



**Year Seven-Evaluation of Institutional Effectiveness
Fort Peck Community College
August 3, 2022**

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Institutional Overview

Developed in 1978, Fort Peck Community College (FPCC) is a tribally controlled community college recognized and defined by the US Government, based on the federal act: PL 95-471. FPCC is located on the Fort Peck Indian Reservation. Located in the northeastern corner of Montana, the reservation is the home of the Assiniboine and Sioux people, and it is the 9th largest reservation in the United States and 2nd largest in 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) and Glasgow (70 miles).

FPCC was granted accreditation by the Northwest Commission on Colleges and Universities (NWCCU) in December of 1991, with accreditation being reaffirmed following a mid-cycle evaluation in 2018 and the Policies, Regulations, and Financial Review (PRFP) in the Fall 2021. Initially beginning in an old government agency building with one classroom, the college just recently added a six-bay CDL/Truck Driving building, an 800-sq. ft. addition on the Science Building, the paving of a main thoroughfare through the Poplar campus, several appealing infrastructure improvements across both campuses, and the purchase of a 6000-sq. ft. former Masonic Temple adjacent to the Wolf Point campus. In total, FPCC has 30 buildings comprised of a total of 340,523 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 31 career and technical programs, with nine Associate of Arts programs, seven Associate of Applied Science programs, five 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.

On December 4, 2020, FPCC was granted distance delivery. With this approval, FPCC purchased Canvas as their Learner Management System and faculty were provided professional development opportunities to integrate Canvas into their distance delivery courses. The following programs were approved for distance education

- Associate of Arts programs approved includes Business Administration, Education, General Studies, Native American Studies, Tribal Governance and Administration.
- Associate of Applied Science Programs includes Business Technology, Communication Technology, and Information Technology, Social Work, Chemical Addiction Studies, and Psychology.
- Associated of Science Programs include Biomedical Science Environmental Science, General Studies, and Pre-Health Pre-Nursing.

- Certificate programs include Accounting Technician, Business Assistant, Information Technology, Lay Advocate/Paralegal, and Media Technology.

Fort Peck Community College has also purchased several digital platforms to compliment the Learner Management System. To date, FPCC has integrated Watermark Solutions including Planning and Self Study, Curriculum Strategy, and Course Catalog. In the late summer 2022, FPCC will integrate Course Evaluations and Surveys.

FPCC employs 17 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 FY2022 operating budget is approximately \$8 million.

The unduplicated head count has remained consistent over the last several years. From 2016 to 2021, the average unduplicated enrollment was 337 for the fall semester and 395 for the spring semester. When FPCC was granted approval for distance delivery education, the five-year average enrollment increased to 376 for fall and 464 for the spring semester. Native American student enrollment averaged 75% for Academic Year 2021-2022, and the average median student age for the same period was 33.5

FPCC is governed by a nine-member Board of Director and Haven Gourneau is the President of FPCC as of May 2014.



APPENDIX J:

INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- ☒ There was broad participation/review by the campus community in the preparation of this
- ☒ report. The Institution remains in compliance with NWCCU Eligibility Requirements.
- ☒ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Fort Peck Community College

(Name of Institution)

Haven Gourneau

(Name of Chief Executive Officer)

Haven Gourneau

(Signature of Chief Executive Officer)

08/01/22

(Date)

Institutional Update Changes

Fort Peck Community College (FPCC) is committed to providing quality education by developing programs and courses that accommodate American Indian students and the Assiniboiné and Sioux Reservation Community members. Inspired by the mission to offer academic programs to earn college credit, serving its constituency by maintaining occupational training programs, and supporting community events, the college has implemented several changes since the last comprehensive report to NWCCU in 2015.

Major changes since 2015:

FPCC Board Leadership: The current board chairman has been on the board since January of 2019. Two of the current board members represented FPCC Board of Directors. It is known that FPCC Board Policy states that board members service for two years, however, current board members have the option to renew their terms. If the vote is in favor by current board, the member will serve another term.

The **Academic Vice President** in 2015 was Wayne Two Bulls. In June 2020, the position was vacated, and an interim was placed. Carrie Schumacher, (Ed.D, (a.b.d)) has been serving as the interim AVP since July 2020. The advertisement for the position was published in the fall of 2020, however, with the COVID-19 Pandemic, the FPCC Board of Directors determined it was best to hold off on hiring until the pandemic had slowed down, and proper planning and assessment was put in place.

Academics

In 2019 FPCC was approved for the following:

- Add Certificate Program in Cultural Arts (31 Credits)
- Add Associate of Applied Science in Native Language Instructor (60 credits)
- Change of Existing Name for the following: Computer Technology to Information/Networking Technology, Certificate of Applied Science from Graphic Web Design to Media Technology, and Certificate program from Desktop Support Technician to Information Technology
- Change of Name of Associate of Arts Degree from Human Services to Social Work
- Add Associate of Applied Science in Communication Technology

In 2020, FPCC was approved to offer distance education. FPCC purchased Canvas as their Learner Management System (LMS) and in August began integrating courses into the LMS platform. Today, all courses are available on Canvas. Not all courses are available via distance learning. The approved courses for distance learning include:

Program Name	Degree Level	Degree Type
Business Technology	Associate of Applied Science (AAS)	Associate of Applied Science (AAS)
Communication Technology	Associate of Applied Science (AAS)	Associate of Applied Science (AAS)
Information/Networking Technology	Associate of Applied Science (AAS)	Associate of Applied Science (AAS)
Business Administration	Associate of Arts (AA)	Associate of Arts (AA)
Education	Associate of Arts (AA)	Associate of Arts (AA)
General Studies	Associate of Arts (AA)	Associate of Arts (AA)
Native American Studies	Associate of Arts (AA)	Associate of Arts (AA)
Native Language Instructor	Associate of Arts (AA)	Associate of Applied Science (AAS)
Tribal Governance & Administration	Associate of Arts (AA)	Associate of Arts (AA)
Biomedical Studies	Associate of Science (AS)	Associate of Science (AS)
Environmental Science	Associate of Science (AS)	Associate of Science (AS)
General Studies	Associate of Science (AS)	Associate of Science (AS)
Pre-Health/Nursing	Associate of Science (AS)	Associate of Science (AS)
Accounting Technician	Certificate	Certificate (30 semester or 45 quarter credits)
Business Assistant	Certificate	Certificate (30 semester or 45 quarter credits)
Information Technology	Certificate	Certificate (30 semester or 45 quarter credits)
Lay Advocate/Paralegal	Certificate	Certificate (30 semester or 45 quarter credits)
Media Technology	Certificate	Certificate (30 semester or 45 quarter credits)

Availability of information varies depending on the structure and delivery of the course. FPCC also purchased several platforms including Cengage (digital books), and Watermark Insights to accommodate the new era of distance delivery and student success in an online environment.

In 2021, FPCC was approved to add the following programs: Associate of Arts in Early Childhood Education, Associate of Science with Chemistry Option, Associate of Science with Biology option. All programs will have 50% or more of program available via distance education

In the end, FPCC continues to adopt changes to programs and courses continuing to lead to student success. The purchase of technology platforms will continue to accommodate distance delivery of programs, as well as improve the success of academic programs and students at FPCC.

Student Support Services

FPCC Student Success Vision Statement: Fort Peck Community College is a safe and welcoming community for students to achieve academic, career and cultural goals.

The Student Services was established to meet the unique educational and individual needs of the students of FPCC. Student Services helps students accomplish their goals in life through direct and continuous participation in the education process. Student Services acts as an advocate for students by counseling and working with individual students and student groups, as well as with other campus offices and divisions, to create a community atmosphere. Student Services provides many support services to address the holistic needs of the student body through both in-person and virtual platforms.

FPCC continues to provide timely and responsive support services with the overarching goal of optimizing student success. An important strategical component of FPCC's student success initiatives was developed through partnerships with Achieving the Dream (ATD) back in 2016. With the help of ATD coaching and core teamwork, FPCC's Student Support Services created a Student Success Workplan with measurable goals and Key Performance Indicators (KPIs), all of which centered around increasing responsiveness to the holistic needs of students. FPCC met the student success challenge by addressing certain priority areas such as being able to provide students with access to academic, vocational, and other opportunities and supports that enable them to realize their intellectual, career, social, and cultural needs. By integrating best practices, FPCC was able to achieve an increase in enrollment in AY 2015/15 through AY 2021/22.

Many institutions in higher education experienced significant disruptions to persistence and retention services during the COVID-19 Pandemic. In response to this challenge, FPCC was able to leverage multiple funding sources from federal, state, tribal, and private sector funds to provide holistic student supports in areas such as technology, mental health services, food, and housing security, and online tutoring services, and tribally culturally responsive practices. Nearly all aspects of enrollment were reevaluated and optimized, including the support services from the onset of enrollment and through the graduation process. During the Spring 2022 Semester, Student Support Services assisted in providing a record-breaking enrollment of 700 students, of which were a blend of online/remote and in-person students. The Spring 2022 Semester also resulted in a record-breaking graduating class of 80+ students. Student Support Services was able to provide opportunities and access supports that contributed to these institutional records which was in contrast to national and regional institutional rates, which reported much lower enrollment and graduation rates. From Spring 2020 – Spring 2022 Semesters, over 400+ laptops and 100+ internet plans were provided to students free of charge, and over \$50,000 in emergency student aid was provided to students in response to the increase of students needs as a result of the COVID-19 Pandemic.

Support Services at FPCC integrated multiple forms of technology to meet the student success challenge. In the Fall 2021 Semester, FPCC purchased a program called TalkSpace, which provides professional online mental health services for FPCC students 24 hours, 7 days a week, 365 days per year. The Buffalo Chasers Podcast was officially launched in September 2020 in response to the COVID-19 Pandemic. from FPCC's Student Services Department. The podcast provides consistent hour-long content, which is facilitated and co-hosted by Tommy Christian (Cultural Liaison) and Earl Bullhead (Cultural Consultant), and Elijah Hopkins (VP for Student Services). The Buffalo Chasers Podcast leverages digital platforms such as Zoom Video Conferencing, Facebook, and YouTube to connect FPCC cultural resources with students to enrich and enhance the FPCC student experience. During the initial phases of the COVID-19 pandemic, the podcast has proven beneficial for student success by connecting students to important aspects of student wellness including cultural identity. Campus cultural resources were operationalized to meet the unique challenges of student mental health, cultural awareness of indigenous history and legacy, and student-community engagement. The podcast promotes inclusiveness at the student, campus, and community levels through video conferencing and social media.

The weekly Buffalo Chasers Podcasts and the weekly Virtual Talking Circles help increase students' engagement and acceptance of information technology by learning the nuances of these platforms. Students are exposed to live conversations with the options of joining the video conference calls directly and communicating with full video and audio, or by simple chat/messaging options via Zoom. This virtual aspect of student engagement is another aspect of retention under the Buffalo Chaser model of Student Success.

Since the podcast's inception, students, employees, and community members alike have provided positive feedback. Every Thursday from 3 - 4 pm, the podcast is delivered via campus-wide Zoom Meeting invite to all employees and students through a mass notification system. The Zoom meeting is streamed live on the Fort Peck Community College Facebook page. The podcast's reach is immense when considering the various digital platforms used to stream and archive the video and audio content: Facebook, Instagram; YouTube; Apple Podcast; Google Podcast; and Spotify. Viewers are the local population and include international viewership throughout the U.S. and Canada. Each week the podcast incorporates

a traditional prayer and mental health topic, which is then discussed through the views of the co-hosts and employee or student participants on zoom. The FPCC official school song is played in its entirety at the very beginning and ending of the podcast.

