

ASSESSMENT REPORT
ACADEMIC YEAR 2022-2023

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June 2023

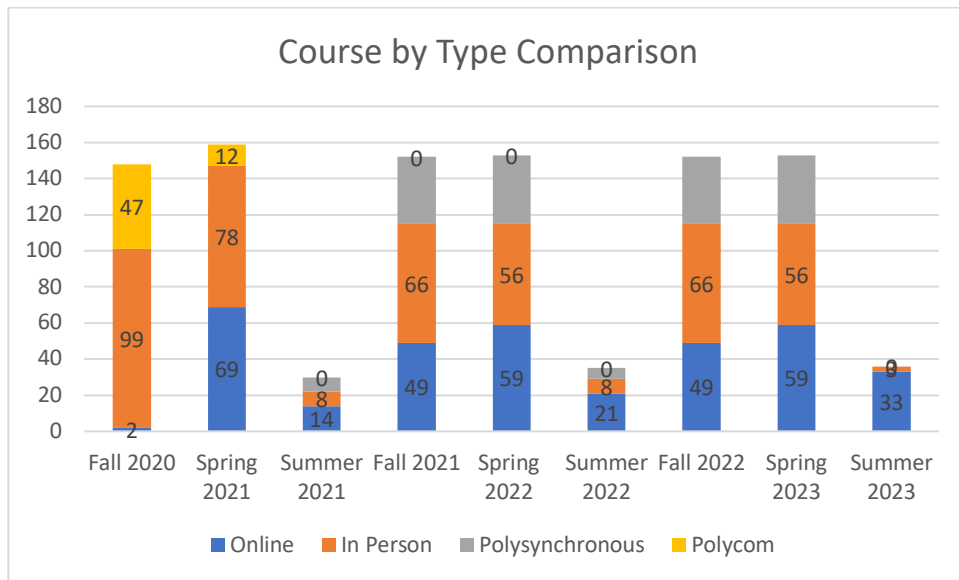
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ASSESSMENT PURPOSE

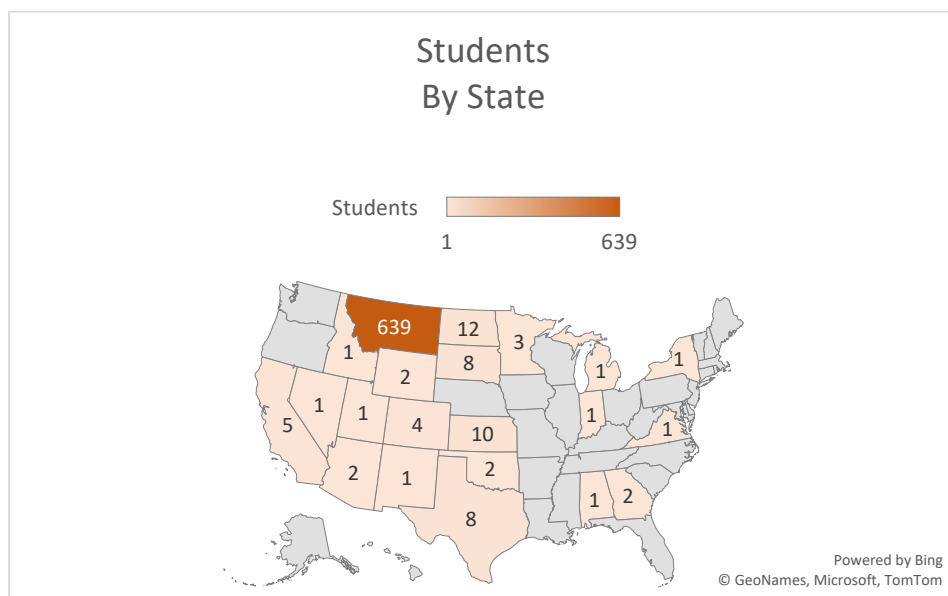
The purpose of this assessment report is to correlate demographics of the student body with degree programs, the number of students enrolling in degree programs, the number of students withdrawing from degree programs, and the number of those successfully completing degree programs and offer strategies for improving academic programs and retention at Fort Peck Community College to better serve students attending the college. In addition, to data analysis, assessment is used to ensure academic programs are meeting intended outcome for the overall program, and its courses.

Fun Facts

Beginning in 2020, FPCC was approved for distant delivery courses. While these courses have been well received, it is the intent of FPCC to accommodate in person courses as well. During the fall and spring of academic year, FPCC does its best to accommodate the entire student body.



Student Representation by State

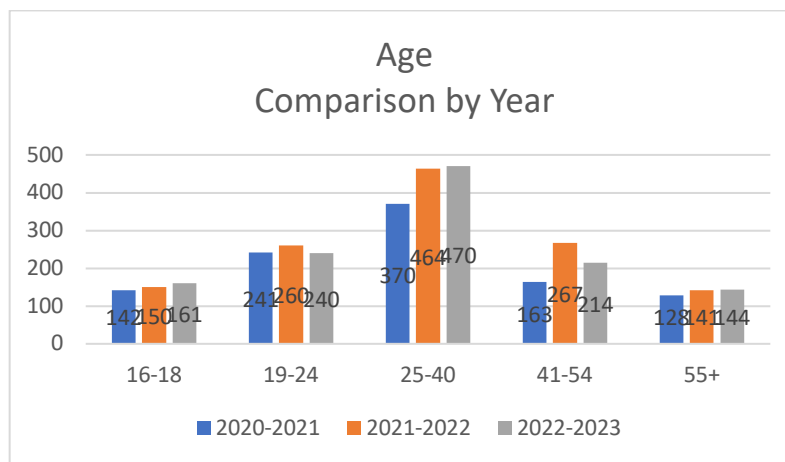


STUDENT DEMOGRAPHICS

The demographics of the study body at Fort Peck Community College vary from year to year. Data collection takes place in various forms and for various agencies at Fort Peck Community College including, the National Center Education for Statistics Integrated Post-Secondary Education Data System (NCES, IPEDS) and the American Indian Higher Education Consortium (AIHEC) American Indians Measures of Success (AIMES) Achieving the Dream (ATD), and the National Student Clearinghouse. Data collected for this report will be based on information for the 2022-2023 academic calendar year at FPCC and is provided at the request of the Data Coordinator.

Student Age

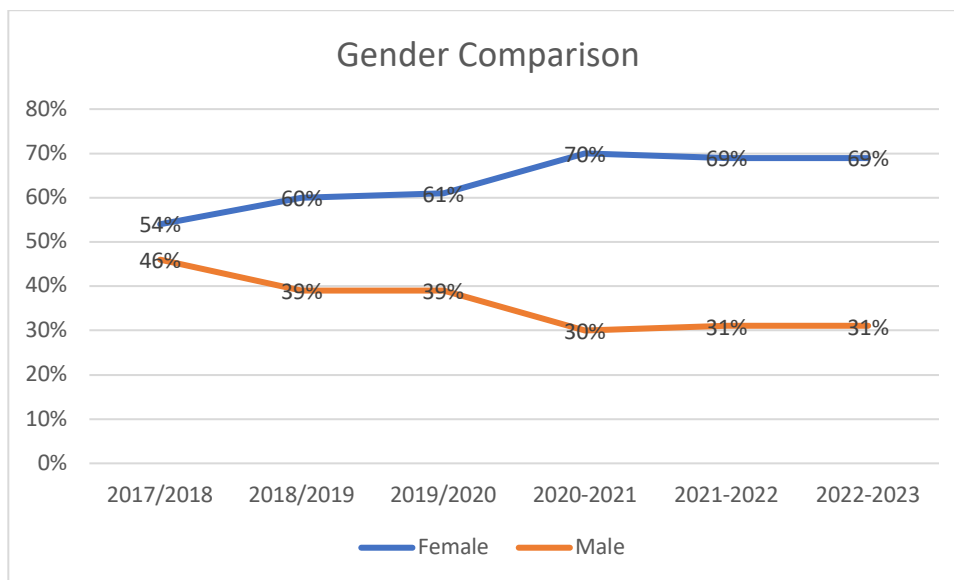
Data collected for the academic year 2021-2022 and 2022-2023 academic year indicate the age of students varies between full time and part time students. 142 students ranging from the ages of 16-18 represent the dual credit and early college; 241 students represented ages 18-24 age group, 370 students represent 25-40 age group, 163 students are 41-55 years of age, and 128 represent the 55+ age group.



