

F O R T P E C K
COMMUNITY COLLEGE



Year Seven Self-Evaluation Report

Submitted to:

Northwest Commission on Colleges and Universities

September 4, 2015

Fort Peck Community College

YEAR SEVEN SELF-EVALUATION REPORT

Table of Contents

Title Page	i
Table of Contents	ii
Institutional Overview	3
Basic Institutional Data Form	4
Preface	11
Institutional changes since last report	11
Topics requested by the Commission	14
Updated Chapter One: Mission, Core Themes, and Expectations	16
Executive Summary of Eligibility Requirements 2 and 3	16
Standard 1.A Mission	17
Standard 1.B Core Themes	20
Chapter Two: Resources and Capacity	35
Executive Summary of Eligibility Requirements 4 through 21	35
Standard 2.A Governance	42
Standard 2.B Human Resources	62
Standard 2.C Education Resources	66
Standard 2.D Student Support Resources	76
Standard 2.E Library and Information Resources	85
Standard 2.F Financial Resources	88
Standard 2.G Physical and Technological Infrastructure	102
Chapter Three: Planning and Implementation	111
Standard 3.A Institutional Planning	111
Chapter Four: Effectiveness and Improvement	117
Executive Summary of Eligibility Requirements 22 through 23	117
Standard 3.B Core Theme Planning	118
Standard 4.A Assessment	120
Standard 4.B Improvement	132
Chapter Five: Mission Fulfillment, Adaptation, and Sustainability	134

Eligibility Requirement 24	134
Standard 5.A Mission Fulfillment	135
Standard 5.B Adaptation and Sustainability	136
Conclusion	138
Appendices	
1. Attachments - separate files	
1) Fort Peck Community College Charter and Bylaws; Revised (p. 36)	
2) Fort Peck Community College 2014 - 2015 Catalog	
3) Map of the Fort Peck Indian Reservation and College Service Area (p. 42)	
4) Tribal Resolution # 334-78-3 (p. 42)	
5) FPCC IRS Non-Profit 501-c-3 Status, 1983 (p. 43)	
6) FPCC Organizational Chart (p. 43)	
7) FPCC Strategic Planning Board Retreat Power Point (p. 46)	
8) Continuing Education Units, Standards & Procedures (p. 75)	
9) Fort Peck Community College Audit, 2014 (p. 41)	
10) PLO Outcomes and Measurements	
2. Exhibit Files	
2.A.1. FPCC Initial Accreditation Correspondence, reaffirmation documents.	
2.A.2 Resolution 3024, FPCC to maintain independent finance system	
2.A.3 FPCC Board of Directors Meeting Minutes, 2006 – 2015	
2.A.4 AIHEC Annual Meeting Agenda, 2012.	
2.A.5 FPCC Administrative Council minutes, 2001-15	
2.A.6 FPCC Personnel Policies and Procedures Manual, Revised 2011	
2.A.7 FPCC Student handbook	
2.A.8. FPCC Administrative Evaluation of the Faculty	
2.A.9 FPCC Board of directors Policy Manual & Strategic Plan 2014-2019	
2.A.10 FPCC Financial Policies and Procedures	
2.C.1 FPCC Curriculum Committee Minutes, 2010-2015	
2.D.1 TRIO Program at Fort Peck Community College	
2.D.2 Wa Wo Giya Committee Minutes, weekly, Fall 2015	
2.D.3 FPCC Threat Assessment Program	
2.D.4 FPCC Fall 2012 New Student Orientation Agenda	
2.D.5 FPCC Advising Handbook	
2.E.1 Library Survey Result, 2012	
2.F.1 Endowment Sample of Annual Proposal Scope	
2.F.2 Investment Portfolio	
2.F.3 Current Insurance Policy for FPCC	
2.F.4 FPCC Financial Policies and Procedures	
2.F.5 FPCC Business Office Organizational Chart	
2.F.6 Indian Student Count and Non-Beneficiary Accounts	
2.G.1 Footprint of the Library and Technology Center, Phase I	
2.G.2 FPCC Campus Master Plan	

Institutional Overview

Fort Peck Community College (FPCC) was chartered in 1978 by the Fort Peck Assiniboiné & Sioux Tribes as a two-year, tribally-controlled community college. Located in the rural northeastern corner of Montana, the college serves mainly tribal members located in the communities across the reservation, but has a service area that encompasses five counties in a 50-mile radius of the institution's campuses in Poplar and Wolf Point. FPCC is one of seven tribal colleges in Montana and the only higher education institution within a 100-mile radius in its service region. The main campus is located in Poplar, the tribal headquarters of the Fort Peck Tribes, with secondary campuses in Wolf Point (22 miles) and Glasgow (70 miles).

Courses in higher education were first introduced to the Fort Peck Reservation by two state-funded Montana community colleges. This relationship continued after FPCC was chartered up until 1986. FPCC was granted accreditation by the Northwest Commission on Colleges and Universities (NWCCU) in December of 1991, with accreditation being reaffirmed following an Interim Report and site visit in 2006. Initially beginning in an old government agency building with one classroom, the college just recently added a student dormitory and three faculty housing facilities to its inventory, bringing the college's overall properties to 30 buildings comprised of a total of 129,896 square feet.

To meet the unique educational needs of the tribal members and community members, FPCC believes that the opportunity for higher education must be provided on the reservation. FPCC is committed to preserving Indian culture, history and beliefs, and to perpetuating them among Indian people of all ages. FPCC offers 27 career and technical programs, with six Associate of Arts programs, five Associate of Applied Science programs, six Associate of Science programs of study, and 10 One-Year Certificate Programs. Continuing education courses are offered year-round for professional development and community enhancement.

FPCC employs 24 full-time faculty and additional adjunct faculty as demand requires, with faculty organized into various Divisions (Business, Education, Math & Science, Human Services and Information Technology) and the Vocational Trades programs. FPCC receives funding from federal sources with local and state resources making up a small portion of the operating budget. FPCC's FY2014 operating budget is approximately \$8 million. Student headcounts over the last decade have steadily been between 400-450 students, with 400 students enrolled in the Fall 2014 semester. There has been a noticeable decline in the last couple of years. Native American student enrollment is at 79%, with the median student age being 28 years old. FPCC is governed by a nine-member Board of Directors. Dr. James E. Shanley has served as the President at FPCC since 1984 and retired at the end of 2011. Dr. Florence Garcia was President of FPCC for two years and Haven Gourneau is the President of FPCC as of May 2014.

Basic Institutional Data Form



NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

Basic Institutional Data Form

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 [Accreditation Handbook](#) for definitions of terms.

Institution: Fort Peck Community College

Address: P.O. Box 398, 605 Indian Avenue

City, State, ZIP: Poplar, Montana 59255

Degree Levels Offered: Doctorate Masters Baccalaureate Associate Other

If part of a multi-institution system, name of system: _____

Type of Institution: Comprehensive Specialized Health-centered Religious-based

Native/Tribal Other (specify) _____

Institutional control: Public City County State Federal Tribal

Private/Independent (Non-profit For Profit)

Institutional calendar: Quarter Semester Trimester 4-1-4 Continuous Term

Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Fort Peck Community College	Associate	Northwest Commission on Colleges and Universities	January 25, 2013
Fort Peck Community College	Associate	World Indigenous Nations Higher Education Consortium	2009

Revised February 2011

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: $\text{FTE} = \frac{\text{Full-time enrollment} + \text{Part-time enrollment} \times .335737}{1}$)

Official Fall 2014 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: 2014	One Year Prior Dates: 2013	Two Years Prior Dates: 2012
Undergraduate	346	405	438
Graduate			
Professional			
Unclassified			
Total all levels	346	405	438

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2013 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: 2013	One Year Prior Dates: 2012	Two Years Prior Dates: 2011
Undergraduate	642	660	702
Graduate			
Professional			
Unclassified			
Total all levels	642	660	702

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	25	20	4	2	1	14		4
Lecturer and Teaching Assistant								

Research Staff and Research Assistant								
Undesignated Rank								

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	44,293	8.96
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution’s audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: 10/1/14-9/30/15

Reporting of income: Accrual Basis October 1 Accrual Basis September 30
 Reporting of expenses: Accrual Basis October 1 Accrual Basis September 30

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates: 2014	One Year Prior to Last Completed FY Dates: 2013	Two Years Prior to Last Completed FY Dates:2012
CURRENT FUNDS			
Unrestricted			
Cash	1645897	1109138	1917452
Investments-Interest Received	2820	313	606981
Accounts receivable gross	553397	510442	526495
Less allowance for bad debts	0	0	0
Inventories	462917	409304	434222
Prepaid expenses and deferred charges			
Other (identify)	0	0	0
Due from other Governments	163410	489452	649938
Total Unrestricted	2665031	2029197	4135088
Restricted			
Cash	2072426	2559324	1040403
Investments	487141	0	639605
Other (Investments)	0	0	799556
Due from	0	0	0
Total Restricted	2559567	2559324	2479564
TOTAL CURRENT FUNDS	5224598	4588521	6862216

ENDOWMENT AND SIMILAR FUNDS			
Cash-Endowment	35059	35059	35059
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	35059	35059	35059
PLANT FUND			
Unexpended	0	0	0
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Total unexpended	0	0	0
Investment in Plant			
Land	65331	65331	65331
Not being depreciated	0	0	0
Buildings	12793866	10397609	10301030
Equipment	1152118	1047023	881330
Construction in Progress	0	1823996	37210
Less Accumulated Depreciation	(2361533)	(1994032)	(1665323)
Total investments in plant	11649882	11339927	9619578
Due from			
Other plant funds (identify)	0	0	0
TOTAL PLANT FUNDS	0	0	0
OTHER ASSETS (IDENTIFY)	0	0	0
TOTAL OTHER ASSETS	0	0	0
TOTAL ASSETS	17072949	16417900	16269289

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates: 2014	One Year Prior to Last Completed FY Dates: 2013	Two Years Prior to Last Completed FY Dates: 2012
CURRENT FUNDS			
Unrestricted			
Accounts payable	23060	152321	337951
ACCRUED Expenses (LIABILITY)	96403	97868	103015
DEFERRED REVENUE(Unearned)	417624	378013	2072472
USDA / TRIBES Current Note	76736	60674	15698
COMPENSATED ABSENCES	104841	111257	123926
Due to	0	0	0
Fund balance	0	0	0
Total Unrestricted	779341	800133	2653062
Restricted			
Accounts payable (Debt Service in Net Position)	34625	32477	30329
Other (identify)	0	0	0
Due to	0	0	0
Fund balance	0	0	0
Total Restricted	34625	32477	30329
TOTAL CURRENT FUNDS	779341	832610	2653062
ENDOWMENT AND SIMILAR FUNDS			

Restricted	0	0	0
Quasi-endowed	0	0	0
Due to	0	0	0
Equity/Retained Earnings	2524942	1813449	13174527
TOTAL ENDOWMENT AND SIMILAR FUNDS	2524942	1813449	13174527
PLANT FUND			
Unexpended			
Accounts payable	0	0	0
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Fund balance	0	0	0
Total unexpended	0	0	0
Investment in Plant			
Notes payable (USDA RD- Loans)	66579	77024	86947
Notes payable (USDA RD- Loans	358647	364674	370451
Notes payable (Ft Peck Tribes) Library	1255795	1300000	0
Other liabilities (Due within one year)	-76736	-60674	(15698)
Net investment for Capital Investments)	9968861	9598229	9162180
Other plant fund liabilities (identify)	0	0	0
TOTAL INVESTMENTS IN PLANT FUND	11573146	1725998	9264825
OTHER LIABILITIES (IDENTIFY)	0	0	0
TOTAL OTHER LIABILITIES	0	0	0
TOTAL LIABILITIES	2322949	2481159	3094762
FUND BALANCE	17072949	16417900	16269289

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates: 2014	One Year Prior to Last Completed FY Dates: 2013	Two Years Prior to Last Completed FY Dates:2012
Tuition and fees	655604	618093	710185
Federal Grants	7048373	7780829	8985247
State Grants	184833	195152	152396
Private Foundation Grants	244092	279446	431954
Endowment (Investment) Earnings	39919	50811	110098
Miscellaneous	240153	113784	421587
Auxiliary Enterprises (Book Store+Goods&Services)	492875	552448	590380
Other (identify) Indirect Cost Revenue	344795	384379	324093
Total Revenues	9250644	9974942	11725940
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	3026999	4334324	3658275
Research	149493	196797	134523
Public services	996259	865550	1305489
Academic support	1231850	569685	568788
Student services	474876	565658	574182
Institutional support	623554	650965	823114

Operation and maintenance of plant	616223	634547	584418
Scholarships and fellowships	818574	865384	1048375
Other (identify) Information Technology	97761	98993	117098
Mandatory transfers for:			
Principal and interest	85292	35678	35368
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other –Capital Outlay	677456	2049058	2866621
Total Educational and General	8430836	10529141	11951914
Auxiliary Enterprises			
Expenditures (Bookstore from Statement of Activities)	376383	420434	510573
Mandatory transfers for:			
Principal and interest	0	0	0
Renewals and replacements	0	0	0
Total Auxiliary Enterprises	376383	420434	510573
TOTAL EXPENDITURE & MANDATORY TRANSFERS (STATEMENT OF REVENUES, EXP Etc)	8807219	10949575	12462487
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify) Long Term Debt Issued/Tribes Loan	0	1300000	0
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	443425	325367	(736,547)

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates: 2014	One Year Prior to Last Completed FY Dates: 2013	Two Years Prior to Last Completed FY Dates: 2012
For Capital Outlay	1604285	2049058	2866621
For Operations			

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount

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Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount

Preface

Institutional Changes since Last Report

Fort Peck Community College (FPCC) was granted accreditation by the Northwest Commission of Colleges and Universities in December of 1991. This accreditation was reaffirmed following interim reports and site visits by NWCCU in 2006, 2009, 2010, and 2012. FPCC's accreditation was again reaffirmed in January 2013 on the basis of the **Fall 2012 Year Three Resources and Capacity Evaluation** which was expanded to address Recommendation 1 of the Spring 2010 Focused Interim Evaluation Report and Recommendations 1 and 2 of the Fall 2011 Year One *Mission and Core Themes* Peer-Evaluation Report, as well as Eligibility Requirements 2 and 3. The following is a brief analysis of **the major institutional changes** that have occurred since the Year Three Evaluation report submitted in the Fall of 2012.

The FPCC **student enrollment trends are shown in this graph; indicating a surge of students**, unduplicated students in 2011-2012 and a decline thereafter up to 2013-2014.

<u>Academic Yr.</u>	<u>FTE</u>	<u>Unduplicated Students</u>
2006-2007	379	438
2007-2008	351	425
2008-2009	351	435
2009-2010	366	443
2010-2011	392	450
2011-2012	428	703
2012-2013	405	660
2013-2014	346	642

The **new Library, Information Technology and Community Learning Center facility** is now utilized on the main campus in Poplar, Montana as Phase I of this institutional cornerstone building was recently finished and the final walk-through completed. Phase I, which is the first of a 3-phase facility, consists of 11,000 sq. ft. that houses the Library, study rooms, a community computer lab, a reception area and the main foyer to the building. In addition to the spacious, modern learning facilities being constructed in this facility, it will also consist of a section for the Tribal Archives Collection to be housed and an Auditorium that will be utilized for large gatherings, events, and for community activities. Phase II was completed in August 2014 which provided full functioning office space and up to date classrooms with whiteboards, computers and one of the classroom contains a Polycom system for distance learning between our Poplar and Wolf Point campuses. Phase III is currently on hold as funds have to be raised to complete it.

The college has continued to improve and rehabilitate the existing facilities and structures across the campuses. New, energy-efficient doors, windows and toilets have replaced older, inefficient ones across campus, new flooring has replaced worn areas, new sidewalks and concrete work have been constructed, and general landscaping and

maintenance improvements have sustained a continual effort to provide an inviting learning environment through adequate institutional facilities.

Staffing changes have occurred at both the administrative and faculty levels. After leading FPCC for 28 years as the institution's president, Dr. James Shanley retired on December 31, 2011. Succeeding Dr. Shanley as Fort Peck Community College's fifth President is Dr. Florence Garcia, an enrolled member of the Fort Peck Tribes. She has been involved in education for the majority of her working career, with experience at the secondary, college and university levels. Dr. Garcia left Fort Peck Community College in February 2014. Haven Gourneau is the current president as of May 2014. Prior to her rise to the president, Haven was the Vice President of Student Support Service and has been with FPCC for 25 years in various other positions.

Elijah Hopkins has accepted the recently vacated position held by former Student Services VP Haven Gourneau. Elijah was only recently hired as FPCC's Retention Office/Media Specialist. Mr. Hopkins is a former FPCC student and just recently received a Master's degree. Mr. Elijah Hopkins, is an enrolled member of the Sisseton Tribes of South Dakota and brings a fresh outlook to the position.

Other **disciplines with new instructors** include the hiring of Dr. Steven Coon in the Science Department, Dr. Chiranjivi Lamsal in the Pre-Engineering Department, Ms. Whitney Bodle in the Life Skills and College Prep courses, Ms. Karli McGowan in the Math Department, Mr. Richard Denny in the Math Department, William Norgaard in Welding, Ms. Valerie Boyd in the Early Childhood Education Program and Dr. Grace Wood in the Math Emporium. Other recent additions to FPCC are Heather Snell in the Admissions Officer position and Rika Dozier in the RevUp/Perkins Coordinator Grant position.

The FPCC Board of Directors consists of nine voting members, with three of the seats filled by representatives from the Fort Peck Tribal Executive Board and members are internally appointed by that body every two years immediately after the biennial Tribal Elections held in late October. The three Fort Peck Tribal Executive Board appointees to the FPCC Board of Directors are Mr. Thomas Christian, Ms. Stacy Summers, and Mr. Garrett Big Leggins, a former faculty and staff member at the college.

Montana College Consortium of 13 Institutions is working together in a Trade Adjustment Assistance Community College and Career Training Grant Program project funded by the Employment and Training Administration of the Department of Labor. RevUp Montana is a workforce project supported by a \$25 million grant awarded by the U.S. Department of Labor's Employment and Training Administration. RevUp Montana creates short-term degree, certificate and apprenticeship programs that lead students into high-wage, high-demand jobs in Montana. FPCC is participating in the Truck Driving, Welding, Entrepreneurship, and Math Emporium. In addition to providing students with skill-specific training from our highly qualified FPCC Vocational faculty, students are given job preparedness education, ACT Workkeys readiness assessment, and career pathways assistance. Students enter their respective fields with industry-driven skillsets, aptitude and willingness to work.

The Fort Peck Community College Eci Project is an NSF TCUP Instructional Capacity Excellence in TCUP Institutions (ICE-TI) project that proposes to offer a Pre-

Engineering AS degree program that is transferrable to a bachelor-degree program in Engineering or a related STEM field. In the Assiniboine language, “eci” means to think about or wonder about. ***The overall purpose of the Eci Project is to increase the number of American Indian students pursuing STEM career pathways and achieving STEM degrees at FPCC.*** The Eci Project addresses a growing need for engineers in the region, some of which can be attributed to region’s fossil fuel and renewable energy activities. It is important to increase the number of STEM majors and graduates at FPCC as a means to assist Assiniboine and Sioux tribal members to enter these high-growth, high wage sectors of the workforce. The Eci Project expands FPCC’s degree offerings to include new AS degree in Pre-Engineering to meet the growing need for engineers in the region, use promising strategies from emerging research on community colleges, to improve instruction and student achievement in mathematics to build innovative supports to help students complete STEM associate degrees at FPCC and matriculate to STEM bachelor degrees, and to expand the college’s undergraduate research capacity in STEM fields.

A MSEIP Institutional Project Grant –Wo’kinihan (Respect) Science Academy

The goal of the Wo’kinihan (Respect) Science Academy Project is to build a multi-tier high school seniors **early-entry pathway and freshman-year experience into the STEM careers** at Fort Peck Community College, to increase the American Indian STEM majors and graduates by 25% at Fort Peck Community College over the Project Period of 24 months.

The Wo’kinihan (Respect) Science Academy Project will serve sixty American Indian Students, 30 (15 each summer) early entry American Indian high school seniors, and 30 (15 each summer) freshman-year American Indian STEM majors. The Academy will have two pathways – sixteen students will participate in STEM research led by FPCC scientists, and --- forty-four students will enroll in active learning STEM coursework. A multi-tier mentor network will be formed among participants. An association of STEM middle and high school teachers and STEM college faculty will be formed for student recruitment and professional development. For continuous project improvement, the evaluation process will follow a logic model including an advisor’s council.

FPCC has also purchased software that will aid in developing a better environment for students, staff and faculty, and administration for registration, advising, data tracking, and accreditation compliance. The Jenzabar software modules that were purchased will be used for online registration and advising, the Insight software will be used for standardizing FPCC’s data entries for accreditation, and the TracDat software from Nuventive will be utilized for student learning outcome, program outcome, and institutional outcomes, and eventually will be used for program reviews and strategic planning.

Response to Topics previously requested by the Commission

Year Three Resources and Capacity Peer-Evaluation Report Fa11 2012

The Evaluation Committee found Fort Peck Community College to be a highly engaged, energetic venue of higher learning for the Fort Peck Reservation and the neighboring service region. The board of directors, faculty, staff, and administrators demonstrated genuine and enthusiastic dedication for student success and achievement—in many ways outside of and beyond their positions or job descriptions. FPCC impressed the members of the Evaluation Committee as being a “college of the whole”, working together and with its communities to sustain and continue to build a college dedicated to its mission and core themes.

The Evaluation Committee suggests, with adherence to the recommendations following as well as concerns noted in the report that the College will continue to serve the higher education needs of its region with excellence.

Recommendations:

1. The Evaluation Committee recommends that the college continue to review and revise core theme objectives and indicators and thresholds/benchmarks to ensure that all are realistic, meaningful, assessable, and lead to the collection and analysis of evidence needed to determine the accomplishment of core themes and mission fulfillment (Standard 1.A.2 and 1.B.2).

Recommendation 1, from the Fall 2012 Year Three Peer Evaluation Report, is being addressed to in the Updated Chapter One: Mission, Core Themes, and Expectations section for this Fall 2015 Year Seven Self-Evaluation Report.

2. The committee recommends that the College review, formalize, and follow financial planning and budget development policies and processes in a manner that allows appropriate opportunities for participation by its constituencies, including faculty and staff, and align the budget with mission fulfillment (Standard 2.F.3).

Admittedly, Fort Peck Community College did not afford all constituencies, including faculty and staff, the opportunity to participate in the financial planning and budgeting process. The financial and budget process initially was completed at the administration level only and approved by the Board of Directors. FPCC’s financial policy was not up to date and accurate as to how the college did its financial planning, budget development, and its alignment to mission fulfillment. The financial policy is updated and the policy now allows all constituencies, including faculty and staff, to participate in the financial and budgeting process and is also aligned for mission fulfillment. The expense report, which is given to the Board of Directors at their monthly meetings, shows the alignment to the mission by detailing the budget and expenditures by departments that allows the college to

accomplish its goals and objectives in the mission. The financial policy and procedure will be available in the exhibit files.

3. The committee recommends that the College formalize policies and procedures with respect to academics, students, human resources, institutional integrity and finances in order that all College constituencies have access to clear and documentable policies (Standards 2.A.1 through A.26; 2.A.30).

Fort Peck Community College has approximately 30 policies and procedures and most have not been updated for seven years and some were not written or available. President Haven Gourneau made this a priority in June of 2014 to get all policies and procedures updated and any that did not exist to be written. A program review policy and an intellectual property rights policy are in the investigative state and should be completed by the end of the year. Committees were formed and policies and procedures were assigned to each of the committees. Their responsibilities were to review the policies and procedures assigned to them and update them so that they are current and correct. As a result, a new human resources policy and finance policy were completed. All policy and procedures that are new and updated must be presented to the FPCC Board of Directors for their acceptance and a resolution passed to put them into effect. The Board of Directors reviewed the policy and procedures and asked for corrections on a few. The resolution to put them into effect was completed during the August Board of Directors meeting. All policies and procedures will be available in our exhibit files.

Updated Chapter One: Mission, Core Themes, and Expectations

Eligibility Requirement 2 and 3

ER 2. Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

As a tribal college, Fort Peck Community College operates under the authority of its own charter. In 1977, the Fort Peck Assiniboine and Sioux Tribes established the Fort Peck Education Department. This Department created the foundation for the development of the Fort Peck Community College, which was officially chartered by the Fort Peck Tribal Executive Board in 1978. The original charter established a six-member Board of Directors. In 1987 the Board expanded to nine members. According to the college charter, at least seven members of the Board must be enrolled members of the Fort Peck Assiniboine and Sioux Tribes.

FPCC awards degrees as a higher education institution by the authority given to the College's Board of Directors by the Fort Peck Tribal Executive Board.

ER 3. Mission and Core Themes

The institution's mission and core themes are clearly defined and adopted by its governing board consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational needs of its students, and its principal programs lead to recognized degrees. The institution devotes majority of its resources to support its educational mission and Core Themes.

The Fort Peck Community College mission statement, originally penned in 1978, was reaffirmed by the College's Board of Directors during the Board's April 21-22, 2011 meeting. The Board formally approved the college's core themes at their regularly scheduled meeting on August 18, 2011.

The mission of Fort Peck Community College "is to provide academic education and vocational training for American Indians and area residents" In fulfilling that mission, FPCC has developed a curriculum of academic and vocational programs including the following: Associate of Arts (7 programs of study), Associate of Science (5 programs of study), Associate of Applied Science (5 programs of study) and one-year Certificates in 10

programs of study. Both the Associate of Arts and the Associate of Science are intended to be transferable programs that meet the same requirements of the first two years of study at most Montana colleges and universities. The Associate of Applied Science and Certificate programs are intended to be terminal degrees leading to immediate employment both on and off the Fort Peck Reservation.

The mission, core themes, and goals of Fort Peck Community College give direction to all educational activities, admission policies, selection of faculty, resource allocation and guides the strategic planning of the college.

STANDARD 1.A: MISSION

The *MISSION STATEMENT* of Fort Peck Community College

FPCC serves the people of the Fort Peck Reservation and northeastern Montana as a medium of Indian awareness, enabling increased self-awareness.

The College offers an academic program that enables students to earn credits in college courses designed to transfer to other institutions of post-secondary or higher education.

The College serves the community of the reservation populations by maintaining an occupational training program based on the needs of the people living on and near the reservation and on potential employment opportunities available in the region.

The College serves the people by initiating and supporting community activities and organizations based on the needs and wishes of community members.

The current mission statement of Fort Peck Community College was approved by the Board of Directors in 1978, when the Fort Peck Tribal Executive Board chartered FPCC as a tribally-controlled community college. Throughout the years, the Board of Directors has examined and discussed the contents of their mission statement regularly as part of their strategic planning process. While extensive discussions have occurred on the content and substance of the mission statement, the FPCC Board of Directors has continued to preserve the original mission statement of the institution as their guide and benchmark.

FPCC's mission statement is published widely, appearing in most of the college's publications, reports and brochures, on the college's web site, in the academic catalog, and

in the annual report of the institution. It is included in the faculty and student handbooks, and the president and other college representatives refer to and interpret the mission statement in public presentations.

