

ASSESSMENT REPORT
ACADEMIC YEAR 2020-2021

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Table of Contents	Page Number
Assessment Purpose	3
Student Demographics	4-6
Total Student Enrollment	7-8
Funding Sources for Student Enrollment	9-10
Degree Seeking and Program of Study	11-16
First Time Degree Seeking Students	17-18
Retention/Persistence	19-21
Course Completion	21-28
Grade Distribution	29
Graduates	30-33
Montana Tribal College Comparison	34-35
Employee Satisfaction Summary	36-37
Conclusion	38-39
Other Assessment Activities	40

ASSESSMENT PURPOSE

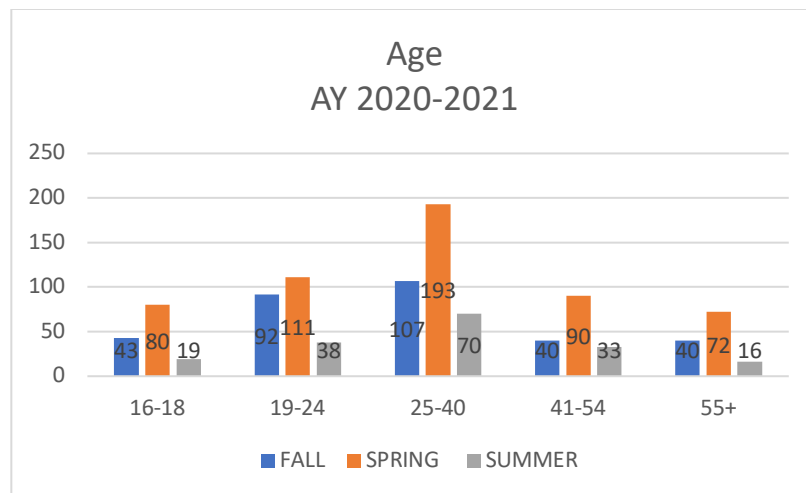
The purpose of this assessment report is to correlate demographics of the student body with degree programs, the number of students enrolling in degree programs, the number of students withdrawing from degree programs, and the number of those successfully completing degree programs and offer strategies for improving academic programs and retention at Fort Peck Community College to better serve students attending the college.

STUDENT DEMOGRAPHICS

The demographics of the study body at Fort Peck Community College vary from year to year. Data collection takes place in various forms and for various agencies at Fort Peck Community College including, the National Center Education for Statistics Integrated Post-Secondary Education Data System (NCES, IPEDS) and the American Indian Higher Education Consortium (AIHEC) American Indians Measures of Success (AIMES) Achieving the Dream (ATD), and the National Student Clearinghouse. Generally speaking, data collected for this report will be based on information for the 2020-2021 academic calendar year at FPCC and is provided at the request of the Data Coordinator.

Student Age

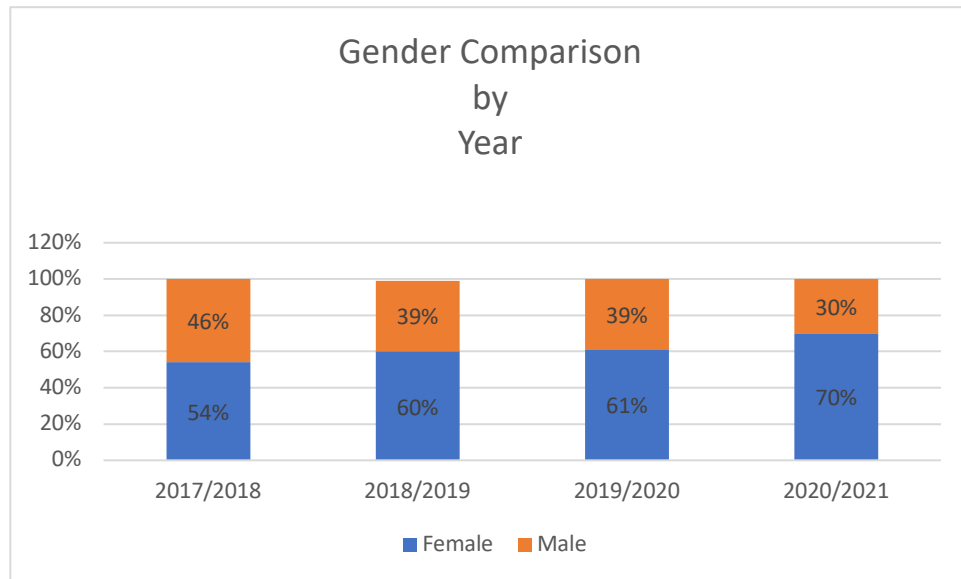
Data collected for the academic year 2020/2021 indicate the age of students varies between full time and part time students. 142 students ranging from the ages of 16-18 represent the dual credit and early college; 241 students represented ages 18-24 age group, 370 students represent 25-40 age group, 163 students are 41-55 years of age, and 128 represent the 55+ age group.



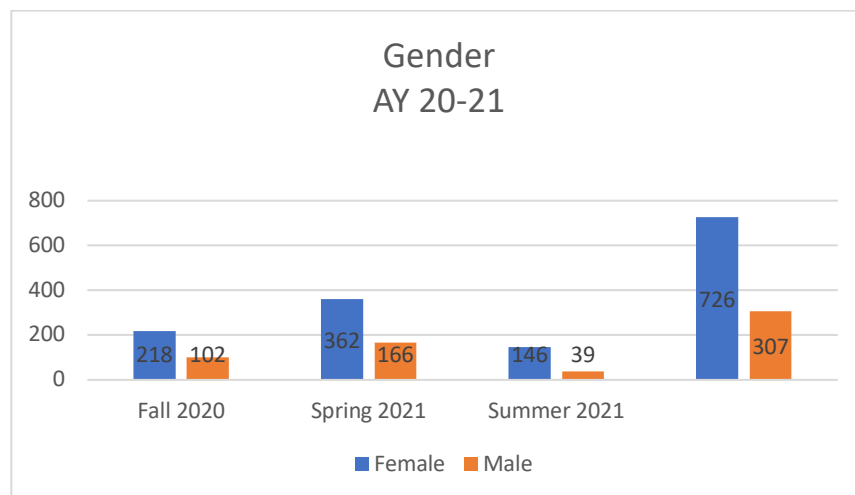
Student Gender

Gender statistics are important when assessing programs offered in higher education.

70% of the student population for the AY 2020/2021 were females, an increase of 9% from AY 19/20. Males represent 30% of the student body, a decrease from the previous academic year of 9%. Females continue to represent the larger student body population.

