

Institutional Obligations for Public Disclosure

A candidate or accredited SACSCOC institution is obligated to provide to its students, constituents, and the public information about itself that is complete, accurate, timely, accessible, clear and sufficient. Information provided to the public includes:

The institution publishes statements of its goals for student achievement and the success of students in achieving those goals. Information on student success may include reliable information in retention, graduation, course completion, licensure examinations, and job placement rates and other measures of student success appropriate to institutional mission.

Student Success Goals 2024:

1. Based on Fall semester, FPC will increase the percentage of contact hours taught by full-time faculty versus adjunct faculty by 2% based on 2023 contact hours (TBD%).
2. Match or increase the percentage of first-time, full-time, credential seeking undergraduates in two-year persistence rate compared to the 2023 rate (45.11%).
3. Match or increase the percentage of graduates employed and/or enrolled in four-year institutions the following fall compared to the 2022 rate (87.8%)
4. Increase the graduation rates of first-time, full-time, credential-seeking students after 3 years (Fall 2020 cohort [37.2%]); after four years (Fall 2019 cohort [37.06%]); and after six years (Fall 2017 cohort [47.22%]) by 2%.
5. Increase the graduation and persistence for first-time, full-time undergraduate students requiring developmental education by 2% based on 2023 cohort (43.01%).
6. Increase the percentage of economically disadvantaged students earning a degree or certificate by 2% based on the 2023 percentage (43.01%).

Student Success Goals 2023:

1. Based on Fall semester, FPC will increase the percentage of contact hours taught by full-time faculty versus adjunct faculty by 2% based on 2022 contact hours (68.84%).
 - a. TBD
2. Match or increase the percentage of first-time, full-time, credential seeking undergraduates in two-year persistence rate compared to the 2022 rate (32.5%).
 - a. The two-year persistence rate for 2023 was 45.11%, exceeding the 2022 rate by 12.61%.
3. Match or increase the percentage of graduates employed and/or enrolled in four-year institutions the following fall compared to the 2022 rate (87.8%)
 - a. The percentage of graduates in 2023 will be updated when data is available.
4. Increase the graduation rates of first-time, full-time, credential-seeking students after 3 years (Fall 2019 cohort [34.12%]); after four years (Fall 2018 cohort [38.17%]); and after six years (Fall 2016 cohort [38.03%]) by 2%.

- a. The three-year rate (Fall 2020 cohort) was 36.32%. The four-year rate (Fall 2019 cohort) was 37.06%. The six-year rate (Fall 2017 cohort) was 47.22%
- 5. Increase the graduation and persistence for first-time, full-time undergraduate students requiring developmental education by 2% based on 2020 cohort (32.05%).
 - a. The percentage rate was 38.25%, which is an increase of 6.2%
- 6. Increase the percentage of economically disadvantaged students earning a degree or certificate by 2% based on the 2022 percentage (43.75%).
 - a. The percentage for 2023 was 43.01%. We did not meet this goal.

Student Success Goals 2022:

- 1. Based on Fall semester, FPC will increase the percentage of contact hours taught by full-time faculty versus adjunct faculty by 2% based on 2021 contact hours (70.67%).
 - a. In fall 2022, 68.84% of contact hours were taught by full-time faculty, thus not reaching the benchmark. However, FPC's enrollment continues to increase, and it was necessary to find adjunct faculty for the unexpected increase. Additionally, at least half of the adjuncts are full-time employees of the college who teach part-time.
- 2. Match or increase the percentage of first-time, full-time, credential seeking undergraduates in two-year persistence rate compared to the 2021 rate (39%).
 - a. The two-year persistence rate for 2022 was 32.5%, which is a decrease of 6.5%. This cohort (2020 through 2022) was affected by the pandemic.
- 3. Match or increase the percentage of graduates employed and/or enrolled in four-year institutions the following fall compared to the 2021 rate (81.8%)
 - a. The percentage of graduates in 2022 was 87.8%, which exceeds the 2021 rate. This bounce back is most likely due to the conclusion of the pandemic.
- 4. Increase the graduation rates of first-time, full-time, credential-seeking students after 3 years (Fall 2018 cohort [32.18%]); after four years (Fall 2017 cohort [38.43%]); and after six years (Fall 2015 cohort [44.65%]) by 2%.
 - a. The three-year rate (Fall 2019 cohort) was 34.12%. The four-year rate (Fall 2018 cohort) was 38.17%. The six-year rate (Fall 2016 cohort) was 38.03%
- 5. Increase the three-year graduation and persistence for first-time, full-time undergraduate students requiring developmental education by 2% based on 2019 cohort (15.85%).
 - a. The percentage rate was 22.72%, which is a substantial decrease. We believe this decrease may be related to students having fewer options to take a developmental course and being placed into a corequisite course. If students are not close to being college ready, a corequisite course is most likely difficult for them to complete successfully. We will reconsider the structure of developmental education to determine what path is best for students at risk and most helpful in preparing them for college-level work and beyond.
- 6. Increase the percentage of economically disadvantaged students earning a degree or certificate by 2% based on the 2021 percentage (43.5%).
 - a. The percentage for 2022 was 43.75%. We met this goal.

Student Success Goals 2021:

1. Based on Fall semester, FPC will increase the percentage of contact hours taught by full-time faculty versus adjunct faculty by 2% based on 2020 contact hours (60.87%).
 - a. In fall 2021, 70.67% of contact hours were taught by full-time faculty, thus reaching the benchmark.
2. Match or increase the percentage of first-time, full-time, credential seeking undergraduates in two-year persistence rate compared to the 2020 rate 47.37%).
 - a. The two-year persistence rate for 2021 was 39%, declining by 8.37%. Students in this cohort (2019 to 2021) were directly affected by the pandemic.
3. Match or increase the percentage of graduates employed and/or enrolled in four-year institutions the following fall compared to the 2020 rate (91.5%)
 - a. The percentage of graduates in 2019 was 81.8%, which is well below the 2020 rate. The impact of COVID 19 and the required switch of delivery methods may be the biggest factor in this decrease.
4. Increase the graduation rates of first-time, full-time, credential-seeking students after 3 years using 2020 data (Fall 2017 cohort [37.5%]); after four years (Fall 2016 cohort [29.11%]); and after six years (Fall 2014 cohort [43.64%]) by 2%.
 - a. The three-year rate (Fall 2018 cohort) was 32.8%. The four-year rate (Fall 2017 cohort) was 38.43%. The six-year rate (Fall 2015 cohort) was 44.65%.
5. Increase the three-year graduation and persistence for first-time, full-time undergraduate students requiring developmental education by 2% based on 2018 cohort (30.32%).
 - a. The percentage rate was 27.04%, which is a substantial decrease. We believe this decrease may be related to students having fewer options to take a developmental course and being placed into a corequisite course. If students are not close to being college ready, a corequisite course is most likely difficult for them to complete successfully. We will reconsider the structure of developmental education to determine what path is best for students at risk and most helpful in preparing them for college-level work and beyond.
6. Increase the percentage of economically disadvantaged students earning a degree or certificate by 2% based on the 2020 percentage (45.45%).
 - a. The percentage for 2021 was 43.5%. We did not meet this goal.

