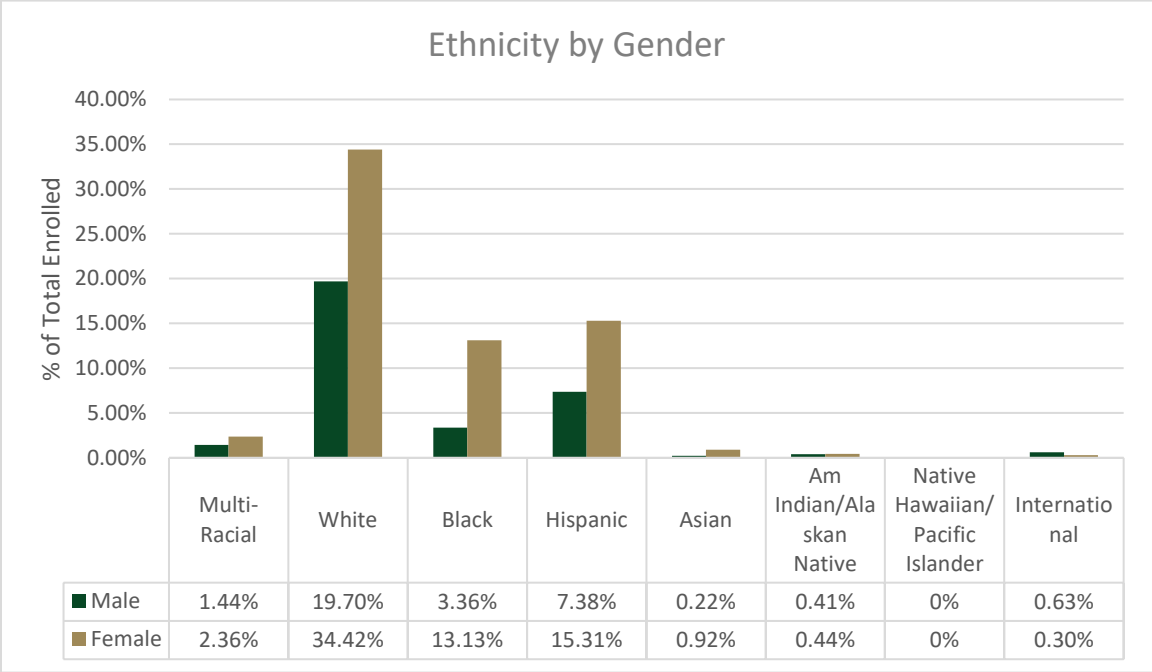
Source: Registrar's Student Profile Fall 2024



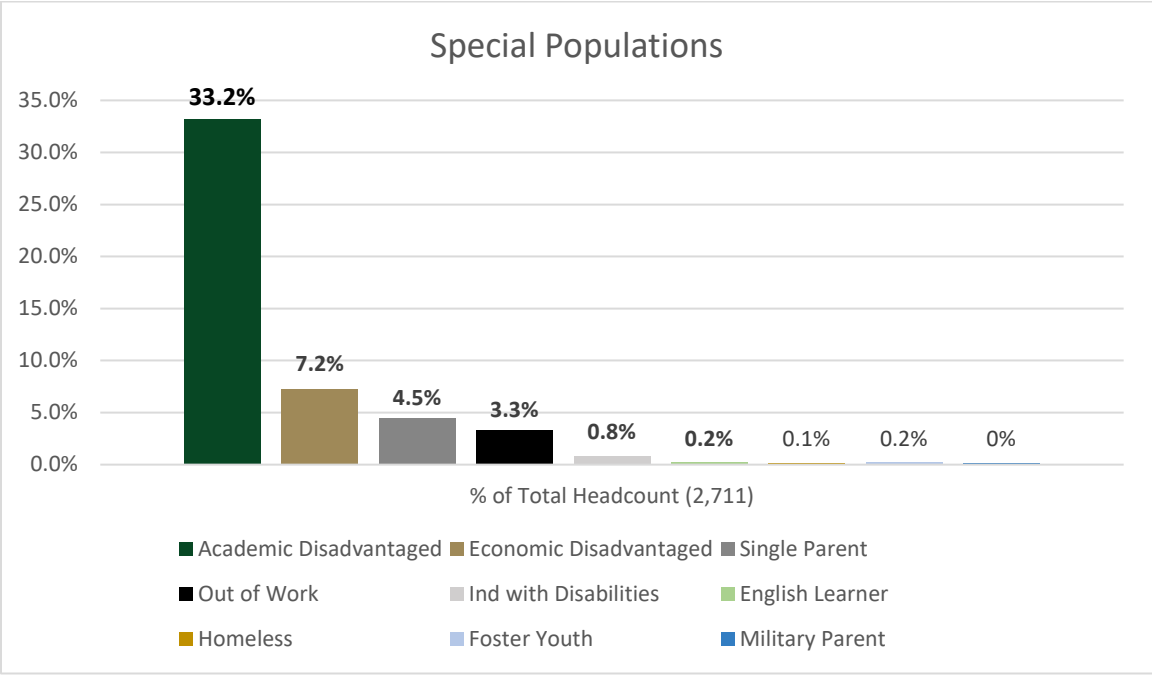
Source: IPEDS Fall Enrollment Survey, Fall 2024