COVID/HERFF Funded Projects under the supervision of the Office of the Vice President for Student Services:

- #32: Covid Mobile Testing Units Project (\$155,000)
- #33: Cultural Liaison Officer Project (\$114,000)
- #34: Covid Safe Tutoring Center Project (\$44,000)
- #35: Student Technology Project (\$232,000)
- #36: Land-based Learning Project (\$60,000)
- #37: Student Fitness Project (\$3,000)
- #38: Online Language Preservation Project (\$288,000)
- #39: Buffalo Chasers Podcast Project (\$50,000)
- #40: Dormitory RA Worker Project (\$50,000)

Dropout Detective Program was implemented in Fall 2021 to increase responsiveness to the student retention challenge. Dropout Detective is a software solution that integrates inside Canvas to display real-time data that helps identify at-risk students. This robust tool can be used by administrators, advisors, and instructors to help increase student retention

Facilities

The college continues to expand as the demand for academic programs increase, as well as the enrollment numbers that contribute to campus growth. The college maintains an internal construction crew that builds, renovates, and rehabilitates the facilities and infrastructure across the campuses in both Wolf Point and Poplar. The institution continually monitors to need and use of existing facilities and infrastructure, while planning for continued growth and upgrades.

Since 2015, the college's construction crew has been busy addressing the facilities and infrastructure needs of the campuses. The infrastructure needs addressed include:

- New Sidewalks
- Replace Existing Sidewalks
- Curbing
- Fencing
- Landscaping
- Concrete Parking Lots
- Vehicles
- Trailers

The facilities upgrades include:

- Science Lab Addition to Science building
- New entrance to the Greet The Dawn building, the main Administrative facility
- Renovation of the building purchased to house the FPCC Wolf Point Wellness Center

- New Truck Driving/CDL building
- New Faculty Housing unit in Poplar

Technology

FPCC has maintained and scaled its technology infrastructure, applications, and services to keep up with the rising demands of enrollment and remote learning.

FPCC has focused on improving infrastructure by engineering a fiber project that will connect all its Poplar properties together in a single fiber backbone network. This will provide a single path for all facilities to communicate with each other, the internet as well as unifying the telephon and analytic exterior security systems. This, combined with applications, will reduce overall costs, increase service speeds, provide a wider area of student access, and increase security both locally and remotely. The project will go out for bid August of 2022. There are many aspects of the infrastructure that are in place already, including edge devices, cloud services, access points, access control doors, analytic cameras, and physical plant notification systems. FPCC has also modified all its onsite student pc areas to accommodate safe spacing with remote access tools and devices.

New applications have been designed and implemented including cloud active directory services, cloud-based network VPN services (connection remote campus), LMS (Canvas), student portal (JICS scaling to J1), cloud based, integrated campus software (Jenzabar) and cloud-based access control system. FPCC has also tied its current virtual notification system (Regroup) to its physical plant notification system (Alertus) for mass communication to all students, staff, and campus presence. Smaller applications have been scaled to Canvas (Dropout Detective and Instructor Insight) to improve retention, real time alerting of student success and instructor proficiency. FPCC has also added application programming interfaces to automate the real time updating of Canvas from Jenzabar, student account creation and automated student application and communication, all with the focus of providing greater opportunity for students to interact, conduct business, succeed in the classroom, while remaining virtual and safe during the COVID era.

Services that FPCC has expanded on, with regards to technology, include device distribution program, virtual tutoring services, remote class options (both synchronous and asynchronous), and virtual mental health counseling. FPCC has focused on institutional development for deploying said services and training its staff to be able to handle the increasing volume of virtual communication with students, each other, and the outside world. FPCC can conduct business no matter what stage of safety the institution faces.



Response to Previous Review

In the Fall 2021 Fort Peck Community College underwent the Northwest Commission on College and University's (NWCCU), year six, Policies, Regulations, and Financial Review (PRFR). On February 18, 2022, NWCCU found that FPCC was in compliance with the review and determined areas for improvement. NWCCU recommendation believes

- For standard 2.D.1 it is important to give examples of this work and how policy or process is followed. Programmatic info was provided, however, lacked much of the specifics around ADA, 504, and EE. The committee believes there is an opportunity to show higher level of compliance relates related to examples of the policies in play in the EIE and request the institution supply additional evidence and narrative to demonstrate compliance.
- For standard 2.G.3, the committee recommends ensuring that all programmatic requirements be consistently listed in a clear place for all programs that request. For example, pre nursing was missing testing, make sure to clean up to accurately list all requirements for programs.
- For standard 2.G.6, it appears the college is managing advising resources for students, the report appeared to lack an evaluation process for advising. They will be important as you continue to build and measure learning outcomes. The committee suggests exploring using a CAS review process to ensure learning outcomes and evaluation of advising occurs and modifications to the delivery is documented.
- For standard 2.H.1, The committee recommends ensuring that all programmatic requirements be consistently listed in a clear place for all programs that request. For example, pre nursing was missing testing, make sure to clean up to accurately list all requirements for programs.
- For standard 2.I. 1, the committee has the following suggestions in preparation for the year seven visit, there does not appear to be a technology master plan process, the master plan appears to be built off capital plan and delineating the capital plan is separate or the same as a facilities masterplan would be good prep for your year seven visit. Additionally, there was no hazardous waste plan or an equipment replacement plan.

Responses to these recommendations are addressed in the institutions year seven Evaluation of Institutional Effectiveness (EIE), which is also being submitted with this report. This report is required to address the recommendations mentioned above.

2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

NWCCU Response	FPCC Response
For this standard it is important to give examples of this work and how policy or process is followed. Programmatic info was provided, however, lacked much of the specifics around ADA, 504, and EE. The committee believes there is an opportunity to show higher level of compliance relates related to examples of the policies in play in the EIE and request the institution supply additional evidence and narrative to demonstrate compliance.	<p>FPCC Academic Degrees and Programs are disseminated annually (Fall, Spring, & Summer Semester) in both digital and physical formats. Digital formats include flyers/posters that are shared across campus via email. These publications are also posted on official FPCC social media platforms such as Facebook and on the FPCC webpage. Professional quality videos highlighting academic offerings are also posted throughout all digital FPCC platforms, i.e. email, FPCC webpage, and social media. FPCC's mission, values, programs, and services are included in publications and presentations related to student orientation, student success seminars programing, and in the FPCC Student Handbook.</p> <p>The Office of the Vice President for Student Services chairs the Recruitment and Retention Committee that will review the integrity and assurances that policies related to 2.D.1" FPCC is in the process of revising policy related to ADA, 504 and EE to ensure compliance and student success.</p>

2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

NWCCU Response	FPCC Response
The committee recommends ensuring that all programmatic requirements be consistently listed in a clear place for all programs that request. For example, pre nursing was missing testing, make sure to clean up to accurately list all requirements for programs.	Fort Peck Community College is in the process of developing an academic program review plan, in addition to the Watermark Self Study Platform. This plan will ensure that all written materials related to academic programs is accurate and if any national/state legal requirements are offered,

	<p>Fort Peck Community College has purchased the Watermark, Curriculum Strategy, Course Catalog, and Self Study and Planning platform. As information is changed in academic programs, changes are reflected in real time on the FPCC website. This platform also allows FPCC to adopt a systematic approach to reviewing academic programs, assessment, and planning documents.</p>
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2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

NWCCU Response	FPCC Response
<p>NWCCU Comment**Thank you for providing information on advising. As the college appears to be managing advising resources for students, the report appeared to lack an evaluation process for advising. They will be important as you continue to build and measure learning outcomes. The committee suggests exploring using a CAS review process to ensure learning outcomes and evaluation of advising occurs and modifications to the delivery is documented.</p>	<p>Fort Peck Community College has developed an enrollment advisor position. The intent of this position is expected to help new and returning students decide on the classes they want to take at Fort Peck Community College. The enrollment advisor will also provide details about the admissions process and requirements for admission, provide guidance in selecting courses to stay on their suggested program of study, student audits for successful completion of a program of study, and maintain communication with new students.</p> <p>With the approval of distance delivery, FPCC has revised its advising plan and, more recently, has purchased the Course Evaluations and Survey by Watermark. This platform will provide advisors with feedback from their advisees and ensure advising outcomes are met. Fort Peck Community College has developed an evaluation of advising, which will require a multi-step process:</p> <ul style="list-style-type: none"> • Formal faculty/staff training • Written standards of application • Feedback from students • Tracking student outcomes <p>This information is accessible on the FPCC website</p>

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2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services

NWCCU Response	FPCC Response
Overall, a great amount of content was provided and fulfilled most of the standards. The committee did notice that the report was missing a collection maintenance policy, essentially explaining how materials are chosen and the college's collections.	Fort Peck Community College adopted a Collection Management Policy in 2018. At the fault of FPCC, this file was not provided in the PRFR report.

2.I. 1 Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

NWCCU Response	FPCC Response
**After a review of the materials, the committee has the following suggestions in preparation for the year seven visit, there does not appear to be a technology master plan process, the master plan appears to be built off capital plan and delineating the capital plan is separate or the same as a facilities masterplan would be good prep for your year seven visit. Additionally, there was no hazardous waste plan or an equipment replacement plan	In May 2022, the FPCC Board of Directors approved the administration to move forward with a Growth Master Plan which will include master plans for technology and facilities.

Contributors

Fort Peck Community College Board of Directors

Executive Team: Haven Gourneau, Craig Smith, Rose Atkinson, Elijah Hopkins, Carrie Schumacher, Olivia Headdress

Accreditation Liaison Officer: Carrie Schumacher

Section Contributors: Haven Gourneau, Craig Smith, Rose Atkinson, Elijah Hopkins, Kylee Sears, Michelle Day, Jack Sprague, Loy Sprague, Jarett Medicine Elk

Exhibits and Attachments: Leigh Melbourne and Cindy Smith

Updated Core Themes

The successful integration of the planning efforts of Fort Peck Community College, consistent with its revised core themes, will be a key measure under the accreditation paradigm. Fort Peck Community College has identified four core themes: 1) Academics and Transfer Preparation, 2) Cultural Identity, 3) Special Programs, and 4) Workforce Preparation. Narrowing the focus to these areas is a vast improvement over previous accreditation reports outlining many different goals tied to the College's mission. Having too many goals was a weakness for Fort Peck Community College relative to tracking and reporting efforts. Without a focused approach, planning for and ultimately achieving desired outcomes is disorienting and frustrating.

The administration, staff, and faculty input developed new objectives and indicators to reflect the recent changes and developments at Fort Peck Community College. The institution has established objectives for each of its core themes and identified meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating the accomplishment of the objectives of its core themes. The baseline for each indicator will be established using the indicators reported on in 1.B.2.

ACADEMICS AND TRANSFER PREPARATION

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.

Fort Peck Community College has selected four objectives for this core theme.

1. Students will learn competencies and skills to complete an academic program plan and achieve educational goals.
2. FPCC faculty will engage in professional development opportunities on cultural and evidence-based practices in higher education.
3. FPCC will review and promote academic programs to help students meet their educational goals
4. Students are satisfied with their online learning experience at FPCC.

Objective One: Students will learn competencies and skills to complete an academic program plan and achieve educational goals.

Indicators associated with the objective one will measure the following:

- Retention Rates
- Persistence of students in academic programs from fall to spring
- # Of students enrolling in Student Success Seminar

- Pass/Fail rates by course
- # Of Student Graduates
- Course satisfaction surveys

The rationale for Indicators- The indicators are assessable because student counts by course, retention, persistence, pass/fail, 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 essential to determining how well Fort Peck Community College serves students. Students' perceptions about their educational experience and success are critical.

Objective Two: FPCC faculty and support staff will engage in professional development opportunities on cultural and evidence-based practices in higher education.

Indicators associated with objective two will measure the following:

- # Of professional development opportunities available to faculty
- Faculty development surveys
- # Of faculty participation each academic year

The rationale for Indicators- The indicators are assessable because Fort Peck Community College allows for professional development opportunities as part of their fiscal responsibility to faculty and staff, as well as results from faculty/staff development surveys. This information is meaningful to the administration and board of directors and ensures that professional development opportunities are equally important to student engagement and success.

Objective Three: FPCC will review and promote academic programs to help students meet their educational goals.

Indicators associated with objective three:

- Academic Program Review Plan and Process
- Number of submitted educational program plans by students
- Course Evaluation Summary
- Student Advising Surveys

The rationale for Indicators- These indicators are assessable because, recently, FPCC has purchased a platform to assist with Academic Review. FPCC has also hired an Enrollment Advisor to assist with advising students, ensuring their success and timely completion of their program of study.

