



**F O R T • P E C K**

COMMUNITY COLLEGE

# **YEAR ONE REPORT**

Submitted to:

**Northwest Commission on Colleges and Universities**

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# Introduction

The Year One Report from Fort Peck Community College (FPCC) is an assertion of the institution's purpose with regards to its mission, goals and objectives, revealing the responsibility to continue improvement, responsiveness and quality academic performance of the college. The modified accreditation process of the Northwest Commission on Colleges and Universities have resulted in a more comprehensive and inclusive self-evaluation process by FPCC, involving a number of peers and constituents that have had minimal input or participation in previous assessment and evaluation activities.

FPCC's mission is to serve the people of the Fort Peck Indian Reservation and northeastern Montana as a medium of Indian awareness enabling increased self-awareness; offering academic programs that enable students to earn credits in college courses that will transfer to other higher education institutions; serving the constituency of the reservation populations by maintaining an occupational training program based on the needs of the people living on and near the reservation and on potential employment opportunities available in the region; and serving the people by initiating and supporting community activities and organizations based on the needs and wishes of the community members.

The FPCC Accreditation Steering Committee and Executive Staff held meetings over the course of the past academic year and guided the process in examining our institutional purpose based on our mission statement, the articulation of mission fulfillment, and identifying the core themes that distinguish the institution. Focus groups were conducted with the Board of Directors, faculty, staff, students and community members in assessing the mission statement of the college and extracting core themes that identifies FPCC's purpose and responsibility within the reservation and communities. Objectives and indicators of each core theme were developed and established by a small team from the Steering Committee that organized and classified the responses from the focus groups.

FPCC's characterization of mission fulfillment is centered on culture, family, community and individual enrichment and growth, with the college's mission and core themes supporting this. The college aspires to embody cultural awareness and preservation, and strives to strengthen and enhance the family structure and community empowerment, incorporating the importance of responsiveness and flexibility in meeting these family and community needs. FPCC recognizes the importance of helping students flourish in a global competitive environment, resulting in the institution maintaining close working relationships with educational, business, community, governmental, workforce and economic development partners to be receptive to student, community and workforce demands.

# Institutional Context

Fort Peck Community College (FPCC) was chartered in 1978 by the Fort Peck Assiniboine & 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 28 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 33 career and technical programs, with six Associate of Arts programs, seven Associate of Applied Science programs, eight Associate of Science programs of study, and 12 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 a majority of its funding from federal sources, with local and state resources making up a small portion of the operating budget. FPCC's FY2011 operating budget is approximately \$12 million.

Student headcounts over the last decade have steadily been between 400-450 students, with 450 students enrolled in the Spring 2011 semester. 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.

# Preface

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 an interim report and site visit by NWCCU in 2006. The following is a brief analysis of the major institutional changes that have occurred since that report.

## Institutional Changes

<u>Fiscal Year</u>	<u>FTE</u>	<u>Students</u>
2007	379	438
2008	351	425
2009	351	435
2010	366	443
2011	392	450

Five new buildings were added to the main campus. Totaling 3,840 square feet, the Professional Services Building houses the administrative offices of the Institutional Development Department, the Facilities Development & Maintenance Department, the Community Services' Agricultural Department and Career Counseling Office, along with a business center room. A 5,000 square-foot Transitional Living Dorm and a 6,000 square-foot Student Dormitory were added to provide housing services to students from outside the immediate local area and temporary housing services to visiting instructors, professional workshop providers and attendees, health service professionals, and contracted consultants.

FPCC recently completed two faculty housing projects. The first being a two-story three bedroom house, and the second is a duplex with two bedrooms and a two-car garage on each side of the duplex. These housing facilities will be used to recruit and retain key faculty positions at the institution, which is located in an isolated, rural area in northeastern Montana where adequate housing is a constant struggle. Currently, the college has begun the construction of a new Library, Information Technology & Community Learning Center facility on the main campus in Poplar that will serve as the cornerstone of the institution for decades to come. 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.

The college has continued to improve and rehabilitate the existing facilities and structures across their campuses. New, energy-efficient doors, windows and toilets have replaced older, inefficient ones across campus, new flooring has replaced worn areas, the Electrical Line

Workers building received interior rehabilitation work, and general landscaping and maintenance improvements has sustained a continual effort in providing an inviting learning environment.

