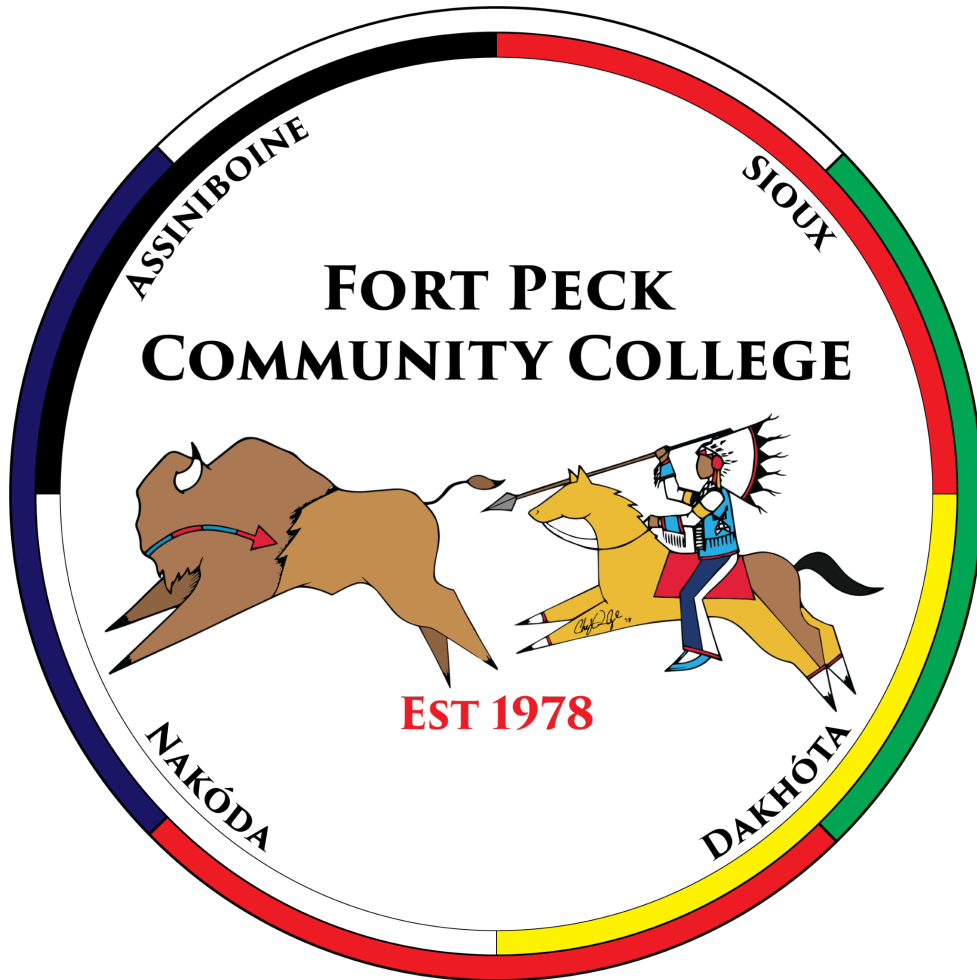


Policies Regulations and Financial Review



Prepared for the Northwest Commission on Colleges and Universities
By
Fort Peck Community College
09/15/2021

Contributors

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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)

(Signature of Chief Executive Officer)

09/14/2021

(Date)

Mission Fulfillment

By deciding to identify overall mission fulfillment in terms of four key elements from FPCC's mission statement, the institution has built a bridge between its mission and its fulfillment. The four key elements from the mission statement are academics and transfer preparation, cultural awareness, service to community and workforce preparedness. FPCC realizes the importance of striving for optimal levels of excellence while still instituting attainable values that lead to acceptable standards of performance and impact.

Academics is the first and prevailing element from the mission statement. In order to fulfill the mission as a comprehensive tribal community college, FPCC maintains and is guided by the components of the mission statement in developing and delivering academic and vocational curricula that enriches students, the institution, and the communities on and near the reservation. As an open enrollment institution, FPCC's student population is reflective of the Assiniboiné and Sioux Tribes and the northeast region of Montana, serving the educational needs of all ages, nationalities and genders of the service region.

Cultural Awareness is the second key element from FPCC's mission statement. In fulfilling this mission, the college identified indicators to measure the attainment of incorporation of Assiniboiné and Sioux cultural education, history and language preservation and restoration activities of the institution. The college attempts to embody and enrich cultural awareness and identity of the Assiniboiné and Sioux Tribes throughout its curriculum, facilities and events. In integrating cultural revitalization throughout its organization, FPCC aims to assist individuals, families, organizations and businesses in the development, growth and strengthening of this core theme.

Service to Community is the third key element from the mission statement. In fulfillment of this mission theme, FPCC is identified as the focal point on the Fort Peck Indian Reservation with regards to social, economic and community development efforts. Serving in this role, the institution targets community engagement, health and wellness promotion, and civic responsibility in the programs, activities and events that FPCC sponsors or in which the college participates. Specific objectives and accompanying indicators throughout the core themes permeate the fulfillment of this mission. The college must continue to identify and forecast the needs and opportunities of the communities in order to be responsive and resourceful.

Workforce Preparedness is the fourth and final key element from the mission statement that characterizes overall mission fulfillment of the institution. Specific objectives and indicators address and measure FPCC's preparedness in addressing the educational training and skills development required of the local occupational environment. The workforce readiness for the local and regional employment opportunities will depend mainly on the college delivering the education and resources to place successful students into these workforce positions. The college must retain the network and relationships established with businesses, agencies and organizations across their service region to fulfill the mission's core themes and measurable objectives and indicators.

Overall, the Mission of FPCC incorporates these four mission statement elements into the direction and purpose of the institution and its corresponding responsibilities to its constituents. The overall mission of FPCC will have been fulfilled and attained if the college can affirm that it is delivering academics in a manner that prepares students for the workforce, provides an educational framework that allows the pursuit of higher educational goals, incorporates the preservation and revitalization of the history and culture of the Assiniboiné and Sioux Tribes throughout the institution, and integrates community service activities, programs and events that assist individuals, families and communities to strengthen and prosper.

Eligibility Requirements

1. **Operational Status:** The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of NWCCU's acceptance of its Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before NWCCU's evaluation for initial accreditation.
2. **Operational Focus and Independence:** The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting and sustaining NWCCU's Standards for Accreditation and Eligibility Requirements.
3. **Authority:** The institution is authorized to operate and confer degrees as a higher education institution by the appropriate governmental organization, agency, and/or governing board as required by the jurisdiction in which it operates.
4. **Institutional Effectiveness:** The institution demonstrates and publishes evidence of effectiveness and uses ongoing and systematic evaluation and planning to refine its key processes and measures to demonstrate institutional mission fulfillment. Through these processes, it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.
5. **Student Learning:** The institution identifies and publishes the expected learning outcomes for each of its degree, certificate, or credential programs. The institution engages in regular and ongoing assessment to validate student learning and, consistent with its mission, the institution establishes and assesses student learning outcomes (or core competencies) examples of which include, but are not limited to, effective communication, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy that are assessed across all associate and bachelor level programs or within a General Education curriculum.
6. **Student Achievement:** The institution identifies and publishes expected outcomes and metrics for student achievement, including, but not limited to graduation, retention, completion, licensure, and measures of postgraduation success. The indicators of student achievement are disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other institutionally meaningful categories that are used to help promote student achievement and close barriers to academic excellence and success (equity gaps).
7. **Non-Discrimination:** The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its mission.
8. **Institutional Integrity:** The institution establishes and adheres to ethical standards in all of its academic programs, operations, and relationships.

9. Governing Board: The institution has a functioning governing board(s) responsible for the quality and integrity of the institution and for each college/unit within a multiple-unit district or system, to ensure that the institution's mission is being achieved. The governing board(s) has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities, shall have, with respect to such boards, clearly defined authority, roles, and responsibilities for all entities in a written contract(s). In addition, authority and responsibility between the system and the institution is clearly delineated, in a written contract, described on its website and in its public documents, and provides NWCCU accredited institutions with sufficient autonomy to fulfill its mission.

10. Chief Executive Officer: The institution employs an appropriately qualified chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. The chief executive officer may serve as an ex officio member of the governing board(s) but may not serve as chair.

11. Administration: In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators, with appropriate levels of authority, responsibility, and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. Such administrators provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission. Executive officers may serve as an ex officio member of the governing board(s) but may not serve as chair.

12. Faculty: Consistent with its mission, the institution employs qualified faculty members sufficient in numbers to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and sustainability of its academic programs. The institution regularly and systematically evaluates the performance of faculty members in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties.

13. Educational Programs: Consistent with its mission, the institution provides one or more educational programs all of which include appropriate content and rigor. The educational program(s) culminate in the achievement of clearly identified student learning outcomes and lead to degree(s) with degree designations consistent with program content in recognized fields of study.

14. Library and Information Resources: 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.

15. Physical and Technology Infrastructure: The institution provides the facilities, equipment, and information technology infrastructure necessary to fulfill and sustain its mission and maintain compliance with all federal and applicable state and local laws. The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

16. Academic Freedom: Within the context of its mission and values, the institution adheres to and maintains an atmosphere that promotes, supports, and sustains academic freedom and independence that protects its constituencies from inappropriate internal and external influences, pressures, and harassment. Faculty, students, staff, and administrators are free to examine and test all knowledge and theories.

17. Admissions: The institution publishes student admission policies which specify the characteristics and qualifications appropriate for its programs and adheres to those policies in its admissions procedures and practices.

18. Public Information: The institution publishes current and accurate information regarding: its mission; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

19. Financial Resources and Planning: The institution demonstrates financial stability, with cash flow and reserves necessary to support and sustain its mission, programs, and services. Financial planning ensures appropriate available funds, realistic development of financial resources, and appropriate risk management to ensure short-term financial health and long-term financial sustainability.

20. Financial Accountability: For each year of operation, the institution undergoes an annual, independent financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

21. Disclosure: The institution accurately discloses all the information NWCCU may require carrying out its evaluation and accreditation functions.

22. Relationship with NWCCU: The institution understands and accepts the Standards and policies of NWCCU and agrees to comply with these Standards and policies. Further, the institution agrees that NWCCU may, at its sole discretion, make known the nature of any action, positive or negative, regarding the institution's status with NWCCU to any agency or member of the public requesting such information.