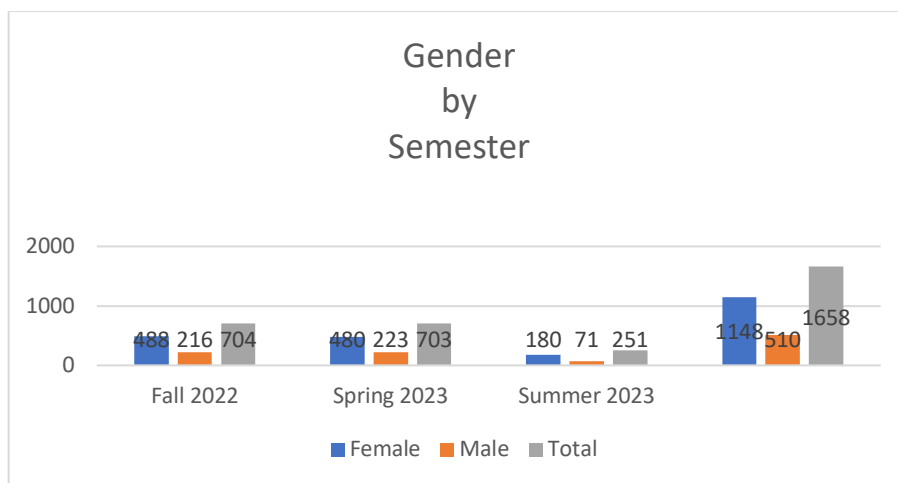
Age by Gender

Student Gender

Gender statistics are important when assessing programs offered in higher education. 69% of the student population for the AY 2022-2023 were females, and 31% were males. These numbers are consistent for the past three years. Females continue to represent the larger student body population.



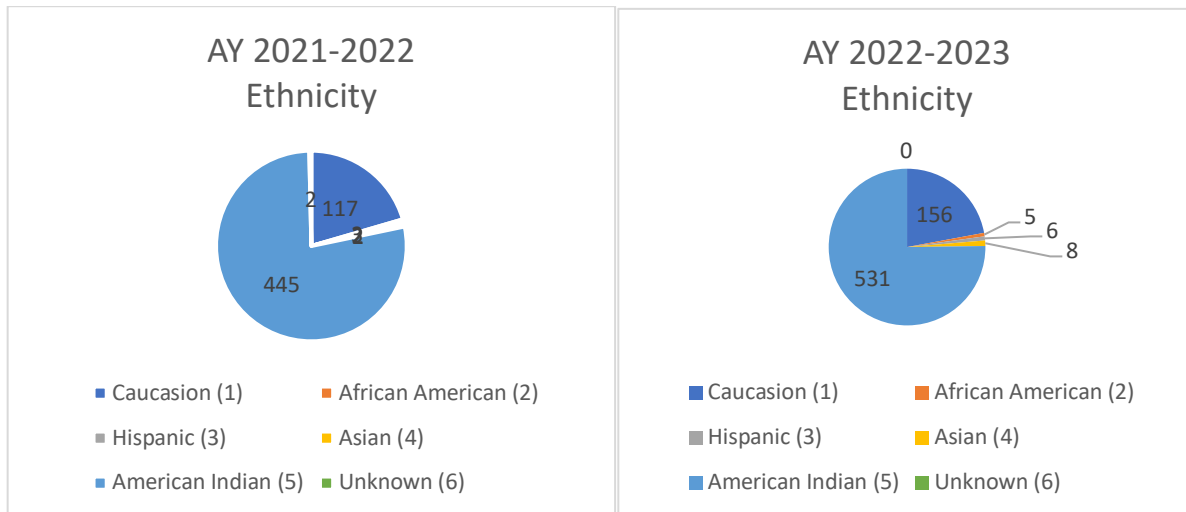
The graph below illustrates cumulative total of the gender of students for the fall, spring, and summer semester of AY 2022-2023.



Ethnicity

Fort Peck Community College was established to provide quality education to American Indians residing off and on the reservation. Historically, many of the students served are American Indian and choose to not leave their homeland. However, to remain a Tribally Controlled College, FPCC must maintain a 50% American Indian Student count.

In AY 2021-2022, 79% of the student body were American Indian, 18% were Caucasian, and the remaining 3% were African American, Hispanic, or Asian. AY 2022-2023, 76% of the student body were American Indian or Alaska Native, and 24% of the student body were Caucasian, while remaining 2% were African American, Hispanic, or Asian. These numbers are important to the financial stability of the institution.



TOTAL STUDENT ENROLLMENT

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

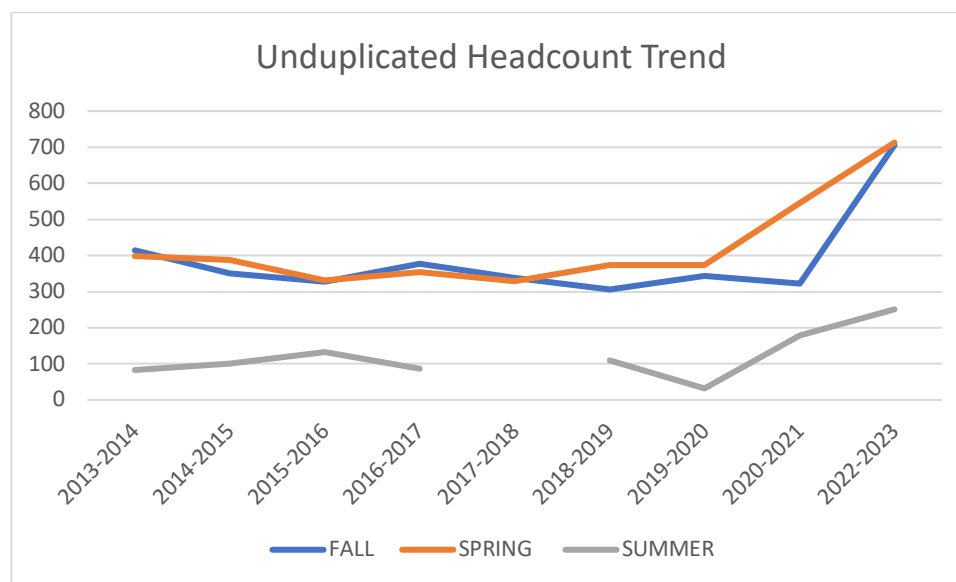
The table bellows represents the unduplicated headcount for each semester over a fifteen. year period

Academic Year	Fall	Spring	Summer
2007-2008	425	396	
2008-2009	435	434	
2009-2010	443	374	
2010-2011	431	450	
2011-2012	456	414	114
2012-2013	384	390	49
2013-2014	414	399	83
2014-2015	351	388	101
2015-2016	327	331	132
2016-2017	378	354	87
2017-2018	338	329	
2018-2019	306	373	109
2019-2020	344	374	32
2020-2021	322	546	178
2021-2022	573	704	252
2022-2023	706	713	213

The unduplicated head count was 706 students for Fall 2022, 713 for Spring 2023 and 251 for the summer of 2023. Beginning in 2020, FPCC utilized COVID resources to provide students additional resources, and improve the quality education on and off the reservation. Moving forward, COVID funding will be limited for students, and it is anticipated to see a

decrease in the unduplicated student count. However, it is the goal of the FPCC administration, staff, and faculty, that the student count can remain consistent at 500.

The graph below is an illustration of the 10-year trend for fall, spring and summer unduplicated headcount. Summer enrollment has seen an increase in AY 2021-2022 and AY 2022-2023. This is the highest in over a decade and we are optimistic that with the schedule changes, online and in-person course offerings, enrollment will be consistent moving forward.