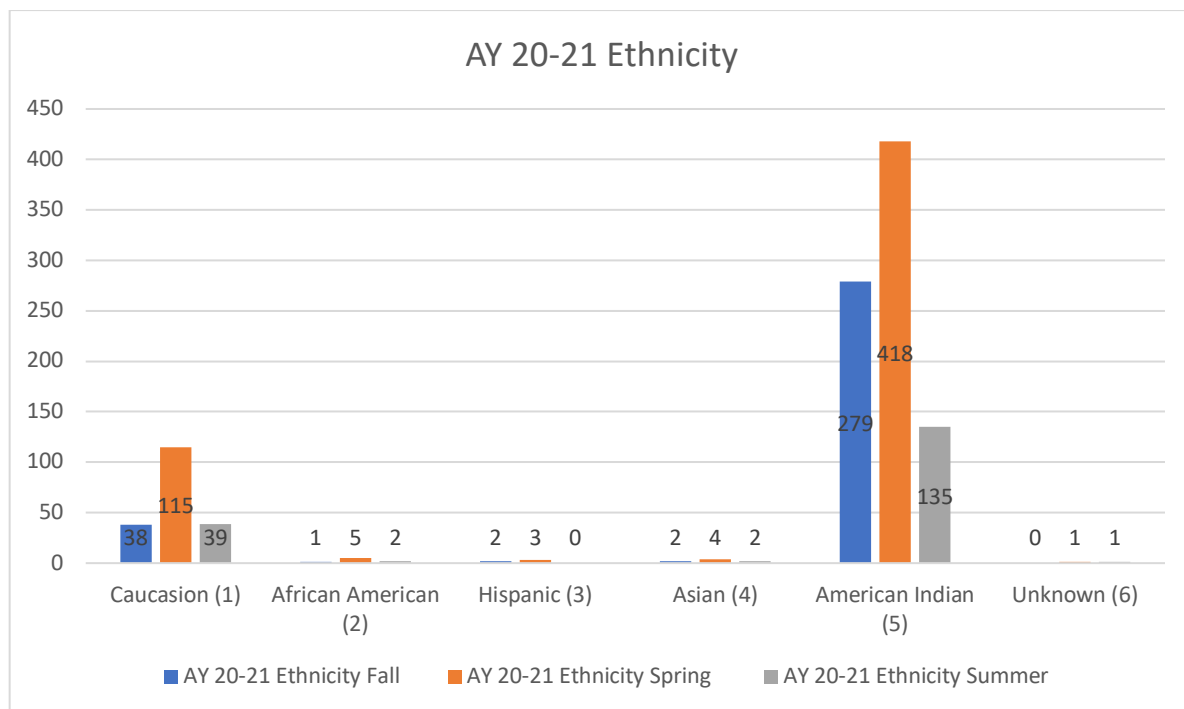


The graph below illustrates cumulative total of the gender of students for the fall, spring, and summer semester of AY 2020/2021.



Ethnicity

Fort Peck Community College was established to provide quality education to American Indians residing off and on the reservation. Historically, a majority of the students served are American Indian and choose to not leave their homeland. In the AY 2020/2021 82% of the student body were American Indian or Alaska Native, and 17% of the student body were Caucasian. These two numbers are important to the financial stability of the institution.



TOTAL STUDENT ENROLLMENT

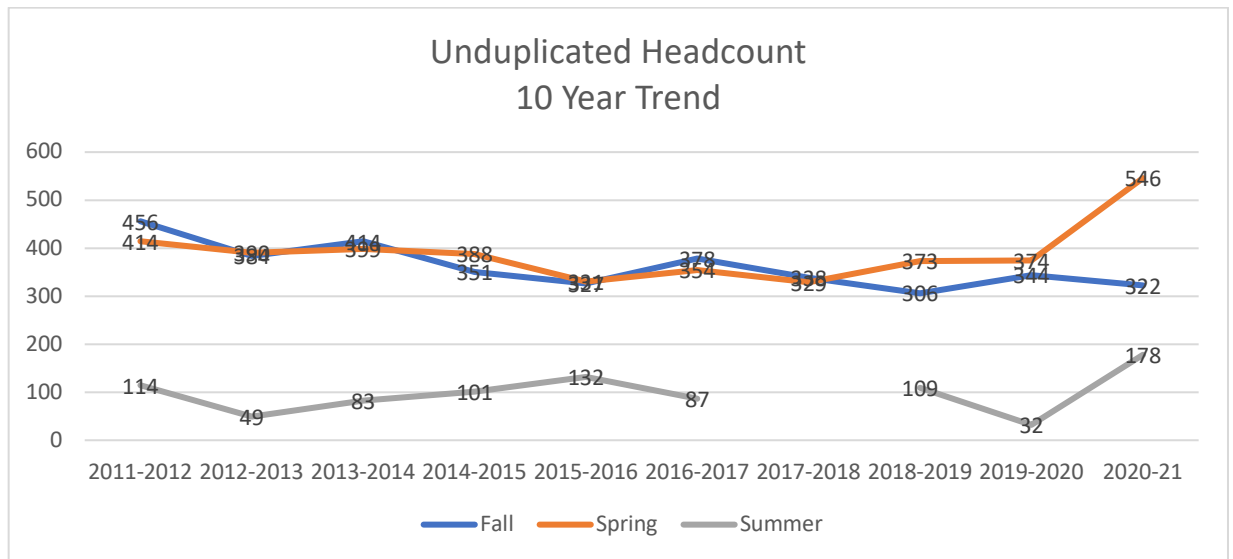
Unduplicated headcount can be defined as the actual number of students enrolled during a specific time frame. All students, traditional, non-traditional, full-time and part-time are part of the enrollment analysis.

The table bellows represents the unduplicated headcount for each semester over a ten-year period.

	Fall	Spring	Summer
2010-2011	431	450	
2011-2012	456	414	114
2012-2013	384	390	49
2013-2014	414	399	83
2014-2015	351	388	101
2015-2016	327	331	132
2016-2017	378	354	87
2017/2018	338	329	
2018-2019	306	373	109
2019-2020	344	374	32
2020-2021	322	546	178
2021-2022	570	700	

The unduplicated head count was 322 students for Fall 2020, 546 for Spring 2020 and 178 for the summer of 2020. Although COVID-19 was detrimental to many, FPCC utilized the resources and expertise of outside resources to increase the capabilities to provide quality education on and off the reservation. FPCC rallied to increase student enrollment and increased the fall enrollment in 2019 by 38. Spring 2020 enrollment was and 380, a similar situation to the previous year.

The graph below is an illustration of the 10-year trend for fall, spring and summer unduplicated headcount. 2019/2020 summer enrollment is substantially lower from previous years due to the COVID-19 pandemic.

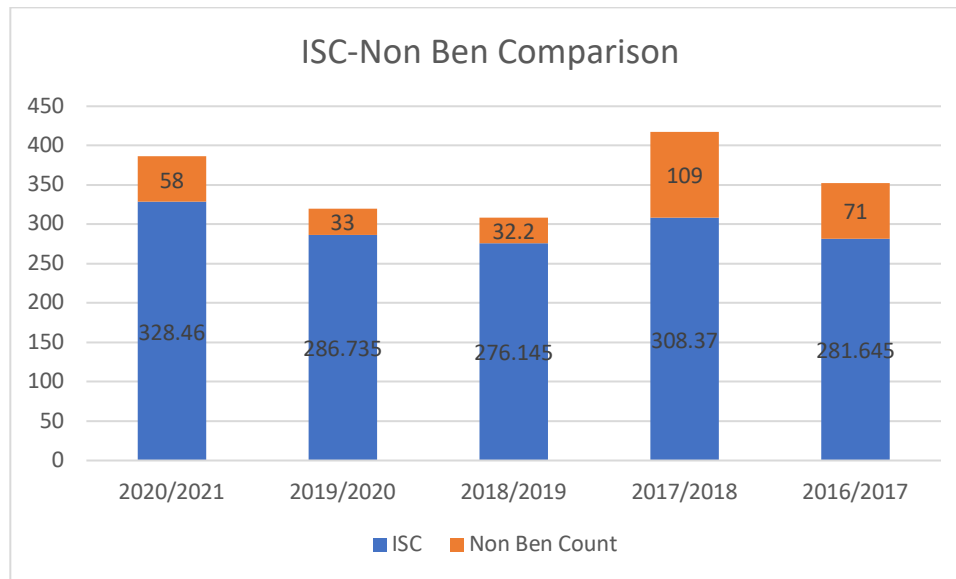


FUNDING SOURCES FOR STUDENT ENROLLMENT

Funding sources from the Bureau of Education and State of Montana provide funds per student based on their ethnicity. This data has never been provided in an assessment report, but as assessment continues to improve at FPCC, the office of Institutional Development feels it is very critical in the big picture of things. Funding is allocated on a per student basis. The table below provides administrators with the funding allocation for Indian Student Count (ISC) and non-beneficiary students for the past ten years. Allocation of funding indicates there has been increase in ISC each year, however, non-beneficiary funding has had a minimal increase since it was appropriated by the State of Montana.