The same FPCC mission statement has guided the institution for its 33 years of existence, and while the mission statement is lengthy and sometimes difficult to dissect, it has steered the college toward achieving the goals and objectives contained within the mission statement by paralleling the activities and progress made by the institution over the decades. It is appropriate for a comprehensive two-year tribally-controlled community college and it provides framework for all of FPCC's supporting programs and services. The mission statement of FPCC:

- Recognizes education as FPCC's central purpose.
- Embraces the diverse traits of learning that community colleges fulfill.
- Recognizes the roles and responsibilities of the institution in the cultural preservation and restoration efforts of the Fort Peck Assiniboine and Sioux Tribes.
- Emphasizes FPCC's efforts with students to aid them in achieving their goals.
- Acknowledges FPCC's responsibility to be responsive to community needs.
- Establishes a measure of excellence for which to strive

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 Assiniboine 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 Assiniboine 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 Assiniboine 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 Assiniboine and Sioux Tribes throughout the institution, and integrates community service activities, programs and events that assist individuals, families and communities to strengthen and prosper.

Standard 1.B: Core Themes

Fall 2012 Year Three Report Recommendations:

The Evaluation Committee recommends that the College continue to review and revise core theme objectives and indicators and thresholds/benchmarks to ensure that all are realistic, meaningful, assessable, and lead to the collection and analysis of evidence needed to determine the accomplishment of core themes and mission fulfillment. (Standards 1.A.2 and 1.B.2)

FPCC has identified four core themes that separately reveal essential elements of its mission as each element is an important factor in its mission and fulfillment of the college's mission objectives. Together they meet the educational and community enrichment goals that FPCC has established as its role and responsibility as a tribal community college serving the Fort Peck Assiniboine and Sioux Tribes and surrounding region. Upon examination, the mission of FPCC is to promote excellence in academic preparation and vocational training with a focus on service to community while strengthening cultural identity and self-awareness. FPCC's four core themes are:

1. Academics and Transfer Preparation
2. Cultural Identity
3. Community Service
4. Workforce Preparation.

Within the objectives of each core theme are the standards and measurements that guides the institution in satisfying their mission. In setting the desired performance outcomes for the indicators with their respective core themes, many of the baseline data figures and measurement are unavailable because they are newly established objectives that relate to the new accreditation process. Although some of the indicators for measurement have baseline data available, FPCC plans to gather this data identified with each indicator and continue to strive for improvement as adequate and verifiable data and trends are formulated

Different years are utilized for baseline data measurements dependent upon the type of indicator. Many of the indicators will come from the student database information system utilized through the college's software system, JENZABAR, and by the assessment of surveys throughout the year on SurveyMonkey. Other baseline data will be gathered from the student services division that maintains student records and tracks student transfers and graduates.

Core Theme 1: Academics and Transfer Preparation

As the only institution of higher education in a 100-mile radius in the isolated, rural northeastern corner of Montana, one of the necessary elements of the mission is academic excellence and transfer preparation. This core theme includes all programs, classes and services designed with the ultimate goal of preparing students for their selected occupations and to transfer into baccalaureate programs. At FPCC, the Associate of Arts (AA) and Associate of Science (AS) degrees are the two options designed for students intending to transfer.

FPCC has selected three objectives to focus on during the current cycle:

1. Students are offered appropriate curricula relevant to their occupational and post-FPCC educational goals.
2. Students receive the necessary support, guidance and assistance that will take full advantage of their educational time investment.
3. Students are provided with opportunities that link them to other educational institutions.

Objective 1: Students are offered appropriate curricula and training relevant to their occupational and post-FPCC educational goals.		
Indicators	Performance Threshold	Performance Target
1. Percentage of courses that align with the Montana University System (MUS) course numbering system for transfer eligibility.	At least 70% of courses offered at FPCC align with the MUS course numbering system	At least 90% of courses offered at FPCC align with the MUS course numbering system
2. Student perception of course requirements and curriculum	On a scale from 1-4 (strongly disagree to strongly agree) obtained via the student satisfaction survey, an average of 3.0 for all questions pertaining to curriculum	On a scale from 1-4 (strongly disagree to strongly agree) obtained via the student satisfaction survey, an average of 3.5 for all questions pertaining to curriculum
3. Faculty Expertise	60% of faculty have obtained at least a Master's degree in their related field of instruction.	80% of faculty have obtained at least a Master's degree in their related field of instruction.
4. Student Assessment of instruction quality	On a scale from 1-4 (poor to excellent) obtained via the student evaluation of instruction, an average of 3.0 for all questions	On a scale from 1-4 (poor to excellent) obtained via the student evaluation of instruction, an average of 3.5 for all questions pertaining to quality of instruction

	pertaining to quality of instruction	
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Indicator one is used to measure the transferability of FPCC’s courses to other colleges and universities in the Montana University System. By aligning its courses with the MUS system, FPCC can be sure that other schools offering the same course will allow for transferability. Likewise, for transfer courses not explicitly offered at the transferring institution, being a part of the MUS system allows for simpler analysis of the offered courses to determine if it should be transferred. This will be measured by comparing the courses offered at FPCC each semester with the MUS online catalog.

Indicator two measures how FPCC students perceive the course requirements and course offerings for their program of study. By analyzing student’s perceptions of their programs, FPCC can gauge whether the students feel their courses and program outcomes are appropriate to their goals. The yearly student satisfaction survey will be completed by each student who will answer a variety of questions pertaining to this indicator. The answers will be compiled and analyzed at the end of the academic year.

Indicator three serves to measure the quality of instruction and experience that the faculty bring to the classrooms of FPCC. Instructors with a minimum of a Master’s degree will have shown that they possess full understanding of their field, which is required to properly instruct students at the college level. While a master’s degree is not possible in all fields, particularly in many vocational programs, this measure can be used to gauge the quality of instructions at FPCC.

Indicator four provides the institution with an appropriate measurement of student satisfaction with the quality of instruction that they are receiving in their courses. The student evaluation of instruction survey provides valuable and assessable feedback that will strengthen the institution and the curriculum offered. This survey will be administered to each enrolled student each semester. The answers will be compiled and analyzed at the end of the academic year.

Objective 2: Students will receive the support, guidance and assistance that they need to succeed in an academic environment.		
Indicators	Performance Threshold	Performance Target
1. Student perception of Support Services	On a scale from 0-4 (very dissatisfied to very satisfied) obtained via the student satisfaction survey, an average of 2.5 for all questions pertaining to student services and student support.	On a scale from 0-4 (very dissatisfied to very satisfied) obtained via the student satisfaction survey, an average of 3.0 for all questions pertaining to student services and student support.

2. Student have access to ample academic advising	On a scale from 1-4 (hardly ever to almost always) obtained via the student evaluation of advising survey, an average of 3.0 for all questions pertaining to advising.	On a scale from 1-4 (hardly ever to almost always) obtained via the student evaluation of advising, an average of 3.5 for all questions pertaining to advising
3. Students reported for absenteeism will be contacted in a timely manner to assist in their return to class.	Students that are reported to student services for absenteeism will be contacted within 5 school days of being reported.	Students that are reported to student services for absenteeism will be contacted within 3 school days of being reported.

Indicator one measures how FPCC students observe the level and quality of the support services they receive while pursuing their education. Utilizing an online survey tool, the college can evaluate and assess the responses provided by students on a wide spectrum of topics, including the student support services received while enrolled at the institution. These surveys are done each semester and throughout the academic year, giving FPCC instant feedback and the opportunity to continue to improve student success.

Indicator two measures the access and usefulness of FPCC students’ academic advising. Having the guidance and support of an effective academic advisor can assist students in selecting appropriate courses, ensuring the student stays on the correct path to completion, aid students who transfer to a four year college, and help convert a degree into a career. This indicator will provide FPCC with a way to gauge how effective the academic advising is. The yearly student survey of advising will be completed by each student who will rate their advisor’s performance in a variety of categories such as advisor availability, knowledge of scheduling, knowledge of financial aid and career planning.

Indicator three measures those students at risk for withdrawal or drop-out which has a direct correlation to academic success. FPCC faculty will refer students missing from class to WaWoGiYa (Offers to Help), the FPCC student recovery team, for contact. This indicator will measure the time from when a student is identified as at risk to when they are contacted by the student support staff. With shorter turnaround time from identification to contact, students are less likely to fall behind in their coursework.

Objective 3: Students are provided with opportunities that link educational institutions.		
Indicators	Performance Threshold	Performance Target
1. FPCC will maintain active relationships with high schools in the FPCC service region	FPCC will facilitate at least 10 meetings or activities per year in conjunction with high schools in the FPCC service region	FPCC will facilitate at least 15 meetings or activities per year in conjunction with high schools in the FPCC service region

2. Number of FPCC dual enrollment courses offered to students in the service region	Offer 5 dual enrollment courses per academic year	Offer 10 dual enrollment courses per academic year
3. Facilitate and accommodate articulation agreements and on-campus university partnerships bringing baccalaureate and graduate programs to place bound students	Partner with 1 four year institution to provide FPCC students the ability to complete a four year degree while residing on the Fort Peck Reservation	Partner with 3 four year institutions to provide FPCC students the ability to complete a four year degree while residing on the Fort Peck Reservation

Indicator one measures the opportunities for attracting regional students who are making the transition from high school to college. FPCC maintains very strong ties with the four school districts located on the Fort Peck Indian Reservation. This relationship has flourished since implemented over a decade ago, allowing FPCC instant and immediate access to students and teachers in implementing programs, courses and activities that promote educational advancement. The college also maintains relationships with other school districts in the service region, which has resulted in an increase in enrollment from students at these locations. This will be used to provide an assessable method of evaluating this indicator, with the forecasted outcome to maintain active relationships will all high schools in the college’s service region.

Indicator two measures the linking of educational opportunities from high school to college, tracking the higher education paths of students who earned college credits while still in high school. The college’s student database will track this assessable and verifiable indicator, with continual improvement in the percentage of students who participated in dual enrollment classes.

Indicator three will be used to appraise opportunities for students who are not able to leave the area due to employment, family or other reasons, to transition easily from community college to baccalaureate and graduate programs offered locally. Both the review of the programming and the number of students served by these opportunities will provide assessable and verifiable data on how FPCC is helping bridge educational opportunities beyond the college’s curriculum and programs. Continual improvement in numbers and programs will be strived for into the future.

Core Theme 2: Cultural Identity

As a tribally-controlled college chartered by the Fort Peck Assiniboine & Sioux Tribes, FPCC takes on the role, responsibility and leadership in the preservation, education and revitalization of the culture and history of the Fort Peck Assiniboine & Sioux Tribes. FPCC seeks to integrate Assiniboine & Sioux cultural practices and identities into the curriculum, classroom, and campus environment.

FPCC has selected two objectives to focus on during the current cycle:

1. Embody cultural identity by incorporating the cultures of the Assiniboine and Sioux Tribes into the classroom and campus environment.
2. Develop cultural enrichment activities that increase Indian and culture awareness amongst the residents and communities within the FPCC service area.

Objective 1: Embody cultural identity by incorporating the cultures of the Assiniboine and Sioux Tribes into the classroom and campus environment.		
Indicators	Performance Threshold	Performance Target
1. Faculty integrating culture of the Assiniboine & Sioux tribe into their classes where possible	12% of syllabi that incorporates some aspect of Assiniboine & Sioux culture.	35% of syllabi that incorporates some aspect of Assiniboine & Sioux culture.
2. Student perception of cultural integration into classes and curricula	On a scale from 1-4 (hardly ever to almost always) obtained via the student evaluation of instructors survey, an average of 3.0 for all questions pertaining to cultural integration	On a scale from 1-4 (hardly ever to almost always) obtained via the student evaluation of instruction survey, an average of 3.5 for all questions pertaining to cultural integration
3. Classes in Native American culture, traditions, and languages	20 Cultural Arts or Native American Studies classes offered by FPCC	28 Cultural Arts or Native American Studies classes offered by FPCC

Indicator one is a measurement on how many faculty can integrate Assiniboine & Sioux culture into appropriate classroom exercises and lessons. As 85 % of the student body is Native American at FPCC it is important to structure more of our curriculum to fit the needs of the Native American student.

Indicator two provides students with the opportunity to evaluate each course on how culture was integrated into classes and course curricula. The current measurement was obtained through the Student Evaluation of Instructors survey question, “Promotes integration of culture into this course” which is rated on a scale of 1-4

Indicator three will measure how well FPCC strengthens and expands its engagement of a cultural influence and environment within the classroom that allow students to take classes related to culture, traditions, history, and Assiniboine and Sioux languages. Threshold numbers were obtained from the 2014-2015 FPCC Course Catalog, while the target numbers are from the upcoming 2015-2017 FPCC catalog.

Objective 2: Develop cultural enrichment activities that increase Indian and cultural awareness amongst the residents and communities within the FPCC service area.		
Indicators	Performance Threshold	Performance Target
1. Number of events, training and seminars with a cultural focus	10 cultural events, trainings, and seminars that will engaged residents and communities within the service area.	15 cultural events, trainings, and seminars that will engage residents and communities within the service area.
2. FPCC will partner with local schools, businesses and tribal organizations	FPCC partnered with 5 outside organizations to provide cultural awareness events.	FPCC will partner with 10 outside organizations to provide cultural awareness events.

Indicator one will measure the activities sponsored and developed by FPCC that culturally enhance students, families and communities. The baseline will be activities that have taken place during the 2014-2015 Academic Year, with continual growth and expansion of these activities as the desired outcome. FPCC sponsors events and activities such as round dances and the graduation powwow, require participation to be a success and allows FPCC to continue to provide those that have the interest of the community members, students and their families.

Indicator two will measure the activities that FPCC partners with local schools, businesses, and tribal organizations. Collaborating with outside organizations allows FPCC to achieve its goal of increasing Indian and cultural awareness in a greater capacity.

Core Theme 3: Community Service

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

FPCC has selected four objectives to focus on during the current cycle:

1. Provide the constituency of the reservation and surrounding region with access to quality, life-long learning experiences.
2. Increase employee proficiency within local businesses, schools, industries and all levels of municipalities and government agencies operating on the reservation.
3. Improve the health and wellness of community and reservation members.

4. Serve the community, social and economic development efforts across the reservation and region by continuing to be the focal point.

Objective 1: Provide the constituency of the reservation and surrounding region with access to quality, life-long learning experiences		
Indicators	Performance Threshold	Performance Target
1. Offer workshops, trainings and seminars of interest to communities in the college's service region.	FPCC offers at least two community workshops/seminars per semester.	FPCC offers at least four workshops/seminars per semester.
2. Conduct surveys with schools, businesses and communities within the college's service region to identify needs and demands of constituents.	Conduct three surveys per year to determine regional needs and demands of service region.	Conduct five surveys per year to determine regional needs and demands of service region.

Indicator one provides opportunities for community members to attend workshops and trainings of interest, investing in the social, economic and community development, growth of individuals, households, communities and the reservation.

Indicator two measures the needs and demands of the communities and schools across the Fort Peck Indian Reservation by conducting surveys. Besides utilizing the information received in addressing educational needs of the service region, the college will continually build and sustain positive working relationships with the communities and educational institutions that supply a majority of FPCC's future students. The desired outcome will be to continually improve the number of continuing-education units generated each annually.

Objective 2: Increase employee proficiency within local businesses, schools, industries, and all levels of municipalities and government agencies operating on the reservation		
Indicators	Performance Threshold	Performance Target

1. Collaboration and creation of partnerships between FPCC and the schools, businesses and communities in the college's service region	Participate in three collaborations and partnerships each year.	Participate in five collaborations and partnerships each year.
2. FPCC students who become employed or transfer to a 4-year program after graduation.	Increasing % of FPCC graduates to 50% who become employed or transfer to a 4-year program after earning their degree or certificate by the end of the year after they graduate.	Increase % of FPCC graduates to 75% who become employed or transfer to a 4-year program after earning their degree or certificate by the end of the year after they graduate.
3. Response to training and educational requests throughout the service region	50% response rate to the training and educational requests received by FPCC annually.	75% response rate to the training and educational requests received by FPCC annually

Indicator one measures the success of FPCC's affiliation with local and regional entities in addressing, examining, and improving similar issues and pertinent concerns. The number of collaborations and partnerships that FPCC is involved in annually will be examined and assessed, with the desired outcome being increased partnerships.

Indicator two will measure the success of FPCC graduates moving into employment positions or transferring to a 4-year program of study upon graduation from the institution. The baseline data to be used will be the FPCC graduates of 2010, and this data is available from the Student Services office who tracks graduates once they receive their diplomas. The desired outcome will be to increase the percentage of FPCC graduates who become employed or transfer to a 4-year program after earning their degree or certificate from the institution.

Indicator three measures the responsiveness and training abilities of FPCC in reacting to the educational and training requests by the region's businesses and employers, in relation to their immediate needs and future growth opportunities. The desired outcome will be a 75% response rate in regards to the training and educational requests received by FPCC annually, but a minimum response rate of 50% will be targeted.

Objective 3: Improve the health and wellness of community and reservation members.		
Indicators	Performance Threshold	Performance Target

1. FPCC programs that target health and wellness issues.	FPCC will actively work to obtain MOA's with four regional organizations to enhance the level of resources available to provide better services to the community.	FPCC will actively work to obtain MOA's with six regional organizations to enhance the level of resources available to provide better services to the communities
2. Utilization of FPCC's two wellness centers.	1,500 visits per year at each of the two FPCC wellness centers.	2000 visits per year at each of the two FPCC Wellness Centers.

Indicator one will measure the effectiveness and efficiency of the institution in accessing and leveraging funds and resources to provide the reservation and service region with programs and services that lead to a healthier lifestyle and provide skills and tools to achieve this goal.

Indicator two provides a measurement of how much usage and outreach is captured and capitalized on by FPCC and their two Wellness Centers in Poplar and Wolf Point. The desired outcome will be to continually increase the annual usage and total memberships at the two FPCC Wellness Centers by not only providing equipment and space for physical activities, but also focusing on health education efforts in promoting healthy lifestyle activities and practices.

Objective 4: Serve the community, social and economic development efforts across the reservation and region by continuing to be the focal point in these efforts.		
Indicators	Performance Threshold	Performance Target
1. FPCC employees active on board of directors or advisory councils of local industries, development groups, agencies, and organizations	25% of FPCC employees are active on at least one board of directors, advisory committee or community organization position.	50% of FPCC employees are active on at least one board of directors, advisory committee or community organizations
2. FPCC's participation and sponsorship in community service efforts and events.	The target is to participate in and sponsor four community service efforts, events, and activities per year.	Participate in and sponsor eight community service efforts, events, and activities per year.

Indicator one will provide a measurement of the active involvement in community service and development efforts by the employees at FPCC. The total number of board of directors, advisory councils and organizational leadership positions participated in by FPCC and its employees during 2014 will be the baseline threshold. The desired outcome will be to maintain and increase the community involvement and participation with these entities.

Indicator two will provide a measurement of the community service efforts, events and activities sponsored, conducted and promoted by FPCC for a healthier reservation and communities. The number of community service activities and events participated and sponsored by the institution during 2014 will be the baseline data, with the desired outcome being continual improvement to satisfy the corresponding objective.

Core Theme 4: Workforce Preparation

Fort Peck Community College will develop a sustainable workforce by ensuring vocational students successfully complete Certificate or Associate degree programs conducive to current employment opportunities.

With a variety of technical certificates, industry certificates, and associate degree programs, FPCC will offer a continuous reaction to the changing workforce needs and employment opportunities on the reservation and surrounding region. FPCC will also focus on professional development to meet the needs of the local business community.

FPCC has selected four objectives to focus on during this current cycle:

- 1 FPCC vocational students are offered workforce training and education that is aligned with community needs and employment opportunities throughout the region.
- 2 FPCC vocational students will have the skill and training necessary to be successful in their chosen occupation.
- 3 Vocational students are offered specific career and technical pathways with vocational programs designed for timely completion.
- 4 The business and workforce community are offered continuing education opportunities to upgrade job skills.

Objective 1: FPCC Vocational students are offered workforce training and education that is aligned with community needs and employment opportunities throughout the region.		
Indicators	Performance Threshold	Performance Target

1. FPCC will offer vocational programs of study that provide experiential learning by hands-on classroom training.	30% of the vocational students will be provided instruction through hands-on training in the classroom setting.	50% of the vocational students provided the experiential learning training will successfully complete their programs of study.
2. FPCC will initiate outreach efforts to the region's businesses, industries, and agencies on their current and future employment needs.	FPCC will establish a network of 8 representatives consisting of employers, businesses, and local governmental agencies, reflective of local industry needs.	FPCC will aim to establish a larger network of 10 potential representatives to better serve the needs of vocational students.

FPCC has strived to provide the local job market with trained, educated, potential employees as part of their mission. To further complement this aspect of the mission, FPCC will maintain partnerships with local agencies, business industries, and the private sector entities to fully understand local employment needs. This partnership affords the college with a unique opportunity to align vocational curriculum with industry standards and related skills for our vocational students. Vocational curriculum will be designed for the students' timely completion. Internships established through the partnership will serve as a major element in developing the student for immediate immersion into the workforce. The key indicators, 1.1 and 1.2, are based upon targets being established in 2015-16, with results to be evaluated when the vocational student has successfully completed their program of study.

Objective 2: FPCC Vocational students will have the skill and training necessary to be successful in their chosen occupation.		
Indicators	Performance Threshold	Performance Target
1. FPCC's vocational curriculum PLOs meet industry standards.	33% of the vocational curriculum PLOs will be designated as meeting industry standards.	50% of the vocational curriculum PLOs will be designated as meeting industry standards.
2. FPCC vocational staff will maintain industry certification or educational qualifications to instruct vocational students.	75% of instructional have industry certification and/or educational qualifications.	100% of instructional have industry certification and/or educational qualifications.

Vocational Program Learning Outcomes (PLOs) are essential to the vocational students' acquisition of skills and training as outlined in indicator 2.1. When applicable, FPCC will

offer programs that exemplify PLOs aligned with current industry standards. To maintain key indicator 2.1, FPCC instructional faculty members will maintain current industry certifications as prescribed in indicator 2.2. A highly qualified faculty member is imperative for the vocational student to receive skills and training necessary for employment upon graduation. The Vice President of Academic Affairs will ensure the educational qualifications/certifications of all instructional faculty members on an annual/biannual basis.

Objective 3: Vocational students are offered specific career and technical pathways with vocational programs designed for timely completion.		
Indicators	Performance Threshold	Performance Target
1. AS, AAS, and AA degrees are designed for two-year completion.	50% of degrees are designed within timeline.	75% of degrees are designed within timeline.
2. Certificates are designed for one-year completion.	50% of certificates are designed within timeline.	75% of certificates are designed for one year completion.

The indicators are assessable with an annual audit of the catalog to insure that all degrees and certificates are designed for completion in their respective time frames. Two-year degrees will not exceed 64 total credits and will be designed for completion in a two-year time frame. Certificates will be designed for completion in one year or less. The exception to this indicator is when students enrolled in the second semester of the academic year or they have class scheduling conflicts with the general education requirements.

Objective 4: The business and workforce community are offered continuing education opportunities to upgrade job skills.		
Indicators	Performance Threshold	Performance Target
1. Continuing education unit (CEU) offerings for business, workforce, and professional development.	40 offerings per year.	50 offerings per year.
2. Business-to-business offerings.	5 offerings per year.	8 offerings per year.

3. Continuing education units generated by FPCC.	10% of total Indian Student Count (ISC) from previous academic year.	12% of total Indian Student Count (ISC) from previous academic year.
4. Identifying and responding to business-to-business training needs.	Meet with 2 businesses yearly to identify training needs.	Meet with 3 businesses yearly to identify training needs.

Indicator 4.1 identifies and tracks CEU offerings at FPCC. Threshold and target data points are quantitative benchmarks generated from the academic year 2013/2014. Indicator 4.2 measures and tracks the business-to-business CEU offerings specifically. The threshold and target are consistent with FPCC’s capacity to meet the demand. Indicator 4.3 will measure and track CEU’s generated by FPCC in relation to the previous academic year’s total Indian Student Count (ISC). Indicator 4.4 will measure the adequacy and outreach of FPCC in identifying the training needs of local businesses and organizations.

Conclusion to Chapter One

In this report Fort Peck Community College has expressed its function and intent in terms of its mission, core themes and expectations as defined in Standard One of the NWCCU Standards for Accreditation. Throughout this report, FPCC has affirmed its mission statement and developed appropriate objectives and indicators to strengthen the institution and provide a learning environment for successful students and healthy communities. Also, the mission statement defines the role and responsibility of the college to its service region and guides the direction of FPCC’s labors.

FPCC utilized the elements of the mission statement as the basis for its classification of overall mission fulfillment, which will be assessed by the indicators of each respective objective. The college has established a baseline threshold of adequate mission fulfillment based upon identified expectations.

Additionally, the college has identified four core themes that “individually manifest essential elements of its mission and collectively encompass its mission.” Those core themes are academics and transfer preparation, cultural identity, community service and workforce preparation. The core themes were identified by soliciting, facilitating and evaluating broad college input gathered through a series of focus groups.

FPCC’s four core themes are supported by the creation of their respective objectives, which unite the core themes with the mission statement by defining goals that will allow the institution to fulfill its mission, facilitate student success and achievement, and provide services to the reservation and communities that increase the quality of life. The college will measure the accomplishment of meeting the defined objectives through the respective indicators of each objective. The indicators are assessable, relative and verifiable in

measuring the fulfillment of each objective. Desired outcomes were established for each indicator, indicating the college's commitment to a quality educational environment conducive to student growth, cultural revitalization, workforce preparedness and community service.

The combination of the mission, elements of the mission fulfillment, the core themes, objectives and indicators all make up the fragments essential for continual improvement of the institution, its role and the educational services delivered to individuals, businesses, agencies and organizations. This structure is the foundation for FPCC to meet the goals of the institution and the expectations of their constituents.

Chapter Two: Resources and Capacity

Executive Summary of Eligibility Requirements 4 - 21

4. OPERATIONAL FOCUS AND INDEPENDENCE

The Fort Peck Tribes chartered FPCC to deliver higher education programs and vocational programs to the community. Therefore, the policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

With the Charter from the tribes, input from the Board of Directors, the Faculty, Student Senate, and the association with American Indian Higher Education Consortium, the college functions in a guided and yet autonomous capacity.

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. FPCC monitors compliance with the Northwest Commission on Colleges and Universities' standards for accreditation.

5. NON-DISCRIMINATION

FPCC has a policy on Affirmative Action and non-Discrimination. FPCC is committed to equal employment opportunity and to equality in educational opportunity. All students shall have the opportunity to participate in and, to receive benefits from, all programs or activities including, but not limited to, course offerings, graduation requirements, athletics, counseling, employment assistance, extracurricular and other school-related activities. Discrimination in education or employment because of sex, race, color, creed, religion, National belief, and marital or parental status is prohibited unless based upon reasonable grounds as provided by law.

6. INSTITUTIONAL INTEGRITY

The Fort Peck Community College's (FPCC) 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 Assiniboine and Sioux people of the Fort Peck Indian Reservation. Fort Peck Community College supports and embodies the highest of ethical standards in managing the operations and mission of the institution. 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 with whom the college is affiliated or associated.

7. GOVERNING BOARD

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. Three Directors must be Tribal Council members and are therefore appointed by the Fort Peck Tribal Council. At least five members (pg. 16) must be members of the Fort Peck Tribes. The Charter provides for one seat for the President of Student Senate who is a voting member. Directors have no contractual, employment, or financial interest in the college. See the revised Charter of the Fort Peck Community College, Attachment 1.