Student Success Goals 2020:

1. Based on Fall semester, FPC will increase the percentage of contact hours taught by full-time faculty versus adjunct faculty by 2% based on 2019 contact hours (62.36%).

In fall 2020, 60.87% of contact hours were taught by full-time faculty, thus reaching the benchmark.
2. Match or increase the percentage of first-time, full-time, credential seeking undergraduates in two-year persistence rate compared to the 2019 rate (44.25%).

The two-year persistence rate for 2020 was 47.37%, exceeding the 2019 rate by 3.12%.
3. Match or increase the percentage of graduates employed and/or enrolled in an institution of higher

education during the following fall compared to the 2019 rate (88.9%)

The percentage of graduates in 2020 was 91.5%, which slightly exceeds the 2018 rate.

4. Increase the graduation rates of first-time, full-time, credential-seeking students after 3 years (Fall 2016 cohort [25.82%]); after four years (Fall 2015 cohort [37.25%]); and after six years (Fall 2013 cohort [40.6%]) by 2% from the 2019 rate.

The three-year rate (Fall 2017 cohort) was 37.5%. The four-year rate (Fall 2016 cohort) was 29.1%. The six-year rate (Fall 2014 cohort) was 43.6%

5. Increase the three-year completion rate for first-time, full-time undergraduate students requiring developmental education by 2% based on 2019 (Cohort 2016) data (15.85%).

The completion rate (earning an award) for 2020 is 32.5, which exceeds the goal. However, an anomaly with the 2019 data appears to influence the percentage, and that anomaly is that we have no students listed who completed certificates. Texas does not require students to take the Texas Success Initiative (TSI) test if they are taking only classes towards a workforce certificate. Students earning certificates in 2020 are students who did take the TSI and fail one or sections.

6. Increase the percentage of economically disadvantaged students earning a degree or certificate by 2% based on the 2019 percentage (52.2%).

The percentage for 2020 was 43.9%. We did not meet this goal.

Student Success Goals 2019:

1. Based on Fall semester, FPC will increase the percentage of contact hours taught by full-time faculty versus adjunct faculty by 2% based on 2018 contact hours (37.6%).

a. In fall 2019, 39.6% of contact hours were taught by full-time faculty, thus reaching the benchmark.

2. Match or increase the percentage of first-time, full-time, credential seeking undergraduates in two-year persistence rate compared to the 2018 rate (39%).

a. The two-year persistence rate for 2019 was 44.3%, exceeding the 2018 rate by 5.3%.

3. Match or increase the percentage of graduates employed and/or enrolled in four-year institutions the following fall compared to the 2019 rate (90%)

a. The percentage of graduates in 2020 was 91.5%, which slightly exceeds the 2019 rate.

4. Increase the graduation rates of first-time, full-time, credential-seeking students after 3 years (Fall 2017 cohort [25.8%]); after four years (Fall 2016 cohort [37.2%]); and after six years (Fall 2013 cohort [40.6%]) by 2% from the 2018 rates.

a. The three-year rate (Fall 2016 cohort) was 25.82%. The four-year rate (Fall 2015 cohort) was 37.2%. The six-year rate (Fall 2013 cohort) was 43.6%.

5. Increase the three-year graduation and persistence for first-time, full-time undergraduate students requiring developmental education by 2% based on 2015 cohort (48.4%).

a. The percentage rate was 29.0%, which is a substantial decrease. We believe this decrease may be related to students having fewer options to take a developmental course and being placed into a corequisite course. If students are not close to being college ready, a corequisite course is most

likely difficult for them to complete successfully. We will reconsider the structure of developmental education to determine what path is best for students at risk and most helpful in preparing them for college-level work and beyond.

6. Increase the percentage of economically disadvantaged students earning a degree or certificate by 2% based on the 2019 percentage (43.9%).
 - a. The percentage for 2020 was 45.45%. We met this goal.

Student Success Goals 2018:

1. Student success will be reflected in the total number of underprepared students participating in a co-requisite course with a college-level course that satisfies TSI requirements in math, reading, or writing. Because the model will be new during the academic year, no comparative data are available. The goal is that 50% of all students enrolled in developmental coursework will be enrolled in a co-requisite course.

In 2018, which will serve as the baseline year, 34.5% of students participating in math development were enrolled in a co-requisite class along with college algebra. Students addressing reading and writing are placed in a first-semester composition course along with a co-requisite developmental course; in 2018, 32.3% of the students participated in a co-requisite course. We did not meet the goal, but we do have an established baseline going forward.

2. Student success will be reflected in developmental education by an increase of 5% in 2018 (N = tbd) from the total of 2014 (MATH = 42.7%; READING = 65%; WRITING 65.3%) of the number of students who complete a college-level course in an area in which they were underprepared within two years of initial enrollment in college.

The percentage of students who were underprepared in math and completed a college-level math course was 39.4%, so this goal was unmet. In reading deficiency, 66.7% of the students completed a college-level course; while the college did not meet the 5% goal, the percentage did increase by 1.7%. Students who were underprepared in writing completed at a rate of 43.1%, not reaching the target goal.

3. Student success will be reflected in a 5% (67.3% one-year persistence; 46.3% two-year persistence) increase in the persistence rates of first-time undergraduates, after one and two years. The data will be compared between 2018 and 2015 (62.3%, one-year persistence; 41.3% two-year persistence).

The persistence rate for 2018 after one year was 86.6% and after two years was 94.9% for first-time in college full-time students.

4. Student success will be reflected in graduation rates after three years by an increase of 5% in 2018 (30.9%) from 2015 (25.9%) among first-time, full-time entering degree-seeking students enrolled in a minimum of 12 SCH their first fall semester who graduated from the same institution or another Texas public or independent institution.

The graduation rate after three years was 47.3%, an increase of 21.4%, exceeding the goal of 30.9%.

5. Student success will be reflected by an increase in the number of students transferring to a senior institution in 2018 (Goal N=65) compared to 2015 (N=60).

The number of students transferring to a senior institution was 45, which is below the benchmark goal.