Staffing changes have occurred at both the administrative and faculty levels. FPCC has had two different Vice Presidents for Academic Affairs since 2006, and the position is currently filled by an individual who previously held the office. The Directors' of both the Community Services Department and the Institutional Development & Research Department have also been filled by new individuals, both of whom have been involved with FPCC for the past two decades. Several key faculty positions have been filled by qualified individuals after their predecessors either retired or pursued other professional avenues.

Academic programs changes at FPCC include the following additions and deletions:

AMERICAN INDIAN STUDIES	Renamed to Native American Studies
<b>AA Degree 2010 Report</b>	<b>AA Degree 2011</b>
BUSINESS ADMINISTRATION	No Changes
EDUCATION	No Changes
GENERAL STUDIES	No Changes
HUMAN SERVICES	No Changes
PSYCHOLOGY	No Changes

<b>Associate of Science Degree 2010 Report</b>	<b>AA Degree Substantives Changes 2011</b>
Computer Programming	Degree no longer offered/Removed from Catalog
Computer Technology	Degree no longer offered/Removed from Catalog
General Studies	No Changes
Hazardous Materials/Waste Management Technology	Renamed and revised to meet industry standards: Environmental Technology and Compliance
Pre-Health/Pre-Nursing	No Changes
Science: Biomedical	No Changes
Science: Environmental	No Changes
General Studies	No Changes

<b>1-Year Certificates 2010 Report</b>	<b>1-Year Certificate Substantives Changes 2011</b>
Accounting Technician	No Changes

Automotive Technology	No Changes
Building Trades	No Changes
Business Assistant	No Changes
Computer Technology – Desktop Support Technician	Renamed: Desktop Support Technician
Computer Programming	Degree area no longer offered –Removed from Catalog
Electrical Line Worker - Pilot	Pilot status has been completed – degree has been adopted
Hazardous Materials/Waste Management Technician	Degree area no longer offered –Removed from Catalog
	Graphic Web Design – Pilot Program
Heavy Equipment	No Changes
Truck Driving	No Changes
Welding Technology	Pilot status has been completed –degree has been adopted

### FPCC 2011 GRADUATES: COMMENTS

TOTAL – The total unduplicated 2011<sup>1</sup> graduates of **45** is a decrease of **2** from the 2010 total of **47**.

In 2005, 2006, and 2009, the total number of graduates exceeded 50. The general trend for the past six years is neither a significant increase nor decrease.

### PROGRAMS WITH NO GRADUATES

Degree and Program	2011	2010
AA Psychology	0	4
AS Computer Programming	0	0
AS Computer Technology	0	1
AS General Studies	0	1
AS Hazardous Materials	0	1
AAS Hazardous Materials	0	0
CERT Automotive	0	1
CERT Business Assistant	0	2

The total AS degrees awarded decreased from **7** in 2010 to 1 in 2011. There was a large decrease in PreHealth/PreNursing graduates. The total AAS degrees increased from **5** in 2010 to **15** in 2011 largely because of increases in students in Building Trades and Business Technology funded by the NACTEP grant.

AAS Hazardous Materials did not have any graduates from 2005 through 2011. AS Hazardous Materials did not have any graduates from 2007 through 2009, and only 1 graduate in 2010.

<sup>1</sup> Includes graduates from December 2010.

AAS Small Business Management (new in 2009) had 1 graduate in total.

Since this table counts graduates only once, CERTIFICATES granted to students who also received Associate Degrees are not counted because that would present a duplicated count. The 2011 total **12** students receiving Certificates is a decrease from **18** students in 2010. In 2011, **7** students were awarded more than one certificate or degree. In some cases, that is the difference of only one course. Students in two-year programs, such as Building Trades, often receive the Certificate and AAS degree in the same year. There were significant decreases in certificates in Electrical Line Worker: **6** graduates in 2010 and **3** graduates in 2011; in Truck Driving **3** graduates in 2010 and **1** in 2011.