8. CHIEF EXECUTIVE OFFICER

The Board of Directors is the hiring authority for the President, who serves as the chief executive officer. The Board policies spell out delegation of authority to the President and call for an annual performance evaluation. It delegates authority and responsibility to the President to implement and administer board-approved policies related to the operation of Fort Peck Community College. The Board of Directors maintains 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 who reports directly to the Board of Directors.

The President of the College and the Faculty Senate Representative function as *ex officio* members and do not have voting privileges. Each member has one vote and the Chair and Student Senate President have voting privileges.

9. ADMINISTRATION

The President's Executive Council provides the top level of management for the College. It is comprised of the President, the Vice President of Academics, the Vice President of Student Services, the Vice President of Community Services, the Vice President of Institutional Development, and the Business Manager. These are well qualified individuals. These administrators are responsible for the planning, organization and management of the respective areas within their purview and contribute to shared governance within the institution. The Vice Presidents, Director of Community Services, Director of Institutional Development, and the Business Manager report directly to the President.

10. FACULTY

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 Degree instructors if they are actively pursuing a Master's Degree or possess extensive professional experience in their discipline. As a small tribal college, FPCC has experienced difficulty recruiting instructors in math, computer 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 as eminent

scholars through tribally based knowledge and expertise. Both Automotive Technology instructors have Automotive Service Expert (ASE) credentials. FPCC employs 26 fulltime and 20 to 25 adjunct instructors each semester. 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. The faculty has a primary role in ensuring the integrity and continuity of academic programs. Upon recommendation from the Curriculum Committee, the Board of Directors reviews and approves all curricular changes, including new or revised courses and programs.

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

11. EDUCATIONAL PROGRAM

The mission of Fort Peck Community College "is to provide academic education and vocational training for American Indians and area residents...." The College offers academic programs leading to associate degrees with credits transferable to other institutions of higher education and post-secondary education. Occupational training programs are based on the needs of the people living on and near the Reservation and job availability in the area. The college sponsors community based activities and services serving community needs. The college holds membership in consortia with senior institutions for distance learning opportunities at the upper division baccalaureate level and graduate levels, in conjunction with senior institutions of higher education.

In fulfilling that mission, FPCC has developed a curriculum of academic and vocational programs including the following: Associate of Arts (7 programs of study), Associate of Science (5 programs of study), Associate of Applied Science (5 programs of study) and one-year Certificates in 10 programs of study. Both the Associate of Arts and the Associate of Science are intended to be transferable programs that meet the same requirements of the first two years of study at most Montana colleges and universities. The Associate of Applied Science and Certificate programs are technical and vocational in nature and generally do not transfer to a four year college or university. The AAS and Certificate Programs are designed to lead the individual directly into the workforce.

Expected student learning outcomes are defined for all courses, programs, and degrees. Course outcomes are defined in course descriptions. Course descriptions undergo review and approval by the Curriculum Committee and are published in the FPCC Catalog. Course outcomes are also included in course syllabi provided to enrolled students, which typically include further details such as instructor contact information, assignments, and timelines for the enrolled semester. Outcomes for each program are published for students

in the [FPCC Catalog](#). Programs at FPCC are defined by major field. Each professional/technical program has a set of program learning outcomes for the AA, AS, AAS degree and the one-year certificate, as appropriate.

12. GENERAL EDUCATION AND RELATED INSTRUCTION

The general education requirements and description of Core requirements are outlined for each Associate degree program in the FPCC College Catalog 2014-2015 p 28-31. All undergraduate course numbers for general education requirements correspond with the Montana University System and are reflected in the FPCC 2014-2015 College Catalog. The core requirements demonstrate similar requirements of other Montana universities and colleges which ease the transfer process for students choosing a Baccalaureate program elsewhere. All core requirements also have program learning outcomes. The general education core is assessed for program learning outcomes by an interdisciplinary team of faculty members; this is very effective in providing the integration of basic knowledge across the disciplines.

All applied associate degrees and certificate programs require a core of related instruction or general education with identified program learning outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. All related instruction requirements are documented in the Fort Peck Community College catalog for the applied associate of science degrees and certificate programs.

13. LIBRARY AND INFORMATION RESOURCES

The Fort Peck Tribal Library 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 of FPCC. The support provides direct access to books and materials, and the 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.
- The second purpose of the Library is to serve as the official Fort Peck Tribal 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. These two purposes complement rather than conflict with each other and both tie directly to the overall goal of providing an atmosphere fostering education growth on the reservation.

The Library makes a wide range of print and non-print materials available to students and staff of FPCC, Fort Peck Tribal members and other residents of the Fort Peck Assiniboine and Sioux Reservation area. Fort Peck Tribal Library also provides online resources through the library website, <http://www.fpcc.edu/library.php>. Patrons have 24/7 remote access to the resources provided on the website.

The Library has made every effort to support the distance learning curriculum offered by the Montana State University Northern at Fort Peck Community College. The Library Director has a working relationship with the counterparts and liaison officers from the other colleges and makes every effort to fill any information resource needs that distance-learning students may have.

The Library provides materials that are appropriate for the level of classes being offered at FPCC. Interlibrary loan materials can be acquired to help students finish any degree.

14. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

Fort Peck Community College maintains 30 buildings, consisting of 250,000 square feet. The main campus, located in Poplar, has 27 buildings totaling 207,141 square feet. The Wolf Point campus consists of 3 buildings totaling 20,441 square feet. The square footage of these facilities has been categorized into four distinct areas, each of which is consistent with the standardized spatial requirements for classroom, laboratory, office, and general-purpose utilization. A closer examination of space allocation illustrates the institutional commitment to both academic and vocational/technical education, which together forms the foundation for the delivery of educational services to the reservation community, and beyond.

The current technology infrastructure at FPCC consists of a main campus network connected to many outlying networks via VLAN techniques. The main FPCC campus (Poplar) consists of six buildings with a fiber backbone. Each building consists of either CAT5 or CAT6 internal wiring with 100Mbps hubs. A wireless environment exists in all six buildings. FPCC also has 17 additional facilities in Poplar that each have CAT 5 or CAT6 internal connectivity and 10Mbps DSL internet connectivity for VLAN communication to the main campus. FPCC also has 3 facilities 20 miles away in Wolf Point which also have CAT5 or CAT6 internal wiring with 10Mbps DSL connectivity to the internet.

FPCC provides 18 multimedia classrooms with full projection and DVD capabilities, as well as 12 mobile interactive white boards and 2 mobile video units. FPCC currently provides 9 computer labs totaling 188 systems for student usage (roughly 2:1 student to system). Staff and faculty systems total 153 bringing the IT Department's responsibility to 341 systems. The IT Department also manages 6 servers, 1 PBX system, 4 video delivery rooms as well as campus video surveillance and electronic security door systems.

15. ACADEMIC FREEDOM

FPCC adheres to policies, laid out and approved by its governing board, that protect academic freedom and responsibility. FPCC publishes policies regarding the protection of Academic Freedom in its 2012 FPCC Administrative & Faculty Policies & Procedures Manual. Student's rights to academic freedom are expressed in the FPCC Student Handbook, "Rights and Responsibilities of Students in the Academic Community"; these rights are approved by the FPCC governing board.

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.

16. ADMISSIONS

Admissions policies are published in the [FPCC Catalog](#) on the FPCC website. Fort Peck Community College has an "open door" admissions policy with qualifications (High School Diploma or G.E.D.), which is designed to accommodate the varying needs of the students predominantly from the Fort Peck Indian Reservation as well as all persons, tribes, nationalities, etc.

17. PUBLIC INFORMATION

The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; 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. Hard copies of all documents are available in Student Services and Student Support Services. The [FPCC Catalog](#), FPCC Student Handbook and [FPCC Financial Aid Policies and Procedures](#) are available online at the FPCC website at www.fpcc.edu.

- a) Institutional mission and core themes;
Provided in the [FPCC Catalog](#) and online at www.fpcc.edu
- b) Entrance requirements and procedures;
Provided in the [FPCC Catalog](#) (pg. 5) and online at www.fpcc.edu
- c) Grading policy;
Provided in the [FPCC Catalog](#) (pg. 12) and online at www.fpcc.edu
- d) 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;
Provided in the [FPCC Catalog](#) (pg. 35) and online at www.fpcc.edu
- e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
Provided in the [FPCC Catalog](#) (pg. 90) and online at www.fpcc.edu
- f) Rules, regulations for conduct, rights, and responsibilities;
Information provided in the [FPCC Catalog](#) (pg. 17) and FPCC Student Handbook and online at www.fpcc.edu
- g) Tuition, fees, and other program costs;
Provided in the [FPCC Catalog](#) (pg. 7) and online at www.fpcc.edu
- h) Refund policies and procedures for students who withdraw from enrollment;
Provided in the [FPCC Catalog](#) (pg. 7) and FPCC Student Handbook and online at www.fpcc.edu
- i) Opportunities and requirements for financial aid; and

Provided in the [FPCC Catalog](#) (pg. 18) the [FPCC Financial Aid Policies and Procedures](#), and online at www.fpcc.edu

j) Academic Calendar

Provided at the beginning of the [FPCC Catalog](#) and online at www.fpcc.edu

18. FINANCIAL RESOURCES

The finance function of Fort Peck Community College, the FPCC Business Office, is responsible for managing all areas of budgetary and financial services, which includes the stewardship of financial resources and associated expenditures, processing student financial aid, accounts receivable, accounts payable, personnel and payroll functions, and maintaining inventory controls. Additionally, this area provides financial management and oversight services to the bookstore.

Though the college depends heavily on federal monies for both operational costs and special program initiatives, the college is in excellent financial condition. The State of Montana contributes small amounts of program funding, as does the private sector, i.e., foundations and endowments. As of October 1, 2014, the beginning balance of the general fund was \$3,416,720. The general fund comprises 39 % of Fiscal Year 2014-2015 Cumulative Operating Budget of \$8,807,219.

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.

19. FINANCIAL ACCOUNTABILITY

All institutional revenues, regardless of source, are audited on an annual basis by a certified public accounting firm utilizing the “Audits of Colleges and Universities” system. 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”.

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. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

20. DISCLOSURE

Fort Peck Community College accurately discloses all information to the Northwest Commission on Colleges and University so that it may carry out its evaluation and accreditation functions.

21. RELATIONSHIP WITH THE ACCREDITATION COMMISSION

Fort Peck Community College accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, FPCC agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

Standard 2.A Governance

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). The Fort Peck Indian Reservation is part of Montana House District 31 ([see map](#)). 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 website 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.

2.A.1 Effective and widely understood system of governance

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 ([Attachment](#)).

This Charter explains that the Chairman of the Board of Directors:

- shall perform all duties incident to the Office of Chairman and such other duties as may be prescribed by the Board of Directors
- Shall have general supervision and control of the business and affairs of the College.
- Shall preside 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.

Furthermore, Resolution #3025-85-10 states that the College will “maintain an Independent Finance System...”

With the Charter (Attachment) from the tribes, input from the Board of Directors, the Faculty and Student Senate, and the association with American Indian Higher Education Consortium (AIHEC), the college functions in a system of shared governance and within a guided and yet autonomous capacity. The FPCC Faculty Senate elects a Faculty Representative who sits on the Board of Directors ex officio. There is not a supporting set of bylaws that amplifies the charter. The Board of Directors exercises its authority from the practice of defining its role since the college’s inception and from authority of the Tribal Council.

2.A.2 The institution’s authority is clearly delineated

The College achieved 501 (c)(3) status in 1983, thus being exempt from federal income tax as a nonprofit educational institution (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.

As one of 37 tribal colleges in the nation, FPCC is a voting member of 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.” AIHEC’s mission statement, adopted in 1973, identifies four objectives: maintain commonly held standards of quality in American Indian education; support the development of new tribally controlled colleges; promote and assist in the development of legislation to support American Indian higher education; and encourage greater participation by American Indians in the development of higher education policy. AIHEC affords its members resources that apply to the Tribal Community College Act and the Land Grant Equity Act. It is crucial to be a member of AIHEC since the College relies on federal funding to such a great extent and AIHEC acts as an advocate for laws affecting tribal colleges and their funding.

2.A.3 Institution monitors compliance with NWCCU accreditation standards

FPCC monitors compliance with the Northwest Commission on Colleges and Universities’ standards for accreditation. The College has an Organizational flow chart to outline the roles and responsibilities of the faculty and staff and which outlines the relationship of the employees to the Board of Directors (see attachment).

FPCC follows NWCCU’s seven –year accreditation cycle to ensure continuous improvement. Standard One is addressed in year one, Standard Two in year three, Standards Three, Four and Standard Five in year seven. “The five Standards for Accreditation are statements that articulate the quality and effectiveness expected of accredited institutions. The five

Standards also serve as indicators by which institutions are evaluated by peers.” FPCC accreditation standards compliance is a shared responsibility of the President and the Accreditation Liaison Officer (ALO), who is currently the Academic Vice President.

Governing Board

2.A.4 Institution has a functioning governing board

According to its revised Charter (1989), Fort Peck Community College (FPCC) is governed by a Board of Directors. This Board is comprised of twelve voting members. 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. The Charter provides for one seat for the President of Student Senate who is a voting member.

According to the Charter and Bylaws ([Attachment](#)), the term of office shall be two years. Except for the three members appointed by the Tribal Council, the members 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). Current Directors, roles, and the dates beginning their terms are presented in the table below. Board of Directors agendas and board minutes for the year are available as supporting documents ([Exhibit File](#)).

Directors have no contractual, employment, or financial interest in the college. Each member has one vote and the Chair and Student Senate Representative have voting privileges. The President of the College and the Faculty Senate Representative function as *ex officio* members and do not have voting privileges. Advertising and selection for a new chair, for the board of directors, is in progress.

Name	Title	Term began	From/Representing
Richard Jackson	Chair (Resigned 6/2015)	November 2001	Wolf Point community
Thomas Brown	Vice Chair (Interim Chair)	April 2007	Poplar Community
Jackie Weeks	Secretary	September 2010	Wolf Point Community
Arlyn Headdress	Treasurer	November 1983	Wolf Point community
Thomas Christian	Member	November 2011	Tribal Council
Garrett Big Leggins	Member	November 2011	Tribal Council
Stacey Summers	Member	November 2013	Tribal Council
Leslie Gourneau	Member	November 2013	Wolf Point Community

Waycen Owens-Cyr	Student Represent.	2014-2015	Student Senate
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There is no hierarchical structure of multiple boards.

2.A.5 Board acts as a committee of the whole

The Board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole. The development and adoption of institutional policies follow an established approval process. Board approval occurs via a formal vote in a regularly scheduled monthly meeting or, in special cases, in a conference call or electronic vote.

2.A.6 The Board establishes, reviews and revises institutional policies

The Board reviews its policies regularly at an annual Strategic Planning session held in April or May. They review policies as needed or if brought forth by the President (Exhibit File).

The **Cultural theme** is addressed through the Culture committee which meets weekly to develop cultural programs. Culture is included in the Academic programs and by including three members of the Board of Directors who are appointed by the Tribal Council. These three members help ensure that culture remains a focus of the college by providing access and information regarding Tribal Council actions directly to the Board of Directors. Members of the Board of Directors are represented at most cultural events hosted by the college to maintain an active presence in decisions which affect policies.

Academic theme is addressed by the inclusion of the VP for Academics and the Faculty Senate member. The President of Student Senate is a full voting member of the Board of Directors which allows the collective voice of the students to be heard. The College is accredited by the NWCCU and has an Accreditation Liaison Officer who is the Academic Vice President, Wayne Two Bulls. The Academic Vice President attends all Board meetings and is called upon for matters that are academic in nature. The FPCC Faculty Senate is authorized by the board and is represented on the Board in an ex officio capacity. The FPCC Faculty Senate Representative attends Board meetings to ensure there is open communication between the BOD and faculty. **Service to Community theme** is addressed by the Community Services department. **Workforce development theme** is accomplished through the vocational programs, through CEUs generated by training, and by the DeMaND and RevUp grant from the Department of Labor.

2.A.7 The Board selects and evaluates a chief executive officer

The Board of Directors is the hiring authority for the President, who serves as the chief executive officer. The Board policies spell out delegation of authority to the President and call for an annual performance evaluation. The Board delegate’s authority and

responsibility to the President to implement and administer board-approved policies related to the operation of the College.

The Finance Committee is comprised of the Chair, the Vice Chair, the Treasurer, and one Board of Directors member. The President and the Business Manager attend Finance committee meetings. The Finance committee meets one-half hour prior to all monthly board meetings for current updates, and holds a quarterly, full finance committee meeting typically before a regularly scheduled Board meeting to discuss finances, to assist in financial planning, and to present recommendations to the Board (see minutes in [Exhibit File](#)).

2.A.8 The Board evaluates its performance on a regular basis

The Board of Directors evaluates its performance in an effective manner and operates under a Policy Manual and within the Bylaws. An outside consultant was hired to assist the Board in strategic planning when it evaluated its progress, duties, and responsibilities (Strategic Planning – [Attachment](#)).

Leadership and Management

2.A.9 The institution has an effective system of leadership

Fort Peck Community College (FPCC) adheres to professional policies and standards to implement high leadership and management of the institution (see Administrative and Faculty Policies and Procedures Manual – [Exhibit File](#)). 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 (see vita) who reports directly to the Board of Directors. The President was selected after a national search by the Board of Directors and began her tenure May 2014.

The President's Executive Council 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 Community Services, the Vice President of Institutional Development, and the Business Manager. They are well 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. The Vice Presidents, and the Business Manager report directly to the President.

The faculty members share in institutional governance and have input into decisions and policies through several pathways. Faculty indicates they have a substantial role in curriculum planning since 71% of faculty respond that they are satisfied with their involvement in curriculum planning. The College's dependence on grants as a source of operating revenue requires faculty involvement in the budget planning process since most grants are restricted in nature. 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 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 (Exhibit File). FPCC also has a current FPCC Administrative Faculty and Staff Personnel Policies and Procedures Handbook (Exhibit File). 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.

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.

The Board of Directors has the responsibility to hire the President, set policy, review progress, ensure fiduciary responsibility, and effective fiscal management. The **President's Executive Council**, comprised of four Vice Presidents and the Business Manager, meets weekly to communicate information and to make recommendations and decisions regarding overall operations. The **President's Administrative Council**, comprised of all executive administrators and several Directors, meets weekly to convey information and make recommendations and decisions regarding facilities, programs, instruction, and services.

FPCC has a policy of Affirmative Action and non-Discrimination (Exhibit File). FPCC is committed to equal employment opportunity and to equality in educational opportunity. All students shall have the opportunity to participate in, and, to receive benefits from, all programs or activities including, but not limited to, course offerings, graduation requirements, athletics, counseling, employment assistance, extracurricular and other school-related activities. Discrimination in education or employment because of sex, race, color, creed, religion, National belief, and marital or parental status is prohibited unless based upon reasonable grounds as provided by law.

FPCC has a process for filing a grievance. Any student wishing to file a grievance regarding education discrimination may do so, in writing, on forms provided by the Office of the Vice President for Student Services. The Student Services Office will assist students needing assistance in filing an educational grievance. The Vice President for Student

Services shall promptly investigate and process all properly filed student educational grievances through the established administration channels.

Because FPCC does not have unions, there is no collective bargaining agreement so faculty is not tenured and contracts recur on an annual basis. This is due to the huge reliability on federal funding which is based on annual legislation and appropriations.

Legislative actions at FPCC follow the federal, state, and tribal laws and regulations.

2.A.10 The institution employs qualified chief executive officer

The President of FPCC is a highly qualified administrator with over two 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. 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 work load and responsibility of offices and departments.

(Attachment)

2.A.11 The institution employees qualified administrators

The President convenes an Executive Council comprised of the Academic Vice President, the Vice President for Student Affairs, the Vice President of Community Services, the Vice President of Institutional Development, and the Business Manager to address administrative issues affecting the College. Also under direct supervision of the President are the Technology Department, DeMaND (Department of Labor Workforce Development) Project, and Facilities & Maintenance Department. The Executive Council meets weekly on Monday mornings to discuss plans, follow up, mission, and progress (see minutes – Exhibit File).

The President convenes an Administrative Council comprised of the Executive Council, the Program Directors, the Retention Officer, and the Construction Manager to address day to day operations and planning. The Administrative Council meets weekly. Each

Administrative Council member gives a report on the activities and progress in his/her department. Additional meetings may be called when needed.

FPCC has an **evaluation process** as part of the management system. Each spring, usually in April or May, the Directors evaluate their full time staff. The President evaluates the Executive Council members. The Board of Directors evaluates the president. Based on the evaluation, the individual being evaluated will either receive a recommendation to continue employment or be asked to design a plan to address deficiencies. Part time or temporary staff does not participate in the formal evaluation process since their employment is based on funding, role, and job performance.

The Vice President for Academic and Vocational Programs supervises the Academic and vocational areas of the College and the Registrar’s Office. The AVP also supervises several grant programs, including Native American Career, GEARUP and Technical Education Programs, Ceremony of Research, Perkins, and NSF Tribal College and University grant.

The Vice President for Student Services supervises the student services area including the Financial Aid Office, Adult Basic Education, Public Liaison, AmeriCorps, Student Dormitory, Tatanka Tibi (Buffalo Place) mini-café’ and student lounge and the Library. The VP for SS supervises the Trio Student Support Services.

The Office of Institutional Development houses the grant development office including Title III and Perkins. This office is responsible for grant development and compliance, assessment, and reporting. The VP for Institutional Development is also in charge of the USDA grants and the Ag Department.

The Vice President of Community Services supervises the Wellness Centers and the Cultural Committee.

The Business Office encompasses the Bookstore, Accounts Payable, Payroll, and the Grants Office. The Business Office is also in charge of human resources.

Professional development is a key aspect of FPCC as the College has attempted to “grow our own”. Six employees have attained a master’s degree while employed at FPCC. The College currently has two faculty members who completed their doctorate degrees in 2014 and 2015 and one Administrator who is currently working on a doctorate degree. 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 which have recently been offered are listed below.

EMPLOYEE	TRAINING	DATES
Loy Sprague/Faculty	Ohio State Univ. Addictions studies Institute, NAADAC National Addiction Professional’s Conference, INCASE International Consortium of Addiction Studies Educators, MBSR Class, 5-day MBSR Teacher Training, AIHEC	7/2013, 9/2013, 9/2013, 2/2014, 6/2014, 6/2014, 8/2014, 9/2014, 9/2014, 1/2015

	Research Symposium, MBSR Retreat, NAADAC, INCASE, MBSR Practicum	
Paula Brien-Firemoon/Staff	Montana State Certified HISET Test Administrator, ACT Work Keys Certified Test Administrator, American Heart Association Certified BLS (1 st Aid, CPR, AED) Instructor, Nationally certified Work Ethics Trainer, Montana State Licensed Educator	2012, 2013, 2014 & 2015
Scott Smoker/Staff	Montana State Certified HISET Test Administrator, ACT Work Keys Certified Test Administrator, American Heart Association Certified BLS (1 st Aid, CPR, AED) Instructor, Nationally certified Work Ethics Trainer, ACT Compass Test Administrator	2012, 2013, 2014 & 2015
Wayne Two Bulls/VP Academic Affairs	Masters of Science in Education	August 8, 2014
Richard Denny/Instructor	Common Core Standards, Creating Course, Unit, & Lesson Organizers, Improving Reading, Vocabulary, & Language Skills in Social Studies, Smart Board Training, Improving Mathematics Instruction in Classroom, Training in Understanding how students from poverty areas learn	2013, 2013 & 2014, 2014, 2012, 2013 & 2014, 2012
Judy Linthicum/Staff	BS Business Administration/Management University of Mary, Fitour Group Fitness/Personal Training	5/2013, 7/2013
William Norgaard/Instructor	National Center for Education and Research (NCCER), American Welding Society 16 G Plate Testing	2014
Marvin Olson/Instructor	TCC Demand Workforce Project, Master Automobile Technician. ASE Automobile Recertification Tests, DeMand Work Force Training, Teaching Workforce Skills in the Classroom	3/2014, 5/2013, 10/2012
Adriann Ricker/Staff	B.S. Health and Human Performance Health Promotion Option, Masters of Public Health, Institutional Review Board Training, Teaching Adult Learners, Certified Worksite Wellness Specialist Certification Program, First Aid & CPR, First Aid \$ CPR Instructor, State of the Reservation Summit, FPCC Strategic Planning Workshop, CITI Training	4/2010, 5/2012, 8/2013, 10/2013, 3/2015, 3/2013, 4/2013, 10/2014, 2/2013, 8/2012
Michelle Day/Staff	FMLA Master Class for Employers	4/2015
Griffin Ricker/Staff	Associates Degree in Education, First Aid & CPR, Certified Worksite Wellness Specialist	2014, 3/2015, 3/2015
Anita Scheetz/Librarian	MT Library Association Conference, Tribal College Librarian's Institutes, Association of Tribal Libraries, Archives, and Museums Annual Conference, Montana State Library Commission, MT Shared Catalog Meetings, Fall Workshop MT State Library, MT Teacher Certification, MLIS University of Oklahoma	4/2012-2014, 4/2012-2014, 4/2012-2014, 2010, 5/2013-2014, 9/2013-2014, 2002
Linda Hansen/Register	Masters Business Administration, AIMS/AKIS Report Training, MT Association of Collegiate Registrars and Admissions Officers (MACRAO)	4/2013, 5/2013, 3/2014

Brandi Laubach/Instructor	Bachelors of Arts Degree in Broadcast Journalism, Masters of Science Degree in Mass Communications	1999, 2007
Richard DeCelles/Instructor	AIHEC Organ Donation Booth, Green Acres Aquaponic Farming, Primary Source Research to Inform Curriculum, AmeriCorps Reporting Criteria and Performance, Ceremony of Research-IRB Training, AIHEC Student Success, Jenzabar Webinar Recording: The State of Retention and Student Success, MT Career Information System Training, Student Success Collaborative, Telephone System Training, Academic Coaching, Student Success Work Shop, First Year Experience Conference, Student Success Collaborative Closing All Communities Meeting, Teachers of Native Nations Project, Quality Education for Minorities (QEM)	3/2012, 10/2012, 4/2012, 6/2012, 5/2013, 8/2013, 5/2013, 6/2013, 9/2013, 10/2013, 10/2013, 9/2013, 2/2014, 4/2014, 7/2014, 10/2014
Grace Wood/Instructor	Doctorate Degree Specialization in Training & Performance Improvement	Conferred 2014
Paulette Steeves	Doctorate Degree	Conferred 2015
Haven Gourneau	Currently pursuing Ed.D. in Educational Leadership degree	2009, 2010, 2014 & 2015

Note: does not include certifications and other professional development not reported.

The President, with input from the other administrators and the Business office, holds the responsibility for the daily operation and financial management of the institution. Fiscal responsibility and accurate financial management is ensured through an annual external audit. The Finance Committee of the Board makes recommendations for financial decisions and the ultimate fiduciary responsibility for FPCC lies with the Board of Directors.

In terms of leadership and management, most areas of the College are focused on the **cultural theme**. The cultural theme is managed by the Director of Community Services. Native language is offered each semester and a summer language immersion program is offered with plans to expand to the academic year. The Culture Committee, led by the Director of Community Services, meets biweekly to promote and develop cultural activities and initiatives across campus and in the community.