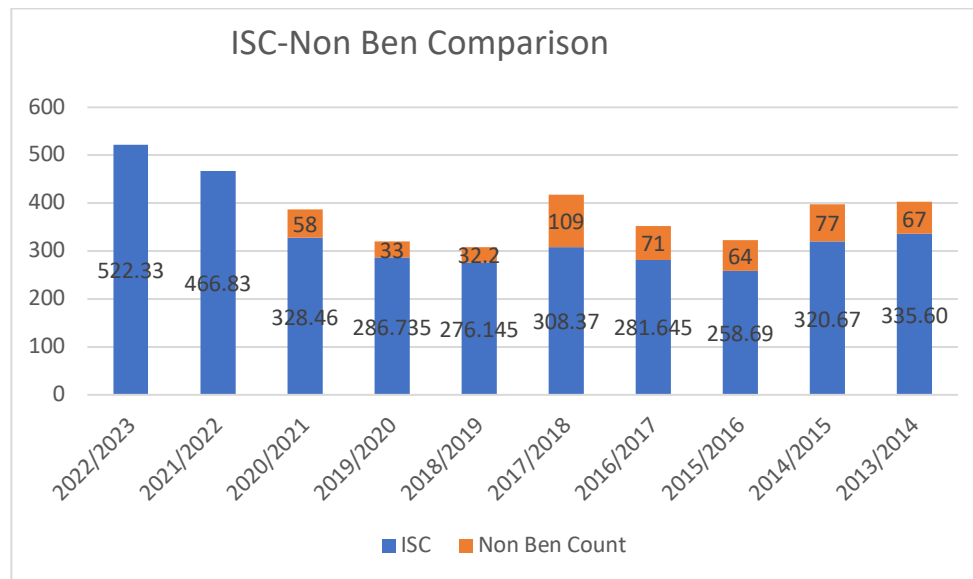


FUNDING SOURCES FOR STUDENT ENROLLMENT

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

	ISC	Non-Ben
2007/2008	5,494.17	
2008/2009	5,784.39	\$3,024.00
2009/2010	5,500.85	\$3,024.00
2010/2011	5,234.61	\$3,024.00
2011/2012	5,664.51	\$3,024.00
2012/2013	5,849.84	\$3,024.00
2013/2014	6,354.94	\$3,024.00
2014/2015	6,717.76	\$3,024.00
2015/2016	7,191.27	\$3,280.00
2016/2017	7,285.25	\$3,280.00
2017/2018	7,352.81	\$3,280.00
2018/2019	8,279.07	\$3,280.00
2019/2020	8,656.46	\$3,280.00
2020/2021	8461.91	\$3,280.00
2021/2022	7645.96	\$3,280.00
2022/2023		\$3, 280.00

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



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

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

DEGREE SEEKING AND PROGRAM OF STUDY ENROLLMENT

Fort Peck Community College offers four programs for degree completion including Associate of Art (AA) Associate of Applied Science (AAS), Associate of Arts (AS), and one-year Certificate programs. Table four below provides the enrollment totals for each degree and certificate program offered at FPCC during AY 2022-2023

Enrollment by degree 2022-2023			
Degree	Fall 2021	Spring 2022	Total
AA Degree	328	328	656
AAS Degree	81	85	166
AS Degree	65	72	137
Certificate	116	106	222
Non-Degree	116	127	243
TOTAL	706	718	1424

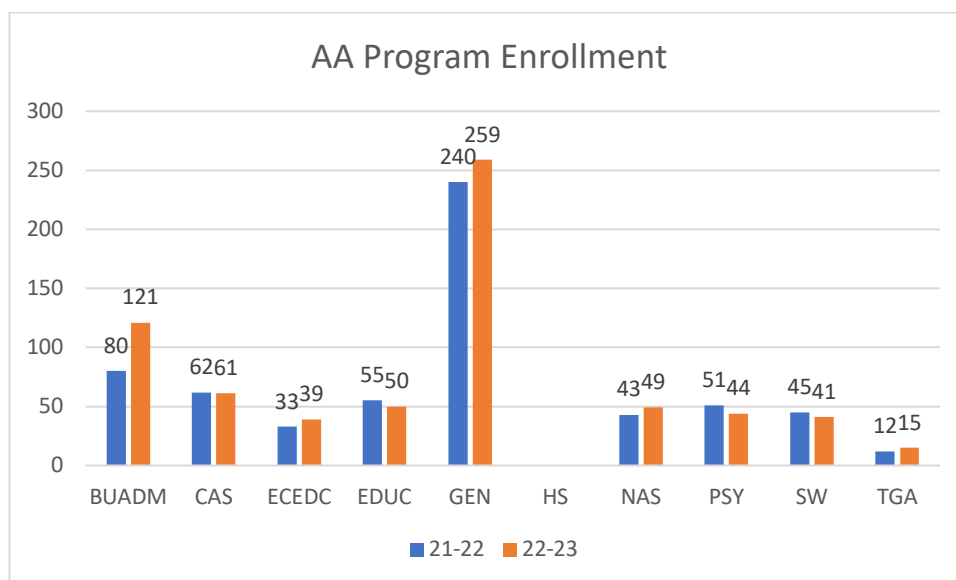
The increase in numbers are efforts put forth by the faculty, staff, and the approval of for distance delivery education from the Northwest Commission on College and Universities in November 2020 as well as COVID support provided. In academic year 2022-2023 there were a total of 1424 students, and 18% of the students were non-degree seeking. It should be noted that non degree students include dual credit and early college students. In AY 2022-2023, there 183 students enrolled as dual credit or early college students.

The FPCC curriculum for the Associate of Arts (AA) degree and Associate of Science (AS) degrees contain General Education requirements organized into seven core areas. These

are the minimum general education requirements for transfer. Specific programs of study have additional required courses. Students and their advisors must consult the program of study for planning and selecting courses. The core requirements listed are the FPCC required credits and courses. Students intending to transfer to another institution must consult the catalog of that institution since credit and course requirements vary.

Associate of Arts (AA) program

Analysis of each individual degree program provides administrators, faculty, and board of directors with a better picture of which programs have high number of students. The following graphs provide a snapshot of enrollment into each academic program during the AY 2020/2021. The graphs below demonstrates that students enrolling in Associate of Arts degrees at Fort Peck Community College sought a degree in General Studies with 115 students enrolled, however, Business Administration continues to be a strong program with 38 students, and followed by Chemical Addiction Studies, Psychology, Social Work and Education.



Historically, when compared, General Studies has remained the AA degree with the greatest number of students enrolled, as well as Education Programs. Over the past nine years,

892 students have **enrolled to complete their** AA degree in General Studies, 307 in Education, and 320 in Business Administration, 188 in Chemical Addiction Studies, and 140 in Human Services (Social Work).