23. Institutional Capacity: The institution demonstrates operational capacity (e.g., enrollment,

human and financial resources, and institutional infrastructure) sufficient to fulfill and sustain its mission. It allocates resources as necessary to achieve its mission and engages in realistic budgeting, enrollment management, and capital planning to support the achievement of its identified strategic indicators of institutional capacity

Introduction

Fort Peck Community College (FPCC) is a tribally controlled community college located on the Fort Peck Indian Reservation in Poplar and Wolf Point, Montana. The College is located in Roosevelt County in northeastern Montana near the North Dakota and Canadian borders. FPCC serves the Fort Peck Indian Reservation, specifically the towns of Poplar, Wolf Point, Brockton, and Frazer, as well as the surrounding towns of Nashua, Culbertson, Scobey, and Glasgow (Glasgow is in Valley County). FPCC acquired full academic accreditation through the Northwest Commission of Colleges and Universities (NWCCU) in 1991 and has maintained accreditation at the community college level since then.

NWCCU accreditation standards and [FPCC Board of Directors' policies](#) ensure that the authority, roles, and responsibilities are clearly understood by the Board, the administration, the faculty, staff, and students. The College has its mission statement posted on the home page, in the catalog, and throughout both campuses. The Board of Directors, administration, faculty, staff, and students have meetings once per semester to familiarize themselves with the mission statement and the core themes. This allows stakeholders to understand their role of participation in the system of institutional governance.

Governance

2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

FPCC operates within a system of shared governance to ensure an effective and transparent form of governance. The Fort Peck Tribes chartered FPCC in 1978 per Tribal Resolution #334-78-3, and subsequent Resolutions #449-80-3, and #3025-85-10 This Charter explains that the Chairman of the Board of Directors:

- performs all duties incident to the Office of Chairman and such other duties as may be prescribed by the Board of Directors
- has general supervision and control of the business and affairs of the College.
- presides at all meetings of the Board of Directors.
- may sign on behalf of the College any leases, deeds, mortgages, contracts, or other instruments of papers.
-

According to its revised [Charter](#) (1989), Fort Peck Community College (FPCC) is governed by a Board of Directors. This Board is comprised of nine voting members, and the term of office shall be two years. Not more than three Directors will be Tribal Council members and are therefore

appointed by the Fort Peck Tribal Council. At least five members must be members of the Fort Peck Tribes and are selected by a simple process. When a vacancy occurs, a public notice is published in the local papers that there is a vacancy on the Board. An applicant will submit his/her name to the Board and the Board decides if he/she will be selected based on several criteria (see Charter, Article III). The Charter also provides for one seat for the President of Student Senate who is a voting member. Current Directors, roles, and the dates beginning their terms are presented in the table below.

Name	Role	Dates of Service
Robert McAnally	Chairman	January 2019
Dana Buckles	Vice Chairman	November 2017
	TEB Representative	
Jackie Weeks	Secretary	September 2010
Peter Dupree	Treasurer	January 2019
	Community Member	
Kaci Walette	TEB Representative	November 2017
Jestin Dupree	TEB Representative	November 2017
Leslie Gourneau	Community Member	November 2013
Anna Eder	Community Member	August 2015
Gifford Standing	Student Rep	September 2020

The board has clearly defined roles and responsibilities, outlined in the [board of director policies](#). The president's administrative team provides monthly reports to the board of directors to ensure FPCC is providing relevant information to assist in the decision-making process at FPCC. Policies that govern the board are available on the college public [website](#) as well as the college policies and procedures.

The College achieved [501 \(c\)\(3\)](#) status in 1983, thus being exempt from federal income tax as a nonprofit educational institution. (see attachment) The Fort Peck Tribes chartered FPCC to deliver higher education two year programs and vocational programs to the community. Therefore, the policies, regulations, and procedures concerning the institution are clearly defined and equitably administered. The Fort Peck Tribes operates at an arm's length in regard to the administration and management of the institution. The FPCC Board of Directors and the College President have the responsibility to uphold this relationship.

Tribal colleges are supported by the [American Indian Higher Education Consortium](#) (AIHEC), a national Board of tribal colleges. AIHEC's mission is "to support the work of the tribal colleges and universities and the national movement for tribal self-determination."

2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with

planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The division of authority and responsibility between the governing board, the FPCC Board of Directors, and the institution is clearly delineated. The Board is aware of the power and role it holds to develop and implement policy and make decisions. The institution is aware of its responsibility to carry out its mission. In order to carry out the mission, FPCC has a Strategic Plan that is current and that is reviewed annually to determine its effectiveness. FPCC also has a current FPCC [Administrative and Faculty Policies and Procedures](#). Both documents are reviewed at least once per year during the Board Retreat and Planning session, usually in the spring. Faculty, staff, and students have input into the development of the documents and the procedures outlined.

Fort Peck Community College (FPCC) adheres to the [Administrative and Faculty Policies and Procedures](#) policies and standards to implement high leadership and management of the institution. The [Board of Directors](#) holds the fiduciary responsibility for the College and the Board designates the President as the key administrator for the College. The President of the College is a full time, 12-month professional executive administrator with excellent credentials who reports directly to the [Board of Directors](#). The [Board of Directors](#) has the responsibility to hire the President, set policy, review progress, and ensure fiduciary responsibility and effective fiscal management. The President was selected after a national search by the [Board of Directors](#) and began her tenure May 2014.

The President's Administrative team provides the top level of management for the College. It is comprised of the President, the Vice President for Academic and Vocational Programs, the Vice President of Student Services, the Vice President of Institutional Development, the Director of Special Programs & Partnerships and the Business Manager. In accordance with [Board Policy](#) leadership responsibilities are outlined in the institutional organizational chart and is updated annually during the annual strategic planning process and disseminated to staff and faculty prior to the start of each academic year.

Title and CV	Name
President	Haven Gourneau
Academic Vice President-Interim	Carrie Schumacher
Student Services Vice President	Elijah Hopkins
Institutional Development Vice President	Craig Smith
Business Office Manager	Rose Atkinson
Director of Special Programs & Partnerships	Olivia Headdress

The administrative team are qualified individuals. These administrators are responsible for planning, organizing, and managing the respective areas within their purview and contribute to shared governance within the institution. Administrative team members make recommendations for their departments that align with the institutional goals, and each month, the members present

relevant information during the monthly board meetings. Administrators are hired to align with job descriptions that outline minimum and preferred qualifications expected to meet the goals of the institution. The Vice Presidents, and the Business Manager report directly to the President.

Staff and faculty members share in institutional governance and have input into decisions and policies through several pathways. Staff and faculty indicate they have a substantial role in institutional planning and are satisfied with overall leadership of the college. Finally, the departmental meetings are held each month with direct supervisors, whereby they may bring forth ideas, make recommendations, or communicate concerns which are then presented to the President's Administrative team for further discussion and/or action.

2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

The President of FPCC is a highly qualified administrator with over three decades of work experience at the tribal college level and in partnerships with other tribal colleges, state institutions and universities. As the chief executive officer of the College, the President is the main liaison between the Board of Directors and the administration of the college.

FPCC employs president Haven Gourneau as the chief executive officer since 2014. The President of the College is a full-time, 12-month professional executive administrator with excellent credentials (see vita) who reports directly to the Board of Directors. President Gourneau holds an Associate of Arts (AA) degree in General Students, a Bachelor of Science (BS) in Business Management, and M.B.A in Business Management, and is ABD with an Ed.D in Educational Leadership.

As such, the President:

- Has full authority to hire and terminate employees.
- Has authority to sign grants, contracts, and official documents on behalf of the College.
- Has authority to sign checks, develop the college budget, and fundraising.
- Serves as the primary connection to the Board of Directors between the faculty and staff.
- Carries the overall financial, administrative, academic, and responsibility for the operation and accreditation of the College.

In addition, the President represents the College at public functions and community events. The President performs within a system of shared governance that is critical to the mission and core themes of the institution. The organizational flow chart outlines administrative and staff reporting and supervision, as well as the division of workload and responsibility of offices and departments.

2.A.4 The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

FPCC operates within a system of shared governance to ensure an effective and transparent form of governance. The Board of Directors holds the fiduciary responsibility for the College and the Board designates the President as the key administrator for the College.

Comprised of three Vice Presidents, the Business Manager, and one director, the presidents administrative team provides the top level of management for the College. The team meets weekly to communicate information and to make recommendations and decisions regarding overall operation and are the primary decision makers for the college and oversees the daily operations of the institution.

The faculty members share in institutional governance and have input into decisions and policies through several pathways. Since FPCC is a small college, faculty plays a significant role in decision-making. An elected FPCC Faculty Senate Representative attends Board of Directors meetings and serves in an ex officio capacity to communicate information and provide input from the vocational and academic areas. Various campus committees, which deal with academic programs, solicit faculty involvement which is then brought forth to the administration and may be presented to the Board of Directors for approval or revisions.

Finally, the faculty has monthly meetings with the Vice President of Academic and Vocational Programs, whereby they may bring forth ideas, make recommendations, or communicate concerns which are then presented to the President's Administrative Council for further discussion and/or action.

The student role in governance is ensured since the President of Student Senate sits as a voting member on the Board of Directors. The Student Senate President is invited to attend the annual American Indian Higher Education Consortium (AIHEC) meeting held in Washington DC in February to assist the President and other administrators in ensuring that policies and funding regarding tribal colleges are pursued.

Required Documents

[Administrative Policies and Procedures](#)

[Board of Directors Policies](#)

[Board Calendar](#)

[FPCC Charter and Bylaws](#)

[FPCC Organizational Chart](#)

[President Haven Gourneau Vitae](#)

[501©3 Status](#)

Exhibits

[FPCC Website](#)

[Academic position description](#)

[Administrative Team Vitae](#)

[Board of Director Chairman Vitae](#)

[FPCC Strategic Plan](#)

[Faculty Senate](#)

[Student Senate](#)

Academic Freedom

2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences pressures, and harassment. Academic Freedom is addressed in the [Administrative and Faculty Policies and Procedures](#), page 4. Students' rights to academic freedom are expressed in the [FPCC Student Handbook](#), pg 223. These rights are approved by the FPCC governing board.

FPCC ensures the freedom of faculty to discuss his/her subject within the classroom context without fear of harassment from external or internal entities can be found in the [Administrative and Faculty Policies and Procedures Handbook](#), page 4 The institution's policy statement on harassment can be found in section "L" of the [student handbook](#), and outlines policies for addressing instances of harassment:

Discrimination or Harassment

Fort Peck Community College is committed to equal opportunity in employment and education, and does not discriminate on the basis of race, color, religion, national origin, sex, age, or against qualified disabled persons, disabled veterans, or veterans of the Vietnam era as identified and defined by law.

All complaints regarding discrimination in the areas covered under this section, if not otherwise resolved, should be registered with the office of the college President.

FPCC affirms its desire to create and maintain a work environment for all employees, and a study environment for all students which supports, nurtures, and rewards career and educational goals on the basis of ability and work performance regardless of sex.

Sexual harassment of employees by coworkers, supervisors, or of students by staff, faculty or administrators is unacceptable. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

The employee's or student's submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or education.

The employee or student's submission to, or rejection of, such conduct is used as the basis for employment or education decisions.

