



FORT PECK
COMMUNITY COLLEGE



Year One Self-Evaluation Report

Submitted to:

Northwest Commission on Colleges and Universities

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Institutional Overview

Fort Peck Community College (FPCC) was chartered in 1978 by the Fort Peck Assiniboine & Sioux Tribes as a two-year, tribally-controlled community college. Located in the rural northeastern corner of Montana, the college serves mainly tribal members located in the communities across the reservation, but has a service area that encompasses five counties in a 50-mile radius of the institution's campuses in Poplar and Wolf Point. FPCC is one of seven tribal colleges in Montana and the only higher education institution within a 100-mile radius in its service region. The main campus is located in Poplar, the tribal headquarters of the Fort Peck Tribes, with secondary campuses in Wolf Point (22 miles).

Courses in higher education were first introduced to the Fort Peck Reservation by two state-funded Montana community colleges. This relationship continued after FPCC was chartered up until 1986. FPCC was granted accreditation by the Northwest Commission on Colleges and Universities (NWCCU) in December of 1991, with accreditation being reaffirmed following an Interim Report and site visit in 2006. Initially beginning in an old government agency building with one classroom, the college just recently added a student dormitory and three faculty housing facilities to its inventory, bringing the college's overall properties to 30 buildings comprised of a total of 129,896 square feet.

To meet the unique educational needs of the tribal members and community members, FPCC believes that the opportunity for higher education must be provided on the reservation. FPCC is committed to preserving Indian culture, history and beliefs, and to perpetuating them among Indian people of all ages. FPCC offers 27 career and technical programs, with six Associate of Arts programs, five Associate of Applied Science programs, six Associate of Science programs of study, and 10 One-Year Certificate Programs. Continuing education courses are offered year-round for professional development and community enhancement.

FPCC employs 24 full-time faculty and additional adjunct faculty as demand requires, with faculty organized into various Divisions (Business, Education, Math & Science, Human Services and Information Technology) and the Vocational Trades programs. FPCC receives funding from federal sources with local and state resources making up a small portion of the operating budget. FPCC's FY2015 operating budget is approximately \$8 million.

Student headcounts over the last decade have steadily been between 400-450 students, with 400 students enrolled in the Fall 2014 semester. There has been a noticeable decline in the last couple of years with the Fall of 2015 having 321 students enrolled. Native American student enrollment is at 79%, with the median student age being 28 years old. FPCC is governed by a nine-member Board of Directors. Dr. James E. Shanley has served as the President at FPCC since 1984 and retired at the end of 2011. Dr. Florence Garcia was President of FPCC for two years and Haven Gourneau is the President of FPCC as of May 2014.

Preface

Institutional Changes since Last Report

Fort Peck Community College (FPCC) was granted accreditation by the Northwest Commission of Colleges and Universities in December of 1991. This accreditation was reaffirmed following interim reports and site visits by NWCCU in 2006, 2009, 2010, 2012, and 2015. FPCC's accreditation was again reaffirmed in January 2016 on the basis of the **Fall 2015 Year Seven Peer Evaluation**. FPCC is to address Recommendation 1 of the Fall 2015 Year Seven Peer-Evaluation Report in an addendum to its Year One Mission and Core Themes Report which is to be submitted in Fall 2016.

The following is a brief analysis of **the major institutional changes** that have occurred since the Year Seven Peer Evaluation report submitted in the Fall of 2015.

The FPCC **student enrollment trends are shown in this graph; indicating a surge of students**, unduplicated students in 2011-2012 and a decline thereafter up to 2014-2015.

<u>Academic Yr.</u>	<u>FTE</u>	<u>Unduplicated Students</u>
2006-2007	379	438
2007-2008	351	425
2008-2009	351	435
2009-2010	366	443
2010-2011	392	450
2011-2012	428	703
2012-2013	405	660
2013-2014	346	654
2014-2015	358	642

Facility Upgrades: A new **Truck Driving and Learning facility** is now in Phase I planning stages to house our Truck Driving program. Construction will begin once the plans are finalized. Faculty house in Wolf Point will be replaced and the current house moved to our Sixth Avenue location. A Polycom system was installed into one of the classrooms in the Vocational Building to facilitate classes from Montana State University Northern in diesel.