Objective Four: Students are satisfied with their online learning experience at FPCC.

Indicators associated with objective four:

- Course satisfaction survey

- Distance Delivery Satisfaction Survey
- Advising Surveys

The rationale for Indicators: The indicators are meaningful because they reflect on the integration of the Learner Management System (Canvas) and provide the administration and board of directors with the information necessary for efforts to support the continuity of distance delivery education. It is also essential to determine how well Fort Peck Community College is serving students in an online environment. Students' perceptions about online experience are critical to distance delivery at FPCC.

CULTURAL IDENTITY

As a tribally controlled college chartered by the Fort Peck Assiniboine & Sioux Tribes, FPCC takes on the role, responsibility, and leadership in preserving, educating, and revitalizing the culture and history of the Fort Peck Assiniboine & Sioux Tribes.

Fort Peck Community College has selected three objectives for this core theme.

FPCC will promote cultural literacy throughout campus.

1. Develop cultural enrichment activities that increase Indian and cultural awareness amongst the residents and communities within the FPCC service area.
2. FPCC will assess the cultural, environmental factors and persistence factors.

Objective One: FPCC will promote cultural literacy throughout campus.

Indicators associated with objective one:

- Allow Nakoda/Dakota as a foreign language in the MUS system.
- FPCC employees will participate in cultural activities as professional development opportunities
- Student Enrollment/Transfer in MUS foreign language
- # Of staff/faculty who obtain credit or CEU in cultural arts.
- NASX curriculum

The rationale for Indicators: As a Tribal College, the institution strongly emphasizes promoting the Nakota and Dakota cultures. FPCC participates in the Montana University System, and most languages are offered at other institutions of higher education as a foreign language. FPCC can also assess professional development opportunities through staff/faculty development surveys, and staff and faculty obtaining additional degrees must be reported to the Human Resources office. Other data is related to student enrollment and CEUs is available at the institution level. The indicators are also meaningful because they address the mission of cultural identity by providing the knowledge of local history and multiple perspectives of the Nakota and Dakota people.

Objective Two: Develop cultural enrichment activities that increase Indian and cultural awareness amongst the residents and communities within the FPCC service area.

Indicators associated with objective two:

- The number of cultural activities and courses available for enrollment.

The rationale for Indicators: Fort Peck Community provides several credit opportunities and community activities related to the local culture. This information is an integral part of determining how well Fort Peck Community College is serving the Native American population of the reservation in preserving their culture and language.

Objective Three: FPCC will assess the cultural, environmental factors and persistence factors

Indicators associated with objective three:

- Persistence in NASX courses and programs
- Student enrollment and completion rates for Assiniboine and Sioux language courses
- Student enrollment and completion rates for traditional courses, student enrollment and completion rates for Assiniboine and Sioux arts courses
- Survey of students, staff, and faculty members to evaluate the current and long-term progress in NASX offerings and community events.

The 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.

SPECIAL PROGRAMS

As FPCC continues to evolve as an educational institution, it became apparent to the leadership and administration of the institution that not only was FPCC an educational asset to the reservation, but it was also viewed as the catalyst in the communities across the reservation for supporting, offering and providing Special Programs activities and programs.

Fort Peck Community College has selected two objectives for this core theme.

1. Provide the constituency of the reservation and surrounding region with access to quality, lifelong learning experiences.
2. Create, Implement, and Maintain a Community Advisory Board consisting of members from area schools, hospitals, courts, law enforcement, local business, etc.

Objective One: Provide the constituency of the reservation and surrounding region with access to quality, lifelong learning experiences.

Indicators associated with objective one:

- The number of dual credit offerings to local school districts
- The number of students enrolled in Dual Credit and Early College opportunities
- The number of career and job fairs FPCC participates in.
- The number of at large individuals participating in workshops and activities.

The 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 significant because they will provide multiple perspectives about the extent to which community members and students are achieving their learning experiences beyond the standard course offerings of College and secondary school.

Objective Two: Create, Implement, and Maintain a Community Advisory Board of members from area schools, hospitals, courts, law enforcement, local business, etc.

Indicators associated with objective two:

- The number of meetings held per month (minimum of 1)
- The number of participants on the community advisory board
- The number of community outreach projects (minimum of 6 per year)
- The number of articles of information (social media posts, emails, newspaper announcements, radio ads) shared with the community (ex: activities, tips, project ideas, etc.)

The rationale for indicators: The institution acquires information from the various members of the community advisory board. The indicators are meaningful because they address our community's accessibility to community programs, activities, events, issues, etc. The indicators are also significant because they will provide multiple perspectives on how the College engages its community members and students. The indicators will also help promote community activities and ensure that all community members can engage with various entities in the community.

WORKFORCE PREPARATION

Completing a [Certificate](#) or an Associate's degree program to obtain work and pursue employment opportunities is a goal for most FPCC students and is a crucial component of the institutional mission and purpose. With various 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 local business community's needs to upgrade and strengthen employee job skills.

Fort Peck Community College has selected two objectives for this core theme.

1. Provide quality professional/technical education for employment, skill enhancement, and career development.
2. Community and business partners are satisfied with students' technical skills and employability attributes.

Objective One: Provide quality professional/technical education for employment, skill enhancement, and career development.

Indicators associated with objective one:

- Student accomplishment of general education outcomes.

- Student accomplishment of vocational program-specific learning outcomes.
- Licensure/certification rate.

The rationale for indicators: The institution acquires information from various 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 general education outcomes. The indicator is assessable because data have been collected by the College and can be analyzed as to student success in attaining General Education outcomes. Faculty members have identified learning outcomes for each program and assessment measures, and faculty compile 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 significant because they will provide multiple perspectives about how students achieve identified outcomes.

Objective Two: Community and business partners are satisfied with students' technical skills and employability attributes.

- Placement Rate in the workforce
- Workforce surveys with local businesses
- Internship Opportunities

The rationale for indicators: This data is assessable because the information is available from the graduate exit survey and the relevance of programs. It is an essential component of the new Academic Program Review and Academic Plan processes to ensure students get the training required for their career goals. The indicators, Workforce surveys and increased internship opportunities are meaningful because they reflect why FPCC provides Academic programming to students. Students attend FPCC knowing they can get a job upon completion and that the program is relevant to their career goals.



Institutional Mission

1.A.1 Institutional Mission Statement

The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

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 regularly examined and discussed the contents of their mission statement 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. For the last 44 years, the mission statement has steered the college toward 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 provides a framework for FPCC's supporting programs and services.

The [mission statement](#) of FPCC 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 post-secondary and higher education institutions.

The College serves the constituency 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 mission statement 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 Assiniboine and Sioux Tribes.
- Emphasizes FPCC's efforts with students to aid them in achieving their goals.
- Acknowledges FPCC's responsibility to be responsive to community needs.
- Establishes a measure of excellence for which to strive.

FPCC's mission statement is published widely in most of the college's publications, reports, and brochures on the college's [website](#), the [course catalog](#), and the [annual report](#). The mission statement 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.

In 2011, through an inclusive discussion process with the board of directors, administration, staff, and faculty, FPCC identified four core themes. The core themes have remained consistent. During AY 2021/2022, the FPCC Board of Directors discussed and reaffirmed the core themes to guide the institution in decision making, strategic planning, and actions for institutional improvement.

Evidence:

[FPCC Annual Reports](#)

[FPCC Charter and BiLaws with Resolutions](#)

[FPCC Course Catalog](#)

[FPCC Website](#)

[Mission Statement](#)

[Student Handbook](#)

[Watermark Insights](#)



Improving Institutional Effectiveness

1.B.1 Continuous Improvement Process

The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

Fort Peck Community College engages in the regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments. FPCC's continuous assessment data collection and analysis system include broad campus involvement and a regular round of campus and outside surveys. FPCC collects relevant data that assists the institution's self-assessment through annual reports, strategic planning, departmental and individual assessment processes, and outside assessment requests as required by AIMS, IPED, and Achieving the Dream (ATD) groups. FPCC also uses the data to reflect on the and identify data sets to identify achievement gaps.

FPCC [Strategic Plan 2021 to 2024](#) is a focal point of FPCC's administration. Strategic planning became even more critical after the COVID-19 pandemic plagued the Fort Peck Indian Reservation. FPCC developed the most recent strategic plan in 2020 to continue planning efforts until 2024. However, even with a sound strategic plan in place, no educational institution can foresee all of the obstacles and challenges that will affect the attainment of goals, objectives, and activities within the strategic plans that guide the institution.

Amidst the COVID-19 Pandemic, the college administration requested approval for distance delivery. Upon approval in 2020, FPCC developed a [COVID Action Plan](#) to guide the institution during uncertain times. This plan was developed with staff and faculty input to effectively manage the day-to-day activities with academic programs and support services to deliver educational programming during the pandemic. In the following months, FPCC approved and funded the purchase of several [Watermark Insights](#) platforms. [Watermark Insights](#) is explicitly designed to aid Fort Peck Community College in documenting and monitoring the assessment of learning outcomes for core themes and strategic plan objectives, conducting academic review plans, manage curriculum changes and syllabi content for courses. The College will transition from TRACDAT and continue to enter the results of their assessment work in the Watermark Insights platforms. Watermark Insights will allow faculty, staff, and administrators immediate access to information. The information will serve as a tool for continuous assessment results, help make informed decisions about assessment activities for program reviews, and use the information to ensure improvements align with FPCC's mission. The FPCC administration will use the information entered into [Watermark Insights](#) to formulate strategies where improvements or adjustments are needed and make changes and updates to the College's academics and strategic planning efforts. This process has begun, and several samples are provided throughout the accreditation report.

Since the beginning, FPCC has been proactive and committed to engaging all staff and faculty in addressing student achievement from multiple perspectives. To manage student learning and achievement, administration, faculty, and staff must consider the means of

assessment and implement course and program learning outcomes that assess students' performance. Learning outcomes are assessed during the faculty orientation process, and, most recently, senior faculty are working to ensure outcomes align with the Montana University and industry standards.

FPCC has integrated different strategies into the institutional improvement process. These include the following:

Planning Process	Timeframe for Completion	Purpose and Use
Strategic Planning	Five years Reviewed quarterly	<p>FPCC administrators recognize the importance of an internal strategic plan, with departments and divisions across the institution engaged in developing, planning, and implementing the multi-year strategic plan that guides the College's activities and growth. The President's Executive Team, made up of the three Vice-Presidents of the College and the Business Manager, utilizes the contents of the strategic plan in making decisions and implementing activities that strengthen the mission and role of the institution in its service region. The FPCC Board of Directors, along with the President and Executive Team, meet annually to review, discuss and revise the strategic plan that covers five years.</p> <p>Late in 2022, that strategic plan will be integrated into the Watermark Insights platform and streamlined into Student Learning and Achievement for all academic programs. Administration, faculty, and staff will be assigned roles to ensure the strategic plan is on target for successful completion.</p>
Mission and Core Theme Planning	Annually	Core Themes are assessed through a set of indicators using appropriately defined data to evaluate the accomplishment of the objectives. Indicators were set using factors such as internal historical trends or external benchmarks such as IPEDS or AIMS/AKES. If no previous data was available, the Administrative Team set standards at what they considered to be an appropriate level, to be revised in an ongoing review of the appropriateness of indicators and measures.
<u>Program Learning Outcomes</u>	Continuous Assessment	The plan is a formal and annual aspect of the academic life of Fort Peck Community College to provide quality educational services and continuous program improvement. The program learning outcomes are published in the FPCC Catalog for each associate degree and one-year

