



FORT PECK

COMMUNITY COLLEGE



9/5/2012

Year Three Self-Evaluation Report

Submitted to:

Northwest Commission on Colleges and Universities

Fort Peck Community College

YEAR THREE SELF-EVALUATION REPORT

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- 1) Fort Peck Community College Charter and Bylaws; Revised (p. 44)
- 2) Map of the Fort Peck Indian Reservation and College Service Area (p. 50)
- 3) FPCC IRS Non-Profit 501-c-3 Status, 1983 (p. 51)
- 4) FPCC Organizational Chart, Fall 2012 (p. 56)
- 5) FPCC Strategic Plan, revised Spring 2012 (p. 94)
- 6) Fort Peck Community College Audit, 2011 (p. 94)
- 7) Map of the FPCC Campus – Poplar Montana (p. 107)
- 8) FPCC Catalog for 2011-2013

10. 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 – 2012
- 2.A.4 AIHEC Annual Meeting Agenda, 2012.
- 2.A.5 FPCC Administrative Council minutes, 2001-12
- 2.A.6 FPCC Personnel Policies and Procedures Manual, Revised 2011
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3. Institutional Overview

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 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 26 career and technical programs, with six Associate of Arts programs, four 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 20 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 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 2012 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 and retired at the end of 2011. Dr. Florence Garcia is now the President of FPCC.

4. 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: 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	February 13, 2012
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: $\frac{\text{Full Time Enrollment} + (\text{Part-Time Enrollment} \times .335737)}{\text{Total}}$)

Official Fall 2011 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: 2011	One Year Prior Dates: 2010	Two Years Prior Dates: 2009
Undergraduate	518	452	427
Graduate			
Professional			
Unclassified			
Total all levels	518	452	427

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

Official Fall 2010 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: 2010	One Year Prior Dates: 2009	Two Years Prior Dates: 2008
Undergraduate	790	733	793
Graduate			
Professional			
Unclassified			
Total all levels	790	733	793

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	20	39	4	1	3	9		3
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	40928	9.3
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: October 1 to September 30

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:2011	One Year Prior to Last Completed FY Dates: 2010	Two Years Prior to Last Completed FY Dates: 2009
CURRENT FUNDS			
Unrestricted (w/unrestricted endowment)			
Cash	\$2,350,498	\$2,468,936	\$550,592
Investments	\$1,000,000	\$1,027,810	\$1,239,701
Accounts receivable gross	\$581,442	\$582,864	\$492,132
Interest Receivable	\$6,590	\$41,300	\$24,122
Inventories	0	0	0
Prepaid expenses and deferred charges	0	0	0
Other (identify) Other Assets	\$35,059	\$35,059	\$35,059
Due from: Gov't Funds + from other Funds	\$1,937,543	\$1,395,647	\$1,164,359
Total Unrestricted	\$5,911,132	\$5,551,616	\$3,505,965
Restricted			
Cash	\$28,181	\$26,033	\$22,949
Investments	0	0	0
Certificates of Deposits	0	0	0
Due from	0	0	0
Total Restricted	\$28,181	\$26,033	\$22,949
TOTAL CURRENT FUNDS	\$5,939,313	\$5,577,649	\$3,528,914

ENDOWMENT (RESTRICTED)			
Cash	\$1,161,777	\$686,990	\$139,802
Certificates of Deposit	\$597,500	\$1,024,243	\$1,665,011
Investments	\$616,495	\$648,146	\$497,179
Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	\$2,375,772	\$2,359,379	\$2,301,992
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	0	0	0
Land improvements	0	0	0
Buildings	0	0	0
Equipment	0	0	0
Library resources	0	0	0
Other (identify)	0	0	0
Total investments in plant	0	0	0
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	\$8,315,085	\$7,937,028	\$5,830,906

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY	One Year Prior to Last Completed FY	Two Years Prior to Last Completed FY
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	Dates: 2011	Dates: 2010	Dates: 2009
CURRENT FUNDS			
Unrestricted			
Accounts payable	\$225,279	\$128,172	\$69,423
Due to other funds	\$654,026	\$425,047	\$366,842
Accrued liabilities Students' deposits	\$97,671	\$181,208	\$64,081
Other current liabilities (identify)	\$128,577	\$112,753	\$107,711
Deferred Revenue	\$2,222,847	\$2,189,112	\$669,470
Fund balance	0	0	0
Total Unrestricted	\$3,328,400	\$3,036,292	\$1,277,527
Restricted			
Accounts payable-Debt Service	\$28,181	\$26,033	\$22,949
Financial Aid	0	0	0
Due to	0	0	0
Fund balance	0	0	0
Total Restricted	\$28,181	\$26,033	\$22,949
TOTAL CURRENT FUNDS			
ENDOWMENT AND SIMILAR FUNDS			
Restricted	\$2,375,772	\$2,359,379	\$2,301,992
Quasi-endowed (assigned)	\$327,861	\$322,170	\$301,723
Due to	0	0	0
Fund balance	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	\$2,703,633	\$2,681,549	\$2,603,715
PLANT FUND			
Unexpended	0	0	0
Accounts payable	0	0	0
Notes payable	0	0	0
Bonds payable	0	0	0

Other liabilities (unassigned)	\$2,254,871	\$2,193,154	\$1,926,715
Due to	0	0	0
Fund balance	0	0	0
Total unexpended	\$2,254,871	\$2,193,154	\$1,926,715
Investment in Plant			
Notes payable	0	0	0
Bonds payable	0	0	0
Mortgage payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Other plant fund liabilities (identify)	0	0	0
TOTAL INVESTMENTS IN PLANT FUND	0	0	0
OTHER LIABILITIES (IDENTIFY)	0	0	0
TOTAL OTHER LIABILITIES	0	0	0
TOTAL LIABILITIES	\$3,328,400	\$3,036,292	\$1,277,527
FUND BALANCE	\$4,986,685	\$4,900,736	\$4,553,379

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates: 2011	One Year Prior to Last Completed FY Dates:2010	Two Years Prior to Last Completed FY Dates: 2009
Tuition and fees	\$756,173	\$766,429	\$720,430
Federal appropriations	\$8,988,437	\$7,357,080	\$6,518,658
State appropriations	\$463,095	\$699,913	\$554,817
Local appropriations	\$375,074	\$296,336	\$485,362
Grants and contracts	\$204,707	\$154,454	\$170,538
Endowment income	\$45,394	\$87,233	\$100,760

Auxiliary enterprises	\$142,656	\$184,473	\$180,558
Other (identify)	\$213,229	\$188,701	\$143,433
Total Revenue	\$11,197,784	\$9,732,119	\$8,884,556
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	\$2,528,761	\$2,311,378	\$2,026,622
Research	\$130,863	\$167,336	\$115,935
Public services	\$1,649,475	\$1,373,761	\$1,484,894
Academic support	\$765,811	\$1,707,601	\$668,012
Student services	\$629,346	\$1,707,601	\$576,117
Institutional support	\$708,925	\$639,075	\$690,588
Operation and maintenance of plant	\$530,773	\$731,974	\$680,277
Scholarships and fellowships	\$1,684,253	\$1,535,790	\$1,842,479
Other (Information Technology)	\$129,840	\$157,517	\$119,011
Mandatory transfers for:	0	0	0
Principal and interest	\$35,515	\$35,505	\$35,584
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (Capital Outlay)	\$1,793,023	\$656,206	\$702,100
Total Educational and General	\$11,197,784	\$9,384,762	\$8,941,619
Auxiliary Enterprises			
Expenditures	0	0	0
Mandatory transfers for:	0	0	0
Principal and interest	0	0	0
Renewals and replacements	0	0	0
Total Auxiliary Enterprises	0	0	0
TOTAL EXPENDITURE & MANDATORY TRANSFERS	\$11,111,484	\$9,384,620	\$8,941,619
OTHER TRANSFERS AND ADDITIONS/DELETIONS	0	0	0

(identify)			
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	\$85,949	\$347,357	(\$57,063)

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates: 2011	One Year Prior to Last Completed FY Dates: 2010	Two Years Prior to Last Completed FY Dates:209
For Capital Outlay	\$1,793,023	\$656,206	\$702,100
For Operations	\$297,131	\$80,674	\$255,203

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

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: N/A.