### COMPARISON TO FALL 2010 ENROLLMENT

AAS Computer Programming	0
AS Computer Programming	3
CERT Computer Programming	1
AAS Hazardous Materials	6
AS Hazardous Materials	0
AS PreHealth/ PreNursing	28

In evaluating academic and vocational programs, the institution had to ask the following questions:

1. Is Computer Programming a viable program? It has had no graduates from 2005 through 2011. In contrast, AAS Computer Technology and CERTIFICATE Desktop Technician appear to be attracting students. Both qualify for NACTEP funding so that may be a factor.
2. Are AS Hazardous Materials and AAS Hazardous Materials viable programs? Only **1** AS graduate in 2010, no graduates in 2011 and no AAS Hazardous Materials graduates from 2005 through 2011. There may be students enrolled in the refresher courses, but since these are not degree-seeking students, they are not counted in full-time enrollment. What are the implications for the catalog?
3. AAS Small Business Management with **1** graduate in 2011 does not appear to be attracting new students. Only **1** student enrolled in Small Business Management in Fall 2010 compared to **58** in Business Technology.
4. In the past, the FPCC PreHealth/ PreNursing students also enrolled in the Salish Kootenai College Nursing Program in order to earn their BS degree. Is this still happening? Dr Christine Holler-Dinsmore was the advisor for this program. The Fall enrollment was 28, but there is always a large drop-out rate or change of program when the students realize the number of math and science courses they must pass.

### Previous Recommendations from the Commission

Fort Peck Community College's accreditation was reaffirmed following a Fall 2006 regular interim evaluation and institutional self-study report, along with a site visit by a NWCCU accreditation team. The Commission requested a progress report on three recommendations:

- 1) The committee recommends that the College identify and publish expected learning outcomes for each of its degree and certificate programs. Through regular and systematic assessment, it should demonstrate that students who complete their programs, no matter where or how they are offered, have achieved those outcomes. The institution should provide evidence that its assessment activities lead to the improvement of teaching and learning (Eligibility Requirement 12 and Standards 2.B.2 and 2.B.3)
- 2) The committee recommends that the College develop and publish a policy on related instruction, clearly list related instruction requirements in its catalog, and ensure that all certificate programs include a "core" of related instruction to include communication, computation, and human relations" (Eligibility Requirement 9, Standard 2.C.1, Policy 2.1).
- 3) The committee recommends that the College provide for regular and systematic evaluation of faculty performance in order to ensure teaching effectiveness and the fulfillment of instructional and other faculty responsibilities (Standard 4.A.5, Policy 4.1).

The FPCC Institutional Assessment Plan and Annual Reports provide assessment information annually in the college strategic planning 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.

The FPCC Program Learning Outcomes (PLO) Plan, 2009-2011, was designed by the FPCC faculty from all disciplines and fields of study. This 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. At this level, the assessment data gathered may be used to promote continuous improvement efforts, which over time will yield documentation for institutional effectiveness.

The plan is a formal and annual aspect of the academic life of FPCC to provide quality educational services and continual program improvement. The program learning outcomes are published in the FPCC Catalog 2009-2011 in each of the associate degrees and one-year

certificate programs, general education, related instruction, library and learning resources and information technology sections.

Also paralleling the development of this PLO plan was the development of a policy requiring all certificate programs to include enrollment in core courses of instruction in essential basic classes that will provide them with exposure to skills and practices that will be beneficial to the students upon entering their chosen vocations. These requirements have been in place at the college since the 2008-2009 Academic Year.

While utilizing instructor evaluation surveys from students for years, much of the information gathered was sporadic and provided little feedback on the quality of instruction and faculty performance in the classroom. After an overhaul and an increase of the survey questions presented to students on faculty performance, including the delivering of the surveys through SurveyMonkey, the institution believes that the mechanisms have been inserted to provide measurable and certifiable information on the quality of instruction received in the classroom by FPCC students. Teams have been developed amongst the full-time faculty to provide support, feedback and ideas that will provide a cohesive, concentrated effort.

#### Recent Reviews of Mission and Core Themes

FPCC's mission statement was reauthorized by the Board of Directors at their annual strategic planning meeting held on April 21-22, 2011. The mission statement is reviewed by the Board as part of their annual strategic planning process, and while much discussion has centered on the content and volume of the statement, it has remain unchanged since its original adoption in 1978. The college's core themes were approved by the Board of Directors at their regularly scheduled monthly meeting on August 18, 2011, as well as the objectives and indicators of each respective core theme.