The **Academic and Vocational theme** is managed by the Vice President for Academic and Vocational Programs who convenes faculty meetings and serves as the Accreditation Liaison Officer for FPCC. This office also implements the Continuing Education (CEU) program to provide training to the community. The AVP also evaluates faculty through an effective assessment of student evaluations, peer evaluations, and supervisory evaluations.

The **Service to Community theme** is managed collaboratively by the Vice President for Student Services who supervises Adult Education/GED and Service Learning, and the Director of Community Services who supervises the Wellness Centers and GEARUP. The Service to Community then is evaluated by the community when they complete evaluation forms of activities and workshops which is then summarized for grant purposes.

The **Workforce Development theme** is managed by the Director of Community Services who supervises the DeMaND project to implement workforce development. All

administrators have input into workforce development through the Executive and Administrative Council meetings.

In summary, FPCC has a comprehensive plan of shared governance that will ensure efficient management and leadership of the institution through planning, delivery, and evaluation. From the Board of Directors, to the President, to the faculty, staff and students, this organized system allows the College to fulfill its mission through effective governance and leadership.

POLICIES AND PROCEDURES

ACADEMICS

2.A.12 Academic Policy

As a tribal college granting two-year associate degrees, FPCC places emphasis on teaching and learning and the policies and procedures reflect that intent. Faculty members pursue scholarship, research, and artistic creation under the same guidelines as those applied to teaching and professional conduct. Academic policies that apply to students and programs of study are officially published in the [FPCC catalog](#) starting on page 8.

The FPCC Mission and Goals does not include any statements on faculty scholarship, research or artistic creation. However, FPCC is committed to the concept of "Indian awareness" and faculty and students are engaged in projects related to the tribal archives, the history of the Assiniboine and Sioux Tribes and the Fort Peck Reservation. Academic policies that apply to teaching and services are in the Policies and Procedures Manual and the Administrative Evaluation of Faculty (passed by the Board in 2012). These are published for faculty and distributed during the faculty orientations annually.

FPCC does not provide instruction or performances in theater or drama. The only music courses are in music history and music appreciation. Students who participate in Indian Club do have the opportunity to learn traditional American Indian songs and dances. Students are made aware of academic policies primarily through the Student Handbook, [FPCC Catalog](#), and course syllabi.

Policy Reference: **FPCC Administrative and Faculty Policies and Procedures Handbook**, See Exhibit File 2.A.6.

2.A.13 Library and Information Resources Policies

Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced through the FPCC Library Policies and Procedures. Access to library policies is provided on the library website, as well as in the library building through handouts and signage and, when applicable, policies are also presented in context. For example, policies that pertain to checking out materials are explained to patrons when they sign up for library privileges and policies regarding copyright are posted at copy machines and on the electronic form for document delivery requests. Most policies are first approved by the Library Committee and,

when necessary, revisions are brought to the committee for approval. Library hours of operation are posted throughout the Library and other buildings on campus, and are available on the [library website](#).

The development of the new library is an example of collaboration with other divisions, with Technology; also, the Librarian is a member of the faculty, and attends the faculty meetings. Annually, the Librarian presents to the faculty and is a part of the student orientation.

2.A.14 Transfer-of-Credit-Policy

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](#).

The Registrar determines the applicability of transfer courses. Transfer credits are given for acceptable courses in which passing grades of “A, B, C, and P” were received. Grades of “D or F” are not counted toward the completion of degree requirements.

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 agreement have been made with four year institutions to facilitate the transfer of credit. FPCC participates in the Montana University System Common Course Numbering system to facilitate transfer among Montana community and technical colleges.

Faculty members have participated in the Montana University System Transferability Initiative, particularly in the uniform numbering system, meetings of the state-wide faculty and in correspondence with other faculty. Specific assignments were taken during the catalog revision in 2014-2015. Also, the faculty have designed their transfer programs with a specific program in the Montana University System as a destination.

STUDENTS

2.A.15 Students’ Rights and Responsibilities

In both the current FPCC catalog and the Student Handbook, a clear explanation of student rights and responsibilities, academic freedoms, as well as student conduct and activities are presented:

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. Students are expected to comply with federal, state, city, and tribal laws governing civil and criminal behavior both on and off campus. Violations may result in disciplinary action by the College in addition to legal penalties. Students are also obligated to observe FPCC rules and regulations, including prompt payment for tuition, books and fees, as well as application for Financial Aid. FPCC is not responsible for the loss, destruction or theft of any of the personal property of the students. Students are required to take personal responsibility for their valuables.

[FPCC Catalog](#) page 17

The official FPCC Student Handbook sets forth standards of student conduct. A copy of the current Student Handbook can be obtained from the Student Services. The Student Conduct Code includes disciplinary sanctions for breach of the standards of student conduct and procedures to be followed in adjudication of charges of both academic and non-academic misconduct. The Student Services Vice President is responsible for administration of the Student Conduct Code.

2.A.16 Admission and Placement 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.

Admissions policies are published in the [FPCC Catalog](#) on the FPCC website. Fort Peck Community College has an "open door" admissions policy with qualifications (High School Diploma or G.E.D.), which is designed to accommodate the varying needs of the students predominantly from the Fort Peck Indian Reservation as well as all persons, tribes, etc.

FPCC admits several categories of students. The following is an explanation of these classifications:

Early Start Admission. A junior or senior in high school may enroll in college classes in order to strengthen and enrich his/her educational program, and to get a jump on a college career. Area high school juniors or seniors, at least 16 years of age, may enroll in any class offered in the early start program. Credit for these classes will be deferred until the student has graduated from high school or receives a high school equivalency certificate. The fee for these courses is \$15.00/credit hour.

Regular Student Admission. The requirements for regular student admission are as follows:

- a) Submission of a completed Application for Admission form (available from FPCC or a high school counseling service).
- b) Submission of a complete high school transcript from the school granting the diploma or high school equivalency certificate issued by the State Department of Public Instruction.
- c) Payment of the non-refundable \$15.00 registration fee.

Senior Citizens Admission. Senior citizens who have attained the age of 60 years shall have a waiver of tuition and be given free admittance to all FPCC cultural and athletic events.

Special Students. Admitted as special students are non-high school graduates 18 years of age or older who submit a completed Application for Admission form and the \$15.00 registration fee. A special student may gain regular status upon attaining a high school equivalency certificate; or removing high school deficiencies through regular course work by making satisfactory progress toward an associate degree.

Transfer Student Admissions. FPCC accepts all transfer students. Transfers who have not earned 60 credits or more will be regularly admitted. Those with more than 60 credits will be admitted as unclassified students. Students who have been suspended from other institutions for disciplinary reasons may be admitted at the discretion of the administration.

Special Note. All new full-time students, except those transfer students with 30 or more semester credits and higher than a 2.0 GPA, are required to take the COMPASS placement exam. All new students are also strongly encouraged to attend Student Orientation.

High School Equivalency Admissions. A person who is not a graduate of an accredited high school is eligible for admission by earning passing scores on high school equivalency tests (HiSET). Information about requirements and test center locations may be obtained from the Montana HSE Program Office of Public Instruction, P.O. Box 202501, Helena, Montana, 59620-2501. FPCC is also a HiSET test center location.

Non-Degree Admissions. The non-degree admissions status is designed to meet the needs of mature, part-time students who do not wish to pursue a degree at FPCC. Non-degree applicants will not be required to submit transcripts from previous institutions nor is the Application for Admission form required. Non-degree status is not suitable for any person receiving financial aid or veteran's benefits.

Placement of Students Based Upon Skills

- Based on students' program wishes and/or desires, academic and technical skills, educational status
- Use of COMPASS placement test 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. Academic advisors use the assessment results to assist students in deciding on course work best suited to their needs. Initial assessment normally occurs during the first week of the academic semester; however, early college applicants may make appointments for the placement assessment.

- Referenced [FPCC Catalog](#) page 5 and student handbook pg. 7

Requirements for Continuation, Termination, Appeals and Readmission:

Academic standards for continued enrollment and processes for termination and readmission are published in the [FPCC Catalog](#). Specific information regarding FPCC academic standards may be found in the [2015-2017 FPCC Catalog](#).

2.A.17. Co-Curricular Activities

The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

FPCC does not have NCAA recognized intercollegiate programs, but does participate in other tournaments and sports activities with other tribal colleges. Funding is provided through Student Services.

FPCC Men's & Women's Basketball

Team Name: Buffalo Chasers

[Eligibility & Selection Process](#) is posted on the [FPCC website](#).

All students interested in joining the FPCC Buffalo Chasers team must signup prior to the last day of registration in the Fall semester and Spring semester. Students will be selected based upon full-time enrollment, grade point average and application date of receipt and completeness. Late applicants will be reviewed on an individual basis and consideration will be made upon individual appeals. Appeals must contain student name, address, signature and compelling reason for late application as well as any documentation to support the appeal. The FPCC Athletic appeals committee will review each appeal application and make a decision based upon information and documentation provided.

Selected students will formerly agree to join the team by signing a "player contract" that will require each player to attend all practices, maintain good attendance and grade's, assist with fundraising activities and represent FPCC in a good manner at all basketball events as well as other campus activities.

This institution utilizes the policy of the [Montana Tribal College Athletic Association Student Athlete Code of Conduct](#).

HUMAN RESOURCES

.A.18 Policies and Procedures for Fair and Equitable Treatment

The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair and equitable applied to its employees and students.

Fort Peck Community College Board of Directors-approved personnel policies and college operational procedures as drafted, reviewed, maintained, and administered in a manner that ensures consistent, fair, and equitable treatment of employees, including the college's employment procedures. The policies and procedures are maintained in paper and electronic form within the business office. The Business Office has procedures/forms that address areas from working conditions, ethics and behavioral expectations, and benefits and retirement to ensure fair and consistent treatment of employees.

2.A.19 Employment Conditions and Rights

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. 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.

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 and FPCC Administrative Evaluation of Faculty is the faculty evaluation policy. These are provided annually to the faculty. See Exhibit file 2.A.8. for the FPCC Administrative Evaluation of Faculty.

2.A.20 Security of Human Resource Records

The college ensures the security and appropriate confidentiality of personnel and student records by keeping them in secured file cabinets that only designated college personnel have permission to access. The staff and faculty do have access to their individual files. The file cabinets are maintained, controlled, and held in the Business Office.

INSTITUTIONAL INTEGRITY

2.A.21 The Institution represents itself accurately and consistently

The Fort Peck Community College's (FPCC) 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 Assiniboine 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 Assiniboine 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.

2.A.22 The institution exemplifies high ethical standards

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 the Personnel 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 at the institution are handled in a fair and timely manner, with complaints addressed by the President's office or the Executive Team and the grievance processes outlined in the college's policies and procedures manual. The college has a non-discrimination policy 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, see Exhibit File 2.A.9.

2.A.23 The institution adheres to policy that prohibits conflict of interest

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 Personnel Policies and Procedures handbook. 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 Assiniboine and Sioux people.

2.A.24 The institution has policies that respect ownership, copyright

Fort Peck Community College regularly evaluates and revises as necessary its policies and procedures to ensure continuing integrity throughout the institution. This is accomplished by an annual dynamic strategic planning and assessment process that includes all levels of the institution. The college maintains an academic freedom environment, although have adopted policies with respect to the ownership, copyright, control, compensation and revenue derived from the creation and production of intellectual property within the institution's jurisdiction.

2.A.25 The institution accurately represents accreditation status

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.

2.A.26 The institution has clearly defined contractual agreements

Fort Peck Community College regularly enters into contractual agreements with external entities for products or services performed on its behalf. The scope of work for these products or services, with clearly defined roles and responsibilities of the respective parties, are stipulated in a written and approved agreement that includes stipulations to maintain the integrity of the institution. These external agreements consistently embrace the mission, goals and core themes of the institution, observe the college's policies and procedures, and conform to NWCCU's standards for accreditation.

ACADEMIC FREEDOM

2.A.27. The institution publishes and adheres to academic freedom policies

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.

“It is the policy of FPCC to maintain and encourage full freedom, within the law, of inquiry, teaching, research, and publications.” (FPCC Administrative and Faculty Policies and Procedures Handbook, page 4).

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 manual;

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.

FPCC ensures the freedom of faculty to discuss his/her subject within the classroom context without fear of harassment from external or internal entities. (FPCC 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:

FPCC Student Handbook, see Exhibit File 2.A.7.

L. 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:

1. 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.
2. The employee or student's submission to, or rejection of, such conduct is used as the basis for employment or education decisions.
3. 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.

2.A.28. The institution defines and supports independent thought

Within the context of its mission, core themes 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.

2.A.29. Faculty members present scholarship fairly, accurately, objectively

Individuals with teaching responsibilities present scholarship fairly, accurately and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

FINANCE POLICY

2.A.30 The institution has clearly defined financial policies

Chartered under the Fort Peck Assiniboine & Sioux Tribes, Fort Peck Community College has been granted appropriate autonomy in financial planning and budgetary matters, independent of the Fort Peck Tribal Executive Board to carry out its mission and goals.

The College Board agrees in principle to a preliminary budget by May 1st of each year. The Preliminary budget considers all available and projected revenues sources, both restricted and unrestricted, in meeting the budgetary demands and the mission of the college. Upon receiving preliminary approval by the board of trustees the college president and her executive/finance committee will strengthen the integrity of the forecast by reviewing new/expiring awards, analyzing trends in investment portfolio & insurance premiums, faculty/staffing needs, auxiliary operations and debt management. This process continues through the June to August and culminates by Board of Trustees approval no later than the 30th of September.

The President and/or the Business Manager provide monthly updates to the Board of Trustees on aforementioned budgets, modifications of policy & procedures and cash flow vs. expenditures.

The Board controls all revenue and expenditures of the College in accordance with generally accepted accounting principles regardless of the source. The president manages internal affairs with financial functions that are centrally located, using Jenzabar Ex accounting software and a Business Staff supervised by a Manager with fifteen years of

higher educational accounting experience. In addition, the staff consists of three full time employees with segregated duties in accounts payable, grants management and payroll. Each employee has a bachelor's degree and three have a Master's in Business Administration.

Fiscal policies and procedures are consistently reviewed by the executive committee and business staff to ensure compliance with current OMB Circulars, institutional policies and procedures and the Mission Statement of the Business Office. The Board reviews annual audits by an Independent firm to ensure complicity and that monetary integrity is being followed by the institution. An updated Financial Policies & Procedures manual was reviewed and adopted by the board of trustees in June 2015.

STANDARD 2.B HUMAN RESOURCES

2.B.1 The institution employs qualified personnel

FPCC currently employs 63 full-time employees: 23 faculty & 40 staff (March 2015). 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, responsibility 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.

2.B.2 Administrators and staff performance 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 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.

FPCC Policies and Procedures manual on page 19.

Policy states that the evaluations are to be completed on a yearly timeframe but in fact it has not been enforced in a consistent manner. Improvement in evaluations is an area that needs to be looked at by the administration and enforced.

2.B.3 Professional development opportunities

Faculty members are generally satisfied with the time and support for professional growth. With so few full-time instructors, it is nearly impossible for them to attend seminars lasting

more than one or two days. FPCC has no substitute instructors available. The President may grant up to six (6) hours per week of leave to employees for attendance at approved educational institutions when the education will benefit the College. This includes classes at FPCC. There is \$5000.00 in the general fund for professional development and at times there are funds from grants that faculty members use for training. In the past, there were grant funds specifically for professional development that personnel used and in some cases there were payback provision and or college service obligations. Some of the personnel have gone on and obtained their masters degree from MSU Northern, Gonzaga or the University of Mary.

Sabbatical – The president may grant an unpaid sabbatical leave for up to one academic year, to employees for attendance at approved educational institutions for work and/or completion of a degree in their job related field of study. Employees must have been continually employed for six years. The Board of Directors may waive these requirements.

Professional Development – The President, upon recommendation, may allow reasonable release time for professional development to Faculty and Staff.

Summer Sabbatical – The President may allow administrative leave to attend summer school in a job related field of study. Each employee must match every two days of leave granted with one day of annual leave.

Fort Peck Community College Policies and Procedures, page 13.

2.B.4 Qualified Faculty Sufficient in Number

The Spring 2015 faculty had 24 full-time instructors with the following degrees:

M.S. Ed	1	B.S.	1
M.S.	6	A.S.E.	1
M.A.	2	Certificate	3
M.B.A.	4	Diploma	2
M.C.S.	1	PhD	3

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 Degree instructors if they are actively pursuing a Master's Degree. As a small tribal college, FPCC has difficulty recruiting instructors in math, computer 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. Both Automotive Technology instructors have Automotive Service Expert (ASE) credentials.

FPCC employs 15 to 20 adjunct instructors each semester. 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.B.5 Faculty Responsibility and Workload

Faculty responsibilities and workloads are specified in the Faculty Job Descriptions and in the Fort Peck Community College Policies and Procedures. Consistent with FPCC's mission as a community college, teaching faculty responsibilities are defined to include teaching, advising, committee service, service learning and department activities (e.g., Program Learning Outcome meetings, hiring, curriculum review committees, and faculty senate).

A full-time instructor is a faculty person who is issued a contract for the academic year (19 pay periods) and teaches a full academic schedule. A full-time instructor is generally assigned a credit load not exceeding fifteen (15) credit hours per semester or more than thirty (30) credit hours per academic year. Instructors may be asked to teach beyond the thirty (30) credit hours if their overall responsibilities are less than comparable faculty. This will be determined by the Academic Vice-President. Independent Study with individual students is the prerogative of the Instructor with the approval of the Academic Vice-President and is not counted as part of the credit hour load.

Full-time teaching faculty is generally assigned to teach 15 to 16 credits a semester. This credit assignment may include five different preparations for five classes of 3 credits each or multiple sections of one class. Laboratory science classes are four credits since they require two contact hours for 1 credit. The Credit Load report for each semester shows the number of courses, number of preparations, number of Special Topics or Directed Study credits, number of total credits and number of students enrolled. The Credit Load number is the total credits times the students enrolled. The Credit Load report is not widely distributed and is used primarily by the Vice President of Academic and Vocational Programs to distribute teaching assignments as equally as possible given the limited number of instructors.

The faculty has a primary role in ensuring the integrity and continuity of academic programs. Upon recommendation from the Curriculum Committee, the Board of Directors reviews and approves all curricular changes, including new or revised courses and programs

2.B.6 Systematic evaluation of faculty with provision to address concerns

The Academic Vice President (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.

The administrative evaluation 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.

FPCC has 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 SurveyMonkey and the student uses a computer to log into SurveyMonkey 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 Academic Vice President (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 Academic Vice President 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 Academic Vice President 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.

Policy References: Administrative and Faculty Policies and Procedures Handbook: "Faculty Performance Evaluation," p. 19, "Administrative Evaluation of Faculty" (policy statement), and "Instructor Position Description" (attached to contracts).

STANDARD 2.C EDUCATION RESOURCES

2.C.1 Appropriate content and rigor

The mission of Fort Peck Community College "is to provide academic education and vocational training for American Indians and area residents...." The College offers academic programs leading to associate degrees with credits transferable to other institutions of higher education and post-secondary education; occupational training programs that are based on the needs of the people living on and near the Reservation and job availability in the area; community based activities and organizations serving community needs; and Distance Learning opportunities in conjunction with other institutions of higher education.

In fulfilling that mission, FPCC has developed a curriculum of academic and vocational programs including the following: Associate of Arts (7 programs of study), Associate of Science (5 programs of study), Associate of Applied Science (5 programs of study) and one-year Certificates in 10 programs of study. Both the Associate of Arts and the Associate of Science are intended to be transferable programs that meet the same requirements of the first two years of study at most Montana colleges and universities. The Associate of Applied Science and Certificate programs are technical and vocational in nature and generally do not transfer to a four year college or university. The AAS and Certificate Programs are designed to lead the individual directly into the workforce.

FPCC has adopted and participates in the Montana University System transferability initiative and has changed the numbering of its courses in the past catalog will continue to participate when the next catalog is scheduled to be revised.

Additions and changes in the educational programs can be proposed at any time. However, new programs of study are generally added or deleted from the FPCC Catalog every two years. The faculty undertakes a review of the programs of study annually and makes recommendations to the curriculum committee. Proposed additions and deletions must be approved by the college administration. Minor changes can be made by the faculty as it relates to textbooks and changing of the syllabi. If major changes are proposed, they are reviewed by the Board of Directors as well to insure that the proposed changes are within the realm of the mission statement. Instructors are encouraged to use the teaching strategies most effective for student learning. The compatibility of instructional policies, methods, and delivery systems with the mission is primarily the responsibility of the Vice President for Academic and Vocational Programs.

The Program Learning Outcomes Plan was designed by the Fort Peck Community College Faculty; they have the central role in the existing FPCC Assessment Plan implementation and data sets. Measures chosen as learning outcomes assessment tools are from existing tools from the program instruction. The PLO Plan encompasses all programs and certificates, without exception, and general, related and college preparation programs. Campus-wide learning outcomes are designed for technology and library/learning resources. The Plan, in its five parts, is cyclical in nature and is incorporated into the Academic Calendar of Fort Peck Community College:

- General Education Requirements, Related Instruction, College Preparation Core, Technology and Library Learning Resources
- Campus-wide Programs Learning Outcomes
- Associate of Arts Degree Program Learning Outcomes
- Associate of Science Degree Program Learning Outcomes
- Associate of Applied Science Degree Program Learning Outcomes
- One Year Certificate Programs Learning Outcomes

2.C.2 Institution publishes program learning outcomes

Expected student learning outcomes are defined for all courses, programs, and degrees. Course outcomes are defined in course descriptions. Course descriptions undergo review and approval by the Curriculum Committee and are published in the FPCC Catalog. Course outcomes are also included in course syllabi provided to enrolled students, which typically include further details such as instructor contact information, assignments, and timelines for the enrolled semester. Outcomes for each program are published for students in the [FPCC Catalog](#). Programs at FPCC are defined by major field. Each professional/technical program has a set of outcomes for the AA, AS, AAS degree and the one-year certificate, as appropriate.

2.C.3 Awarding of credit and degrees according to institutional policies

All credits and degrees are awarded according to Fort Peck Community College policies. Credits reflect learning outcomes or equivalencies appropriate to higher education and FPCC's authority to grant degrees. The Vice President for Academic and Vocational Education and the faculty develop procedures to ensure robust curricular options for students. Instructional procedures for curriculum development include origination of curriculum within the qualified faculty, and subsequent review and approval by a faculty committee (Curriculum Committee). Degree requirements and credit specifications are clearly stated in the [FPCC Catalog 2015-2017](#) as well as in brochures for programs.

2.C.4 Degree programs demonstrate a coherent design

All FPCC degree programs demonstrate coherent design which includes proper course sequencing, prerequisites, level of instruction and co-requisites, and placement requirements. Programs courses are typically sequential and build successively on skills mastered previously. Admission and graduation requirements are defined in the [Fort Peck Community College catalog](#).

The faculty has the responsibility of designing courses in their areas of expertise that, taken as a body of academic and vocational courses, constitute the FPCC curriculum. Annually, the instructors are given the task of updating all courses they teach. They can note changes in textbooks, assignments, and evaluation on their Course Syllabus. If course changes are minor updates, they require only the approval of the Vice President of Academic and Vocational programs. New courses considered to be additions to the curriculum require a completed New Course or New Program of Study proposal form. The

Curriculum Committee (made up of all full-time faculty members) and the Vice President for Academic and Vocational Education must approve new courses or programs. Faculty can propose a new course at any time. Generally, the course will be offered on a trial basis for one semester to see if the objectives, methods and evaluation are consistent with the expected student outcomes. The trial basis also helps to determine if there is sufficient student enrollment to justify adding the course to the curriculum. New courses that are approved are added to the next addition of the catalog.

The college catalog provides a program of study for student use that reflects the coherent design of the program of study. Some concern is for course proliferation, a factor of total faculty teaching load and courses in the catalog that may seldom or never be taught due to the teaching load for required courses.

Faculty members compare degree programs with peer institutions; as well, the comparability includes the initial two years of a four year degree program at the intended transfer institution.

Members of the Board of Directors can also propose new courses or programs of study that are of interest to the tribe or community. Generally, these follow the same guidelines and procedures as described above. The Board of Directors play a direct role in determining the required courses. For example, degree-seeking students at FPCC must take at least one course in American Indian Studies and one course in health and wellness or substance abuse.

2.C.5 Faculty exercise major role in curriculum design, approval

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

The faculty also plays a critical role in the screening, hiring, and selection process of faculty and administrators. Faculty members sit on screening committees for hiring full-time faculty, as described in FPCC Policy and Procedures manual. In this process, faculty members who serve on a screening committee are responsible for narrowing the number of qualified applicants who will be interviewed, conducting interviews, and subsequently providing a ranked list of candidates for the Academic Vice President. A file is then created for the person hired.

2.C.6 Use of library and information resources in the learning process

The FPCC library is located on the Poplar campus. During the Fall and Spring semesters, the library is open from 8 A.M to 5 PM. The library catalog, as well as access to all Montana collections, is available online. The well-trained FPCC librarian maintains a listing of additional resources that are easily accessed by faculty and students. The librarian regularly sends Email notices of information that is of interest to instructors and the areas they teach. Similar to other college faculty, some faculty members make extensive use of external resources and some use other resources rarely. Information resources and services are provided to all students, faculty and staff regardless of location. All databases have remote access so students, faculty or other patrons have access with an Internet connection through the FPCC Library website. The library has a modest budget and small staff. To have the databases is an immense expense for the library.

Faculty has two seats out of seven on the FPCC Library Committee. The library has a premier collection on the Assiniboine and Dakota and has been designated as the Tribal archives. The special funding from the Library of Congress attests to the status and the placement of the tribal newspapers on digital format are an indicator. The Librarian and members of the faculty are especially active together in the Humanities committee, book of the month club activity, and speaker series.

2.C.7 Experiential Learning

FPCC does not provide credit for prior experiential learning.

2.C.8 Transfer and Acceptance of Credit

Policies governing the Admission of Transfer Students are on page 9 of the [Fort Peck Community College catalog](#). The Registrar will evaluate 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. The Registrar will determine the applicability of transfer courses. Transfer credits are given for acceptable courses in which passing grades of “A, B, C, and P” were received. Grades of “D or F” are not counted toward the completion of degree requirements. The Registrar will accept transfer credits clearly comparable to FPCC courses, i.e. College Algebra. The Registrar may ask instructors to determine the equivalency of any transfer course. There are exceptions to acceptance of transfer credit such as from unaccredited institutions and the age of the credit for technology courses that is 10 years or more old.

FPCC signed an agreement in 2009 to participate in the Montana University System course numbering for general education courses and in several fields of study. Participation in this agreement made it easier to determine the acceptability of transfer credit.

FPCC currently has articulation agreements with two institutions granting Bachelor and graduate degrees: Montana State University-Northern in Havre, MT for Elementary Education and the University of Mary in Bismarck, North Dakota for a Master’s in

Business. In the past, FPCC had articulation agreement with other institutions such as Little Big Horn College, Fort Belknap Community College, Salish-Kootenai College, American University, and the Western Governors University.

All Montana higher education institutions accept transfer credits from the accredited tribal colleges.

UNDERGRADUATE PROGRAM

2.C.9 The general education component develops student intellect

FPCC offers Certificates and Associate Degrees as described in the [FPCC Catalog 2015-2017](#), pages 35 - 60.