		certificate program, general education, related instruction, library and learning resources, and information technology.
Degree and Certificates	The reviewed annually- This process will transition to Academic Program Review Plan on Watermark Insights.	Fort Peck Community College publishes a catalog every two years. The catalog contains the degree descriptions, core credit requirements, programs of study, and course descriptions. The class schedule for each semester is printed and distributed to students via advisors and student services. It is also posted on FPCC Website . There are several data documents that faculty members and administrators review to assess the effectiveness of degrees and certificates in meeting the FPCC mission and core themes.
Academic Review Plan	In draft stages and scheduled to pilot in the Fall 2023	This process will integrate the PLO process and will be implemented beginning in 2023. An Academic Plan Review Report will be provided to all faculty, administration, and Board of Directors.
Technology and Facilities Planning	Reviewed annually	FPCC is in the process of developing this plan and integrating it into a growth management plan. When completed, the plan will provide the administration and board of directors with short, medium, and long-term planning for capital expenditures and growth management.
<u>Academic Advising Plan</u>	Reviewed annually	Advising is a critical ingredient in students' transition to success in college. FPCC is committed to providing every student with meaningful academic advising. The overall outcome of advising is for students to understand the program of study selected and its requirements, select courses each semester that fulfill their education plan, and graduate with their intended degree.
<u>Retention Plan</u>	Reviewed Annually	The goal for the retention plan is to increase Student Success outcomes in areas of persistence and graduation rates through inter-departmental services.
<u>Assessment Plan</u>	Reviewed and updated annually	An assessment plan aims to design an institutional resource at Fort Peck Community College for all faculty, staff, and administrators. The plan articulates that the institution engages in an ongoing, participatory planning effort that provides direction for the institution and leads to the achievement of the

		intended outcomes of its academic programs and services, the accomplishment of its core themes, and the fulfillment of its mission.
Growth Management Plan	In the planning stages, institutionally and academic programs.	This plan will provide FPCC with supporting evidence to evaluate the overall growth of the institution, make suggestions where improvements can be made, and guide the board and administration in decision-making processes concerning the campus facilities, academic and vocational offerings, campus housing, and campus security, budgets, and fundraising.
Various Surveys (Student Satisfaction Surveys, Staff Satisfaction Surveys, Advising Survey, Student Profile Survey)	Biannually and annually	The survey assessment aims to gather information from the student perspective related to their academic courses, advising, and Staff Satisfaction.

The College also relies on the Institutional Development & Research office to gather the statistical data for its program analysis and development. This data can be incorporated into [Watermark Insights](#). Also, the Registrar's office continually tracks the number of class sections offered and enrollment trends. The production of these numbers and data assists the administration in the decision-making process and evaluation of programs and curriculums offered by the institution.

In May 2022, during the annual strategic planning session, the FPCC Board of Directors agreed to proceed with a growth management plan for FPCC. This plan will provide FPCC with supporting evidence to evaluate the overall growth of the institution, make suggestions where improvements can be made, and guide the board and administration in decision-making processes concerning the campus facilities, academic and vocational offerings, campus housing, and campus security, budgets, and fundraising.

Lastly, In the fall of 2021 and spring of 2022, senior faculty member Loy Sprague began reviewing and revising course learning outcomes for each general education requirement to ensure they aligned them with the Montana University System and industry standards. This process is a cyclical process that will be integrated with current program learning outcomes, and included in the Academic Review Plan Process. All new learning outcomes and measures will be proposed to the Curriculum Committee, incorporated into the Academic Review Plan on Watermark, and monitored by the faculty responsible for each academic program annually. A sample of the proposed learning outcomes, [Core 1 Communication COMX 111](#) will serve as a sample in the process and be provided for each core learning outcome and discussed during the upcoming faculty orientation event in August 2022.

With the budget and strategic planning processes in place, FPCC is prepared to move into the future more robust and more attentive to meeting the needs and demands of the student population. Through a variety of surveys, the College examines the data generated from these

sources in addressing the requirements of the local workforce, the needs of businesses, agencies, and organizations, the deficiencies within the communities across the school's service region, and the opportunities to strengthen the cultural identity and awareness of the reservation population and surrounding communities. As with all activities undertaken by the institution, the mission is always at the forefront when goals, objectives, and activities are addressed and implemented.

Evidence:

[Advising Plan 2022](#)

[Assessment Plan August 20-25](#)

[Core 1 Communication COMX 111](#)

[Covid Action Spending Plan](#)

[FPCC Course Catalog](#)

[FPCC Strategic Plan 2021 to 2024](#)

[FPCC Website](#)

[PLO 2021-2023](#)

[Proposed Retention Plan](#)

[Watermark Insights](#)



1.B.2 Goals, Objectives and Indicators

The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

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 were met. 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.

Since 2015, Fort Peck Community College adopted core themes and integrated the recommendations in the mid cycle evaluation report in 2018. The Core Themes are: 1) Academics and Transfer Preparation, 2) Cultural Identity, 3) Special Programs, and 4) Workforce Preparation. Narrowing the focus to these areas supports different goals tied to the College's mission.

Academics

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.

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

Indicator	Threshold	Target	Met	Status
<i>Student accomplishment of general education outcomes (for AA and AS).</i>	40%	70%	Varied amongst disciplines	Course completes indicate this is met. % average varies amongst courses. This data is available in annual assessment report as well.
<i>Student accomplishment of</i>	40%	70%	NA	This program was put in to moratorium and in 2017 and brought back in

<i>program-specific learning outcomes (for AA, AS, and AAS in Early Childhood Education).</i>				2021. Data unavailable at time of report.
<i>Students' perceptions of their experience at Fort Peck Community College. (Student Satisfaction Survey and Student Graduation Evaluation Surveys)</i>	3.5	3.5		In 2019 FPCC integrated Blue Explorance for course evaluation surveys. Surveys lacked student participation. Participation rate>30% Survey results indicate the average of 3.5 satisfaction is met. However, FPCC is adopting the WaterMark Evaluation Platform in fall 2022. This survey will gather student interpretation of courses, support services, and faculty.

Rational for Indicator for Objective One

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.

Objective Two: Students' achieve their intended educational goals at Fort Peck Community College.

Indicator	Threshold	Target	Met	Status
<i>Retention rates (Fall to Fall comparisons)</i>	20%	<35%	Yes	Retention Rates are provided in the annual assessment report. Most current results for AY 20/21 suggest a 31%-100% This data is compared against other TCUs in Montana.
<i>Graduation rates</i>				Graduation rates are available in the annual assessment report. This data is compared against other TCUs in Montana.
<i>Students' perceptions of their experience at Fort Peck Community College. (Student Satisfaction Survey</i>	3.5	3.5	4.33-4.45 (Survey participation >30%	In 2019 FPCC integrated Blue Explorance for course evaluation surveys. Survey results indicate the average of 3.5 satisfaction is met. Graduation Exit surveys have not been completed at this

and Student Graduation Evaluation Surveys)				time. However, FPCC is adopting the Watermark Evaluation Platform in fall 2022. This survey will gather student interpretation of courses, support services, faculty, advising and graduation exit surveys. Lack of survey completions lead to a poor indicator of results.
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Rationale for Indicators for Objective Two: 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.

Objective Three. Students succeed when they transfer.

Indicator	Threshold	Target	Met	Status Rates
Transfer Rates	5%	10%	Yes	The transfer out rate reported to IPEDs in 2021 was 10%. This number is not reported in the annual assessment report but will be included.
Performance After Transfer				Data was not available

Rationale for Indicators for Objective Three: 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.

Cultural Identify

As a tribally-controlled college chartered by the Fort Peck Assiniboiné & Sioux Tribes, FPCC takes on the role, responsibility and leadership in the education and revitalization of the culture and history of the Fort Peck Assiniboiné & 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 Assiniboiné 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 Assiniboiné and Dakota Nation.

Objective One: Provide culturally relevant education that increases students' knowledge of local American Indian history.

Indicator	Threshold	Target	Met	Status
<i>Enrollment and completion for NASX 117 History/Culture of Fort Peck Tribes.</i>	50%	80	Yes	This information is reported in the annual assessment report.
<i>Enrollment and completion for NASX 130 Native Americans in Montana.</i>	50%		Yes	This information is reported in the annual assessment report.
<i>Student accomplishment of Native American Studies program learning outcomes.</i>	50%	80%	No	This information is reported in the annual assessment report.
<i>Students' perceptions of their experience at Fort Peck Community College. (Student Satisfaction Survey)</i>	3.5	3.5	Data not specific to course.	In 2019 FPCC integrated Blue Explorance for course evaluation surveys. Survey results indicate the average of 3.5 satisfaction is met. Graduation Exit surveys have not been completed at this time. However, FPCC is adopting the Watermark Evaluation Platform in fall 2022. This survey will gather student interpretation of courses, support services, faculty, advising, and graduation exit surveys.

Rationale for Indicators for Objective One: 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.

Objective Two: Assist in perpetuation of the languages and cultures of the Assiniboine and Dakota Nations.

Indicator	Threshold	Target	Met	Status
<i>Enrollment in and completion of introduction courses in Assiniboine and Dakota languages.</i>	50%	80%	Yes	This information is reported in the annual assessment report.
<i>Enrollment in and completion of</i>	50%	80%	Yes	This information is reported in the annual assessment report.

<i>advanced courses in Assiniboiné and Dakota languages.</i>				
<i>Enrollment and completion of culturally base classes such as beading, moccasin making, drum making, parfleche techniques, star quilts, etc.</i>	50%	80%	Yes	This information is reported in the annual assessment report.
<i>Number of community events held such as round dances and powwows.</i>	In the self-evaluation report submitted 2016, the threshold and target were not identified			Consistently, FPCC participates in cultural events across the reservation. At minimum 10 during an academic year
Rationale for Indicators for Objective Two: 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 Assiniboiné 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.				

Special Programs

The mission of **Special Programs** is to provide the constituency of the reservation with access to quality life-long learning experience. Special Programs 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. Special Programs 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 Assiniboiné 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 Assiniboiné and Sioux arts, language, and traditional teachings.

Objective One: Provide the constituency of the reservation and surrounding region with access to quality, life-long learning experiences.

Indicator	Threshold	Target	Met	Status
<i>Community members and students attending and completing evening courses and workshops</i>	4	8	Yes	Data for this indicator is reported through CEUs and non-declared majors. Prior to COVID, FPCC met the 10% threshold allowable for CEUs for Indian Student Count Purposes.
<i>Dual Credit offerings to secondary schools on the reservation</i>	50%	75%	yes	FPCC works with seven schools to offer dual credit courses. The number of courses has averaged 11 over the last 4 years.
<i>Community Members and students attending summer program courses</i>	4	8	Yes	The number of individuals taking summer program courses has increased from 109 in 2018/19 to 254 in AY 21/22. This data is available in the annual assessment report

Rationale for Indicators for Objective One: 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.

Objective Two: Increase employee proficiency within local businesses, schools, industries and all levels of municipalities and government agencies operating on the reservation's and surrounding region with access to quality, life-long learning experiences.

Indicator	Threshold	Target	Met	Status
<i>Number of workshops, symposiums, and seminars offered</i>	2	4	Met	FPCC consistently holds a minimum one workshop a month for community members. This was impacted by COVID in 2020 to current
<i>Satisfaction of workshops, symposiums, and seminars based on completion survey</i>	70	100	Met	100% of attendees are satisfied with workshops
<i>CEU rates</i>	5%	10% of ISC	Met	Prior to COVID, FPCC has met the 10% goal for CEUs.

Rationale for Indicators for Objective Two: 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.

Objective Three: Improve the Health and Wellness of Community and Reservation Members

Indicator	Threshold	Target	Met	Status
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<i>Client participation at the Poplar Wellness Center</i>	2000	5000	yes	Average is 2500+. Wellness Center closed in Poplar July 2022.
<i>Client participation at the Wolf Point Wellness Center</i>	2000	5000	yes	Average is 2500+
<i>Activities/courses offered at Wellness Centers</i>	2	4	Yes	Covid impacts some activity

Rationale for Indicators for Objective Three: 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.

Objective Four: Provide Assiniboine and Sioux arts, language, and traditional teachings.

Indicator	Threshold	Target	Met	Status
Student enrollment and completion rates for Assiniboine and Sioux language courses	50%	80%	Yes	This information is reported in the annual assessment report.
Student enrollment and completion rates for traditional courses	50%	80%	Yes	This information is reported in the annual assessment report.
Student enrollment and completion rates for Assiniboine and Sioux arts courses	50%	80%	Yes	This information is reported in the annual assessment report.

