

ASSESSMENT REPORT
ACADEMIC YEAR 2024-2025

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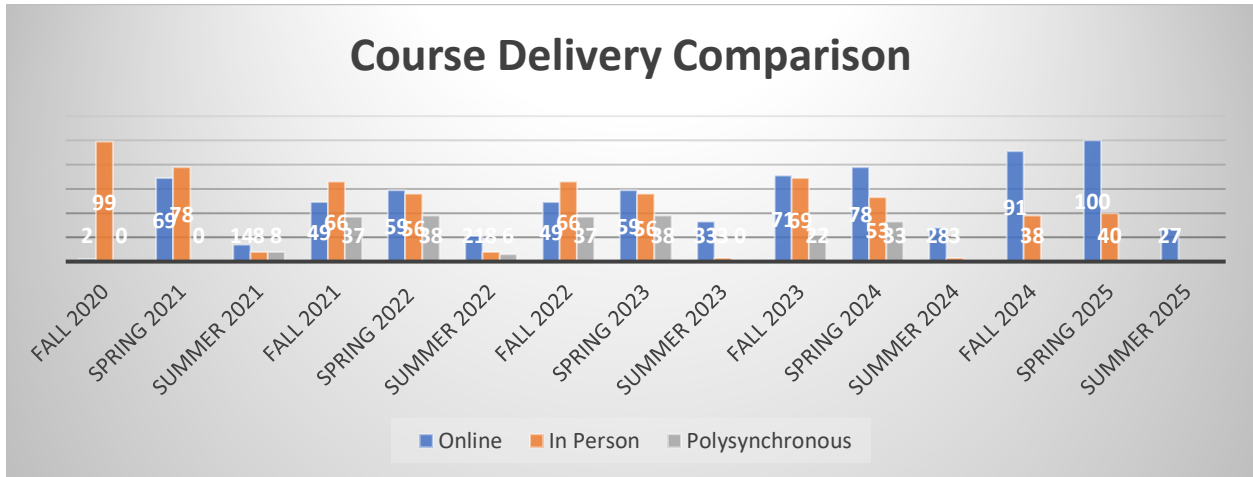
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ASSESSMENT PURPOSE

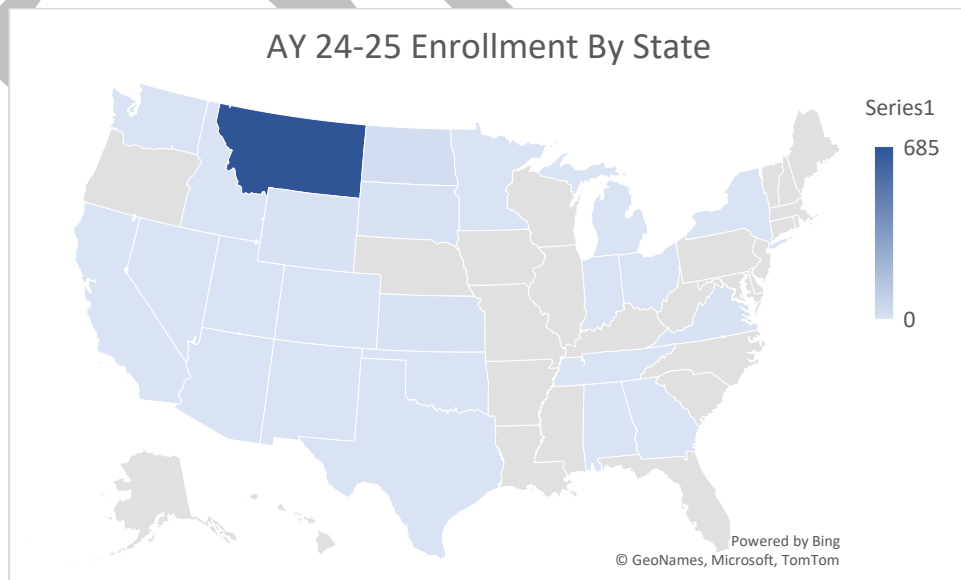
This assessment report correlates the student body's demographics with degree programs, the number of students enrolling in degree programs, the number of students withdrawing from degree programs, and the number of those completing degree programs. It offers strategies for improving academic programs and retention at Fort Peck Community College to better serve students. In addition to data analysis, assessment ensures that academic programs meet the intended outcomes for the program and its courses.

Fun Facts

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



Student Representation by State



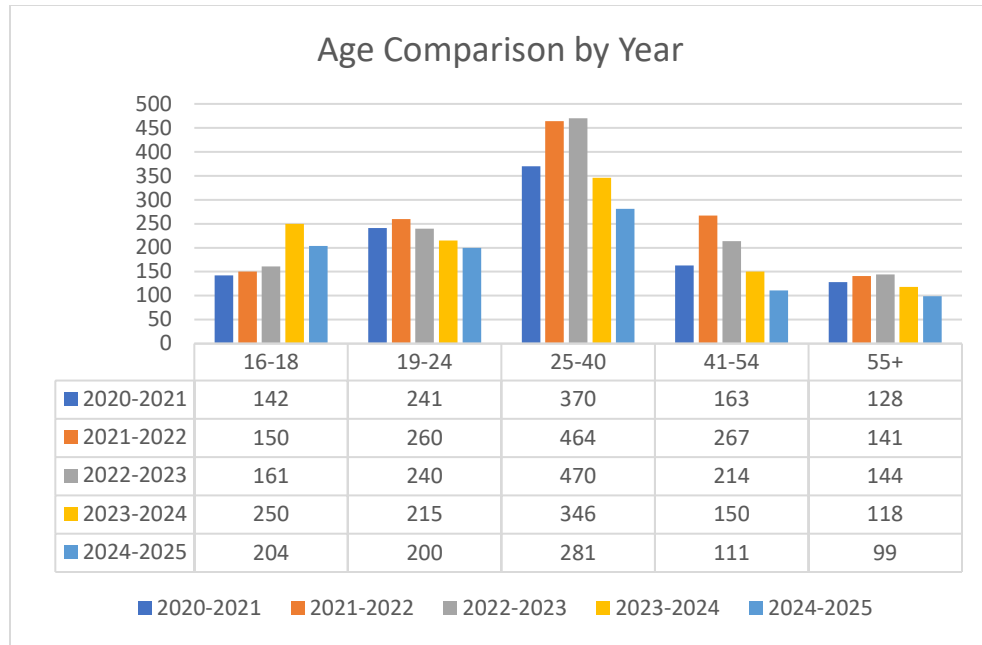
STUDENT DEMOGRAPHICS

The demographics of the study body at Fort Peck Community College change annually. Data is gathered through various methods and for different agencies, including the National Center for Education Statistics' Integrated Post-Secondary Education Data System (NCES, IPEDS), the American Indian Higher Education Consortium (AIHEC), Measures of Success (AIMES), Achieving the Dream (ATD), and the National Student Clearinghouse. For this report, the data will be based on the 2024-2025 academic year at FPCC and will be provided upon request to the Data Coordinator

Age Demographics

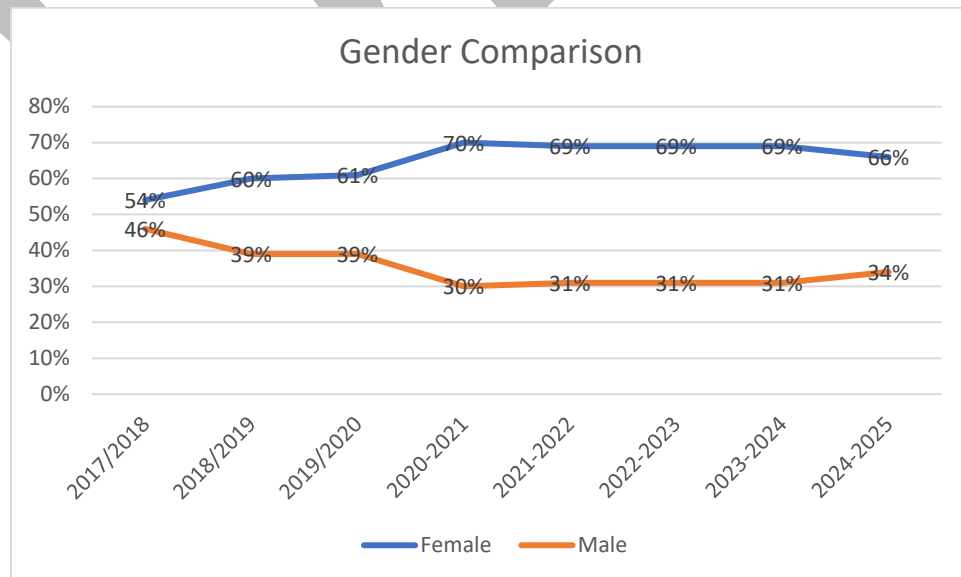
Ages vary between full-time and part-time. 189 students ranging from the ages of 16 to 18 represent the dual credit and early college age group; 168 students represent the 19- to 24-year-old age group; 233 students represent the 25- to 40-year-old age group; 92 students are 41 to 55 years of age; and 89 students represent the 55+ age group. The average age in Fall 2024 was 32 years old, and in Spring 2025, it was the same age.