Average Age- 21 years old

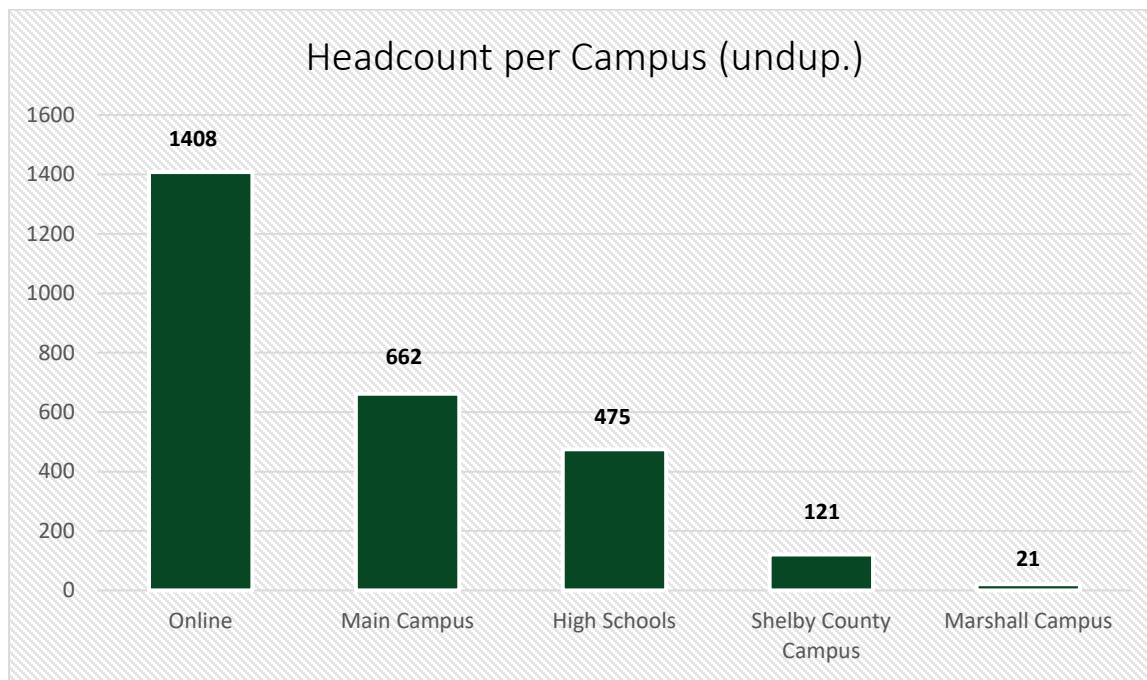
Adult Learners (students aged 25 or older)- 480 (18%)



Source: Registrar's Student Profile Fall 2024 (Total = 2,711)



Source: CBM 001_Fall 2024



Source: Registrar's Student Profile Fall 2024

Headcount by Top Texas Counties

County	Headcount	Percent of Total
Panola	620	22.9%
Shelby	620	22.9%
Harrison	514	19.0%
Rusk	173	6.4%
Nacogdoches	165	6.1%
Gregg	82	3.0%
Marion	69	2.5%
Cherokee	24	0.9%
San Augustine	23	0.8%
Angelina	22	0.8%
Upsher	21	0.8%
Sabine	17	0.6%
Smith	15	0.6%
Harris	10	0.4%
Total	2,711	100.0%

Source: Registrar's Student Profile Fall 2024

Annual Credential Completion Rate

The annual credential completion rate measures the percentage of credentials earned within a fiscal year for all student types. This includes associate degrees, certificates, occupational skills awards, core completion, and field of study. This rate emphasizes credentials earned and distinguishes it from cohort-based graduation rates.