6. Student success will be reflected through an increase of 5% in completion of gateway courses (college algebra, biology, government, and history) with a C or higher for students during initial enrollment of the course in comparison to the 2016 completion rates.
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Student Success Goals 2017:

1. Student success will be reflected in Total Number of Awards by an increase of 5% in 2016 (N = tbd) from the total of 2012 (N = 135). The percentage will be determined based on credential-seeking students.
 - **The total number of awards increased by 27.42% in 2016 (N=186) from 2012 (N=135).
The goal was exceeded.**
 2. Student success will be reflected in developmental education by an increase of 5% in 2014 (N = tbd) from the total of 2012 (MATH 34.62%; READING 54.83%; WRITING 42%) of the number of students who complete a college-level course in an area in which they were underprepared within two years of initial enrollment in college.
 - **The percentage for MATH increased by 8.07%**
 - **The percentage for READING increased by 10.17%**
 - **The percentage for WRITING increased by 23.30%**
The goal was exceeded in all areas.
 3. Student success will be reflected in graduation and persistence rates after three years by an increase of 5% in 2016 (tbd) from 2011 (45.9%).
 - **The percentage from 2011 to 2016 decreased by 8.94%.
The goal was not met.**
 4. Student success will be reflected by an above-average six-year graduation rate of first-time entering undergraduates (full and part time). Data from 2015 will include the 2009 cohort of students, and data from 2016 will include the 2010 cohort. The state average for 2009 cohort is 63.4% for full-time and 69.9% for part time.
 - **The percentage of graduates for 2015 was 30.1% (FPC) compared to 42.2% (State average).
This goal was not met.**
 5. Student success will be reflected by an increase in the number of students transferring to a senior institution in 2016 (Cohort N = 56) compared to 2014 (Cohort N = 72).
 - **While the goal was not met with a decrease of 22.23%, the number of students transferring has decreased in part due to the number of dual-credit students who are not included in the cohort.
The goal may not be realistic at this point in the college's operations.**
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Student Success Goals 2016:

1. Student success will be reflected in Total Number of Awards by an increase of 5% in 2015 (N = tbd) from the total of 2011 (N = 137). The percentage will be determined based on credential-seeking students.
 - The total number of awards increased by 37.69% in 2015 (190) from 2011 (138)
2. Student success will be reflected in developmental education by an increase of 5% in 2014 (N = tbd) from the total of 2010 (MATH N = 18; READING N = 36; WRITING N = 54) of the number of students who complete a college-level course in an area in which they were underprepared within two years of initial enrollment in college.
 - Data is not yet available; however, the increase from cohort 2010 to cohort 2011 was - 2.2% for math; +0.5% for reading; and +5.0% writing.
3. Student success will be reflected in graduation and persistence rates by an increase of 5% in 2015 (tbd) from 2012 (33.0%)
 - The graduation and persistence rates increased from 33.0% in 2012 to 36.6% in 2015 (3.6% increase)
4. Student success will be reflected by an above-average six-year graduation rate of first- time entering undergraduates (full and part time). Data from 2013 will include the 2007 cohort of students, and data from 2015 will include the 2009 cohort. The state average is 57.1% for full-time and 65.9% for part-time.
 - The college persistence rate for the 2007 cohort was 64.3%, compared to 57.1% state average for full-time students and 72.1%, compared to 65.9% for part-time students. The college persistence rate for the 2009 cohort was 63.4%, compared to 58% state average for full-time students and 83.0%, compared to 69.9% state average for part-time students.
 - The college's persistence rate between 2007 (64.3%) and 2009 (63.4%) cohorts for full-time students decreased by 0.9% and between 2007 (72.1%) and 2009 (83.0%), the persistence rate for part-time students increased by 10.9%.
5. Student success will be reflected by an increase in the number of students transferring to a senior institution in 2015 (Cohort N = 288) compared to 2013 (Cohort N = 268).
 - The number of students transferring to a senior institution in 2015 was 60 compared to 54 in 2013, an increase of 11.05%. The percentage of non-transfer completers increased from (14.6%) from 2013 to 2015, representing no increase in students who completed a community-college credential without transfer.

Student Success Goals 2014-2015:

1. Student success will be reflected in Total Number of Awards by an increase of 5% in 2014 (N = 161) from the total of 2010 (N = 138). The percentage will be determined based on credential-seeking students.
 - **The total number of awards increased by 8.57% in 2014 from 2010 (138)**
2. Student success will be reflected in developmental education by an increase of 5% in 2014 (N = tbd) from the total of 2010 (MATH N = 18; READING N = 36; WRITING N = 54) of the number of students who complete a college-level course in an area in which they were underprepared within two years of initial enrollment in college.
 - **Data is not yet available; however, the increase from cohort 2010 to cohort 2011 was - 2.2% for math; +0.5% for reading; and +5.0% writing.**
3. Student success will be reflected in graduation and persistence rates by an increase of 5% in 2014 (tbd) from 2011 (45.9%)
 - **The graduation and persistence rates decreased from 45.9% in 2011 to 42.3% in 2014**
4. Student success will be reflected by an above-average six-year graduation rate of first-time entering undergraduates (full and part time). Data from 2013 will include the 2007 cohort of students, and data from 2014 will include the 2008 cohort. The state average is 57.1% for full-time and 65.9% for part-time.
 - **The college persistence rate for the 2007 cohort was 64.3%, compared to 57.1% state average for full-time students and 72.1%, compared to 65.9% for part-time students.**
5. Student success will be reflected by an increase in the number of students transferring to a senior institution in 2014 (Cohort N = 293) compared to 2012 (Cohort N = 329).
 - **The number of students transferring to a senior institution in 2014 was 72 compared to 58 in 2012, an increase of 24.15%. The percentage of non-transfer completers increased from 12.8% in 2012 to 18.8% in 2014, representing an increase in students who completed a community-college credential without transfer.**

Online Resume for Prospective Students, Parents and the Public

FRANK PHILLIPS COLLEGE

Location: Borger, High Plains Region

Small Accountability Peer Group: Clarendon College, Galveston College, HCJCD, Howard College, Northeast Texas Community College, Panola College, Ranger College, SouthWest College for the Deaf, Vernon College, Western Texas College

Degrees Offered: Associate's, Certificate 1, Certificate 2

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Enrollment				
Race/Ethnicity	Institution		Peer Group Avg.	
	Fall 2022	% Total	Fall 2022	% Total
White	765	45.5%	975	47.6%
Hispanic	559	33.2%	731	35.7%
African American	34	2.0%	178	8.7%
Asian/Pacific Isl.	8	.5%	33	1.6%
International	7	.4%	27	1.3%
Other & Unknown	309	18.4%	102	5.0%
Total	1,682	100.0%	2,047	100.0%

Costs		
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH, FY 2023		
Type of Cost	Institution	Peer Group Average
In-district Total Academic Cost	\$3,712	\$3,369
Out-of-district Total Academic Cost	\$4,612	\$4,749
Off-campus Room & Board	\$11,789	\$7,075
Cost of Books & Supplies	\$1,500	\$1,344
Cost of Off-campus Transportation and Personal Expenses	\$4,800	\$4,932
Total In-district Cost	\$21,801	\$16,720
Total Out-of-district Cost	\$22,701	\$18,100

Financial Aid				
FY 2021	Institution		Peer Group	
	Percent	Ave Amt	Percent	Avg Amt
Federal (Pell) Grants	22%	\$4,534	30%	\$4,728
Federal Student Loans	5%	\$4,612	11%	\$5,531
Federal, State, Institutional or Other Grants Known by Institutions	53%	\$3,645	58%	\$4,853

Degrees & Certificates Awarded		
FY 2022		
Type	Institution	Peer Group Avg
BAT	0	0
Associate's	136	276
Certificate 1	107	162
Certificate 2	29	27
Adv Tech Certificate	0	6
ESC Completer	0	0
Core Completer	15	126
FOS Completer	0	24