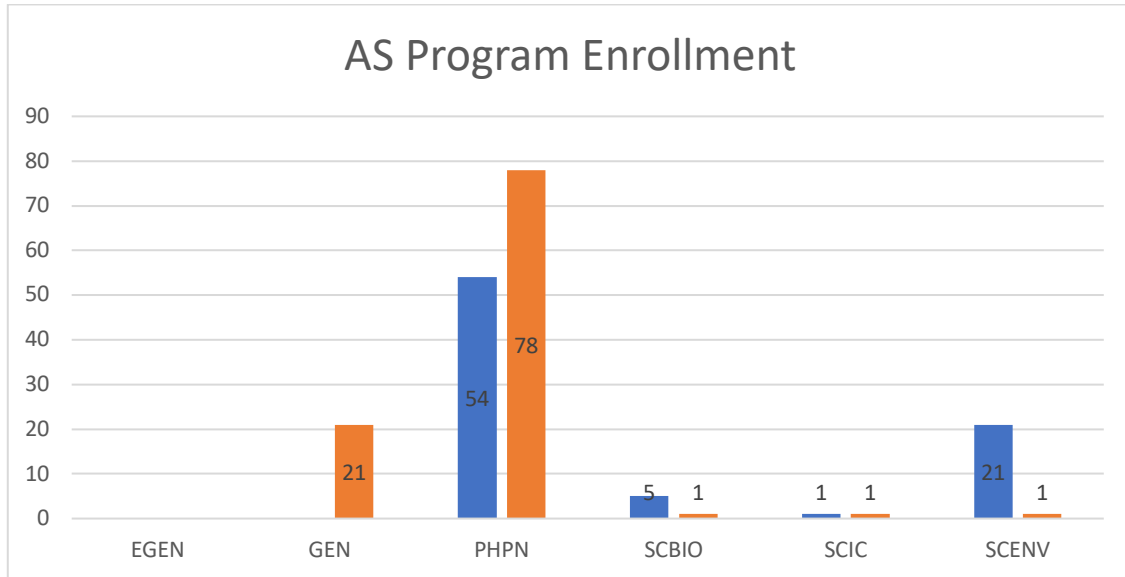
Program	AY 14- 15	AY 15-16	AY 16- 17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	TOTAL
BUADM	19	31	35	85	42	28	49	80	121	320
CAS	7	12	14	9	21	14	30	62	61	188
ECEDC							25	33	39	97
EDUC	27	25	33	61	83	74	45	55	50	307
GEN	80	119	111	149	140	92	161	240	259	892
HS	23	28	28	34	43	7	5			55
NAS	11	10	6	4	8	9	25	43	49	134
PSY	5	6	9	10	21	19	31	51	44	166
SW	0	0	0	0	0	9	45	45	41	140
TGA	0	0	0	0	0	0	11	12	15	38
	172	231	236	352	358	252	427	621	679	2337

Associate of Science Degree

The Associate of Applied Science (AAS) degree is granted to a student who intends to enter immediate employment upon graduation from FPCC. The AAS degree requires related instruction requirements (not recommended for transfer credit). Students intending to graduate with an AAS degree must declare an occupational objective and pursue a vocational/technical program of study.

The graph below provides a snapshot of the students enrolled in the Associate of Science degree programs at FPCC during AY 2020/2021. Pre Health-Pre-Nursing has the largest

enrollment with 50 students and General Studies had 7 degree seeking students, and Environmental Science program had 15 students in 2020/2021. The remaining AS programs have had little to no enrollment over an extended period.



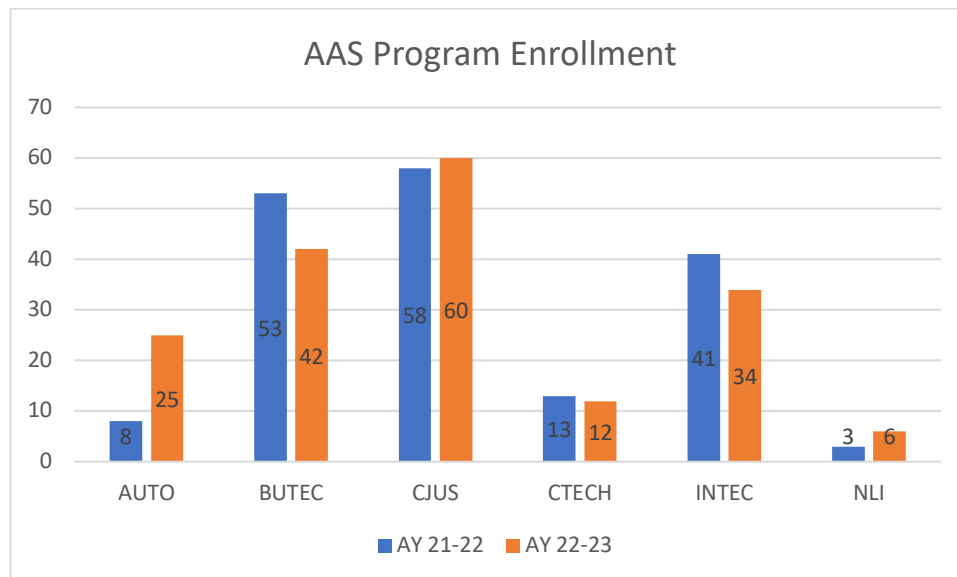
When compared to the five-year trend, the trend suggests a substantial decrease in General Studies, however, this could be related to data entry and changes made to the data entry process. In other programs, there has been a fluctuation from year to year. Environmental Science has seen an increase in demand, and an increase in Pre Health-Pre-Nursing is exciting. It should be noted, $\frac{3}{4}$ time instructor has been hired for Environmental Science. The instructor is making exciting changes to the program, and a gradual increase in students is expected. Pre Health-Pre-Nursing attracts a lot of students, however, there are very few graduates. Discussions and planning efforts have including reaching out to Aaiinah Nakoda College to review their program of study. In AY 2023-2024, there are some course changes that will have a positive impact to the Pre Health-Pre-Nursing Program.

The table below provides a snapshot of AAS program enrollment over the past nine year.

Program	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	TOTAL
EGEN	11	13	10	11	2	0	0			47
GEN	80	119	111	149	140	13	7		21	640
PHPN		0	1	1	4	33	50	54	78	221
SCBIO	1	3	2		1	0	1	5	1	14
Sci-C								1	1	2
SCENV		3	7	13	11	10	15	21	21	101
Total	92	138	131	174	158	56	73	81	122	1025

Associate of Applied Science

The Associate of Applied Science (AAS) degree is granted to a student who intends to enter immediate employment upon graduation from FPCC. The AAS degree requires related instruction requirements (not recommended for transfer credit). Students intending to graduate with an AAS degree must declare an occupational objective and pursue a vocational/technical program of study.



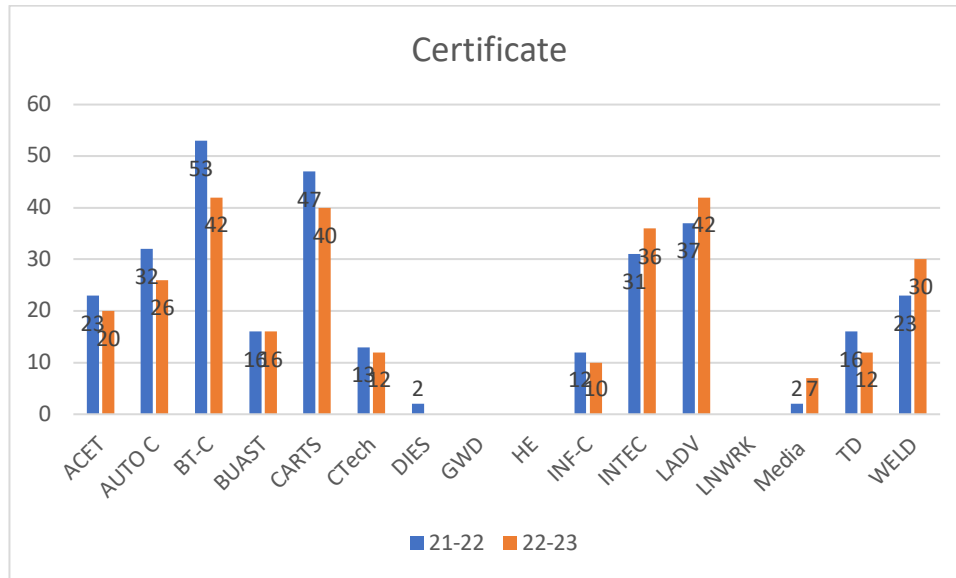
For the 2022/2023 academic year, FPCC offered six AAS programs enrolling 179 students. The Associate of Applied Science in Business Technology has been the most popular

program; however, the Criminal Justice program has become the most popular. The Native Language Instructor was a pilot program in AY 2016-2017, however there has been a decrease in interest of students pursuing NLI degree in 2019/2020. Program changes have been recommended to strengthen the NLI program.

Certificates

The certificate programs provide students with entry-level skills in specific occupations. Students intending to earn a certificate need to identify an occupational objective and follow the certificate programs of study as outlined in this catalog. The one-year certificate programs require related instruction (not recommended for transfer credit).