Fort Peck Community College operates no programs and academic credit courses at sites outside the United States.

5. Preface

5.A PREFACE – INSTITUTIONAL CHANGES

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 and 2010. FPCC's accreditation was again reaffirmed in February 2012 on the basis of the **Fall 2011 Year One Evaluation**, which was expanded to address Recommendation 1 of the Spring 2010 Focused Interim Evaluation Report. The following is a brief analysis of **the major institutional changes** that have occurred since the Year One Evaluation report submitted in the Fall of 2011.

The FPCC **student enrollment trends are shown in this graph; indicating a surge of students, unduplicated students in 2011-2012.** This count of 703 or 428 FTE is a sudden enrollment jump, following five years of constant enrollment levels hovering between 425 and 450 unduplicated students of 350-392 FTE.

<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

The **new Library, Information Technology and Community Learning Center facility** is now being 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.

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, new sidewalks and concrete work have been constructed, and general landscaping and maintenance improvements has sustained a continual effort in providing 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. She has been involved with state universities in Montana and Minnesota as a member of their faculty and administrator in their educational programs. Dr. Garcia also held the position of Vice President for Academic Affairs twice at FPCC, with her first tenure over the 2005-2006 academic years, and her latest occupancy of the position occurring in the entire calendar year of 2011, up to her assuming the presidency of the college.

FPCC has had three different **Vice Presidents for Academic Affairs** since 2006, and the position is currently filled by a former member of the faculty who has taught computer and information technology courses at the institution for the past five years. Mr. Wayne Two Bulls, an enrolled member of the Fort Peck Tribes, brings a wealth of experience from the corporate and computer technology manufacturing environments that assist him in fulfilling the requirements of the position.

Several **key faculty positions have been filled** by qualified individuals after their predecessors either retired or pursued other professional positions. The Business Department experienced a huge loss as Ilene Standen, who had 27 years of instruction at FPCC, retired at the end of Spring 2012 semester. The English & Humanities department felt the same kind of absence as Rodney Standen, also a 27-year veteran of the institution and Ilene's husband, ended his career at the same time. Ilene Standen's business courses have been assigned to the existing Business Department faculty, while Mr. Standen's classes have been assumed by Ms. Sandra Sather-Westly, an instructor new to the FPCC family.

Other disciplines with **new instructors** include the hiring of Mrs. Loy Sprague in the Psychology Department, Mr. Tom Black Eagle in the Mathematics Department, Ms. Erika Akehurst in the Life Skills and College Prep courses, Mr. Mike Koscho in the Computer Technology Department, and Ms. Judy Ogle in the Computer Science Department.

The **FPCC Board of Directors** consisting of nine voting members, with one of the seats shared by the four Superintendents of the local public school districts located on the Fort Peck Indian Reservation. Two of the seats are reserved for representatives from the Fort Peck Tribal Executive Board and are internally appointed by that body every two years immediately after the biennial Tribal Elections held in late October.

During this reporting period, **three of the school's superintendents are new** to the FPCC Board of Directors and include Mr. Steve Henderson, Brockton Schools Superintendent, Ms. Corrina Guardipee, Frazer Schools Superintendent, and Mr. James Rickley, Poplar Schools Superintendent. The two Fort Peck Tribal Executive Board appointees are also new to the FPCC

Board of Directors and include Mr. Thomas Christian and Mr. Garrett Big Leggins, a former faculty and staff member at the college.

The Fort Peck Community College, as part of a consortium consisting of four tribal colleges, were awarded a **three-year, \$18.9 million U.S. Department of Labor grant** to address the workforce training and employment opportunities available regionally. FPCC receives \$1.3 million directly each fiscal year for the duration of this grant to implement its strategies and training activities. The proposed capacity expansion and networking activities are centered around the development of the simulated and/or on the job training activities, on-line and/or in class room instruction, and the most current and applicable strategies to provide certification for employment with a direct career path. FPCC has been continuously working with the Workforce Investment Training Committee (WITC), tribal and non tribal industry representatives and the leaders in the community, for the past ten years. The college has a complete understanding of developing specific, demand driven curricula that is suitable for the requirements for the Commercial Transportation services and the trades within and supportive of our current certificate programs.

FPCC's Institutional Development and Research Department has initiated the development of a formal process, including the **utilization of the college's website, with which to solicit monetary contributions and develop specific capital campaign projects**. This initiative is intended to result in the formation of an institutional foundation geared to solicit funding for specific campaigns such as capital improvements, operational activities, maintenance functions, and student scholarships to name a few. This is a continually evolving process, with research/development projecting limited capital campaign activities to begin simultaneously during the submission deadline for this report, with more extensive activities and outreach occurring over the next fiscal year.

Finally, the college **website has received a complete overhaul**, making it more user-friendly for students, staff, faculty and visitors. For the better part of the past decade, the college had a presence of the Internet, but the site was archaic and under-utilized by students and employees of the college. The new website allows for easy interaction between students and faculty. It allows students to take surveys, monitor daily activities and track future events that are streamlined on the home page. The dissemination of the college's Annual Report, schedule of classes and other pertinent documents are also available on the institution's website. The institution's website can be found at www.fpcc.edu.

5.B. RESPONSE TO TOPICS PREVIOUSLY REQUESTED BY THE COMMISSION

Spring 2010 Focused Interim Evaluation Report Recommendation:

The faculty and staff have made great progress in beginning to assess student learning across the College's courses and programs. While some programs still use completion rates and grades as a source of primary assessment data, others have moved forward and begun to assess courses and programs by individual outcomes. The committee recommends that Fort Peck Community College build on its success this past year and continue its efforts to "provide evidence that its assessment

activities lead to improvement of teaching and learning” across all program outcomes, Standard 2.B.3.

Fort Peck Community College developed Program Learning Outcomes (PLO) Committees in the following areas:

- Vocational Programs – Automotive Technology, Building Trades, Electrical Line Worker, Heavy Equipment, Truck Driving and the Pilot Welding Technology Program all offer one-year Certificate Programs and Automotive and Building Trades offer two-year AAS Degrees.
- Science, Math and Computer Technology Programs – General Education and Related Instruction courses, AS, AAS and Certificate programs in Pre-Nursing, Science and Computer Technology.
- Business, General Education and Related Instruction – AA, AAS and Certificate Programs in Business, Human Services, Psychology, American Indian Studies as well as those General Education and Related Instruction courses in Communications, Social Sciences, Arts and Humanities, American Indian Studies, Human Relation and Health.

Each area was headed by a PLO Team Leader/Committee Chairperson who served as facilitator and reported back to the Academic/Vocational Vice President. The facilitators held their subcommittee meetings on a regular basis and maintained records of Faculty PLO responsibilities and progress. They also maintained portfolios of the yearly PLO Evaluations, Recommendations and their corresponding Application of Findings, along with demonstrated changes to course content, pedagogy, etc., per each subcommittee recommendation.

Each subcommittee included members from other disciplines; e.g., the Arts and Humanities subcommittee included American Indian Studies faculty while American Indian Studies included Business faculty. All faculty members were expected to develop and maintain individual portfolios for each specific program. Faculty members were involved in developing the PLOs and reviewing their efficacy with regard to new and improved measuring tools. The committee chairpersons facilitated the overall content and quality of the finished portfolios. However, the chairpersons main responsibility was to emphasize the importance of each faculty member’s involvement and contribution to the entire PLO process. These portfolios reside at Greet the Dawn Administrative Offices and are available for viewing.