Student Success				
Two-year Persistence of First-time, Full-time, Credential-seeking Undergraduates, Fall 2020		Graduation Rate of First-time, Full-time, Credential-seeking Students after 3, 4 and 6 Years		
Cohort	Institution	Peer Group Average	Cohort & Duration	
			Institution Cohort	Peer Group Avg Rate
Total	163	184	Fall 2019 3-year	170 34.1% 253 35.6%
Same	32.5%	43.5%	Fall 2018 4-year	186 38.2% 271 39.5%
Other	14.1%	20.7%	Fall 2016 6-year	213 38.0% 271 42.8%
	18.4%	22.3%		

Three Year Graduation and Persistence for First-time, Full-time Undergraduate Students Requiring Developmental Education		
Fall 2019 Cohort		
	Cohort	Rate
Institution	99	36.4%
Peer Group	152	40.1%

Percent of Students Who Transferred to a Four-year institution with Less Than 30 SCH and 30 SCH or More				
Year	Institution		Peer Group Avg	
	Less Than 30 SCH	30 SCH or More	Less Than 30 SCH	30 SCH or More
FY 2017	7.1%	18.5%	4.0%	14.9%
FY 2021	8.2%	16.7%	5.4%	17.6%
FY 2022	8.4%	16.5%	5.1%	17.4%

Percent of Graduates from Preceding FY Who Were Employed or Enrolled in Four-year Institution the Following Fall		
FY 2021	Institution	Peer Group Avg
Total Emp & Enr	81.8%	86.7%
Employed	39.0%	46.2%
Enrolled	14.3%	16.5%
Both Emp & Enr	28.6%	24.0%

Online Resume for Legislators and Other Policymakers

FRANK PHILLIPS COLLEGE

Location: Borger, High Plains Region

Small Accountability Peer Group: Clarendon College, Galveston College, HCJCD, Howard College, Northeast Texas Community College, Panola College, Ranger College, SouthWest College for the Deaf, Vernon College, Western Texas College

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Enrollment						
Race/Ethnicity	Fall 2017		Fall 2021		Fall 2022	
	Number	Percent	Number	Percent	Number	Percent
White	778	53.4%	795	50.2%	765	45.5%
Hispanic	544	37.4%	423	26.7%	559	33.2%
African-American	51	3.5%	41	2.6%	34	2.0%
Asian/Pacific Isl.	3	.2%	12	.8%	8	.5%
Other	80	5.5%	312	19.7%	316	18.8%
Total	1,456	100.0%	1,583	100.0%	1,682	100.0%
Enrolled in Dev Ed	231	15.9%	251	15.9%	0	.0%
Enrolled Dual Credit	785	53.9%	865	54.6%	920	54.7%

Funding						
Source	FY 2017 Amount	Pct of Total	FY 2021 Amount	Pct of Total	FY 2022 Amount	Pct of Total
Appropriated Funds	\$3,268,763	31.3%	\$3,464,753	29.5%	\$3,687,043	26.3%
Federal Funds	\$2,358,949	22.6%	\$2,377,205	20.3%	\$3,793,403	27.0%
Tuition & Fees	\$1,479,653	14.2%	\$1,707,689	14.6%	\$2,298,344	16.4%
Total Revenue	\$10,434,915	100.0%	\$11,729,408	100.0%	\$14,040,081	100.0%

Tax Rate per \$100 Taxable Property		
FY 2017	FY 2021	FY 2022
\$.220000	\$.220000	\$.220000

Costs								
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH								
Fiscal Year	Institution				Peer Group			
	In-District	Percent Increase	Out-of-District	Percent Increase	In-District	Percent Increase	Out-of-District	Percent Increase
2018	\$3,052	.0%	\$3,802	.0%	\$2,722	.0%	\$4,031	.0%
2019	\$2,966	-2.8%	\$3,716	-2.3%	\$2,733	.4%	\$4,045	.3%
2020	\$3,214	8.4%	\$4,024	8.3%	\$2,773	1.5%	\$4,196	3.7%
2021	\$3,214	.0%	\$4,024	.0%	\$2,860	3.1%	\$4,300	2.5%
2022	\$3,214	.0%	\$4,024	.0%	\$3,024	5.7%	\$4,470	4.0%
2023	\$3,712	15.5%	\$4,612	14.6%	\$3,335	10.3%	\$4,731	5.8%

Financial Aid				
Fiscal Year	Institution		Peer Group	
	Percent	Avg Amt	Percent	Avg Amt
Federal, State, Institutional or Other Grants Known by Institutions				
2020	50%	\$3,790	55%	\$4,971
2021	53%	\$3,645	58%	\$4,988
Federal Student Loans				
2020	7%	\$4,811	12%	\$5,446
2021	5%	\$4,612	12%	\$5,633
Federal (Pell) Grants				
2020	22%	\$4,252	32%	\$4,774
2021	22%	\$4,534	31%	\$4,749

Student Success

Graduation Rate of First-time, Full-time, Credential-seeking Students after 3, 4 and 6 Years				
Cohort & Duration	Institution		Peer Group Avg	
	Cohort	Rate	Cohort	Rate
Fall 2015 3-year	215	32.1%	269	31.6%
Fall 2018 3-year	186	32.8%	271	35.1%
Fall 2019 3-year	170	34.1%	253	35.6%
Fall 2014 4-year	220	31.8%	293	34.1%
Fall 2017 4-year	216	38.4%	281	38.1%
Fall 2018 4-year	186	38.2%	271	39.5%
Fall 2012 6-year	205	36.1%	296	36.8%
Fall 2015 6-year	215	44.7%	269	43.5%
Fall 2016 6-year	213	38.0%	271	42.8%

Graduates Employed and/or Enrolled in Four-year Institution the Following Fall			
Year	Institution	Peer Group	
FY 2017	92.6%	89.5%	
FY 2020	91.5%	86.5%	
FY 2021	81.8%	86.7%	

Two-year Persistence of First-time, Full-ti Credential-seeking Undergraduates			
	Fall 2015	Fall 2019	Fall 2020
Institution Persistence at:			
Total	41.1%	39.0%	32.5%
Same	11.1%	16.3%	14.1%
Other	30.0%	22.7%	18.4%

Peer Group Persistence at:			
Total	42.9%	41.4%	43.5%
Same	21.2%	21.9%	20.7%
Other	21.6%	19.1%	22.3%

Three-year Graduation and Persistence for First-time, Full-t Undergraduate Students Requiring Developmental Education						
	Fall 2017		Fall 2018		Fall 2019	
	Cohort	Rate	Cohort	Rate	Cohort	Rate
Institution	153	43.1%	152	43.4%	99	36.4%
Peer Group	151	38.4%	166	44.0%	152	40.1%