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.

Workforce Preparation

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.

Objective One: Provide quality professional/technical education for employment, skill enhancement, and career development.

<i>Indicator</i>	<i>Threshold</i>	<i>Target</i>	<i>Met</i>	<i>Status</i>
Student accomplishment of general education outcomes.	70	80	Met Threshold	Core Course Completions with a C or better has improved since 2015.
Student accomplishment of vocational program-specific learning outcomes.	70%	80%	Yes	Data is available in the annual assessment reports.

Rationale for Indicators for Objective One: 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.

Objective Two: Students achieve their intended educational goals at Fort Peck Community College.

<i>Indicator</i>	<i>Threshold</i>	<i>Target</i>	<i>Met</i>	<i>Status</i>
Persistence rates (Fall to Fall comparisons)	20%	<35%	Yes	Retention Rates are provided in the annual assessment report. Most current results for AY 20/21 suggest a 31%-100% This data is compared against other TCUs in Montana.
Graduation rates (Certificate and AAS)	15%	30	Yes	Graduation rates are available in the annual assessment report. This data is compared against other TCUs in Montana.
Students' perceptions of their experience at Fort Peck Community College. (Student Satisfaction Survey and Student Graduation Evaluation Surveys)	3.5	3.5	4.33-4.45 (Survey participation >30%)	In 2019 FPCC integrated Blue Explorance for course evaluation surveys. Survey results indicate the average of 3.5 satisfaction is met. Graduation Exit surveys have not been completed at this time. However, FPCC is adopting the Watermark Evaluation

				Platform in fall 2022. This survey will gather student interpretation of courses, support services, faculty, advising, and graduation exit surveys. Lack of survey completions lead to a poor indicator of results
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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.

Objective Three: Community and business partners are satisfied with students' technical skills and employability attributes.

Indicator	Threshold	Target	Met	Status
Placement rate in the workforce	N/A	N/A	No	Graduate Surveys are done, but data is not significant enough to analyze.
Relevance of programs	N/A	N/A		

Rationale for Indicators for Objective Three: Indicators are 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 ensure 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.

Evidence:

[Associate of Applied Science \(AAS\)](#)

[Associate of Arts \(AA\)](#)

[Associate Of Science \(AS\)](#)

[FPCC Course Catalog](#)

[FPCC Strategic Plan 2021 to 2024](#)

[Watermark Insights](#)



1.B.3 Planning Process

The institution provides evidence that its planning process is inclusive and offer opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

FPCC's planning process includes the appropriate participants, and it has been beneficial in creating this working document that has successfully guided the College's operations, offerings, and growth. The most recent strategic plan was developed in 2020; however, with the COVID 19 Pandemic, some planning shifted, and the updated strategic plan reflects three years from 2021-2024.

FPCC administrators recognize the importance of an internal strategic plan, with departments and divisions across the institution engaged in developing, planning, and implementing the multi-year strategic plan that guides the College's activities and growth. At the institutional level, the administration meets weekly to discuss current projects, student enrollment, course schedules, student support services, and institutional development activities. Any activities directly linked to the strategic plan are recorded for further strategic planning discussion. The President's Executive Team, made up of the three Vice-Presidents of the College along with the Business Manager, meets quarterly to discuss the strategic plan and utilizes the contents of the strategic plan in making decisions and implementing activities that strengthen the mission and role of the institution in its service region. The FPCC Board of Directors, along with the President and Executive Team, meet annually to review, discuss and revise the strategic plan that covers five years.

The approach taken to examining the academic and vocational programs at the College is straightforward. The Academic Vice President meets biannually during faculty orientation to review current offerings, learning outcomes, and various items that impact the delivery of educational courses. The Academic Vice President, in collaboration with faculty, and the curriculum committee, evaluates the assessment data and research presented to make decisions on what programs may need to be discontinued or reconfigured and what programs or offerings need to be added per the documented demand for these courses and training. Regardless of deletions, additions, or restructured programs, a financial obligation exists amongst all three actions and is considered before any plans are implemented.

Before the pandemic, FPCC used TracDat and Explorance to evaluate student achievement. In late 2021 and early 2022, FPCC began transitioning away from TracDat and Explorance. As previously mentioned, FPCC will utilize the platform's [Watermark Insights](#) information to examine academic and vocational programs. These platforms have seamless integration with the Learner Management System and are user-friendly, and will provide insights to improve, evolve, and empower student success. This platform will allow real-time improvement in academic programs while ensuring all offerings support the institutional mission, core themes, and objectives. The following platforms are instrumental in the planning process moving forward:

1. [Planning & Self-Study](#) offers a streamlined system for gathering, understanding, reflecting, and acting on assessment and other programmatic data. Planning & Self-Study enables you to collect results, then analyze them at the level you need. Gain insights at every level, from course-level to institution-wide, and determine the actions to drive progress and student success. Interactive dashboards provide transparency into

assessment planning and outcomes achievement, and shared templates align your entire campus around strategic goals. This will also include academic program reviews, academic plans, and strategic planning.

2. [Curriculum Strategy](#)-our course catalog and curriculum showcase the core of the student experience. This technology helps connect the curriculum to an outcome-based education strategy while streamlining collaboration with an intuitive curriculum management and syllabi workflow.
 1. Any requests related to the curriculum and syllabi are approved in real-time and submitted through a workflow process.
3. [Course Evaluations and Surveys](#) translate responses from students to critical questions into actions that will improve teaching and learning outcomes and the overall student experience.

As previously mentioned, with the purchase of Watermark, the process for utilizing Watermark Insights will be cyclical and integrated with the overall institutional and strategic planning process. The process will transition from the Program Learning Outcome Process to the Academic Review Plan process.

Campus facilities have been examined, evaluated, and categorized on their current condition and future role in the overall campus environment in the spring of 2022 and will continue to be evaluated annually. As previously mentioned, the long-term growth management plan will guide the institution as a whole and will include scheduled academic reviews, facilities, and technology plans that will guide the board and administration in decision-making concerning the campus facilities, academic and vocational offerings, campus housing, campus security and fundraising, and overall growth of the institution.

Amidst the COVID-19 Pandemic, President Gourneau and her administrative team remained very amenable to discussion, planning, and information sharing. Campus-wide meetings were held regularly to inform all employees of important information related to the pandemic and changes in the institution due to the pandemic, allowing for feedback and input on the institution's overall direction and growth. All strategic planning, budget decisions, and programmatic changes are presented and approved by the Board of Directors before any implantation activities occur.

Evidence:

[Course Evaluations and Surveys](#)
[Curriculum Strategy](#)
[Final Assessment Report AY 2021](#)
[FPCC Course Catalog](#)
[FPCC Strategic Plan 2021 to 2024](#)
[Planning and Self Study](#)
[Watermark Insights](#)

1.B.4 Internal and External Environments-

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

FPCC has environments that impact and assist us in achieving goals. Our most important is the role of the FPCC Board of Directors, which is made of our tribal and community leadership. The board of directors discusses and stays abreast of issues and trends in higher education and educational efforts across Indian Country. Staff and faculty are critical stakeholders in the support services and educational content available to support student success. The [American Higher Education Consortium \(AHEC\)](#) strongly supports all areas of Tribal College Education. The [Fort Peck Tribes, Montana Indian Business Alliance \(MIBA\)](#), local school districts on the reservation, and numerous other community, state, and federal partners all serve as excellent resources to achieve the institutional goals.

FPCC also enjoys collaborative relationships with the colleges and universities across Montana and dozens of tribal colleges across the nation. Planning for dual credit opportunities and articulation agreements are reviewed semi-annually during the development of course scheduling. Fort Peck Community College partners with the [Montana University Common Course Numbering Initiative](#), indicating that most courses align and are transferable. Articulation agreements have been entered into over the past few decades with several four-year colleges and universities within Montana, allowing local students to pursue their bachelor's degrees through distance learning and online courses without leaving home. Additionally, the College has established partnerships with universities for research projects across various disciplines and has participated in consortiums between other tribal colleges in various grant-funded projects and programs.

Internally, the Technology Department has been instrumental in staying abreast of technology and its impacts. FPCC purchased [Canvas](#) as the Learner Management System (LMS) in 2020 and followed with the purchase of [Watermark Insights](#) to integrate with the LMS. The seamless integration supports regional and specialized accreditation and organization core themes and focused strategies that fulfill our mission statement.

Through our governance and organizational structure and partnerships with the aforementioned, FPCC remains aware of the internal and external environments that assist in defining its future direction and reviewing and revising the mission, core themes, core theme objectives, and achievement indicators.

Evidence:

[AIHEC](#)
[Canvas](#)
[Fort Peck Tribes](#)
[FPCC Course Catalog](#)

Evidence:

[FPCC Strategic Plan 2021 to 2024](#)
[Montana Indian Business Alliance](#)
[Montana University System Common Course Numbering MOU Signed](#)
[Watermark Insights](#)

Student Learning

1.C.1 Appropriate Content and Rigor

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminates in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and includes designators consistent with program content in recognized fields of study.

The mission of Fort Peck Community College "is to provide academic education and vocational training for American Indians and area residents..... "

The College offers academic programs leading to associate degrees with credits transferable to other higher education institutions and post-secondary education. Occupational training programs are based on the needs of the people living on and near the Fort Peck Indian Reservation and job availability in the area. Community-based activities and organizations serve community needs, and Distant Learning opportunities exist within the institution and in conjunction with other higher education institutions.

In fulfilling that mission, FPCC has developed a curriculum of academic and vocational programs, including the following: Associate of Arts (9 programs of study), Associate of Science (5 programs of study), Associate of Applied Science (6 programs of study) and one-year Certificates (10 programs of study.). In several programs, including Social Work, Chemical Addiction Counseling, Education, and Early Childhood Education, students gain knowledge for direct entry into the occupation. Others are designed for students to transfer to a university to obtain their Bachelor's degree.

FPCC has adopted and participates in the Montana University System transferability initiative, has changed the numbering of its courses in the past catalog, and will continue to join in the future. FPCC also has several articulation agreements with universities in Montana

The [Associate of Arts \(AA\)](#) degree requires 60 credit hours of coursework. The AA degree is appropriate for students intending to transfer to a four-year institution in disciplines such as business, elementary education, human services, humanities, literature, and psychology. Students who wish for a broad base of learning experiences should select the General Studies program of study.

The [Associate of Science \(AS\)](#) degree requires 60 credit hours of coursework. The AS degree plan includes the general education requirements and additional four-semester mathematics or science credits. The AS degree is recommended for students planning careers in computer technology, mathematics, hazardous materials, health, nursing, and science. Students who wish for a broad base of learning experiences should select the General Studies program of study.

The [Associate of Applied Science degree \(AAS\)](#) is the course study of 60 or more semester credits. These programs are in vocational/technical areas and are designed to prepare the student for immediate employment following graduation (not recommended for transfer credit). Fifteen (15) credits of Related Instruction are required. Most of the courses are directly related to specific fields of study. Students must select an occupational objective and

follow a particular program of study. FPCC course requirements are included in the programs of study.

The [Certificate programs](#) are intended to provide the student with training for immediate employment upon completing one year of study. Certificates are terminal and not designed to transfer to other institutions. They tie into AAS degrees in business, computer technology, automotive technology, and business technology. Because of the concentrated training in the specific vocation, a minimum of ten credits in Related Instruction is required.

All program learning outcomes are defined for all courses, programs, and degrees. Course outcomes are described in course descriptions. Course descriptions are reviewed and approved by the Curriculum Committee and published in the FPCC Catalog. Course outcomes are also included in course syllabi provided to enrolled students, typically containing further details such as instructor contact information, assignments, and timelines for the enrolled semester. Outcomes for each program are published for students in the [FPCC Catalog](#). Major fields define programs at FPCC. Each professional/technical program has a set of outcomes for the AA, AS, AAS degree, and the one-year certificate, as appropriate.

The institutional review process to ensure content and rigor meet the higher education standards are changing to reflect the current education paradigm at FPCC, including the following.