The college has continued to improve and rehabilitate the existing facilities and structures across the campuses. New, energy-efficient doors, windows and toilets have replaced older, inefficient ones across campus, new flooring has replaced worn areas, new sidewalks and concrete work have been constructed, and general landscaping and maintenance improvements have sustained a continual effort to provide an inviting learning environment through adequate institutional facilities. Security systems have been installed in selected buildings.

New instructor for this academic year is Roxann Smith. She is the instructor for the Native American Studies program. There is an open position for our Psychology/Human Resources program and are currently advertising to fill this position. Science position has been offered to Jeffrey Whitmus to teach Environmental Science beginning in August 2016. Michael Koscho, Computer Technology Instructor/Database resigned at the end of the Spring semester. Three positions for our TRIO program have been put in place. Suzanne Turnbull is the director, Martel Reum is one of the SSS Advocate, and the other position of SSS Advocate is currently being advertised.

The FPCC Board of Directors consists of nine voting members, with three of the seats filled by representatives from the Fort Peck Tribal Executive Board and members are internally appointed by that body every two years immediately after the biennial Tribal Elections held in late October. The three Fort Peck Tribal Executive Board appointees to the FPCC Board of Directors are Mr. Thomas Christian, Ms. Stacy Summers, and Mr. Edward Bauers. Mr. Bauers is new to the academic arena.

FPCC has also purchased software that will aid in developing a better environment for students, staff and faculty, and administration for registration, advising, data tracking, and accreditation compliance. The Jenzabar software modules that were purchased will be used for online registration, admissions, retention, and advising, the Insight/iWebfolio software will be used for standardizing FPCC's data entries for accreditation, and the TracDat software from Nuventive will be utilized for student learning outcome, program outcome, and institutional outcomes, and eventually will be used for program reviews and strategic planning. Izenda software from Nuventive has been installed for generating reports required by the institution for accreditation, strategic planning, and program review.

Training on the admissions and advising modules for Jenzabar has been completed and is now in the implementation phase. By Fall 2016 semester, Faculty will be utilizing the advising module to register incoming students. The retention module is in the process of installation and training will began in the summer of 2016. The TracDat software has been installed and basic configuration has been completed with the beginning phase of training now happening to selected personnel. We expect to begin training with the faculty in the Fall semester of 2016. The Izenda software will be used to generate reports from our Jenzabar database for institutional and assessment reports.

Response to Topics previously requested by the Commission

Year Seven Peer-Evaluation Report Fa11 2015

FPCC is a two-year tribal college dedicated to its mission, resourceful in obtaining resources, dynamic in its approach to preserving culture, history, and beliefs of its community, and dedicated to student success through a holistic learning approach. The evaluation team found the college to be committed to student learning and success. The evaluation team was impressed how each employee embraced an attitude of "we are all responsible for the outcome." The team was also impressed with the robust PLO process and the college's plentiful collaborations and partnerships. The campus facilities have become a beacon for the community and the team was most impressed with the college's involvement of students in building the facilities to demonstrate its commitment to teaching and learning.

The concerns were minimal including further defining and assessing mission fulfillment and core themes to including links to the college's PLO process. FPCC also needs to address a recommendation in its financial audit and the Board of Directors needs to formalize its self-evaluation process.

Overall, the evaluation team was impressed with Fort Peck Community College and its strong commitment to student learning and student success.

Recommendation:

1. The evaluation team recommends Fort Peck Community College further define and assess mission fulfillment to include especially student learning outcomes as demonstrated in the college's program learning outcomes process. (Standards 1.B.2, 3.B.3, 4.A.1, 4.A.4, 5.A.2).