# Chapter One: Mission, Core Themes and Expectations

## Standard One – Mission, Core Themes and Expectations

*The institution articulates its purpose in a mission statement and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.*

## Section 1: Mission

### Standard 1.A

1.A.1 *The institution has a widely published mission statement, approved by its governing board, that articulates a purpose appropriate for an institution of higher learning, gives direction for its effort, and derives from, and is generally understood by, its community.*

1.A.2 *The institution defines mission fulfillment in the context of its purpose, characteristics and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.*

### The Mission Statement of Fort Peck Community College

FPCC's mission statement is:

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

**The College offers an academic program that enables students to earn credits in college courses designed to transfer to other 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 their 33 years of existence, and while the mission statement is lengthy and sometimes difficult to dissect, it has steered the college towards 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 the importance and 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.
- It emphasizes FPCC's efforts on students and aiding them in achieving their goals.
- It acknowledges FPCC's responsibility to be responsive to community needs.
- It 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 significance of striving for optimal levels of excellence while still instituting attainable values that reveal acceptable standards of performance and impact.

**Academics** are 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 curriculums that enhance students, the institution, and the communities on and near the reservation. As an open enrollment institution, FPCC's student population is reflective of the region, 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 cultural education, 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 influences 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 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 participates in. 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 is used to characterize 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 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 Mission** of FPCC incorporates these four mission statement elements into the direction and purpose of the institution and its corresponding responsibilities to its constituents and audience. 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 integrating community service activities, programs and events that assist individuals, families and communities to strengthen and prosper.

## Section 2: Core Themes

### Standard 1.B

1.B.1 *The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.*

1.B.2 *The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.*

FPCC has identified four core themes that separately reveal essential elements of its mission as each element is an important factor in the college fulfilling its mission and achieving their 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; and
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 due to most of them being established for the objectives that relate to the new accreditation process. Although some of the indicators for measurement have baseline data available, FPCC plans to gather the baseline data identified with each indicator and continually strive for continual improvement as adequate and verifiable data and trends are formulated

Different years are utilized for baseline data measurements based 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 Survey Monkey. 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

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

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

1. Students are offered appropriate curriculum and training relevant to their occupational and post-FPCC educational goals.
2. Students receive superior and pertinent instruction that grooms them for success at the baccalaureate level.
3. Students receive the necessary support, guidance and assistance that will take full advantage of their educational time investment.
4. Students are provided with opportunities that link educational institutions.

- **Objective 1: Students are offered appropriate curriculum and training relevant to their occupational and post-FPCC educational goals.**

Indicators:

1. The percentage of programs listed in the FPCC catalog that, upon completion, results in the transferability of credits equivalent to the enrollment requirements and prerequisites of the respective transfer institutions.
2. Percentage of students who complete the general education requirements and transferable courses within their major of study before they transfer.
3. The number of academic and vocational programs and classes that combine original and real-world experiences into the overall deliverance of classroom instruction.

Indicator one provides the percentage of FPCC curriculum appropriate to educational goals of its students beyond FPCC. With the ultimate goal being 100% of the college's academic programs meeting this criteria, continual assessment of the FPCC catalog with the academic requirements in the institutional catalogs of respective Montana University System (MUS) schools will provide an indication of the performance of the institution in meeting the objective.

Indicator two will be an appropriate measurement of how well the institution is meeting the objective of preparing their students for the workforce and furthering their higher education aspirations, as the general education element contains both traditional and transferable abilities. FPCC has worked closely with the MUS and Office of Higher Education for the State of Montana in ensuring that this relationship and coordinative collaboration of educational requirements continues to be a priority in assisting students attain their educational goals.

Indicator three provides a source of measure in continually assessing the curriculum, identifying the programs and classes that blend traditional classroom learning techniques with simulated and hands-on experiences.

- **Objective 2: Students receive superior and pertinent instruction that grooms them for success at the baccalaureate level.**

Indicators:

1. Student retention rate
2. Faculty attrition rate
3. Faculty expertise
4. Student assessment of instruction quality
5. Student completion rates of first two semesters at transfer institutions

Indicator one will measure student success and instructional quality by associating improved and acceptable levels of student retention rates with effective instruction. Data recovered from student surveys on the faculty will be gathered and dissected, looking for correlations that will provide an assessable evaluation instrument. Continual improvement will be strived for in delivering prepared students to the workforce and other higher education institutions.