1. The FPCC [Curriculum Committee](#) reviews addition and changes for all academic programs. Faculty members play a primary role in determining course content and student learning outcomes. Approval of new or altered courses and degrees or certificates is given by the Academic Vice President and the Curriculum Committee, composed primarily of full-time faculty members. There are constraints such as having the funds available to support additions. Faculty members interested in creating or altering an existing course present their proposals to the Curriculum Committee and the Academic Vice President for approval. The Curriculum Committee and Academic Vice President also determine how the course satisfies the requirements for degrees or certificates. The catalog is also studied to determine courses that are seldom instructed and eliminated from the catalog, thus guarding against course proliferation. Additions and changes in the educational programs can be proposed at any time by faculty. Historically speaking, new programs of study were generally added or deleted from the FPCC Catalog every two years and approved by the curriculum committee. In 2020, FPCC faculty, in collaboration with the curriculum committee, reviewed all academic programs, and [several changes](#) were approved. Today, with the purchase of [Watermark Insights](#) Curriculum Strategy, courses and programs can be made annually in real-time if approved by the curriculum committee. If significant changes are proposed, they are reviewed by the Board of Directors to ensure that the proposed changes are within the realm of the mission statement. Instructors are encouraged to use the teaching strategies most effective for student learning. The compatibility of instructional policies, methods, and delivery systems with the mission is primarily the responsibility of the Academic Vice President with the consensus of the FPCC administration and Board of Directors,
2. The [PLO Plan](#) plays a significant role in reviewing content and rigor for perspective and academic programs. The leaders know about programs, including workforce opportunities and industry experts, and provide feedback for continuous program improvement. The Fort Peck Community College Faculty designed the Program

Learning Outcomes Plan in 2009. This plan continues to guide assessment rigor and content integrated into Watermark. Measures chosen as learning outcomes assessment tools are from existing tools from the program instruction. The [PLO Plan](#) encompasses all programs, certificates, and general, related, and college preparation programs. Campus-wide learning outcomes are designed for technology and library/learning resources. The plan, in its five parts, is cyclical and is incorporated into the Academic Calendar of Fort Peck Community College

3. The academic review plan process is not new to FPCC but will be revised to include more detailed information. This process will be integrated with WaterMark Insights Program Review Platform. The new process will provide FPCC leadership with a more comprehensive review to determine if academic programs meet the institutional mission, utilize institutional data to assess program needs, and support program/student learning outcomes. A sample review plan for the Social Work, Psychology, and Chemical Addiction Studies is included. The Academic Vice President will review academic reviews through Watermark. Findings will be shared with the FPCC Board of Directors during the spring annual Board Retreat.

Evidence:

[Articulation Agreements](#)

[Associate of Applied Science \(AAS\)](#)

[Associate of Arts \(AA\)](#)

[Associate Of Science \(AS\)](#)

[Curriculum Committee Meeting Schedule](#)

[Curriculum Summary](#)

[FPCC Course Catalog](#)

[PLO 2021-2023](#)

[Vocational Certificates](#)

[Watermark Insights](#)



1.C.2 Awarding Credit and Degrees

The institution awards credit, degrees, certificates, or credentials for programs that are based on student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Consistent with information in section 1.C.1., FPCC awards credit for certificate and associate programs based on FPCC Policies and learning outcomes. For each degree level, learning outcomes represent student achievement and skills mastery for each academic program. Learning outcomes for new courses or significant changes are approved during curriculum review.

Beginning in the spring of 2022, FPCC began all curriculum reviews proposed in the Curriculum Strategy platform purchased with [Watermark Insights](#). Any new programs, courses, or course changes must be submitted through this platform. This platform requires all proposals to include: course learning outcomes justification for the system as it relates to general education fulfillment, essential requirements, and industry demands.

FPCC has also maintained a physical database for course syllabi. Beginning in fall 2022, FPCC will hold a master syllabus database in Watermark Insights. All courses will submit their syllabi for review and approval by the Academic Vice President. Requirements for syllabi will be similar to curriculum strategy. The [sample syllabi](#) demonstrates all the requirements for faculty to include in their syllabi and requirements for students to be successful.

In addition to program learning outcomes, requirements for each degree are available in the FPCC Catalog and are as follows:

Requirements for Successful Completions	Requirements for Successful Completions	Requirements for Successful Completions	Requirements for Successful Completions
Associate of Arts Degree <ul style="list-style-type: none">60 credits in courses numbered 100 or above2.00 cumulative grade point average20 credit hours must be taken at FPCC32 credit hours in the Associate of Arts general	Associate of Science Degree <ul style="list-style-type: none">60 credits in courses numbered 100 or above2.00 cumulative grade point average20 credit hours must be taken at FPCC37 credit hours in the Associate of Science	Associate of Applied Science Degree <ul style="list-style-type: none">60 credits in courses numbered 100 or above 2.00 cumulative grade point average20 credit hours must be taken at FPCCSatisfactory completion of courses as specified in the	Certificates <ul style="list-style-type: none">30 credit hours minimum as specified in the program of study2.00 cumulative grade point average20 credit hours must be taken at FPCCSatisfactory completion of courses as

education requirements <ul style="list-style-type: none"> • Satisfactory completion of courses as specified in the program of study 	general education requirements <ul style="list-style-type: none"> • Satisfactory completion of courses as specified in the program of study 	program of study 15 credits in the General Education requirements	specified in the program of study <ul style="list-style-type: none"> • 10 credits in the General Education requirements
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Evidence:

[FPCC Course Catalog](#)

[FPCC Strategic Plan 2021 to 2024](#)

[Montana University System Common Course Numbering MOU Signed](#)

[Sample Syllabi 2022](#)

[Watermark Insights](#)



1.C.3 Publishing Learning Outcomes

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses are provided to enrolled students.

FPCC offers Associate of Arts, Associate of Science, Associate of Applied Science Degrees, and Vocational Certificates. Students enrolling at FPCC may receive multiple degrees during the same semester. FPCC is an open enrollment institution. Program requirements and expected student learning outcomes are defined for all courses, programs, and degrees. Program outcomes are outlined with each program of study in the [course catalog](#), and course outcomes are described in all [course syllabi](#). Course descriptions are reviewed annually, and any new courses are approved by the Curriculum Committee and published in the FPCC Catalog. Each academic and vocational program has a set of outcomes for the AA, AS, AAS degree, and the one-year certificate, as appropriate. It has been an institutional process since the Program Learning Outcome Plan was adopted in 2009. This plan has served as a guide for Program Learning Outcomes.

A thorough review of outcomes was conducted in 2020 with the curriculum committee with the interim Academic Vice President. The transition into Distance Learning led the administration to believe a complete audit of all degrees was necessary to determine the viability and reliability of educational programs to be delivered online. This process was completed in 2020 with minor changes. Early in 2022, the FPCC administration and board of directors proposed an Academic Review Plan. Academic programs will have an in-depth review, including SWOT analysis, to ensure the expected learning outcomes are up to date with workforce and industry standards. All changes will be reviewed by the curriculum committee, recorded, and published in the [FPCC Catalog](#), course syllabi, and the [FPCC Website](#) and adopted into the new Academic Review Plan process. A sample Academic Review Plan is provided for reference.

Evidence:

[Curriculum Summary](#)

[FPCC Course Catalog](#)

[FPCC Strategic Plan 2021 to 2024](#)

[FPCC Website](#)

[Montana University System Common Course Numbering MOU Signed](#)

[Sample Syllabi 2022](#)

[Watermark Insights](#)

1.C.4 Admission and Graduation Requirements

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

FPCC [admission and registration](#) requirements are available on the [FPCC webpage](#). The process is outlined for new students, returning students, dual credit and early college students, and non-degree-seeking students. Academic programs with additional requirements, such as truck driving, are listed on the educational program webpage. Fort Peck Community College has an "open door" admissions policy. Anyone seventeen (17) years or older who can benefit from the College's educational offerings and services will be admitted. FPCC does not discriminate in its education programs based on age, color, religion, creed, disability, marital status, veteran status, national origin, gender, or sexual orientation.

Students have access to their degree progress through the Student Information System JICS. This service gives students access to their term and cumulative GPA, completed and current courses, and options to explore other degree options. Students have access with the JICS username and password.

[Graduation requirements](#) are published on the [FPCC website](#) for each perspective academic program. Students must contact their advisor or the Registrar to complete the process for graduation. Only students who have met all the requirements for graduation are allowed to participate in the ceremony.

Evidence:

[admissions and registration](#)

[FPCC Course Catalog](#)

[FPCC Strategic Plan 2021 to 2024](#)

[FPCC Webpage](#)

[Graduation Requirements](#)

[Montana University System Common Course Numbering MOU Signed](#)

[Watermark Insights](#)

1.C.5 Faculty: Assessment and Curriculum Development

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assessing student learning, and improving instructional programs.

Faculty members play a primary role in determining course content and student learning outcomes. Approval of new or altered courses and degrees or certificates is given by the Academic Vice President and the Curriculum Committee, composed primarily of full-time faculty members. There are constraints such as having the funds available to support additions. Faculty members interested in creating or altering an existing course present their proposals to the Curriculum Committee and the Academic Vice President for approval. Generally speaking, the Curriculum Committee and Academic Vice President also determine how the approach satisfies the requirements for degrees or certificates. The catalog is also studied to choose courses that are seldom instructed and eliminated from the record, thus guarding against course proliferation. The current course and program review process is as follows:

Course Level Assessment	Program Level Assessment	Institutional Program Assessment
-Fall and Spring	Annual Program Assessment	New programs-Annually for the first two years Existing programs-Annually in 2022/2023 Associate Degree programs-Three Years Certificate Programs-Two Years

There are several data documents that faculty members and administrators will review to assess the effectiveness of degrees and certificates in meeting the FPCC mission and core themes. The table below outlines annual data reviewed annually and presented during the Strategic Planning Retreat.

Student enrollment tables	Student enrollment and completion by program and by course tables	Retention rates	Graduation rates
-Enrollment by full-time/part-time, by gender, by race for the previous year and semester -Enrollment trends for the previous five years	-Academic programs and required courses -Vocational programs and required course	First-time degree-seeking students enrolled in Fall and returned in the following Fall. For example, fall 2020 to fall 2021 For the first time, degree-seeking students	-FPCC graduates by degree and by the program for five years -FPCC graduates by gender and by race -FPCC graduates and employment or education status

		enrolled in Fall 2018 and received an associate degree in May 2021 The first time, certificate-seeking students enrolled in Fall 2018 and received a certificate in May 2020	following graduation
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Faculty members are also given data from other Tribal Colleges and Universities for comparison. Student Data, usually presented in tables is consulted to answer the following questions.

- Is the total student enrollment increasing or decreasing?
- Is the American Indian student enrollment increasing or decreasing?
- What programs of study have the highest enrollment or are increasing most rapidly?"?
- Which programs have the best graduation rates?
- Where are FPCC graduates employed?

The faculty members use this information to recommend revisions, deletions, or additions to programs and courses. Generally, programs or courses that have had little or no enrollment for two years are likely to be deleted. Course description revision can be submitted at any time for inclusion in the following published catalog. Additions to the curriculum must satisfy specific criteria;

- What are the employment opportunities if the proposed program is a vocational/technical program granting a certificate or an associate degree?
- How many students are likely to enroll in the program?
- What is the expected duration of the program?
- If the program is to be a transfer program, is there an articulation agreement with a four-year institution?

The assessment of academics through the tools mentioned above is intended to provide meaningful, assessable, and verifiable data that inform evaluation and planning for core themes and objectives. This includes ad hoc reporting and surveys to evaluate specific programs and services per administration or department request. The faculty maintains primary responsibility for evaluating academic programs, including the Program Learning Outcomes Assessment Process. FPCC intends that the assessment process is a built-in feedback loop to ensure that results are utilized for program improvement. Operations are coordinated through the Office of Institutional Development, which works with the Academic Vice President, Assessment Coordinator, and Data Coordinator for compliance and completion of required evaluation activities.