Percent of Students Who Transferred to a Four-year institution with Less Than 30 SCH and 30 SCH or More				
Year	Institution		Peer Group Avg	
	< 30 SCH	30+ SCH	< 30 SCH	30+ SCH
FY 2017	7.1%	18.5%	4.0%	14.9%
FY 2021	8.2%	16.7%	5.4%	17.6%
FY 2022	8.4%	16.5%	5.1%	17.4%

Online Resume for Prospective Students, Parents and the Public

FRANK PHILLIPS COLLEGE

Location: Borger, High Plains Region

Small Accountability Peer Group: Clarendon College, Galveston College, HCJCD, Howard College, Northeast Texas Community College, Panola College, Ranger College, SouthWest College for the Deaf, Vernon College, Western Texas College

Degrees Offered: Associate's, Certificate 1, Certificate 2

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Enrollment				
Race/Ethnicity	Institution		Peer Group Avg.	
	Fall 2021	% Total	Fall 2021	% Total
White	795	50.2%	1,053	48.1%
Hispanic	423	26.7%	775	35.4%
African American	41	2.6%	179	8.2%
Asian/Pacific Isl.	12	.8%	29	1.3%
International	20	1.3%	29	1.3%
Other & Unknown	292	18.4%	123	5.6%
Total	1,583	100.0%	2,189	100.0%

Costs		
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH, FY 2022		
Type of Cost	Institution	Peer Group Average
In-district Total Academic Cost	\$3,214	\$3,054
Out-of-district Total Academic Cost	\$4,024	\$4,525
Off-campus Room & Board	\$6,985	\$6,760
Cost of Books & Supplies	\$1,480	\$1,446
Cost of Off-campus Transportation and Personal Expenses	\$4,235	\$5,109
Total In-district Cost	\$15,914	\$16,369
Total Out-of-district Cost	\$16,724	\$17,840

Financial Aid				
FY 2020	Institution		Peer Group	
	Percent	Ave Amt	Percent	Avg Amt
Federal (Pell) Grants	22%	\$4,252	31%	\$4,722
Federal Student Loans	7%	\$4,811	12%	\$5,382
Federal, State, Institutional or Other Grants Known by Institutions	50%	\$3,790	54%	\$4,853

Degrees & Certificates Awarded		
FY 2021		
Type	Institution	Peer Group Avg
BAT	0	1
Associate's	138	292
Certificate 1	118	162
Certificate 2	29	22
Adv Tech Certificate	0	5
ESC Completer	0	0
Core Completer	90	158
FOS Completer	0	23

Student Success				
Two-year Persistence of First-time, Full-time, Credential-seeking Undergraduates, Fall 2019		Graduation Rate of First-time, Full-time, Credential-seeking Students after 3, 4 and 6 Years		
Cohort	Institution	Peer Group Average	Cohort & Duration	
			Institution Cohort	Peer Group Avg Rate
Total	141	215	Fall 2018 3-year	186 32.8% 271 35.1%
Same	39.0%	41.4%	Fall 2017 4-year	216 38.4% 281 38.1%
Other	16.3%	21.9%	Fall 2015 6-year	215 44.7% 269 43.5%
	22.7%	19.1%		

Three Year Graduation and Persistence for First-time, Full-time Undergraduate Students Requiring Developmental Education		
Fall 2018 Cohort		
	Cohort	Rate
Institution	152	43.4%
Peer Group	166	44.0%

Percent of Students Who Transferred to a Four-year institution with Less Than 30 SCH and 30 SCH or More				
Year	Institution		Peer Group Avg	
	Less Than 30 SCH	30 SCH or More	Less Than 30 SCH	30 SCH or More
FY 2016	4.6%	15.2%	4.8%	13.6%
FY 2020	7.4%	16.9%	6.0%	17.3%
FY 2021	8.2%	16.7%	5.4%	17.6%

Percent of Graduates from Preceding FY Who Were Employed or Enrolled in Four-year Institution the Following Fall		
FY 2020	Institution	Peer Group Avg
Total Emp & Enr	91.5%	86.5%
Employed	50.3%	47.1%
Enrolled	15.6%	15.6%
Both Emp & Enr	25.6%	23.8%

Online Resume for Legislators and Other Policymakers

FRANK PHILLIPS COLLEGE

Location: Borger, High Plains Region

Small Accountability Peer Group: Clarendon College, Galveston College, HCJCD, Howard College, Northeast Texas Community College, Panola College, Ranger College, SouthWest College for the Deaf, Vernon College, Western Texas College

Degrees Offered: Associate's, Certificate 1, Certificate 2

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Enrollment						
Race/Ethnicity	Fall 2016		Fall 2020		Fall 2021	
	Number	Percent	Number	Percent	Number	Percent
White	847	55.6%	762	49.5%	795	50.2%
Hispanic	545	35.8%	569	36.9%	423	26.7%
African-American	56	3.7%	48	3.1%	41	2.6%
Asian/Pacific Isl.	8	.5%	14	.9%	12	.8%
Other	68	4.5%	147	9.5%	312	19.7%
Total	1,524	100.0%	1,540	100.0%	1,583	100.0%
Enrolled in Dev Ed	236	15.5%	221	14.4%	251	15.9%
Enrolled Dual Credit	825	54.1%	825	53.6%	865	54.6%

Funding						
Source	FY 2016 Amount	Pct of Total	FY 2020 Amount	Pct of Total	FY 2021 Amount	Pct of Total
Appropriated Funds	\$3,326,144	33.1%	\$3,439,564	28.1%	\$3,464,753	29.5%
Federal Funds	\$1,949,963	19.4%	\$2,010,586	16.4%	\$2,377,205	20.3%
Tuition & Fees	\$1,543,126	15.4%	\$1,806,541	14.7%	\$1,707,689	14.6%
Total Revenue	\$10,043,312	100.0%	\$12,250,997	100.0%	\$11,729,408	100.0%

Tax Rate per \$100 Taxable Property		
FY 2016	FY 2020	FY 2021
\$.220000	\$.220000	\$.220000

Costs								
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH								
Fiscal Year	Institution				Peer Group			
	In-District	Percent Increase	Out-of-District	Percent Increase	In-District	Percent Increase	Out-of-District	Percent Increase
2017	\$2,800	.0%	\$3,205	.0%	\$2,616	.0%	\$3,869	.0%
2018	\$3,052	9.0%	\$3,802	18.6%	\$2,722	4.1%	\$4,031	4.2%
2019	\$2,966	-2.8%	\$3,716	-2.3%	\$2,733	.4%	\$4,045	.3%
2020	\$3,214	8.4%	\$4,024	8.3%	\$2,773	1.5%	\$4,196	3.7%
2021	\$3,214	.0%	\$4,024	.0%	\$2,860	3.1%	\$4,300	2.5%
2022	\$3,214	.0%	\$4,024	.0%	\$3,024	5.7%	\$4,470	4.0%

Financial Aid				
Fiscal Year	Institution		Peer Group	
	Percent	Avg Amt	Percent	Avg Amt
Federal, State, Institutional or Other Grants Known by Institutions				
2019	49%	\$3,837	56%	\$4,888
2020	50%	\$3,790	55%	\$4,971
Federal Student Loans				
2019	6%	\$4,328	14%	\$5,278
2020	7%	\$4,811	12%	\$5,446
Federal (Pell) Grants				
2019	23%	\$4,544	32%	\$4,693
2020	22%	\$4,252	32%	\$4,774