Indicator two and three will measure the quality of instruction and experience that the faculty bring to the classrooms of FPCC, along with the acclimation of the faculty into the environments of which the student body at the institution consists of. Student surveys along with faculty professional development and community involvement activities will allow the college to evaluate the realization of this objective.

Indicator four provides the institution with an appropriate measurement of student satisfaction with the quality of instruction that they are receiving in their courses, providing valuable and assessable feedback that will strengthen the institution and the curriculums offered.

Indicator five will allow for direct measurement of the student readiness for the baccalaureate level by FPCC graduates that continue their educational goals beyond the certificate and associate degree level. With the luxury of being a smaller, rural college, FPCC tracks their graduates internally, providing an assessable and verifiable method of evaluating this indicator.

- **Objective 3: Students receive the necessary support, guidance and assistance that will take full advantage of their educational time investment.**

Indicators:

1. Student completion rates at FPCC
2. Student perception of support services
3. Time to degree or certificate completion once students reach 100-level courses

Indicator one will measure satisfactory student support by the institution and its direct correlation with student success in degree completion. Student surveys collected throughout the academic years will provide a verifiable and assessable means of evaluating this indicator. Continual improvement will be strived for with this indicator.

Indicator two measures how FPCC students observe the level and quality of the support services they receive while pursuing their education. Utilizing SurveyMonkey, 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 continually improve on ensuring student success.

Indicator three measures student support levels by relating the length of time to complete a degree with the adequacy of student support mechanisms in place at FPCC. The student database records will be utilized to provide an assessable and certifiable way of evaluating this indicator. Baseline thresholds will be based on FY2009 entering students to ensure adequate time to graduation, with desired outcomes continually improved upon.

- **Objective 4: Students are provided with opportunities that link educational institutions.**

Indicators:

1. Percent of high schools in the FPCC service region that the institution has active relationships with.
2. Percent of former FPCC dual enrollment high school graduates enrolled in postsecondary institutions.
3. Facilitate and accommodate articulation agreements and on-campus university partnerships bringing Baccalaureate and graduate programs to place bound students.

Indicator one measures the opportunities for attracting regional students 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, with the Superintendents of these four school districts sharing a seat on the college's Board of Directors. 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 effortlessly 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**

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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. The college has been named as the official “Tribal Archives” by a Fort Peck Tribal Council resolution, being responsible for storing and preserving all of the artifacts and historical documents of the Fort Peck Tribes.

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

1. Embody cultural identity by immersing the cultures of the Assiniboine and Sioux Tribes into the classroom and campus environment.
2. Increase Indian awareness and culture awareness amongst the residents and communities on the reservation and within the FPCC service area.
3. FPCC will strive to preserve and revitalize the history and culture of the Fort Peck Assiniboine and Sioux Tribes.
4. Develop cultural enrichment activities that bring students, families and communities together in a healthy, positive learning environment.

- **Objective 1: Embody cultural identity by immersing the cultures of the Assiniboine and Sioux Tribes into the classroom and campus environment.**

Indicators:

1. Maintain a Cultural Committee consisting of students, faculty and staff.
2. Support an active Indian Club amongst the student body.
3. Integrate the culture of both Tribes into the interior and exterior facades of the classrooms and buildings across campus.

Indicator one will measure how well FPCC strengthens and expands its engagement of a cultural influence and environment within the educational experience received by students. Meeting weekly, the Cultural Committee focuses on providing activities for students, training for faculty and staff, and events for the general public that focus on cultural awareness and identity. Continued and additional activities and cultural influences across campus will measure success.

Indicator two provides students with the opportunity to become actively involved in an organizational setting, allowing them to enhance their educational experience by participating in cultural activities, events and programs. Active members from Academic Year 2010-2011 will be used as a baseline, with continual increases in membership the desired outcome.

Indicator three will measure how well FPCC strengthens and expands its engagement of a cultural influence and environment within the classroom and campus facilities. While FPCC has

always attempted to maintain the highest degree of professionalism as an educational institution, it has also integrated cultural themes, designs and symbols throughout their logos, promotional material, events, classrooms and facilities, and this indicator will be measured by continued cultural influences being placed and incorporated across campus.