	ISC	Non-Ben
2007/2008	5,494.17	
2008/2209	5,784.39	\$3,024.00
2009/2010	5,500.85	\$3,024.00
2010/2011	5,234.61	\$3,024.00
2011/2012	5,664.51	\$3,024.00
2012/2013	5,849.84	\$3,024.00
2013/2014	6,354.94	\$3,024.00
2014/2015	6,717.76	\$3,024.00
2015/2016	7,191.27	\$3,280.00
2016/2017	7,285.25	\$3,280.00
2017/2018	7,352.81	\$3,280.00
2018/2019	8,279.07	\$3,280.00
2019/2020	8,656.46	\$3,280.00
2020/2021	8656.46	\$3,280.00
2021/2022		

The graph below illustrates the number of students reported for funding purposes. It should be noted this number is different than the unduplicated number reported above due to reporting periods.



When reviewed from a financial perspective, the amount of funding provided based on the ISC is substantially larger than the non-beneficiary funding. However, the number of American Indian student has decreased but an increase in funding, and non-beneficiary students have increased with little to no increase in funding provided by the State of Montana.

	ISC	Non-Ben
13/14	\$ 2,132,720.00	\$ 110,829.60
14/15	\$ 2,154,050.00	\$ 107,705.00
15/16	\$ 1,860,309.64	\$ 116,670.00
16/17	\$ 2,051,890.24	\$ 127,920.00
17/18	\$ 2,268,341.89	\$ 150,880.00
18/19	\$ 2,286,265.18	\$ 105,616.00
19/20	\$ 2,482,110.06	\$ 108,896.00
20/21	\$ 2,843,302.00	\$ 149,109.00

DEGREE SEEKING AND PROGRAM OF STUDY ENROLLMENT

Fort Peck Community College offers four programs for degree completion including Associate of Art (AA) Associate of Applied Science (AAS), Associate of Arts (AS), and one-year Certificate programs. Table four below provides the enrollment totals for each degree and certificate program offered at FPCC during AY 2020-2021.

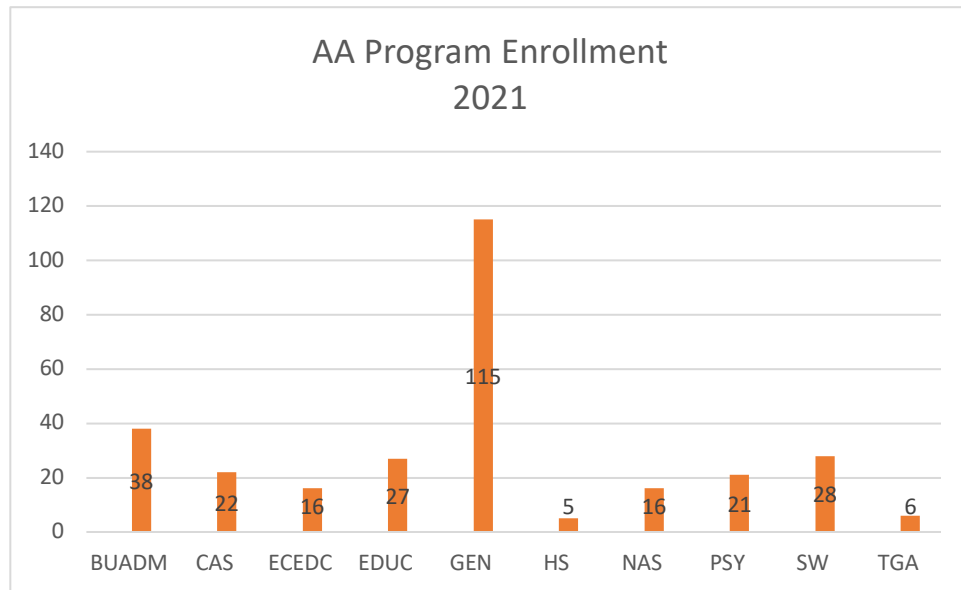
Enrollment by degree 2020-2021			
Degree	Fall 2020	Spring 2021	Total
AA Degree	132	223	355
AAS Degree	27	52	79
AS Degree	35	44	79
Certificate	67	107	174
Non Degree	61	120	181
TOTAL	322	546	868

When compared to the previous year, the number of students seeking degrees increased by 170. *The increase in numbers speaks volumes when combined with the institutional effort to obtain approval for distance delivery education from the Northwest Commission on College and Universities amidst a national pandemic.* In AY 2019/2020, there were 698 students and 29% were non degree seeking students. In academic year 2020/2021 there were a total of 868 students, and 21% of the students were non-degree seeking.

Associate of Arts (AA) program

Analysis of each individual degree program provides administrators, faculty, and board of directors with a better picture of which programs have high number of students. The following graphs provide a snapshot of enrollment into each academic program during the AY 2020/2021. The graphs below demonstrates that students enrolling in Associate of Arts degrees

at Fort Peck Community College sought a degree in General Studies with 115 students enrolled, however, Business Administration continues to be a strong program with 38 students, and followed by Chemical Addiction Studies, Psychology, Social Work and Education. In AY 2020/2021, Early Childhood Education returned to the curriculum line up.

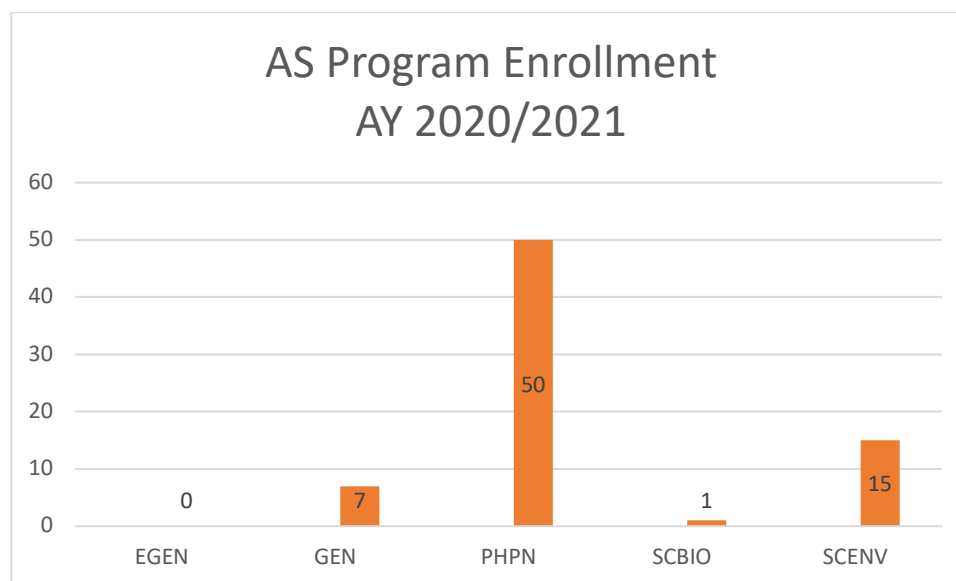


Historically, when compared to historical data, General Studies has remained the AA degree with the greatest number of students enrolled, as well as Education Programs. Over the past five years, 607 students have **enrolled to complete their** AA degree in General Studies, 278 in Education, and 228 in Business Administration, and 154 in Human Services (Social Work). Chemical Addiction Studies is also becoming a very popular program, enrolling 80 students in the past five years.

Program	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21
BUADM	35	85	42	28	38
CAS	14	9	21	14	22
ECEDC					16
EDUC	33	61	83	74	27
GEN	111	149	140	92	115
HS	28	34	43	7	5
NAS	6	4	8	9	16
PSY	9	10	21	19	21
SW	0	0	0	9	28
TGA	0	0	0	0	6
	236	352	358	252	294

Associate of Science Degree

The graph below provides a snapshot of the students enrolled in the Associate of Science degree programs at FPCC during AY 2020/2021. Pre Health Pre Nursing has the largest enrollment with 50 students and General Studies had 7 degree seeking students, and Environmental Science program had 15 students in 2020/2021. The remaining AS programs have had little to no enrollment over an extended period of time.