Recommendation 1, from the Fall 2015 Year Seven Peer Evaluation Report, is being addressed in the **Updated Mission, Core Themes, and Expectations section as the addendum** for this Fall 2016 Year One Self-Evaluation Report. To address linking of the colleges Program Learning Outcomes (PLO) process into the Core Themes, to further define and assess mission fulfillment, a major rewrite of the Core Themes Objectives and Performance Indicators had to be accomplished. This in turn changes how we are doing our measures and assessments to meet the performance indicators and objectives for each core theme. Thresholds and targets have been defined for each performance indicator as well as how they are being measured and assessed.

Updated Mission, Core Themes, and Expectations

Standard One – Mission, Core Themes and Expectations

The institution articulates its purpose in a mission statement and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

Executive Summary of Eligibility Requirement 2 and 3

ER 2. Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

As a tribal college, Fort Peck Community College operates under the authority of its own charter. In 1977, the Fort Peck Assiniboine and Sioux Tribes established the Fort Peck Education Department. This Department created the foundation for the development of the Fort Peck Community College, which was officially chartered by the Fort Peck Tribal Executive Board in 1978. The original charter established a six-member Board of Directors. In 1987 the Board expanded to nine members. According to the college charter, at least seven members of the Board must be enrolled members of the Fort Peck Assiniboine and Sioux Tribes.

FPCC awards degrees as a higher education institution by the authority given to the College's Board of Directors by the Fort Peck Tribal Executive Board.

ER 3. Mission and Core Themes

The institution's mission and core themes are clearly defined and adopted by its governing board consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational needs of its students, and its principal programs lead to recognized degrees. The institution devotes majority of its resources to support its educational mission and Core Themes.

The Fort Peck Community College mission statement, originally penned in 1978, was reaffirmed by the College's Board of Directors during the Board's April 21-22, 2011 meeting. The Board formally approved the college's core themes at their regularly scheduled meeting on **August 18, 2011**.

The mission of Fort Peck Community College "is to provide academic education and vocational training for American Indians and area residents" In fulfilling that mission, FPCC has developed a curriculum of academic and vocational programs including the following: Associate of Arts (7 programs of study), Associate of Science (5 programs of study), Associate of Applied Science (5 programs of study) and one-year Certificates in 10 programs of study. Both the Associate of Arts and the Associate of Science are intended to be transferable programs that meet the same requirements of the first two years of study at most Montana colleges and universities. The Associate of Applied Science and Certificate programs are intended to be terminal degrees leading to immediate employment both on and off the Fort Peck Reservation.

The mission, core themes, and goals of Fort Peck Community College give direction to all educational activities, admission policies, selection of faculty, resource allocation and guides the strategic planning of the college.

Standard 1.A: Mission

Standard 1.A

1.A.1 The institution has a widely published mission statement, approved by its governing board, that articulates a purpose appropriate for an institution of higher learning, gives direction for its effort, and derives from, and is generally understood by, its community.

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

The Mission Statement of Fort Peck Community College

FPCC's mission statement is:

FPCC serves the people of the Fort Peck Reservation and northeastern Montana as a medium of Indian awareness, enabling increased self-awareness.

The College offers an academic program that enables students to earn credits in college courses designed to transfer to other institutions of post-secondary or higher education.

The College serves the community of the reservation populations by maintaining an occupational training program based on the needs of the people living on and near the reservation and on potential employment opportunities available in the region.

The College serves the people by initiating and supporting community activities and organizations based on the needs and wishes of community members.

The current mission statement of Fort Peck Community College was approved by the Board of Directors in 1978, when the Fort Peck Tribal Executive Board chartered FPCC as a tribally-controlled community college. Throughout the years, the Board of Directors has examined and discussed the contents of their mission statement regularly as part of their strategic planning process. While extensive discussions have occurred on the content and substance of the mission statement, the FPCC Board of Directors has continued to preserve the original mission statement of the institution as their guide and benchmark.

FPCC's mission statement is published widely, appearing in most of the college's publications, reports and brochures, on the college's web site, in the academic catalog, and in the annual report of the institution. It is included in the faculty and student handbooks, and the president and other college representatives refer to and interpret the mission statement in public presentations.