Fall 2024	Female	Male	Spring 2025	Female	Male
16-18	52	36	16-18	68	33
19-24	44	31	19-24	49	44
25-40	75	40	25-40	81	37
41-54	34	13	41-54	34	11
55+	28	11	55+	38	12

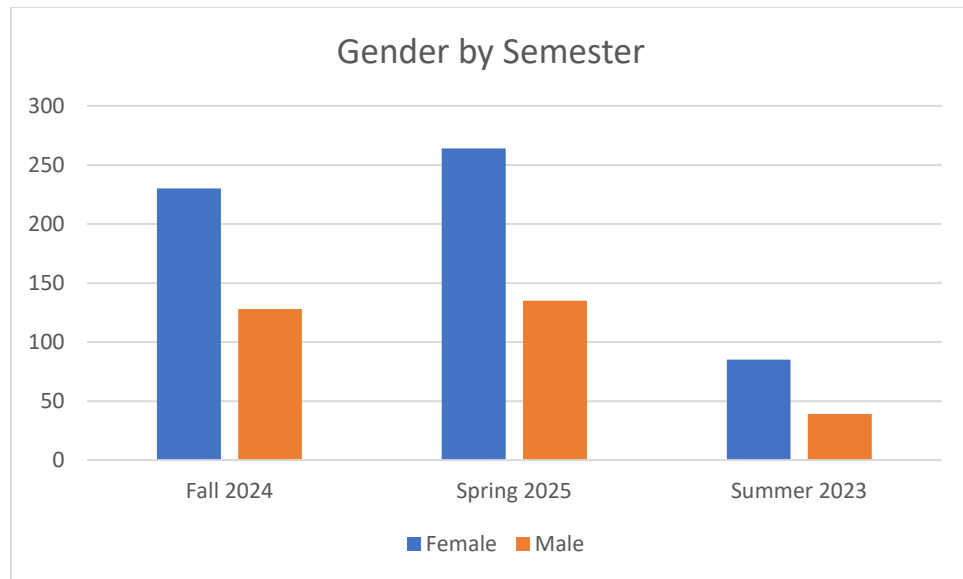


Student Gender

Gender statistics are essential when assessing programs offered in higher education. 66% of the student population for the AY 2024-2025 were females, and 34% were males. These numbers have been consistent for the past three years. Females continue to represent the larger student body population.

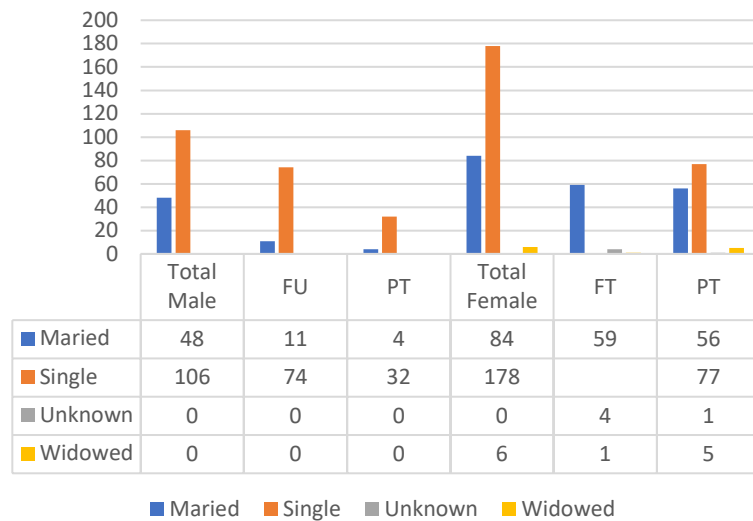


The graph below illustrates the cumulative gender distribution of students for the fall, spring, and summer semesters of AY 2024-2025.

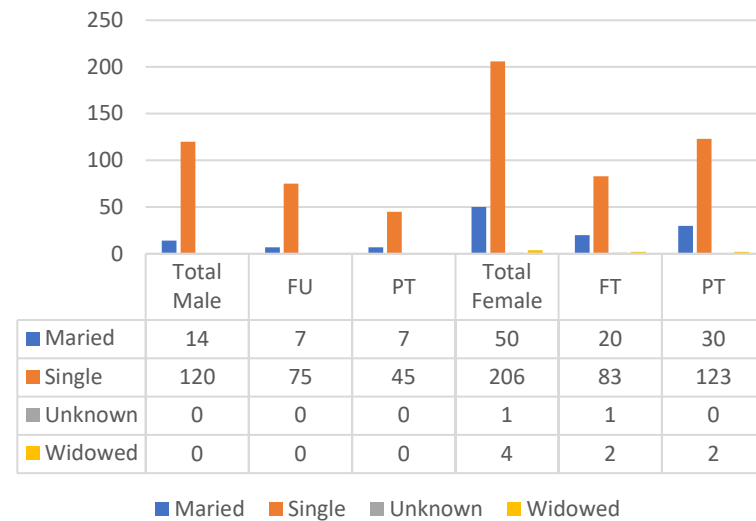


The graphs below illustrate the unduplicated headcount by gender, full-time and part-time students, and marital status for AY 2024-2025

Enrollment by Gender-P/T and F/T-Fall 2024



Enrollment by Gender-P/T and F/T Spring 2025



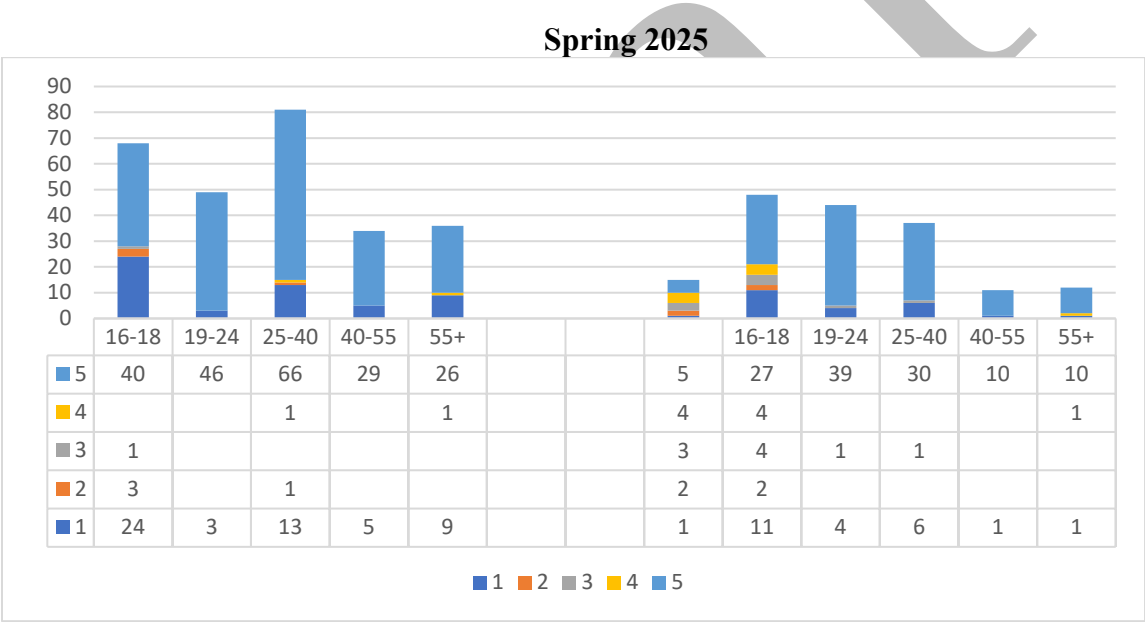
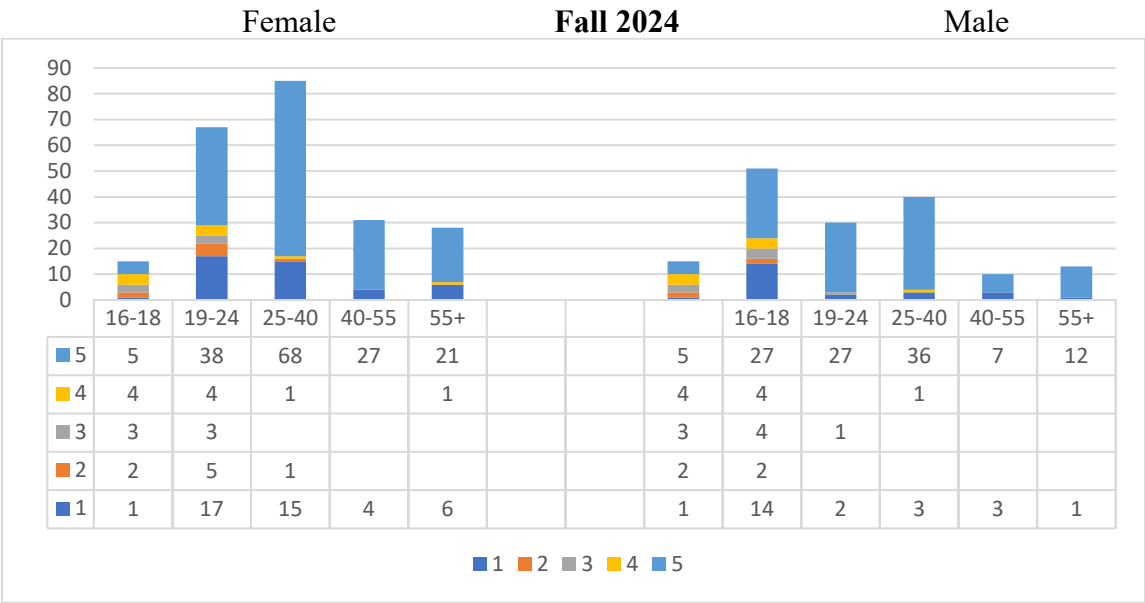
Ethnicity

Fort Peck Community College was established to provide quality education to Americans and Indians residing on and off the reservation. Historically, many of the students served are American Indians who chose not to leave their homeland. However, to remain a Tribally Controlled College, FPCC must maintain a student body with at least 50% American Indian enrollment.