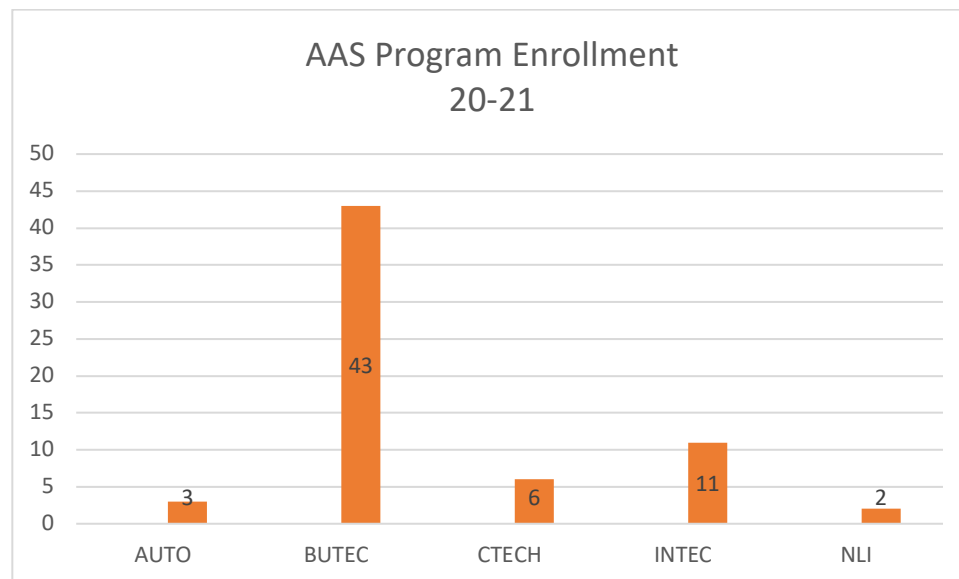
When compared to the five-year trend, the trend suggests a substantial decrease in General Studies, however, this could be related to data entry and changes made to the data entry process.

In other programs, there has been a fluctuation from year to year. Environmental Science remains steady, and an increase in Pre Health Pre Nursing is exciting.

Program	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21
EGEN	10	11	2	0	0
GEN	111	149	140	13	7
PHPN	1	1	4	33	50
SCBIO	2		1	0	1
SCENV	7	13	11	10	15
Total	131	174	158	56	73

Associate of Applied Science

Associate of Applied Science Degree program are designed to prepared student for immediate employment. For the 2020/2021 academic year, FPCC offered three AAS programs enrolling 46 students.



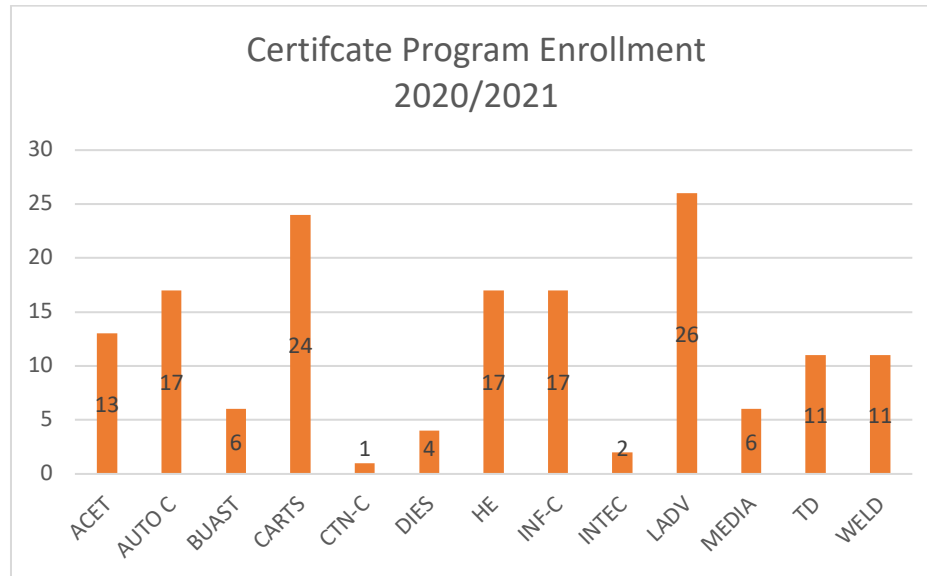
When compared to the five-year trend, the Associate of Applied Science in Business Technology remains the most popular program. The Native Language Instructor was a pilot

program in AY 2016-2017, however there has been a decrease in interest of students pursuing NLI degree in 2019/2020.

Program	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21
AUTO	5	7	7	7	3
BUTEC	29	42	27	28	43
CTECH	0	0	0	3	6
INTEC	0	0	0	5	11
NLI	5	12	18	3	2
Total	39	61	52	46	65

Certificates

Certificate programs provide students with training opportunities for immediate employments upon completion of the one year of study. Certificates can tie into AAS in Automotive Technology, Business Technology, and Native American Language Instructor. During the academic year of 2020/2021, the Lay Advocate programs was most popular with 26 students, followed by 24 in Cultural Arts. Cultural Arts is a terminal degree, while the Lay Advocate program has potential to be a stackable degree. Automotive Technology, Truck Driving and Welding remain popular degrees at FPCC. 11 students pursued their certificate in Truck Driving, while 11 students pursued a certificate in Welding.



When compared to the five-year trend, Truck Driving and Welding have the most students enrolled to complete certificates or industry certificates. The automotive Certificate is consistent for enrollment, and the Lay Advocate program is making leaps and bounds. Building Trades and the Diesel program are currently advertising for instructor positions.

Program	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21
ACET	1	1	4	3	2	3	13
AUTO C	8	13	15	15	10	14	17
BT-C	7	13	8	0	0	0	0
BUAST	5	9	6	9	9	6	6
CARTS		0	0	0	0	0	24
CTN-C		0	0	0	0	0	1
DIES	1	4	9	14	8	7	4
GWD	1	5	5	6	4	0	0
HE	4	3	1	0	0	0	17
INF-C		0	0	0	0	0	17
INTEC		0	0	0	0	0	2
LADV		0	0	0	0	13	26
LNWRK	4	7	3	0	0	0	0
Media		0	0	0	0	3	6
TD	21	33	20	20	27	17	11
WELD	12	20	22	30	22	13	11
Total	31	108	93	97	82	76	155

FIRST TIME DEGREE SEEKING STUDENTS

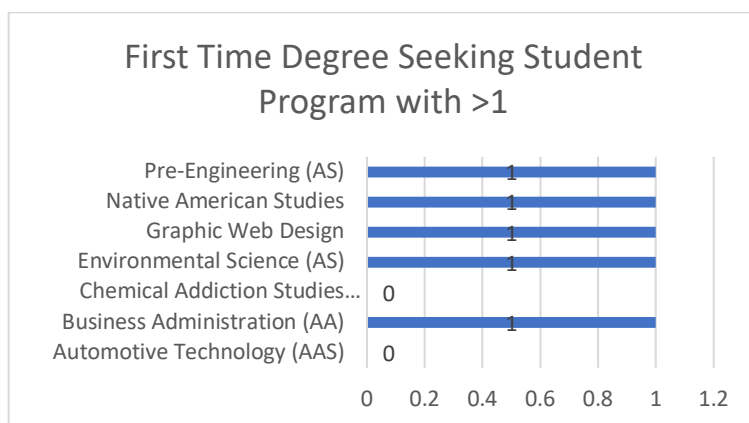
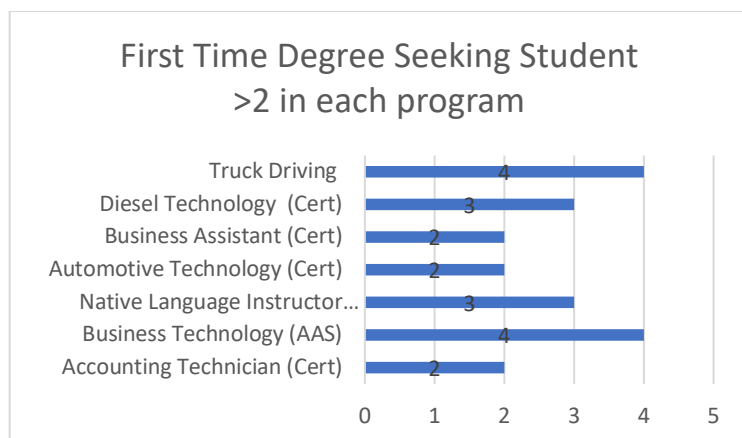
First time students at tribal colleges can be defined as an individual who is first in their family to attend college. The following is a summary of first-time degree seeking students over a five-year period.