The same FPCC mission statement has guided the institution for their 37 years of existence, and while the mission statement is lengthy and sometimes difficult to dissect, it has steered the college towards achieving the goals and objectives contained within the mission statement by paralleling the activities and progress made by the institution over the decades. It is appropriate for a comprehensive two-year tribally-controlled community college and it provides the importance and framework for all of FPCC's supporting programs and services. The mission statement of FPCC:

- Recognizes education as FPCC's central purpose.
- Embraces the diverse traits of learning that community colleges fulfill.
- Recognizes the roles and responsibilities of the institution in the cultural preservation and restoration efforts of the Fort Peck Assiniboiné and Sioux Tribes.
- It emphasizes FPCC's efforts on students and aiding them in achieving their goals.
- It acknowledges FPCC's responsibility to be responsive to community needs.
- It establishes a measure of excellence for which to strive.

Interpretation of Mission Fulfillment

The Fort Peck Community College plan to evaluate mission fulfillment requires the assessment of how well the identified core theme objectives and the performance indicators are being met. Fort Peck Community College has identified 13 core theme objectives which "define" the core themes. Each objective has one to four performance indicators which "define" the objective. Data are collected for the 37 performance indicators throughout the year and are reviewed by institution personnel to determine the extent to which each core theme objective is being achieved. By judging the level of achievement of each core theme objective, and then the core theme itself, a comprehensive picture of institutional achievement emerges and is used in assessing mission fulfillment. That assessment focuses on how well Fort Peck Community College is fulfilling the core of its mission.

Articulation of an Acceptable Threshold, Extent, or Degree of Mission Fulfillment

The process for determining an acceptable threshold, extent, or degree of mission fulfillment follows a four-step process:

The process begins with the assessment of each of the 37 core theme performance indicators by collecting data during the year. (In the future, the usual period of time for the collection and review of assessment

information will typically be one year. This first year of assessment of some of the core theme performance indicators has necessarily been abbreviated in order to prepare this report to the Commission.) Target and threshold performance levels were identified previously for each performance indicator. Each performance indicator is intended to provide key information to help the institution determine how well it is achieving core theme objectives. It is recognized that not all performance indicators will make equal contributions to helping students achieve their educational goals. Some will be more important to that effort than others. The assessment and review process will, hopefully, reveal those differences enabling the College to make revisions to performance indicators, and possibly to core theme objectives, over time.

The second step in the process requires a judgment about the current performance level for each performance indicator relative to the target and threshold levels. Selected representatives of the College review the data for the one to four performance indicators for each core theme objective and decide whether or not the assessed performance “met the target,” “met the threshold but not the target,” or “did not meet the threshold.” Those determinations are then combined to make decisions about each of the 13 core theme objectives and how well the College is meeting those targets and thresholds. When performance is evaluated to have met the target, the College will work to maintain that performance level, and may increase the target. When performance is considered to have met the threshold but not the target or has not met the threshold, a plan is created or modified and is implemented to effect improvement.

The third step in the process is to review the decisions that have been made for the four to five objectives for each core theme and then make a determination for each core theme if the College is meeting targets, thresholds only, or neither. Again, the review of data and the judgments made about current performance may lead to new plans to improve performance. It is the intention of the College that every student who graduates will be prepared for success, innovation, and active engagement in their future learning, career, and community environments. While those expectations are not explicit in the core themes, such expectations do influence the opinions about how well Fort Peck Community College is achieving the core themes and fulfilling the mission.

The fourth and final step requires a comprehensive look at all of the information described above and to then make a determination about how well the College is fulfilling its mission. Such a review will be an annual process the President and selected institutional representatives will undertake in a comprehensive manner. The use of data to guide institutional day-to-day decision making by administrators, faculty, and staff members is an ongoing process throughout the year.