The Program Learning Outcomes are in a dynamic state and ever evolving. Faculty members constantly look at new and innovative methodologies to develop more effective assessment methods and specific measuring tools for the various Program Learning Outcomes. FPCC’s PLO Plan is reviewed biannually and adjustments are made per committee recommendations and the PLO Plan is updated. This update is reflected in the biannual FPCC Catalog.

Examples Extracted from PLO Portfolios

Pre/Post Writing Samples Analyses - Communications Faculty (General Education and Related Instruction) compared individual writing samples from the first day of class to one given at the end of the course. The Application of Findings to Course Improvement details development of

activities, incentives, tutoring that expands upon prior years' recommendations. Some success in emphasis upon documentation and citations was noted and the instructors were encouraged to continue the process.

Random sampling of assignments/tests/papers - Arts and Humanities faculty chose one A, one B and one C paper from gateway and capstone courses and analyzed them in terms of "knowledge" of subject matter and "understanding" of subject matter. These were compared to the learning outcomes for each segment. American Indian Studies analyzed Final Examinations from several courses for correlation with specific learning outcomes in General Education, Related Instruction and AA degrees. Instructors included changes in their syllabi for future semesters and developed handouts designed to advance progress in these areas. The Vocational Programs also incorporate random sampling as a portion of their assessment data. The random sampling is comprised of assignments, tests and "hand's-on" demonstrative types of samples.

Graduate Placements – Employment/Continuing Education or both - Business Faculty used surveys of graduate placements as their "overall measure." The past spring's graduates had jobs, were pursuing additional degrees at FPCC (e.g., an AA degree after receiving a Certificate), had transferred to 4-year colleges or universities (e.g., University of Mary) or had jobs AND were furthering their education. These results were compared with prior years.

Textbook readability levels - Each vocational faculty member completed an analysis procedure to determine the readability scale of their current textbooks. All the texts throughout the vocational areas scaled at a readability level higher than at the secondary education level. These levels will be compared to **ASSET Test scores and blended into additional data research** to develop recommendations that may affect initial registration and entry-level required courses. The hypothesis is that presently the a certain percentage of vocational students are entering different vocational trades majors with substandard reading and comprehension skills required to be successful within the particular program. If the research data concludes this hypothesis, a recommendation to the Curriculum Committee will be developed. The readability measurement is a portion of the overall completion assessment data research efforts.

Completion assessment data - Some faculty continue to use FPCC Completion Data as part of their analysis. If student do not complete the course, they cannot complete the program and success in achieving program learning outcomes cannot be measured. It continues to be a useful assessment tool, but it is one of many.

Demonstrated Proficiency "Hands-on" Testing - All of the Vocational programs use specific demonstrative proficiency testing. This practice is incorporated throughout their programs to determine student competency in many different areas that require an acceptable level of skill. For example, the Truck Driving course uses checklists for pre-trip inspections and evaluative worksheets to determine acceptable skill levels. Automotive Technology, Building Trades, Electrical Line Worker, Heavy Equipment and Welding all utilize similar checklists and/or worksheets to use as a measuring device for "Hands-on" competency testing. These competency tests ensure that the students are performing specific industry standard skills that are incumbent with course completion and preparation for employment in the particular vocational area.

Task Specific Testing - The Automotive Technology program is certified by the National Automotive Technicians Educational Foundation (NATEF) and is required to recertify every five years to maintain certification. NATEF certifies that the Fort Peck Community College Automotive Technology program's instruction, course of study, facilities, and equipment of the institution, have been evaluated by the NATEF and meet the National Institute for Automotive Service Excellence standards of quality for the training of automobile technicians in Brakes, Electrical/Electronic systems, Engine Performance and Suspension & Steering areas. The task specific are divided into three priority levels, Priority 1, Priority 2 and Priority 3 within each certified automotive area. Priority 1 requires that 95% of all tasks be completed, priority 2 require 80% and priority 3 require 50% of the tasks to be completed. The Automotive Technology program utilizes technical manuals that complement their textbooks to accurately track and record the completed tasks. Live automotive projects are utilized in the automotive lab and the task related evaluation process also enhances the complete program learning outcomes.

Advisory Committees/local business owners - Vocational faculty and Business faculty utilized advisory committees and/or local business owners to assess success in meeting outcomes. Receiving practical input from industry-specific is vital to the workforce development taking place in the vocational and business areas. These groups/individuals provide insight into their needs and help FPCC instructors focus on vocational/business needs in the community and are essential to the success in their respective fields. Workforce development is not only part of overall program outcomes but also fulfills one part of FPCC's Mission.

Pre/Post Tests - Human Services and Psychology instructors measured their PLOs through the use of pre/post tests as did Human Relations Related Instructors. Analyzing these results caused instructors to reevaluate the content of the pre/post tests to better reflect in-class learning. In addition, Human Relations faculty noted that enhancement of content to better fit individual learning styles would be of much benefit.

Test Item Analysis - Psychology faculty used post-tests with Item Analysis summaries along with observation packets. It was noted that more discussion of specific curricular areas was necessary and that sections needed to be added to allow for student insight into personal strengths and weaknesses.

Correlating Simulation results with course contextual content/parallelism between the two - Business Faculty used the results of an assigned accounting simulation that measured general and task-specific learning within course content. The results were compared with the student's overall course grade to determine a correlation between the two in meeting the learning outcomes. Successful completion of the accounting simulation correlated directly with successful completion of the course and provided straightforward assessment of learning outcomes.

Develop practical applications within technical math and workplace communications that were more skill specific - The vocational department developed application based mathematical problems and scenarios with the FPCC math instructors. These applications were intended to be utilized with the Technical Math curriculum.

Technical Mathematics was determined to be a major stumbling block for students within all of the vocational programs. The intent is to provide real world and applicable mathematical problems for the specific discipline. For example, the truck driving program used the calculations that are required to determine the allowance per axle for crossing weight-restrictive bridges, the Automotive Technology Program utilized compression ratio, cubic engine displacement and etc. for the correlating problems. The overall related instruction courses are intended to be taken along with colleagues from the same major and in a cohort design. The industry relevant math problems along with the cohort groups are intended to help improve overall completion rates by improving student attendance, participation and interest.

Data analysis of College Preparation (CP) courses and how the CP requirements affected the overall completion rates - This is presently in the infancy stage as it will take several years to develop a trend analysis. The Vocational Education programs have incorporated the assistance of a computer technician and he developed a spread sheet to help provide accurate statistical data. The spreadsheet will provide an accurate tracking instrument to determine the completion rates of students. Analysis of Completion Rates of students who are required to take one CP course or two or more CP courses will be compared with the overall completion rate of students not required to take CP courses. This analysis is also to be articulated with the completion assessment data to determine the overall effectiveness of the CP courses and the completion rate to CP course ratio. The data assessment is also intended to demonstrate whether or not there is a definitive link between the enrollment of students with CP course requirements and those students not requiring CP courses.

Summary

The end result of all these activities is the concentration and emphasis of Student Learning and demonstrated success. Upon completion of the particular program, all of the PLOs can be effectively assessed and FPCC can be comfortably assured that students completing the programs are meeting minimum program objectives, requirements and learning outcomes. The Program Learning Outcomes process ensures the both the faculty and the programs are in a continuous, dynamic and evolving process to develop innovative measuring tools for the processes. The participation of the faculty maintains a genuine connection to the conduit necessary for the entire PLO process. Fort Peck Community College faculty members are the main cogs in the gear that drives the learning outcome process, to effectively guarantee that each student who completes a program has the achieved minimal program learning outcomes as stated in the FPCC catalog.

The entire process continues to be in a dynamic state and continuously evolving. The committees strive to be more proactive rather than reactive to effectively stay on top of program learning outcomes by constantly seeking new methods of assessing learning outcomes. This is only accomplished by the committee process and with the supervision of the PLO Team Leaders/committee chairpersons. These individuals devote an extreme amount of time and energy to facilitate the committee's continuous participation and ultimately the overall outcome. The team leaders are extremely knowledgeable of the necessary components and progressive mechanisms within the entire process. The individual participation of each faculty member is essential in order to achieve successful results and the function of each committee safeguards their effectiveness. The faculty members at Fort Peck Community College continue to strive towards

improving each program and consequently improving each and every student's educational experience.