The assessment of the mission, core themes, and objectives

The FPCC Strategic Plan describes the general framework that the College Board,

Administration, Faculty, and Staff are used to evaluate and refine the College's mission, core themes, and objectives. Each year, a strategic planning session is held for critical administrators, staff, faculty, and the Board of Directors. With these annual evaluations and updates, the strategic plan looks five years into the future.

Core theme development occurred at the community level but was adopted by the Fort Peck Community College Board of Directors during the strategic planning retreat in 2011 and reaffirmed in 2022. Each core theme is tied to the [Strategic Plan of 2021-2024](#), which contains long-term goals, objectives, and indicators to improve instructional effectiveness. As the Board of directors evaluates the current strategic plan and implements a Growth Management Plan, the review of Core Themes will feed directly into both of these processes.

Core Themes are assessed through a set of indicators using appropriately defined data to evaluate the accomplishment of the objectives. Benchmarks are established for each hand: a threshold and a target benchmark. The entry represents FPCC's minimum expectation for performance, whereas the target data point provides FPCC's ambitions for achievement for each particular indicator. Indicators were set using factors such as internal historical trends or external benchmarks such as IPEDS or AIMS/AKIS. If no previous data was available, the benchmarks are determined by faculty and staff at an appropriate level to be revised in the ongoing review of the appropriateness of indicators and benchmarks.

Assessment of Program Learning Outcomes and Student Learning Outcomes

Each course is defined by a set of learning outcomes included in the course syllabus. Course learning outcomes are determined by the faculty members teaching the course and working with the Academic Vice President to ensure the outcomes are appropriate to prepare students for successful study and program completion. Assessment of course outcomes is the responsibility of each faculty member and is documented through measurements determined by the faculty and outlined in the current Program Learning Outcome Plan.

General Education Assessment

All degree and certificate programs at Fort Peck Community College have a common educational foundation with learning outcomes. FPCC Faculty developed the General Education Requirements in January 2009. These requirements are common to all associate degrees and are the academic foundation for all degree programs. These program learning outcomes are reiterated in each degree and certificate program in the plan and are in the FPCC Catalog. However, the measures and process of evaluation are not repeated within each Plan Section.

The curriculum committee review process is not new to FPCC but is in a revision process to include more detailed information, academic program reviews, and institutional data. Historically, curriculum reviews have been completed biannually with the course catalog. The purchase of Watermark Insights allows FPCC to make real-time changes to academic programs, revising the transition process to educational programs. This process will be integrated with [WaterMark Insights](#) Program Review Platform. The new process will provide FPCC leadership with a more comprehensive review to determine if academic programs meet the institutional mission, utilize institutional data to assess program needs, and support program/student learning outcomes. The Academic Vice President will review academic program reviews through Watermark. All findings are shared with the FPCC Board of Directors during the spring annual Board Retreat. This process is explained in further detail in 1.C.7.

Evidence:

[Course Schedules](#)

[FPCC Course Catalog](#)

[FPCC Strategic Plan 2021 to 2024](#)

[Montana University System Common Course Numbering MOU Signed](#)

[SOCIAL WORK Program Outcomes and Annual Report 21-22](#)

[Watermark Insights](#)



1.C.6 General Education: Identifiable and Assessable Learning Outcomes

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

All degree and certificate programs at Fort Peck Community College have a common educational foundation with learning outcomes. FPCC Faculty developed the General Education Requirements in January 2009 and has reviewed and revised them biannually with the catalog updates. All undergraduate course numbers for general education requirements correspond with the Montana University System and are reflected in the [FPCC Catalog](#). These requirements are common to all associate degrees and are the academic foundation for all degree programs. These learning outcomes are reiterated in each degree and certificate program in the FPCC Catalog.

The [general education requirements](#) and assessable learning outcomes are outlined for each [Associate of Arts and Science Degree](#), [Associate of Applied Science](#), and [Certificate program](#). Generally speaking, measurements for these outcomes are outlined in the current [Program Learning Outcome plan](#). The measurements are reviewed for accuracy to ensure student success, allow for necessary improvements, and be integrated into the Academic Review Plan process. The general education core is reviewed for program learning outcomes by an interdisciplinary team of faculty members; this effectively integrates basic knowledge across the disciplines. This process over the last decade is known as the Program Learning Outcome process but will soon transition to the Academic Review Plan Process.

All applied undergraduate degrees and certificate programs contain a recognizable core of related instruction or general education with identified communication, computation, and human relations outcomes that align with and support program goals or intended outcomes. The Fort Peck Community College catalog documents all related instruction requirements for the applied degrees and certificate programs.

A committee comprised of the Academic Vice President, Registrar, and faculty appointed by the AVP reviews and approves assessment plans, reviews program assessment reports and conducts summative objective reports according to an established schedule approved by the AVP. This will be completed every two years. The goal is to have all courses that contribute to the General Education requirements updated with standardized learning outcomes that adequately measure institutional results and completed assessment plans met this spring, 2023.

Faculty will participate in reviewing and recommending changes to course learning competencies and assessment measures to improve reporting of outcomes at the institutional, program, and course levels.

Evidence:

[Associate of Applied Science Learning Outcomes](#)
[Associate of Arts and Science General Education Outcomes](#)

[Certificates](#)

[FPCC Course Catalog](#)

[FPCC Strategic Plan 2021 to 2024](#)

[General Education Requirements](#)

[Montana University System Common Course Numbering MOU Signed](#)

[PLO 2021-2023](#)

[Programs of Study](#)

[Watermark Insights](#)



1.C.7 Use of Results of Assessment of Student Learning

The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning.

FPCC uses course evaluations, various surveys, institutional data, and program learning outcomes to inform academic and learning support planning, leading to improved practices. The assessment data and program learning outcomes present a realistic view of FPCC student characteristics and FPCC programs, resulting in recommendations for teaching and learning improvement and commendations for excellence and adjusting instruction and learning in areas of guidance for learning outcomes improvement.

The Academic Vice President also reports on all the degree and certificate program learning outcomes. During Fall Orientation, program learning outcomes are presented by the Academic Vice President with the FPCC Institutional Assessment Report by the FPCC Assessment Officer. These two reports are given to the FPCC Administrative Team. These reports and their presentation provided institutional assessment information for academic and FPCC strategic planning. Still, little was considered for adapting and changing program learning outcomes or educational programs within the institution.

Like many institutions during the COVID-19 pandemic, several processes were put on hold to determine the best way to continue to provide education in an atypical environment. Unfortunately, the existing approach to program learning outcomes was not completed. This was due to the pandemic and transition from the current Academic Vice President to the interim. However, the annual assessment information was shared throughout the institution, and FPCC gained momentum with the pandemic. When approved for distance delivery, it was determined that a more thorough process is vital for delivering programs online. Academic Review Plans will be completed by faculty through [the Watermark Insights](#) system beginning in the Fall of 2022. The college administration will use the information to formulate strategies where improvements or adjustments are needed and to make changes and updates to the degree programs, strategic planning, mission, and core themes of the College

Overall, the changes FPCC is implementing will have raised academic standards to improve the course and student learning outcomes in fulfilling the mission and core themes in the classroom and online, as well as address areas for Improving Institutional Effectiveness for the Northwest Commission on Colleges and Universities. In summary, Fort Peck Community College Program Review Plan has six sections. A sample review is

- Mission and Introduction
 - An overview of how the program is housed within the institution. (Structure)
 - Program Mission Statement or Occupational Objective
 - Alignment to Institutional Mission (How does it align)
- Student Learning Outcomes Assessment and Curriculum
 - Program Student Learning Outcome. How do they pertain to the mission?
 - To what extent have students in the program met the outcomes
 - Curriculum Map-Pathways students take to get degree.
 - Measures and Results-Measures selected to measure the outcome. Summarize and discuss the results of programs measure over the cycle. Have results demonstrated improvement?

- Participation in Assessment-How do program faculty participate, and what is the process? Have any changes been made to encourage participation over the course of the cycle?
- Action Items and Use of Results-Summarize of highlight action items taken as a result of assessment results. How have the results-driven improvement?
- Gen Ed-What courses in your program are tied to general education requirements at the institution? How many students from outside the department are taking courses in the program to fulfill gen ed requirements?
- Faculty Qualifications, Activities, and Scholarship
 - What processes are in place to ensure faculty are qualified to teach in the program? Have these processes changed over the course of this cycle?
 - Summarize and highlight key scholarship and research activities conducted by faculty over the course of the review cycle.
 - Summarize the workload and responsibilities of faculty. What actions are you taking to avoid faculty overload?
 - How are faculty being supported to ensure high-quality teaching and learning?
 - What were some positive and negative feedback received from students who completed the courses? Highlight any trends or insights that came from course evaluations over the course of the cycle.
- Program Data-Student Experience
 - Has student retention remained in an acceptable range over the course of the review cycle?
 - Describe enrollment trends in the courses within the program.
 - Reflect on the success of the students within the courses over the course of the cycle. Highlight some completion or DFW rates in the core courses. Were these in line with expectations?
 - Assess student performance and success in online vs. on-campus courses.
 - How many students are graduating from the program? Have the completion rates been in line with expectations?
 - Describe findings resulting from exit surveys or program alumni surveys that were conducted over the course of the cycle.
 - What was some positive and negative feedback received from students who completed the courses? Highlight any trends or insights that came from course evaluations over the course of the cycle.
 - What advising mechanism is in place for the student?
 - Highlight the accomplishments and external honors received by students in the program over the course of this cycle.
- Program Analysis
 - Strengths, Weaknesses, Opportunities, and Threats.
 - Provide an analysis of the adequacy of the spaces on campus most commonly used by the program (laboratories, library, classrooms, etc.).
 - Describe how the program is being effective with its resources.
- Industry and Program Trends
 - Provide context for the status of the discipline today. What are some emerging trends in this discipline across the country? What is happening in the industries related to this discipline?
 - Identify and discuss how similar programs compare to your program in terms of size, curriculum and any relevant attributes.

- What was some positive and negative feedback received from alumni? Highlight any trends or insights that came from alumni feedback over the course of the cycle.
- Summarize recommendations from previous PRs, and describe how those recommendations were applied throughout this cycle.
- Describe the employment outlook for the degree. Are there changes that could be made to improve your outlook?

The institution was slowed by deficiencies in and poorly implemented institution-wide tracking system (TracDat), and the COVID-19 pandemic led to delays in completing program reviews. The Academic Program Review Process will serve as an example of how assessment can be completed on a program level to analyze results of student learning. The assessment process will include measurement, analysis, and performance planning for AY 22-23

As noted in 1.C.6, FPCC is developing a system for assessing student learning outcomes and will provide ongoing support to help faculty learn more about assessment, curriculum mapping, and using outcomes data to inform academic planning.

Evidence:

[FPCC Course Catalog](#)

[FPCC Strategic Plan 2021 to 2024](#)

[Montana University System Common Course Numbering MOU Signed](#)

[Watermark Insights](#)

1.C.8 Transfer Credit and Credit for Prior Learning

Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor and quality.

Policies governing the Admission of Transfer Students are in the [Fort Peck Community College catalog](#). Fort Peck Community's [transfer of credit policy](#) allows students to transfer to FPCC and all other colleges and universities without difficulty. The FPCC accepts credits from other colleges that are accredited and military credits. Information for [transfer of credit](#) is published in the [FPCC College Catalog](#). Additional credit transfer details are available in the Registrar's Office.

The Registrar evaluates the transfer of credit after a completed FPCC Application for Admission, and the Office of the Registrar has received all required official transcripts. The Registrar will determine the applicability of transfer courses. Transfer credits are given for acceptable courses in which passing grades of "A, B, C, and P" were received. Grades of "D or F" are not counted toward completing degree requirements. The Registrar will accept transfer credits comparable to FPCC courses, i.e., College Algebra. The Registrar may ask instructors to determine the equivalency of any transfer course. There are exceptions to acceptance of transfer credit, such as from unaccredited institutions, and the age of the credit for technology courses is ten years or older. FPCC does not provide credit for prior experiential learning. In cases where there is a question about the alignment of course content with the FPCC course catalog, including vocational courses, the Registrar consults with the appropriate faculty and Academic Vice President. FPCC also provides relevant information for students intending to transfer FPCC credits to another institution, as documented in the [FPCC College Catalog](#).