The intellect of learners is demonstrated in the breadth and depth of undergraduate programs and is addressed in the [2015-2017 FPCC Catalog](#). The breadth and depth of intellect is shown by the entrance testing, the Asset test, and placement process in writing and math courses. The entire math and science curriculum has been reviewed by the high schools and college faculty which is a huge accomplishment respectful of the learners, and reflected in the college curriculum. This is a curriculum mapping effort that the MSEIP Project performed. We have also provided the computer assisted math through the DOL grant and the summer math institutes. These reflect in the math testing record of first time freshman.

Fort Peck Community College offers transfer associate degrees, including AA degrees and AS Degrees. In addition, Fort Peck Community College offers certificate programs, that are not transferrable, but do tie into AAS degrees. Requirements for specific degree and certificate programs of study are defined in the [FPCC College Catalog 2015-2017](#), page 13. Degree and certificate program requirements are defined as follows:

Fort Peck Community College Degrees/Certificates and Requirements
Associate of Arts (AA) Completion of 60 semester credits in courses number 100 or above, A 2.0 cumulative grade point average, 20 credit hours must be taken at FPCC,

32 credit hours in the Associate of Arts of general education requirements, and
Satisfactory completion of courses, C or better, as specified in the program of study.

Associate of Science (AS)

Completion of 60 semester credits in courses numbered 100 or above,
A 2.0 cumulative grade point average,
20 credit hours must be taken at FPCC,
37 credit hours in the Associate of Science of general education requirements, and
Satisfactory completion of course, C or better, as specified in the program of study.

Associate of Applied Science Degree (AAS)

Completion of 60 semester credits in courses numbered 100 or above,
A 2.0 cumulative grade point average,
20 credit hours must be taken at FPCC,
15 credit hours in the General Education requirements, and
Satisfactory completion of course, C or better, as specified in the program of study

One Year Certificates

Completion of 30 semester credit hours minimum as specified in the program of study,
A 2.0 cumulative grade point average,
20 credit hours must be taken at FPCC
15 credit hours in the General Education requirements, and
Satisfactory completion of courses as specified in the program of study.

The general education requirements and description of Core requirements are outlined for each Associate degree program in the [FPCC College Catalog 2015-2017](#) p 35-45 and also displayed in the table below. All undergraduate course numbers for general education requirements correspond with the Montana University System and are reflected in the [FPCC 2015-2017 College Catalog](#). The core requirements below demonstrate similar requirements of other Montana universities and colleges which ease the transfer process for students choosing a Baccalaureate program elsewhere. Finally, all core requirements also have program learning outcomes. The general education core is reviewed for program

learning outcomes by an interdisciplinary team of faculty members; this is very effective in providing the integration of basic knowledge across the disciplines. Writing papers has been a discussion, the instruction of humanities, and then the expectation of faculty for writing papers of a specified quality. An example is the review of the paper writing in multiple classes, among all the general education required courses.

Associate of Arts Degree General Education Core Requirements	Associate of Science Degree General Education Core Requirements
Core I Communications – 9 credits	Core I Communications – 9 credits
Core II Mathematics and Science – 6-7 credits	Core II Mathematics and Science – 11 credits
Core III Arts and Humanities – 6 credits	Core III Arts and Humanities – 6 credits
Core IV Social Sciences – 6 credits	Core IV Social Sciences – 7 credits
Core V Native American Studies – 3 credits	Core V Native American Studies – 3 credits
Core VI Technology – 3 credits	Core VI Technology – 3 credits
Core VII Health – 2 credits	Core VII Health – 3 credits

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

Associate of Applied Science Degree Related Instruction	One Year Certificate Related Instruction
Communications – 3 credits	Communications – 3 credits
Technical Mathematics – 3 credits	Technical Mathematics – 3 credits
Human Relations – 1 credit	Human Relations – 1 credit
Native American Studies – 3 credits	Native American Studies – 1 credit
Technology – 3 credits	Technology – 1 credit

Health – 2 credits	Health – 1 credit
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2.C.10. The general education for transfer degrees has learning outcomes

Degree and certificate programs have identifiable and assessable learning outcomes. Program learning outcomes for academic degree programs and vocational programs are clearly stated in the [FPCC College Catalog 2015-2017](#) (p. 35-60), and the Fort Peck Community College web site. Academic degree program learning outcomes are designed specifically for each program of study and are accessible for students in all instructional syllabi; ensuring students will achieve academic level outcomes.

The Core Theme of academics is served in the Core I – Communications where the transfer institutions require 9 credits, while other community colleges do not; the Core Theme of culture is shown in the Core V – Native American Studies requirement and the NAS options in both Humanities and Social Sciences Core areas; and the Core VI and Core VII Technology and Health are options that represent the needs of the service community, as most other community colleges do require these two core areas.

Finally, general education program learning outcomes are outlined in the [FPCC College Catalog 2015-2017](#), p. 32.

<p>Program Learning Outcomes for Associate of Arts and Science Degree</p> <p>Communication-Demonstrate and apply the ability to communicate in both verbal and written formats in order to reflect critical thinking skills.</p> <p>Science-Obtain scientific methods to investigate and draw conclusions about the natural world.</p> <p>Mathematics-Students will be able to demonstrate quantitative and logical reasoning abilities and apply mathematical principles to problem solving.</p> <p>Arts and Humanities-Demonstrate knowledge and understanding of human cultural traditions as expressed in art, music, theater, language, literature, philosophy, and religion.</p> <p>Social Sciences-Students will identify key historical events and perspectives and analyze fundamental principles and methods of scientific inquiry in the Social Science fields.</p> <p>Native American Studies-Demonstrate knowledge and understanding of American Indian cultures, specifically Fort Peck Assiniboine and Sioux cultures.</p>
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Technology-Demonstrate knowledge and ability to use technology in today's computing environment.

Health-Analyze and assess the effect of lifestyle choices on their health and well-being.

2.C.11 Certificate programs' related instruction have learning outcomes

Fort Peck Community College requires all AAS and certificate students to complete related instruction requirements for the program of study. Related instruction requirements for AAS and certificate degrees can be found in the [FPCC College Catalog 2015-2017](#) (p. 47-50). Related instruction requirements are non-transferrable. Related instruction for AAS and Certificate programs; program learning outcomes for AAS and certificate programs are accessible on the FPCC website, [FPCC College Catalog 2015-2017](#), and in all instructional syllabi. Program learning outcomes are designed to provide students with entry level skills for specific occupations. Finally, certificate program learning outcomes are designed to meet specific industry needs and to prepare students for immediate employment as stated in the [FPCC College Catalog 2015-2017](#), p. 51-60, and the FPCC web site.

Program Learning Outcomes for Associate of Applied Science and Certificate

Communication- Communicate effectively in the workplace and develop their abilities to analyze communication situations and implement problem-solving strategies.

Mathematics-Apply mathematical concepts to real world applications as well as to every day experiences.

Human Relations-Demonstrate an understanding of the nature of human relationships by applying that knowledge gained to job related activities.

Native American Studies-Demonstrate knowledge and understanding of American Indian culture, specifically Fort Peck Assiniboine and Sioux cultures.

Technology-Demonstrate knowledge and ability to use technology in today's computing environment.

Health-Analyze and assess the effect of lifestyle choices on their health and well-being of individuals.

GRADUATE PROGRAMS

2.C.12.-15. Does not apply, FPCC is a community college offering two year associate degrees.

CONTINUING EDUCATION AND NON-CREDIT PROGRAMS

2.C.16-19 Credit and non-credit continuing education compatible with mission

Fort Peck Community College adopted the standards for Continuing Education in early 2003. The Continuing Education Program at Fort Peck Community College operates in accordance with the FPCC mission and goals and is responsible for educational activities that are not offered for credit, and are not transferrable to other institutions of higher education. More importantly, the Continuing Education Program serves the people of the Fort Peck Indian Reservation by providing training to improve academic preparation and vocational education with a focus on community services, cultural identity, and self-awareness.

CEUs are available through FPCC and meet professional development requirements for individuals in careers that require continuing education units and/or short-term non-credit training is required. Courses for continuing education credit offered at Fort Peck Community College are managed under the direction of the Academic Vice President to ensure that all programs offered for continuing education provide meaningful and cultural experience for all students. Requirements (defined in Continuing Education Standards) to obtain Continuing Education approval is mandatory at least two weeks prior to the Continuing Education offering. Obtaining prior approval ensures that faculty and/or presenters understand their roles and responsibilities associated with the Continuing Education offering and ensure academic standards are fulfilled.

All courses offered for continuing education credit must abide by the Fort Peck Community College Continuing Education Standards and Procedures (see attachment). All continuing education offerings have a specialized purpose and are intended to meet the unique core themes identified by Fort Peck Community College. The outcome of all continuing education offerings is to provide students with opportunities to obtain skills to improve their abilities, which provides opportunity to achieve their personal and professional goals, while meeting the mission of Fort Peck Community College.

All records for continuing education and non-credit programs are maintained in the Registrar's office. Students can request transcripts of the CEUs through the Registrar's office. All forms for continuing education and non-credit programs are found on the FPCC web site; however, staff has access to forms as well. All continuing education and non-

credit programs will be reported on a bi-monthly basis during the Fort Peck Community College administration meetings.

Courses offered for academic year 2014 are held during the weekday, evening, and weekends, to accommodate to serve the people of the Fort Peck Indian Reservation by providing training to improve academic preparation and vocational education with a focus on community services, cultural identity, and self-awareness.

Based on the 2014-2015 academic year, the table below describes the various types of continuing education program credits and individuals reached through the continuing education program.

Continuing Education Program Type	Number of Classes	Number of Students	Unit Hours	Total Continuing Education Credits
Academic Preparation	12	297	582.78	48.13
Cultural Identity	5	210	156.90	4.4
Community Service	8	99	108.50	7.83
Self Awareness	5	164	122.5	2.9
Total	30	770	970.68	63.26

Source: Fort Peck Community College Registrar’s Office, AY 2014

STANDARD 2.D Student Support Resources

2.D.1 The institution creates effective learning environments with appropriate programs and services, to support student learning needs.

Consistent with its mission and goals, 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. The priority mandate of the Student Services Department is to assist FPCC students in attaining their personal and academic goals by providing the means and resources, which address the student’s unique educational and individual needs. Student Services serves as the student’s primary advocate. By counseling and serving individual students and student groups—as well as other campus offices and departments—Student Services strives to create a strong sense of college “community” atmosphere. Student Services directly assists students in the accomplishment of their academic and career goals in life through full participation in the higher educational process—both academic and extra-curricular.

These programs include the Student Services Department. The Student Services Department is under the direction of the Vice President for Student Services and includes the supervision of the Financial Aid Director, Enrollment & Retention Officer, and an

Administrative Assistant. Also under the direction of the Vice President for Student Services is the Student Support Services Program (TRIO). This program is staffed with a Director, Instructor Coordinator, Outreach/Administrative Assistant and trained student mentors and tutors.

FPCC academic support services include ensuring students are placed in courses relevant to their study but also that they are placed in courses according to their academic readiness. With the assistance of faculty members from specific areas, such as math, science, reading and writing, FPCC faculty selected the COMPASS entrance exam as the main tool to determine the academic readiness of each student entering FPCC. FPCC placement and testing services provide academic advisors and faculty members guidance in placing students in college level and college preparation courses according to their individual needs. As well as providing academic readiness support, FPCC provides opportunities for students to develop leadership skills through workshops, seminars and club support which include, Student Senate, Anime Club, American Indians in Science and Engineering (AISES), American Indian Business Leaders (AIBL), Technology Gaming Club, Blue Stone Indian Club, and intermural basketball, TRIO program mentors and tutors, TRIO program life coping skills and job skills training, early grade and attendance intervention through the Wa Wo Giya (Offers to Help) program which includes the involvement of staff and faculty members keeping in touch with and providing individual support for assigned at risk students. FPCC understands the importance of providing students, staff and faculty with the best and most recent offering in computer technology. FPCC meets this need by providing the Poplar and Wolf point campuses classroom and study areas up to date Internet and technology access and library technology access.

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 a student resource closet, career and placement testing, and academic planning/advising. The Student Services department also administers the student activity program, which provides funds for cultural, educational/leadership activities, family activities, student awards and scholarship, as well as other extracurricular activities; the Student Retention program, which supports students through intervention methods geared towards reducing barriers such as attendance issues, travel issues, as well as providing a liaison between students and faculty. FPCC also offers and advises student programs such as the federal student aid program, which assists with the financial needs of students, the gas voucher program which provides students living 9 miles or further from campus with gas vouchers to attend classes and other state and private scholarships. The college also offers a student lounge with Internet and satellite access; a fully equipped Academic Success Center staffed with highly qualified and trained instructor and tutors. Several study areas with computer access are located in convenient areas around campus. Four years ago FPCC completed construction of a 10 unit double-occupancy student dormitory located within two blocks of the main campus building in Poplar.

2.D.2 Academic provisions for the safety and security of its students and their property at all locations.

Fort Peck Community College ensures the safety and security of its students and their property at all campus locations by adequately staffing and monitoring these sites to ensure the security of students and their property. Safety and security are discussed during new student orientation. FPCC faculty and staff play an important role in security monitoring on campus. All faculty and staff are required to monitor their respective building for potential security issues, whether it is on campus security/emergency issues or community security/emergency issues. During new student orientation, students are made aware of the emergency response protocol. Campus lock-down situations are addressed in the emergency response protocol, which includes the new electrical emergency alerts and protocol forms located in classrooms. FPCC has implemented a new card key process which monitors entrance and exiting of campus buildings.

Student Dormitory residents are provided with a Dormitory Handbook that addresses building security. The Threat Assessment Program is monitored by a committee of key individuals which include the Vice President for Student Services, the SSS Director, two faculty members and the Enrollment & Retention Officer. This program is designed for early identification/detection of possible campus threats by employees, students or community members. Emergency planning training is available for campus personnel who are responsible for creating, reviewing, implementing and exercising emergency plans.

The Vice President for Student Services is responsible for collecting all campus crime statistics. Campus crime statistics and other disclosures are available to all students and employees and are located the Student Services department and on the FPCC website. Copies can be requested by phone, mail or email. Comparisons to other institutions campus crime statistics can be made by viewing individual institutional websites. A Student Consumer Information flyer is provided to all students and employees upon entry. The flyer provides contact information for financial aid, general information, drug & alcohol abuse prevention, Family Education Rights and Privacy Act (FERPA), Adult Basic Education Program (ABE), HiSET/GED Program, Child Care Assistance Information, transcript and grade Information, and Sexual Discrimination and Sex-based Harassment.

2.D.3 The institution recruits, admits, orients and advises students with the potential to benefit from its educational offerings.

Consistent with its mission and goals, core themes, and characteristics, Fort Peck Community College recruits and admits students with the potential to benefit from its educational offerings. FPCC operates with an open door policy. FPCC believes that every individual with the desire to further their education has the potential to benefit from FPCC offerings; whether they are degree seeking, adult basic education students or those studying for the GED. Although FPCC operates and open door policy, it is understood that there are students who intend to register who are not academically prepared for college level coursework. These students are identified by their COMPASS placement scores and should their scores indicate they are enrolled in college preparation courses and upon successful completion of these college preparation courses they are allowed to enroll in upper level courses during their second semester. Should their final grade indicate that

they have not successfully completed the college preparation course, they are then required to retake the course.

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

FPCC has created a unique recruitment process. The recruitment process requires campus wide input and implementation efforts. Staff, administration, and faculty are key contributors to successful recruitment outcomes. New and prospective students receive enrollment, financial aid, course and degree offerings, important dates, assessment testing, and other important information through local newspapers and radio. Other means of recruitment are letters to previous students, new high school graduates, new high school equivalency recipients, tribal employees, and other identified focus groups. Faculty advisors will text, email, call and write to advisee's who haven't enrolled from the previous five or more years. FPCC participates in career fairs as well as hosts an annual career fair locally. Several box holder brochures are sent out prior to the start of each semester. Not only does FPCC post recruitment flyers in local communities, outlying communities off the reservation are included. FPCC maintains a strong relationship with local schools to offer early high school enrollment opportunities to junior and senior high school students.

2.D.4 Program elimination or significant changes and arrangements for students

In the event of program elimination, Fort Peck Community College, within reason, ensures that students will have the opportunity to complete their program of study 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 trade 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 only a handful of students who were affected.

2.D.5 The institution publishes in a catalog, or provides in a manner reasonable available to students and other stakeholders, current and accurate information that includes:

FPCC publishes its catalog every two years. 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 catalog revision process is on-going but officially begins one year prior to the new publication. All minor and major changes are under the final approval by the FPCC Board of Directors. The FPCC catalog is available in hard copy as well as on the FPCC website. During New Student Orientation each student is provided a hard copy of the current FPCC catalog and the registrar covers each section of the catalog to ensure that each student has the opportunity to ask questions. During this time the registrar conveys how important it is for students to familiarize and refer back to the catalog during their program of study. The FPCC Board of Directors, faculty, staff and other stakeholders are apprised of catalog changes and provided updated copies of the catalog.

The FPCC Student Handbook, Financial Aid Policies and Procedures and brochures 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.

Hard copies of all documents are available in Student Services and Student Support Services. The FPCC Catalog, FPCC Student Handbook and FPCC Financial Aid Policies and Procedures are available online at the FPCC website at www.fpcc.edu.

- a) Institutional mission and core themes;
 Provided in the FPCC Catalog and online at www.fpcc.edu
- b) Entrance requirements and procedures;
 Provided in the FPCC Catalog (pg. 5) and online at www.fpcc.edu and admissions brochure
- c) Grading policy;
 Provided in the FPCC Catalog (pg. 12) and online at www.fpcc.edu
- d) 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;
 Provided in the FPCC Catalog and online at www.fpcc.edu
- e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
 Provided in the FPCC Catalog (pg. 86) and online at www.fpcc.edu
- f) Rules, regulations for conduct, rights, and responsibilities; Information provided in the FPCC Catalog (pg. 17) and FPCC Student Handbook and online at www.fpcc.edu
- g) Tuition, fees, and other program costs;
 Provided in the FPCC Catalog (pg. 24) and online at www.fpcc.edu
- h) Refund policies and procedures for students who withdraw from enrollment;
 Provided in the FPCC Catalog (pg. 23) and FPCC Student Handbook and online at www.fpcc.edu

- i) Opportunities and requirements for financial aid; and
 Provided in the FPCC Catalog (pg. 18) the FPCC Financial Aid Student Handbook, online at www.fpcc.edu and the financial aid brochure
- j) Academic Calendar
 Provided in the FPCC Catalog (pg. ii) and online at www.fpcc.edu

2.D.6 Publications describing educational programs

- a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;

Where applicable, the FPCC Catalog includes 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.

- b) Description of unique requirements for employment and advancement in the occupation or profession

Where applicable, the FPCC Catalog includes information on special requirements associated with educational programs. FPCC's Electrical Lineworkers, Heavy Equipment, and Truck Driving programs have a specific set of requirements that students must meet to be able to participate in the program and obtain licensure and employment. Student requirements are listed in the catalog and are addressed, during orientations and registration, when presented to students interested in pursuing Electrical Lineworker, Heavy Equipment, and Truck Driving. 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 student entering into the electrical lineworker, heavy equipment and truck driving programs. Due to the high risk associated with these programs, such as operating equipment, tools, and climbing line poles, FPCC has implemented a student drug testing policy. All students enrolling in these identified high risk 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.D.7 Retention of student 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. 18) 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 offers FERPA training annually during the Spring semester to all FPCC faculty to ensure all new and returning faculty members are updated on FERPA laws. Student privacy information is located in the FPCC Catalog (pg. 15).

Because FPCC is located in a small, rural community that has a large number of closely related people and understanding the close ties Native families have with their children, nephews, cousins, etc., FPCC has an inordinate amount of people requesting information on behalf of our students. This in itself poses concern for breach of student privacy and indicates the need for continued training for faculty and staff.

2.D.8 Effective and accountable financial aid programs

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. 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, Tribal and Bureau of Indian Affairs (BIA) funds, state funds and institutional tuition assistance waivers.

As mentioned earlier, FPCC does not participate in student loan programs, the FPCC Board of Directors took the stand that FPCC will keep costs low enough to make it possible for students to attend college without burdening themselves with loan payback and default concerns in the future. FPCC does face challenges in meeting student needs, especially those students who are no longer eligible for federal & state aid. These challenges are met by utilizing unrestricted scholarship funds and institutional waiver programs to assist students with high unmet needs and no eligibility cover the cost of their tuition and books. One challenge FPCC has identified is the steady increase in cost of attendance versus the increase in Pell grant awards. FPCC costs have always been less than the full Pell grant award, but this variance is closing annually and it is anticipated that the gap will continued to decrease.

The FPCC Financial Aid department uses a program called Powerfaids to package, award and disburse funds. This program is compatible with 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 (pg. 18), FPCC Financial Aid Policies and Procedure Manual 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.D.9 Students informed of repayment obligations

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 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.D.10 Academic advisement

Fort Peck Community College has instituted a highly effective advising procedure manual which requires faculty advisors to attend an advising training upon hire. Updated advisement material is presented based on need during faculty orientation each year. 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.

The FPCC Advising Handbook contains the policies and procedures for academic advising. All full-time instructors are academic or vocational advisors. Generally, senior faculty members present a session on academic advising during Faculty Orientation. Advisors are given copies of Advising Worksheets at this time. If new instructors are present, senior faculty will demonstrate how to determine the courses the students need for their certificate and degree program, how to interpret the COMPASS Placement Test scores for reading and writing, and mathematics, and how to read and interpret Student Transcripts. Advisors are reminded of the Grade Point Average (GPA) that students must maintain to be eligible for Financial Aid and to maintain good standing at FPCC.

During registration students are provided an unofficial copy of their transcript to present to their faculty advisor to assist the advisor in accurately selecting courses that will lead to timely degree completion for each student. Student advising is an element in the faculty evaluation process. Students evaluate their advisors during Spring semester, the results of the evaluation are reported back to the Vice President for Academic Affairs and to the faculty. The Vice President for Academic Affairs visits with faculty if there is a concern present in the evaluations.

2.D.11 Co-curricular activities

Consistent with its mission and goals, Fort Peck Community College provides students the opportunity to join several student organizations designed to provide cultural enrichment, service learning experiences, as well as activities that will broaden their experience in areas of art, music, culture, technology, etc. Co-curricular activities and clubs provide leadership and career development opportunities for FPCC students as well as widen perceptions of their individual role in campus life. FPCC co-curricular activities support core themes through the promotion of student engagement and in turn provide service to the entire campus community. Currently FPCC oversees the Student Senate Organization, American Indian Business Leaders (AIBL), American Indians in Science and Engineering

(AISES), Blue Stone Indian Club, Anime Club, Computer Gaming Club, and the intramural men's and women's basketball club.

2.D.12 Auxiliary services

If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment, and importantly provides students with immediate proximity to the entire campus as well as complete access to technology. Students, faculty, staff, and administrators have opportunities for input regarding these services.

Fort Peck Community College operates a 10 unit double-occupancy dormitory and the Titoka Tibi Bookstore. The dormitory has been in operation for four years and was specifically designed for transfer students. Due to the lack of local housing, student transfer requests were difficult to accommodate, with the housing in place FPCC has attracted several transfer students as well as single students who live in outlying areas of the reservation and northeastern Montana. The dormitory enhances the quality of the learning environment by bringing in students from different locations and cultures. The dormitory provides students with the opportunity to meet and share experiences, and thereby contributes to the intellectual capital on campus. The dormitory provides students with a safe place to study and learn.

The FPCC Titoka Tibi Bookstore provides students with materials and books for their course study as well as school supplies. In support of core themes, the bookstore specializes in the books and materials of the northern plains tribes, and the Assiniboine and Sioux Tribe. As an added benefit, the bookstore carries a selection of materials and supplies for the cultural arts series of courses, an inventory of cultural material for quilting, drum making, beadwork class, native regalia, breast-plate making, as well as other culturally related coursework. FPCC is located in a rural area and the closest place to purchase school supplies is 22 miles away. The majority of FPCC students are local community members and come from low income backgrounds, live in an area facing severe social and economic issues and do not have access to a vehicle so the importance of providing a low cost and well supplied bookstore is immense and adds to both intellectual capital and the quality of the learning environment by providing quality service and product locally. The FPCC bookstore makes every effort to provide low cost or used books as well as provides a book buy-back period each semester.

2.D.13 Intercollegiate athletic and other co-curricular

Does not apply.

2.D.14 Institutional identity verification process

Does not apply.

STANDARD 2.E LIBRARY AND INFORMATION RESOURCES

2.E.1 The institution holds or provides access to library and information resources

James E. Shanley Tribal Library at Fort Peck Community College has a dual purpose, which directly connects to the chartered mission and core themes of FPCC.

- **Purpose One:** 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 extensive 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.
- **Purpose Two:** 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 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 public uses the collection and the technology, including WiFi, on a daily basis, checking out DVDs, computers, fiction and non-fiction and children's materials.

A profession staff of 1.5 provides assistance to patrons and maintains support for instructional and faculty development needs. A collection management policy which includes policies on weeding, purchasing, types of materials collected is available.

The Library will work to make a wide range of print and non-print materials available to students and staff of FPCC, Fort Peck Tribal members and all other residents of the Poplar community and the Fort Peck Assiniboine and Sioux Reservation. James E. Shanley Tribal Library also provided online resources through the Library website, <http://www.fpcc.edu/library.php>. Patrons have 24/7 access to the resources provided on the website. The databases available include *American Indian Experience*, *America's Historical*

Newspapers, Ancestry.com, World Book, EBSCO host, which includes GreenFile, Environment Complete, Auto Repair Reference Center, CINAHL, Teacher Reference Center, Academic Search Elite, ERIC, and Psychology and Behavioral Sciences Collection. There are 55 databases include in the EBSCO host subscription which is provided by the Montana Legislature to all libraries in Montana.

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.

The Library provides materials that are appropriate for the level of classes being offered at FPCC. Through interlibrary loan materials can be acquired to help students finish any degree:

- Associates, which are offered at FPCC;
- Bachelors, which are offered at FPCC through distance learning;
- Masters, which are being offered through Web classes and distance learning;
- Doctorate level studies.

The Library has a broad base of materials that support all classes being offered at FPCC and throughout the Fort Peck Reservation.

2.E.2 The planning for library and information resources is guided by data and feedback

Development of library and information resources is guided by requests from patrons, faculty, staff and administrators. The faculty is asked to present requests for materials to be added to the collection, physically or electronically. All requests are considered and if fiscally possible added to the collection. Patrons can request materials. Most requests are considered for purchase if the material is new and numerous requests have been received. Older materials are considered if they fit into the collection management policy. If not purchased the material may be interlibrary loaned from another library for the patron.

Materials suggested and purchased include periodical subscriptions, audio, video, print and electronic resources. Anything suggested by faculty is considered for purchase if it will be used by students, and not just faculty.

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.

James E. Shanley Tribal Library has received many IMLS grants which have increased equipment and materials for patrons. The Library, through the Fort Peck Tribes, receives the IMLS Native American Basic Library Services grant each year which provides services to the public portion of our area. These services include children's collection, Summer Reading Program, children's programming and adult book groups which have been coordinated through the FPCC Humanities Committee. The addition of the materials from the Poplar City Library comes with the bonus of funding to support the operations of the Library from Roosevelt County.

2.E.3 Instruction and support for campus and community utilization of library and information resources

Information resources and services are offered to all patrons of the Library that include:

- Instruction using databases, computers, and the Library on a class basis or individually, as requested;
- Electronic resources to support and supplement curriculum offerings;
- Current periodicals including newspapers, journals and magazines;
- Computer access including printing;
- Wireless access throughout the whole building;
- Interlibrary loan for materials not owned by the Library;
- Telephone for public use;
- Tax forms
- Audio books, DVD and print materials;
- Copying or scanning of materials needed by patrons, including color if requested.