Student Success

Graduation Rate of First-time, Full-time, Credential-seeking Students after 3, 4 and 6 Years				
Cohort & Duration	Institution		Peer Group Avg	
	Cohort	Rate	Cohort	Rate
Fall 2014 3-year	220	26.8%	293	28.7%
Fall 2017 3-year	216	37.5%	281	33.8%
Fall 2018 3-year	186	32.8%	271	35.1%
Fall 2013 4-year	175	26.9%	307	31.9%
Fall 2016 4-year	213	29.1%	271	36.9%
Fall 2017 4-year	216	38.4%	281	38.1%
Fall 2011 6-year	170	31.2%	329	36.5%
Fall 2014 6-year	220	43.6%	293	42.0%
Fall 2015 6-year	215	44.7%	269	43.5%

Graduates Employed and/or Enrolled in Four-year Institution the Following Fall			
Year	Institution	Peer Group	
FY 2016	90.3%	87.7%	
FY 2019	90.0%	89.9%	
FY 2020	91.5%	86.5%	

Two-year Persistence of First-time, Full-ti Credential-seeking Undergraduates			
	Fall 2014	Fall 2018	Fall 2019
Institution Persistence at:			
Total	41.7%	47.4%	39.0%
Same	10.7%	18.4%	16.3%
Other	31.0%	28.9%	22.7%

Peer Group Persistence at:			
Total	43.5%	44.8%	41.4%
Same	18.8%	22.6%	21.9%
Other	24.7%	22.2%	19.1%

Three-year Graduation and Persistence for First-time, Full-t Undergraduate Students Requiring Developmental Education						
	Fall 2016		Fall 2017		Fall 2018	
	Cohort	Rate	Cohort	Rate	Cohort	Rate
Institution	138	29.0%	153	43.1%	152	43.4%
Peer Group	160	30.6%	151	38.4%	166	44.0%

Percent of Students Who Transferred to a Four-year institution with Less Than 30 SCH and 30 SCH or More				
Year	Institution		Peer Group Avg	
	< 30 SCH	30+ SCH	< 30 SCH	30+ SCH
FY 2016	4.6%	15.2%	4.8%	13.6%
FY 2020	7.4%	16.9%	6.0%	17.3%
FY 2021	8.2%	16.7%	5.4%	17.6%

Online Resume for Prospective Students, Parents and the Public

FRANK PHILLIPS COLLEGE

Location: Borger, High Plains Region

Small Accountability Peer Group: Clarendon College, Galveston College, HCJCD, Howard College, Northeast Texas Community College, Panola College, Ranger College, SouthWest College for the Deaf, Vernon College, Western Texas College

Degrees Offered: Associate's, Certificate 1, Certificate 2

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Enrollment				
Race/Ethnicity	Institution		Peer Group Avg.	
	Fall 2020	% Total	Fall 2020	% Total
White	762	49.5%	1,091	49.4%
Hispanic	569	36.9%	766	34.7%
African American	48	3.1%	187	8.5%
Asian/Pacific Isl.	14	.9%	30	1.4%
International	1	.1%	20	.9%
Other & Unknown	146	9.5%	114	5.2%
Total	1,540	100.0%	2,209	100.0%

Costs		
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH, FY 2021		
Type of Cost	Institution	Peer Group Average
In-district Total Academic Cost	\$3,214	\$2,854
Out-of-district Total Academic Cost	\$4,024	\$4,318
Off-campus Room & Board	\$6,952	\$6,438
Cost of Books & Supplies	\$1,000	\$1,594
Cost of Off-campus Transportation and Personal Expenses	\$2,860	\$5,083
Total In-district Cost	\$14,026	\$15,969
Total Out-of-district Cost	\$14,836	\$17,433

Financial Aid				
FY 2019	Institution		Peer Group	
	Percent	Ave Amt	Percent	Avg Amt
Federal (Pell) Grants	23%	\$4,544	31%	\$4,678
Federal Student Loans	6%	\$4,328	13%	\$5,183
Federal, State, Institutional or Other Grants Known by Institutions	49%	\$3,837	55%	\$4,783

Degrees & Certificates Awarded		
FY 2020		
Type	Institution	Peer Group Avg
BAT	0	0
Associate's	125	270
Certificate 1	89	148
Certificate 2	28	23
Adv Tech Certificate	0	6
ESC Completer	0	0
Core Completer	91	174
FOS Completer	0	21

Student Success				
Two-year Persistence of First-time, Full-time, Credential-seeking Undergraduates, Fall 2018		Graduation Rate of First-time, Full-time, Credential-seeking Students after 3, 4 and 6 Years		
Cohort	Institution	Peer Group Average	Cohort & Duration	
			Institution Cohort	Peer Group Avg Rate
Total	47.4%	44.8%	Fall 2017 3-year	216 37.5% 281 33.8%
Same	18.4%	22.6%	Fall 2016 4-year	213 29.1% 271 36.9%
Other	28.9%	22.2%	Fall 2014 6-year	220 43.6% 293 42.0%

Three Year Graduation and Persistence for First-time, Full-time Undergraduate Students Requiring Developmental Education		
Fall 2017 Cohort		
	Cohort	Rate
Institution	153	43.1%
Peer Group	151	38.4%

Percent of Students Who Transferred to a Four-year institution with Less Than 30 SCH and 30 SCH or More				
Year	Institution		Peer Group Avg	
	Less Than 30 SCH	30 SCH or More	Less Than 30 SCH	30 SCH or More
FY 2015	3.1%	17.7%	5.6%	14.9%
FY 2019	5.4%	20.4%	6.0%	16.4%
FY 2020	7.4%	16.9%	6.0%	17.3%

Percent of Graduates from Preceding FY Who Were Employed or Enrolled in Four-year Institution the Following Fall		
FY 2019	Institution	Peer Group Avg
Total Emp & Enr	90.0%	89.9%
Employed	45.9%	46.4%
Enrolled	20.0%	18.4%
Both Emp & Enr	24.1%	25.1%

Online Resume for Legislators and Other Policymakers

FRANK PHILLIPS COLLEGE

Location: Borger, High Plains Region

Small Accountability Peer Group: Clarendon College, Galveston College, HCJCD, Howard College, Northeast Texas Community College, Panola College, Ranger College, SouthWest College for the Deaf, Vernon College, Western Texas College

Degrees Offered: Associate's, Certificate 1, Certificate 2

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Enrollment						
Race/Ethnicity	Fall 2015		Fall 2019		Fall 2020	
	Number	Percent	Number	Percent	Number	Percent
White	841	58.9%	742	49.7%	762	49.5%
Hispanic	460	32.2%	580	38.9%	569	36.9%
African-American	57	4.0%	49	3.3%	48	3.1%
Asian/Pacific Isl.	10	.7%	8	.5%	14	.9%
Other	59	4.1%	113	7.6%	147	9.5%
Total	1,427	100.0%	1,492	100.0%	1,540	100.0%
Enrolled in Dev Ed	233	16.3%	214	14.3%	221	14.4%
Enrolled Dual Credit	706	49.5%	789	52.9%	825	53.6%