Fall 2011 Year One Peer-Evaluation Report Recommendation:

The evaluation panel appreciates the effort that the College has made to establish vigorous data collection standards. Many of the stated indicators provide clear data points, but the data points in and of themselves are insufficient for demonstrating mission fulfillment. The panel recommends that Fort Peck Community College create performance thresholds or benchmarks of success that are realistic and achievable so that they are meaningful and can be used to establish mission fulfillment, Standard 1.A.2.

The indicators established under the four objectives of the Cultural Identity core theme are a series of activities that constitute indirect measures of institutional performance. The panel recommends that direct and meaningful indicators be established for this core theme and that these indicators form the basis for evaluating accomplishment of core theme objectives, Standard 1.B.

The Commission also requests that the College address Eligibility Requirements 2 and 3 in its updated response to Standard One as part of its Fall 2012 Year Three Self-Evaluation Report.

Recommendations 1, 2, and 3, from the Fall 2011 Year One Peer Evaluation Report, are being responded to in the Updated Chapter One: Mission, Core Themes, and Expectations section for this Fall 2012 Year Three Self-Evaluation Report.

6. Updated Chapter One: Mission, Core Themes, and Expectations

6.A. ELIGIBILITY REQUIREMENT 2 AND 3

Fall 2011 Year One Peer-Evaluation Report Recommendation:

The Commission also requests that the College address Eligibility Requirements 2 and 3 in its updated response to Standard One as part of its Fall 2012 Year Three Self-Evaluation Report.

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 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 ceded 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(s) 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 interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, 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 (8 programs of study), Associate of Science (8 programs of study), Associate of Applied Science (10 programs of study) and one-year Certificates in 12 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.

6.B. STANDARD 1.A: MISSION

6.b.i. 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 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.
- Emphasizes FPCC's efforts on students and aiding them in achieving their goals.
- Acknowledges FPCC's responsibility to be responsive to community needs.
- Establishes a measure of excellence for which to strive

6.b.ii. 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 curricula 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 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, culture, history and languages 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 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 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 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 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.

Standard 1.B: Core Themes

FALL 2011 YEAR ONE REPORT RECOMMENDATIONS:

The evaluation team appreciates the effort the College has made to establish vigorous data collection standards. Many of the stated indicators provide clear data points, but the data points in and of themselves are insufficient for demonstrating mission fulfillment. The evaluators recommend that FPCC create **performance thresholds or benchmarks of success that are realistic and achievable so that they have meaning and can be used to establish mission fulfillment.** (Standard 1.A.2)

The indicators established under the four objectives of the Cultural Identity core theme are a series of activities that constitute indirect measures of institutional performance. The panel recommends that **direct and meaningful indicators be established for this core theme and that these indicators form the basis for evaluation accomplishment of core theme objectives.** (Standard 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 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

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:

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

Students receive superior and pertinent instruction that grooms them for success at the baccalaureate level.

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

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	Performance Threshold
1. Programs listed in the FPCC catalog have transferability of credits equivalent to the enrollment requirements and prerequisites of the respective transfer institutions	All Associate of Arts and Associate of Science degrees results in the transferability of credit All Montana University System numbered courses transfer
2.. Students who complete the general education requirements and transferable courses within their major of study before they transfer	Students attaining Associate of Arts and Associate of Science degrees results in the transferability of credit All Montana University System numbered courses transfer
3. Academic and vocational program classes with original and real-world experiences provided in the overall deliverance of classroom instruction	% of academic and vocational programs that combine original/real-world experiences into the overall delivery 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 Montana Office of the Commissioner of Higher Education to ensure that this relationship and coordinative collaboration of educational requirements continues to be a priority in assisting students to 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	Performance Threshold
1. Student retention rate	Increase in % retention annually
2. Faculty attrition rate	Maintain or decrease % attrition rate of faculty
3. Faculty expertise	% of faculty that participate in professional development % faculty that will continue education Maintain % of faculty with doctorate degrees
4. Student assessment of instruction quality	% student assessment of instruction increases annually
5. Student completion rates of first two semesters at transfer institutions	Increasing completion rate of students for 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 to 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 provision of quality student learning environments in all programs of study. Student surveys, faculty evaluations, programs learning outcomes, 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 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	Performance Threshold
1. Student completion rates at FPCC	Increasing % Students completing academic or vocational coursework at FPCC
2. Student perception of Support Services	Increase % students response of “very” or “mostly” satisfied to the annual Student Support Services “Student Satisfaction Survey”
3. Time to degree or certificate complete once students reach 100- level courses	FPCC students will complete academic or vocational programs in 150% of the time from enrollment in 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	Performance Threshold
1. FPCC will maintain active relationships with high schools in the FPCC service region	Increase % relationship with high school in the FPCC service region

2. Students who were enrolled in the FPCC Dual enrollment program will enroll in postsecondary institutions	Increasing % of FPCC Dual enrollment students enrolled at postsecondary institutions after completion of high school
3. Facilitate and accommodate articulation agreements and on-campus university partnerships bringing Baccalaureate and graduate programs to place bound students	Increasing % of former FPCC students continuing on to obtaining Baccalaureate or higher degrees while residing on the Fort Peck Reservation

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 its formation over a decade ago, allowing FPCC effective 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

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:

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

Objective 1: Embody cultural identity by immersing the cultures of the Assiniboine and Sioux Tribes into the classroom and campus environment.	
Indicators	Performance Threshold
1. Faculty integrating culture of the Assiniboine & Sioux tribe into their classes where possible	% of faculty as measured by peer evaluations
2. Number of students participating in the Indian Club	Increasing number of Native American students participate in the Indian Club
3. Classes in Assiniboine and Sioux culture, traditions, and languages	Maintain or increase amount of classes in Assiniboine and Sioux culture, traditions, and languages
4. Community members utilize the FPCC campus for Native American activities	Maintain the number of community members utilizing the campus for Native American events
5. Number of students, faculty, and staff participate on the Cultural Committee for FPCC	Number of students, faculty, and staff being members of the Cultural Committee increases

Indicator one is a measurement on how well faculty can integrate Assiniboine & Sioux culture into appropriate classroom exercises and lessons. 85 % of the student body is Native American at FPCC.

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 that allow students to take classes in beading, star quilt making, Dakota language and Assiniboine language.

Indicator four measures how well FPCC contributes their campus facilities and time to the community for Native American events such as conferences on Sioux treaties, Fort Peck Tribal Council meetings, round dances, etc.

Indicator five 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.

Objective 2: Increase Indian awareness and cultural awareness amongst the residents and communities on the reservation and within the FPCC service area.	
Indicators	Performance Threshold
1. Educational workshops and conferences on Native American culture and traditions offered by FPCC	Maintain or increase the number of workshops and conferences on Native American culture and traditions
2. Local school districts within the FPCC service area are provided the state mandated "Indian Education for All" training	The Indian Education for All training is offered annually to all local school districts at FPCC
3. Number of cultural activities provided to the communities	Maintain or increase the number of Native American activities provided to the community members

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 college 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	Performance Threshold
1. Fort Peck Tribal Archives at FPCC	FPCC will house, maintain, and update the information in the Fort Peck Tribal Archives as a part of the college library
2. Classes in Assiniboine (Nakota) and Sioux (Dakota) languages	Increase the number of students taking the Assiniboine and Sioux language classes at FPCC
3. Native American program of study and curriculum offered at FPCC	Number of students attending Native American classes increases annually
4. Fort Peck Reservation History book provided to the general public by FPCC	Continually update and add information to the Fort Peck Tribal History book

Indicator one will measure the extent of the tribal materials preserved and cataloged in the Tribal Archives collections, as well as the use of and research of historical data, documents and artifacts that define the history and culture of the Tribes.