The Library provides information literacy and library tours for classes each semester. The faculty member must call and request the service. The composition classes are hosted each semester as they get ready to do their research papers. The Library staff teaches basic research skills using the online databases available on our webpage. A link to the OWL paper writing guidelines from Purdue University is available on the webpage and is always highlighted during the composition classes' visit.

The Library is a member of the Golden Plains Library Federation and the Director is a voting member of this group of northeastern Montana public libraries. The Library is a member of AILA (American Indian Library Association). The Library is also a Federal Depository and as such can provide free access to federal documents. The Director is a member of Montana Library Association and has attained certification from Montana State Library in Public Library Director and technology. She is also a member of the Montana State Library Commission, an appointment from the Governor. As a member of this commission, she represents eastern Montana and small libraries.

2.E.4 Regular evaluation of the quality, adequacy, utilization, and security of library and information resources and services

A library survey is conducted once a year asking students, faculty, staff and public patrons to rate the library's performance and suggest new services and materials. The survey is done on paper in the library and on the webpage using Survey Monkey.

To promote systematic evaluation and improvement of library and information resources and services, the library has an external evaluator come in to evaluate the collection and services approximately every three years.

Security of computers and electronic resources is managed in cooperation with the campus' information technology staff. The Library and the entire building are equipped with cameras and an alarm system.

The Library Director attends state and national conferences and has acquired the most current information to keep the library services up to date and effective. These conferences include the Tribal College Librarians' Institute hosted every summer by Montana State University in Bozeman; Montana Library Association Annual Conference; and ATALM (Association of Tribal Archives, Libraries and Museums) Annual Conference.

The Library is represented on the President's advisory board by the Vice President of Student Services.

STANDARD 2. F Financial Resources

2. F.1 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.

The Business Office of Fort Peck Community College is responsible for managing all areas of budgetary and financial services, which includes the stewardship of financial resources and associated expenditures, processing student financial aid, accounts receivable, accounts payable, personnel and payroll functions, and maintaining inventory controls. Additionally, this area provides financial management and oversight services to the bookstore.

Though the college depends heavily on federal monies for both operational costs and special program initiatives, the college is in excellent financial condition. The state of Montana contributes small amounts of program funding, as does the private sector, i.e., foundations and endowments. As of **October 1, 2014, the beginning balance of the General Fund Balance (Jenzabar GF Expensed) was \$2,797,029.00. The General Fund comprises 33 % of Fiscal Year (Expense) 2013-2014 Cumulative Operating Budget of \$8,430,836.00. (Attachment 9-2014 Audit, Statement of Revenue & Expenses)**

Revenue & Expense Chart for last three years

REVENUES	9/30/2012	9/30/2013	9/30/2014
Federal grants	\$ 8,985,247.00	\$ 7,780,829.00	\$ 7,048,373.00

State grants	\$ 152,396.00	\$ 195,152.00	\$ 184,833.00
Private foundation grants	\$ 431,954.00	\$ 279,446.00	\$ 244,062.00
College match	\$ 10,154.00	\$ -0-	\$ 6,068.00
Tuition and fees	\$ 710,185.00	\$ 618,093.00	\$ 655,604.00
Charges-Goods & Services	\$ 166,464.00	\$ 151,761.00	\$ 127,794.00
Investment earnings	\$ 99,944.00	\$ 50,811.00	\$ 39,919.00
Miscellaneous	\$ 421,587.00	\$ 113,784.00	\$ 240,153.00
Indirect cost recovery	\$ 324,093.00	\$ 384,379.00	\$ 344,795.00
Total revenues	\$ 11,302,024.00	\$ 9,574,255.00	\$ 8,885,563.00
Total expenditures	\$ 11,951,914.00	\$ 10,529,141.00	\$ 8,430,838.00
Balance	\$ (649,890.00)	\$ (954,886.00)	\$ 454,727.00
Loan From Tribe		\$ 1,300,000.00	\$ -0-
Fund Balance	\$ 4,336,795.00	\$ 4,681,909.00	\$ 5,136,636.00

FPCC’s Strategic Plan 2015-2020 remains current and relevant. Of the six core strategic goals; the fiscal objective is as follows-

- #5. Meet the fiscal and physical needs of the college.
 - A. Secure adequate funding and other resources to support FPCC staff, programs, activities and services.
 - B. Conduct sound budgeting, fiscal monitoring and business office practices to ensure that funds are expended properly, efficiently and effectively.
 - C. Maintain adequate physical and technological resources to support FPCC operations.

As demonstrated in the previous revenue/expenditure report the mission of the Institutional Development is to provide continuity of effort in acquisition of and management of institutional resources to meet the challenges of current industry needs, maturation and strengthening in the institute’s ability to forge ground in the areas research and cultural preservation.

Successfully retaining programs such as Title III, NSF-TCUP, Dept. of Labor-

DEMAND/RevUp, NACTEP, Student Support Services and USDA AG and Rural Development funding make up a significant share of the Eight Million 900 Hundred Thousand Dollars revenue total for 2013-2014. Those programs are multi-year and provide the instructional, infrastructure and operating revenue to meet the needs on an ever changing and dynamic workforce that the college is geared up to graduate.

FPCC staff, faculty and contracted professionals are in constant proposal seeking mode to bring in the financial resources to meet our existing and future needs. With the constant threat of reductions or program cuts in federal and state funding it will be paramount that foundation funding be a development priority for the institutions growing needs. The investment and finance committee will be pivotal in growth and sustainability in the near and future monetary plans of the college.

DONOR-RESTRICTED ENDOWMENT

The Endowment Fund of the College has largely been created by funds from the Federal Government, in particular the Department of Interior and Bureau of Indian Affairs. As such certain definitions and restrictions apply for the interest and use of such funds.

During the grant period, typically twenty years, a grantee may not withdraw or spend any part of the Endowment fund corpus. At the end of the grant period, the institution may use the Endowment Fund corpus for any educational purpose. Interest accrued can be used to defray any on-going expenses incurred by the college. The Endowment Fund FY 2014 is \$ 2,881,844.

(Exhibit File-Endowment Sample of Annual Proposal Scope)

INVESTMENTS - SHORT AND LONGE 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. Fair value is the amount at which a financial instrument could be exchanged in a current transaction between willing parties. 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 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, 2014 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.

(Exhibit File- Current Insurance Policy)

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 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.

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, 2014**, the College's deposits were fully insured or collateralized and were not exposed to custodial credit risk.

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.

Employee Health and Safety Risk

The current Health Plan has services in place for health care monitoring, preventative care and nursing professionals available through Allegiance to provide confidential counseling to employees who request it. A certified medical staff is provided onsite annually to test for risk of diabetes, high blood pressure and cholesterol issues that employees can use for health maintenance plan as part of the healthcare package.

Challenges for growth and sustainability in the near and far future

The college has capitalized on funding opportunities to expand their campus footprint in serving the students of northeastern Montana. In the past ten years the Office of Institutional Development has leveraged funding and resources to build a Satellite Campus in Wolf Point, a state of the art Vocational Trades Building, a Visitors Lodge, a Student Dormitory, three Professional Housing units and **an Information Technology/Library and Tribal Archive Facility has just been completed and put into service.**

A major challenge will be the maintenance, upkeep and refurbishment of some of the aging buildings and to provide an operating budget that will provide the necessary resources to do so. Another formidable challenge will be to maintain student count in face of a major oil boom in Eastern Montana and Western North Dakota.

While our **Department of Labor-DEMAND/RevUP Grant and NACTEP** awards cover industry based training and certifications, there is a formidable temptation for high school graduates to directly enter the oil field workforce due to high wages at the beginning labor level.

Given the sound financial condition of the college, the stability and expertise of an industry and academic based faculty, as well as the increased capacity with the new and upgraded facilities, the institution feels it is well-equipped to meet the anticipated challenges of growth and development in the near and foreseeable future.

2. F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

BUDGETS AND BUDGETARY ACCOUNTING

1. The College adopts an annual budget for its general and special revenue funds. The College adopts its budgets for these governmental fund types on the modified accrual basis of accounting, which is consistent with the method of accounting used to record actual revenues and expenditures of the governmental fund types on the fund

financial statements; therefore, no basis of accounting adjustments are necessary for the budgetary presentation.

(Exhibit File - Financial Policies & Procedures)

2. The level of control at which expenditures may not legally exceed appropriations is at the functional category level for the general fund.

All special revenue funds are managed with budgetary controls. Budgets are initially submitted by the College to the funding agencies for formal approval. Needed changes in budget line items are approved by the funding sources through a formal budget modification process.

The special revenue funds level of control varies depending upon grant or agency requirements and federal limitations. Generally, expenditures may not exceed the total funding appropriation as amended.

3. Formal budgetary integration is also employed as a management control device for the General Fund. The college receives its base TCCU funding on July 1, thereby giving a forward balance to establish a fiscal strategy.

Personnel

The finance function of Fort Peck Community College is under the direction of a Business Manager who reports directly to the president. The Business Manager is responsible for all financial functions of the college, which includes organizing departmental input and producing the annual budget, institutional treasury and accounts receivable, accounting, payroll, contracts and grants management, purchasing and inventory control, investment funds, bookstore management, production of timely financial reports, and other duties as assigned. This function has three full time staff persons, in addition to the Business Manager, who are responsible for the daily accounting activities of the business office. A bookstore manager is also under the direct supervision of the Business Manager.

FPCC as an institution encourages and supports the staff and faculty in their efforts to obtain their Bachelors, Masters and Doctoral Degrees. In the Business Office the Business Manager and Payroll Director have obtained Masters in Business Administration from the University of Mary through night classes hosted by FPCC. The Grants Manager obtained his Master's in Business Entrepreneurship through Gonzaga University in Spokane with the direct support of funding and time spent on GU's campus over three summers. The Accounts Payable clerk obtained her Bachelor of Science thru Montana State University-Northern in Havre, Montana and is anticipating moving onto her Master's in Business when time allows. Ongoing training through Jenzabar University is taken for certifications in their areas of financial service and the business manager maintains cross training in the office to emphasize a seamless operation.

Budget Preparation and Approval

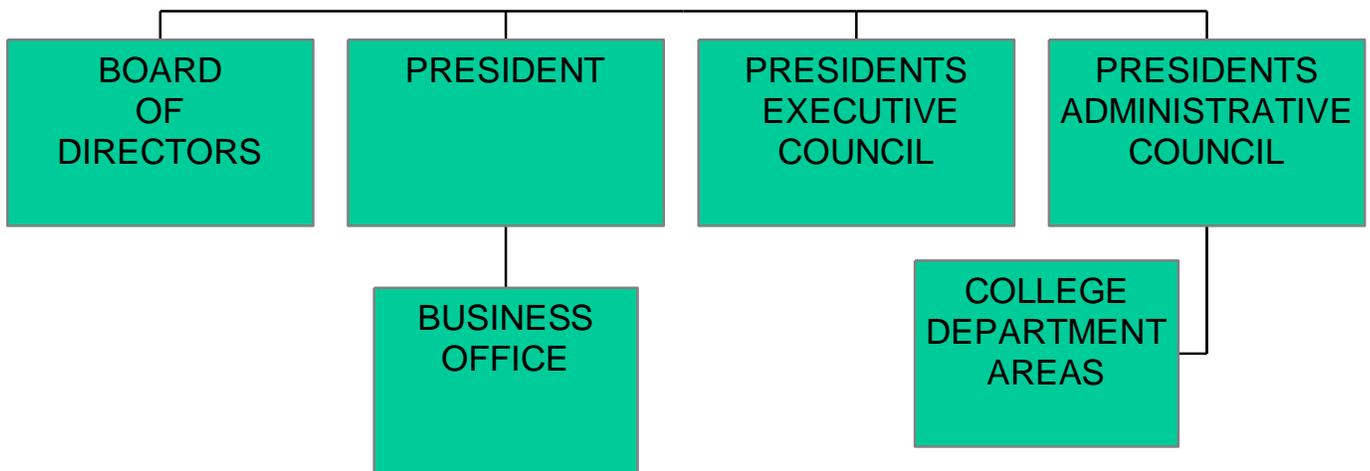
The process of compiling the annual budget starts in January of each year, under the direction of the college president, with prior year financial expenditure reports and financial forecasts provided by the Business Office. These documents form the foundation for determining the forthcoming fiscal year budget, which begins October 1, and runs through September 30. This fiscal period mirrors the federal budgeting year because of the institution’s significant reliance on federally appropriated funds, and also mirrors the Fort Peck Tribes’ fiscal year, as Fort Peck Community College is chartered under this institution.

Funding for the college is generated from a variety of sources, of which the Tribally Controlled Community College Act of 1978 comprises the largest and most significant contributor. The State of Montana, during its 1995 Legislative Session, enacted House Bill Number 544 authorizing the appropriation of funds to provide financial assistance to resident non-beneficiary students attending Tribally Controlled Community Colleges in Montana, to a maximum of \$1,500 each year per full-time equivalent student. Another source of basic financial support is student tuition and fees.

The combination of these sources forms the basis for the institutions financial resource structure, and constitutes the principle contributors to the general fund. Supplemental revenues are generated, as restricted funds, through federal, state, and private grants. Miscellaneous income is derived from the sale of goods, and from investments.

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 Council, which includes the Vice Presidents of Academic Affairs, Student Services, Community Services, and Institutional Planning and Development, as well as the Business Manager. A provisional budget is developed for each area, and as funding information becomes more accurate over a period of several months, is refined. Specific steps of the budgeting process are illustrated and narrated as follows:

FORT PECK COMMUNITY COLLEGE



- 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 Council for review and comment. This exercise initiates the formal budgeting process.

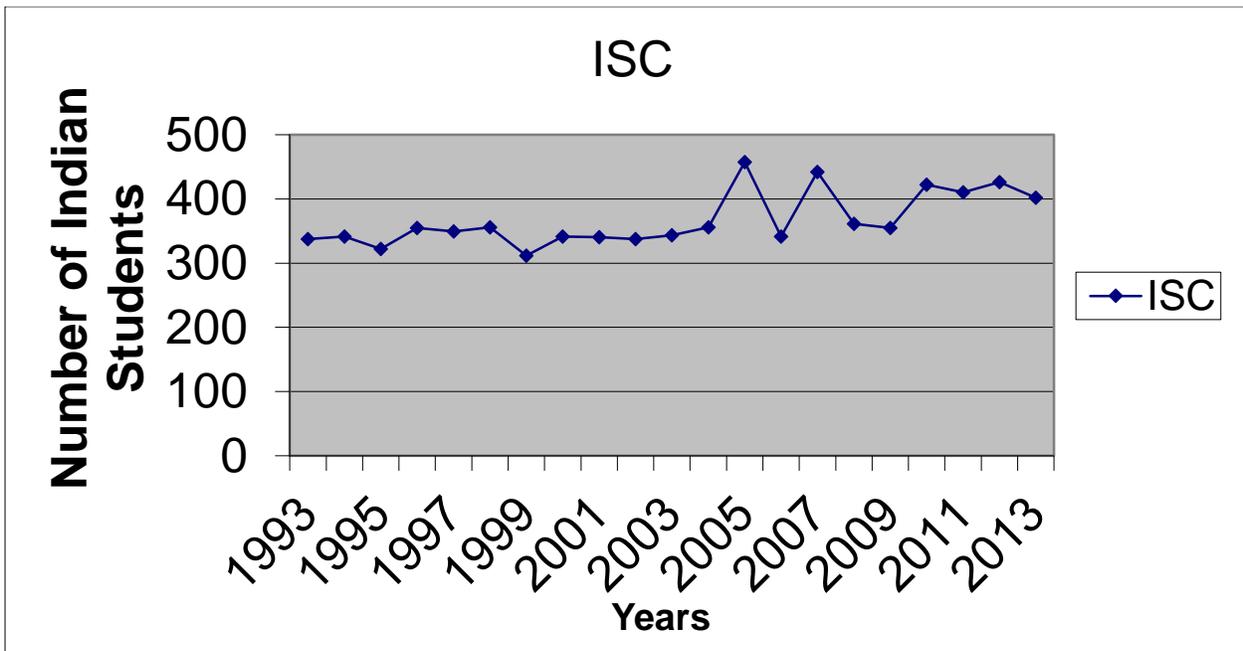
(Exhibit File-Financial P&P)

- Members of the Administrative Council are 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. Completion of steps 1 and 2 is scheduled for April 1 of each year.
- From the departmental areas recommendations, a preliminary budget is prepared by the President and members of the Administrative Council. 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 Executive Council, 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.
- The finance function of the Business Office monitors the unrestricted (general fund) and restricted (special projects) budgets each month. Financial reports are prepared which show monthly and year-to-date cumulative expenditures, and encumbered funds, as they relate directly to the approved budgetary line items.

- During the fiscal accounting year, budgets are subject to certain adjustments which are accommodated through formal transfer requests. Inter-fund appropriation changes require approval by the Board of Directors.

During the budget preparation process, estimating revenues presents the greatest difficulty for Fort Peck Community College. This problem arises from the fact that principal sources of operational revenues, i.e. the Tribal Controlled Community College Act, the State of Montana House Bill Number 544, and tuition and fees, are based on annual institutional student count projections for both Indian and non-beneficiary students (state appropriations).

Additionally, preliminary revenue estimates for TCCA funds are based on Congressional appropriations which in turn are divided by the total Indian Student Count (ISC) nationwide. This figure, which has been approximately \$5,451.61 per ISC for the past five years, is then multiplied by the prior year institutional Indian Student Count.



The State of Montana House Bill Number 544 provides \$2,480.66 per student annually for state resident non-beneficiary students attending a tribal college, and is computed on the same basis as the TCCA monies.

Estimates for tuition and fees revenue are computed by utilizing projected enrollment figures and multiplying by the institutional charges per credit. In turn, this total is again multiplied by the actual rate of collection experienced in the prior year. Tribally appropriated funds are normally committed to the institution by early summer. (F & G-ISC & Non Ben Exhibit File).

2. F.3 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. (Exhibit File - Financial Pol. & Proc.)

Expenditure Controls

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, whom 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.

- 2. F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally-accepted accounting principles and through its reliance on an effective system of internal controls.**

Accounting System Evaluation

The finance function of the college has undergone extensive and critical review over the past four years. This has been in part, because of the stability of key personnel in the business office, counteracting the previous trend of high staff turnover. The current Business Manager joined the college staff in September of 1995. Under the supervision of the Business Manager, and the hiring of three qualified accounting staff within the last four years, the finance function is fully operational, and is continuously expanding its reporting capacity to meet both institutional and contractual requirements.

Each employee is cross-trained in one or more finance functions, and processes and procedures have been developed to combat “institutional memory loss”.

Strengths

- The upgrade to the Jenzabar financial software suite constitutes a major accomplishment, as this software provides a sophisticated and fully integrated institutional accounting system capable of handling student registration, and student financial aid activities, as well as all financial and human resource functions.
- Centralization of all institutional data on a secure server will provide end users with immediate access and retrieval of information that is exclusive to their needs.
- One to one training of program coordinators, directors, faculty and staff in the use of equipment and software has strengthened the campus wide commitment to utilization of this integrated system, which provides a common database of information regarding finance, human resources, student registration, and financial aid.
- The college has hired a Data Technician with specific skills to troubleshoot, provide one on one technical support and design additional reports for the Business Office, Registrar, Financial Aid Director and the organization will strengthen the integrity and capacity of the information provided internally and externally.

Weaknesses

- The finance function of the college needs to develop and implement a comprehensive system for continuous internal audit. Such a system will provide internal oversight regarding the requisition of goods and services,

and the disbursement of funds on an on-going basis. It will also enhance the level of accuracy, while reducing the costs of the annual audit.

- Personnel requirements of the finance function need to be assessed with a view toward task and time allocation effectiveness. Currently, the four individuals charged with the responsibility for carrying out the mandate of this function are pressed to maintain routine daily operations.

2. F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

The College entered into a loan agreement with the United States Department of Agriculture on May 15, 2000. The total loan authorized was \$176,700 and carries interest at a rate of 5.125%.

The loan calls for monthly payments of \$1,179 for twenty (20) years and is to be repaid from general fund revenues. Principal payments of \$10,445.00 were made leaving the note with an unpaid principle balance of **\$66,579** at September 30, 2014. The loan agreement requires the College to establish a reserve account. This reserve is to accumulate at a minimum rate of \$117 per month until there is a minimum of \$14,040 accumulated. As of September 30, 2014 the College has met the accumulated reserve of \$14,040.

The College entered into a loan agreement with the United States Department of Agriculture on February 1, 2005, to fund the construction of a Vo-Tech building. The loan was in the original amount of \$407,190, and carries interest at 4.25% per annum. The loan agreement calls for monthly payments of \$1,784 for forty (40) years and is to be repaid from general fund revenues. Principal payments of \$6,027 were made leaving the note with an unpaid principle balance of \$358,647 as of September 30, 2014. The loan agreement requires the College to establish a reserve account. This reserve is to accumulate at a minimum rate of \$179 per month until there is a minimum of \$21,408. As of September 30, 2014 the College has reserved \$20,585. **(Attachment 9-Audit 2014)**

The college entered into a loan agreement with the Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation on February 25, 2013 to fund construction of a Library and Information Technology building. The loan was in the original amount of \$1,300,000 and carries interest at 1.00% per annum. The loan agreements calls for monthly payments of \$5, 979 starting on January 15, 2014 for twenty (20) years and is to be repaid from general fund revenues.

Payments were made totaling \$44,205 leaving the note with an unpaid principle balance of \$1,222,795 as of 9/30/14.

The annual **Audited** requirements to amortize Governmental Activities debt outstanding as of September 30, 2014, except for compensated absences, is as follows:

Government Activities

Year Ended	Notes Payable		
September 30	Principal	Interest	Yearly Total
2012	14,963	20,593	35,556
2013	15,698	19,858	35,556
2014	16,469	19,087	35,556
2015-2019	95,313	82,467	177,780
2020-2024	47,930	64,730	112,660
Total	<u>\$ 500,228</u>	<u>\$ 382,073</u>	<u>\$ 882,301</u>

Budget Preparation and Approval

Strengths

- The budget preparation and approval process is open and clearly defined. As appropriate, planning for the institutions comprehensive budgetary needs encourages and incorporates input from across the college community. This activity includes the Board of Director, administration, faculty, staff, and in certain instances, students.
- The budgeting process ensures that cost center and line item detail is provided in a clear and concise manner, providing for a realistic and appropriately developed budget. This activity is reflected in the beneficial tracking and controlling of funds by code detail.
- The budget document is reflective of prior year expenditures, which provides the institution with a historical record from which the annual budget analysis and development process can go forward.
- The annual budget development process provides each departmental area with an opportunity to review that department’s mission, goals and objectives to ensure that they are reflective of and comply with those of the college.
- Budget preparation methods are strongly influenced by the college leadership, which requires a cooperative effort between the departmental areas to ensure that the priorities for each area are met. This cooperative effort also provides for a broader institutional awareness of individual departmental initiatives and programs.

Weaknesses

- Long term financial planning and budgeting is difficult because of the institution’s heavy reliance on annual Congressional appropriations, and the associated uncertainty regarding funding levels. This is particularly true as

it relates to the Tribal Controlled Community College Act, the institution's principle source of base funding.

- Availability of Congressional appropriations to meet the annual operating and program requirements of the college is subject to the national political agenda and is frequently delayed. When this happens, it causes uncertainty within the college as to its ability to perform contractually, and in accordance with the approved budget.
- Formalized policies and procedures regarding budget development need to be established to ensure appropriate levels of input, on a timely basis, from across the college community during the budget preparation and approval process.
- Budget procedures must address cost effectiveness and efficiency issues regarding the categorical budgeting of financial resources if the college is to determine the most suitable application of institutional funds.

2. F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

The college bookstore is an auxiliary (enterprise) service. Auxiliary services require different treatment as they are expected to have revenues exceed expenditures or generate a profit and/or the ability to breakeven. Budgeting for auxiliary services constitute a projection of anticipated financial requirements for these areas.

By January of each year, the bookstore manager, with the assistance of the business manager, will prepare an annual plan of operation and submit it to the President.

2. F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally-qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

Audited Financial Statements

All institutional revenues, regardless of source, are audited on an annual basis by a certified public accounting firm utilizing the "Audits of Colleges and Universities" system. 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".

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.

For Fiscal Year 2013-2014, the audited financial report is available at the Fort Peck Community College Business Office. **(Attachment 9- Audit 2014)**

Copies of the financial section of the Integrated Post-Secondary Education Data System (IPEDS) report for the past three years, FY12, FY13, and FY14 are available at the Fort Peck Community College Business Office.

2. F.8 All institutional fund raising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

Fort Peck Community College has not established a separate 501c-3 Foundation at this time. The new President has made it an urgent initiative for the Vice-President of Institutional Development to set up a committee with strategies for structure, financial viability and participant outreach. The Institutional Development Office is charged with developing a foundation with donors from alumni, private parties, corporate and philanthropic foundations. The initiative was started in July of 2012.

STANDARD 2.G. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

PHYSICAL

2.G. Sufficient physical resources, particularly instructional facilities, are designed, maintained, and managed (at both on- and off-campus sites) to achieve the institution's mission and goals.

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. 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.

2.G.1. Sufficient Instructional Facilities to Achieve Mission and 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 technology center on the Poplar campus; phase

one of a three phase Library, Archives and Information Technology Center. See Exhibit File 2.B

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.

Please see the attached break out of facilities and their spatial use.

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 Technology Center	205 F St. East	Library, Technology Center, Community	8,000				
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
Storage Quonset	101 Blvd. Ave.	Cold Storage	3,200	0	0	0	3,200
<i>Total Poplar</i>			102,141	18,111	38,868	18,384	18,778
<i>Campus</i>							
WOLF POINT CAMPUS				Class	Lab	Office	General
Building Name	Location	Primary Use	Total Sq. Ft.	Square Footage Per Area			
Wolf Point Wellness Center	233 Cascade	Physical Fitness	7,000	1,500	5,000	500	0
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
<i>Total Wolf Point</i>			20,441	9,300	6,841	2,800	1,500
<i>Campus</i>							

TOTAL SQUARE FEET	114,582	27,411	45,709	21,184	20,278

Poplar Campus New Construction:

Year	Building Name	Primary Use	Total Sq. Ft.	Cost
2008	Transitional Dorms	Temp. Lodging Professionals	4,800	400,000.00
2009	Student Dorms	Student Housing	6,000	887,000.00
2010	Faculty Houses (3)	Faculty Housing	4,200	900,000.00
2011	FPCC Motor Pool	Equipment & Vehicle Storage	90,000	40,000.00
2011	FPCC/Tribal Library	Library/IT Center	8,000	3,273,000.00
Total Cost	of New Construction			5,500,000.00
Total Square Footage New Construction			113,000	

Data Analysis

Fort Peck Community College maintains 30 buildings, consisting of 250,000 square feet. The main campus, located in Poplar, has 27 buildings totaling 207,141 square feet. The Wolf Point campus consists of 3 buildings totaling 20,441 square feet. The square footage of these facilities has been categorized into four distinct areas, each of which is consistent with the standardized spatial requirements for classroom, laboratory, office, and general-purpose utilization. A closer examination of space allocation illustrates the institutional commitment to both academic and vocational/technical education, which together forms the foundation for the delivery of educational services to the reservation community, and beyond.