In AY 2024-2025, 78% of the student body identified as American Indian or Alaska Native, 18% as Caucasian, and 2% as African American, Hispanic, or Asian. This data is vital to the institution's financial stability.

	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25
Caucasian (1)	18%	18%	24%	19%	18%
African American (2)	1%	1%	1%	1%	1%
Hispanic (3)	1%	0%	1%	1%	1%
Asian (4)	1%	1%	1%	1%	1%
American Indian (5)	79%	79%	73%	78%	78%

The tables below provide an analysis of enrollment trends by gender, ethnicity, and age, which is essential for promoting equity and inclusion, as it helps identify underrepresented or underserved groups and address barriers to access. It enables institutions to develop targeted academic, financial, and social support services that meet the needs of the FPCC student population. These trends also inform the development and revision of policies and programs aimed at enhancing student success and retention.



TOTAL STUDENT ENROLLMENT

The unduplicated headcount is the number of students enrolled during a specific time frame. The enrollment analysis includes all traditional, non-traditional, full-time, and part-time students.

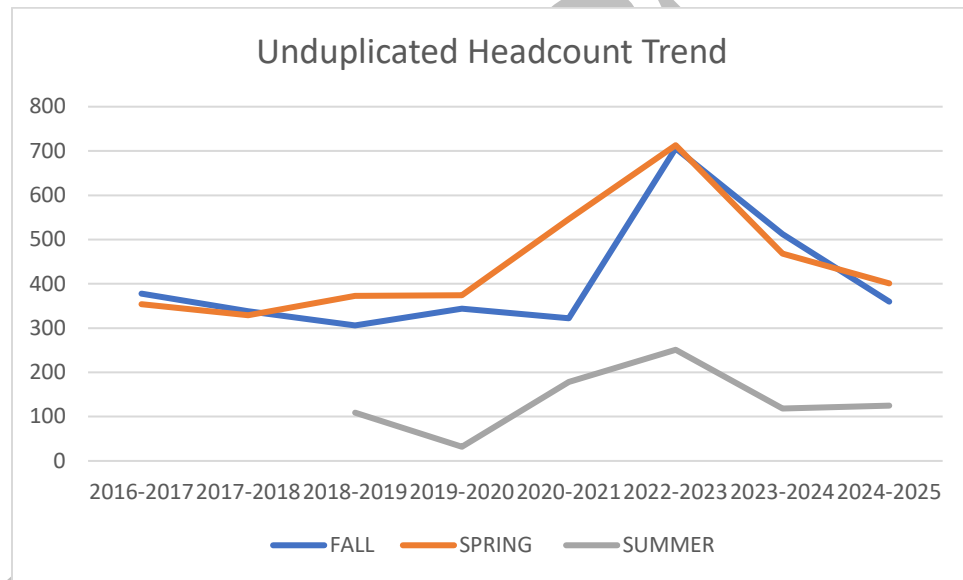
The table below represents the unduplicated headcount for each semester, which is over fifteen.

year period

Academic Year	Fall	Spring	Summer
2007-2008	425	396	
2008-2009	435	434	
2009-2010	443	374	
2010-2011	431	450	
2011-2012	456	414	114
2012-2013	384	390	49
2013-2014	414	399	83
2014-2015	351	388	101
2015-2016	327	331	132
2016-2017	378	354	87
2017-2018	338	329	
2018-2019	306	373	109
2019-2020	344	374	32
2020-2021	322	546	178
2021-2022	573	704	252
2022-2023	706	713	213
2023-2024	512	468	118
2024-2025	360	401	125
2025-2026	347		

The headcount reached 360 for Fall 2024, 401 for Spring 2025, and 125 for Summer 2024. During the national pandemic, *FPCC provided financial support services that enhanced*

student success; however, these services could not be sustained once the pandemic-related funding ceased. Since then, FPCC has experienced a decline in student enrollment. With numbers dropping by 49% from AY 2022, the current student count is now comparable to pre-pandemic levels. FPCC is optimistic that enrollment will steadily increase with schedule adjustments and the expansion of online and in-person course offerings.



FUNDING SOURCES FOR STUDENT ENROLLMENT

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

	ISC	Non-Ben
2008/2209	5,784.39	\$3,024.00
2009/2010	5,500.85	\$3,024.00
2010/2011	5,234.61	\$3,024.00
2011/2012	5,664.51	\$3,024.00
2012/2013	5,849.84	\$3,024.00
2013/2014	6,354.94	\$3,024.00
2014/2015	6,717.76	\$3,024.00
2015/2016	7,191.27	\$3,280.00
2016/2017	7,285.25	\$3,280.00
2017/2018	7,352.81	\$3,280.00
2018/2019	8,279.07	\$3,280.00
2019/2020	8,772.34	\$3,280.00
2020/2021	8461.91	\$3,280.00
2021/2022	\$9,182.31	\$3,280.00
2022/2023	\$9,182.31	\$3,280.00
2023/2024		\$3,280.00
2024-2025		\$4,183.00

When reviewed financially, the funding based on the ISC is substantially more significant than the funding for non-beneficiaries. However, the number of American Indian students has decreased. Still, funding and non-beneficiary students have increased with little to no increase in funding provided by the State of Montana.

	ISC	Non-Ben
13/14	\$ 2,132,720.00	\$ 110,829.60
14/15	\$ 2,154,050.00	\$ 107,705.00
15/16	\$ 1,860,309.64	\$ 116,670.00
16/17	\$ 2,051,890.24	\$ 127,920.00
17/18	\$ 2,268,341.89	\$ 150,880.00
18/19	\$ 2,286,265.18	\$ 105,616.00
19/20	\$ 2,515,337	\$ 108,896.00
20/21	\$ 2,779,398	\$ 149,109.00
21/22	\$ 4,286,578	
22/23	\$ 4,839,307	
23/24	\$	
24/25	\$	

DEGREE-SEEKING AND PROGRAM OF STUDY ENROLLMENT

Fort Peck Community College offers four-degree completion programs, including the Associate of Arts (AA), Associate of Applied Science (AAS), Associate of Science (AS), and one-year Certificate programs. Table four below provides the enrollment totals for each degree and certificate program offered at FPCC during AY 2024-2025

Enrollment by degree 2024-2025			
Degree	Fall 2024	Spring 2025	Total
AA Degree	158	152	310
AAS Degree	32	38	70
AS Degree	39	51	90
Certificate	48	55	103
Non-Degree	79	105	184
TOTAL	356	401	757

In the academic year 2024-2025, there were 757 students, 24% of whom were non-degree-seeking. **In AY 2024-2025, 138 students or 75% were enrolled as dual credit or early college students, who are enrolled as Non-Degree Students. The remaining 25% are FPCC students who choose not to declare a major.**

The FPCC curriculum for the Associate of Arts (AA) and Associate of Science (AS) degrees includes General Education requirements organized into seven core areas. These are the minimum general education requirements for transfer. Certain programs of study may require additional courses. Students and their advisors should refer to the program of study when planning and selecting courses. The core requirements listed are the FPCC-required credits and courses. Students planning to transfer to

another institution must review that institution's catalog, as credit and course requirements can vary.

Associate of Arts (AA) program

The following graphs provide a snapshot of enrollment into each academic program.

The graphs below demonstrate that students enrolling in Associate of Arts degrees at Fort Peck Community College primarily sought a degree in General Studies. Business Administration remains a strong, consistent program, followed by Chemical Addiction Studies, Social Work, and Early Childhood Education/Education.

Program	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25
BUADM	19	31	35	85	42	28	49	80	121	66	21
CAS	7	12	14	9	21	14	30	62	61	38	19
ECEDC							25	33	39	13	14
EDUC	27	25	33	61	83	74	45	55	50	47	11
GEN	80	119	111	149	140	92	161	240	259	152	43
HS	23	28	28	34	43	7	5				
NAS	11	10	6	4	8	9	25	43	49	10	6
PSY	5	6	9	10	21	19	31	51	44	36	7
SW	0	0	0	0	0	9	45	45	41	37	22
TGA	0	0	0	0	0	0	11	12	15	0	1

Associate of Science Degree

The most popular option for the Associate of Science is in General Studies. The main difference between this degree and the AA degree is that the AS in General Studies requires 26 credits in math and science-related courses.