Over a five-year period and reviewed annually, General Studies tends to attract the greatest number of first-time degrees seeking students. The table below illustrates the five-year average of first-time degree seeking students.

Major (Degree)	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019/2020
Biomedical Science (AS)	0		0	0	0
Environmental Science (AS)	0	2	1	1	3
Pre-Health/Pre Nursing (AS)		10	7	6	12
Business Administration (AA)	6	10	1	3	2
Chemical Addiction Studies (AA)	1	1	0	1	2
Education (AA)	2	2	7	10	8
General Studies (AA)	33	27	29	27	27
General Studies (AS)					3
NAS (AA)			1	0	1
Psychology (AA)	1	2	7	4	6
Automotive Technology (AAS)			0	1	2
Business Technology (AAS)	5	7	4	3	5
Native Language Instructor (AAS)			3	1	0
Accounting Technician (Cert)	0	1	2	1	0
Automotive Technology (CAS)	4	2	2	1	6
Business Assistant (Certt)	0	3	2	1	1
Diesel Technology (CAS)		1	3	3	2
Truck Driving (CAS)	8		4	7	7
Welding Technology (CAS)	6	6	11	4	5
Social Work (AA)				1	1
Tribal Governance and Admin (AA) Pilot				0	0
Information/Networking Technology					
(AAS)				2	0
Communication Technology (AAS)				0	0
Pre-Engineering (AS)	2	1	1	0	0

Graphic Web Design (Cert)	1	2	1	1	0
Human Services (AA)	1	2	3	2	0
ND	66	74	12	11	15
Dual Credit			30	45	43
Early College			14	23	14

Below is a comparison of programs with greater than two first time degree seeking students and programs with less than one students



RETENTION

Retention is defined as retention rate is first-year undergraduate students who continue at the school the next year (National Center for Educational Statistics, 2017). Using the fall-to-fall formula reported on the AIHEC AIMS annual survey. The retention rate formula is

Retention Rate Formula	
$\frac{\text{Fall enrollment} - \text{minus graduates}}{\text{Returning Fall enrollment}}$	= Retention Rate

Using the Fall-to-Fall formula reported on the AIHEC AIMS annual survey, the overall institution retention rate for AY 2017 was 57%. **The retention Rate for First Time Students was 38%.**

Retention Rate: Fall 2003 to Fall 2004	40.00%
Retention Rate: Fall 2004 to Fall 2005	41.67%
Retention Rate: Fall 2005 to Fall 2006	35.48%
Retention Rate: Fall 2006 to Fall 2007	35.19%
Retention Rate: Fall 2007 to Fall 2008	32.81%
Retention Rate: Fall 2008 to Fall 2009	25.45%
Retention Rate: Fall 2009 to Fall 2010	31.34%
Retention Rate: Fall 2010 to Fall 2011	35.48%
Retention Rate: Fall 2011 to Fall 2012 **	
Retention Rate: Fall 2012 to Fall 2013	35.63%
Retention Rate: Fall 2013 to Fall 2014	34.67%
Retention Rate: Fall 2014 to Fall 2015	30.43%
Retention Rate: Fall 2015 to Fall 2016	36.20%
Retention Rate: Fall 2016 to Fall 2017	43%
Retention Rate: Fall 2017 to Fall 2018	38%
Retention Rate: Fall 2018 to Fall 2019	34%
Retention Rate: Fall 2019 to Fall 2020	38%
Retention Rate: Fall 2020 to Fall 2021	

Table 1-Retention Rate Trend

Retention rates are a growing concern for higher education leaders, especially Tribal College leaders. Coupled with low proficiency rates and first generational students, statistics indicate retention strategies at Fort Peck Community College must continue to be evaluated for

success.

Persistence

Data below shows persistence rates at FPCC. Persistence varies amongst institutions. Student persistence can have a positive effect on graduation rates. For the purposes of this report, Fort Peck Community College identified persistence as students who enrolled at the beginning of term one (fall) and at the beginning of term two (spring) in AY 2020. The report identifies to areas of persistence; 1.) persistence in academic programs and 2.) institutional persistence. **The institutional persistence rate for 2020/2021 was 60%.**

The table below demonstrates the persistence rate of each academic program at Fort Peck Community College for AY 2020/2021

MAJOR	2020 FALL	RETURN	%
Associate of Arts			
Business Administration	8	5	62%
Chemical Addication Studies	14	7	50%
Early Childhood Education	14	13	93%
Education	19	11	58%
General Education	48	27	56%
Human Services	1	1	100%
Native American Studies	0	0	0%
Psychology	13	6	46%
Social Work	11	4	31%
Tribal Governance and Administration	4	3	75
Associate of Science			
General Studies	2	1	50%
Pre Health Pre Nursing	25	9	36%
SCBio Med	0	0	0%
SC Environmental Science	8	6	75%
Associate of Applied Scieces			
Auto	3	2	67%
Business Technology	16	8	50%

Communication Technology	3	2	67%
Information Technology	4	4	100%
Native Language Instructor	1	0	0%
Certificates			
Accounting Technician	3	1	33%
Auto	9	7	78%
Business Assistant	3	2	67%
CNT-C	0	0	0%
Cultural Arts	15	12	12%
Diesel Technology	3	2	67%
Information Technology	10	5	50%
Lay Advocate	11	7	64%
Media	1	0	0%
Truck Driving	5	1	20%
Welding	6	3	50%

COURSE COMPLETIONS

The course completions rate is the number of students enrolled in a course divided by the number of students receiving a passing grade (A-D). Students who receive failing grades, withdrawals, or incompletes are considered as non-completers in a course. The completion rates can be extremely useful in comparisons between courses, programs, and instructors. While all courses yield a completion rate, the data is most reliable when there are at least six students enrolled. For this reason, it is important to note the number of students enrolled when interpreting the data. The course completion formulas are as follows:

Course Completion Formula	
$\frac{\text{Students Enrolled}}{\text{Students passing}}$	= % passing (completion rate)

Course completion rates present enrollment and passing rates but are not an adequate measure of what students learn or how well they have mastering tasks required in their occupations. Measures of knowledge and skill attainment are documented in the Student Learning Outcomes.

Core Course Completion Rates

The following table reports the enrollment and completion rates for general education courses required to earn an Associate of Arts (AA) or Associate of Science (AS) degree at Fort Peck Community College.

The table below illustrates the completion rates for core courses offered during each semester of Academic Year 2020/2021. Where there is no data available indicates the course is not offered during the that semester.