Our minimum threshold establishes a minimum threshold of 25.6% of enrolled students earning a credential each fiscal year. This threshold corresponds to the College's lowest attainment rate observed within the past six years.

Our achievement goal is for 35% of enrolled students to earn a credential each fiscal year. This target reflects the three-year average of 36.2%. For the most recently reported fiscal year, Panola College attained a 36.9% credential rate, thereby surpassing the established goal.

Award Type	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
AA	4	3	6	6	1
AS	199	187	239	229	264
AAT	13	31	32	37	27
AAS	115	129	130	127	130
Certificates	281	288	394	455	307
OSA	---	---	---	184	244
Core Complete	180	203	228	231	242
Field of Study	55	50	49	42	82
TOTALS	847	891	1,078	1,311	1,297
Unduplicated Enrollment	3,312	3,277	3,634	3,123	3,342
Completion Rate	25.6%	27.2%	29.7%	42.0%	38.8%

Source: Registrar; IPEDS 12-month Enrollment file

Graduation Rate

The graduation rate is the six-year outcomes for first-time-in-college, degree/certificate-seeking students. Our minimum threshold is at or above the comparison rate of two-year public institutions for the same year being measured.

Our achievement goal is to exceed the threshold by 5% as Panola College strives to perform above the base standard.

Panola College's identified graduation rate metric for our SACSCOC reporting measure is the National Student Clearinghouse's (NSC) [6-year completion rate](#). For the fall 2017 entering cohort, PC's rate was 47% compared to the national rate of 43% for two-year public institutions. Panola College has exceeded the two-year public institutions' rate for the past four years. This data is disaggregated by enrollment intensity, gender, age, and race/ethnicity in the NSC detailed report.

NSC 6-year Outcomes	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
NSC Cohort Year	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Panola College 6-year Completion Rate	41%	47%	48%	50%	47%
2-year Public Institutions	41%	40%	42%	43%	43%

Source: National Student Clearinghouse- Student Tracker SM Postsecondary Completions: Institutional Benchmark Report

Transfer Rate

The transfer rate is the cohort of first-time students who started their postsecondary studies at Panola College in fall 2016. It tracks their transfer and completion patterns at four-year institutions over a period of six years until spring 2022. [Transfer rates](#) are important, as many of our students plan to transfer to a 4-year institution after leaving Panola College. This data is disaggregated by the number of hours students transferred with, race/ethnicity, gender, and income.

PC's minimum threshold is 20%, which is based on the past 3-year average for Panola College- 22.2%. Our achievement goal is 25%, which is based on the past 3-year average for Texas community colleges- 25.9%. For the fall 2016 entering cohort, PC's rate was 30%, which is similar to the national rate for two-year public institutions. Panola College's transfer rate has increased every year in the past five years.

NSC Transfer-out Rates

Academic Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
NSC Cohort Year	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Panola College 6-year Completion Rate	21%	22%	27%	27%	30%
2-year Public Institutions	30%	31%	31%	32%	31%

Source: National Student Clearinghouse

Licensure Rate

The following programs prepare students for the state licensure exam, so we track these rates to assess students' success. This helps evaluate how effectively these programs equip students with the skills needed to earn their certification and succeed in their careers. Each program's minimum threshold and achievement goal, which measures the number of students who pass the exam, differ depending on the accrediting body's requirements, as shown in the tables below. The source is from each program's licensing body.

- Associate Degree Nursing
- Cosmetology Operator
- Emergency Medical Technician- basic
- Health Information Technician
- Medical Assisting
- Medical Laboratory Technician
- Occupational Therapy Assistant
- Paramedic
- Vocational Nursing

Associate Degree Nursing

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

Minimum- 80% Goal- 92%

Cosmetology

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

Minimum- 70% Goal- 90%

Emergency Medical Technician – Basic

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

Minimum- 70% Goal- 85%

Health Information Technician

Year	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020
PC HIT AAS	100%	100%	0%	28%	50%
(RHIT credential)	(2/2)	(5/5)	(0/3)	(2/7)	(1/2)
PC HIT- Medical Coding Certificate	100%	67%	50%	83%	75%
(CCA credential)	(2/2)	(4/6)	(2/4)	(5/6)	(3/4)
Average for National HIT Programs	83%	80%	69%	78%	76%
(RHIT credentials- 1st time tests only)	(1,324/1,577)	(1,315/1,649)	(1,244/1,803)	(1,274/1,634)	(1,641/2,160)