Indicators two and three 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 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	Performance Threshold

1. Number of students, families, and community members attending round dances and other cultural activities provided by FPCC	An increasing number of students, families, and community members attending cultural events and activities
2. Number of students, families, and community members participating in cultural events provided by FPCC	Number of students, families, and community members participating increases each year
3. Number of cultural classes offered such as beading, breastplate making, etc.	Increasing % of students enroll in cultural classes offered by FPCC
4. Amount of funding provided for cultural enrichment activities	Amount of funding increases annually

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 is a measurement of students, families, and community members who participates in cultural events at FPCC. FPCC sponsors events and activities such as round dances and the graduation pow wow, 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 three will measure if FPCC is providing enough arts and crafts classes to the community and the right mix that keeps the interest high.

Indicator four 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

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:

Provide the constituency of the reservation and surrounding region with access to quality, life-long learning experiences.

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

Improve the health and wellness of community and reservation members.

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
1. Offer workshops and seminars of interest to the community	Number of workshops and seminar offered to the community
2. Offer continuing-education credits for courses and training sessions at FPCC	Number of CEU's given annually
3. Prepare individuals with the tools and skill necessary to attain their GED	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	Performance Threshold
1. Collaborating and creating partnerships between FPCC and the community	Increasing number of community collaborations and partnerships
2. FPCC students who become employed after graduation	Increasing % of FPCC graduates who become employed after earning their degree or certificate
3. Response to training and educational requests throughout the service region	% response rate to the training and educational requests received by FPCC annually

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	Performance Threshold
1. FPCC programs that target health and wellness issues	% effectiveness and efficiency of FPCC in accessing funds and resources to provide programs to the service area

2. Utilization of FPCC's two wellness center	% increase in annual usage and total membership at the two FPCC wellness centers
3. Provide health and wellness related events and activities sponsored by and participated in by FPCC	Continual growth in the number of events and activities sponsored by and 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	Performance Threshold
1. FPCC employees active on board of directors or advisory councils of local industries, development groups, agencies, and organizations	Maintain and increase the community involvement and participation, by FPCC employees, with these entities
2. Service learning hours accumulated by FPCC students, faculty, and staff	Maintain and increase the hours of service learning projects logged in by students, faculty and staff
3. FPCC's participation and sponsorship in community service efforts and events	Number of community service efforts, events, and activities sponsored, conducted, and promoted 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 towns and communities. 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 in 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

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	Performance Threshold
1. Student retention rates	Increase in percentage annually
2. Student completion rates	Increase in total number annually
3. Time to degree or certificate completion once students reach 100-level courses	FPCC students will complete academic or vocational programs in 150% of the time from enrollment in 100-level courses
4. High schools in the FPCC service region that the college has an active relationship with	% of active relationships with high school in the FPCC service region

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	Performance Threshold
1. Students who seek or obtain jobs in their fields	Continual improvement of students seeking or obtaining jobs in their field
2. FPCC programs with experiential education, internships, and hands-on training	Continual improvement of FPCC programs providing experiential education, internships, and hands-on training
3. FPCC's outreach efforts to the region's businesses, industries, and agencies on their current and future employment needs	Continual improvement of FPCC programs aligning with community and business 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 skill and training necessary to be successful in their chosen occupation.	
Indicators	Performance Threshold
1. Student passing rate on licensing and certification exams	Increase in % annually
2. Student perception on teaching quality	Students perceptions of teaching quality are at the "good" level or better on the annual survey
3. Internship providers surveyed report FPCC career and technical program interns meet or exceed overall job preparation expectations	% of internship providers surveyed at the meet or exceed category
4. Graduates surveyed report satisfaction with their overall job preparation for the workforce	% of graduates surveyed in the satisfaction category
5. Students retaining their jobs for at least six months	% 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	Performance Threshold
1. Enrollment in non-credit business, workforce and professional development offerings	Enrollments are either maintained or grow over time
2. Enrollment in continuing education business, workforce, and professional development offerings	Enrollments are either maintained or grow over time
3. Appropriate and necessary training in formats desired by businesses and employers	Increasing Percent of customized training requests satisfied
4. Continuing Education Units (CEU's) generated by FPCC	Continual increase in the amount of CEU's generated by FPCC

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 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. 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.

7. Chapter Two: Resources and Capacity

7.A. EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 4 - 21

4. OPERATIONAL FOCUS AND INDEPENDENCE

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.

With the Charter from the tribes, input from the Board of Directors, the Faculty and 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 twelve voting members, four of whom are superintendents from the school districts on the reservation (a policy in effect since 1999). Two Directors must 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. 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 for Academic and Vocational Programs, the Vice President of Student Services, the Director of Community Services, the Director 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 20 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 (6 programs of study), Associate of Science (5 programs of study), Associate of Applied Science (4 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 2011-2013](#) p 36-39. All undergraduate course numbers for general education requirements correspond with the Montana University System

and are reflected in the FPCC 2011-2013 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 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 Western Governor's University, and University of Mary 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 technology infrastructure currently 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. Students' 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. 8) and online at www.fpcc.edu

c) Grading policy;

Provided in the FPCC Catalog (pg. 16) 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. 34) 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. 105) and online at www.fpcc.edu

f) Rules, regulations for conduct, rights, and responsibilities;

Information provided in the FPCC Catalog (pg. 21) and FPCC Student Handbook and online at www.fpcc.edu

g) Tuition, fees, and other program costs;

Provided in the FPCC Catalog (pg. 10) and online at www.fpcc.edu

h) Refund policies and procedures for students who withdraw from enrollment;

Provided in the FPCC Catalog (pg. 10) and FPCC Student Handbook and online at www.fpcc.edu

i) Opportunities and requirements for financial aid; and

Provided in the FPCC Catalog (pg. 26) the FPCC Financial Aid Policies and Procedures, and online at www.fpcc.edu

j) Academic Calendar

Provided in the FPCC Catalog (pg. ii) 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, 2011, the beginning balance of the general fund was \$2,283,052. The general fund comprises 20 % of Fiscal Year 2010-2011 Cumulative Operating Budget of \$11,197,784.

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.

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. The map of the Fort Peck Indian Reservation and college service region, see Attachment 2. 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. See Exhibit File

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. (see link) The College has its mission statement posted on the home page, in the catalog, and throughout both campuses. (see link) 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. (see minutes) 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, see Attachment 1 for college charter and revisions.

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

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

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

With the Charter from the tribes, input from the Board of Directors, the Faculty and Student Senate, and the association with American Indian Higher Education Consortium, 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 and is

ex officio, non-voting. The bylaws are a section of the college 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. (see attachment) The Fort Peck Tribes chartered FPCC to deliver higher education two year programs and vocational programs to the community. Therefore, the policies, regulations, and procedures concerning the institution are clearly defined and equitably administered. The Fort Peck Tribes operates at an arm's length in regard to the administration and management of the institution. The FPCC Board of Directors and the College President have the responsibility to uphold this relationship. See Attachment 3 for the FPCC 501 (c) (3) Non-profit Status.

As one of 36 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." (<http://www.aihec.org>.) 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 a 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) In addition, FPCC has an organizational chart which demonstrates the relationship of how programs fit within the institution's mission and core themes. See Attachment 4 – FPCC Organizational Chart.

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 and Four in year five, 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, four of whom are superintendents from the school districts on the reservation (a policy in effect since 1999). Two Directors must 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, the term of office shall be two years. Except for the two 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.

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.