General Education Requirements for AA/AAS		Fall 2020						Spring 2021			
Core I Communications		Enrolled	WD	Pass	% Pass	Core I Communications		Enrolled	WD	Pass	% Pass
COMX 111	Intro to Public Speaking	51	10	35	69%	COMX 111	Intro to Public Speaking	57	4	22	39%
WRIT 101	College Writing 101	40	10	13	33%	WRIT 101	Adv College Writing 101	85	10	37	44%
WRIT 102	College Writing 102	18	4	9	50%	WRIT 102	College Writing 102	35	8	17	49%
Core II Mathematics and Science						Core II Mathematics and Science					
M 121	College Algebra	34	8	13	38%	M 121	College Algebra	49	14	14	29%
M 145	Mathematics and Liberal Arts	8	3	4	50%	M 145	Mathematics and Liberal Arts	22	5	8	36%
BIOB 160	Principles of Living Systmes	19	3	2	11%	BIOB 160	Principles of Living Systmes	16	3	8	50%
BIOH 201	Human Anatomy & Physiology 1					BIOH 211	Human Anatomy & Physiology II				
CHMY 121	Introduction to Chemistry	5	0	3	60%	CHMY 123	Introduction to Chemistry II				

CHMY 141	College Chemistry 1					CHMY 143	General Chemistry				
PHSX 105	Fundamentals of Physical Science	1	0	0	0%	PHSX 105	Fundamentals of Physical Science	5	1	1	20%
Core III Arts and Humanities						Core III Arts and Humanities					
ARTZ 211	DRAWING I					ARTZ 221	PAINTING I	10	1	7	70%
CRWR 240	INTRO CREATIVE WRITING WORKSHOP					CRWR 240	INTRO CREATIVE WRITING WORKSHOP	12	1	6	50%
LSH 202	WORLD HUMANITIES	13	1	10	77%	LSH 202	WORLD HUMANITIES	12	3	6	50%
LIT 110	Introduction to Lit	9	3	5	56%	LIT 211	AMERICAN LITERATURE	6	2	1	17%
NASX 121	Introduction to Nakona Language	4	2	2	50%	NASX 121	Introduction to Nakona Language				
NASX 131	Introduction to Dakota Language	12	0	7	58%	NASX 131	Introduction to Dakota Language				
NASX 221	Advanced Nakona Language	na				NASX 221	Advanced Nakona Language	7	1	6	86%
NASX 231	Advanced Dakota Language	na				NASX 231	Advanced Dakota Language	2	0	2	100%
NASX 221	Conversational Nakona Language	na				NASX 221	Conversational Nakona Language	4	0	4	100%
NASX 131	Conversational Dakota Language	4	0	3	75%	NASX 131	Conversational Dakota Language	1	0	1	100%
Core IV Social Sciences						Core IV Social Sciences					
ECNS 201	Principles of Microeconomics	12	3	6	50%	ECNS 202	Principles of Macroeconomics	20	7	11	55%
HSTA 101	American History	3	0	2	67%	HSTA 102	American History II	18	5	8	44%

HSTA 255	Montana History	4	0	4	100%	HSTA 225	Montana History				
HSTR 101	Western Civilization	1	0	0	0%	HSTR 102	Western Civilization II	3	2	1	33%
PSCI 210	INTRO AMERICAN GOVERNMENT					PSCI 210	INTRO AMERICAN GOVERNMENT	22	8	11	50%
PSYX 100	Introduction to Psychology	21	5	10	48%	PSYX 100	Introduction to Psychology	57	14	33	58%
SOCI 101	Introduction to Sociology	46	20	19	41%	SOCI 101	Introduction to Sociology	49	8	21	43%
Core V Native American Studies						Core V Native American Studies					
NASX 105	Introduction to Native American Studies	24	6	14	58%	NASX 105	Introduction to Native American Studies	64	12	30	47%
NASX 117	History and Culture of Fort Peck Reservation	9	3	5	56%	NASX 117	History and Culture of Fort Peck Reservation	NA			
NASX 249	US Indian History	3	0	3	100%	NASX 249	US Indian History	NA			
Core VI Technology						Core VI Technology					
CAPP 114	Microsoft Word	na				CAPP 114	Microsoft Word	NA			
CAPP 120	Introduction to Computers	12	8	3	25%	CAPP 120	Introduction to Computers	35	17	14	40%
CAPP 131	Basic MS Office	88	52	18	20%	CAPP 131	Basic MS Office	53	30	17	32%
CAPP 156	Microsoft Excel	9	4	5	56%	CAPP 156	Microsoft Excel	45	6	18	40%
Core VII Health						Core VII Health					

ACT 106	BEGINNING CONDITIONING & FITNESS	10	3	7	70%	ACT 106	BEGINNING CONDITIONING & FITNESS	12	6	6	50%
ACT 150	BEGINNING YOGA	8	3	5	63%	ACT 150	BEGINNING YOGA	26	4	18	69%
HTH 110	Personal Health and Wellness	10	3	6	60%	HTH 110	Personal Health and Wellness	22	3	9	41%
NUTR 221	BASIC HUMAN NUTRITION	na			#VALUE!	NUTR 221	BASIC HUMAN NUTRITION	39	8	14	36%
PSYX 150	Drugs & Society	na			#VALUE!	PSYX 150	Drugs & Society	15	2	9	60%
PSYX 182	PSYCHOLOGY OF STRESS MANAGEMENT	10	3	7	70%	PSYX 182	PSYCHOLOGY OF STRESS MANAGEMENT	NA			

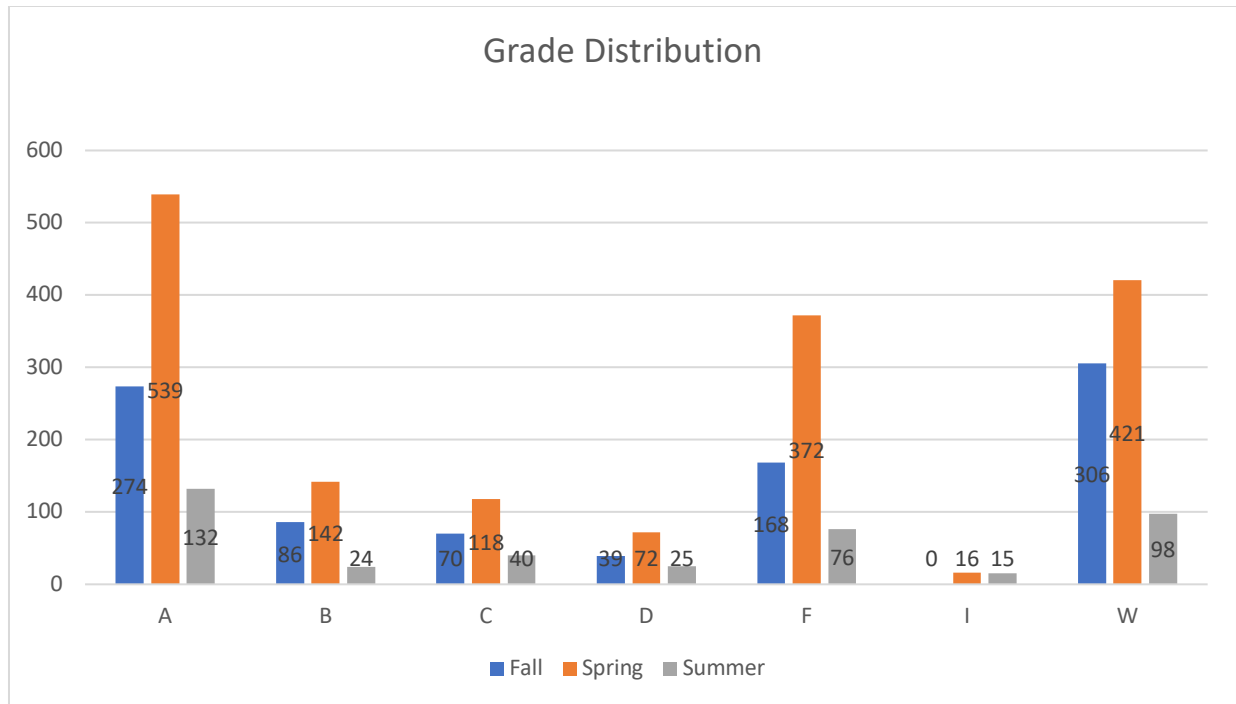
Completion rates are shown for each semester of the academic year. Core completion rates present enrollment and passing rates but are not an adequate measure of what students learning or how well they are mastering tasks required for their occupations. When compared to the fall semester for the previous four years, completion rates are consistent with one another. Academic programs have established thresholds for completion and a further analysis of program thresholds are being reviewed, especially those that 50% of the class is not completing the course.