Minimum- 75% Goal- 80%

Medical Assisting

Year	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020
CMAA certification	100%	84%	92%	75%	78%
<i>Minimum- 70%</i> <i>Goal- 90%</i>	(17/17)	(10/12)	(12/13)	(12/16)	(14/18)
CCMA certification	87%	100%	60%	75%	83%
<i>Minimum- 70%</i> <i>Goal- 90%</i>	(7/8)	(8/8)	(9/15)	(9/10)	(10/12)
CPT certification	100%	63%	53%	35%	N/A
<i>Minimum- 50%</i> <i>Goal- 75%</i>	(8/8)	(5/8)	(10/19)	(6/17)	

Medical Laboratory Technician

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

Minimum- 75% Goal- 85%

Occupational Therapy Assistant

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

Minimum- 80% Goal- 90%

The data in the table above is the 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.

Paramedic

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

Minimum- 70% Goal- 85%

The numbers in parentheses above show how many passed, out of the total number of students who attempted the exam, and how many still have attempts remaining in their first three. Students have two years from graduation to successfully complete the NREMT exam.

Vocational Nursing

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)

Minimum- 80% Goal- 85%

Job Placement Rate

Job Placement rates are important to measure for our technical programs to ensure that our students are successfully entering the workforce. Job placement rates are tracked for graduates of workforce programs, with data collected through surveys and employer partnerships. This data is reported annually to the Texas Higher Education Coordinating Board (THECB). This metric helps gauge the effectiveness of Panola College's workforce development initiatives and their alignment with labor market demands. PC's minimum threshold is to exceed the threshold by 5%. The achievement goal is 85%. This is based on the Carl Perkins Measures and Standards, a federal program administered by the state, which sets an 85% benchmark for all workforce education programs within one year of graduation.

The issue with the data reported to the THECB is that more students are getting jobs than the data shows. Even though departments use multiple tools to contact graduates from their programs, they do not get a 100% response rate from all completers. This makes the job placement rate lower than what it actually is. Also, COVID significantly impacted the job placement for graduates in fiscal years 2020-2021 and 2021-2022.

Moving forward, Panola College will form a committee of department chairs to develop a more reflective way of measuring the job placement rate. The plan is to divide the number of students reporting employment by the number of students who respond through surveys, personal contact, group chat, or social media. Response rates are calculated by dividing the number of responses received by the total contacted via email or personal outreach. Annual job placement rates will include both fall and spring graduates. We will also review our minimum threshold and achievement goal.

Department/Year	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Associate Degree Nursing	75% (30/40)	97% (32/33)	91% (42/46)	95% (36/38)	84% (51/61)
Business	86% (19/22)	83% (19/23)	93% (26/28)	91% (21/23)	96% (26/27)
Computer Information Technology	100% (8/8)	----	88% (7/8)	100% (10/10)	67% (6/9)
Cosmetology	62% (23/37)	74% (20/27)	88% (21/24)	97% (35/36)	84% (21/25)
Emergency Medical Sciences	----	----	100% (13/13)	100% (11/11)	100% (16/16)

Department/Year	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Health Information Technology	67% (2/3)	78% (7/9)	100% (6/6)	84% (16/19)	100% (8/8)
Licensed Vocational Nursing	92% (46/50)	98% (50/51)	97% (56/58)	97.9% (46/47)	87% (27/31)
Medical Assisting	97% (21/23)	83% (10/12)	95% (19/20)	81% (33/41)	80% (28/35)
Medical Laboratory Technology	88% (7/8)	----	82% (9/11)	83% (10/12)	80% (8/10)
Occupational Therapy Assistant	81% (21/26)	89% (17/19)	86% (18/21)	100% (22/22)	95% (18/19)
Ranch & Land Management	100% (7/7)	64% (9/14)	78% (7/9)	----	----
Industrial Production Tech	95% (41/43)	91% (48/53)	96% (50/52)	94% (29/31)	95% (35/37)
Welding	85% (44/52)	81% (44/54)	91% (53/58)	90% (55/61)	93% (27/29)

Source: THECB and Panola College Departmental Data Collection

Retention Rates

The charts below show the number of unduplicated students who were enrolled at Panola College in fall and were still enrolled at PC in the following fall semester. Data is disaggregated by major type and by award status, distinguishing between students who earned an award and those who did not prior to enrolling in the subsequent year. This data is being tracked by the IR Office for PC's strategic planning goal 2.2. The minimum threshold is _____. The achievement goal is _____. This based on_____.