Name	Title	Term began	From/Representing
Richard Jackson	Chair	November 2001	Wolf Point community
Carolyn Rusche	Vice Chair	September 2007	Wolf Point community
Thomas Brown	Secretary	April 2007	Poplar community
Arlyn Headdress	Treasurer	November 1983	Wolf Point community
Thomas Christian	Member	November 2011	Tribal Council
Eileen Sprague/Joe Payne	Member	October 2011	Wolf Point Co-Supts.
James Rickley	Member	July 2011	Poplar Superintendent
Garrett Big Leggins	Member	November 2011	Tribal Council
Jackie Weeks	Member	September 2010	Wolf Point community
Corrina Guardipee	Member	July 2012	Frazer Superintendent
Stephen Henderson	Member	July 2012	Brockton Superintendent

Vacant	Student Represent.	2011-2012	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. See Attachment 1 for the FPCC Charter and Bylaws, initial and revised.

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. They review policies as needed or if brought forth by the President (see attachment).

The Cultural theme is addressed through the Culture committee which meets weekly to develop cultural programs. (see minutes) Culture is included in the Academic programs and by including two members of the Board of Directors who are appointed by the Tribal Council. These two 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 superintendents of the school districts as members of the Board of Directors. 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 the matters that are academic in nature. The FPCC Faculty Senate is authorized by the board and are represented on the Board in an ex officio capacity. The FPCC Faculty Senate Representative attends Board meetings to ensure communication.

Service to Community theme is addressed by the Community Services department and Service Learning projects.

Workforce development theme is accomplished through the vocational programs, through CEUs generated by training, and by the DeMaND 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 delegates authority and responsibility to the

President to implement and administer board-approved policies related to the operation of the College. The position description for the President is included as an attachment.

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 each quarter, typically before a regularly scheduled Board meeting to discuss finances, to assist in financial planning, and to present recommendations to the Board (see minutes).

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 (see report).

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) 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 January 1, 2012.

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 Director of Community Services, the Director of Institutional Development, and the Business Manager. These are well qualified individuals (see resumes). These administrators are responsible for planning, organize, and managing 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.

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 responded that they are satisfied with their involvement in curriculum planning. (see Satisfaction Survey). 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. (see minutes) 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. (see attachment) FPCC also has a current FPCC Administrative Faculty and Staff Personnel Policies and Procedures Handbook. (see attachment) 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. See Exhibit File 2.A.3. for Board Minutes. 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. See Exhibit File 2.A.4 for the AIHEC Annual Meeting agenda, February 2012.

The Board of Directors has the responsibility to hire the President, set policy, review progress, and ensure fiduciary responsibility and effective fiscal management. The President's Executive Council, comprised of three Vice Presidents, the Business Manager, and one Director, 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 ten Directors, meets bimonthly to convey information and make recommendations and decisions regarding facilities, programs, instruction, and services.

FPCC has a policy of 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. See Exhibit File 2.A.6. for the FPCC **Administrative and Faculty Policies and Procedures Manual**.

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. See Exhibit File 2.A.6 for the FPCC Personnel Policies and Procedures manual.

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 and university educator with over two decades of work experience at public state universities (see vita). 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 authority to:

- Hire and terminate employees.
- Sign grants, contracts, and official documents on behalf of the College.
- Sign checks, develop the college budget, and fundraising.
- Serve as the primary connection to the Board of Directors between the faculty and staff.
- Carry 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. See Attachment 4 for the FPCC Organizational Chart 2012.

2.A.11 The institution employs qualified administrators

The President convenes an Executive Council comprised of the Academic Vice President, the Vice President for Student Affairs, the Director of Community Services, the Business Manager, and the Director of Institutional Development to address administrative issues affecting the College. The Executive Council meets on the 2nd and 4th Monday of each month to discuss plans, follow up, mission, and progress (see minutes).

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 on the first and third Mondays of the month. Each Administrative Council member gives a report on the activities and progress in his/her department. Additional meetings may be called when needed. See Exhibit File 2.A.5 for the Administrative Council minutes.

FPCC has an evaluation process as part of the management system. Each spring, usually in April, 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 (see Evaluation form and process for Evaluation). 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, the Registrar’s Office, and the Library. The AVP also supervises several grant programs, including Native American Career and Technical Education Programs, Eco-Ambassadors, 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, and the Lumina Developmental Grant. The VP for SS supervises several grant programs, including TRIO Student Support Services, Wal-Mart Models of Success Initiative, and Service Learning.

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 Director of Community Services supervises facilities, maintenance, the Institutional Technology department, the Wellness Centers, GEARUP, DeMaND (Department of Labor Workforce Development) Project, and the Agriculture Department. The Culture Committee is part of Community Services.

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 four employees working on bachelor degrees. 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.

Type of Training	Employee/Board member	Dates
American Council on Education Chief Academic Officers Training	President	8/11; 1/12; and 6/12
Integrated Applications course	President	Fall 2011
Dakota Language Preservation trng.	President	5/12

Board training	Board of Directors	412
Moccasin Making class	President	2/11
Executive Leadership Training	VP for Institutional Development	12/11
Graduate Program U of Mary	Dir. of Community Services	2011-2012
Graduate Program U of Mary	Registrar	2011-2012
Dakota Odowan class	SSS Director	Spring 2012
Accreditation training	All campus employees	3/12

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 them 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 12.

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). 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 2009-2011. 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 is 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, as citizens, 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.” [FPCC Catalog](#) page 21.

The Student Handbook sets forth standards of student conduct, disciplinary sanctions for breach of the standards of student conduct and procedures to be following in adjudicating charges of both academic and non-academic misconduct. The Vice President of Student Services is responsible for administration of the Student Handbook and issues of individual academic progress. Matters involving further academic determination fall within the responsibility of the Vice President of Academics. See Exhibit File 2.A.7, for the FPCC Student Handbook.

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

2.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 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 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 ASSET placement exam. All new students are also strongly encouraged to attend Student Orientation.

GED Admissions. A person who is not a graduate of an accredited high school is eligible for admission by earning passing scores on the General Education Development (GED) tests. Montana's passing scores are a minimum of 410 on each test and an average score of 450. Information about requirements and test center locations in Montana may be obtained from the GED Program Office of Public Instruction, P.O. Box 202501, Helena, Montana, 59620-2501. FPCC is also a GED 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 ASSET 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. See [FPCC Catalog](#) page 23 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 2011-2013 FPCC College catalog (pp. 15-16, 29-31).

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 regional tribal colleges. Funding is provided through Student Services. FPCC utilizes the policy of the Montana Tribal College Athletic Association Student Athlete Code of Conduct.

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 sign up 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.

HUMAN RESOURCES

2.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 are 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

The Fort Peck Community College Financial Policies and Procedures manual has not been formally approved by the FPCC Board of Directors. The Policies and Procedures manual we have been operating with since 2004 is to be presented to the FPCC Board of Directors at our next scheduled meeting in September 2012. See Exhibit 2.A.10. for the FPCC Financial Policies and Procedures Manual, 2004 & revisions.

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

There are three areas of financial management; Budgeting, Record Keeping and Reporting and is organized by each fund type. Section I is the Budget Procedure; Section II is the Accounting Procedures; and Section III is the Reporting Procedures as documented in the FPCC Financial Policies and Procedures manual.

GENERAL POLICY STATEMENT: “It is the policy of Fort Peck Community College Board that all funds under FPCC control will be accounted for by a centralized, budget driven accrual accounting system. FPCC will use generally accepted accounting principles that shall be in conformance with the Single Audit Act, Amended, 1996, known as “OMB Circular A-133”.

2.B - HUMAN RESOURCES

2.B.1 The institution employs qualified personnel

FPCC currently employs 80 full-time employees: 20 fulltime faculty, 51 staff, and 6 exempt staff (July 2012). 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, see Exhibit File 2.A.6.