The conduct has the purpose or effect of unreasonable interference with an individual's work or academic performance or creating an intimidating, hostile or offensive environment.

FPCC prohibits such conduct. Furthermore, sexual harassment is a violation of state and federal equal opportunity and nondiscrimination regulations. Disciplinary action will be taken when instances of sexual harassment are identified and confirmed. Retaliation against persons who file complaints is a violation of laws prohibiting discrimination and will result in disciplinary action against offenders. Supervisors who knowingly condone or fail to report incidents of harassment will themselves be subject to discipline. Student complaints should be filed with the Office of the Vice President of Student Services.

Political Activity

No FPCC employee can serve in a tribal elected office or other position in the official governing body of the Tribe, or any position which constitutes a conflict of interest with his/her College employment. No person who is serving in any elected capacity (as defined above) may be employed in a full-time paid College position. FPCC adheres to the policies governing candidacy and tribal elections as states in the Personnel Policies and Procedures of the Fort Peck Tribal Government. The methods and policies regarding FPCC employees who declare their candidacy for office are found on Page 6 of the FPCC [Administrative and Faculty Policy and Procedures](#)

Additionally, the [FPCC Charter](#) specifically acknowledges the individualism of Native Americans and dedicates itself to the task of meeting the needs of Native American students, faculty, staff and community members.

2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

Required Documents

[FPCC Student Handbook](#)

[Administrative and Faculty Policies and Procedures](#)

[Academics Handbook](#)

Exhibits

[FPCC Course Catalog](#)

[FPCC Charter](#)

Policies and Procedures

Fort Peck Community College publishes its policies and procedures on the FPCC website [Policies and Procedures](#) , and in the [course catalog](#). The policies and procedures cover operational features of the college, while the course catalog provides information related to academic matters.

2.C.1 The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

As one of seven Tribal Colleges in Montana, Fort Peck Community [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](#). In addition, FPCC participates in the [Montana University System Common Course Numbering system](#) to facilitate transfer among Montana community and technical colleges. FPCC updated agreement in 2021 to continue participation. Participation in this agreement made it easier to determine the acceptability of transfer credit.

Additional detail for transfer of credit is available in the [Registrar Office](#). The Registrar evaluates the transfer of credit after a completed [FPCC Application for Admission](#) and all required official transcripts, have been received by the Office of the Registrar as posted on the [FPCC Website](#) and in the [FPCC College Catalog](#).

In cases where there is a question about alignment of course content with the FPCC course catalog, including vocational courses, the registrar consults with the appropriate faculty, and/or Academic Vice President. FPCC also provides relevant information for students intending to transfer FPCC credits to another institution as documented in the [FPCC Course Catalog](#).

Articulation agreements have been made with four-year institutions to facilitate the transfer of credit. Currently, FPCC currently has articulation agreements with three institutions granting Bachelor and graduate degrees:

2.C.2 The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Fort Peck Community College has policies and procedures, and related documents that details students' rights and responsibilities. The policies and procedures listed below include academic honesty, appeals and grievances, accommodations for persons with disabilities.

Fort Peck Community College welcomes students of various ages, backgrounds, goals, and educational requirements. Enrollment is a voluntary entry into a community college for the purposes of training and study. With enrollment, the student accepts both the rights and responsibilities accorded to FPCC students. As members of the College community, students

have the responsibility to study and learn, and to conduct themselves with integrity in relation to the College's mission, policies and procedures, and regulations. Students registered for classes have the responsibility of attending all scheduled class periods. Although students may be excused from class attendance in cases of illness or other good reasons, they are obligated to make up any missed assignments promptly.

Documentation of **Academic honesty** is addressed in the academic misconduct section of FPCC's Student Code of Conduct policy located on page 231 of the [Student Handbook](#).

Documentation of **Appeals, grievances** are addressed in the discrimination or harassment section and the [Student Handbook](#) located on page 226. The [FPCC Title IX Policy and Procedures](#) also provides appeals and grievances for students' that aligns with best practices in accordance with the U.S. Department of Education's regulations on Title IX. Students' rights and responsibilities are explained in full detail in the personal and organizational misconduct sections starting on page 231 – 237 of the [Student Handbook](#).

Documentation of 'Student responsibilities' are also explained on page 16 under the 'Student Responsibilities' policy section of the [Course Catalog](#).

Documentation of **Accommodations for persons with disabilities** can be found in the course catalog and is explained on page 226 under the 'Students with Disabilities' section of the [Student Handbook](#). The [Office of Disability Services policy](#) statement is also available online for all employees and students to reference the program services.

Any approved changes in policies relating to student rights and/or conduct are published in both the college catalogue and the [Student Handbook](#). Major policy changes are published in the local newspapers. Policies regarding students' rights and responsibilities are implemented fairly and consistently through the offices of the Vice President for Student Affairs, the Vice President for Academics and the Office of the President.

2.C.3 The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs---including its appeals process and readmission policy---are clearly defined, widely published, and administered in a fair and timely manner.

Documentation of **Policies and procedures for recruiting, admitting, and placing students** is explained on page 217 under the 'Student Services' section of the [Student Handbook](#).

Additional documentation can be found on pages 4-5 under the 'Admissions' section of the [Course Catalog](#) regarding admissions and student placement.

The [Academic Standing](#) policy statements is available under the academic policies, [classification of students](#), and academic standards sections of the [Course Catalog](#).

Documentation of **Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies/ procedures** is explained on page 231-237 of the [Student Handbook](#).

Fort Peck Community College utilizes Accuplacers testing for reading, math, and writing skills. All new and transfer students are required to take selected academic level assessments prior to registration. Students who have not attended classes for a period of four consecutive semesters are also required to take the placement assessment.

2.C.4 The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Fort Peck Community College adheres to federal regulations concerning the retention of student records. FPCC maintains all student records in safe, secure and accessible locations. The FPCC Financial Aid Department Powerfaids student records and the FPCC Registrar Department Jenzabar student records are backed up on removable disks monthly and are secured in a local bank safety deposit box. Student financial aid hardcopy records are maintained in fireproof cabinets at a minimum of three years and registration hardcopy records are maintained in fireproof cabinets at a minimum of five years. The FPCC [financial aid student record policy](#) and the [Financial Aid Department policies and procedures](#) handbook (pgs. 8 & 30) and the FPCC [Student Handbook](#) hardcopies are located in Student Services and online at www.fpcc.edu.

The FPCC Registrar and Financial Aid Director receive annual FERPA training either through seminar or workshops provided by the Department of Education or through other organization offerings. The FPCC Registrar offered FERPA training during the Spring 2012 semester to all FPCC faculty. To ensure that all new and returning faculty members are provided FERPA training it is offered annually during Spring semester.

Section XI, Student Records, of the [Student Handbook](#) from pages 228-230 provide an overview of the general policy which includes definitions, custodian of records, access of records, and procedures policy statements. **Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies**

The "Privacy" section is located in academic policy of [Course Catalog](#) also explains FERPA regulations as related to student records. The [Technology Use policy](#) covers general explanation of liability regarding computers and servers as related to student records.

Required Documents

[Course Catalog](#)

[Student Handbook](#)

[Financial Aid Policies and Procedures](#)

[Transfer of Credit](#)

[Americans with Disabilities Act](#)

Appendices

[Technology Use Policy](#)

[Office of Disability Services Policy](#)

[Common Course Numbering MOU](#)

Institutional Integrity

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.

The Fort Peck Community College's staff, faculty and Board of Directors adhere to the highest standards of ethical behavior, understanding that these ethics are a direct reflection of the institution's mission and a fundamental philosophical attribute of the Assiniboiné and Sioux people of the Fort Peck Indian Reservation. FPCC consistently represents itself as an institution of higher education with a qualified open-door policy for admissions, respondent to local and regional employment opportunities through classroom academia and training while constantly striving to preserve, revitalize and enrich the culture, language and history of the Assiniboiné and Sioux Tribes.

FPCC is committed to providing a quality education to the service region in the northeastern corner of Montana, emphasizing academic disciplines and vocational training programs that can be completed in an appropriate time frame. The institution is committed to truth, honesty and academic freedom, and demonstrates those traits to the communities that it serves through current policies and practices. Publications, promotional materials, the course catalog and the institution's website go through a regular, periodic analysis of its policies and procedures. All major publications can be found on the [FPCC Website](#).

Fort Peck Community College accurately represents its current accreditation status and avoids assumption on future accreditation actions or status. Accredited by the Northwest Commission on Colleges and Universities (NWCCU), this designation appears in the institution's literature, reports and proposals. FPCC is consistent and accurate in public representation of the mission and opportunities offered by the college through its catalog, publications and official statements. FPCC is also accredited through the World Indigenous Nations Higher Education Consortium (WINHEC), the accreditation body for indigenous education initiatives and systems that identify common practices, criteria and principles by which indigenous people live.

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 either through directed study, independent study, or through class substitutions. The advisor, registrar and student will determine the proper requirements to complete their program of study. FPCC allows students to use the catalog up to five years prior to graduation. In the event of significant change in requirements, FPCC ensures that students are provided the resources to complete their program in a timely manner. 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 of study to meet the unique needs of potential employers and students, especially in the vocational trades' areas. FPCC was able to face these challenges by allowing students to either continue their program of study through independent study or other means. FPCC was fortunate in that there were fewer than ten students who were affected.

2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

Fort Peck Community College supports and embodies the highest of ethical standards in managing the operations and mission of the institution, as stated in the Employee Conduct section of page five of the [Administrative and Faculty Policies and Procedures](#). While implementing this characteristic of the college campus-wide in all of their affairs, this attribute is strongly implemented in relations with the general public, the Commission, and external organizations of which the college is affiliated with or does commerce with. All [complaints and grievances](#) page 27 at the institution are handled in a fair and timely manner, with complaints addressed by the President's office or the Administrative team. The grievance processes outlined in the [Administrative and Faculty Policies and Procedures](#) on page 27-28. The college has a [non-discrimination policy](#) on page four in services, hiring of faculty and staff, and student admittance and enrollment. Indian preference is a factor for employment at the institution based on the source of funding. The FPCC Board of Directors [Policy Manual](#) guides the code of conduct expected of the governing body.

2.D.3 The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Institutional policy defines and prohibits conflict of interest on the part of the governing board members, administrators, faculty and staff. This is outlined in the [Charter and By-Laws](#) of the institution, as well as the [Administrative and Faculty Policies and Procedures](#). FPCC maintains its purpose as a higher education institution and operates with absolute autonomy despite any support or affiliation with outside agencies and organizations. Although FPCC is chartered by the Fort Peck Tribes, the college remains autonomous from the Tribal Executive Board, operating under a separate Board of Directors. The college's mission statement reflects an awareness of Indian Education, aiming to provide a quality education experience accompanied by exposure to the culture, history and language of the Fort Peck Assiniboiné and Sioux people.