Funding						
Source	FY 2015 Amount	Pct of Total	FY 2019 Amount	Pct of Total	FY 2020 Amount	Pct of Total
Appropriated Funds	\$3,378,431	46.9%	\$3,441,217	30.8%	\$3,439,564	28.1%
Federal Funds	\$2,152,565	29.9%	\$2,168,371	19.4%	\$2,010,586	16.4%
Tuition & Fees	\$993,795	13.8%	\$1,448,058	13.0%	\$1,806,541	14.7%
Total Revenue	\$7,198,748	100.0%	\$11,157,997	100.0%	\$12,250,997	100.0%

Tax Rate per \$100 Taxable Property		
FY 2015	FY 2019	FY 2020
\$.220000	\$.220000	\$.220000

Costs								
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH								
Fiscal Year	Institution				Peer Group			
	In-District	Percent Increase	Out-of-District	Percent Increase	In-District	Percent Increase	Out-of-District	Percent Increase
2016	\$2,800	.0%	\$3,205	.0%	\$2,546	.0%	\$3,712	.0%
2017	\$2,800	.0%	\$3,205	.0%	\$2,616	2.7%	\$3,869	4.2%
2018	\$3,052	9.0%	\$3,802	18.6%	\$2,722	4.1%	\$4,031	4.2%
2019	\$2,966	-2.8%	\$3,716	-2.3%	\$2,733	.4%	\$4,045	.3%
2020	\$3,214	8.4%	\$4,024	8.3%	\$2,773	1.5%	\$4,196	3.7%
2021	\$3,214	.0%	\$4,024	.0%	\$2,860	3.1%	\$4,300	2.5%

Financial Aid				
Fiscal Year	Institution		Peer Group	
	Percent	Avg Amt	Percent	Avg Amt
Federal, State, Institutional or Other Grants Known by Institutions				
2018	47%	\$3,671	58%	\$4,648
2019	49%	\$3,837	56%	\$4,888
Federal Student Loans				
2018	9%	\$4,271	15%	\$5,294
2019	6%	\$4,328	14%	\$5,278
Federal (Pell) Grants				
2018	24%	\$4,292	35%	\$4,331
2019	23%	\$4,544	32%	\$4,693

Student Success

Graduation Rate of First-time, Full-time, Credential-seeking Students after 3, 4 and 6 Years				
Cohort & Duration	Institution		Peer Group Avg	
	Cohort	Rate	Cohort	Rate
Fall 2013 3-year	175	24.0%	306	27.1%
Fall 2016 3-year	213	25.8%	271	32.5%
Fall 2017 3-year	216	37.5%	281	33.8%
Fall 2012 4-year	205	28.8%	295	28.8%
Fall 2015 4-year	215	37.2%	269	36.8%
Fall 2016 4-year	213	29.1%	271	36.9%
Fall 2010 6-year	257	33.1%	322	35.1%
Fall 2013 6-year	175	40.6%	307	40.1%
Fall 2014 6-year	220	43.6%	293	42.0%

Graduates Employed and/or Enrolled in Four-year Institution the Following Fall			
Year	Institution	Peer Group	
FY 2015	92.9%	90.3%	
FY 2018	88.9%	89.0%	
FY 2019	90.0%	89.9%	

Two-year Persistence of First-time, Full-ti Credential-seeking Undergraduates			
	Fall 2013	Fall 2017	Fall 2018
Institution Persistence at:			
Total	41.3%	44.3%	47.4%
Same	12.3%	12.6%	18.4%
Other	29.0%	31.6%	28.9%

Peer Group Persistence at:			
Total	44.8%	43.0%	44.8%
Same	22.6%	19.0%	22.6%
Other	22.2%	24.1%	22.2%

Three-year Graduation and Persistence for First-time, Full-t Undergraduate Students Requiring Developmental Education						
	Fall 2015		Fall 2016		Fall 2017	
	Cohort	Rate	Cohort	Rate	Cohort	Rate
Institution	182	48.4%	138	29.0%	153	43.1%
Peer Group	168	40.5%	160	30.6%	151	38.4%

Percent of Students Who Transferred to a Four-year institution with Less Than 30 SCH and 30 SCH or More				
Year	Institution		Peer Group Avg	
	< 30 SCH	30+ SCH	< 30 SCH	30+ SCH
FY 2015	3.1%	17.7%	5.6%	14.9%
FY 2019	5.4%	20.4%	6.0%	16.4%
FY 2020	7.4%	16.9%	6.0%	17.3%

Online Resume for Prospective Students, Parents and the Public

FRANK PHILLIPS COLLEGE

Location: Borger, High Plains Region

Small Accountability Peer Group: Clarendon College, Galveston College, HCJCD, Howard College, Northeast Texas Community College, Panola College, Ranger College, SouthWest College for the Deaf, Vernon College, Western Texas College

Degrees Offered: Associate's, Certificate 1, Certificate 2

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Enrollment				
Race/Ethnicity	Institution		Peer Group Avg.	
	Fall 2019	% Total	Fall 2019	% Total
White	742	49.7%	1,221	49.8%
Hispanic	580	38.9%	833	34.0%
African American	49	3.3%	210	8.6%
Asian/Pacific Isl.	8	.5%	36	1.5%
International	2	.1%	29	1.2%
Other & Unknown	111	7.4%	123	5.0%
Total	1,492	100.0%	2,453	100.0%

Costs		
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH, FY 2020		
Type of Cost	Institution	Peer Group Average
In-district Total Academic Cost	\$3,214	\$2,747
Out-of-district Total Academic Cost	\$4,024	\$4,192
Off-campus Room & Board	\$6,952	\$6,349
Cost of Books & Supplies	\$1,000	\$1,658
Cost of Off-campus Transportation and Personal Expenses	\$2,860	\$5,022
Total In-district Cost	\$14,026	\$15,776
Total Out-of-district Cost	\$14,836	\$17,221

Financial Aid				
FY 2018	Institution		Peer Group	
	Percent	Ave Amt	Percent	Avg Amt
Federal (Pell) Grants	24%	\$4,292	34%	\$4,327
Federal Student Loans	9%	\$4,271	15%	\$5,191
Federal, State, Institutional or Other Grants Known by Institutions	47%	\$3,671	57%	\$4,550

Degrees & Certificates Awarded		
FY 2019		
Type	Institution	Peer Group Avg
BAT	0	0
Associate's	112	291
Certificate 1	91	173
Certificate 2	18	19
Adv Tech Certificate	0	9
ESC Completer	0	0
Core Completer	82	172
FOS Completer	0	32