The 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. In the past five years, FPCC personnel have obtained advanced degrees from Gonzaga or the University of Mary, with extensive support from the college:

Chart of FPCC Faculty and Staff – Advanced Degrees Completed 2007-2012

Staff/Faculty Name	University	FPCC Position
Atkinson, Rose	University of Mary	Director, Business Office
Day, Michelle	University of Mary	Payroll, Business Office
Magnan, Jodie	University of Mary	Faculty, Business Department
Norgaard, Billie	University of Mary	Faculty, Business Department
Ogle, Judy	University of Mary	Faculty, Communications
Black Eagle, Tom	Gonzaga University	Faculty, Mathematics
Clark, Lanette	Gonzaga University	Financial Aid Officer
Gourneau, Haven	Gonzaga University	Vice President Student Services
Harada, Steve	Gonzaga University	Faculty, Auto Mechanics
Sansaver, Mark	Gonzaga University	Grants Mgmt., Business Office
Smith, Craig	Gonzaga University	Director, Institutional Development

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.

See Exhibit File 2.A.6 for the Fort Peck Community College Policies and Procedures, page 13.

2.B.4 Qualified Faculty Sufficient in Number

The Fall 2012 faculty had 23 full-time instructors with the following degrees:

M. Ed	1	B.S.	2
M.S.	2	B.A.	1
M.A.	3	A.S.E.	2
M.B.A.	5	Diploma	3
J.D.	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 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. 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 Survey Monkey 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.

See the Exhibit File 2.A.6 for the **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).

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 (6 programs of study), Associate of Science (5 programs of study), Associate of Applied Science (4 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 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 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 2011-2013](#) 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, levels 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 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 plays 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. See Exhibit File 2.C.1 for the Curriculum Committee Minutes.

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 8 P.M. 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 14 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/Billings in Billings, MT for Elementary Education and the University of Mary in Bismarck, North Dakota for a Masters 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 2011- 2013](#), pages 35 - 67.

The intellect of learners is demonstrated in the breadth and depth of undergraduate programs and is addressed in the [2011-2013 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 NSF 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 an 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 2011-2013](#) (page 17-18). Degree and certificate program requirements are defined as follows:

Fort Peck Community College Degrees/Certificates and Requirements

<p>Associate of Arts (AA)</p> <p>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.</p>
<p>Associate of Science (AS)</p> <p>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.</p>
<p>Associate of Applied Science Degree (AAS)</p> <p>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</p>
<p>One Year Certificates</p> <p>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 10 credit hours in the General Education requirements, and Satisfactory completion of courses, C or better, as specified in the program of study.</p>

The general education requirements and description of Core requirements are outlined for each Associate degree program in the [FPCC College Catalog 2011-2013](#) p 36-39 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 2011-2013

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 – 6 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 – 2 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 2011-2013 (p. 42-64), 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 2011-2013, p. 40.

Program Learning Outcomes for Associate of Arts and Science Degree

Communication-Demonstrate and apply the ability to communicate in both verbal and written formats in order to reflect critical thinking skills.

Science-Obtain scientific methods to investigate and draw conclusions about the natural world.

Mathematics-Students will be able to demonstrate quantitative and logical reasoning abilities and apply mathematical principles to problem solving.

Arts and Humanities-Demonstrate knowledge and understanding of human cultural traditions as expressed in art, music, theater, language, literature, philosophy, and religion.

Social Sciences-Students will identify key historical events and perspectives and analyze fundamental principles and methods of scientific inquiry in the Social Science fields.

Native American Studies-Demonstrate knowledge and understanding of American Indian cultures, 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.

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 2011-2013](#) (p. 58-75). 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 2011-2013](#), 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, ensuring students training for immediate employment and stated in the [FPCC College Catalog 2011-2013](#), p. 65-74, 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 associates 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 2011 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 2011-2012 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 2012

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 include the supervision of the Financial Aid Director, the Retention Officer, Placement Officer, Learning Center Life Skills Instructor, two Adult Basic Education Instructors, the Service Learning Director, 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, counselor, instructor, Outreach/Administrative Assistant and trained student mentors and tutors. See Exhibit File 2.D.1 for TRIO Program at FPCC Brochure.

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 ASSET entrance exam as the main tool to determine the academic

readiness of each student entering FPCC. FPCC placement and testing services provide academic advisors, faculty and staff, for guidance in placing students in appropriate course levels according to their individual needs. The Student financial issues are addressed by the federal student aid program, which assists with the financial needs of student

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 intramural basketball.

The TRIO program mentors and tutors, TRIO program life coping skills and job skills training, 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, career and placement testing, and academic planning/advising. The Student Services department also administers the student activities program, which supports cultural, educational/leadership activities, family activities, student awards and scholarships events, as well as other extracurricular activities.

The college student services provide uniquely designed services:

- The Wa Wo Giya (Offers to Help) program is a student retention program that implements early grade and attendance intervention strategies to reduce barriers to students' academic progress. Wa Wo Giya services engage staff and faculty members to make contact with students at home and on campus, to connect them with the individual support appropriate for the specific at-risk students. See Exhibit File 2.D.2 for Wa Wo Giya early intervention committee minutes.
- The gas voucher program which provides students living 9 miles or further from campus with gas vouchers for transportation to attend classes
- Based on need, the financial aid office provides students assistance from Montana state and private scholarships.
- Academic support gives students access to a student lounge with internet and satellite access;
- A fully equipped learning center, the Circle of Life Center, is staffed with highly qualified and trained instructors and tutors throughout the academic year.
- Study areas, also computer labs are located in multiple and convenient areas around campus.
- A 10 unit double-occupancy student dormitory was completed in AY 2010, located just two blocks from the main campus building in Poplar.
- a student resource closet
- Student access to the FPCC Wellness Centers in Poplar and Wolf Point, at no added cost to the student.

The Fort Peck Indian Tribes deal with multiple socio-economic characteristics, that include high rates of poverty, extremely rural and geographically isolated home and small town locations, severe health conditions (diabetes, drug and alcohol addiction, high blood pressure, obesity), disproportionately young population, and high rates of chronic unemployment.

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. Safety and security are discussed during new student orientation. FPCC faculty and staff play an important role in the security monitoring on campus. All faculty and staff are mandated to monitor their respective offices, classrooms, and buildings 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. Student Dormitory residents are provided with a Dormitory Handbook that addresses building security. FPCC has implemented a new card key process which monitors entrance and exiting of campus buildings.

The Threat Assessment Program is monitored by a campus committee of key individuals that includes the Vice President for Student Services, the SSS Counselor, two faculty members and the Retention Officer. This program is designed for early identification/detection of possible campus threats from all campus constituents and community members. Emergency planning and training occurs annually for all campus personnel who are responsible for creating, reviewing, implementing and exercising emergency plans. See Exhibit File 2.D.3 for Threat Assessment Program at FPCC.

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), 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 or certificate seeking, adult basic education students or those studying for the GED.

Although FPCC operates an 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 Asset 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. Asset 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. See Exhibit file 2.D.4 for Fall 2012 Student Orientation Agenda.

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 GED (General Education Equivalency Diploma) 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 trades' areas. FPCC was able to face these challenges by allowing students to either continue

their program of study through independent study or other means. FPCC was fortunate in that there were fewer than ten students who were affected.

2.D.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. 8) and online at www.fpcc.edu and admissions brochure
- c) Grading policy;
Provided in the FPCC Catalog (pg. 16) 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. 34) 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. 105) and online at www.fpcc.edu
- f) Rules, regulations for conduct, rights, and responsibilities;

Information provided in the FPCC Catalog (pg. 21) and FPCC Student Handbook and online at www.fpcc.edu

- g) Tuition, fees, and other program costs;
Provided in the FPCC Catalog (pg. 10) and online at www.fpcc.edu
- h) Refund policies and procedures for students who withdraw from enrollment;
Provided in the FPCC Catalog (pg. 10) and FPCC Student Handbook and online at www.fpcc.edu
- i) Opportunities and requirements for financial aid; and
Provided in the FPCC Catalog (pg. 26) 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

The Fort Peck Community College publication provide accurate information on:

- a) 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 Line Workers, 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, program brochures, and are addressed, during orientations and registration, when presented to students interested in pursuing these occupational programs. Employment requirements, such as successful performance on a licensure exam and completion of internship/driving hours, are specified by each program.