Often, certificates such as the AAS in Automotive Technology, Business Technology, Communication Technology, and Information Technology can tie into an AAS program of study. During the academic year of 2020/2021, the Lay Advocate programs, however, during curriculum reviews in March 2023, it was noted that the program was all 200 level courses which is not adequate to a certificate level program. Automotive Technology, Truck Driving and Welding remain popular degrees at FPCC, but often students enroll for the trade, and not the certificate.



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

The table below provides a snapshot of AAS program enrollment over the past nine years in certificate programs.

Program	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	Total
ACET	1	1	4	3	2	3	13	23	20	70
AUTO C	8	13	15	15	10	14	17	32	26	150
BT-C	7	13	8	0	0	0	0	53	42	123
BUAST	5	9	6	9	9	6	6	16	16	82
CARTS		0	0	0	0	0	24	47	40	111
CTech		0	0	0	0	0	11	13	12	36

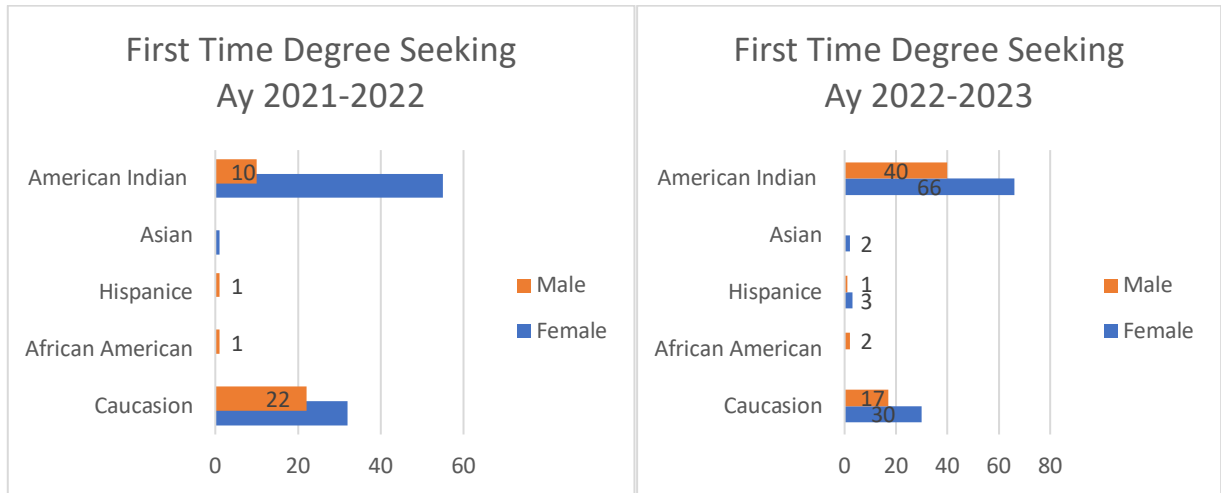
DIES	1	4	9	14	8	7	4	2		49
GWD	1	5	5	6	4	0	0			21
HE	4	3	1	0	0	0	17			25
INF-C		0	0	0	0	0	17	12	10	39
INTEC		0	0	0	0	0	2	31	36	69
LADV		0	0	0	0	13	26	37	42	118
LNWRK	4	7	3	0	0	0	0			14
Media		0	0	0	0	3	6	2	7	18
TD	21	33	20	20	27	17	11	16	12	177
WELD	12	20	22	30	22	13	11	23	30	183
Total	31	108	93	97	82	76	165	307	293	1252

FIRST TIME DEGREE SEEKING STUDENTS

First time students at tribal colleges can be defined as an individual who is first in their family to attend college. The following is a summary of first-time degree seeking students over a five-year period. Over a five-year period and reviewed annually, General Studies tends to attract the greatest number of first-time degrees seeking students. The table below illustrates the five-year average of first-time degree seeking students.

Major (Degree)	2022-2023
General Studies (AA)	31
Business Administration (AA)	12
Pre-Health/Pre-Nursing (AS)	9
Education (AA)	5
Psychology (AA)	5
NAS (AA)	4
Chemical Addiction Studies (AA)	3
Automotive Technology (CAS)	3
Cultural Art	3
Environmental Science (AS)	2
Information/Networking Technology (AAS)	2
Early Childhood Education	2
Lay Advocate	2
Accounting Technician (Cert)	1
General Studies (AS)	1
Social Work (AA)	1
Truck Driving (CAS)	1
Welding Technology (CAS)	1

Below is a comparison of programs of gender and ethnicity for first time degree seeking students in AY 2021-2022 and AY 2022-2023.



RETENTION

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

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

Using the Fall-to-Fall formula reported on the National Center for Education Statistics, the overall institution retention from Fall 2020 to Fall 2021 was 38%.

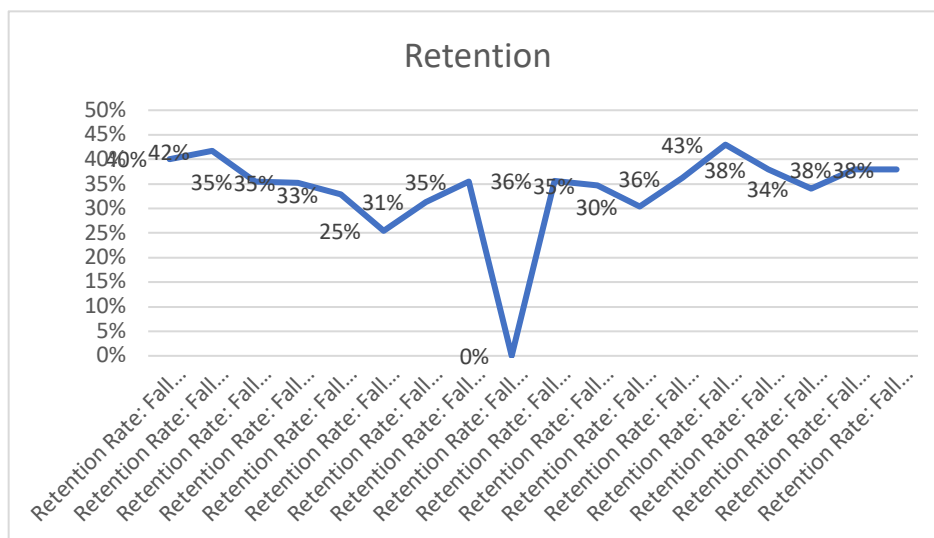


Table 1-Retention Rate Trend

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

Persistence

Data below shows persistence rates at FPCC. Persistence varies amongst institutions. Student persistence can have a positive effect on graduation rates. For the purposes of this report, Fort Peck Community College identified persistence as students who enrolled at the beginning of term one (fall) and at the beginning of term two (spring). The report identifies to areas of persistence; 1.) persistence in academic programs and 2.) institutional persistence. **The institutional persistence rate for 59%, a 1% decrease from the previous year.**

2020-2021	60%
2021-2022	59%
2022-2023	60%

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

MAJOR	AY 21-22	AY 22-23
Associate of Arts		
Business Administration	79%	57%
Chemical Addiction Studies	61%	55%
Early Childhood Education	59%	94%
Education	74%	59%
General Education	52%	37%
Native American Studies	63%	65%
Psychology	74%	67%
Social Work	59%	82%
Tribal Governance and Administration	75%	50%
Associate of Science		
General Studies	50%	
Pre Health-Pre-Nursing	36%	68%
Science-Biology	0%	100%

Science Chemistry		100%
Environmental Science	75%	88%
Associate of Applied Sciences		
Auto	50%	60%
Business Technology	59%	55%
Communication Technology	67%	57%
Criminal Justice	67%	61%
Information Technology	69%	77%
Native Language Instructor	0%	0%
Certificates		
Accounting Technician	50%	45%
Auto-C	33%	31%
Business Assistant	29%	40%
Cultural Arts	67%	73%
Information Technology	43%	50%
Lay Advocate	61%	50%
Media	0%	33%
Truck Driving		
Welding		