General Education Requirements for AA/AAS		F 20	F19	F18	F17	F16
Core I Communications						
COMX 111	Intro to Public Speaking	69%	61%	55%	46%	63%
WRIT 101	College Writing 101	33%	37%	40%	47%	57%
WRIT 102	College Writing 102	50%	68%	91%		
Core II Mathematics and Science						
M 121	College Algebra	38%	46%	59%	61%	50%
M 145	Mathematics and Liberal Arts	50%	50%	0%	67%	40%
BIOB 160	Principles of Living Systems	11%	11%	48%	32%	50%
BIOH 201	Human Anatomy & Physiology 1	0	50	100%	89%	75%
CHMY 121	Introduction to Chemistry	60%	78%	33%	60%	80%
CHMY 141	College Chemistry 1	0	25%	50%	75%	50%
PHSX 105	Fundamentals of Physical Science	0	80%	100%	33%	40%
Core III Arts and Humanities						
ARTZ 211	DRAWING I	0				
CRWR 240	INTRO CREATIVE WRITING WORKSHOP	0				
LIT 110	Introduction to Lit	56%		69%	70%	42%
LSH 202	WORLD HUMANITIES	77%				
NASX 121	Introduction to Nakona Language	50%	54%	33%	47%	91%
NASX 131	Introduction to Dakota Language	58%	36%	61%	25%	57%
Core IV Social Sciences						
ECNS 201	Principles of Macroeconomics	50%	42%	75%	83%	33%
HSTA 101	American History	67%	43%	25%	25%	71%
HSTA 225	Montana History	100%		33%	50%	80%
HSTR 101	Western Civilization	0	43%	80%	38%	50%

PSYX 100	Introduction to Psychology	48%	48%	65%	67%	50%
SOCI 101	Introduction to Sociology	41%	50%	55%		
Core V Native American Studies						
NASX 105	Introduction to Native American Studies	58%	52%	36%	39%	42%
NASX 117	History and Culture of Fort Peck Reservation	56%	62%	48%	43%	40%
NASX 205	US Indian History	100%	100%	75%		
Core VI Technology						
CAPP 114	Microsoft Word	0		0%	0%	42%
CAPP 120	Introduction to Computers	25%	57%	60%	20%	15%
CAPP 131	Basic MS Office	20%	39%	30%	34%	27%
CAPP 156	Microsoft Excel	56%	50%	0%	0%	66%
Core VII Health						
ACT 106	BEGINNING CONDITIONING & FITNESS	70%				
ACT 150	BEGINNING YOGA	63%				
HLTH 104	Health In Focus	60%		0%	0%	0%
HLTH 110	Personal Health and Wellness	0	82%	70%	28%	52%
NUTR 221	BASIC HUMAN NUTRITION	0				
PSYX 150	Drugs & Society	0				
PSYX 182	PSYCHOLOGY OF STRESS MANAGEMENT	70%				

GRADE DISTRIBUTION REPORT ACADEMIC YEAR 2020/2021

FPCC has an unusual pattern for grade distribution. For the courses offered during the academic year, the grade distribution is as follows.



GRADUATES

Fort Peck Community College was granted accreditation by the Northwestern Commission, known today as Northwest Commission on Colleges and Universities (NWCCU) 1991 and nearly three decades later, FPCC remains compliant with accreditation standards. The information provided below illustrates the graduate information for the academic year, a five-year view, and a historical view.

Academic Year

During the academic year of 2020/2021, students had the option to enroll in 26 different degree program, and 21 programs awarded, 62 degrees at the completion of the academic year. The graph below indicates the number of degrees awarded during the academic year 2020/2021.

Degrees awarded in 2020/2021 support cumulative data indicating that General Studies was popular with 14 students receiving a degree in General Studies. The table below represents the number of degrees awarded by program in AY 2020/2021.

Cert	Accounting Technician	1
Cert	Auto-Cert	2
AAS	Automotive Technology	1
AA	Business Administration	6
Cert	Business Assistant	2
AAS	Business Technology	1
AA	Chemical Addiction Studies	6
Cert	Cultural Arts	5
Cert	Diesel Technology	1
AA	Education	1
AA	General Studies	15
AA	Human Services	2
Cert	Information Technology	1
Cert	Information/Network Technology	1
Cert	Lay Advocate/Paralegal	4
AA	Native American Studies	2
AA	Psychology	4

AA	Social Work	3
AAS	Tribal Governance & Administration	1
Cert	Truck Driving	2
Cert	Weld Cert	1

Five Year Picture

When compared with data for the last five years, Associate of Art programs remained the leading degree offered at Fort Peck Community College, and certificate programs remain competitive with the degree awarded at Fort Peck Community College over the last five years.

Degree	2017	2018	2019	2020	2021
Associate of Art	14	19	22	27	36
Associate of Science	0	3	9	3	4
Associate of Applied Science	10	3	7	1	3
Certificates	19	0	0	13	19
	43	25	38	44	62

By examining the trends in degrees earned by FPCC graduates, administrators and instructors can better understand the educational demands of potential students. In the past decade, FPCC has consistently graduated a high number of students with General Studies degrees. The high number of students graduating with AA might indicate students plan to continue their post-secondary education. The table below support the graph above by providing a breakdown of number of graduates in each program of study for the past five years.

AA Degree	2017	2018	2019	2020	2021	Total
Business Administration	4	4	4	2	6	20
Chemical Addiction Studies	1	1	3	1	6	12
Education	1	0	2	5	1	9
General Studies	4	11	12	14	11	52

Human Services	0	2	0	1	2	5
Native American Studies/AIS	0	0	0	0	2	2
Psychology	4	1	1	1	4	11
Social Work	*	*	0	3	3	6
Tribal Governance/Administration	*	*	*	*	1	1
Total AA	14	19	22	27	36	118
AS Degree	2017	2018	2019	2020	2021	Total
Biomedical	0	0	2	0	0	2
Computer Technology	0	0	0	0	0	0
Environmental	0	0	1	1	0	2
General Studies	0	0	4	2	4	10
Pre-Engineering	0	0	2	0	0	2
Pre-Health/Pre-Nursing	0	3	0	0	0	3
Total AS	0	3	9	3	4	19
Associate of Applied Science	2017	2018	2019	2020	2021	Total
Automotive Technology	0	1	1	1	1	4
Building Trades	0	*	*	*	*	1
Business Technology	0	1	2	0	1	4
Business Assistant	0	1	0	0	0	2
Computer Technology	0	0	0	0	0	1
Communication Technology	*	*	*	*	0	0
Inf/Network Technology	*	*	*	0	1	1
NLI	*	*	4	0	0	4
Total AAS	10	3	7	1	3	27
Certificate	2017	2018	2019	2020	2021	Total
Accounting Technician	4	0	0	1	1	6
Automotive Technician	2	0	0	2	2	6
Building Trades	3	*	*	*	*	3
Business Assistant	1	0	0	1	2	4
Cultural Arts	*	*	*		5	5

Desktop Support Technician	2	*	*	*	*	2
Diesel Technology	3	0	0	0	1	4
Electrical Line Worker	3	*	*	*	*	3
Graphic Web Design	0	0	0	1	*	1
Heavy Equipment	*	*	*	*	*	0
Information Technology	*	*	*	3	1	4
Lay Advocate/Paralegal	*	*	*	3	4	7
Media	*	*	*	*	0	0
Truck Driving	0	0	0	2	2	4
Welding*	1	0	0	0	1	2
Total Certificates	19	0	0	13	19	51

Montana Tribal College Comparison

Measuring success at tribal colleges is done in several ways including IPEDs and the American Indian Measures of Success (AIMS). The federal Department of Education's data relies upon a strict formula to calculate the retention at higher education institutions, which focuses on full-time students and assumes they graduate quickly, which may not be the case in Tribal Colleges. College. To address the fallacies of the IPEDS report, AIHEC established the AIMS Survey under the current student records system, to assist the college with American Indian student achievement. This data is submitted annually to AIHEC and available upon special request.