2.G.2. Use Storage and Disposal of Hazardous Materials

Hazardous materials and waste are dealt with according to Federal and State Standards and regulations governing their storage and disposal. Certain FPCC programs and courses require minimal use of hazardous materials, such as chemistry laboratory research; the chemistry faculty members provide a storage, disposal and replacement plan for the biology and chemistry lab materials and supplies. They are responsible for the implementation of this plan. Recent upgrades of the plan have been reviewed by the Montana State EPA Office.

Automotive and heavy equipment repair and maintenance programs, they do create a certain level of hazardous waste materials. The College, through its HAZMAT program, has successfully developed and utilizes a certifiable process for the use, storage and disposal of these hazardous materials.

– Adequacy of Instructional Facilities to Effectively Meet Functional Demand

Facilities are generally adequate to accommodate their assigned function. (*Check our data for space utilization and room usage report.*) Due to the demand for application of new technologies, principally the proliferation of computer technology in the classroom, the need for computer laboratories and classroom linkages has required extensive remodeling and upgrading of campus facilities.

Office space has been an ongoing concern for the college. Given that some 55% of the faculty and staff are funded through grants and contracts, many of which are for periods ranging from two-to-five years, it is difficult to determine with great accuracy the need for physical space. Fortunately, the new facilities and those recently remodeled have been designed to meet, as closely as possible, projected office space requirements.

– Adequacy of Facilities Furnishings

During the self-evaluation process a survey was conducted to measure the condition and adequacy of physical resources. While most instructional furnishings are reasonably new, some are showing wear and are near the end of their useful life. The classrooms and laboratories are for the most part functionally adequate for effective teaching and learning. However, certain areas need to be addressed to assure accommodation for the growing number of people and programs on campus. This includes computer stations and study carrels.

The primary source of funding for equipment and furnishings comes from federal grants, and in certain instances from the college general fund. Grant funded programs budget their equipment and furnishing needs from within the grant whenever such funding is allowed. In-kind matching grants require careful consideration by the college when capital investment is required. When departments or programs fund furnishings from operating budgets, these expenditures require approval by the department head and the college President.

– Facilities Management, Maintenance, and Operation for Quality and Safety

The management, maintenance, and operation of institutional facilities is the responsibility of the Maintenance and Operations staff. The Facilities Supervisor leads this team, comprised of six full-time members, as they strive to keep the campus a safe, attractive, and environmentally friendly place. Most of the funding for the maintenance and custodial staff comes from the general fund. However, certain costs associated with facilities acquisition and renovations are provided through Student Building Fees.

Throughout the year, the maintenance and operation team is comprised of six full-time staff members, with seasonal employees hired during the summer and over holiday

periods. The Facilities Supervisor holds certifications in building trades and facilities maintenance, and is responsible for minor facility repairs. The Supervisor is also responsible for scheduling of qualifying licensed contractors, i.e., electricians, plumber, HVAC, and carpenters as required.

– Construction and Maintenance of Safe and Accessible Facilities

FPCC is committed to providing a safe, environmentally friendly, and barrier free campus. The campus buildings and grounds have been designed and constructed to be inviting, as well as enjoyed by students, faculty, staff, and visitors. Substantial work has been done over the past ten years to improve the environment of the college, and to eliminate any physical hazards.

Through grant and college resources in the last 6 years, over 5.5 million dollars of new construction money and another \$200,000 renovation funds have added five new educational and housing (student and faculty) buildings and according to the long range master plan consistent with the core themes of the institution and growing needs in technology and education.

2.G.3. The Institution has a physical master plan

The college develops and reviews the master plan on a regular basis for campus physical development. The plan is consistent with the core themes and mission of Fort Peck Community College. The college embarked on its latest effort to update the physical master plan in 2010. The physical master plan is an ongoing effort discussed each year during the strategic planning session and developed consistently with availability of funding, and local resources. It should be noted the physical master plan is apt to change based on the direction of the FPCC board of directors. The strategic planning is proven effective and critical to the successful acquisition of Federal, State and local funding sources as well as the private sector. As Fort Peck Community College strategic plans are implemented, the college will become a greater place for the entire campus at Fort Peck Community College and its reservation communities. See Exhibit File 2.G.2 for the FPCC Campus Master Plan.

2.G.4. Equipment is sufficient in quantity and quality and managed appropriately

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.

TECHNOLOGICAL INFRASTRUCTURE

FPCC currently has a four member IT Department: one CIO, one Network Administrator, one Database Specialist and one Distance Learning Specialist. The IT Department tries to employ at least one FTE by using intern or student employment opportunities dependent

on yearly funding. FPCC has tried to grow the IT Department over the course of the last ten years but due to fluctuating funding levels, the department has also fluctuated in numbers. Comparatively to ten years ago, the department has grown from one full time position to four.

2.G.5. The institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, programs, and services

The infrastructure currently at FPCC for technology consists of a main campus network connected to many outlying networks via VLAN techniques. The main FPCC campus (Poplar) consists of seven buildings with a fiber backbone with a 100 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. 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 100Mbs hubs. The summer of 2015 is now scheduled to upgrade all buildings to Maraki managed switches. A wireless environment exists in all seven buildings on the main campus, with a planned project to upgrade wireless connectivity to outlying buildings the fall of 2015. FPCC also has 3 facilities 20 miles away in Wolf Point which also have CAT5 or CAT6 internal wiring with 10Mbs DSL uplink in two and 100 Mbs uplink in the main building (Dumont). The FPCC network in its entirety ensures students, faculty and staff access to internet resources from literally any public access building that FPCC is utilizing. This connectivity comes at a cost but allows the flexibility to keep all financial, academic and administrative functions available even through unforeseen emergency situations or relocation and construction projects, which we have endured successfully thus far.

FPCC currently consists of 12 computer areas totaling 170+ systems for student usage (roughly 2:1 student to system). 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 14 system study area. It is open to students during working hours (the exception being if an overflow class or workshop is scheduled). (3) Another lab, which is dedicated to the usage of our new DeMand program, is located at the Sixth Avenue Building in Wolf Point comprised of 5 systems. (4) Phase I has a library access lab consisting of 8 systems for library patronage (students and public members) as well as a (5) new community lab consisting of 18 systems. (6) Old Main has a lab dedicated for the usage of the Business Department totaling 14 systems. This lab is also available during non-class hours for student usage. (7) Located in War Eagle Vision is a student lounge lab for a more relaxed environment. This lab is comprised of 12 systems. (8) War Eagle Vision now has two labs. One dedicated to adult basic education uses with 12 systems and one (9) utilized by our Native American Studies Program with 10 systems. The latter also is student usage during open hours. (10) The Microsoft Lab, dedicated to the Computer Networking and Programming curriculum is now located in the JES Library Phase II. This lab has an additional 18 systems for classroom and student access. (11) The Science Building houses FPCC's general lab for introductory classes and student access and

comprises 24 systems. (12) JES Library Phase II also houses a new computer lab for instruction consisting of 28 systems. FPCC has also facilitated through grants the purchase of at least 10 systems for each of the four high schools located on the Assiniboine and Sioux reservation with a focus on utilization to increase the areas of mathematics and science. Staff and faculty systems total an additional 100+ bringing the IT Department's responsibility to 270+ systems. The IT Department also manages 6 servers, 1 PBX system, 4 video delivery rooms as well as 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 out buildings 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.

FPCC provides 18 multimedia classrooms with full projection with DVD capabilities as well as 12 mobile interactive white boards and 2 mobile video units. Multimedia classrooms are all internet ready and comprise over 80% of current classroom capacity. The interactive white boards are strategically located throughout Poplar and Wolf Point facilities to best ensure that at least one is available in all buildings where instruction occurs. The mobile video units are located at JES Library and Dumont respectively. Due to the nature of the network requirements the mobile units are confined to the two buildings that currently serve as distance learning studios.

2.G.6. Appropriate instruction and support for faculty, staff, students in use of technology and technology systems

FPCC currently provides 20 weekly (10 each semester) one hour classes 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, Moodle, Distance Learning and technology environments. A work order policy is currently in use; however employees are able to email issues or call the help desk as alternative avenues for support.

2.G.7 Technological infrastructure planning

The Technology Committee meets once a month (Aug – May) consisting of the entire IT Department, Librarian, VP of Academic Affairs and two faculty members. FPCC also has a Jenzabar Teams Committee consisting of the Database Specialist and all Teams users for individualized support and professional development opportunities. Meeting are open to anyone who wants to attend and FPCC personnel are notified. Follow up assignments (surveys, interviews, case studies) may be assigned to committee members to further identify the needs of FPCC.

2.G.8 The institution develops, implements technology updates and replacement plans to ensure technological infrastructure is adequate

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.

Chapter Three: Planning and Implementation

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

STANDARD 3.A Institutional Planning

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

Haven Gourneau was appointed President of FPCC in May 2014, replacing Florence Garcia who resigned at the end of 2013 to take a position at another educational institution after a two-year term. Prior to that, the College was led by Dr. James Shanley, who held the top leadership position of the institution for 28 years.

Strategic and institutional planning has become a focal point of President Gourneau's administration, continuing the future visioning implemented during Dr. Shanley's tenure. The College develops their strategic plan in five-year increments, and are in the process of the development of the next strategic plan that will cover 2015-2020. Even with a sound strategic plan in place, no educational institution can foresee all of the obstacles and

challenges that will arise in affecting the attainment of goals, objectives and activities within the strategic plans that guide the institution.

FPCC administrators recognize the importance of an internal strategic plan, with departments and divisions across the institution engaged in the development, planning and implementation of the multi-year strategic plan that guides the college's activities and growth. The President's Executive Team, made up of the three Vice-Presidents of the college along with the Business Manager, utilizes the contents of the strategic plan in making decisions and implementing activities that strengthen the mission and role of the institution in its service region. The FPCC Board of Directors, along with the President and Executive Team, meet annually to review, discuss and revise the strategic plan that covers a five-year period.

FPCC enjoys collaborative relationships with the colleges and universities across Montana, as well as dozens of tribal colleges across the nation. Articulation agreements have been entered into over the past few decades with a half dozen four-year colleges and universities within Montana, allowing local students to pursue their bachelor degrees through distance learning and online courses without leaving home. Additionally, the college has established partnerships with universities for research projects across a variety of disciplines, and have participated in consortiums between other tribal colleges in a variety of grant-funded projects and programs.

FPCC also has strategic long-term plans in place for important issues. The administration is in the process of the development of an updated campus master plan that will guide the board and administration in decision-making processes concerning the campus facilities, academic and vocational offerings, campus housing, campus security, budgets and fundraising, and overall growth of the institution. Because of an increase in campus violence across the U.S. and an interest for student safety, an emergency management plan has been developed and implemented with leadership training and emergency drills. The Information Technology Department monitors a capital development plan that includes new technology, hardware and software updates, campus-wide system upgrades, and other costs related to growth and development of the institution.

3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

FPCC's planning process is broad and inclusive of the appropriate participants has been beneficial in the creation of this working document that has been successful in guiding the college's operations, offerings and growth. Declining enrollment and reduced funding levels have been at the forefront during strategic planning sessions for the last two years. Campus facilities have been examined, evaluated and categorized on their current condition and future role in the overall campus environment. With the completion of a new 20,000 sq. ft. Library/IT Center, of which the college invested a large amount of internal resources, the need for additional growth will be assessed before any further major additions to the facilities inventory takes place.

This same approach has been utilized in examining the academic and vocational programs at the college, with the Vice-President for Academic Affairs, the Faculty Senate, and the college's Executive Team evaluating the data and research presented to make decisions on what programs may need to be discontinued or reconfigured, and what programs or offerings need to be added per the documented demand for these courses and trainings. Regardless of deletions, additions or restructured programs, a financial obligation exists amongst all three actions and is taken into consideration before any plans are implemented.

President Gourneau and her administration remain very amenable to discussion, planning and information sharing. Campus-wide meetings are held regularly to inform all employees of important information, allowing for feedback and input on the institution's overall direction and growth. Ultimately, all strategic planning, budget decisions and programmatic changes are presented to and approved by the Board of Directors before any implantation activities occur.

3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

With the budget and strategic planning processes in place and along with the budget reductions recently implemented, FPCC is prepared to move into the future stronger and more attentive to meeting the needs and demands of the student population. Through a variety of surveys, the college has examined the data generated from these sources in addressing the requirements of the local workforce, the needs of businesses, agencies and organizations, the deficiencies within the communities across the school's service region, and the opportunities to strengthen the cultural identity and awareness of the reservation population and surrounding communities. As with all activities undertaken by the institution, the mission is always at the forefront when goals, objectives and activities are addressed and implemented.

The college relies heavily on the Institutional Development & Research office to gather the statistical data used in much of its program analysis and development. Also, the Registrar's office continually tracks the number of class sections offered and enrollment trends. The production of these numbers and data assist the administration in the decision-making process and evaluation of programs and curriculums offered by the institution.

3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

Annual, as is spelled out in the business offices policies & procedures by January of each year, 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 for review and comment. This business practice initiates the formal budget process. Members of the Executive Committee are responsible for sharing this information with their

respective faculty and staff members for comment. Priorities and strategic spending are made in consensus with Core Themes for the short and long term sustainability of the college.

The allocation of resources for the institution 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 staffing/ faculty requirements based on curriculum and planned institutional initiatives.

Of the six core strategic goals; the fiscal objective is as follows-

#5. Meet the fiscal and physical needs of the college.

- D. Secure adequate funding and other resources to support FPCC staff, programs, activities and services.
- E. Conduct sound budgeting, fiscal monitoring and business office practices to ensure that funds are expended properly, efficiently and effectively.
- F. Maintain adequate physical and technological resources to support FPCC operations.

Examples of successfully retaining programs such as Title III, NSF-TCUP, Dept. of Labor-DEMAND/RevUp, NACTEP, Student Support Services and USDA AG and Rural Development funding make up a significant share of the total budget. Programs are multi-year and provide the instructional, infrastructure and operating revenue to meet the needs of an ever changing and dynamic workforce that the college is geared up to graduate.

The college has capitalized on funding opportunities to expand their campus footprint in serving the students of northeastern Montana. In the past twelve years the Office of Institutional Development has leveraged funding and resources to build a satellite campus in Wolf Point, a state of the art Vocational Trades Building, a Visitors Lodge, a Student Dormitory, three Professional Housing units and an Information Technology/ Library and Tribal Archive Facility has just been completed and put into service.

A list of projects on the short term horizon include:

Comprehensive remodel of our Science Facilities. FPCC has received substantial inventories for research equipment from Montana State Bozeman passed through from INBRE and NIH Funding sources. FPCC has collaborated with MSU to create capacity and student competencies in health, biology and Science Research.

- A College Recreation Center is on the short list to be built contiguous to the new IT Center/Library.
- Additional Faculty housing is being accessed to help recruit and retain qualified candidates.
- A Cold Storage Building is on the drawing table to enhance and preserve the valuable equipment and machinery of our highly successful Automotive & Truck Driving Program.
- Our Vocational Trades students and qualified Faculty and Staff participate in concrete, exterior and interior renovation projects for

certifications and provide a contemporary & cultural facelift to our campus facilities.

- Information Technology is also on the front burner for constant upgrades. Upgrades to Digital switches, expanded wireless connectivity, and on-line access is essential to our capacity to reach today's students and create a high tech Modern Institution of Learning.
- A third Poly Com system is also being added to our Vo-Tech Building to add Distance Learning Capabilities to our new Diesel Mechanic Curriculum.
- A Student Union Facility equipped with a Café was a much needed remodel of an outdated classroom facility. Students, Staff and the community can enjoy breakfast and lunch at affordable prices on campus.
- TRACDAT has been purchased to foster continuous improvement with more effective planning outcomes & an efficient tool for assessment.

3.A.5 The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

FPCC Emergency Response Plan

The purpose of the FPCC Emergency Response Plan is to establish response procedures in the case of a violent incident occurring on the Fort Peck Community College campus. The plan has the following focus in terms of priority areas:

- Classrooms
- Offices
- Shop and Vocational Areas
- Other areas such as the Bookstore and Wellness Centers

FPCC is a multiple building college which provides certain advantages if such an unfortunate incident should occur. Incidents include an active shooter or other threats deemed life threatening.

If faculty or staff members observe a life threatening incident occurring or about to occur, call 911. Describe the nature of the situation and pin point the location for responders. If possible notify the front office of the college at ext. 6300, 6310, 6311, 6312 in Poplar or 6380 in Wolf Point.

The emergency response kit is for first responders (police). An emergency response kit will be available at the following locations:

- The front desk in the Greet the Dawn Building
- FPCC Tribal Library
- Institutional Development Building on the Boulevard
- Wolf Point Campus Dumont Building
- Student Services Department in the War Eagle Vision Building

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. **(Exhibit File- Current Insurance Policy)**

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 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.

The risk to intellectual property in the administrative, financial and campus wide is lowered through a coded keyless 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.

Chapter Four:

Effectiveness and Improvement

The institution collects data related to clearly-defined indicators of achievement, analyzes those data, and forms evidence-based judgments of achievements of core theme objectives. It regularly and systematically applies clearly-defined evaluation procedures to appraise the relationship of institutional planning, resources, capacity, and practices to the objectives of its core themes; and assesses the extent to which it accomplishes those objectives and achieves the goals or intended outcomes of its programs and services. It uses assessment results to effect improvement and disseminates its findings to its constituencies.

Executive Summary of Eligibility Requirements 22 - 23

ER 22. STUDENT ACHIEVEMENT

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

FPCC identifies and publishes the degree, program, and course learning outcomes for each of its degree and certificate programs. These degree and program level learning outcomes are published in the FPCC Catalog and on the FPCC website. The course level learning outcomes are posted in the syllabi for each course. The college engages in regular and ongoing assessment to validate student achievement of these learning outcomes and reports findings yearly.

ER 23. INSTITUTIONAL EFFECTIVENESS

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. 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.

The evaluation and planning procedures of the College have been renewed and reinforced during the past year. Because the mission and core themes are new due to insuring that they are assessable and measureable, the process to assess them is also new, but there is strong commitment that the process will be regular and ongoing, and information obtained will be used to improve the operation of the College. The goal of assessment at Fort Peck Community College is information-based decision making which leads to action. In light of this, FPCC purchase TracDat from Nuventive as a means to insure our decisions are

information based. The monitoring of relevant environments is completed on a yearly basis during our Strategic Planning session. Early 2014, FPCC's Strategic Plan was aligned with the Core Themes to keep our mission relevant as to where and what FPCC needs to do to move forward.

STANDARD 3.B Core Theme Planning

3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

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

Strategic and institutional planning has become a focal point of President Gourneau's administration, continuing the future visioning implemented during Dr. Shanley's tenure. The College develops their strategic plan in five-year increments, and are in the process of the development of the next strategic plan that will cover 2015-2020. Even with a sound strategic plan in place, no educational institution can foresee all of the obstacles and challenges that will arise in affecting the attainment of goals, objectives and activities within the strategic plans that guide the institution. In April 2014, FPCC aligned its strategic plan with the core themes in our mission to insure our programs and services are aligned with and contribute to the core theme's objectives.

FPCC administrators recognize the importance of an internal strategic plan, with departments and divisions across the institution engaged in the development, planning and implementation of the multi-year strategic plan that guides the college's activities and growth. The President's Executive Team, made up of the three Vice-Presidents of the college along with the Business Manager, utilizes the contents of the strategic plan in making decisions and implementing activities that strengthen the mission and role of the institution in its service region. The FPCC Board of Directors, along with the President and Executive Team, meet annually to review, discuss and revise the strategic plan that covers a five-year period.

In April of this year (2015), the college administration approved and funded the purchase of TracDat software designed specifically to aid colleges and universities in documenting and monitoring the assessment of outcomes for core themes and strategic plan objectives. The college administration will use the information entered into TracDat to formulate

strategies where improvements or adjustments are needed as well as to make changes and updates to the strategic planning efforts of the College.

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

Teams were organized in November 2014 and tasks assigned included setting indicators and benchmarks, determining appropriate assessments, and reviewing initial assessment results. The Teams have only accomplished initial planning based on assessment that was in previous use. While each Team has prepared a set of recommendations to increase institutional effectiveness in their respective Core Theme, with few exceptions, the Teams have not yet evaluated programs and services for their contributions to the Core Themes. As the tasks of setting initial indicators and benchmarks is completed, Teams will now further evaluate the areas in which FPCC is not achieving its benchmarks and the need for program and/or service revisions or creation of new services and/or activities. However, the Teams have recommended specific actions that would provide further coordination between programs and services.

The purchase of TracDat, this year in April 2015, will allow Fort Peck Community College to align the programs and services offered by Fort Peck Community College in a more efficient manner. Course outcomes, program outcomes, and institutional outcomes will be assembled into TracDat so that core theme programs and services will be aligned with and contribute to the achievement of the goals or intended outcomes of the respective programs and services. Program Review as well as our strategic planning will utilize TracDat to assist in making the determinations required to insure that alignment to the core themes are realistic.

Instructional programs and administrative departments at Fort Peck Community College, with their learning outcomes and goals, are aligned with the core themes of the institution. Ongoing research by the administration of the College, and other personnel, will help to ensure that the offerings of the institution remain aligned with institutional priorities.

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Each Core Theme is assessed through a set of indicators using appropriately-defined data to evaluate accomplishment of the objectives. Two benchmarks are established for each indicator: a threshold and a target benchmark. The threshold

represents FPCC's minimum expectation for performance, whereas the target data point provides FPCC's ambitions for achievement for each particular indicator. Indicators were set using factors such as internal historical trends or external benchmarks such as IPEDS or AIM/AKIS. If no previous data was available, the Theme Teams set benchmarks at what they considered to be an appropriate level, to be revised in ongoing review of the appropriateness of indicators and benchmarks.

One major issue with strategic planning at the College is the lack of a comprehensive assessment effort up to this point. Understanding how the College is fulfilling its mission and objectives is largely a function of being able to properly assess. The purchase of the TracDat software will greatly increase the college's ability to gather data and properly assess progress toward achieving strategically planned and outlined core themes and their objectives.

STANDARD 4.A Assessment

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

Advances in assessment have grown since the founding years of Fort Peck Community College. In 2001, the College adopted a comprehensive institutional assessment program that was a broad analysis of all performance outcomes based on retention rates and student completion rates. Today assessment has grown to align the mission with its core theme and objectives.

Historically, the FPCC Assessment Plan was an annual, systematic, data driven cycle that ensured activities align with the College's mission. Today, Fort Peck Community College has implemented a process that reports results that improve educational opportunities and programs. The Institutional Assessment Plan strives to gauge institutional effectiveness, with measurements of student learning on a macro level: graduation and retention rates, course completion rates and grade distribution patterns, math and English placement rates, and student majors, and Program Learning Outcomes.

Measuring success at tribal colleges is done in several ways. And since demand for assessment has changed, President Gourneau has become proactive and is committed to engaging faculty in addressing student achievement from multiple perspectives rather than the standards that were used in the past. To promote assessment, it is necessary that faculty consider their means of assessment and implement course learning outcomes that assess students' performance. In doing so, FPCC is revising the Institutional Assessment Plan to connect student learning outcomes and core themes to the new accreditation paradigm.

Historically, each college division (Academics, Student Services, Community Services and Institutional Development) was required to complete an annual report. In this report, each division established a report that analyzes the following.

Outcomes are statements of what the division staff expects to achieve during the next academic year.

Data collection is the FPCC documentation used to measure the numbers of students and graduates and whether or not the expected outcomes were met.

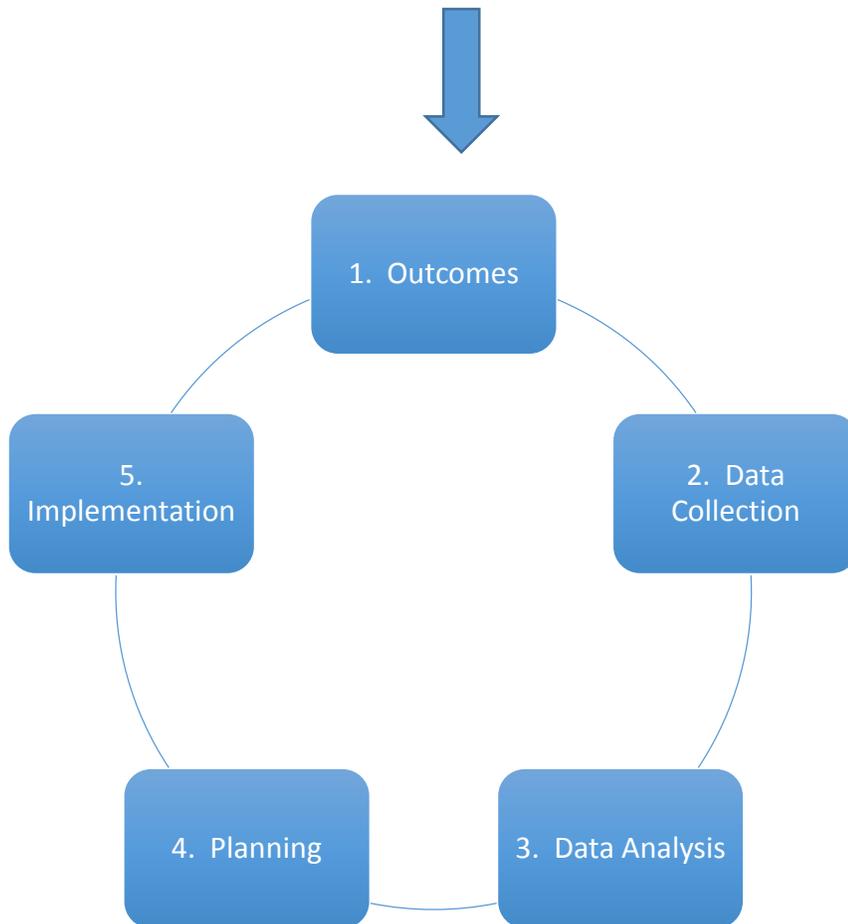
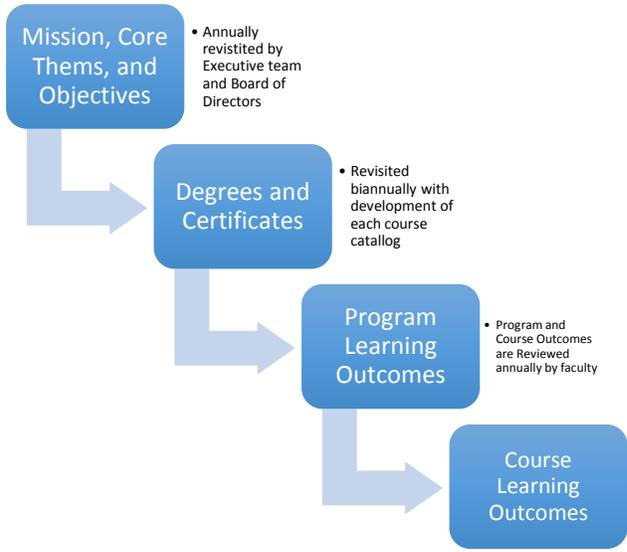
Data analysis is the interpretation and comparison of the FPCC data to the historical record, and to national standards and other tribal and community colleges.

The implementation phase also includes periodic and episodic data collection of the number of participants and the success of the activities.

