

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 2024-2025:

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 (73.60%).

2024 = 70.29%

2025 = 69.50%

Year	2023	2024	2025
Percentage	73.60%	70.29%	69.50%
Target	Baseline	88.32%	84.98%
Growth difference	Baseline	(18.03%)	(15.48%)
Goal Met	Baseline	No	No

The college did not meet the targets in 2024 or 2025. Because our population has shifted with the enrollment of more dual-credit students from more high schools, we are increasing the number of qualified instructors who work for the school districts. We have also found that more students are graduating with a credential before they leave high school, thus never attending FPC on campus. Additionally, many schools have enrollment high enough to warrant more than one section. The college understands that this trend may continue and that a student's best experience takes place in the classroom with the teacher. The college will review this goal for the 2026 growth and determine if it is a fitting goal to continue.

2. Match or increase the percentage of first-time, full-time, credential seeking undergraduates in two-year persistence rate compared to the 2023 rate (41.5%).

Year	2023	2024	2025
Percentage	41.5%	28.7%	26.6%
Target	Baseline	43.5%	43.5%
Growth	Baseline	(12.8%)	(16.90%)
Goal Met	Baseline	No	No

In 2024 and 2025, the target was not reached. Much of the drop is due to an increase in dual-credit and athletic enrollment. Many of these students choose not to declare a credential but still graduate. Additionally, many of the students doing dual credit are not full-time enrollees. The college has seen a

shift in full-time students. The college will change this goal to be realistic to the current culture of the college. The college will continue to help students with degree/certificate plans and encourage students to declare an intended credential.

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%)

Year	2023	2024
Percentage	94.1%	88%
Target	87.8% +	87.8% +
Growth	6.30%	2%
Goal Met	Yes	Yes

The target was met in both years.

4. Increase the graduation rates of first-time, full-time, credential-seeking students after 3 years, four years, and six years by 2%. The rates include Bachelor's or above, Associate, and Certificate credentials.

Year	Cohort Year	3-Year Rate	3-Year Count	Cohort Year	4-Year Rate	4-Year Count	Cohort Year	6-Year Rate	6-Year Count
2022	Baseline (2019)	34.1%	170	2018	38.2	166	2016	38%	216
2023	2020	36.3	212	2021	47.7	193	2022	39.5	129
	Target	35%			48.97%			38.76%	
	Difference	1.63%			(1.27%)			.74%	
	Goal Met	Yes			No			Yes	
2024	Cohort Year 2019	4-Year Rate	4-Year Count						
	2019	37.1	170	2020	38.2	212	2021	52.3	193
	Target	35.73%			48.66%			40.29%	
	Difference	1.37%			(10.46%)			12.01%	
	Goal Met	Yes			No			Yes	
2025	Cohort Year	6-Year Rate	6-Year Count						
	2017	47.2	216	2018	41.4	186	2019	41.2	170
	Target	37.85%			38.97%			53.35%	
	Difference	9.35%			2.43%			(12.15%)	
	Goal Met	Yes			Yes			No	

Though most targets were met, the college sees a trend for students who may have been affected by the Covid year. However, the rates indicate satisfactory completion and completion by more students each consecutive year. The college will continue monitoring this goal to evaluate the factors contributing to the drop in percentage during the affected years.

5. Increase the graduation and persistence for first-time, full-time undergraduate students requiring

developmental education by 2% based on 2023 cohort (43.01%).

The increase for 2024 was minimal at 43.10%.

In 2024, the Borger campus added a semester of ESL courses, which is an immersion in English speaking, reading, listening, writing, and grammar. Designed for international students, the semester enrollment has also worked for recent immigrants and local students. The classes are appropriate for any student's native language. The Allen and Rahll campuses have a strong ESL class and have few students who cannot persist and graduate.

The college has also adjusted the co-requisite English and math courses and now requires the teacher who is teaching the college-level course to teach the companion co-requisite course.

The college will continue to monitor and adjust to meet this goal.

6. Increase the number of economically disadvantaged students earning a degree or certificate by 2% based on the 2023 count.

Year	Count	Target	Percent Change	Goal Met
2023	123		Baseline	N/A
2024	148	2.46%	8.4%	Exceeded by 5.94%
2025	149	2.96%	8.3%	Exceeded by 5.34%

The target was met in 2024 and 2025.