- **Objective 2: Increase Indian awareness and cultural awareness amongst the residents and communities on the reservation and within the FPCC service area.**

Indicators:

1. Provide educational workshops and conferences on Native American culture
2. Deliver the state-mandated “Indian Education for All” training and activities to local school districts within the FPCC service area.
3. Integrate educational cultural activities amongst the faculty, staff and students that will strengthen the setting and responsibility of FPCC in bridging cultural disparities.

Indicator one will measure how well the college provides educational events that focus on Native American cultures, language, history and traditions. The number of workshops and conferences held in the 2010-2011 Academic Year will be the baseline, with maintaining and increasing the number of offerings as a measure of success.

Indicator two will measure how well FPCC reaches the educational institutions within its service region with the curriculum mandated by the Montana Legislature. The number of trainings delivered to school districts during the 2010-2011 Academic Year will be the baseline, with maintaining and increasing trainings and outreach to the respective school districts as a measure of success in meeting the objective.

Indicator three will measure how well the institution makes training and events available to increase the knowledge and awareness of the faculty, staff and students of the culture and history of the reservation and Tribes. The number of cultural trainings, activities and events held during the 2010-2011 Academic Year will be the data baseline, with continually increasing the offerings and exposure to these activities as a measure of success.

- **Objective 3: FPCC will strive to preserve and revitalize the history and culture of the Fort Peck Assiniboine & Sioux Tribes**

Indicators:

1. Maintain, expand and strengthen the Native American Studies curriculum at FPCC.
2. Maintain, expand and strengthen the Assiniboine (Nakona) and Sioux (Dakota) Language classes offered at FPCC.
3. Continue the responsibility as the official repository of the Tribal Archives, which contain the Tribes holdings that contain the history, culture and documents of the Tribes and the reservation.

4. FPCC will continue to maintain the activities associated with the production of the Fort Peck Tribal History Book, documenting and updating pertinent information and history for inclusion in future editions.

Indicators one and two will measure the extent of and impact on the preservation and revitalization efforts of the history and culture of the Fort Peck Tribes that has been undertaken by FPCC. The preferred outcome will be to continually assess and develop classes and curriculum pertinent to attain this objective.

Indicator three will measure the impression the college has on the preservation and presentation of the Tribal Archives collections, allowing for viewing and research of historical data, documents and artifacts that define the history and culture of the Tribes.

Indicator four will provide for students, employees, community members and the general public with the opportunity to learn more of the history and culture of the Assiniboine and Sioux tribes along with the development and growth of the Fort Peck Indian Reservation.

- **Objective 4: Develop cultural enrichment activities that bring students, families and communities together in a healthy, positive learning environment.**

Indicators:

1. Continue to provide round dances and other cultural activities that encourage and promote activities that encourage family participation.
2. Continue to search for and solicit funding opportunities that will allow FPCC to fulfill their mission of enriching the student experience.

Indicator one will measure the activities sponsored and developed by FPCC that spiritually and culturally enhance students, families and communities. The baseline will be activities that have taken place during the 2010-2011 Academic Year, with continual growth and expansion of these activities as the desired outcome.

Indicator two provides for the opportunity to strengthen culturally-relevant programs, courses and activities of the institution through the solicitation of resources from appropriate funding sources. The baseline will be the amount of expenditures directly related to the strengthening of cultural knowledge and understanding in the courses, events and trainings at FPCC during the 2010-2011 Academic Year, with continual growth as the desired outcome.

# Core Theme 3: Community Service

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As FPCC continue 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:

1. The number of workshops and seminars offered to the community.
2. The number of continuing-education credits generated.
3. The number of General Education Diploma (GED) certificates awarded to individuals.

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 number of continuing-education credits offered for courses and trainings at FPCC. The continuing-education credits generated by the college during the 2010-2011 will be the baseline of comparison and indicator evaluator. The desired outcome will be to continually improve the number of continuing-education units generated each annually.