Transferring prior learning between colleges in the Montana University System (MUS) and FPCC is easy. The Montana University System has adopted a [common-course numbering \(CCN\) policy](#). FPCC reaffirmed their agreement in 2021 to continue participation in the Montana University System course numbering for general education courses and in several fields of study. Participation in this agreement continues to make it easier to determine the acceptability of transfer credit. The CCN policy ensures that equivalent courses at different campuses will have the same title, number, and prefix and that all such equivalent methods will be accepted in transfer as if they had been taken at the receiving campus. This makes it easy to know which courses are taken at one campus have equivalents at other campuses and thus which courses will transfer without needing further transcript review.

FPCC also has [articulation agreements](#) with three institutions granting Bachelor's and graduate degrees: Montana State University-Northern in Havre, MT for Elementary Education and Business Administration, Business Technology, and Trades Management and the University of Montana in Social Work, and the University of Montana Western in Early Childhood Education. FPCC is exploring other articulation opportunities with Western Governors University and Montana State University Billings.

Evidence:

[Articulation Agreements](#)

[FPCC Course Catalog](#)

[FPCC Strategic Plan 2021 to 2024](#)

[Montana University System Common Course Numbering MOU Signed](#)

[Registrars Office](#)

[Transfer of Credit](#)

[Watermark Insights](#)



**FORT PECK COMMUNITY COLLEGE BOARD OF DIRECTORS, FACULTY, STAFF AND
THE GRADUATING CLASS OF 2022 REQUEST THE HONOR OF YOUR PRESENCE
AT THE GRADUATION COMMENCEMENT EXERCISES HELD:**

**2:00 PM
FRIDAY, MAY 20TH, 2022
OLD MAIN LAWN, POPLAR MAIN CAMPUS**

*Education is the most powerful weapon we can use to change the world" -
Nelson Mandela*

1.C.9 Graduate Programs

The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study, demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

FPCC is a community college offering two-year associate degrees. Graduate programs do not apply.

Student Achievement

1.D.1 Recruitment, Admissions, and Orientation

Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Consistent with its mission and goals, core themes, and characteristics, Fort Peck Community College recruits and admits students with the potential to benefit from its educational offerings. FPCC operates with an open-door policy. FPCC believes that every individual with the desire to further their education has the potential to benefit from FPCC offerings, whether they are degree-seeking, adult primary education students, or those studying for the GED. Although FPCC operates an open-door policy, it is understood that some students who intend to register are not academically prepared for college-level coursework. Accuplacer placement scores identify students, and they should have their scores indicate they are enrolled in college preparation courses. Upon completing these college preparation courses, they are allowed to enroll in upper-level courses during their second semester. Should their final grade indicate that they have not completed the college preparation course, they are then required to retake the course.

FPCC Student Services offers several orientation programs. Before the start of each semester, FPCC holds an orientation day for new students to ensure students understand the requirements related to their program of study. Orientation includes an overview of all FPCC departments and services they provide, which include an introduction to staff, faculty, and administration, library services, financial aid, financial literacy, service learning, billing process, bookstore, job skills, and student success training opportunities, registration process, catalog review, student handbook review as well as a full campus tour. Accuplacer assessment testing is provided during orientation at the student's convenience and provides personal indicators for course placement. The student academic advising process begins during New Student Orientation when students are introduced to their academic advisor and establish their initial education plan. FPCC also provides several summer College Preparation and Student Success Institutes, which give the student the tools and information to support the student's educational goals.

FPCC has created a unique recruitment process. The recruitment process requires campus-wide input and implementation efforts. Staff, administration, and faculty are critical contributors to successful recruitment outcomes. New and prospective students receive enrollment, financial aid, course and degree offerings, important dates, assessment testing, and other important information through local newspapers and radio. Other means of recruitment are letters to previous students, new high school graduates, new high school equivalency recipients, tribal employees, and other identified focus groups. Faculty advisors will text, email, call and write to advisees who haven't enrolled for five or more years. Most recently, FPCC has developed a professional relationship with Ad Creative Group. Ad Creative Group created a marketing campaign to assist in recruiting students. Not only does FPCC post recruitment flyers in local communities, but outlying communities off the reservation are also included. FPCC maintains a strong relationship with local schools to

offer early high school enrollment opportunities to junior and senior-high-school students.

In the event of program elimination, Fort Peck Community College, within reason, ensures that students will have the opportunity to complete their program of study through directed research, independent analysis, or class substitutions. The advisor, registrar, and the student will determine the proper requirements to complete their program of study. FPCC allows students to use the catalog up to five years before graduation. In the event of significant change in conditions, FPCC ensures that students are provided the resources to complete their program on time. Due to the changing community employment training needs, several programs of study were either eliminated due to lack of enrollment or changes made to current programs to meet the unique needs of potential employers and students, especially in the vocational trade areas. FPCC faced these challenges by allowing students to continue their study program through independent study or other means. FPCC was fortunate in that there were only a handful of students who were affected

Evidence:

[FPCC Course Catalog](#)

[FPCC Strategic Plan 2021 to 2024](#)

[Watermark Insights](#)

1.D.2 Indicators of Student Achievement

Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

The college's comprehensive institutional [assessment plan](#) analyzes all performance outcomes based on retention, persistence, graduation, and student completion rates. Today assessment has grown to align the mission with its core theme and objectives and includes data disaggregated by gender, age, race, etc. FPCC has a low number of students who identify themselves from other ethnic backgrounds. Therefore, FPCC reviews the data as American Indian and non-Indian for student success and achievement.

In Fall 2020, FPCC, in collaboration with the other TCUS in the NWCCU region, signed a [Data Sharing Agreement](#) establishing a partnership to share data across TCUs. Data will be used for benchmarking and comparison purposes. The TCU Accreditation Liaison Officers (ALO) met monthly to agree upon data points and processes, culminating in the agreement signed by the Presidents of the NWCCU TCUs. The uniqueness of tribal colleges and tribal college students allows for FPCC to collaborate to benchmark data relevant to American Indian Students. This will continue to be a valuable resource for TCUs in the NWCCU region.

FPCC joined the Achieving the Dream Network in 2017. These collaborative efforts supported by AIHEC and American Indian College Fund (AICF) are assisting FPCC in strengthening our data capacity and implementing evidence-based reforms for student achievement. Part of this effort allowed FPCC to join the National Student Clearinghouse and the Post Secondary Data Partnership. **The PDP includes:**

- Unlimited users' access to a web-hosted Tableau dashboard containing early momentum alerts (enrollment, credit completion ratios, credit accumulation ratios) and student outcome completions (outcomes, retention and persistence, and transfer)
- Data submissions for cohort, course, and grade, as well as the optional financial aid files via the traditional format or the new automated programming interface (API), extract
- Robust national benchmarking capabilities based on your institution's defined peer group
- Transfer reporting broke down by intra-system transfers and inter-transfers from out-of-state or systems.
- Ability to participate in an optional public-facing dashboard showing your institution's progress and your commitment to equity and transparency
- Institution-defined ability to share your data with any third-party organizations to save time and reconciliation
- Two analysis-ready files – 1) cohort file and 2) course file – with student-identified data for robust institutional analysis that permit deep insights regarding experiential differences for additional gatekeeper courses, modality differences, and more.

- A continually evolving product, responsive to user feedback solicited bi-annually. Upcoming enhancements include a new financial aid dashboard, enhanced benchmarking features, and additional data submission and dashboard usage support.

Finally, the program learning outcomes and information submitted to TRACDAT have served as indicators of student success. However, moving forward into a new education paradigm for FPCC, the Academic Review Plan Process, in addition to the hands mentioned above, will assist FPCC student success initiatives. The new Academic Review Plans will also serve as an indicator for student achievement.

Evidence:

[Assessment Policy](#)

[FPCC Course Catalog](#)

[FPCC Strategic Plan 2021 to 2024](#)

[NWCCU TCU Signed Data Sharing Agreement](#)

[Watermark Insights](#)

1.D.3 Publishing and Use of Indicators of Student Achievement

The institution's disaggregated indicators of student achievement should be widely available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used to continuous improvement to inform planning, decision making, and allocation of resources.

Narrative:

FPCC's indicators of student achievement are published in several formats and locations. The annual [Assessment Report](#) provides institutional and comparison data based on previous years. Unfortunately, the AIHEC American Indian Measure of Success (AIMES) report is the most accurate data comparison tool but is not easily accessible on the world wide web. FPCC can request data comparisons from AIHEC and most recently added the comparison in persistent and retention to the annual Assessment report. Unfortunately, comparing data against institutions and establishing benchmarks have not been the general practices at FPCC. The disaggregated data collected within the institution creates better opportunities for student success and support services. FPCC is optimistic that the [Data Sharing Agreement](#) will be an excellent tool for benchmarking and comparison purposes. The uniqueness of tribal colleges and tribal college students allows for FPCC to collaborate to benchmark data relevant to American Indian Students. This will continue to be a valuable resource for TCUs in the NWCCU region.

FPCC also has integrated the Achieving the Dream (ATD) Key Performance Indicators Report as an indicator of student success. This report is published each year and provides a comparison of data based on goals set forth by the ATD team at FPCC. This relationship also brought the opportunity to join the National Student Clearing House Post Data Partnership. Moving forward, this tool will be used as another data set and aid the FPCC administration in identifying students' success and achievement. This tool is also readily available to stakeholders at FPCC.

Evidence:

[Final Assessment Report AY 2021](#)
[FPCC Course Catalog](#)
[FPCC Strategic Plan 2021 to 2024](#)
[Watermark Insights](#)

1.D.4 Processes and Methodologies

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

The college relies on the Institutional Development & Research office to gather the statistical data used in its program analysis and development. Also, the registrar's office continually tracks the number of class sections offered and enrollment trends. The production of these numbers and data assists the administration in the decision-making process and evaluation of programs and curriculums offered by the institution. Results of this data and other assessment efforts are collected and reported in the assessment plan to the Fort Peck Community College administrators, faculty members, and staff and used to inform the Fort Peck Community College Board of Directors in the strategic planning process, the academic review process, and day-to-day decision making. The [assessment plan](#) aims to design an institutional resource at Fort Peck Community College for all faculty, staff, and administrators. The plan articulates that the institution engages in an ongoing, participatory planning effort that provides direction for the institution and leads to the achievement of the intended outcomes of its academic programs and services, the accomplishment of its core themes, and the fulfillment of its mission.

Evidence:

[Assessment Plan August 20-25](#)
[Final Assessment Report AY 2021](#)
[FPCC Course Catalog](#)
[Watermark Insights](#)



Conclusion

Since the last Institutional Effectiveness Report submitted in 2015, Fort Peck Community College has implemented several procedures to addressing institutional effectiveness. Several factors were addressed in the Ad Hoc Report in 2016 and again, in the Mid Cycle Evaluation in 2018. Many of the indicators either met the baseline or threshold indicated in the Mid Cycle Evaluation report, but consistency to evaluating still lacked, inconsistency become a learning effort for the institution and has provided the administration, staff, and faculty with a clearer understanding to improving institutional effectiveness.

The onset of the COVID 19 Pandemic forced FPCC to explore various means of delivering quality education to their students. Several of the technology platforms that aid institutions of higher education were expensive to purchase. However, FPCC as whole conducted several planning sessions to determine effective uses of funding allocated to the institution in light of COVID-19. What once was a dream to have a Learner Management System and other platforms to support student success became a reality with CARES funding. Today, with the technology platforms integrated, FPCC is optimistic the new process will improve institution on a daily basis. The Academic Review Plan process will provide faculty with the information necessary to assessing programs, as well as ensure all activities of the institution support the mission of FPCC

As a Tribal College, FPCC is committed to the serving the people of the Assiniboiné and Sioux Tribe as well as neighboring communities to the reservation. FPCC is committed to implementing a model for improving institutional effectiveness through its academic programs and using data from within the institution and peer institutions to make informed decisions related to academics, students, and support services.