Program	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25
EGEN	11	13	10	11	2	0	0			0	0
GEN	80	119	111	149	140	13	7		21	25	21
PHPN		0	1	1	4	33	50	54	78	47	58
SCBIO	1	3	2		1	0	1	5	1	1	0
SCChem								1	1	0	0
SCENV		3	7	13	11	10	15	21	21	15	16

Associate of Applied Science

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

The Associate of Applied Science in Criminal Justice program was the most popular, followed by the Associate of Applied Science in Business Technology. The NLI program was removed as an AAS program and is currently offered as a certificate program. The Information Technology Degree was changed to Cyber Security Networking Technology in AY 24-25

Program	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25
AUTO	9	8	5	7	7	7	3	8	25	3	2
BUTEC	25	41	29	42	27	28	43	53	42	21	13
CJUS							28	58	60	45	33
CSNT											7
CTECH	0	0	0	0	0	3	6	13	12	6	3
INTEC	0	0	0	0	0	5	11	41	34	1	3
NLI	0	0	5	12	18	3	2	3	6	2	2

Certificates/Certificate of Applied Science

The certificate programs offer students foundational skills in specific careers. Students planning to earn a certificate must choose an occupational goal and follow the study plans detailed in this catalog. The one-year certificate programs include related instruction (which is not recommended for transfer credit). In AY 25-26, FPCC introduced a Certificate of Technical Studies (CTS) to its degree offerings. A CTS is defined as

The certificate of technical studies programs are intended to prepare an individual for an occupational work area by focusing on developing the unique skill-set required for that

position. These programs may enable students to qualify for a new job, secure a promotion, explore a new career, or pursue documented/credentialed study in a specific field or area of expertise. These programs are less than 30 credits, have little or no general education credits, and may be completed in 1-2 semesters and may lead to a CAS or AAS degree.

Certificates in fields such as Automotive Technology, Business Technology, Communication Technology, and Information Technology can often be tied into an AAS program of study. Automotive Technology, Truck Driving, and Welding remain popular degrees at FPCC, but students often enroll for the trade, not the certificate. In AY The table below provides a snapshot of Certificate program enrollment over the past ten years.

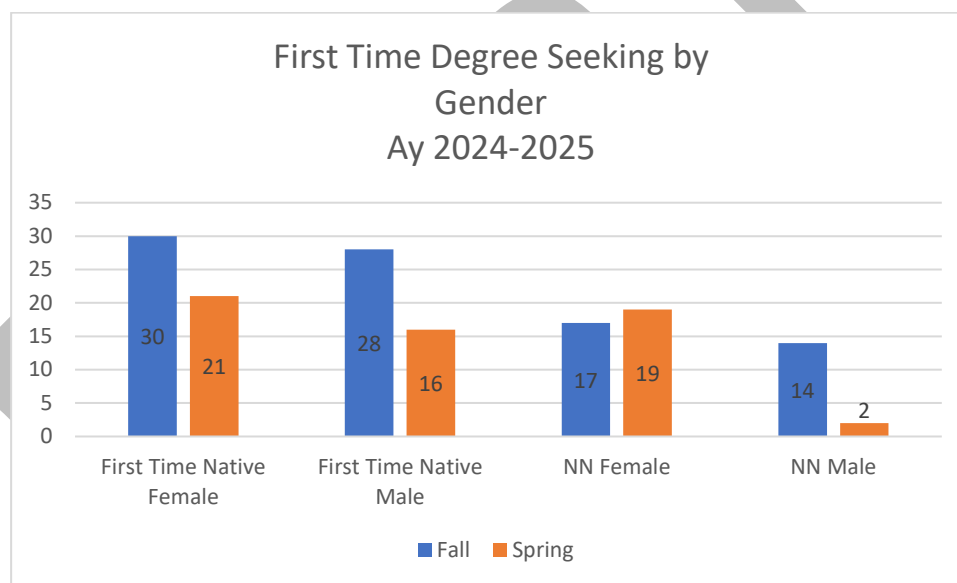
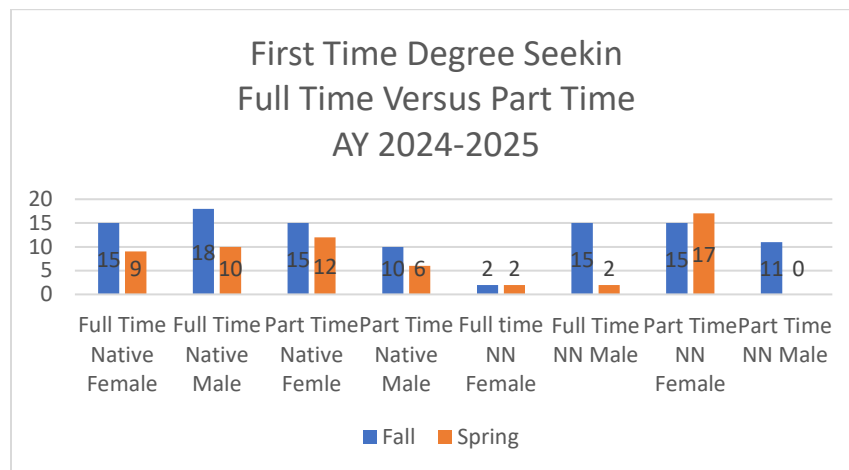
Program	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25
ACET	1	4	3	2	3	13	23	20	0	6
AUTO C	13	15	15	10	14	17	32	26	14	18
BT-C	13	8	0	0	0	0	53	42	0	
BUAST	9	6	9	9	6	6	16	16	8	4
CARTS	0	0	0	0	0	24	47	40	26	25
CTech	0	0	0	0	0	11	13	12	3	0
DIES	4	9	14	8	7	4	2		0	0
GWD	5	5	6	4	0	0			0	0
HE	3	1	0	0	0	17			0	0
INF-C	0	0	0	0	0	17	12	10	11	12
INTEC	0	0	0	0	0	2	31	36	1	
LADV	0	0	0	0	13	26	37	42	2	2
LNWRK	7	3	0	0	0	0			0	0
Media	0	0	0	0	3	6	2	7	4	5
TD	33	20	20	27	17	11	16	12	16	15
WELD	20	22	30	22	13	11	23	30	22	11

FIRST TIME DEGREE-SEEKING STUDENTS

First-time students at tribal colleges are the first in their families to attend college. The following is a summary of first-time degree-seeking students for AY 2024-2025, reviewed annually. Historically, General Studies tends to attract the largest number of first-time degree-seeking students. The table below illustrates fall and spring enrollment of first-time degree-seeking students by program of study.

Degree-Fall	F	M	Grand Total	Degree Spring	F	M	Grand Total
Accounting Technician	1		1	Automotive Technology		1	1
Automotive Cert		1	1	Business Administration	2		2
Business Administration	2	2	4	Business Assistant	1		1
Business Assistant	1		1	Chemical Addiction Studies	1		1
Business Technology		1	1	Cybersecurity Networking Technology		1	1
Chemical Addiction Studies	1	2	3	Dual Credit	8	5	13
Criminal Justice	1		1	Early Childhood Education	2		2
Dual Credit	13	17	30	Early College	15	2	17
Early Childhood Education		1	1	General Studies	2	3	5
Early College	14	3	17	Information Technology		1	1
General Studies	5	5	10	Nakona & Dakota Studies		2	2
Information Technology		2	2	Non-Degree Seeking	6	1	7
Nakona & Dakota Studies		1	1	Pre-Health & Pre-Nursing	2		2
Non-Degree Seeking	2	1	3	Social Work	1		1
Pre-Health & Pre-Nursing	5		5	Truck Driving		1	1
Psychology	1		1	Welding Cert		1	1
Science/Environmental Science		1	1	Grand Total	40	18	58
Social Work	1	2	3				
Truck Driving		3	3				
Grand Total	47	42	89				

The chart below shows first-time degree-seeking students broken down by gender and enrollment status.





RETENTION

Retention refers to the rate of first-year undergraduate students who continue at the school the following year (National Center for Educational Statistics, 2017), using the fall-to-fall formula reported in the AIHEC AIMS annual survey. The retention rate formula is.

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

Using the Fall-to-Fall formula reported by the National Center for Education Statistics, the overall institution retention from Fall 2022 to Fall 2023 was 43%.