Fall 2015 Year Seven Report Recommendations:

The Evaluation Committee recommends that Fort Peck Community College further define and assess mission fulfillment to especially include student learning outcomes as demonstrated in the College’s program learning outcome process (Standards 1.B.2, 3.B.3, 4.A.1, 4.A4, and 5.A.2).

FPCC has identified four core themes that separately reveal essential elements of its mission as each element is an important factor in its mission and fulfillment of the college’s mission objectives. Together they meet the educational and community enrichment goals that FPCC has established as its role and responsibility as a tribal community college serving the Fort Peck Assiniboine and Sioux Tribes and surrounding region. Upon examination, the mission of FPCC is to promote excellence in academic

preparation and vocational training with a focus on service to community while strengthening cultural identity and self-awareness. FPCC's four core themes are:

1. Academics and Transfer Preparation
2. Cultural Identity
3. Community Service
4. Workforce Preparation.

Within the objectives of each core theme are the standards and measurements that guides the institution in satisfying their mission. **The objectives and performance indicators have been changed to include student learning outcomes to further define and assess mission fulfillment.** In setting the desired performance outcomes (*thresholds and targets*) for the indicators with their respective core themes, many of the baseline data figures and measurement are unavailable because they are newly established objectives that relate to the new accreditation process. Although some of the indicators for measurement have baseline data available, FPCC plans to gather this data identified with each indicator and continue to strive for improvement as adequate and verifiable data and trends are formulated

Different years are utilized for baseline data measurements dependent upon the type of indicator. Many of the indicators will come from the student database information system utilized through the college's software system, JENZABAR, and by the assessment of surveys throughout the year on SurveyMonkey. Other baseline data will be gathered from the student services division that maintains student records and tracks student transfers and graduates.

Standard 1.B: Core Themes

Standard 1.B

1.B.1 *The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.*

1.B.2 *The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.*

Core Theme 1: Academics

Brief Description of the Core Theme

As the only institution of higher education in a 100-mile radius in the isolated, rural northeastern corner of Montana, one of the necessary elements of the mission is academic excellence and transfer preparation. This core theme includes all programs, classes and services designed with the ultimate goal of preparing students for their selected occupations and to transfer into baccalaureate programs. At FPCC, the Associate of Arts (AA) and Associate of Science (AS) degrees are the two options designed for students intending to transfer.

FPCC has selected four objectives to focus on for this core theme:

1. Students completing degrees or certificates demonstrate achievement of the program learning outcomes identified for the degree or certificate received.
2. Students' achieve their intended educational goals at Fort Peck Community College Students are provided with opportunities that link educational institutions.
3. Students succeed when they transfer.
4. Exiting Students are satisfied with the experience at Fort Peck Community College.

Objectives and Performance Indicators

1.1 Students completing degrees or certificates demonstrate achievement of the learning outcomes identified for the degree or certificate received.

1.1.1 Student accomplishment of general education outcomes (for AA and AS).

1.1.2 Student accomplishment of program-specific learning outcomes (for AA, AS, and AAS in Early Childhood Education).

1.1.3 Students' perceptions of their experience at Fort Peck Community College. (Student Satisfaction Survey and Student Graduation Evaluation Surveys)

Rationale for Indicators: The institution acquires information about 1.1.1 from a variety of sources to measure students' achievement of the outcomes. The General Education PLO Committee is responsible for assessing and evaluating the extent to which students achieve the general education outcomes. The indicator is assessable because data have been collected by the College and can be analyzed as to student success in achieving General Education outcomes. Indicator 1.1.2 is assessable because faculty members have identified learning outcomes for each program and measures for assessment. The assessment data collected are reviewed and used to guide improvements. The indicators are meaningful because they address a primary reason that most students attend college, i.e., to achieve the learning expectations in their chosen discipline. The indicators are also meaningful because they will provide multiple perspectives about the extent to which students are achieving identified outcomes.