Required Documents

[Administrative and Faculty Policy and Procedures](#)
[Board of Director Policy](#)
[Charter and By-Laws](#)

Financial Resources

Fort Peck Community College operates programs funded by Federal, State, Foundation contracts and grants, by auxiliary services revenue and by general fund revenues. There are six types of funds to be accounted for; Contract/Grant (restricted), Auxiliary (Enterprise Funds) Services, General Fund (unrestricted), Dorm/Facility Fund, Endowment Fund and Trust-Agency Fund. There are three areas of financial management; Budgeting, Record Keeping and Reporting and is organized by each fund type.

GENERAL POLICY STATEMENT: “It is the policy of Fort Peck Community College Board that all funds under FPCC control will be accounted for by a centralized, budget driven accrual accounting system. FPCC will use generally accepted accounting principles that shall be in conformance with the Single Audit Act, Amended, 1996, known as “[OMB Circular A-133](#)”. Furthermore, Resolution #3025-85-10 states that the College will “maintain an Independent Finance System

2.E.1 The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

The Fort Peck Community College [Financial Policies and Procedures](#) manual was formally approved in 2004 and was updated in 2021. The institution demonstrates financial stability with sufficient cash flow and reserves to support its mission, core themes, programs and services.

On a yearly basis, Fort Peck Community College has an audit conducted by an external certified public accounting firm, [Wahlenberg Ritzman & Co.](#) It is the policy of Fort Peck Community College Board that all funds under FPCC control will be accounted for by a centralized, budget driven accrual accounting system. The audit is conducted in compliance with applicable federal funds and IPEDS requirements. The Board reviews annual audits to ensure complicity and that monetary integrity is being followed by the institution. For Fiscal Year 2019-2020, the audited financial report is available at the Fort Peck Community College Business Office. Annual audit reports have consistently shown college resources to be well managed. This has been accomplished pursuant to and consistent with Generally Accepted Accounting Principles set forth by the National Association of College and University Business Officers

Reporting, review and analysis of current financial information throughout and at the end of the fiscal year are the key to ensuring that Fort Peck Community College. Reporting is done a monthly basis to the President, Board of Trustees of year to date expenditures and revenue accounts. Contract/Grant Program Directors receive budget status and account ledger reports monthly. Contract/Grant Program reporting to the granting agency (Federal, State) is ordinarily compassed on a quarterly basis.

Additionally, the college must adhere to the financial reporting requirements as set forth by the various federal, state, and private grants and contracts, including those funds received under the Tribally Controlled Community College Act. Reporting, review and analysis of current financial information throughout and at the end of the fiscal year are the key to ensuring that Fort Peck Community College.

2.E.2 Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

Budget Planning and Stakeholder Involvement

The budgeting process itself begins with an on-going comprehensive review of prior year budget activity and financial forecasts for the forthcoming fiscal period, by the President and members of the Presidents Administrative team, which includes the Vice Presidents of Academic Affairs, Student Services, Community Services, and Institutional Planning and Development, as well as the Business Manager. This process typically begins in January of each year. The financial software has been upgraded to the Jenzabar suite, fully integrating finance, human resource, registration, and student financial aid functions. Financial reporting has been enhanced by the option of real-time reports, enabling program staff to better manage resources. All institution data is centralized on a secure server for immediate access and retrieval.

By April, the Business Office is normally in receipt of the institutions prior year audited financial statement. This document, along with the financial forecasts is delivered to the President and members of the Executive Committee who are primarily the Vice Presidents of Academic Affairs, Community Service, Institutional Development and the Business Office Manager. From there the forecast is provided to the Administrative team for review and comment. Members of the Administrative team are then responsible for sharing this information with their respective faculty and staff members for comment. From this exercise, the departmental areas verify personnel expenditures and recommend funding allocations for specific line items.

Based on the comments from the administrative team, faculty and staff, , a preliminary budget is prepared by the President and the business office manager. The preliminary budget considers all available and projected revenue sources, both restricted and unrestricted, in meeting the budgetary demands of the institution. This activity also takes into consideration programmatic changes, shifts in resource availability and allocation, and staffing/faculty requirements based on curriculum and planned institutional initiatives. Scheduled completion for this activity is May 1 of each year.

The President submits the preliminary budget to the Board of Directors at the May meeting for review and comment. The budget is studied from several critical points, which are: a. its consistency with the mission of the institution, b. whether it complies with Board policy regarding financial management, c. if it meets the standards for institutional growth and development as set forth in the FPCC Comprehensive Development Plan, d. availability of resources to meet basic institutional needs, i.e., general fund activities, e. restricted funds

utilization, management and reporting criteria, and f. a comprehensive assessment of institutional effectiveness, by departmental area and program, to determine the most suitable application of financial resources. Other budget criteria may be utilized by the Board of Directors, depending on circumstances and suitability, in determining the appropriateness of the preliminary budget and its subsequent approval. Completion of this activity is scheduled for May 31 of each year.

Upon receiving approval by the Board of Directors, the preliminary budget is then subjected to further analysis, by the President's Administrative team, regarding resource availability and the application of said resources. Changes in general fund or restricted funds resource availability are noted and adjustments are made to the affected area. This process continues through June, July and August of each year, with a final budget submitted by the President, for Board of Directors approval, at their September meeting. This activity must be completed no later than September 30 of each year.

This exercise initiates the formal budgeting process can be found in the [Financial Policies and Procedures](#).

INVESTMENTS - SHORT AND LONG RANGE

The College's investments include U.S. government securities, money market mutual funds and structured products. Money market mutual funds and short-term investments have been reclassified as cash equivalents if their original maturities were 90 days or less.

The College accounts for its investments in accordance with Statement No. 31 of the Governmental Accounting Standards Board, Accounting and Financial Reporting for Certain Investments and for External Investment Pools (GASB No. 31). This statement established standards for certain investments to be reported at fair value. In addition, the College's investments are presented in the financial statements in accordance with Governmental Accounting Standards Board, Statement No. 40, Deposit and Investment Risk Disclosures. This statement addresses common deposit and investment risks related to credit risk, concentration of credit risk, interest rate risk and foreign currency risk. (Exhibit File - Investment Portfolio)

Included in investments are Structured Products, which consist of 100% principal protected Certificates of Deposit (COs) linked to the S&P 500 Index (the Index) issued by Barclays Bank, HSBC Bank USA, N.A, and Sun Trust Bank. If held to maturity the College will receive 100% of its principal at maturity, subject to FDIC insurance limits and the creditworthiness of the issuer. The return on these COs is linked to the return on the Index at the date of maturity, with a maximum return potential of 36% or 7.20% per year. If the Index ending level is less than or equal to the Index starting level, the return will equal zero. Currently there is no established secondary trading market for these COs and no assurance that one will develop.

Should the College seek to sell the COs prior to maturity, there is no guarantee of 100% return of principal. The fair market value at September 30, 2020 is an estimate based on assumptions made by the broker and the current level of the Index.

Risk Management

The College faces a considerable number of risks of loss, including a) damage to and loss of property and contents, b) employee torts, c) professional liability, i.e. errors and omissions, d) environmental damage, e) workers' compensation, i.e. employee injuries, and f) medical insurance costs of employees. A variety of methods are used to provide insurance for these risks. Commercial policies, transferring all risks of loss, except for relatively small deductible amounts, are purchased for property and contents damage, employee medical costs, and professional liabilities. And, given the lack of coverage available, the College has no coverage for potential losses from environmental damage. Coverage limits and the deductibles on the commercial policies have stayed relatively constant for the last several years. The premiums for property and contents damage are allocated between all applicable College funds. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years.

The risk to intellectual property in the administrative, financial and campus wide is lowered through a coded key less entry that is controlled through the Information Technology Department. Access to the Data Base is controlled through hierarchy limited to those in direct control of finance, registration, and financial aid software maintenance. Weekly backup is controlled through the IT department as well.

The risk that, in the event of a depository failure, the College's deposits may not be returned to them. The College is considered to have \$250,000 FDIC Insurance for demand deposits and \$250,000 FDIC Insurance for time and savings deposits in each bank within the state. The depository institutions may pledge collateral to cover the uninsured portion of their deposits. As of September 30, 2020, the College's deposits were fully insured or collateralized and were not exposed to custodial credit risk.

2.E.3 Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies. The College utilizes Jenzabar EX software for the accounting services. All accounting procedures are recorded within Jenzabar. On a monthly basis the Business Office produces Budget and Account Ledger reports that are to be reviewed by the Business Office Manager, then the President to compare monthly budget projections, noting any variances for potential problems and recommend solutions. The Board controls all revenue and expenditures of the College in accordance with generally accepted accounting principles regardless of the source.

Institutional expenditures are controlled through [financial policies and procedures](#), as approved by the Board of Directors. Responsibility for authorizing all purchases and expenditure requests is a function of the college president and the vice presidents of their respective departments. This approval process provides one step in a series of internal controls designed to maintain the

integrity of the budgeting process and associated expenditures. The college utilizes the purchasing module of the Jenzabar software suite, which provides budgetary controls at both the department and project levels.

Upon initiating a purchase transaction, the system checks for budget availability and flags a deficit balance if the budget is insufficient. This process then provides for authorized modifications to those areas requiring and/or allowing such activity. Once purchases are authorized, encumbrances are generated, further allowing program staff to efficiently manage resources. Through Jenzabar, the purchasing functions can be electronically distributed to the initiator/user departments. When fully operational, this system will replace the manual operations currently utilized, saving substantial time and resources.

Monthly financial reports are made to the Board of Directors on all institutional monies, for review of overall fiscal operations. Budgets are monitored at various levels within the institution, beginning with the Vice Presidents and Project Directors, who are charged with the responsibility of budget maintenance and compliance within their respective areas and projects. Other accounts requiring continuous monitoring and budget controls include capital construction, financial aid, and grants and contracts. The FPCC bookstore presents another area requiring specific accountability for requisitions and sales.

Daily operational activities of the college require that purchase orders go through an approval process verifying the cost center and line-item availability of funds. This system allows only approved purchasers to initiate purchase requisitions and places a certain level of responsibility for budget maintenance on that individual. The system also provides a position control function which assures that expenditures for personnel are budgeted as authorized. The accounting system has been designed to function on a modified accrual format, and as such, encumbrances, percentages, and available balances are calculated for each line item.

The finance function prepares a monthly financial data summary report, which compares current general fund and restricted funds revenues, and expenditures to date, with the annual budgeted amounts. This report also details those percentages of the budgets used and the percent remaining for each line item. Additionally, financial reports are submitted to the Fort Peck Assiniboine and Sioux Tribal Executive Board on an annual basis, and a copy of the annual audit report provided, as required by the Fort Peck Community College Charter.