Student Success				
Two-year Persistence of First-time, Full-time, Credential-seeking Undergraduates, Fall 2017		Graduation Rate of First-time, Full-time, Credential-seeking Students after 3, 4 and 6 Years		
Cohort	Institution	Peer Group Average		
			Cohort & Duration	Institution Cohort
Total	44.3%	43.0%	Rate	Peer Group Avg Rate
Same	12.6%	19.0%	Fall 2016 3-year	213 25.8%
Other	31.6%	24.1%	Fall 2015 4-year	215 37.2%
			Fall 2013 6-year	175 40.6%

Three Year Graduation and Persistence for First-time, Full-time Undergraduate Students Requiring Developmental Education		
Fall 2016 Cohort		
	Cohort	Rate
Institution	138	29.0%
Peer Group	160	30.6%

Percent of Students Who Transferred to a Four-year institution with Less Than 30 SCH and 30 SCH or More				
Year	Institution		Peer Group Avg	
	Less Than 30 SCH	30 SCH or More	Less Than 30 SCH	30 SCH or More
FY 2014	8.2%	16.4%	8.1%	17.2%
FY 2018	3.7%	14.6%	5.0%	14.9%
FY 2019	5.4%	20.4%	6.0%	16.4%

Percent of Graduates from Preceding FY Who Were Employed or Enrolled in Four-year Institution the Following Fall		
FY 2018	Institution	Peer Group Avg
Total Emp & Enr	88.9%	89.0%
Employed	49.7%	44.6%
Enrolled	17.6%	16.9%
Both Emp & Enr	21.6%	27.5%

Online Resume for Legislators and Other Policymakers

FRANK PHILLIPS COLLEGE

Location: Borger, High Plains Region

Small Accountability Peer Group: Clarendon College, Galveston College, HCJCD, Howard College, Northeast Texas Community College, Panola College, Ranger College, SouthWest College for the Deaf, Vernon College, Western Texas College

Degrees Offered: Associate's, Certificate 1, Certificate 2

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Enrollment						
Race/Ethnicity	Fall 2014		Fall 2018		Fall 2019	
	Number	Percent	Number	Percent	Number	Percent
White	781	58.2%	732	50.4%	742	49.7%
Hispanic	443	33.0%	564	38.8%	580	38.9%
African-American	56	4.2%	63	4.3%	49	3.3%
Asian/Pacific Isl.	7	.5%	4	.3%	8	.5%
Other	55	4.1%	89	6.1%	113	7.6%
Total	1,342	100.0%	1,452	100.0%	1,492	100.0%
Enrolled in Dev Ed	270	20.1%	225	15.5%	214	14.3%
Enrolled Dual Credit	620	46.2%	776	53.4%	789	52.9%

Funding						
Source	FY 2014 Amount	Pct of Total	FY 2018 Amount	Pct of Total	FY 2019 Amount	Pct of Total
Appropriated Funds	\$2,930,784	35.1%	\$3,540,262	31.6%	\$3,441,217	30.8%
Federal Funds	\$1,993,812	23.9%	\$1,980,784	17.7%	\$2,168,371	19.4%
Tuition & Fees	\$1,009,840	12.1%	\$1,420,417	12.7%	\$1,448,058	13.0%
Total Revenue	\$8,351,427	100.0%	\$11,205,850	100.0%	\$11,157,997	100.0%

Tax Rate per \$100 Taxable Property		
FY 2014	FY 2018	FY 2019
\$.220000	\$.220000	\$.220000

Costs								
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH								
Fiscal Year	Institution				Peer Group			
	In-District	Percent Increase	Out-of-District	Percent Increase	In-District	Percent Increase	Out-of-District	Percent Increase
2015	\$2,800	.0%	\$3,205	.0%	\$2,424	.0%	\$3,468	.0%
2016	\$2,800	.0%	\$3,205	.0%	\$2,546	5.0%	\$3,712	7.0%
2017	\$2,800	.0%	\$3,205	.0%	\$2,616	2.7%	\$3,869	4.2%
2018	\$3,052	9.0%	\$3,802	18.6%	\$2,722	4.1%	\$4,031	4.2%
2019	\$2,966	-2.8%	\$3,716	-2.3%	\$2,733	.4%	\$4,045	.3%
2020	\$3,214	8.4%	\$4,024	8.3%	\$2,773	1.5%	\$4,196	3.7%

Financial Aid				
Fiscal Year	Institution		Peer Group	
	Percent	Avg Amt	Percent	Avg Amt
Federal, State, Institutional or Other Grants Known by Institutions				
2017	47%	\$3,316	57%	\$4,245
2018	47%	\$3,671	58%	\$4,648
Federal Student Loans				
2017	8%	\$3,909	14%	\$4,961
2018	9%	\$4,271	15%	\$5,294
Federal (Pell) Grants				
2017	22%	\$3,955	30%	\$4,181
2018	24%	\$4,292	35%	\$4,331

Student Success

Graduation Rate of First-time, Full-time, Credential-seeking Students after 3, 4 and 6 Years				
Cohort & Duration	Institution		Peer Group Avg	
	Cohort	Rate	Cohort	Rate
Fall 2012 3-year	205	25.9%	295	23.7%
Fall 2015 3-year	215	32.1%	269	31.6%
Fall 2016 3-year	213	25.8%	271	32.5%
Fall 2011 4-year	170	24.1%	328	29.0%
Fall 2014 4-year	220	31.8%	293	34.1%
Fall 2015 4-year	215	37.2%	269	36.8%
Fall 2009 6-year	246	30.1%	294	37.1%
Fall 2012 6-year	205	36.1%	296	36.8%
Fall 2013 6-year	175	40.6%	307	40.1%

Graduates Employed and/or Enrolled in Four-year Institution the Following Fall			
Year	Institution	Peer Group	
FY 2014	78.6%	84.7%	
FY 2017	92.6%	89.5%	
FY 2018	88.9%	89.0%	

Two-year Persistence of First-time, Full-ti Credential-seeking Undergraduates			
	Fall 2012	Fall 2016	Fall 2017
Institution Persistence at:			
Total	33.3%	39.0%	44.3%
Same	10.9%	8.0%	12.6%
Other	22.4%	31.0%	31.6%

Peer Group Persistence at:			
Total	39.6%	43.1%	43.0%
Same	19.2%	19.8%	19.0%
Other	20.0%	22.8%	24.1%

Three-year Graduation and Persistence for First-time, Full-t Undergraduate Students Requiring Developmental Education						
	Fall 2014		Fall 2015		Fall 2016	
	Cohort	Rate	Cohort	Rate	Cohort	Rate
Institution	82	35.4%	182	48.4%	138	29.0%
Peer Group	122	36.1%	168	40.5%	160	30.6%

Percent of Students Who Transferred to a Four-year institution with Less Than 30 SCH and 30 SCH or More				
Year	Institution		Peer Group Avg	
	< 30 SCH	30+ SCH	< 30 SCH	30+ SCH
FY 2014	8.2%	16.4%	8.1%	17.2%
FY 2018	3.7%	14.6%	5.0%	14.9%
FY 2019	5.4%	20.4%	6.0%	16.4%