Indicator three will measure how well FPCC is reaching those individuals who have not completed their secondary education, preparing them with the tools and skills necessary to attain their GED. Data from the Student Support Services office on the number of GED certificates awarded during the 2010-2011 Academic Year will be used as the baseline threshold. The desired outcome will be continual success in reaching these individuals and to increase the number of GED graduates from the baseline value.

- **Objective 2: Increase employee proficiency within local businesses, schools, industries and all levels of municipalities and government agencies operating on the reservation.**

Indicators:

1. Increased number of community collaborations and partnerships.
2. Placement of FPCC graduates into employment positions.
3. Respond to training and educational requests throughout the service region.

Indicator one measures the success of FPCC affiliating with local and regional entities in addressing, examining and improve similar issues and pertinent concerns. The number of collaborations and partnerships that FPCC is involved in during the 2010-2011 Academic Year will be used as the baseline, with the desired outcome being increase partnerships from the baseline amount.

Indicator two will measure the success of FPCC graduates moving into employment positions 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 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 100% response rate in regards to the training and educational requests received by FPCC annually.

- **Objective 3: Improve the health and wellness of community and reservation members.**

Indicators:

1. Number of programs through FPCC that target health and wellness issues.
2. Number of visits and memberships to FPCC's two wellness centers.
3. Number events sponsored or participated in by FPCC.

Indicator one will measure the effectiveness and efficiency of the institution in accessing 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 that.

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. Data on the

total usage and total annual memberships from 2010 will be the baseline threshold. The desired outcome will be to continually increase the annual usage and total memberships at the two FPCC Wellness Centers.

Indicator three will provide a measurement to reveal the frequency and impact of the health and wellness-related events and activities sponsored by and participated in by FPCC. The total number of health and wellness events sponsored and participated in by the institution during the 2010-2011 Academic Year will be the measurement threshold, with the desired outcome being continual growth in the total number of events sponsored each year.

- **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:

1. The number of employees active on board of directors or advisory councils of local industries, development groups, agencies and organizations.
2. The hours of service learning projects logged in by students, faculty and staff.
3. The total number of community service efforts and events participated in by FPCC.

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 the 2010-2011 Academic Year 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 measure of the number of service learning hours accumulated by FPCC students, faculty and staff, providing the community and reservation with resources and activities that provide an improved quality of life overall while providing enrichment and growth in the respective individuals. The total number of service learning hours and projects logged in and completed by FPCC students, faculty and staff during the 2010-2011 Academic Year will be the baseline threshold. The desired outcome will be to maintain and increase the total number of service learning hours, participants and activities from the baseline to meet the objective.

Indicator three 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 the 2010-2011 Academic Year will be the baseline data, with the desired outcome being continual improvement to satisfy the corresponding objective.

# Core Theme 4: Workforce Preparation

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Successfully completing a Certificate or an Associate's degree program to obtain work and pursue employment opportunities is a goal for a majority of FPCC students and is a crucial component of the institutional mission and purpose. With a variety of technical certificate and associate degree programs, FPCC offers a prompt reaction to changing workforce needs and employment opportunities on the reservation and surrounding region. Another significant factor of workforce preparation includes non-credit courses and training to meet the needs of the local business community to upgrade and strengthen employee job skills.

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

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

- **Objective 1: Students are offered specific career and technical pathways and programs designed for timely completion.**

Indicators:

1. Student retention rates.
2. Student completion rates.
3. Time to degree or certificate completion once students reach 100-level courses.
4. Percent of high schools in the FPCC service region that the college has an active relationship with.

Indicator one, two and three will measure how well FPCC provides conduits for successful student experiences, progress and timely degree completion. Student information from the institution's database will be used to provide a certifiable means of evaluating these indicators. The baseline threshold will be Academic Year 2008-2009 entering students to ensure adequate time to graduate. The desired outcome will be continual improvement from this baseline data.

Indicator four provides high school students opportunities to complete college courses, which allows them to complete degrees sooner than if they began college after high school graduation. Data from FPCC Student Services and the institutional database JENZABAR will provide the number of high school students enrolled in college courses and the percent of active FPCC/high school relationships.

- **Objective 2: Students are offered workforce training and education that is aligned with community needs and employment opportunities throughout the region.**

Indicators:

1. Percent of students seeking jobs who obtain jobs in their fields.
2. Percent of programs with experiential education, internships and hands-on training.
3. Continue outreach efforts to the region's businesses, industries and agencies on their current and future employment needs.