Required Document

[Business office/Financial Procedures](#)

[Cash flow balance sheets](#)

[Audited financial statements](#)

[Endowment and giving reports \(if any\)](#)

Human Resources

2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion and termination. Program Planning & Management sets conditions of employment

The [Human Resources Policy](#) and [Administrative and Faculty Policies and Procedures](#) is provided as a central reference for all managers, supervisors and employees and applies to all staff & faculty of Fort Peck Community College. The specific policies that follow, promote the philosophy of Fort Peck Community College with regard to standards of excellence, terms of employment, employee development, and employee services.

Terms of Employment

Terms of employment are available in the [Administrative and Faculty Policies and Procedures Pgs 10-16, Faculty, Pgs 17-19](#). While both are given contracts, terms of employment differ between Faculty and Staff. Terms of Employment are described in the

Employee Rights and Responsibilities

Employees are apprised of their work responsibilities and conditions of employment through the initial job announcement and position description and thereafter from their supervisors, including updated position descriptions. [Employee Rights and Responsibilities](#) are defined on pages 4-6. Relevant position descriptions would change if working conditions change for any given employee. Likewise, employees' rights and responsibilities, criteria for evaluation, retention, promotion, and termination are imparted through a combination of means, including the supervisor, college policies and procedures, evaluations, and state and federal rules, regulations, and laws.

Training of New employees

All new employees are given an orientation checklist to go through with the HR Manager and Supervisor. The purpose of orientation is to support new employees and help them become fully integrated within the institution as quickly as possible. This process benefits the employee and FPCC as well, as employees who settle in quickly will become more productive and efficient. [Training New Employees](#), pages 169-170 provide the process in which new employees must go through when employment begins.

Evaluation

The President, or the designated supervisor, shall complete a performance evaluation for employees on probationary status prior to the end of the ninety (90) day probation period; Employees on permanent status shall be evaluated once a year. The performance evaluation shall

consist of an interview and a written report.

The AVP has the responsibility for administratively evaluating faculty performance. This evaluation is part of the overall institutional assessment process to which Fort Peck Community College is committed.

2.F.2 The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

Fort Peck Community College offers an array of professional development opportunities for its employees, virtually and in house. Professional development is a key aspect of FPCC as the College has attempted to “grow our own”. Employees are encouraged to take a class during the year to upgrade their skills and remain current on issues in higher education. In any given semester, several employees typically take a class such as Integrated Applications or a Native American culture class. Examples of professional development opportunities include sabbatical, and summer sabbaticals.

In addition to “grow your own”, faculty members are provided professional development opportunities during fall and spring faculty in-service. These opportunities include improving learning outcomes, delivering distance education courses, and advising, etc. The president may also grant up to six (6) hours per week of leave to employees for attendance at approved educational institutions when education will benefit college. There are funds allocated within the general fund for professional development and at times, there are grant funds specifically for professional development. Professional development opportunities are described on page 13 of the [Administrative and Faculty Policies and Procedure](#)

2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

FPCC currently employs 60 full-time employees: 20 faculty & 41 staff (May 2021). Employees’ qualifications are reviewed and verified during the selection and hiring process. The criteria, qualifications and procedures the college uses for the selection of personnel are stated clearly and publicly on position announcements which are available in printed form. All positions have written job descriptions that accurately reflect duties, responsibilities, and authority and is maintained by the supervisor. Job descriptions are also reviewed and updated when a vacancy occurs, or a new position is created.

The board of directors, administrative team, and supervisors review faculty, staff workload and responsibilities and adjust responsibilities as needed. This is done to ensure sufficiency in achieving FPCC’s mission and institutional goals.

The Academic Year 20-21, Fort Peck Community College had 60 employees with the following degrees:

Degree Type	#	Degree Type	#
AA	5	AAS	4
B.S.	3	M.A.	4
B.A.	6	M.B.A.	9
M.S.Ed	3	MLIS	1
M.S.	3	MCSE	1
JD	1	Certificate	3
PhD	2	N.D	7

Faculty Qualifications

FPCC requires a master's degree for full-time instructors in Academic Transfer Programs and Vocational/ Technical Certification for full-time instructors in Vocational/ Technical Programs. FPCC does hire bachelor's degree instructors if they are actively pursuing a master's degree. As a small tribal college, FPCC has difficulty recruiting instructors in math, diesel technology, and science. Some full-time and part-time instructors in American Indian Studies do not have master's degrees but are recognized experts in areas of Native American art, culture, history, language and tribal law and government.

Adjunct instructors are expected to have the same qualifications as full-time instructors and to follow the same academic policies and procedures. Adjunct instructors are hired on a contract basis to teach one or two classes a semester as needed. They are not required to serve on FPCC committees, serve as academic advisors, or attend faculty meetings. Part-time instructors also include FPCC staff members from other divisions, such as Student Services and Community Services. If these staff members teach evenings in addition to their regular work hours, they are paid on a contract basis on the same scale as adjunct instructors.

2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Evaluations at Fort Peck Community College is a classified into to two categories: administrator and staff evaluations, and faculty evaluations.

Administrator and Staff Evaluation

All administrators and staff are evaluated on an annual basis. The President, or the designated supervisor, shall complete a performance evaluation for employees on probationary status prior to the end of the ninety (90) day probation period; Employees on permanent status shall be

evaluated once a year. The [Evaluation Policy](#) pages 19-21 states that the evaluations are to be completed on a yearly timeframe and shall consist of an interview and a written report. The evaluation criteria shall include, but not be limited to, the following:

- The employee's quality of work, including accuracy, precision, completion and adaptability.
- The employees work habits, including punctuality, reliability, organization, and efficiency and;
- The employees work attitudes, such as interest and enthusiasm, acceptance of supervision and recommendations, adaptability to changing conditions, ability to accept responsibility, and relationships with other staff and students.

Following the interview, the President or supervisor, shall complete a written evaluation report. This report must specify a recommendation for either:

- a.) Continued employment
- b.) Termination of employment subject to the conditions outlined in the sections following.

A copy of the report shall be presented to the employee for his/her signature and comments. The completed report, and any accompanying comments or documentation, shall be placed in the employee's personnel file.

Faculty Evaluation

The evaluation of faculty consists of three (3) parts in the ongoing assessment of faculty performance. The focus of this, as of all FPCC's assessment thrusts, is the improvement of teaching and institutional effectiveness. Faculty at FPCC have a three tiered evaluation process: 1) Student Evaluation of Teaching, 2) Peer Review, and 3) Vice President of Academic and Vocational Programs (AVP) evaluations.

The **Student Evaluation** of Teaching utilizes Explorance and the student uses a computer to log into Canvas account to do the evaluations. The surveys are by class and by instructor and the student completes the surveys each semester around midterm. Students are given class time to complete the surveys. Most students complete the survey in 10 minutes. The survey summaries and comments are then given to the individual instructors. A summary of the scaled scores for each instructor is given to the AVP. Instructors report that the student comments and summaries are useful in suggesting ways to improve instruction and classroom management.

Peer Review. The peer review process is a model for instructional improvement. Although evaluation is a part of the process, the main purpose is to increase effectiveness in teaching. Peer review involves one instructor observing another instructor using a common set of good teaching criteria. Observations are assigned randomly among the entire faculty. With such a small teaching staff, it would not be practical for instructors to observe those within their own disciplines. The emphasis is on instructional methods and strategies and not on knowledge of content. Following an in-class observation of at least 30 minutes, but not more than 50 minutes, the two instructors meet and review their comments and suggestions. Instructors report that they

benefit from comments made by other instructors. Summary reports of the peer review are submitted to the AVP.

Review by the Academic Vice President. The "Administrative Evaluation of Faculty" policy states that the Vice President should evaluate all first-year faculty members in a classroom setting at least once per semester and second-year and third-year faculty member at least once per year. The number of observations will decrease as the years of experience increase. The AVP may visit any class at any time; however, in practice, the AVP is likely to make an appointment with the instructor for a specific date and time. It is the role of the AVP to bring a myriad of additional areas together and synthesize them into a cogent overall evaluation of an individual's performance within the framework of FPCC's mission, the third component of FPCC's assessment efforts.

The AVP will work with the faculty to develop and implement a plan to address identified areas of concern. Administrative access to all primary evaluation data is provided to those in need. This evaluation will remain a part of a Faculty Member's permanent personnel file.

Required Documents

[Human Resource Policy](#)
[Administrative and Faculty Policies and Procedures](#)

Exhibits

[Sample Job Descriptions](#)
[Sample Explorance Evaluation](#)

Student Support Resources

2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Fort Peck Community College supports student learning needs by ensuring students have access to programs geared towards increasing their success through support programs that meet their unique and diverse needs.

Student Services manages traditional student focused programs such as the TRIO Student Support Services program which offers tutoring, mentoring, financial incentives, school supplies, counseling services, career and placement testing, and academic planning/advising. The Student Services department also administers the student activities program, which supports cultural, educational/leadership activities, family activities, student awards and scholarships events, as well as other extracurricular activities.

A listing of programs and services supporting student learning needs is available in the [Student Handbook](#) in Section IV – Student Services from pages 217-219, which outlines various support services such as student orientation, advising, placement, learning center, student counseling, and student employment opportunities.

The [Course Catalog](#) also provides a listing of various programs and services supporting student learning needs such as the [Library and Learning Resources](#), [Distance Learning](#) ; [Student Services](#), and [Student Support Services/TRiO](#)

2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

In 2021, FPCC renewed its [course catalog](#) and now has real time updates. The catalog revision is the responsibility of the FPCC Curriculum committee, Vice President for Academic Affairs, Vice President for Student Services, Registrar and several faculty members. The FPCC catalog is available online and can be requested in hard copy as well as on the FPCC website. The FPCC Board of Directors, faculty, staff and other stakeholders are apprised of catalog changes and provided updated copies of the catalog.

Fort Peck Community Colleges produces accurate information through the FPCC website [course](#)

[catalog](#) and the [FPCC Student Handbook](#). These resources detail the mission, values, and expectations required for a student to be successful. The student handbook is reviewed biennially to reflect any changes in federal regulations. Specific sections are referenced below.

The [FPCC Student Handbook](#) and [Financial Aid Policies and Procedures](#) are disseminated during the New Student Orientation process to all new students. The Vice President for Student Services and Financial Aid Director cover these documents during orientation to ensure that each student is familiar with and understands the contents of these documents and how they will assist them during their enrollment.

The **Institutional mission** is available in the [Student Handbook](#) on pages 215-216 and in the [Course Catalog](#).

Admission requirements and procedures are available on page 217 of the [Student Handbook](#) and can be found on the [Admissions](#) page [Course Catalog](#).

The Grading policy is available in the [Course Catalog](#) on pages 11-12. The policy covers sections specifically addressing academic testing, grading policies, audit, pass/fail, incomplete grades, grade changes, grade reports, transcript of grades, grade point average, and grade point computation.

Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion are available on pages 13, and can be found in the [Programs of Study](#) of the [course catalog](#)

Names, titles, degrees held, and conferring institutions for administrators and full-time faculty are available in the [Course Catalog](#).

Rules and regulations for conduct, rights, and responsibilities are available in the [Course Catalog](#). The [Student Handbook](#) also has policy statements regarding rules and regulations for conduct, rights and responsibilities such as the Student Code of Conduct section on pages 219-220; Section XIII – Code of Conduct on pages 231-237; and Section X – Rights and Responsibilities of the Student in the Academic Community on pages 223-228.

[FPCC's Title IX Policy and Procedures](#) also explains various student rights and responsibilities as set forth in compliance with the US Department of Education most recent regulations.

Tuition, fees, and other program costs are available in the [Course Catalog](#).

Refund policies and procedures for students who withdraw from enrollment are available in the [Course Catalog](#) and further explain the process for students to withdraw.

Opportunities and requirements for financial aid begin on pages 15 of the [Course Catalog](#) under the [Financial Aid](#) of the [Course Catalog](#) further explain various financial aid opportunities and the process for applying for financial aid.

The **academic calendar** is available on the [Course Catalog](#) starting on page 3-4 (not numbered pages, available from start of document). The **academic calendar** is also available on the FPCC webpage.

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.

The Fort Peck Community College catalog and website prove 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 at FPCC.

Where applicable, the student requirements for each academic program are listed in the [catalog](#), program brochures, and are addressed, during orientations and registration, when presented to students interested in pursuing these occupational programs. Employment requirements, such as successful performance on a licensure exam and completion of internship/driving hours, are specified by each program.

FPCC has implemented a unique requirement for students entering into the truck driving programs. Due to the high risk associated with these programs, such as operating highly specialized equipment, FPCC has implemented a student drug testing policy. All students enrolling in these programs of study are required to pass an initial multi-drug screen test. Students may also be tested during their program of study upon documented reasonable suspicion.

2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

The Fort Peck Community College Financial Aid department is under the auspice of the Student Services Department and is staffed with an experienced financial aid director and a part-time assistant. FPCC is an approved Title IV educational institution meaning that FPCC graduates are more likely to find stable, well-paying employment. The financial aid departments overall mission is to provide guidance and assistance to students in fulfilling an award package that best meets their individual needs. Although FPCC does not participate in the federal student loan programs, FPCC provides financial aid packages that include the Federal Pell Grant, Federal Supplemental Opportunity Grants, Federal Work Study, private scholarships, internships, AmeriCorps, American Indian College Fund, Tribal and Bureau of Indian Affairs (BIA) funds, state funds and institutional tuition assistance waivers. Students must apply for waivers at the earliest possible time (recommended to apply during registration). The following [waivers](#) are available in the [FPCC Catalog](#)

- Straight Waiver
- Employee Child Waiver
- Employee Waiver
- New Tribal High School Graduation Waiver
- New GED Recipient Waiver
- Senior Citizen Waiver
- Non-Beneficiary Waiver

Availability of waivers is dependent upon funds available for the year. Eligibility criteria for these waivers are available in the FAO.

The FPCC Financial Aid department uses a program called Powerfaids to package, award and disburse funds. This program is compatible with Jenzabar, the institutions registration and business department programs. Program accountability is monitored and audited yearly. FPCC adheres to all Government Auditing Standards and [OMB Circular A-133](#) audits of States and local governments & non-profits of Higher Education.

FPCC publishes all pertinent [financial aid information](#) in the [FPCC catalog](#), [Financial Aid Policy and Procedures](#) as well as a financial aid brochure. Upon enrollment or request all students are provided a catalog, financial aid manual, and the brochure. General interest requests are made available upon request. The FPCC catalog and FPCC Financial Aid Policies and Procedures are also located on the FPCC website at www.fpcc.edu.

2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

FPCC does not participate in student loan programs and therefore FPCC's default rate is zero. FPCC does monitor and report to the Department of Education National Clearing House on the current enrollment status for students who enter FPCC with loan obligations. The FPCC Student Services department do assist who transfer to try to resolve their default status.

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.

Fort Peck Community College has instituted a highly effective [Advising Handbook](#). The FPCC [Advising Handbook](#) contains the policies and procedures for academic advising. All full-time instructors are academic or vocational advisors. Advisors are given copies of Advising Worksheets at this time. All full-time faculty and vocational instructors serve as advisors.

Recently, FPCC has advertised for an enrollment advisor to assist with advising at FPCC and adopted a new advising plan to include the TRIO Department as advisors. The overall outcome for advising is for students to understanding the program of study selected and the requirements

associated with it, select courses each semester that fulfill their education plan and graduate with their intended degree.

Each year, updated advisement material is presented based on need during faculty orientation. Faculty advisors are knowledgeable of the curriculum, program requirements, and graduation requirements and are well prepared to successfully advise students. Faculty advisor student loads average 15 – 20 students per advisor and are periodically reviewed by the Vice President for Academic Affairs and the Registrar for advisee load concerns.

2.G.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

FPCC leverages the use of Jenzabar Teams EX in conjunction with Microsoft 365 and Canvas to provide secure access to systems. FPCC also provides physical identification with the use of Trucredetial software.

FPCC provides a student ID number (unique identifier) to every student upon completion of application, whether through online submission or in person paperwork. Once the student is given this ID number (Jenz EX), they are then assigned an Office 365 account and a Canvas account (LMS). This unique identifier is used across the various databases to ensure connectivity and security.

Each user does have the ability to reset passwords at their discretion and FPCC will force resets periodically (typically by semester). FPCC also provides recommended password practices during student orientation, a section of seminar class and through in person help provided by IT and Student Services.

All students and employees are directed to communicate any official correspondences through the emails assigned in the Office 365 accounts or by using Canvas messaging to validate authenticity and maintain security.

With the combination of physical photo ID cards and login verification practices, FPCC is validating student identification for given circumstances. FPCC is currently evaluating options to ensure academic integrity as more and more services are moving to remote sessions. This has proven to be a challenge and is leading FPCC toward a testing center solution. At the moment, Faculty have addressed remote learning issues login verification and cameras (provided by FPCC) for remote users.

Microsoft Office 365 licensing, Canvas access, physical photo identification and JICS (Jenzabar student portal) are all provided at the expense of FPCC.

Required Documents

[FPCC Catalog](#)

[Financial Aid Policies and Procedures](#)

[Advising Handbook](#)

[Student Handbook](#)

Exhibits

[Academic Calendar](#)

[FPCC Website](#)

Library and Information Sources

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

The [James E. Shanley](#) (JES) Library provides services demanded by its purpose through an attractive, state of the art facility on the west side of the college campus with an inviting, comfortable atmosphere. The services provided by the Library include both convenient and comprehensive access to the information resources available at the Library, including Native American materials, popular DVDs and audio books, and curriculum materials. The James E. Shanley (JES) Tribal Library at Fort Peck Community College has a dual purpose, which directly connects to the chartered mission and core themes of FPCC.

The first purpose is to support the instructional and learning opportunities provided through the curriculum at FPCC. The support provides direct and remote access to books and materials, which are supplemental to the curriculum material used in the instructional process. This includes the broad base of knowledge necessary for an associate level background in general education and for the vocational programs offered by the college. The Library provides a collection of print and non-print materials that specialize on the Assiniboine and Sioux people of the Fort Peck Tribes, on their history, culture and language. This collection is in support of the programs of study at the center of the FPCC curriculum—the associate of arts degree in Native American Studies.

The second purpose of the Library is to serve as the official Fort Peck Reservation Tribal Library and the Poplar Community Library. In this capacity, the Library has been designated by the Fort Peck Tribal Executive Board to serve (within the scope of available resources) the informational needs of the Fort Peck Tribes. The Library has been designated by the Roosevelt County Commission as the community library for all people previously served by the Poplar City Library, which closed in August 2014. These two purposes are complimentary and both tie to the overall goal of providing an atmosphere fostering educational growth on the reservation.

The Library Director has an MLIS from the University of Oklahoma, Norman. The half-time librarian is a retired K-12 librarian who has K-12 Montana Certification in library and is responsible for interlibrary loan and processing. The half-time library assistant has 35 years' experience working with people and does an excellent job at the circulation desk. All positions are responsible for maintaining the library operations in good running order to provide more than adequate library services to students, faculty and community members. The Library Director is responsible for budget; grant writing, acquisitions, cataloging and policy maintenance. The Librarian is responsible for inventory, processing materials, database maintenance, and circulation desk operation. All of the staff is responsible for processing daily mail, including magazines and newspapers, answering the telephone and circulation tasks including the computer lab checkouts. Library staff work daily to provide training to students, faculty, staff and community patrons on successful use of library resources.

The Library staff conducts a [survey](#) each year asking students, faculty, staff and public patrons to

rate the library's performance and suggest new services and materials. The survey was done in 2019 on paper in the library and on the webpage using during the survey timeframe.

The Library works to make a wide range of print and non-print materials available to students, faculty, staff and community members of the Fort Peck Indian Reservation

The Library has made every effort to support distance learning curriculum offered in Wolf Point and Glasgow and the extended college classes offered through online sources, and MSU-Northern at Fort Peck Community College. The Library Director has a working relationship with the liaisons from the other colleges and makes every effort to be able to fill any needs that distance-learning students may have. The Library has agreements with Roosevelt County Library in Wolf Point and Glasgow High School Library to provide resources on site for the students in those communities. Resources available in the JES Library include:

Print Resources and e-books: [James E Shanley Tribal Library](#) (JES Library) has a local collection of about 13,433 print and audiovisual materials. Its dedicated budget, (\$35,000 for 2020-2021) is used for books, periodicals, AV materials, and electronic resources. The Library's Collection Management policy addresses the scope of the library. JES Library has a collection management policy and all other rules and procedures available at the front desk of the Library and in the Director's Office. This policy is updated every three years. Policies and regulations are adopted or changed as the need arises. Documentation is done by keeping current files on all policies and including a computer-generated footer on all documents when they are updated. JES Librarian uses recognized selection tools to select materials. Library Journal and Choice magazines have been used to make selections. The Librarian also uses faculty input, publisher information and library contacts for recommendations. Materials are acquired through recognized vendors and publishers.

The collection is organized using the Dewey Decimal system, which makes the transition from K-12 school libraries to the JES Library easier. This organization system also makes the collection more comfortable for the Tribal patrons from the community.

Electronic Resources: The Library provides access to EBSCO (11 databases), Gale (45 databases), Elsevier Science (10,000 titles), Proquest Central (39 databases), Medline, Agricola, Refworks and ERIC through consortium funding with TRAILS (Treasure State Academic Information & Library Services)

Additional Services: The Library provides services demanded by its purpose through an attractive, state of art facility, completed in 2012 on the west side of the college campus with an inviting, comfortable atmosphere. The services provided by the Library include both convenient and comprehensive access to the information resources available at the Library, including Native American materials, popular DVDs and audio books, and curriculum materials. The public patrons use the collection and the technology, including WiFi, on a daily basis, checking out DVDs, computers, fiction and non-fiction and children's materials.