College Retention

With Award

	F23 to F24		F24 to F25	
Major Type	Enrollment Count Fall 23	Percent Retained Fall 24	Enrollment Count Fall 24	Percent Retained Fall 25
Academic	129	15% (14)	160	25% (24)
Technical	315	51% (47)	283	66% (63)
Tech-Prep	90	34% (31)	29	8% (8)
Grand Total	534	100% (92)	472	100% (95)

Without Award

	F23 to F24		F24 to F25	
Major Type	Enrollment Count Fall 23	Percent Retained Fall 24	Enrollment Count Fall 24	Percent Retained Fall 25
Academic	502	52% (231)	357	37% (173)
Technical	425	46% (211)	540	60% (278)
Tech-Prep	42	2% (11)	41	3% (16)
Grand Total	969	100% (453)	938	100% (467)

College Retention Overall Totals

Year	Total Enrollment Count	Percent Retained
F23 to F24	1,503	36% (545)
F24 to F25	1,410	40% (562)

Dual Credit Retention

With Award

	F23 to F24		F24 to F25	
Major Type	Enrollment Count Fall 23	Percent Retained Fall 24	Enrollment Count Fall 24	Percent Retained Fall 25
Academic	40	34% (4)	51	19% (5)
Technical	25	66% (8)	47	81% (21)
Tech-Prep	2	0% (0)	6	0% (0)
Grand Total	67	100% (12)	104	100% (26)

Without Award

	F23 to F24		F24 to F25	
Major Type	Enrollment Count Fall 23	Percent Retained Fall 24	Enrollment Count Fall 24	Percent Retained Fall 25
Academic	680	76% (399)	814	75% (462)
Technical	109	11% (56)	299	19% (120)
Tech-Prep	102	13% (65)	86	6% (35)
Grand Total	891	100% (520)	1,099	100% (617)

Source: IR Office; CBM Reports (0C1, OCS, 009)

Dual Credit Retention Overall Totals

Year	Total Enrollment Count	Percent Retained
F23 to F24	958	56% (532)
F24 to F25	1,203	53% (643)

Summary of Findings

The analysis presented in this *Student Achievement Measures & Outcomes* report demonstrates Panola College's ongoing commitment to fostering student success through data-informed decision-making and continuous improvement. Overall, the College met or exceeded established thresholds of acceptability for the majority of its student achievement measures, reflecting strong performance in key areas such as retention, graduation, and licensure pass rates.

Where results fell short of stated goals, the College has identified targeted strategies for improvement, including enhanced academic support services, increased faculty development opportunities, and strengthened partnerships with secondary and postsecondary institutions. These planned actions will be monitored for effectiveness through subsequent annual reports and incorporated into institutional planning processes.

By systematically evaluating student achievement outcomes and acting on the results, Panola College reaffirms its mission to provide excellence in education, support diverse learning needs, and prepare students for continued academic, professional, and personal success.

Analysis

Academic and Career/Technical department chairs and deans met to review and analyze the six student achievement measures data in the SAM Report. Below is the summary of the group's finding and recommendations.

1. Annual Credential Completion Rate

Key Findings:

- Panola College exceeded its credential completion achievement goal of 35%, attaining a 38.8% rate.
- Forecasts based on current trends predict continued improvement, potentially reaching 45% by 2025–2026.
- Learning Framework (LF) and the creation of Occupational Skills Awards (OSAs) contributed significantly to improved outcomes.

Recommendations:

- Continue monitoring for at least two more years to assess the long-term effects of LF courses, OSA implementation, and improved advising.
- Consider disaggregating credential completion data by award type (associate degrees, certificates, OSAs).
- Explore benchmarking data from peer institutions for broader comparison.

2. Graduation Rate

Key Findings:

- Panola College consistently surpasses the national average for two-year public institutions, with a 6-year graduation rate of 47%.
- Institutional changes in advising, restructuring, and retention strategies contributed to this success.

- A projected increase to 51% is expected for 2025–2026.