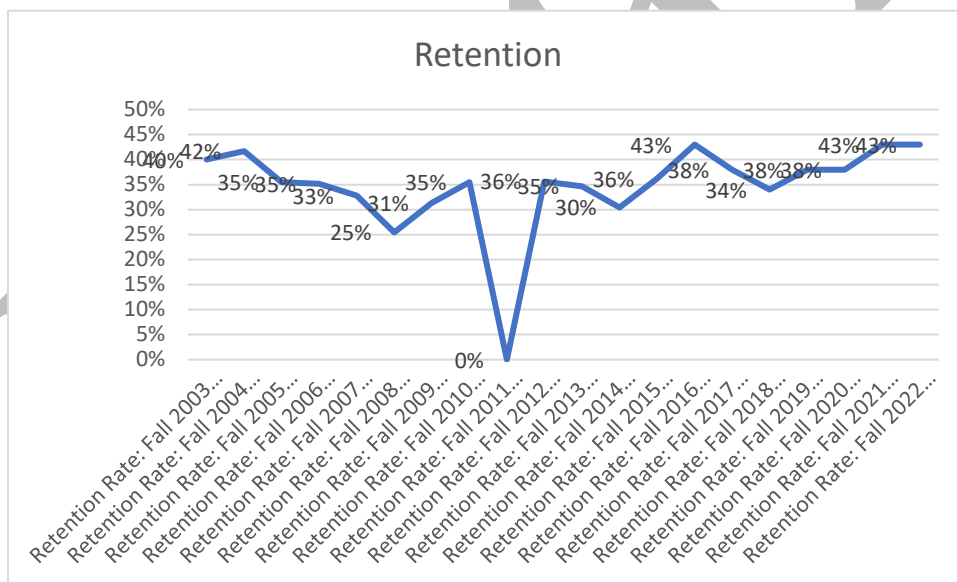


Table 1-Retention Rate Trend

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

Persistence

The data below shows persistence rates at FPCC. Persistence varies amongst institutions. Student persistence can have a positive effect on graduation rates. For this report, Fort Peck Community College identified persistence as students who enrolled at the beginning of term one (fall) and at the beginning of term two (spring). The report identifies two areas of persistence: 1.) persistence in academic programs and 2.) institutional persistence—the **institutional persistence rate is 63%, a 3% increase from the previous year.**

2020-2021	60%
2021-2022	59%
2022-2023	60%
2023-2024	63%

The table below demonstrates the persistence rate of each Fort Peck Community College academic program.

MAJOR	AY 21-22	AY 22-23	AY 23-24
Associate of Arts			
Business Administration	79%	57%	66%
Chemical Addiction Studies	61%	55%	66%
Early Childhood Education	59%	94%	69%
Education	74%	59%	52%
General Education	52%	37%	52%
Native American Studies	63%	65%	100%
Psychology	74%	67%	79%
Social Work	59%	82%	72%
Tribal Governance and Administration	75%	50%	33%
Associate of Science			
General Studies	50%		
Pre Health Pre Nursing	36%	68%	25%
Science-Biology	0%	100%	0%
Science Chemistry		100%	0%

Environmental Science	75%	88%	
Associate of Applied Sciences			
Auto	50%	60%	50
Business Technology	59%	55%	55%
Communication Technology	67%	57%	66%
Criminal Justice	67%	61%	46%
Information Technology	69%	77%	0%
Native Language Instructor	0%	0%	100%
Certificates			
Accounting Technician	50%	45%	100%
Auto-C	33%	31%	35%
Business Assistant	29%	40%	75%
Cultural Arts	67%	73%	50%
Information Technology	43%	50%	100%
Lay Advocate	61%	50%	100%
Media	0%	33%	50%
Truck Driving			50%
Welding			41%

COURSE COMPLETIONS

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

Course Completion Formula

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

Course completion rates present enrollment and passing rates, but they must adequately measure what students learn or how well they have mastered tasks required in their occupations—the Student Learning Outcomes document measures knowledge and skill attainment.

Core Course Completion Rates

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

The table below illustrates the completion rates for core courses offered during the academic year. here no data is available, the course is not offered during that semester.

General Education Requirements		Fall 2024					Spring 2025					
Core I Communications		Enrolled	WD	Pass	% Pass		Core I Communications		Enrolled	WD	Pass	% Pass
COMX 111	Intro to Public Speaking	24	11	9	38%		COMX 111	Intro to Public Speaking	27	12	8	30%
WRIT 101	College Writing 101	56	15	12	21%		WRIT 101	College Writing 101	41	16	14	34%
WRIT 102	College Writing 102	20	6	11	55%		WRIT 102	College Writing 102	11	3	6	55%
Core II Mathematics and Science							Core II Mathematics and Science					
M 121	College Algebra	36	8	8	22%		M 121	College Algebra	33	4	9	27%
M 111	Technical Math	28	4	9	32%		M 111	Technical Math	15	4	6	40%

Core III Science						Core III Science					
BIOB 160	Principles of Living Systmes	15	2	9	60%	BIOB 160	Principles of Living Systmes	24	6	8	33%
BIOB 170	Principles of Biolobical Diversity	0	0	0		BIOB 170	Principles of Biolobical Diversity	2	0	2	100%
CHMY 121	Introduction to Chemistry	11	1	9	82%	CHMY 121	Introduction to Chemistry	0	0	0	
CHMY 141	College Chemistry I					CHMY 141	College Chemistry i	0	0	0	
ENSC 105	Environmental Science	8	2	1	13%	ENSC 105	Environmental Science	6	1	2	33%
PHSX 105	Fundamentals of Physical Science	6	0	4	67%	PHSX 105	Fundamentals of Physical Science	1	0	1	100%
PSYX 250	Fundamentals of Biological Psychology	15	4	6	40%	PSYX 250	Fundamentals of Biological Psychology	24	6	15	63%
Core IV Arts and Humanities						Core IV Arts and Humanities					

ARTZ 211	Drawing I (3 pass grd in 20's)						ARTZ 211	Drawing I				
ARTZ 221	Painting						ARTZ 221	Painting				
CRWR 240	Introduction of Creative Writing						CRWR 240	Introduction of Creative Writing	7	1	5	71%
LIT 110	Introduction to Lit						LIT 110	Introduction to Lit	0	0	0	0%
LIT 211	Introduction to Lit II						LIT 211	Introduction to Lit II				
LSH 201	Introduction to Humanities	17	6	9	53%		LSH 201	Introduction to Humanities	13	4	6	0%
LIS 202	World Humanities						LIS 202	World Humanities				
NASX 121	Introduction to Nakona Language	7	0	6	86%		NASX 121	Introduction to Nakona Language	1	0	1	100%
NASX 131	Introduction to Dakota Language	10	2	8	80%		NASX 131	Introduction to Dakota Language	9	0	6	67%
NASX 240	American Indian Literature						NASX 240	American Indian Literature	1	1	1	100%

Core V Social Sciences							Core V Social Sciences					
ECNS 201	Principles of Macroeconomics	13	4	8	62%		ECNS 201	Principles of Macroeconomics	5	1	4	80%
ECNS 202	Principles of Macroeconomics						ECNS 202	Principles of Macroeconomics				
HSTA 101	American History	8	2	6	75%		HSTA 101	American History	3	0	3	100%
HSTA 102	American History II						HSTA 102	American History II				
HSTA 255	Montana History	9	3	3	33%		HSTA 255	Montana History	5	1	3	60%
HSTR 101	Western Civilization	7	2	5	71%		HSTR 101	Western Civilization				
HSTR 102	Western Civilization II						HSTR 102	Western Civilization II	6	0	3	50%
PSCI 210	Intro to American Government						PSCI 210	Intro to American Government	16	0	11	69%

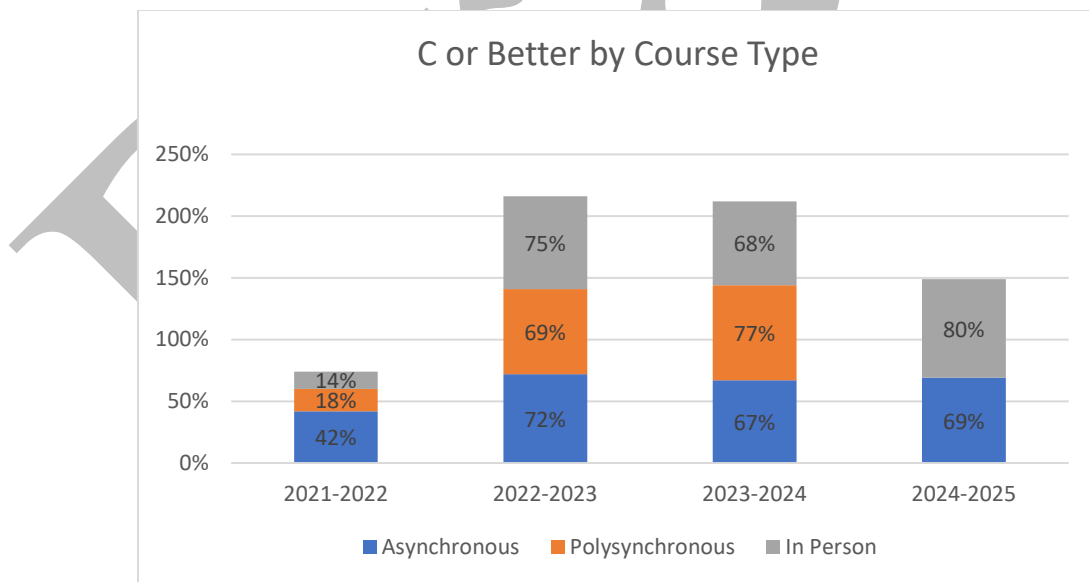
PSYX 100	Introduction to Psychology	49	13	31	63%	PSYX 100	Introduction to Psychology	41	13	20	49%
SOCI 101	Introduction to Sociology	39	2	14	36%	SOCI 101	Introduction to Sociology	50	12	21	42%
Core VI Native American Studies						Core VI Native American Studies					
NASX 105	Introduction to Native American Studies	29	0	11	38%	NASX 105	Introduction to Native American Studies	31	8	14	45%
NASX 117	History and Culture of Fort Peck Reservation	27	2	12	44%	NASX 117	History and Culture of Fort Peck Reservation	0	0	0	0%
NASX 249	US Indian History	12	2	6	50%	NASX 249	US Indian History	0	0	0	0%
Core VII Technology						Core VII Technology					
CAPP 120	Introduction to Computers	17	4	13	76%	CAPP 120	Introduction to Computers	49	29	13	27%
CAPP 131	Basic MS Office	30	23	5	17%	CAPP 131	Basic MS Office	25	5	17	68%

GRADE DISTRIBUTION REPORT ACADEMIC YEAR

Grade distribution is essential for student success initiatives and support services. The tables and charts below summarize grades by course type.