The Library facility has a computer lab (18 seats) which is used for instruction and presentations. It is equipped with two 60-inch televisions mounted on the wall. The Library has a small Special Collection and has been collecting materials that will be housed in the Archives, when it is staffed. There are many items pertaining to the Fort Peck Tribes and the Reservation which can

be used in the Library.

Instructional Support: Information literacy skills are taught in the beginning English writing classes. Each semester the beginning writing students are given a library tour and shown the basics of using the databases and online searching. We do an overview during the tour and most of the students come in later for a more intensive session. Small group instruction seems to work better than large groups. The Library provides a handout, which includes web addresses and passwords for remote use.

Library Committee: The Library Committee consists of faculty members (2), community members (2), a student representative, Vice President of Student Services, Information Technology representative, and library staff. This committee meets to discuss any issues that have arisen or budget to be spent. This committee is established in each fall.

Required Documents:

Library Survey Data

Physical and Technology Infrastructure

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.

Consistent with the institution's mission and goals, the Fort Peck Community College Facilities Planning Committee has focused on establishing its facilities' institutional environment that promotes educational excellence. To achieve these goals, instructional and support facilities are designed to address the technical, spatial, and environmental requirements for delivery of accredited academic and vocational programs. Facility design incorporates flexibility of spatial utilization and accessibility, which is predicated on changes in curriculum and program offerings resulting from assessment of its effectiveness and the evolution of program development.

Physical Facilities

Sufficient in Quantity and Quality

Founded in 1974, Fort Peck Community College has had a history of facilities deprivation. As late as 1984, the campus consisted of two buildings, a 3,100 square foot structure built in 1903, and a 400 square foot surplus government trailer. From these meager beginnings, the intervening years have witnessed comprehensive institutional growth, which includes acquisition of facilities essential to promoting academic and vocational excellence.

Between 1984 and 1994, the College acquired 23,366 square feet of library, classroom and office space. Since 1994, an additional 87,716 square feet of facilities have been acquired by way of purchase, lease, tribal assignment, renovation, and new construction. From 2000 thru 2006 the College completed construction and renovation of some 19,000 square feet of academic, technology, wellness, and office space in Wolf Point, and 55,860 square feet of academic, vocational, wellness, office, and general-purpose space in Poplar.

From 2007 to today the Fort Peck Community College has doubled the square foot learning space on campus to over 250,000 square feet with the addition of two student dormitories, three faculty housing units, 90,000 square feet of CDL training area and motor pool and the completion of the Fort Peck Community College Tribal Library. See Attachment 8 for a map of the Fort Peck Community College Campus.

The Fort Peck Community College campuses now consist of thirty buildings providing services for vocational/technical education programs, student services, community services, health and wellness activities, distance-learning programs, library services, and learning center programs. Administrative, faculty, and counseling offices also account for considerable space utilization within these building.

Consistent with the institution's mission and goals, the Fort Peck Community College Facilities Planning Committee has focused on establishing a facilities institutional environment that

promotes educational excellence. The Campus Master Plan is reviewed annually with the Board of Directors at their annual Board Retreat held each Spring. To achieve these goals, instructional and support facilities are designed to address the technical, spatial, and environmental requirements for delivery of accredited academic and vocational programs. Facility design incorporates flexibility of spatial utilization and accessibility, which is predicated on changes in curriculum and program offerings resulting from assessment of their effectiveness and the evolution of program development.

Campus Facilities Mission & Goals

The college has realized considerable success during the past ten years relative to facilities acquisition, renovation and new construction. During this period the college has acquired 87,716 square feet of additional facility space. This consists of 42,000 square feet of new construction, and 45,716 square feet of acquired facilities that have been remodeled to meet academic standards. In addition, the college has remodeled nearly 19,500 square feet of its old facilities.

In 2004 the Fort Peck Community College built a new 14,000 square foot campus in Wolf Point, MT (20 miles west of Poplar on U.S. Highway 2) through grants from USDA, HUD and other granting agencies. In 2006 a 22,000 square foot Vocational Education building was constructed in Poplar on the main campus through USDA, HUD the Lily Foundation and matching money from FPCC. In 2008 and 2009 two Student dormitories were constructed on the main Poplar campus with monies from HUD, USDA and community college money.

In 2010 the college built three faculty housing units through the HUD/TCUP program. The final construction in the past eight years came with the construction of the 8,000 sq. ft. Library and Information Technology center on the Poplar campus; phase one with the construction of the Library; phase two with the construction of the Information Technology Center; and phase three with the construction of the Archives space.

Additional recent construction-related projects include the construction of 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.

With the addition of five (5) more buildings and motor pool area in the last six (6) years, the College now empowers nearly a quarter of a million square feet of learning facilities within the Fort Peck Indian Reservation. All facilities are built to LEED standards with state-of-the-art building materials and are equipped with the latest technology that can be offered. The College Building Trades students through their curriculum had hands on experience throughout all these projects and were introduced to the latest in building methods and materials.

Facilities Report

POPLAR CAMPUS				Class	Lab	Office	General
Building Name	Location	Primary Use	Total Sq. Ft.	Square Footage Per Area			
Art Shop	Hwy 2 East	Studio, Lecture	4,102	410	3,282	205	205
Auto Shop	Vo-Tech Bldg-South	Auto Repair, Lecture	8,000	0	7,200	400	400
Building Trades and Technology	Vo-Tech Bldg-North	Building Trades	6,000	0	5,100	300	600
Machine Technology Shop	Vo-Tech Bldg-NW	Metals Shop	11,166	892	9,486	788	0
(RLS) Robert L. Sullivan Center	212 G. St. East	Gen. Class Rm, Dist. Learning	3,150	1,575	0	630	945
Classrooms 1 and 2	600 Blvd.	General Classroom	1,440	1,000	0	0	440
Old Main	205 F. St. East	Gen. Class Rm, Offices, Lab	4,516	3,000	0	1,000	516
Greet the Dawn	605 Indian Ave.	Admin Offices, Classroom	15,200	5,000	0	5,000	5,200
M. Ducharme Science Building	212 G. St. East	Offices, Comp. & Science Labs	3,840	0	2,800	580	460
FPCC Class/Lab N. Hollow Bldg.	603 Court Ave.	Science Lab	1,900	750	1,000	150	0
Greenhouse	212 G. St. East	Horticulture Lab	500	0	500	0	0
Native Culture Classroom	1 M. East Hwy 2 E	Classroom	630	630	0	0	0
War Eagle Building	210 Tribal St.	Library & Learning Ctr.	5,220	2,500	1,500	1,000	220
Library and Information	205 F St. East	Library, Technology	8,000				

Technology Center		Center, Community					
FPCC Bookstore	210 F St. East.	College Bookstore	4,820	540	0	750	3,530
Professional Services Bldg.	Southeast Blvd.	Offices	3,840	0	0	3,700	140
Daya Tibi Wellness Center	503 2 nd Ave. West	Physical Fitness	9,000	0	8,000	1,000	0
Daycare Building	239 B. St.	Childcare	1,800	1,200	0	150	450
Institutional Development	317 Blvd.	Office	1,195	0	0	1,195	0
Double Wide Trailer	317 ½ Blvd. East	Offices	3,072	614	0	1,536	922
Maintenance Shop	East. Poplar	Shop	1,550	0	0	0	1,550
Traditional Dorms	Poplar	Temp Lodging Professionals	4,800	0	0	0	0
Student Dorms	Poplar	Student Housing	6,000				
Faculty Housing (3)	Poplar	Faculty Housing	4,200				
FPCC Motor Pool	Poplar	Equipment/Vehicle Storage	90,000				
FPCC Tribal Library (JES)	Poplar	Library/IT Center	8,000				
Storage Quonset	101 Blvd. Ave.	Cold Storage	3,200	0	0	0	3,200
<i>Total Poplar Campus</i>			215,141	18,111	38,868	18,384	18,173
WOLF POINT CAMPUS				Class	Lab	Office	General
Building Name	Location	Primary Use	Total Sq. Ft.	Square Footage Per Area			
Wolf Point Wellness Center	302, 4 th Ave South	Physical Fitness	5,000	5,000			

WP Campus, Dumont Bldg.	301 Benton	Admin. and Classroom	12,000	7,000	1,500	2,000	1,500
NAES Center	501 6 th Ave. South	Classrooms and Office	1,441	800	341	300	0
Total Wolf Point			20,441	9,300	6,841	2,800	1,500
Campus							
TOTAL SQUARE FEET			119,582	32,411	45,709	21,184	20,278
			430,282	36222	77,736	36768	36951

Poplar Campus New Construction Since Last Report

Year	Building Name	Primary Use	Total Sq. Ft.	Cost
2017	CDL/Truck Driving	Truck Driving Classes Storage	4,800	\$400,000.00
2020	Science Lab Addition	Science Lab Classes	1,000	\$200,000.00
Total Square Footage New Construction			5,800	\$600,000

Proposed New Construction Projects in the next Decade

1. New Classroom Building
2. New Multi-purpose Gymnasium and Health Center
3. New Maintenance Building
4. Additional Dorm Space
5. Additional Faculty Housing
6. Expand Dumont Building in Wolf Point
7. Acquire surrounding lots around both campuses in Poplar and Wolf Point

Safety and Security

FPCC understands its role in promoting a safe environment and has adopted policies and procedures for all its stakeholders and to protect collect property. Policies include: [Background Check Policy](#), [Campus Crime Reporting](#) , [Commercial Tobacco Policy](#), [Electronic Key Policy](#), [Video Surveillance Policy](#), [Controlled Substance Policy](#) and [Emergency Response Procedure](#),

A safety committee monitors issues related to facilities, and the committee coordinates activities to ensure compliance. During business hours, Fort Peck Community College (excluding housing) will be open to students, parents, employees, contractors, guests, and invitees. Access to campus buildings is limited to normal business hours. Normal campus hours are 8:00 a.m. to 4:30 p.m. Monday through Friday.

During non-business hours access to all college facilities is by key, if issued, or by admittance via the Maintenance Office or Administration. In the case of periods of extended closing, the college will admit only those with prior approval to all facilities. Student housing is secured 24 hours a day. Over extended breaks, the doors of student housing will be secured around the clock.

Emergencies may necessitate changes or alterations to any posted schedules. Administrators, Maintenance, Housing and others will review these results. These surveys examine security issues such as landscaping, locks, alarms, lighting, and communications. Additionally, during the academic year the Director of Facilities, Management, Housing and/or Administration meet weekly to discuss issues of concern.