The data that has been collected in the past has been informative, but does not align with the requirements necessary to meet the Northwest Accreditation standards. In 3.B.1, the integration of the planning efforts of Fort Peck Community College are consistent with its new core themes, will be a key measure under the accreditation paradigm. As discussed earlier, Fort Peck Community College has identified four core themes: 1) Academics and Transfer Preparation, 2) Cultural Identity, 3) Community Service, and Workforce Preparation. Core themes are tied to the strategic plan which contain objectives indicators and measures that are now part of the assessment process at Fort Peck Community College. Today, Fort Peck Community College is working to align their assessment plan and is actively engaged in integrating core themes into assessment. Currently, assessment is ongoing at four levels.

1. The assessment of mission, core themes, and their objectives
2. The assessment of degrees and certificates offered by the college.
3. The assessment of program learning outcomes
4. The assessment of course learning outcomes

Figure 1, illustrates the recurrent nature of Assessment and the integration of core themes into the assessment process at Fort Peck Community College.



Today, Fort Peck Community College collects several forms of data in its efforts to effectively address the Assessment Plan at FPCC. Examples of multiple forms of data are illustrated in the table below.

Type of Data	Level of Impact		
	College	Program	Course
Direct Indicators	Degree Students Learning Outcomes	Program Learning Outcomes (PLO)	Student Learning Outcomes
Indirect Indicators	Student Satisfaction Survey	Alumni Survey Job Placement	Course Evaluation
Institutional Data	Enrollment Data Transfer Rates	Retention Data Graduation Data	Course Completion Rates

Direct indicators of student learning as seen in the table include course embedded assessment such as presentations, essays, oral and written exams and assignments. Indirect indicators are a systematic process of gathering and using information regarding perceptions of the students’ learning process aimed to improve the quality of academic program at Fort Peck Community College. Institutional data provides information about the overall condition of and effectiveness of the college. Fort Peck Community College collects, analyzes, and uses all the indicators mentioned above for assessment purposes at the college, program, and course levels.

The measures or means of assessment must be documented; must provide tangible evidence of learning that occurred over a capstone course or the program. The key is that they are “culminating,” documented by evidence of skills, abilities, knowledge and understandings from the entire program of study.

In the past, assessment was determined by the course instructor, and the achievement of outcomes were documented annually in the graduate report submitted by the FPCC Assessment officer, but the analysis and use of the data has not been as detailed and beneficial as it could have been. Fort Peck Community College states assessment is critical to improved educational programs, yet a synopsis of indicators is vague and insufficient for demonstrating the effectiveness of the program. Consequently, staff and faculty are not yet benefitting from the assessment work that is occurring. Future use of the TracDat software and annual reviews by the President and her administrative team will ensure all assessment data is reflected and utilized in any and all changes made to student and program learning outcomes. TracDat will also be used to measure and assess institutional outcomes as required for the core themes. Program review and strategic planning will also be added to TracDat in the near future.

Because this type of assessment is new to Fort Peck Community College, and assessment is ongoing, it is expected that with the development of each new course catalog, revisions and improvements will be made to each program.

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

Evaluation of programs and services occurs through a systematic set of campus processes. Evaluation processes are used as a tool to improve evaluation activities in a variety of ways. For example, Student Satisfaction Surveys, Program Review, Faculty Evaluations, and Faculty Peer Reviews are all tools utilized to identify areas of improvement.

The assessment of programs through the tools mentioned above are intended to provide meaningful, assessable, and verifiable data that informs evaluation and planning for core theme and objectives. This includes ad hoc reporting and surveys as needed to evaluate specific programs and services per administration or department request. The faculty maintains primary responsibility for evaluation of academic programs, including the Learning Outcomes Assessment Process. It is FPCC's intent that the assessment process be a built-in feedback loop to ensure that results are utilized for program improvement. Processes are coordinated through the Office of Institutional Development, which works with the Vice President for Academic and Vocational Programs for compliance and completion of required evaluation activities.

The assessment of mission, core themes, and their objectives

The FPCC Strategic Plan describes the general framework that the College Board, Administration, Faculty and Staff use in the evaluation and refinement of the college's mission, core themes, and objectives. A strategic planning session is held each year for key administrators, staff, faculty and the Board of Directors. The strategic plan looks five years into the future with these annual evaluations and updates.

Core theme development occurred at the community level but was adopted by the Fort Peck Community College Board of Directors during the strategic planning retreat in 2011. Each core theme is tied to the Strategic Plan of 2014-2019 which contains long terms goals, objectives and indicators to improve instructional effectiveness. As the Board of directors implements a new strategic planning, the review of Core Themes will feed directly into the annual Strategic Planning Session.

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

In addition to the assessment of Core Themes, teams were assigned to determine indicators and benchmarks appropriate for assessment and reviewing initial assessment results. The Teams have only accomplished initial planning based on assessment that was in previous use. While each Team has prepared a set of recommendations to increase institutional effectiveness in their respective Core Theme, with few exceptions, the Teams have not yet evaluated programs and services for their contributions to the Core Themes. As the tasks of setting initial indicators and benchmarks is completed, Teams will now further evaluate the areas in which FPCC is not achieving its benchmarks and the need for program and/or service revisions or creation of new services and/or activities. However, the Teams have recommended specific actions that would provide further coordination between programs and services.

The assessment of student, degrees/certificates offered by the college.

Fort Peck Community College publishes a catalog every two year. The catalog contains the degree descriptions, core credit requirements, programs of study and course descriptions. The class schedule for each semester is printed and distributed to students via advisors and student services. It is also posted on <http://www.fpcc.edu>.

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

Student enrollment tables	Student enrollment and completion by program and by course tables	Retention rates	Graduation rates
<ul style="list-style-type: none"> -Enrollment by full time/part time, by gender, by race for previous year and semester -Enrollment trends for the previous five years 	<ul style="list-style-type: none"> -Academic programs and required courses -Vocational programs and required course 	<ul style="list-style-type: none"> -First time, degree-seeking students enrolled in Fall 2003 and returning in Fall 2004 -First time, degree-seeking students enrolled in Fall 2002 and receiving an associate degree in May 2005 -First time, certificate-seeking students enrolled in Fall 2003 and receiving a certificate in May 2005 	<ul style="list-style-type: none"> -FPCC graduates by degree and by program for five years -FPCC graduates by gender and by race -FPCC graduates and employment or education status following graduation

Faculty members are also given data from other Tribal Colleges and Universities for comparison. The student data, usually presented in tables, is consulted to answer the following questions.

1. Is the total student's enrollment increasing or decreasing?
2. Is the American Indian student enrollment increasing or decreasing?
3. What programs of study have the highest enrollment or are increasing most rapidly?"
4. Which programs have the best graduation rates?
5. Where are FPCC graduates employed?

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

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

Assessment of Program Learning Outcomes and Student Learning Outcomes

Each course is defined by a set of learning outcomes that are included in the course syllabus. Course learning outcomes are determined by the faculty members teaching the course, and working with the Vice President of Academic and Vocational Education to ensure the outcomes are appropriate to prepare students for successful completion of the course and/or program. Assessment of course outcomes is the responsibility of each individual faculty member, and documented through assignments, and final course grades.

General Education Assessment

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

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and

however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Student learning and achievement is an important component of the assessment process at Fort Peck Community College. In 2006, the Northwest Commission on Colleges and Universities recommended that Fort Peck Community College identify and publish expected learning outcomes for each of its degree and certificate programs to improve student learning. In 2009, Fort Peck Community College implemented the FPCC Program Learning Outcomes (PLO) Plan designed by the FPCC faculty from all disciplines and fields of study and the faculty have had the central role in the design of and in the implementation of the plan. The **Program Learning Outcomes Plan** focuses on the student learning achieved within the degree programs and certificates, as well as the student learning achieved in the General Education and Related Instruction core programs.

Over the last five years, Fort Peck Community Colleges work on assessment has resulted in a better picture of what is happening across campus leading to improved results in student achievement. The Program Learning Outcomes Plan measures learning at the student and program level, to gather specific data on student performance, skills, and knowledge at points in the degree and certificate programs. The General Education Requirements, Related Instruction and the College Preparation Core are the foundation for all degrees and certificates. As a whole, the Faculty crafted program learning outcomes for all required learning programs. Curriculum-wide information technology and library/learning resources learning outcomes were developed by the Chief Information Officer and the College Library Director respectively. The Degrees and Certificates have program learning outcomes, respective measures, and a one or two-year evaluation and continuous program improvement process. All of these were fully developed during Spring Semester 2009, with each program designating one assessment data set in Fall 2009. The FPCC Faculty studied program learning outcomes and together, designed the general education and related instruction learning outcomes, in the Spring 2009 faculty orientation and in-service sessions. Three definitions of *learning outcomes* were adopted:

Program Learning Outcomes Definitions

- *Learning outcomes* are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. In other words, learning outcomes identify what the learner will know and be able to do by the end of a course or program.¹
- *Learning outcomes* refer to observable and measurable knowledge, skills, attitudes, exit behaviors.

¹ Lesch, Shirley. Learning Outcomes: Learning Achieved by the End of a Course or Program." A Publication of George Brown College. <http://liad.gbrownc.on.ca/programs/InsAdult/currlo.htm> . P. 1 & 8.

- *Program Learning Outcomes* describe the essential knowledge, skills and attitudes required by graduates of the program.

FPCC faculty met in January 2009 for a formative working session on the Program Learning Outcomes Plan. The challenge was to identify assignments, papers, examinations that would measure or assess the program learning outcomes. The measures or means of assessment must be documented; must provide tangible evidence of learning that has occurred over the course of the program. That is, the documented evidence indicates skills, abilities, knowledge and understandings built from the entire program of study (not individual courses). Faculty selected types of measures that indicate:

Measure Indicators

Performance	Portfolio	Product	Survey	Test	Exam
a student demonstrates knowledge, skills, abilities; problem-solving, such as a mechanical problem. Document --- Hands-on Lab reports; instructor's evaluation of problem.	a collection of students assignments over time, to show development. Document --- course or program portfolio.	a student produced project that demonstrates knowledge, abilities in the context of program related activity. Document --- accounting packet, video of a speech or presentation, paper with references.	students opinions of a program; internship supervisor's assesment of student interns performance; and employers assessment of graduates performance.	students learning at intervals that are both formative and summative in the course of study. Document --- a quiz, final test, a case study.	certification exams in fields of study, national standards. Document --- exam score (pass/fail), CDL test reports.

FPCC Faculty identified existing assessment measures that are culminating in nature at FPCC, as well as existing reports on FPCC student enrollment and classes from the FPCC Assessment Office; here is that list:

Program Based Measures

- Industry Standards
- Final Examinations
- Computer Based Exams
- Pre-Test/Post-Test
- 10 Reference Research Papers
- Portfolio (materials in folder)

Data from Assessment Office

- Grade Distribution Reports
- Job Market Officials Advice
- Employer Satisfaction
- 3 Reference Research Papers
- Course Evaluations
- Student Evaluation of the Program, Courses

- Internship Site Supervisor Satisfaction Survey
- Internship Final Report
- Capstone Course or Project
- Hands-on Lab Report
- Project Presentations
- Advisor's Review of Curriculum/Program
- Practicum Final Report
- Pre-Graduation Assessment
- Transfer Rates, Results
- Placement Rates of Graduates
- Senior Institutions Articulation Reports
- Graduate Survey, employed graduates
- Alumni Satisfaction Surveys
- Course Completion Rates
- Student Exit Surveys
- Assessment Reports

Program Learning Outcomes Process. Once measures were chosen the faculty assigned to each degree program or certificate developed a process for program learning outcomes. The AVP identified PLO examples for degree and certificate programs, to assist faculty with the process design. In five parts, the PLO Plan calls for:

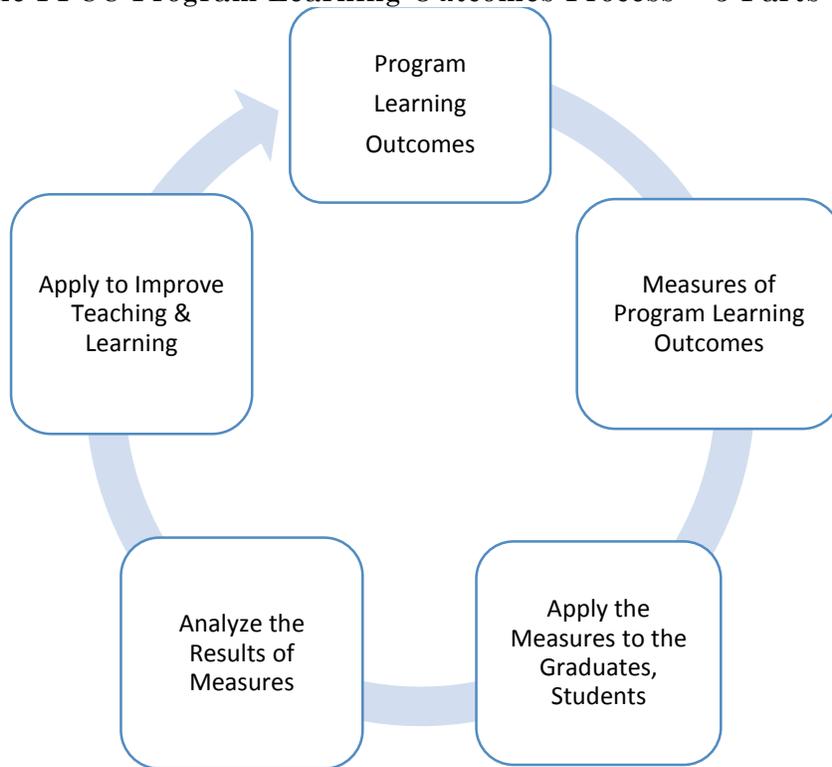
1. The development of Program Learning Outcomes
2. The choice of measures for the outcomes (addressing the program as a whole)
3. The application of the chosen measures to the students in the degree or certificate program
4. The analysis, review and interpretation of the measures by an evaluation committee; the development of recommendations for teaching/learning improvement and commendations for excellence
5. Adjusting teaching and learning in areas of recommendation for learning outcomes improvement.

A sample narrative of the PLO process was provided and the diagram on the following page further illustrates the PLO parts. Highlighted areas are variables based on the program, committee organization and timeline.

- (Who) The Evaluation Committee for the Fine Arts Associate of Arts Program Learning Outcomes is made of three members: (by position) the Fine Arts Instructor, the Cultural Arts Instructor and a member of the community with professional knowledge in this field.
- (What) The Chair will notify the instructors to gather the chosen measures (assignments, tests, proficiencies) during the academic year. The measures chosen are: the practicum final report (2 each of an A, B and C graded report), the final paper from the sophomore Fine Arts Class (2 each of an A, B, and C graded paper), the capstone final Fine Arts Project (1 each of an A, B and C graded project), the annual graduates survey (all graduates of the previous year), and an employer's survey (sample of employers surveyed).
- (When) The Committee will meet annually in the Spring Semester, to evaluate the measures. (How) The Committee will summarize the evaluation

process, as they pertain to the program learning outcomes. The summary will provide commendations for excellence and recommendations for areas where instruction improvement(s) is/are needed. The Committee will distribute the summary to all instructors in the program, for their subsequent course outline adjustment. The summary will be provided to the Academic Vice President by June 1 of each year.

Diagram of the FPCC Program Learning Outcomes Process – 5 Parts



The Program Learning Outcomes Plan was implemented for its first time in the Fall Semester 2008 and Spring Semester 2009 teaching and learning activities. The faculty coordinators have proceeded to collect the documents---the measures chosen, organize the evaluation committees, and analyze and interpret those documents, on a shorter timeline that in the PLO Plan. The first full year of the PLO Plan at Fort Peck Community College was in Academic Year 2009 – 2010. Today, Fort Peck Community College faculty and staff continue to implement the PLO plan annually for continued improvement in all education programs offered at Fort Peck Community College. **(PLO Outcomes and Measurements – Attachment 10)**

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

Because it is important that all program learning outcomes align with and support the core theme and performance indicators, Fort Peck Community College has invested in the TracDat software designed specifically to aid colleges and universities in documenting and monitoring the assessment of outcomes for core themes and strategic plan objectives. The college administration will use the information entered into TracDat to formulate strategies where improvements or adjustments are needed as well as to make changes and updates to the strategic planning efforts of the College.

The software was purchased in April 2015 and installed in August 2015, and are now in the third phase which is configuring the TracDat software for use in September 2015 and then data entry will be in the beginning stages. It is anticipated professional development training and data entry will take place in the Fall of 2015, therefore, FPCC will not be able to provide a comprehensive analysis to guide improvements, but early indicators suggest that the TracDat software will be useful to the college assessment plan.

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

The integration of planning and assessing core themes with the institutions mission and strategic plan is fairly new to the strategic planning process. Multiple changes in leadership have taken place since the the launch of Program Learning Outcomes and present leadership has placed a central focus on on assessing its new core themes to align with the mission, program learning outcomes and strategic planning processes.

Prior to the adoption of core themes, the strategic planning process only evaluated numerical data associated with degree programs and students. Today, President Gourneau has stressed the important of aligning the strategic plan with core themes. In November 2014, Dr. Janine Pease provided training to align the strategic goals (2009-2015) with the core themes adopted in 2011. To meet its stated core themes and objectives, the College has developed a comprehensive institutional assessment program that is inclusive of all activities and initiatives relating to the transfer of learning.

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

Fort Peck Community College is devoted to promoting excellence in academic and vocational education. Important to the future of the college is assessing the mission and core themes with its institutional, program, and course levels. According the

Kezar and Lester (2009), the mission of an institution articulates the purpose and organizational character and incorporated into a mission are values and values are part of the organizational culture (p. 87).

Fort Peck Community College is moving from a standard numerical review and revision of program and student achievement practices to a comprehensive, regular, systematic, intentional process of assessing core themes, objectives and mission fulfillment. In higher education, teaching takes place in different ways (Colvin & Ashman, 2010), as does student learning. Fort Peck Community College is a highly engaged, energetic venue of higher learning for the Fort Peck Reservation and the neighboring service region. As Fort Peck Community College continues to move forward, transformation to assessment is necessary to sustain and continue to build a college dedicated aligning program goals and core themes to its mission.

The FPCC Institutional Assessment Plan and annual reports provide assessment information annually in the college strategic planning retreat to gauge institutional effectiveness, with measurements of student enrollment on a macro level: graduation and retention rates, course completion rates and grade distribution patterns, math and English placement rates, and student majors. This data assists the College with measures of key educational services and their effectiveness leading to overall improvement.

STANDARD 4.B Improvement

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

As discussed earlier, in the Program Learning Outcome Plan, faculty are assigned to each degree program or certificate developed a process for program learning outcomes. The PLO Plan calls for faculty to analyze review and interpret the measures chosen resulting in recommendations for teaching/learning improvement and commendations for excellence and adjusting teaching and learning in areas of recommendation for learning outcomes improvement. Faculty have indicated this process has led to instructional improvement in their programs.

With the purchase of the new TracDat system, the intent is that faculty will document and monitor the assessment of outcomes for core themes and strategic plan objectives. The college administration will use the information formulate strategies where improvements or adjustments are needed as well as to make changes and updates to the strategic planning, mission and core themes of the College.

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Results of assessment efforts are collected and reported at Fort Peck Community College administrators, faculty members, and staff use them to inform the Fort Peck Community College Board of Director in the strategic planning process.

The assessment data and program learning outcomes presents a realistic view of FPCC student characteristics and FPCC programs. Prior to the Program Learning Outcomes Plan, assessment data collection, data analysis and dissemination was somewhat inconsistent. Surveys were administered to students and staff, but the results were not always widely distributed.

The Academic Vice President reports on all the degree program and certificate program learning outcomes. Annually, in the Fall Orientation, the PLO Report will be presented by the Academic Vice President with the FPCC Institutional Assessment Report by the FPCC Assessment Officer. These two Reports will be presented to the FPCC Administrative Team. Together, these reports and their presentation will provide institutional assessment information, for academic and FPCC strategic planning.

Fort Peck Community has an Assessment Plan and a Program Learning Outcomes Plan that fulfills the Northwest Commission on Colleges and Universities. In summary, Fort Peck Community College Program Learning Outcomes Plan has Five sections:

- General Education Requirements, Related Instruction, College Preparation Core, Technology and Library Learning Resources Campus-wide Programs Learning Outcomes
- Associate of Arts Degree Program Learning Outcomes
- Associate of Science Degree Program Learning Outcomes
- Associate of Applied Science Degree Program Learning Outcomes
- One Year Certificate Programs Learning Outcomes

Overall, the changes FPCC implemented have raised academic standards to improve course and student learning outcomes in terms fulfilling the mission and core themes at Fort Peck Community College. These changes did not require additional faculty or resources, but were accomplished by reallocation of existing faculty and resources by redesigning the assessment plan an implementing the Program Learning Outcome Process at Fort Peck Community College.

Chapter Five: Mission, Fulfillment, Adaptation, and Sustainability

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

Executive Summary of Eligibility Requirements 24

ER 24. SCALE AND SUSTAINABILITY

The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

As demonstrated throughout this self-evaluation report, FPCC maintains sufficient institutional infrastructure to meet its mission and core themes. The College monitors its external environment and internal resources to ensure its operations remain effective and efficient. Despite a drop in enrollment in Academic Year 2012-2013, FPCC's revenue was adequate to maintain adequate facilities, employee numbers, and operational structures. The College retains a dedicated and well-qualified faculty and staff to serve students. The student to faculty ratio is low, with small class sizes that enhance students' educational experience. Infrastructure, including facilities and technology, is maintained and updated regularly. While financial resources have become more limited over the last two years, budget forecasts remain stable. An Enrollment/Recruitment Officer and senior administration will work together to define enrollment goals that will ensure continuing stability of student numbers and revenues.

STANDARD 5.A Mission Fulfillment

5.A.1 **The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.**

As discussed previously in Standard One and again in Standards Three and Four, Fort Peck Community College engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments. FPCC's system of assessment data collection and analysis is a continuous process and includes campus wide involvement as well as a continuous round of campus and outside surveys. As indicated in previous standard reports each year FPCC collects relevant data that assists in the institution's self-assessment through annual reports, strategic planning, departmental and individual assessment processes, and by outside assessment requests as required by AIMS and IPED groups. FPCC also uses the data as time to reflect on the relevance of data collected and to identify data sets that are the process has overlooked. This year has seen the introduction of a new collection & management system called TracDat. Faculty and administration will now be able to enter the results of their assessment work so that all faculty, staff and administrators have immediate access to information that will assist in the continuous review of their assessment results, help them make informed decision about their own assessment activities and program review, and use the information to make informed improvements that align with FPCC's mission.

5.A.2 **Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.**

As part the assessment process, FPCC uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates conclusions to appropriate constituencies and the public. FPCC sends out an annual report to all Montana Colleges and Universities, all Tribal Colleges and Universities, local Tribal, State and local government agencies, all donors and funding agencies. The FPCC Board of Directors also includes students, faculty, staff and administration in its annual strategic planning activities as an integral voting participant in the assessment and planning process. All data is shared campus wide via email and hard copy and with the incorporation of TracDat will be even more accessible campus wide, as well as more consumer friendly with all information accessible directly from the FPCC website.

STANDARD 5.B Adaptation and Sustainability

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

Characteristics of this standard were discussed in the Eligibility Requirement 24 at the beginning of this chapter. Despite the daunting challenge the past few years addressing budget reductions, the annual budget-building process practiced by the College allows the institution to analyze the strength of its resources, capacity, and efficiency of operations to meet the missions, goals and objectives set forth. Annual performance evaluation meetings have allowed the Board and Administration of the College to review the success of student learning outcomes and Department goals. FPCC has recently purchased the Nuventive TracDat software package, a planning and outcomes assessment software that provides a flexible framework that helps institutions organize, align, document, report, and take effective actions for improvement. TracDat supports data-informed strategic planning, program review, accreditation, and managing academic and administrative outcomes.

Requests for budget increases, based on information revealed through assessment results that took place the previous year, will now be entered into TracDat and evaluated between supervisors and subordinates during the annual performance reviews. Meetings of the Presidents Administrative and Executive Teams also utilize information about assessments, results, and budget requests, as well as further information about the institution, to evaluate the effectiveness of operations. Monthly meetings with the Board of Directors afford regular opportunities to evaluate the College and its capacity to fulfill its mission.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

Standard 3 of our accreditation report breaks down the continuous planning process at all levels of FPCC's organization as it pertains to resource availability and allocation, financial and human capital capacity and of our investments to sustain and evolve as an institution. The overhaul of our mission and its core

themes as it relates to a guiding set of principles has been a critical step in our focus and ability to assist our students, develop our faculty and staff and to engage our community in meaningful cultural and community initiatives. The results and purpose of the annual strategic planning sessions, assessment data analysis, professional development of our faculty and staff and the integrated decision making throughout the organization effectively allows us to optimize our focus on the advancement of our students as it aligns with the fulfillment of their educational goals, one student at a time.

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

With the recent acquisition of TracDat the college will have the ability to react to internal and external factors that can be incorporated into a strategic plan that is a living process. TracDat software supports both regional and specialized accreditation and organization core themes and focused strategies that fulfill our mission statement. TracDat will make it easier to provide our FPCC accreditation teams with the empirical evidence to improve outcomes and share with internal and external decision makers, including students. Our external environment is influenced with a governing board made of our tribal and community leadership, as well faculty and staff members who are involved with World Indigenous Higher Education Consortium (WINHEC), American Higher Education Consortium (AHIEC), Fort Peck Tribal Employee Rights Organization (TERO), Montana Indian Business Alliance (MIBA) and numerous other community, state and federal partners. Through our governance and organizational structure, in partnership with the aforementioned, FPCC positions itself to define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

CONCLUSION

During the last three years, Fort Peck Community College has experienced numerous challenges. Multiple factors both internal and external to the College have impacted the environment in which FPCC attempts to fulfill its broad and important mission. Within the institution, transitional leadership and funding challenges have affected institutional effectiveness. External changes also impacted institutional function, including changes in PELL Grant structure, impacting student enrollment; sequestration, impacting external federal and pass-through grants; and the economic recession, impacting students' ability to enter and pay for college.

Despite these challenges, FPCC has continued to maintain adequate resources, capacity, and effectiveness of operations in order to achieve its mission. This achievement is primarily due to the extraordinary dedication of College's faculty, staff, and students, as well as the engagement of the Board of Directors and members of the community. These stakeholders have tenaciously maintained their commitment to the FPCC Mission and their belief that the College is critically important to the lives of FPCC's students, their families, and their communities.

FPCC faces continuing challenges as described in this document, including decreased enrollment and resultant budget deficits. Frequent changes in senior leadership have resulted in delays in full implementation of the FPCC Strategic Plan 2014-2019, as well as uncertainty about strategic direction on the part of college faculty and staff. However, there's a renewed institutional commitment to assessment and planning as well as implementation of a cross-department team structure for evaluating institutional effectiveness. Under the leadership of a new president, FPCC is ready to implement a new model of institutional effectiveness that includes increased stakeholder input and a commitment to data-informed decision making. Reliance on the College's traditional strengths and a vision of the future will position the institution to regain momentum and fulfill its mission of quality education for American Indian students and the transformation of American Indian communities.

BUFFALO

CHASE



FORT PECK
COMMUNITY COLLEGE

WWW.FPCC.EDU

P.O. Box 398

605 INDIAN AVE

POPLAR, MT 59255

PHONE: (406) 768 6300

FAX: (406) 768 6301