COURSE COMPLETIONS

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

Course Completion Formula

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

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

Core Course Completion Rates

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

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

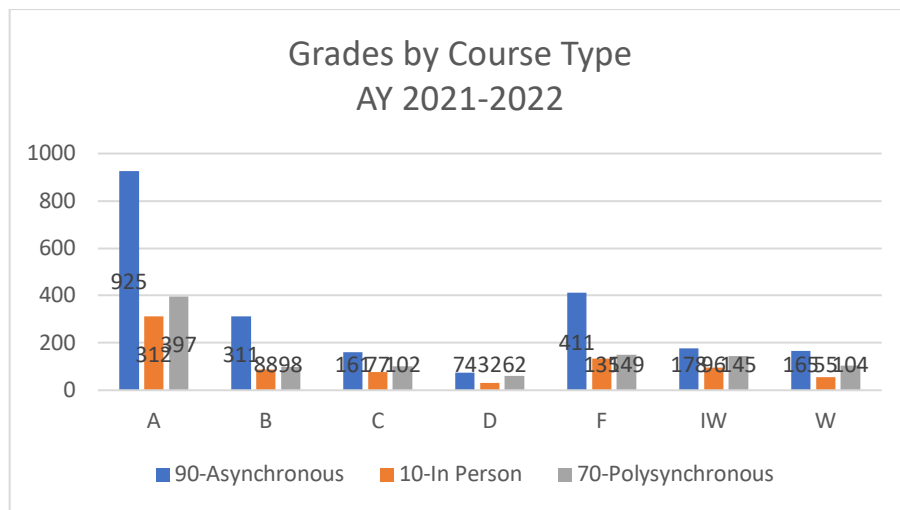
General Education Requirements for AA/AAS		Fall 2022					Spring 2023			
Core I Communications		Enrolled	WD	Pass	% Pass		Enrolled	WD	Pass	% Pass
COMX 111	Intro to Public Speaking	78	24	35	45%		59	16	27	46%
WRIT 101	College Writing 101	74	24	27	36%		95	10	45	47%
WRIT 102	College Writing 102	31	2	21	68%		33	5	19	58%
Core II Mathematics and Science										
M 121	College Algebra	64	13	33	52%		75	8	39	52%
M 145	Mathematics and Liberal Arts	20	4	10	50%		22	5	6	27%
BIOB 160	Principles of Living Systems	55	4	38	69%		42	8	18	43%
BIOH 201	Human Anatomy & Physiology 1	8	1	5	63%		6	2	4	67%
CHMY 121	Introduction to Chemistry	14	2	6	43%		16	2	8	50%
CHMY 141	College Chemistry 1	1	0	1	100%		4	2	2	50%
PHSX 105	Fundamentals of Physical Science	14	3	7	50%		12	3	4	33%
Core III Arts and Humanities										
ARTZ211	Drawing I	16	1	10	63%		11	2	7	64%
LIT 110	Introduction to Lit	31	6	20	65%		0			
LSH 201	Introduction to Humanities	31	4	20	65%		24	7	7	29%

NASX 121	Introduction to Nakona Language	24	3	20	83%		13	0	12	92%
NASX 131	Introduction to Dakota Language	16	5	11	69%		5	2	3	60%
Core IV Social Sciences										
ECNS 201	Principles of Macroeconomics	27	3	21	78%		13	5	4	31%
HSTA 101	American History	24	2	14	58%		0			
HSTA 255	Montana History	11	2	6	55%		17	2	6	35%
HSTR 101	Western Civilization	15	4	7	47%		5	0	3	60%
PSYX 100	Introduction to Psychology	83	17	60	72%		73	17	46	63%
SOCI 101	Introduction to Sociology	48	6	32	67%		62	9	41	66%
Core V Native American Studies										
NASX 105	Introduction to Native American Studies	49	11	22	45%		83	10	36	43%
NASX 117	History and Culture of Fort Peck Reservation	15	3	8	53%		0			
NASX 249	US Indian History	27	7	17	63%					
Core VI Technology										
CAPP 120	Introduction to Computers	26	7	14	54%		30	5	13	43%
CAPP 131	Basic MS Office	96	43	39	41%		105	11	64	61%
Core VII Health										
ACT106	Beginning Conditioning & Fitness	21	4	13	62%		12	3	6	50%
ACT150	Beginning Yoga	52	2	42	81%		68	6	57	84%
HTH100	Personal Health and Wellness	21	4	12	57%		23	0	15	65%
PSYX150	Drugs & Society						35	4	21	60%
PSYX182	Psychology of Stress Management						38	4	19	50%

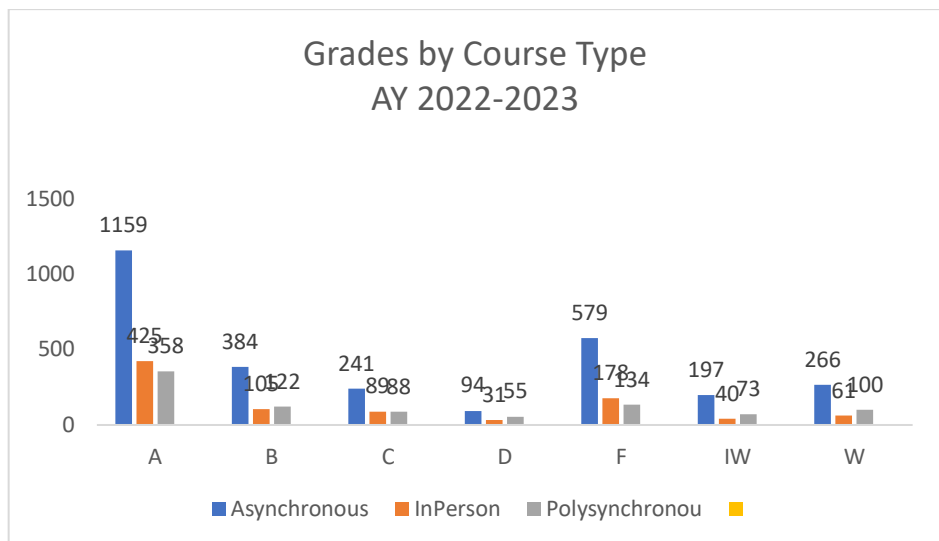
GRADE DISTRIBUTION REPORT ACADEMIC YEAR 2020/2021

Grade distribution is important for student success initiatives. Beginning in AY 2021, several raised questions related to the success of for the courses offered with the approval distance delivery.