The data below is reported to American Indian Higher Education Consortium annually in the AIMS Survey.

Fall enrollment for the Montana TCUs include the enrollment of full time and part time students. Salish Kootenai College has the largest enrollment with 661, and ANC had the lowest with 145. Chief Dull knife had not reported fall numbers for 2021. SKC does offer bachelor's degree programs, while the other six TCUs only offer Associate Degree programs.

TCU	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Aaniiih Nakoda College	291	228	177	135	133	159	144	145
Blackfeet Community College	475	426	399	351	316	364	395	297
Chief Dull Knife College	197	129	173	197	189	154	0	
Fort Peck Community College	348	346	378	339	306	345	320	570
Little Big Horn College	264	277	270	248	308	210	380	270
Salish Kootenai College	859	801	835	816	749	710	716	661
Stone Child College	211	198	230	537	293	268	308	373

Retention rates also reported suggest that Fort Peck Community College has a retention rate of 33% from the fall of 2019 to fall of 2020 and %% from Fall 2020 to Fall 2021. Data for other TCUs was not available at report tiem. The table below demonstrates the retention rates for Montana Tribal Colleges for the past five years.

TCU	Retained Fall 2014 to Fall 2015	Retained Fall 2015 to Fall 2016	Retained Fall 2016 to Fall 2017	Retained Fall 2017 to Fall 2018	Retained Fall 2018 to Fall 2019	Retained Fall 2019 to Fall 2020	Retained Fall 2020 to Fall 2021
Aaniiih Nakoda College	64%	45%	59%	54%	58%		
Blackfeet Community College	50%	36%	9%	41%	41%		
Chief Dull Knife College	45%	42%	21%	33%	14%		
Fort Peck Community College	15%	69%	43%	38%	34%	33%	40%
Little Big Horn College	33%	38%	79%	83%	31%		
Salish Kootenai College	50%	m	m	m	52%		
Stone Child College	37%	52%	m	69%	56%		

Employee Satisfaction Summary

Results were recorded and tallied using Microsoft Excel and are not intended to be used for institutional improvement and communication purposes only. A total of 61 survey responses were received. Overall, 62% of the staff surveyed are satisfied to very satisfied with their jobs and felt FPCC provided them the proper equipment to protecting themselves during the COVID-19 pandemic.

Overall, that survey results suggest staff to believe in Fort Peck Community College, but there is always room for improvement. Below are the highlights of the survey.

- 57% have confidence in FPCC leadership
- 44 % strongly agree the policies and procedures reflect the institutional mission while 4% disagree.
- 55% strongly agree FPCC is an equal opportunity employer
- 62% strongly agrees that FPCC proves them with the tools and technologies to do their job. A remaining 31% agreed, and 4% had no opinion.
- 64% strongly agreed they had a good working relationship with their supervisor.
- 50% strongly agreed their supervisor values their feedback when making decisions, 38 % agreed, and the reaming 12% either disagreed or didn't have an opinion.
- 57% strongly agreed their supervisor is an effective manager while 33% agreed and remaining 10% either disagreed or didn't have an opinion.
- 22% strongly agreed communication amongst departments is effective and done in a timely manner. 36% agreed, 22 % didn't have an opinion and 13% disagreed.
- 37% felt that FPCC employees display themselves professional when working with students, 40% agreed, and 16% didn't have an opinion.
- 31% are satisfied with the professional development opportunities at FPCC, 48% agreed, and 15% didn't have an opinion, while 3% disagreed.
- 45% felt that facilities at FPCC are well maintained during the pandemic, and 40% agreed, 8% didn't have an opinion and the remaining participants disagreed.
- 48% strongly agreed their work environment was clean.
- 60% strongly agreed FPCC provided them with the proper PPE equipment to adhere to CDC guidelines.

Other comments who participated in the survey include:

Staff member says “my work at FPCC is amazing. I love my job, my boss is professional, sets standards for everyone including herself. Best job, I have ever had”

Staff member says “certain members of the business office are very unprofessional and border line bullies of other staff and I don't believe they are held accountable. The communication structure between departments, professional development opportunities and employee morale could use some improvement.

Staff member says “I wish we would clean up our buildings a little better, fix paint, holes in walls, make them clean and presentable. Some of our buildings are pretty disgusting”

Staff member says. “Thanks for all the financial help. It was wonderful surprise and very much appreciated”

Staff member says “overall, FPCC is a great place to work. I feel we did a great job at accommodating the community and students during the Covid period. It certainly was a new way to offer courses virtually and widened our availability for access to education”

Faculty member says “Its been a rough semester with Covid. Things were up and down. I feel we could have been more informed about decisions that were made. I was surprised at Thanksgiving, nothing was done for Poplar students. I know they get money, but a token would have been nice. Dumont gave out pies”

Faculty says “FPCC admin, IT and board have been so proactive with COVID. Always protecting and aware of faculty, staff, students in their decisions. The you for all your support as adjunct, so appreciated. I love being a part of the FPCC team and look forward to spring semester.

Admin says “few employees not held accountable for their job duties and their attendance and abuse of leave, which causes discord and low morale amongst employees”.

Conclusion

In the end, Fort Peck Community College is devoted to promoting excellence in academic and vocational education, as well integrating programs with up-to-date instructional methodologies that improve the student learning and retention levels.

- FPCC purchased Canvas in 2020 to accommodate the COVID 19 pandemic. This has been instrumental in not only teaching with uncertainty of closure but has allowed enrolled members off reservation to take advantage of FPCC opportunities.
- FPCC assessment policy is finalized but continues to grow each year with the assistance of ATD. FPCC is now reviewing withdrawal rates, grades, and performing focus groups to gain information on old and new academic programs.
- Dual credits continue have strong support from the local school systems and neighboring communities.
- Summer enrollment varies, however, analysis of courses offered in the summertime are not consistent. In the summer of 2021, a variety of general education courses were offered. The intention behind this is to attract students who may want to improve their grade, or lower their credit load the following semester, ensuring a timely graduation.
- General Studies is most popular amongst degree programs.
- Retention of students in programs could improve overall completion and graduation rates. ATD is working with FPCC to improve in this area.
- In order to fully understand a graduate's intention, FPCC could implement a graduate survey to identify graduates continuing education plans, FPCC could work with those students to assist them in their continuing education efforts beyond FPCC. More

importantly, understanding the student concerns through course evaluations and barriers students face to complete their college degree could improve the graduate rate.

- Fall to Fall Retention Rate for first time students has remained consistent the past five years.
- Program review and curriculum reviews are critical to recruiting and retaining students. Some programs have been part of the institution for several years but lack students and graduates. Are programs enrolling and graduating students to sustain the program? What is the demand for the program?
- All things considered, FPCC believes in providing culturally relevant curriculum and activities promoting beliefs, customs, and history of American Indians on the Fort Peck Assiniboine and Sioux reservation.

Other Assessment Activities

- Assessment Policy Completed
- NWCCU Report due in Fall 2022
- Employee Satisfaction Survey completed in December 2021.
- Student Profile completed
- Course Evaluations completed
- ATD Assessment Needs/KPI Report
- Evaluation of Advising Surveys
- Academic Review Plan/Process in Progress
- Advising Plan and Review Completed
- Several technology platforms have been purchased to improve academic programs