Facilities and grounds are routinely inspected to ensure all security related equipment is in good working order. Annual inspections and testing are performed, or all systems required for code compliance. Security needs are addressed in all phases of construction planning and development. Public access to buildings is only available during normal hours of operation.

Keyed access is available to administration, staff, and faculty with prior authorization. The campus provides video surveillance and is maintained by authorized personnel. The Campus Safety Committee meets as required to plan, address and review safety/security.

The Fort Peck Community College campus is for the use of the students, faculty, staff, visitors and those on official business with Fort Peck Community College. All others are subject to being charged with trespassing.

Department labs, facilities, classrooms or suites will not be opened for unknown individuals without prior written approval from the department supervisor. Keys are issued to authorized faculty and staff. Students are issued keys on a temporary and very limited basis.

Exterior building doors must not be blocked open when the doors are locked. Individual classrooms are available during normal business hours for scheduled classes and scheduled special events. Room reservations can be made by contacting the Front Desk at GTD.

No students are allowed in any building after business hours. Personnel, other than Facilities, must vacate the campus no later than the designated closing times noted, as a standard safety measure, except for previously authorized events scheduled through the Vice President for Student Services.

Faculty or staff members who believe they are the last persons in a building should ask unauthorized people to leave the premises. If a problem arises regarding people in the buildings after hours dial 911 to report. Employees must secure all required areas upon departure.

Student Services staff are employees of Fort Peck Community College; they are not certified or sworn peace officers. Fort Peck Community College does not have any on campus security personnel office.

The Vice President for Student Services and the Campus Safety Officer work with the Tribal Police and the Roosevelt County Sheriff's Department, and State and Federal law enforcement agencies to track and respond to on campus or near-campus criminal activity.

Fort Peck Community College recognizes that laws and rules are necessary for society to function and supports the enforcement of law by governmental agencies and rules by officials of the College. All persons on campus are subject to these laws and rules at all times. While the college is private property, and constitutional protections apply, law enforcement officers may enter the campus to conduct business as needed. Additionally, the officers are invited to patrol the campus to assist in deterring crime. All law enforcement agencies are expected to contact Administration. A comprehensive list of campus safety procedures and policy statements are available in the [Annual Security and Fire Safety Reports 2020](#).

FPCC understands its role in promoting a safe environment for all its stakeholders and to protect collect property. A safety committee monitors issues related to facilities, and the committee coordinates activities to ensure compliance.

Planning for the Future

The college has realized considerable success during the past ten years relative to facilities acquisition, renovation and new construction. The college has 123,529 square feet of facilities and dwellings within its campus facilities. Recent additions to this total square footage include a Truck Driving/CDL building of 7,500 square feet and an addition of Laboratory space to the Science building at 800 square feet. The recent acquisition of the 3000-square foot vacant Presbyterian church completes the list of new additions to the campus facilities. In addition, the college has remodeled nearly 19,500 square feet of its old facilities.

Covid-19 Response

Fort Peck Community College adheres CDC guidelines and the Fort Peck Tribes to protect our students, staff, and faculty's health and safety. The COVID safety officer works with the president's administrative teams to develop the operational plan which can be frequently updated to protect the students, staff, faculty, and facilities. The college does have a plan that encourages social distancing, disinfecting, mask requirements, etc. In light of the Delta Variant, the college is in the process to revising their fall 2021 opening plan. To stay up to date with the latest information, and closures due to COVID-19, check out our homepage at www.fpcc.edu and follow us on social media at **Fort Peck Community College on Facebook** and **fpcc_buffalochasers on Instagram**.

Technology

Infrastructure

The infrastructure currently at FPCC for technology consists of a main campus network connected to many outlying facilities via wireless bridging and virtual computing solutions. The main FPCC campus (Poplar) consists of seven buildings with a fiber backbone with a 1000 Mbs fiber uplink. The current hub of said network is the War Eagle Vision (old library) building. It in

turn, spokes out to the RLS, Science, Old Main, JES Library, Student Union Building and Greet the Dawn (administration) buildings. GTD also serves as the main focal point of the wireless bridging that connects point to point with the Campus Store, dorms, Professional Development and Vocation Arts buildings. The JES Library is now the second hub of a double spoke and wheel design. The hubs are now connected together between Greet the Dawn and War Eagle Vision, completing the LAN network for the main campus. Each building consists of either CAT5 or CAT6 internal wiring with 1000Mbps managed switches. FPCC also has 2 facilities 20 miles away in Wolf Point which also have CAT5 or CAT6 internal wiring. The FPCC Wolf Point Wellness Center has a 30 Mbs DSL uplink to the internet, while Dumont (Wolf Point academic center) has a 100 Mbs fiber connection to the internet.

FPCC currently consists of 12 computer areas totaling 160+ systems for student usage (roughly 2:1 student to system for on campus enrollment). There are currently two labs in Dumont (Wolf Point Campus). (1) The first is an academic lab focused on academic instruction with an operating capacity of 32 systems. This lab is also utilized during off hours by students. (2) The other lab in Wolf Point is a 10-system study area. It is open to students during working hours (the exception being if an overflow class or workshop is scheduled). (3) JES Library access lab consisting of 8 systems for library patronage (students and public members) as well as a (4) JES community lab consisting of 18 systems. (5, 6) JES has two additional academic labs for instructional purposes consisting of 36 total systems. (7) Old Main has a lab dedicated for the usage of the Business Department totaling 18 systems. This lab is also available during non-class hours for student usage. (8) Located in War Eagle Vision is a student lounge lab for a more relaxed environment. This lab is comprised of 8 systems. (9) War Eagle Vision now has one lab dedicated to adult basic education with 12 systems and (10) one is dedicated to students working with TRIO program made up of 6 systems. (11) Vocational Education building has 10 systems primarily for vocational education students and some remote testing. (12) FPCC dorms also has a small 2 system area in the lobby as well as 10 systems, one in each dorm room for occupant's use. Staff and faculty systems total an additional 100+ as well as the new disbursement of laptops to each degree seeking student with 6 or more credits projected at 700 by end of term Fall 2021. Accumulating the IT Department's responsibility to 960+ systems. The IT Department also manages 6 on premise servers, 1 PBX system, 7 video delivery rooms, 1 LMS (Canvas) and now is virtualizing the network. IT also manages all campus video surveillance and electronic security door systems. FPCC is currently on a 36-month rotation for all systems and a 48-month rotation for all servers (based on funding).

FPCC's main focus, with regards to infrastructure, is continuation of the fiber network to its outbuildings in Poplar. Projected cost to complete such a fiber project has been engineered at \$300,000 if contracted commercially. The IT Department is now seeking alternative options for cost saving as well as funding opportunities to complete said project.

Technology Support

Technology support for FPCC currently consists of utilizing the FPCC IT Department, Canvas Help Desk and special project contractors such as AltaVista and Tech Stack. This is a dynamic list depending on current needs evaluation and due to the large number of remote workers, FPCC is currently exploring a virtual helpdesk to provide 24/7 support.

FPCC IT consists of three members: CTO (Jack Sprague), Senior Network Engineer (Rod Paulson), Database Specialist (Alleigh Melbourne). FPCC has developed a strategy to minimize on-site full-time employees due to the difficulty in hiring and maintaining qualified professionals. With that being said, FPCC is now exploring adding one full time IT specialist (based on budget approval).

FPCC IT schedules bi-weekly classes every other Friday from 8:30am to 10:00am (during academic terms for Fall and Spring) open to all employees with regards to technology. FPCC also provides formal workshops (in service) trainings with regards to any new software or hardware changes to the academic environment. Students are given time during each semester orientation to be refreshed or trained on FPCC email, Canvas, Distance Learning and technology environments. A work order policy is currently in place in addition to employees being able to contact IT through virtual means for immediate assistance.

The Technology Committee meets once a month (Aug – May) consisting of the entire IT Department, Librarian, VP of Academic Affairs and two faculty members. Meeting is open to anyone who wants to and are held the first Monday of the month, time based on Faculty committee member availability. Committee tasks (surveys, interviews, case studies) may be assigned to members to further identify the needs of FPCC.

The IT Department is responsible for compiling the information from the committee and implementing as much as fiscally possible. Software rollouts are planned and implemented typically on a scholastic year basis. The entire institution utilizes a Microsoft Campus Agreement that is available to the students' systems for seamless integration. The IT Department also reviews the current environment at the end of each May and implements a work plan that usually concludes by the end of August for major projects. All small or priority projects that may be identified through the committee or personnel during the school year are dealt with expeditiously as possible. Again, a majority of the actual implementation is driven by the financial status of the institution.

Classroom Technology

FPCC provides 27 multimedia classrooms. Multimedia classrooms are all internet ready and comprises of nearly 100% of current classroom capacity.

The Fort Peck Community College, through Grants and Institutional money, has very generously equipped all its educational venues with the latest technology and equipment. Providing our students with access to the most updated technology will help prepare them for today's market.

Access to Technology Platforms and Products

All on premise systems have high speed internet access through the physical network. FPCC also provides high speed Wi-Fi in all its public locations, including dorms and some business only sites. FPCC has also started an initiative with the local ISP (Nemont Coop) to provide students that meet criteria, paid internet access at their domicile.

FPCC is also virtualizing its entire network and is exploring a single sign on solution for all students and staff upon completion.

Robust and Secure Technology

FPCC has focused on transitioning from on premise servers to cloud-based solutions to improve accessibility and reduce hardware replacement costs. FPCC has invested in Meraki managed switches for the entirety of its network to stabilize and secure all on-premises access. The College has also worked hand in hand with the AIHEC Technology group after they completed a network evaluation to continue moving toward the overall site recommendations. The focus will not move toward cyber security, single sign on solution, improving cloud base services and exploring options for integrated business software solution.

Required Documents

[Background Check Policy](#)
[Campus Crime Reporting](#)
[Commercial Tobacco Policy](#)
[Electronic Key Policy](#)
[Video Surveillance Policy](#)
[Controlled Substance Policy](#)
[Emergency Response Procedure](#)
[Student Drug Testing Procedures](#)

Conclusion

In the previous Standard Two report, FPCC displayed various weaknesses in some of these guiding documents of the institution and adopted necessary remedies to evaluating them on a regular basis. FPCC's mission clearly outlines our purpose and establishes a framework for the institution's programs, practices and policies. The college attempts to ensure that all aspects of the college are parallel with the Mission, from the administration to its academics to its policies and procedures. FPCC has integrated planning and budgeting processes that provide the foundation and direction necessary for attaining its mission and strategic planning benchmarks.

In this report Fort Peck Community College (FPCC) has expressed its function and purpose in terms of its evaluation of major institutional functions, resources, capacity and infrastructure that enable the institution to succeed in fulfilling its mission, core themes and expectations as defined in Standard Two of the NWCCU Standards for Accreditation.