Fall 2024	A	B	C	D	F	IW	W
Asynchronous/Synchronous	290	92	44	43	177	96	122
In Person	67	15	17	1	21	13	21

Spring 25	A	B	C	D	F	IW	W
Asynchronous/Synchronous	337	89	54	41	137	154	63
In Person	85	15	14	5	26	24	11



Withdrawals and Instructor Withdrawals by course type

	2021-2023		2022-2023		2023-2024		2024-2025	
	W	IW	W	IW	W	IW	W	IW
Asynchronous	178	165	197	266	55	65	122/63	96/154
Polysynchronous	145	104	73	100	17	19		
In Person	96	55	40	61	20	32		

Additionally, in accordance with NWCCU's recommendation, grade distribution is disaggregated by gender. The grade distribution for the 2023-2024 Academic Year is as follows.

Fall 2024

Letter Grade	Female	Male	Grand Total
A	272	136	408
B	80	45	125
C	39	39	78
D	37	14	51
F	134	94	230
F)		2	2
I	1		1
IW	70	51	123
P	1	7	8
W	94	62	156
Grand Total	728	450	1182

Spring 2025

Grade Code	Female	Male	Grand Total
A	344	159	504
B	94	56	150
C	57	37	94
D	32	19	51
F	112	70	184
I	5	1	6
IW	92	100	197
P	13	11	24
W	55	28	83
X		5	5
Grand Total	804	486	1298

GRADUATES

The information below illustrates the graduate information for the academic year, a five-year view, and a historical view. During the 2024-2025 academic year, students could enroll in 26 different degree programs, and 23 programs awarded 75 degrees upon completion of the academic year. FPCC has consistently graduated many students with Associate of Arts (AA) degrees in the past decade. The high number of students graduating with an AA might indicate that students plan to continue their post-secondary education. The table below supports the graph above by providing a breakdown of several graduates in each program of study for the past five years.

AA Degree	2020	2021	2022	2023	2024	2025	Total
Business Administration	2	6	5	2	11	3	45
Chemical Addiction Studies	1	6	7	9	3	4	36
Early Childhood Education	*	*	2	3	2	5	12
Education	5	1	3	6	9	1	32
General Studies	14	11	20	16	19	13	131
Nakona & Dakota Studies/NASX/AIS	0	2	2	2	1	4	11
Psychology	1	4	7	5	10	3	36
Social Work	3	3	4	9	5	9	33
Human Services (now SW)	1	2	*	*	*	*	13
Tribal Governance & Administration	*	1	0	1	*	*	2
Total AA	27	36	50	53	60	42	351
AS Degree	2020	2021	2022	2023	2024	2025	Total
Environmental	1	0	1	1	1	3	8
General Studies	2	4	1	3	2	2	18
Pre-Health/Pre-Nursing	0	0	3	3	2	4	19
Biomedical	0	0	0	1	*	*	3
General Science - Bio	*	*	1	0	*	*	1
General Science - Chem	*	*	*	0	*	*	0
Pre-Engineering	0	*	*	*	*	*	2

Total AS	3	0	1	0	5	9	20
Associate of Applied Science	2020	2021	2022	2023	2024	2025	Total
Automotive Technology	1	1	3	0	1	3	12
Business Technology	0	1	2	5	4	2	18
Communication Technology	*	0	0	1	1	1	3
Computer Technology	0	0	0	0	0	0	1
Criminal Justice-now an AA	*	0	2	7	6	1	16
Cybersecurity Networking Technology	*	*	*	*	5	2	5
Native Language Instructor	0	0	0	0	*	1	5
Building Trades	*	*	*	*	*	*	1
Information/Network Technology-now Cybersecurity Networking Tech	*	1	2	7	*	*	10
Total AAS	1	3	9	20	17	10	73
Certificate	2020	2021	2022	2023	2024	2025	Total
Accounting Technician	1	1	3	7	10	1	28
Automotive Technician	2	2	2	1	4	3	17
Building Trades	*	*	*	*	*	*	4
Business Assistant	1	2	3	7	3	2	21
Cultural Arts	*	5	1	1	1	1	9
Desktop Support Technician	*	*	*	*	*	*	2
Diesel Technology	0	1	*	*	*	*	4
Digital Technology	*	*	*	*	2	2	0
Electrical Line Worker	*	*	*	*	*	*	7
GIS Technology	*	*	*	*	*	1	
Graphic Web Design (Media/Digital Technology)	1	*	*	*	*	*	3
Information Technology	3	1	7	9	2		22
Lay Advocate/Paralegal (Moratorium)	3	4	7	7	8	*	21
Media Technology- now Digital Technology	*	*	*	*	*		0
Native Language Instructor (Moratorium)	*	*	*	*	*	*	0
Truck Driving	2	2	5	0	1	0	11
Welding*	0	1	2	3	1	1	12
Total Certificates	13	19	30	35	32	11	174

The Big Picture

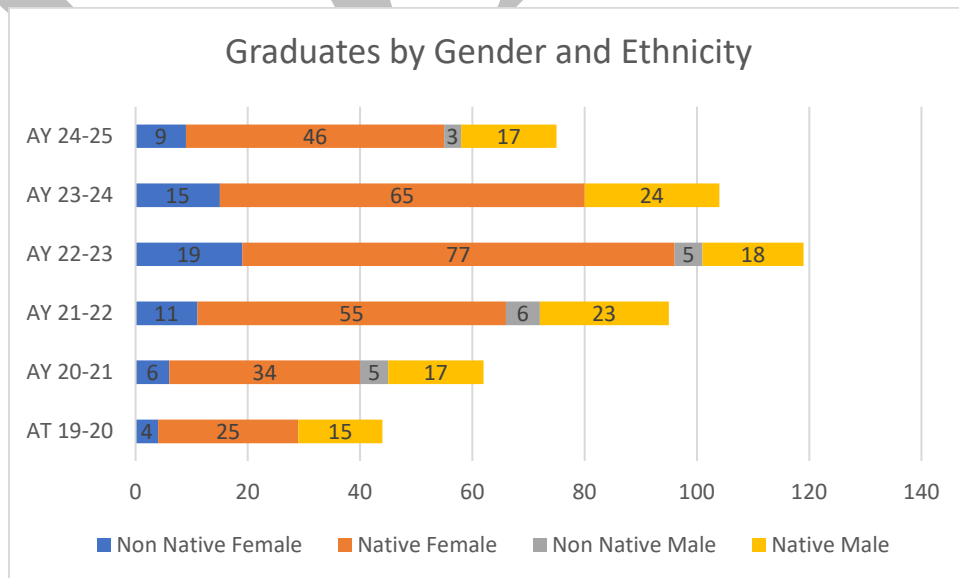
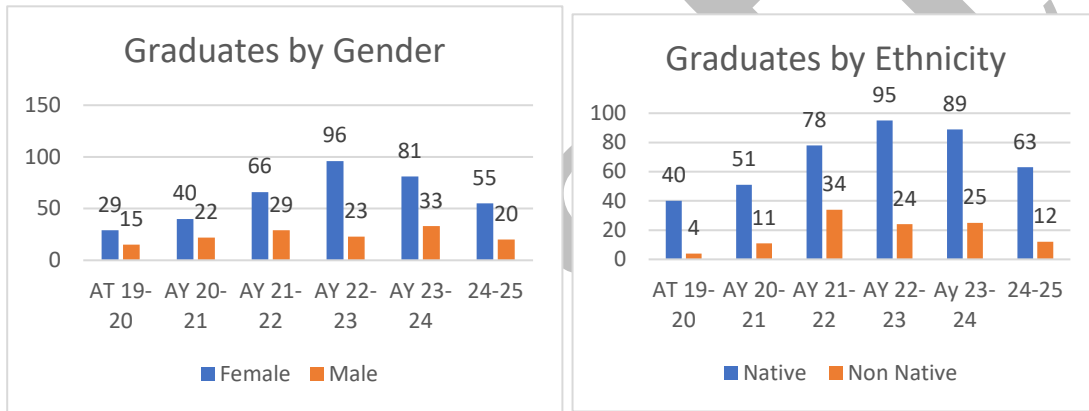
Compared with data for the last five years, Associate of Art programs remained the leading degree offered at Fort Peck Community College, and certificate programs remain competitive with the degree awarded at Fort Peck Community College over the last five years.