Recommendations:

- Publicize and celebrate strong graduation performance to reinforce institutional pride and motivation.
- Evaluate the feasibility of disaggregating graduation rates by academic and workforce program type to pinpoint strengths and areas for improvement.
- Maintain focus on advising and support services that have supported the rising trend.

3. Transfer Rate

Key Findings:

- The 6-year transfer rate rose to 30%, exceeding the college’s goal and aligning with national benchmarks.
- Forecasted growth suggests a potential rate of 32% for 2025–2026.
- Initiatives such as a newly implemented transfer fair and Academic Advisory Board meetings are expected to further improve outcomes.

Recommendations:

- Continue tracking transfer outcomes to evaluate the impact of recent initiatives.
- Disaggregate transfer data by student type (e.g., dual credit vs. traditional students) to better understand gaps and target advising.
- Enhance processes for identifying and tracking transfer students post-graduation.

4. Licensure Rate (Multiple Programs)

Key Findings & Recommendations by Program:

a. Associate Degree Nursing

- **Analysis:** ADN has maintained a pass rate >90% for three years while also increasing the number of completers.
- **Recommendation:** For the ADN licensure rates, the minimum for the state is 80%. Our program goal is to maintain an overall pass rate of 90%, not 92%. This goal is reevaluated each year during the program evaluation meeting.

b. Cosmetology

- **Analysis:** The department experienced a temporary decline in scores for licensure during the 2020 - 2021 and 2021-2022 enrollment years, which coincided with significant changes to the state examinations. In response to updated testing guidelines, our instructors proactively attended multiple educational summits hosted by PSI to stay informed and aligned with current standards. Following these engagements, we implemented targeted revisions to our capstone course, CSME 2441 – Preparation for State Examination, ensuring our curriculum reflects the latest expectations and best practices for student success. The department remains committed to supporting the students and refining the instructional strategies to meet new benchmarks.

c. Emergency Medical Technician – Basic (EMT)

- Below threshold in multiple years; recent improvement to 71% in Spring 2025 after instructional and curricular changes.

- **Recommendation:** Convert current 9-month instructor role to an 11-month full-time position to support course stability year-round.
- **Analysis:** The program made changes to faculty, program director, curriculum and books in April 2021. New equipment was added in 2022 and the new program director became full time. The course continued to be taught by adjunct faculty which changed every semester or every year. The lack of stability in the instructor position has led to a lack of stability in the licensure rates. In Fall 2024 the EMT Instructor position became a 9-month full-time position. We hired the current adjunct instructor for this position, and the pass rate dropped to 47%. The Program Director and staff worked on an improvement plan and pass rates increased to 71% in Spring of 2025 which met our minimum requirement. The full-time instructor will be leaving at the end of Fall 2025 so we will hire another instructor.

d. Paramedic

- Below threshold historically; improvements made through program redesign and faculty changes.
- **Recommendation:** Maintain current structure and continue monitoring; upcoming tuition reduction may support enrollment and outcomes.
- **Analysis:** The department changed program directors in April of 2021. In January of 2022 the current program director took over full time. During 2021, the program added two new programs, changed the curriculum, books, learning platform, added extensive equipment for learning, and changed faculty for 2022. The pass rates have continually increased from 2021 to 2023. In 2022, the licensure rate showed 67% because there were 2 late completers from the 2021 cohort that finished at the beginning of 2022 and tested in 2022. They were actually part of the 2021 cohort. The 2022 cohort consisted of 1 student and the corrected pass rate would be 100%. In 2026, we will be making an additional change to the program that will decrease the price of the program for the student by several hundred dollars.

e. Health Information Technician (RHIT)

- Below threshold from 2019–2022; reached 100% pass rate in 2023–2024 following curriculum revisions.
- **Recommendation:** Continue year-round course redesign with multiple term lengths and consider transitioning faculty to 11-month contracts; maintain 80% pass rate goal until new 2026 CAHIIM standards are fully adopted.
- **Analysis:** The Health Information Technology Associate of Applied Science program prepares students to sit for the Registered Health Information Technologist (RHIT) certification examination. Over the past five years, the program's exam pass rate declined from 50% in 2019–2020 to 28% in 2020–2021 and 0% in 2021–2022. Before the director transition in 2023–2024, a comprehensive review of the capstone course was conducted to evaluate alignment with the AHIMA Competency Domains. The review identified the need for curriculum updates to reflect current industry standards and competencies. Following implementation of the revised curriculum in 2022–2023, the RHIT pass rate improved to 100% and has remained at that level through 2023–2024. The goal of achieving and surpassing an 80% pass rate has been met for two years. These outcomes demonstrate the program's commitment to ongoing curriculum evaluation and alignment with professional standards, ensuring graduate success.