Grades by Course Type 2021-2022

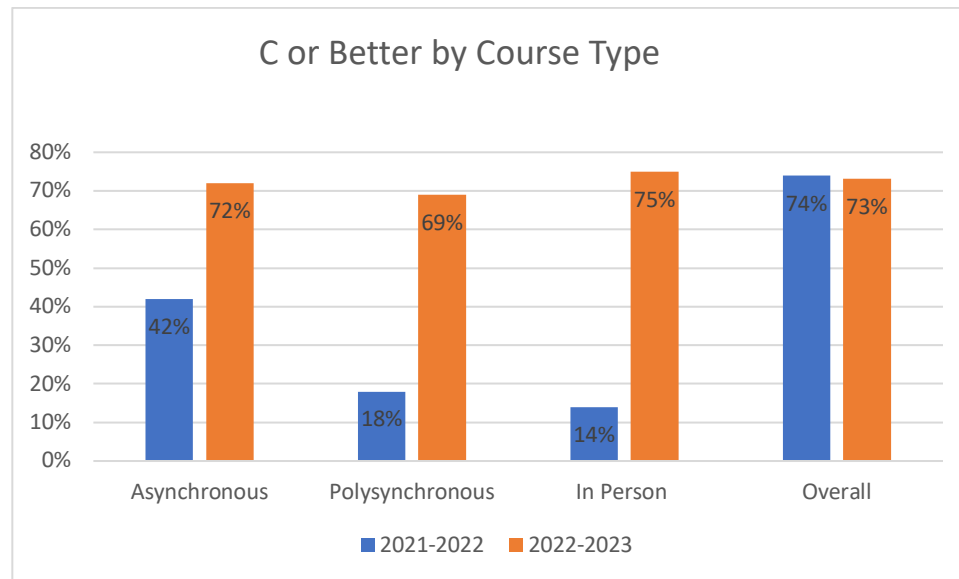


Grades by Course Type 2022-2023



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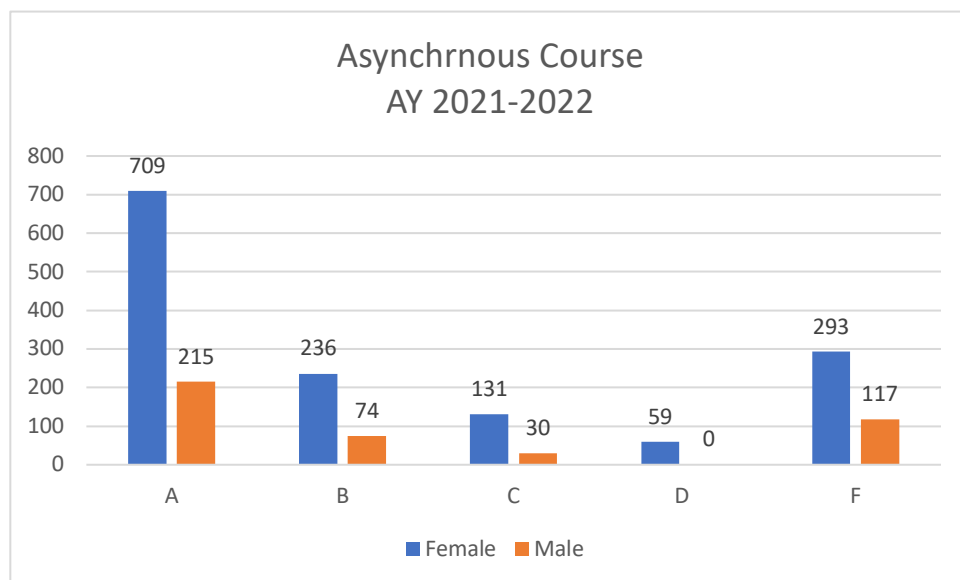
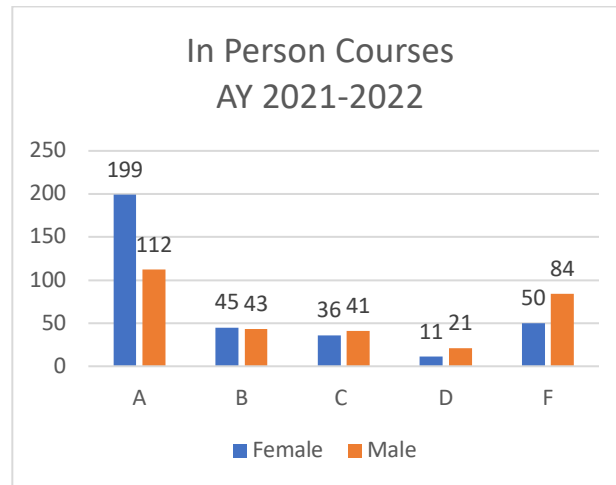
C or Better Course grades by Course Type



Withdrawals and Instructor Withdrawals by unduplicated student count

Withdrawals	2021/2022	2022-2023
W	27%/419	19%/310
IW	21%/324	26%/427

In addition, per the recommendation of NWCCU, grade distribution is disaggregated by gender. grade distribution is as follows for the 2021-2022 Academic Year. Data for the 2022-2023 was not available at press time.



GRADUATES

Fort Peck Community College was granted accreditation by the Northwestern Commission, known today as Northwest Commission on Colleges and Universities (NWCCU) 1991 and nearly three decades later, FPCC remains compliant with accreditation standards. Graduation rates for Cohort year 2018 at FPCC 15%, compared to 21% of the comparison median group (all TCUs).

The information provided below illustrates the graduate information for the academic year, a five-year view, and a historical view. During the academic year of 2022-2023, students had the option to enroll in 31 different degree program, and 23 programs awarded, 115 degrees at the completion of the academic year. Degrees awarded in 2022-2023 indicates that General Studies was popular with 16 students receiving a degree in General Studies. Furthermore, by examining the trends in degrees earned by FPCC graduates, administrators and instructors can better understand the educational demands of potential students. In the past decade, FPCC has consistently graduated a high number of students with Associate of Arts (AA) degrees. The high number of students graduating with AA might indicate students plan to continue their post-secondary education. The table below support the graph above by providing a breakdown of number of graduates in each program of study for the past five years.

Associate of Arts	2019	2020	2021	2022	2023	Total
Business Administration	4	2	6	5	2	31
Chemical Addiction Studies	3	1	6	7	9	29
Early Childhood Education	*	*	*	2	3	5
Education	2	5	1	3	6	22
General Studies	12	14	11	20	16	99
Human Services	0	1	2	*	*	13

Native American Studies/AIS	0	0	2	2	2	6
Psychology	1	1	4	7	5	23
Social Work	0	3	3	4	9	19
Tribal Governance & Administration	*	*	1	0	1	2
Total AA	22	27	36	50	53	249
Associate of Science	2019	2020	2021	2022	2023	Total
Biomedical	2	0	0	0	1	3
Computer Technology	0	0	*	*	*	0
Environmental	1	1	0	1	1	4
General Studies	4	2	4	1	3	14
General Science - Bio	*	*	*	1	0	1
General Science - Chem	*	*	*	*	0	0
Pre-Engineering	2	0	*	*	*	2
Pre-Health/Pre-Nursing	0	0	0	3	3	13
Total AS	9	3	4	6	7	36
Associate of Applied Science	2019	2020	2021	2022	2023	Total
Automotive Technology	1	1	1	3	0	8
Building Trades	*	*	*	*	*	1
Business Technology	2	0	1	2	5	12
Business Assistant	0	0	0	0	0	2
Communication Technology	*	*	0	0	1	1
Computer Technology	0	0	0	0	0	1
Criminal Justice	*	*	0	2	7	9
Information/Network Technology	*	*	1	2	7	10
Native Language Instructor	4	0	0	0	0	4
Total AAS	7	1	3	9	20	60
Certificate	2019	2020	2021	2022	2023	Total
Accounting Technician	0	1	1	3	7	17
Automotive Technician	0	2	2	2	1	10
Building Trades	*	*	*	*	*	4
Business Assistant	0	1	2	3	7	16
Cultural Arts	*	*	5	1	0	6
Desktop Support Technician	*	*	*	*	*	2
Diesel Technology	0	0	1	*	*	4
Electrical Line Worker	*	*	*	*	*	7
Graphic Web Design	0	1	*	*	*	3
Information Technology	*	3	1	7	9	20
Lay Advocate/Paralegal	*	3	4	7	7	21

Truck Driving	0	2	2	5	0	10
Welding*	0	0	1	2	3	10
Total Certificates	0	13	19	30	34	130