1.2 Students' achieve their intended educational goals at Fort Peck Community College.

1.2.1 Retention rates (Fall to Fall comparisons)

1.2.2 Graduation rates

1.2.3 Students' perceptions of their experience at Fort Peck Community College. (Student Satisfaction Survey and Student Graduation Evaluation Surveys)

Rationale for Indicators: The indicators are assessable because retention and graduation rates are available from institutional data. Student surveys are collected and are available. The indicators are meaningful because they reflect the completion rates of students and their judgments about their experience at the College in pursuit of their educational goals. This information is an important part of determining how well Fort Peck Community College is serving students. Students' own perceptions about their educational experience and success are critical.

1.3 Students succeed when they transfer.

1.3.1 Transfer rates

1.3.2 Performance after transfer

Rationale for Indicators: The indicators are assessable when the College obtains information about former students who have transferred to other institutions. Such information is available from the National Student Clearinghouse and the Office of Commissioner of Higher Education for Montana. The indicators are meaningful because they measure transfer student success, a major emphasis of the College.

- 1.4 Exiting Students are satisfied with the experience at Fort Peck Community College.
- 1.4.1 Students' perceptions of their experience at Fort Peck Community College. (Student Satisfaction Survey and Student Graduation Evaluation Surveys)

Rationale for Indicators: The indicator is assessable because the information has already been obtained and can be analyzed. The indicator is meaningful because it goes beyond a focus on student learning outcomes only and seeks student evaluations about the totality of their experience at the College.

Core Theme 2: Cultural Identity

Brief Description of the Core Theme

As a tribally-controlled college chartered by the Fort Peck Assiniboine & Sioux Tribes, FPCC takes on the role, responsibility and leadership in the education and revitalization of the culture and history of the Fort Peck Assiniboine & Sioux Tribes. FPCC provides culturally relevant education that increases students' knowledge of local American Indian history and assist in perpetuation of the languages and cultures of the Assiniboine and Dakota Nations. This purpose provides a unique context for the facilities, programs, and activities of the College.

FPCC has selected two objectives to focus on for this core theme:

1. Provide culturally relevant education that increases students' knowledge of local American Indian history.
2. Assist in perpetuation of the languages and cultures of the Assiniboine and Dakota Nations.

Objectives and Performance Indicators

2.1 Provide culturally relevant education that increases students' knowledge of local American Indian history.

- 2.1.1 Enrollment and completion for NASX 117 History/Culture of Fort Peck Tribes.
- 2.1.2 Enrollment and completion for NASX 130 Native Americans in Montana.
- 2.1.3 Student accomplishment of Native American Studies program learning outcomes.
- 2.1.4 Students' perceptions of their experience at Fort Peck Community College. (Student Satisfaction Survey)

Rationale for Indicators: The institution has the information on each of the indicators and they are assessable. Indicator 2.1.3 is assessable because faculty members have identified learning outcomes for each program and measures for assessment. The assessment data collected are reviewed and used to guide improvements. Student surveys are collected and are available. The indicators are meaningful because they reflect the completion rates of students and their judgments about their experience. The indicators are also meaningful because they address the mission of culturally identity by providing the knowledge of local history and because they provide multiple perspectives about the extent to which students are achieving identified learning outcomes.

- 2.2 Assist in perpetuation of the languages and cultures of the Assiniboine and Dakota Nations.
 - 2.2.1 Enrollment in and completion of introduction courses in Assiniboine and Dakota languages.
 - 2.2.2 Enrollment in and completion of advanced courses in Assiniboine and Dakota languages.
 - 2.2.3 Enrollment and completion of culturally base classes such as beading, moccasin making, drum making, parfleche techniques, star quilts, etc.
 - 2.2.4 Number of community events held such as round dances and powwows.

Rationale for Indicators: The indicators are assessable because the data is available from the institutional database. The indicators are meaningful because they reflect the commitment in providing cultural relevant education in perpetuating the language and culture of both the Assiniboine and Dakota tribes. This information is an important part of determining how well Fort Peck Community College is serving the Native American population of the reservation in preserving their culture and language.