f. Medical Assisting (CCMA and CPT Credentials)

- CCMA below threshold in 2021–2022; CPT below threshold until 2023–2024.
- **Recommendation:** Continue recent curriculum enhancements and ensure sustained program leadership; optimize clinical and hands-on instruction.
- **Analysis:** Over the past five years, Medical Assisting graduates have demonstrated variable performance on national certification exams. CMAA pass rates ranged from 75% to 100%, generally meeting or exceeding the program goal of 90%. CCMA pass rates ranged from 60% to 100%, approaching the 90% goal, while CPT pass rates historically lagged, ranging from 35% to 100%, with marked improvement in 2023–2024. In 2023–2024, a new Program Director implemented significant curriculum updates, including enhanced exam preparation and clinical skill alignment, contributing to improved outcomes. During Spring 2025, an interim director continued program oversight and made further adjustments to the curriculum to ensure alignment with licensure standards and workforce expectations. These ongoing curriculum refinements, combined with targeted review strategies and hands-on clinical instruction, have strengthened graduate preparedness, supported certification success, and ensured sustained workforce readiness.

g. Medical Coding

- **Analysis:** The Medical Coding Certificate program has shown marked improvement in CCA exam pass rates over five years, rising from a low of 50% in 2021–2022 to 100% in 2023–2024. Following the 2021–2022 decline, course content and instructional strategies were revised to enhance coding practice and align with updated AHIMA standards. These changes contributed to sustained improvement, demonstrating the program’s responsiveness to performance trends and commitment to workforce alignment.
- **Recommendations:** The program is currently revising its course delivery model to offer a year-round schedule with 8-, 10-, and 14-week options, increasing flexibility for students. Consideration is being given to extending faculty and director contracts from 10 to 11 months to support ongoing curriculum development and instructional consistency. Curriculum review remains a continuous process, guided by workforce needs and CCA exam requirements. The program will maintain its 80% pass rate goal until the 2026 standards provide justification for a higher benchmark.

h. Medical Laboratory Technician (MLT)

- Below threshold in 2020–2022; improved to 100% in 2022–2023.
- **Recommendation:** Continue current practices and monitor results to ensure sustained performance.

5. Job Placement Rate

Key Findings:

- Calculation inconsistencies across departments complicate accurate reporting.
- Some graduates not responding to post-completion surveys may understate actual job placement.
- Programs such as Medical Assisting, HIT, and EMS demonstrate strong job placement when based on students who passed certification exams.

- Job placement rates have been provided by the THECB in the past. However, their new reporting system only provides rates for career clusters and not individual programs at the CIP code level. In addition, the data is multiple years behind.

Recommendations:

- Standardize methodology for calculating job placement across departments.
- Formally define whether placement should be measured by all graduates or only certified graduates.
- Support development of centralized job tracking led by a dedicated staff member. In the meantime, department chairs will need to keep track of their students' enrollment, completion, licensure certification (where applicable), and job placement. The IR Office will work with the THECB to create a custom report to provide the data needed to alleviate the burden on department chairs. This report should be ready in November.
- Enhance employer partnerships, alumni networks, and regional/national outreach for broader career placement support.

6. Retention Rate

Key Findings:

- Technical (CTE) programs exhibit consistently higher retention than academic majors.
- Academic retention may be affected by transfer patterns or lack of foundational college readiness.
- "With award" retention includes students who completed a credential and may not intend to return, potentially skewing the data.

Recommendations:

- Focus retention analysis on students "without award" for clearer indicators of attrition.
- Develop differentiated retention goals for Academic, Technical, and Tech-Prep pathways.
- Strengthen academic retention by adopting instructional practices common in CTE, including smaller class sizes, interactive teaching, and increased student-instructor engagement.
- Explore partnerships with local high schools to align early academic skills with college expectations.

Final Note

Panola College demonstrates a strong commitment to continuous improvement and alignment with institutional and accreditor expectations (SACSCOC Standard 8.1). The College will continue to track and refine these measures annually to ensure sustained student success and institutional effectiveness.