Degree	2017	2018	2019	2020	2021	2022	2023	2024	2025
Associate of Art	14	19	22	27	36	50	53	60	42
Associate of Science	0	3	9	3	4	6	7	4	9
Associate of Applied Science	10	3	7	1	3	9	20	17	10
Certificates	19	0	0	13	19	30	34	32	14
Total	43	25	38	44	62	95	114	113	75

Institutional Disaggregated Graduate Data

Standard 1.D.1. student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).” Data suggest that:

- Females have a higher graduation rate at FPCC.
- Predominantly, more Native Americans than other ethnicities graduate from FPCC.
- American Indian Females have a higher graduation rate compared to American Indian Males.



Other

Dual credit offerings are strongly backed by local schools and neighboring communities, reinforcing our commitment to early college access and academic acceleration; however, less than 20% of the students are enrolling at FPCC>.

	AY 22-23	AY 23-24	AY 24-25
The number of Dual Credit and Early Credit students who become degree seeking Freshman will increase by 25%	43%	16% 22/140	11 of 140

Regional and National Comparison

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

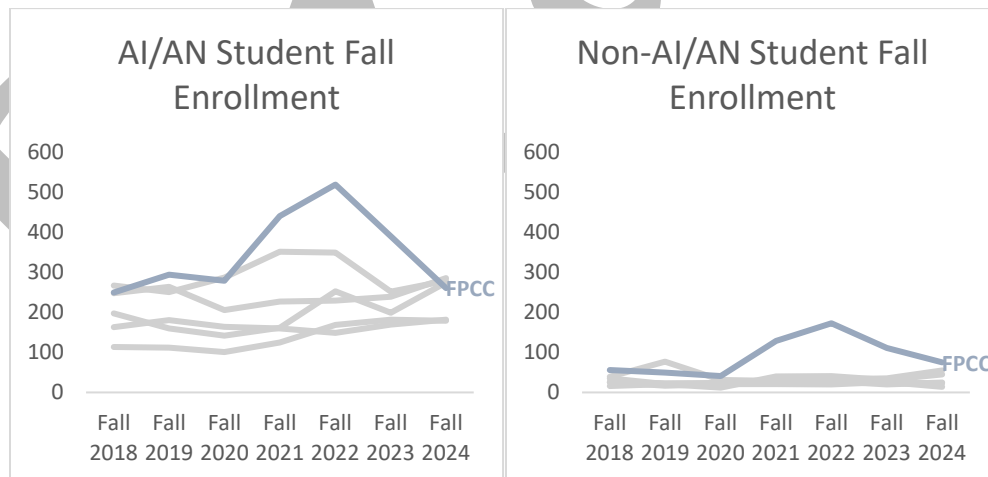
“Consistent with its mission and in the context of and in comparison, with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement ,including, but not limited to ,persistence, completion, retention, and postgraduation success.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

To address the recommendations of the NWCCU IEI, FPCC identified five institutions to compare to. **The data below was reported to the American Indian Higher Education Consortium and provided in November 2024.**

Student Enrollment

Institution Type	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Fort Peck Community College	306	345	320	570	693	502	336
College of Menominee Nation	237	237	173	191	281	219	300
Little Priest Tribal College	130	133	113	165	210	213	224
Nueta Hidatsa Sahnish College	198	202	188	187	182	205	237
Sitting Bull College	274	287	229	256	257	263	309
Stone Child College	293	268	308	373	370	278	293

Student Enrollment by American Indian Status versus Non-American Indian

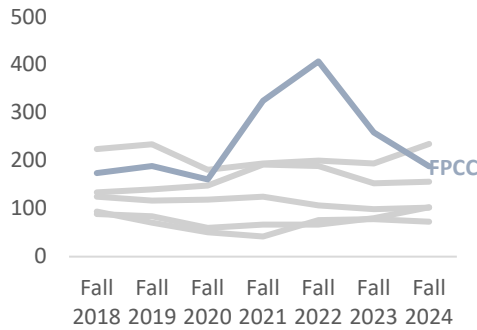


Student Enrollment by Enrollment Status

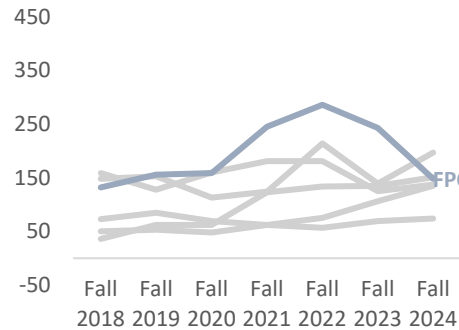
Student Enrollment by Enrollment Status from Fall 2018 - Fall 2024

		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
		Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Fort Peck Community College	Total Students	174	132	189	156	161	159	325	245	407	286	259	243	188	148
	Proportion of Population	57%	43%	55%	45%	50%	50%	57%	43%	59%	41%	52%	48%	56%	44%
College of Menominee Nation	Total Students	89	148	84	153	60	113	67	124	67	214	80	139	103	197
	Proportion of Population	38%	62%	35%	65%	35%	65%	35%	65%	24%	76%	37%	63%	34%	66%
Little Priest Tribal College	Total Students	94	36	71	62	51	62	42	123	76	134	78	135	73	151
	Proportion of Population	72%	28%	53%	47%	45%	55%	26%	75%	36%	64%	37%	63%	33%	67%
Nueta Hidatsa Sahnish College	Total Students	125	73	117	85	119	69	125	62	107	75	99	106	102	135
	Proportion of Population	63%	37%	58%	42%	63%	37%	67%	33%	59%	41%	48%	52%	43%	57%
Sitting Bull College	Total Students	224	50	234	53	181	48	194	62	200	57	194	69	235	74
	Proportion of Population	82%	18%	82%	18%	79%	21%	76%	24%	78%	22%	74%	26%	76%	24%
Stone Child College	Total Students	134	159	140	128	148	160	192	181	189	181	153	125	156	137
	Proportion of Population	46%	54%	52%	48%	48%	52%	51%	49%	51%	49%	55%	45%	53%	47%

Full-Time Student Fall Enrollment



Part-Time Student Fall Enrollment

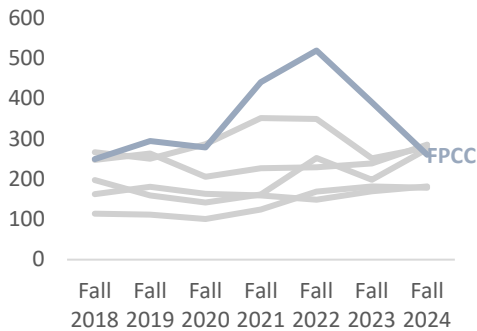


Student Enrollment by AI Vs. Non AI Status from Fall 2018 - Fall 2024

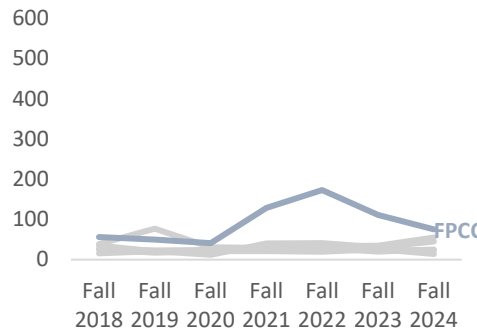
Student Enrollment by AI Vs. Non AI Status from Fall 2018 - Fall 2024

		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
		AI/AN	Non-AI/AN	AI/AN	Non-AI/AN	AI/AN	Non-AI/AN	AI/AN	Non-AI/AN	AI/AN	Non-AI/AN	AI/AN	Non-AI/AN	AI/AN	Non-AI/AN
Fort Peck Community College	Total Students	250	56	295	50	279	41	441	129	520	173	391	111	261	75
	Proportion of Population	82%	18%	86%	14%	87%	13%	77%	23%	75%	25%	78%	22%	78%	22%
College of Menominee Nation	Total Students	198	39	160	77	142	31	162	29	253	28	199	20	275	25
	Proportion of Population	84%	16%	58%	32%	82%	18%	85%	15%	90%	10%	91%	9%	92%	8%
Little Priest Tribal College	Total Students	114	16	112	21	101	12	125	40	169	41	182	31	179	45
	Proportion of Population	88%	12%	84%	16%	89%	11%	76%	24%	80%	20%	85%	15%	80%	20%
Nueta Hidatsa Sahnish College	Total Students	163	35	181	21	164	24	160	27	149	33	170	35	182	55
	Proportion of Population	82%	18%	90%	10%	87%	13%	86%	14%	82%	18%	83%	17%	77%	23%
Sitting Bull College	Total Students	248	26	264	23	206	23	227	29	230	27	239	24	286	23
	Proportion of Population	91%	9%	92%	8%	90%	10%	89%	11%	89%	11%	91%	9%	93%	7%
Stone Child College	Total Students	267	26	251	17	287	21	352	21	350	20	252	26	279	14
	Proportion of Population	91%	9%	94%	6%	93%	7%	94%	6%	95%	5%	91%	9%	95%	5%