Core Theme 3: Community Service

Brief Description of the Core Theme

The mission of Community Service is to provide the constituency of the reservation with access to quality life-long learning experience. Community Service supports and enhances FPCC's mission to offer credit and non-credit courses, both traditional and innovative in format and content, to meet the ever-changing needs of the community and to make these course offerings available to all students. Community Service is committed to improving employee proficiency with the local businesses, schools, industries and local government agencies, improving the health of community members, and in teaching of Native American studies, particularly the Assiniboine and Sioux arts, language and traditional teachings.

FPCC has selected four objectives to focus on for this core theme:

1. Provide the constituency of the reservation and surrounding region with access to quality, life-long learning experiences.
2. Increase employee proficiency within local businesses, schools, industries and all levels of municipalities and government agencies operating on the reservation.
3. Improve the health and wellness of community and reservation members.
4. Provide Assiniboine and Sioux arts, language, and traditional teachings.

Objectives and Performance Indicators

- 3.1 Provide the constituency of the reservation and surrounding region with access to quality, life-long learning experiences.
 - 3.1.1 Community members and students attending and completing evening courses and workshops
 - 3.1.2 Dual credit offerings to secondary schools on the reservation
 - 3.1.3 Community members and students attending summer program courses

Rationale for Indicators: The institution acquires the information and is available from the Registrar's office. The indicators are meaningful because they address the accessibility of quality life-long learning experiences. The indicators are also meaningful because they will provide multiple perspectives about the

extent to which community members and students are achieving their learning experiences beyond the normal course offerings of the college and/or secondary school.

3.2 Increase employee proficiency within local businesses, schools, industries and all levels of municipalities and government agencies operating on the reservation.

3.2.1 Number of workshops, symposiums, and seminars offered

3.2.2 Satisfaction of workshops, symposiums, and seminars based on completion survey

3.2.3 CEU rates

Rationale for Indicators: The indicators are assessable because CEU's and workshop/seminars information are available from institutional data. The indicators are meaningful because the data suggests the employees' interest in increasing their proficiency within the community. This information is an important part of determining how well Fort Peck Community College is serving community.

3.3 Improve the health and wellness of community and reservation members.

3.3.1 Client participation at the Poplar Wellness Center

3.3.2 Client participation at the Wolf Point Wellness Center

3.3.3 Activities/courses offered at Wellness Centers

Rationale for Indicators: The indicators are assessable when the College obtains information about students or community members attending the wellness centers. The information is available from the wellness centers. Courses and activities at the wellness centers are assessable as the information is available. The indicators are meaningful because they measure community member utilization of the centers to improve one's health.

3.4 Provide Assiniboine and Sioux arts, language, and traditional teachings.

3.4.1 Student enrollment and completion rates for Assiniboine and Sioux language courses

3.4.2 Student enrollment and completion rates for traditional courses

3.4.3 Student enrollment and completion rates for Assiniboine and Sioux arts courses

Rationale for Indicators: The indicators are assessable as this data is available in our institutional informational database on a semester by semester basis. The indicators are meaningful because they measure the perpetuation of culture offerings provided to the community in Native American courses that are not included in the Native American Studies program.

Core Theme 4: Workforce Preparation

Brief Description of the Core Theme

Successfully completing a Certificate or an Associate's degree program to obtain work and pursue employment opportunities is a goal for a majority of FPCC students and is a crucial component of the institutional mission and purpose. With a variety of technical certificate and associate degree programs, FPCC offers a prompt reaction to changing workforce needs and employment opportunities on the reservation and surrounding region. Another significant factor of workforce preparation includes non-

credit courses and training to meet the needs of the local business community to upgrade and strengthen employee job skills.

The objective of the Workforce Preparations Core Theme is to provide students with career and technical educational programs and courses that prepare the students for valuable employment and that enhance their professional development.

FPCC has selected three objectives for this core theme:

1. Provide quality professional/technical education for employment, skill enhancement, and career development.
2. Students' achieve their intended educational goals at Fort Peck Community College.
3. Community and business partners are satisfied with students' technical skills and employability attributes.