Indicator one addresses the responsibility for FPCC to provide programs in areas of employment needs. The FPCC student database system and graduation placement surveys will be used to assess and verify this indicator, with the baseline threshold being the 2010 graduates. The desired outcome is continual improvement from this baseline.

Indicators two and three will provide measurements of how many of FPCC's programs are aligned with community and business needs, providing real world experiences to students and strengthening relationships with the business community. Data from the FPCC Student Services Department and the student database system will be used to provide an assessable and verifiable means of evaluating this indicator. The baseline threshold will be based on data from the 2010-2011 Academic Year, with continual improvement as the desired outcome.

- **Objective 3: Students have the skills and training necessary to be successful in their chosen occupation.**

Indicators:

1. Student passing rate on licensing and certification exams.
2. Student perception on teaching quality.
3. Internship providers surveyed report FPCC career and technical program interns meet or exceed overall job preparation expectations.
4. Graduates surveyed report satisfaction with their overall job preparation for the workforce.
5. Percent of students retaining their jobs after six months of employment.

Indicator one measures student comprehension of the content in the technical programs in which they are enrolled. This data provides an assessable and verifiable means of evaluating the indicator. The baseline threshold will be on 2010-2011 Academic Year values, with the desired outcome being continual improvement from this baseline value.

Indicator two indirectly measures the skills the students acquire in their coursework. Data from the student surveys taken on SurveyMonkey during the academic year will be used to provide an assessable means of evaluating this indicator, with continual improvement desired.

Indicators three, four and five measure the skills internship providers (prospective employers) feel are necessary that students gained from their coursework, along with data of student perceptions of their preparation upon graduation and their employment satisfaction. This data will expose where FPCC programs are not aligned with the job skills required to meet the needs of employers. Employer and business internship providers surveys and graduate surveys and tracking from the college's student database system will be utilized to assess and certify the means of evaluating these indicators, with continual improvement as the desired outcome.

- **Objective 4: The business and workforce community are offered non-credit and continuing education opportunities to upgrade job skills.**

Indicators:

1. Enrollment in non-credit business, workforce and professional development offerings.
2. Enrollment in continuing education business, workforce and professional development offerings.
3. Percent of customized training requests satisfied.
4. Continual increase in continuing education units generated by the institution.

Indicator one gauges the relevance and perceived value of the various non-credit business, workforce and professional community offerings presented at FPCC. Indicator two appraises the significance and apparent value of the various continuing-education credit business, workforce and professional community trainings available at FPCC.

Indicator three analyzes community awareness of the institution as workforce development training center resource and FPCC's ability to provide the appropriate and necessary training in formats desired by businesses and employers. Working as part of the overall workforce training and development efforts across the region, some training and education requests may be addressed through referral to other programs or services. Tracking unmet needs for customized education and training will reveal program demands to which FPCC can respond adequately.

The FPCC Student Services Division, the Student Support Services and the student database system will be used to provide an assessable means of evaluating all three indicators. The baseline data will be based from the 2010-2011 Academic Year with continual increases desired.

Indicator four measures the adequacy and outreach of FPCC in providing the educational and training resources in the institution's service region. Analyzing the continuing-education units on an annual basis will provide the threshold baseline, with the desired outcome being continual improvement on the baseline data from the 2010-2011 Academic Year of the continuing-education units generated.

# Conclusion to Year One Report

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. These 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. These 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.

# Appendices

# Appendix A

## Accreditation Steering Committee

Rose Atkinson, Business Manager  
Zara Berg, Science Faculty Member  
Lanette Clark, Financial Aid Director  
Dr. Florence Garcia, Vice President for Academic Affairs  
Haven Gourneau, Vice President for Student Services  
Rhonda Mason, Student Support Services Director  
Victoria Matejovsky, FPCC Agricultural Extension Department  
Marvin Olson, Automotive and Heavy Equipment Faculty Member  
Noel Sansaver, Facilities and Maintenance Director  
Dr. James Shanley, President  
Craig Smith, Director of Institutional Development and Research  
Jack Sprague, Information Technology Director  
Larry Wetsit, Director of Community Services

# Map of the Fort Peck Indian Reservation in Montana State