AI/AN Student Fall Enrollment



Non-AI/AN Student Fall Enrollment

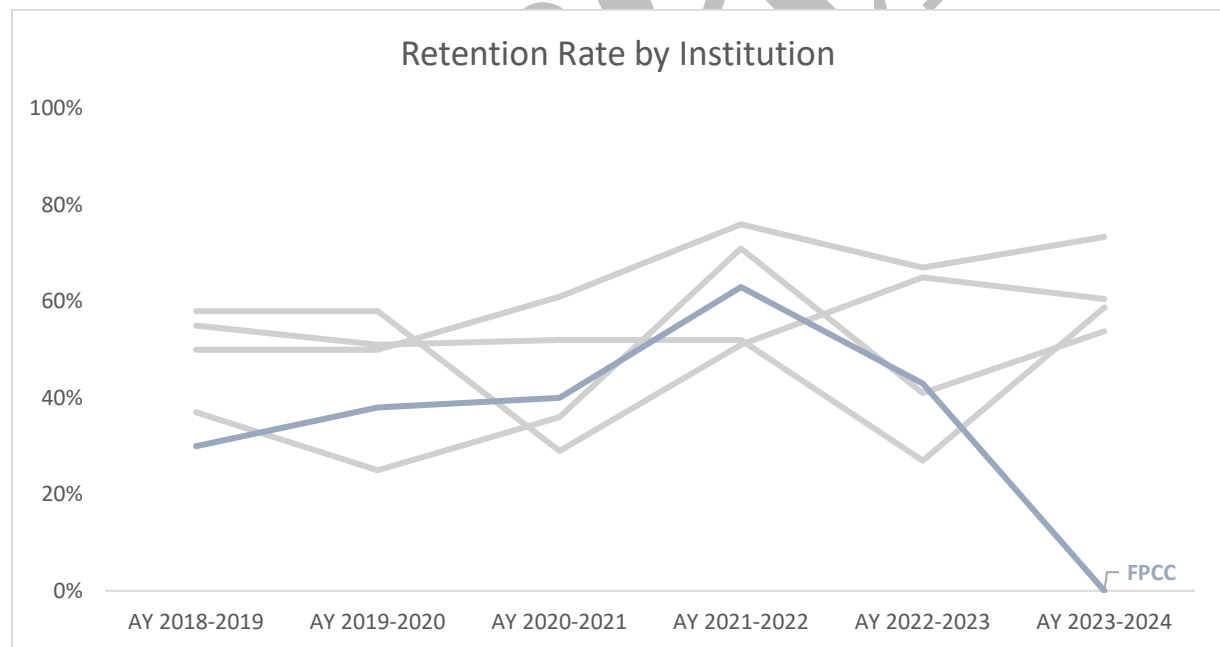


Retention Rates by Comparison Institutions

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

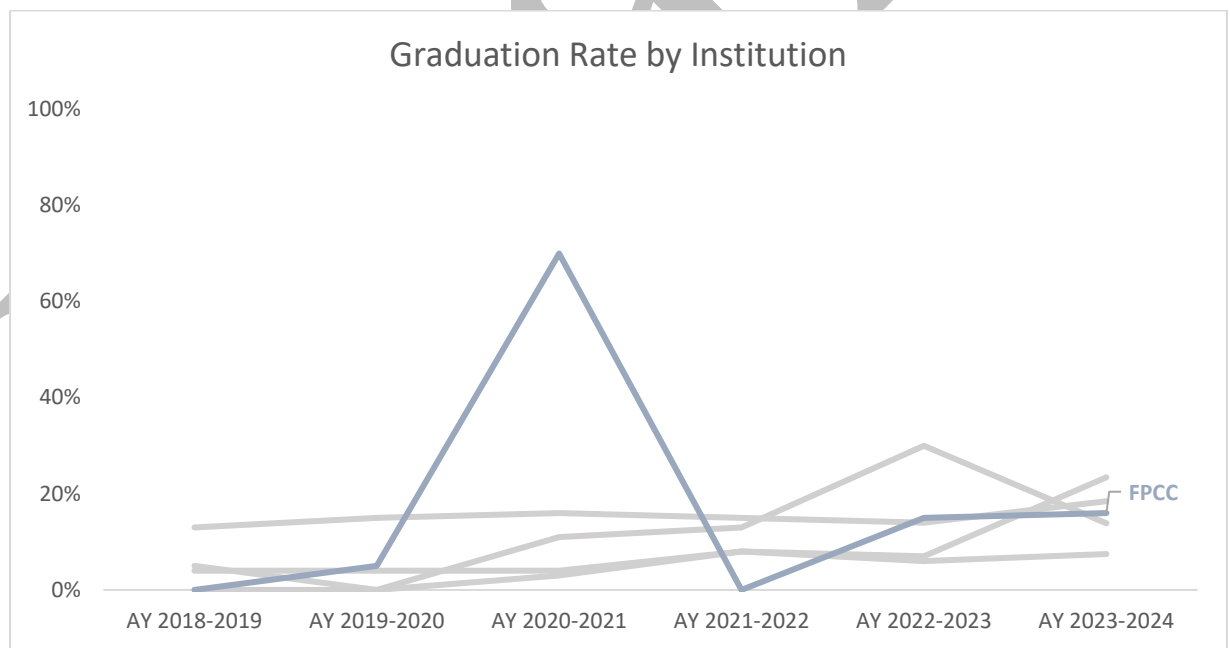
Retention Rate by Institution from AY 18-19 to AY 23-24

Institution	AY 2018-2019	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023	AY 2023-2024
Fort Peck Community College	30%	38%	40%	63%	43%	
College of Menominee Nation	55%	51%	52%	52%	27%	59%
Little Priest Tribal College	37%	25%	36%	71%	41%	54%
Nueta Hidatsa Sahnish College	50%	50%	61%	76%	67%	73%
Sitting Bull College	58%	58%	29%	51%	65%	61%
Stone Child College	52%	57%	30%	47%	41%	48%



Graduate Rates by Comparison Institutions

Institution	AY 2018-2019	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023	AY 2023-2024
Fort Peck Community College	0%	5%	70%	m	15%	16%
College of Menominee Nation	4%	4%	4%	8%	7%	23%
Little Priest Tribal College	5%	0%	3%	8%	6%	8%
Nueta Hidatsa Sahnish College	0%	0%	11%	13%	30%	14%
Sitting Bull College	13%	15%	16%	15%	14%	18%
Stone Child College	19%	27%	30%	27%	14%	5%



Conclusion

Fort Peck Community College (FPCC) remains committed to academic and vocational excellence, using modern, evidence-based teaching methods to enhance student learning and success. This commitment is reflected in the following institutional highlights:

- Understanding trends across student demographics helps identify equity gaps and address barriers to success.
- Benchmarking against peer institutions provides insight into best practices and identifies areas that require focused intervention.
- Transparent and consistent evaluation of student performance informs strategic planning, curriculum development, and resource allocation.
- Continuous assessment strengthens institutional accountability and supports accreditation efforts.
- The processes across the institution are systematic, and all faculty and staff must be aware of the processes.
- Teaching and Learning support services are critical to the success of the students. A review of success in general education courses suggests that FPCC needs to identify additional support services for students.
- FPCC offers several academic programs, some with little to no enrollment and or graduates. The Academic Review Process and institutional data will guide the Institutional Effectiveness Team in making informed decisions for institutional growth.
- Expanding Assessment Practices: Through the Institutional Effectiveness Committee, FPCC continues to strengthen program evaluations, learning outcomes analysis, and data-informed improvements across all academic offerings.
- Clear Mission Metrics: In response to NWCCU recommendations, FPCC has established measurable indicators to track progress and uphold accountability.
- Strong Dual Credit Support: Dual credit programs are well-supported by local schools and communities. FPCC recognizes the potential to recruit these students into full-time enrollment post-graduation.
- Focused Retention Strategies: While retention is stable, FPCC is partnering with Achieving the Dream (ATD) to implement data-driven strategies aimed at improving student persistence, completion, and graduation.

Institutional Effectiveness Activities

- Curriculum Policy Updated
- The Institutional Effectiveness Team's Meetings become more regular under the new presidential leadership.
- Policy Review Committee meetings began in August 2025
- NWCCU Mid Cycle Visit-October 2025
- Course Evaluations are completed each semester
- Outcomes Assessment completed for 2024-2025
- Advisor Plan has been approved.
- Program of Study sheets have been updated for advising purposes.
- A Draft Strategic Plan has been developed and reviewed by board of directors.