Objectives and Performance Indicators

4.1 Provide quality professional/technical education for employment, skill enhancement, and career development.

- 4.1.1 Student accomplishment of general education outcomes.
- 4.1.2 Student accomplishment of vocational program-specific learning outcomes.
- 4.1.3 Licensure/certification rates

Rationale for Indicators: The institution acquires information about 4.1.1 from a variety of sources to measure students' achievement of the outcomes. The General Education PLO Committee is responsible for assessing and evaluating the extent to which students achieve the general education outcomes. The indicator is assessable because data have been collected by the College and can be analyzed as to student success in achieving General Education outcomes. Indicator 4.1.2 is assessable because faculty members have identified learning outcomes for each program and measures for assessment. Indicator 4.1.3 is assessable as the instructors are compiling the data for their respective programs. The assessment data collected are reviewed and used to guide improvements. The indicators are meaningful because they address a primary reason that most students attend college, i.e., to achieve the learning expectations in their chosen profession. The indicators are also meaningful because they will provide multiple perspectives about the extent to which students are achieving identified outcomes.

4.2 Students' achieve their intended educational goals at Fort Peck Community College.

- 4.2.1 Persistence rates (Fall to Fall comparisons)
- 4.2.2 Graduation rates
- 4.2.3 Students' perceptions of their experience at Fort Peck Community College. (Student Satisfaction Survey and Student Graduation Evaluation Surveys)

Rationale for Indicators: The indicators are assessable because persistence and graduation rates are available from institutional data. The indicators are meaningful because they reflect the completion rates of students and their judgments about their experience at the College in pursuit of their educational goals. This information is an important part of determining how well Fort Peck Community College is serving students. Students' own perceptions about their educational experience and success are critical.

4.3 Community and business partners are satisfied with students' technical skills and employability attributes.

- 4.3.1 Placement rate in the workforce

4.3.2 Relevance of programs

Rationale for Indicators: Indicator 4.3.1 is assessable because the data is available from the graduate exit survey and relevance of programs is an important component of the Institutional Program Review to insure students are getting the training that is required for their career goals. The indicators are meaningful because they reflect the reason why students are attending FPCC knowing that they can get a job upon completion and that the program is relevant and pertinent to their career goals.

Conclusion

In this report Fort Peck Community College has expressed its function and intent in terms of its mission, core themes and expectations as defined in Standard One of the NWCCU Standards for Accreditation. Throughout this report, FPCC has affirmed its mission statement and developed appropriate objectives and indicators to strengthen the institution and provide a learning environment for successful students and healthy communities. Also, the mission statement defines the role and responsibility of the college to its service region and guides the direction of FPCC's labors.

FPCC utilized the elements of the mission statement as the basis for its classification of overall mission fulfillment, which will be assessed by the indicators of each respective objective. The college has established a baseline threshold of adequate mission fulfillment based upon identified expectations.

Additionally, the college has identified four core themes that "individually manifest essential elements of its mission and collectively encompass its mission." Those core themes are academics and transfer preparation, cultural identity, community service and workforce preparation. The core themes were identified by soliciting, facilitating and evaluating broad college input gathered through a series of focus groups.

FPCC's four core themes are supported by the creation of their respective objectives, which unite the core themes with the mission statement by defining goals that will allow the institution to fulfill its mission, facilitate student success and achievement, and provide services to the reservation and communities that increase the quality of life. The college will measure the accomplishment of meeting the defined objectives through the respective indicators of each objective. The indicators are assessable, relative and verifiable in measuring the fulfillment of each objective. Desired outcomes were established for each indicator, indicating the college's commitment to a quality educational environment conducive to student growth, cultural revitalization, workforce preparedness and community service.

The combination of the mission, elements of the mission fulfillment, the core themes, objectives and indicators all make up the fragments essential for continual improvement of the institution, its role and the educational services delivered to individuals, businesses, agencies and organizations. This structure is the foundation for FPCC to meet the goals of the institution and the expectations of their constituents.



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