The Big Picture

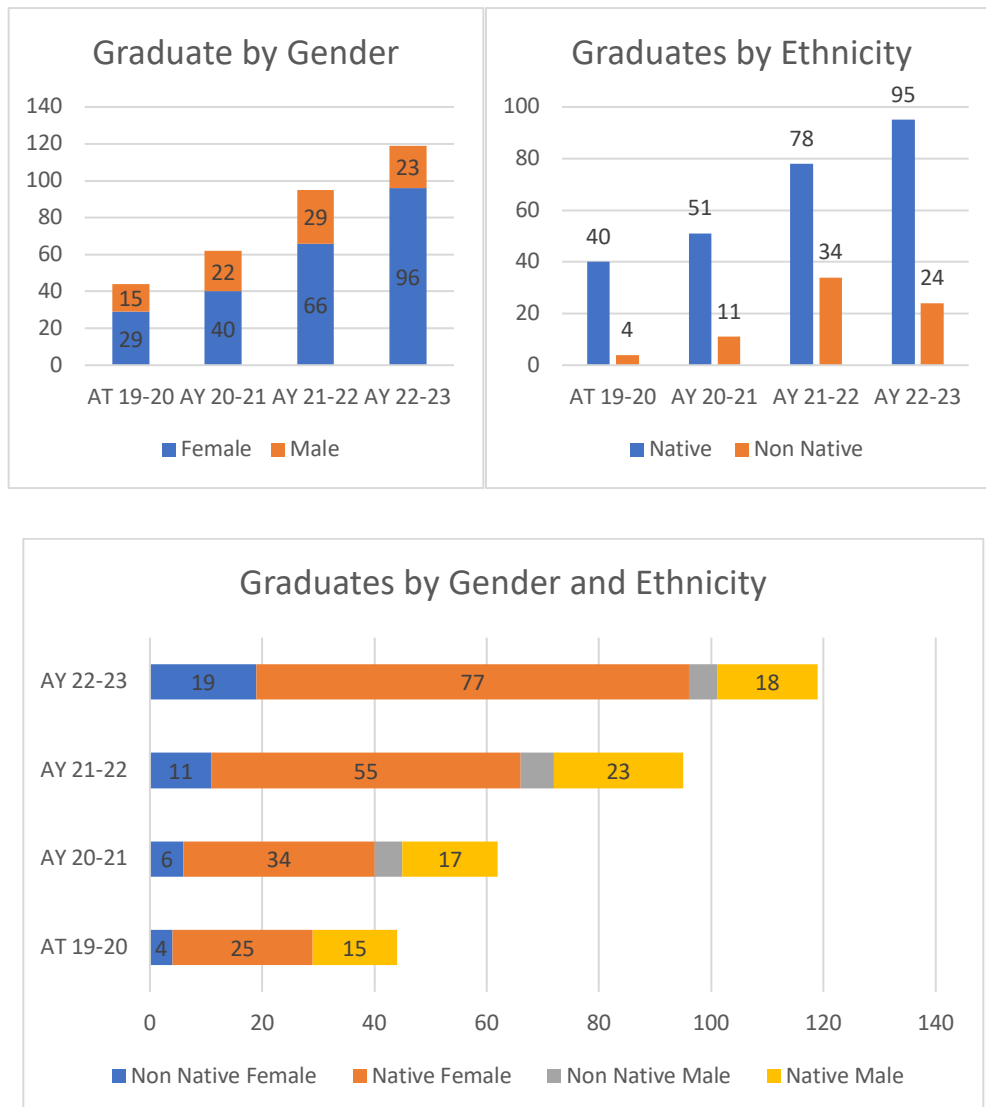
When compared with data for the last five years, Associate of Art programs remained the leading degree offered at Fort Peck Community College, and certificate programs remain competitive with the degree awarded at Fort Peck Community College over the last five years.

Degree	2017	2018	2019	2020	2021	2022	2023
Associate of Art	14	19	22	27	36	50	53
Associate of Science	0	3	9	3	4	6	7
Associate of Applied Science	10	3	7	1	3	9	20
Certificates	19	0	0	13	19	30	34
	43	25	38	44	62	95	114

Institutional Disaggregated Graduate Data

Standard 1.D.1. suggests 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).” Data suggest that:

- Females have a higher graduation rate at FPCC.
- Predominately, more Native American than other ethnicities graduate at FPCC.
- American Indian Females have a higher graduation rate compared to American Indian Males.
- Data for 2022-2023 is being analyzed at this time (Power Bi)



Regional and National Comparison

Measuring success at tribal colleges is done in several ways including IPEDs and the American Indian Measures of Success (AIMS). The federal Department of Education's data relies upon a strict formula to calculate the retention at higher education institutions, which focuses on full-time students and assumes they graduate quickly, which may not be the case in Tribal Colleges. College. Standard 1.D.2. on student achievement with The Northwest Commission on College and Universities indicates that

“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).”

To address the recommendations of the NWCCU IEI, FPCC identified five institutions to compare to. **The data below is reported to American Indian Higher Education Consortium.**

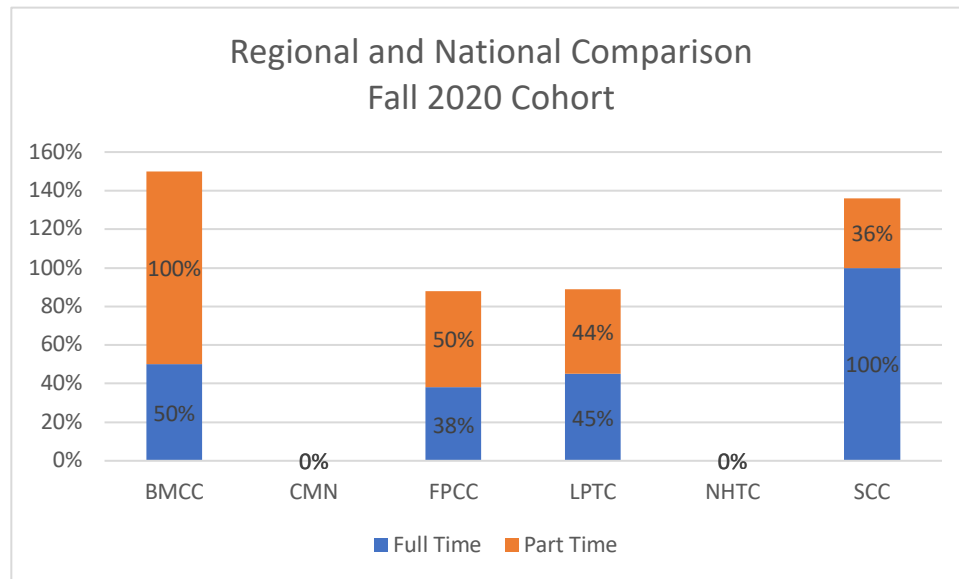
Fall enrollment for the peer institutions was requested. Unfortunately, the request to the American Indian Higher Education Consortium had not been granted at press time.

TCU	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
College of Menominee Nation								
Fort Peck Community College	348	346	378	339	306	345	320	570
Little Priest Tribal College								
Nueta Hidatsa Community College								
Stone Child College	211	198	230	537	293	268	308	373

Retention Rates by Comparison Institutions

“Retention rates are measured from the fall of first enrollment to the following fall.

Academic reporting institutions report retention data for the Fall 2020 cohort of students who are still enrolled as of the institution's official fall reporting date or as of October 15, 2021. Program reporters determine the cohort with enrollment any time between August 1 - October 31, 2020 and retention based on August 1, 2021” (NCES, 2022)



Graduates Rates by Comparison Institutions

The rates per college are reported to the National Center for Education Statistics (2022). Graduation rates are based on a cohort of students including all full-time, first-time degree seeking undergraduate students. The table below is a comparison to the Tribal Colleges the FPCC administration identified as comparison groups for accreditation purposes.

Graduate		
CMN	34%	Fall 2015
FPCC	15%	Fall 2018
LPTC	14%	Fall 2018
NHTC	11%	Fall 2015
SCC	23%	Fall 2015

Conclusion

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

- FPCC consistently enrolls more females than males. This is true for institutional graduate as well.
- FPCC assessment continues to grow each year. Assessment of programs, program and course learning outcomes, disaggregated data has all become part of the systematic process within the institution focus groups to gain information on old and new academic programs.
- FPCC has identified indicators for mission success per the recommendation of NWCCU.
- Dual credits continue have strong support from the local school systems and neighboring communities.
- Summer enrollment has been consistent for the past three years.
- General Studies is most popular amongst degree programs.
- Retention of students in programs could improve overall completion and graduation rates. ATD is working with FPCC to improve in this area.
- In order to fully understand a graduate's intention, FPCC could implement a graduate survey to identify graduates continuing education plans, FPCC could work with those students to assist them in their continuing education efforts beyond FPCC. More importantly, understanding the student concerns through course evaluations and barriers students face to complete their college degree could improve the graduate rate.

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

Other Assessment Activities

- Curriculum Policy Updated
- NWCCU Report Submitting Fall 2022
- Employee Satisfaction Survey completed in December 2022.
- Student Profile completed.
- Course Evaluations completed.
- Curriculum Reviews were completed in Spring 2023.
- Evaluation of Advising Surveys
- Revision of Program and Course Learning Outcomes
- Advising Plan is in process with ATD.