FPCC has implemented a unique requirement for students entering into the electrical lineworker, heavy equipment and truck driving programs. Due to the high risk associated with these programs, such as operating highly specialized equipment, tools, and climbing line poles, FPCC has implemented a student drug testing policy. All students enrolling in these 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. 8 & 30) and the FPCC Student Handbook hardcopies are located in Student Services and online at www.fpcc.edu.

The FPCC Registrar and Financial Aid Director receive annual FERPA training either through seminar or workshops provided by the Department of Education or through other organization offerings. The FPCC Registrar offered FERPA training during the Spring 2012 semester to all FPCC faculty. To ensure that all new and returning faculty members are provided FERPA training it is offered annually during Spring semester. Student privacy information is located in the FPCC Catalog (pg. 12).

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 are the steady increases 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. 26), 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 ASSET 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. See Exhibit File 2.D.5 for the FPCC Advising Handbook.

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 providing 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

Fort Peck Community College operates a 10 unit double-occupancy dormitory and the Titoka Tibi Bookstore. The dormitory has been in operation for two 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, 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.

2.E LIBRARY AND INFORMATION RESOURCES

2.E.1 The institution holds or provides access to 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.

- Purpose One:** The first purpose is to support the instructional and learning opportunities provided through the curriculum of FPCC. The support provides direct and remote 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 and for the extensive vocational programs offered by the college. The college 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 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 are complimentary 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 provides the services demanded by its purposes through a new attractive, state of the art facility on the west side of the college campus with an inviting, comfortable, open 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 on a daily basis, checking out DVDs, computers and children's materials. The footprint of the new FPCC Library and Information Technology Center is provided in the Attachments to this Report.

A professional 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 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 access to the resources provided on the website. The databases available include Native America subject areas, EBSCO host, which includes *GreenFile*, *Environment Complete*, *Auto Repair Reference Center*, *CINAHL with Full Text*, *Teacher Reference Center*, *Academic Search Elite*, *ERIC*, *Psychology and Behavioral Sciences Collection* and *Ancestry.com*. There are 55 databases included in the EBSCO Host subscription 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 by Western Governor's University, and University of Mary 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 degrees:

- 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 presents 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 for purchase if they fit into the collection management policy, if not purchased the material maybe interlibrary loaned from another library for the patron.

Mike Turcotte and Robert McAnally, Native Studies faculty, provide lists of new materials that are considered for purchases. These materials include databases, audio, video and print materials.

Marvin Olson and Steve Harada requested and received *Motor, Motor Age and NATSO Trucker's News* for use of vocational students in Automotive and Truck Driving.

The new library facility includes are large community computer lab and construction has begun on the Archives and IT areas of this facility. The Library has a small Special Collection and has been collecting materials that will be housed in the new Archives addition. There are many items pertaining to Fort Peck Assiniboine and Sioux Tribes and this area that will available for patrons to search using PastPerfect Software. This project is just beginning and will continue.

Fort Peck Tribal Library has received many IMLS grants which have increased equipment and materials for use by patrons of the Library. The Library receives the Basic Library Services to Indian tribes each year which provides services for the public portion of our area. These services include children's collection, Summer Reading Program and adult book groups which have been coordinated through the Humanities Committee.

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, for browsing;
- Computer access including printing;
- Interlibrary loan for materials not owned by the Library;
- Telephone for student use;
- Tax forms to patrons;
- Audio, CD, DVD and video materials;
- Copying of support materials, including color copies if requested.

The Library provides information literacy and library tours for classes each semester. The composition classes are hosted each semester to learn basic research skills using the online databases available. A link to the OWL paper writing guidelines from Perdue University is available on the Library webpage.

The Library is a member of the Golden Plains Library Federation and the Director is a voting member of this group of northeastern Montana libraries. The Director is a member of Montana Library Association and has attained certification from Montana State Library in Public Library Director and technology. The Director is a member of the Montana State Library Commission, an appointment from the Montana State 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 other library users to rate the library's performance and request new services and materials. See the Exhibit File 2.E.1, for the Library Survey results, 2012.

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 every approximately three years.

Security of computers and electronic resources is managed in cooperation with the campus' information technology staff.

The Library Director attends state and national conferences and has acquired the most current information to keep the library effective and current. These conferences include the Tribal College Librarians' Institute hosted every summer by Montana State University in Bozeman. The Library is represented on the President's advisory board by the vice president of academics.

2. F FINANCIAL RESOURCES

2. F.1 The institution demonstrates financial stability.

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, 2011, the beginning balance of the general fund was \$2,219,187. The general fund comprises 20 % of Fiscal Year 2010-2011 Cumulative Operating Budget of \$11,197,784. (Attachment 6 for the FPCC Audit, 2011).

Revenue & Expense Chart for last three years, FY 10, 11 and 12

REVENUES	9/30/2009	9/30/2010	9/30/2011
Federal grants	\$ 6,518,658.00	\$ 7,357,080.00	\$ 8,988,437.00
State grants	\$ 554,817.00	\$ 699,913.00	\$ 463,095.00
Private foundation grants	\$ 495,362.00	\$ 296,336.00	\$ 375,074.00
College match	\$ -	\$ 8,745.00	\$ 9,019.00
Tuition and fees	\$ 720,430.00	\$ 766,429.00	\$ 756,173.00
Charges for goods and services	\$ 170,538.00	\$ 154,454.00	\$ 204,707.00
Investment earnings	\$ 100,760.00	\$ 87,233.00	\$ 45,394.00
Miscellaneous	\$ 180,588.00	\$ 183,473.00	\$ 142,656.00
Indirect cost recovery	\$ 143,433.00	\$ 178,456.00	\$ 213,229.00
Total revenues	\$ 8,884,556.00	\$ 9,732,119.00	\$ 11,197,784.00
Total expenditures	\$ 8,941,619.00	\$ 9,384,702.00	\$ 11,111,835.00
Balance	\$ (57,063.00)	\$ 347,357.00	\$ 85,949.00
Fund Balance	\$ 4,553,379.00	\$ 4,900,736.00	\$ 4,986,685.00

Objective #5 - FPCC's Strategic Plan 2009-2014 remains current and relevant. Of the six core strategic goals; the fiscal objective is as follows- Objective #5 - Meet the fiscal and physical needs of the college. See Attachment 5 for the FPCC Strategic Plan. The sub-objectives are to:

1. Secure adequate funding and other resources to support FPCC staff, programs, activities and services.
2. Conduct sound budgeting, fiscal monitoring and business office practices to ensure that funds are expended properly, efficiently and effectively.
3. 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, NACTEP, Student Support Services and USDA AG and Rural Development make up a lion's share of the eleven million dollars revenue total for 2011-2012. Those programs are multi-year and provide the instructional, infrastructure and operating revenue to meet the needs of the college programs and services.

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 U.S. Department of Interior- Bureau of Indian Affairs and the U.S. Department of Agriculture. 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 2012 is \$2,375,772

See Exhibit File 2.F.1-Endowment Sample of Annual Proposal Scope.

INVESTMENTS - SHORT AND LONG RANGE

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

The College accounts for its investments in accordance with Statement No. 31 of the Governmental Accounting Standards Board, Accounting and Financial Reporting for Certain Investments and for External Investment Pools (GASB No. 31). This statement

established standards for certain investments to be reported at fair value. 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. See Exhibit File 2.F.2 - 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, 2011 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. See Exhibit File 2.F.3 for the 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 Jenzibar 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, 2011, 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 are currently in phase two of the Information Technology/ Library and Tribal Archive Facility.

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 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

1. 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 2.F.-4 - 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.

Business Office Personnel

The finance function of Fort Peck Community College is the Business Office, 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. See Exhibit File 2.F.5 Department Organizational Chart.

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:

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. See Exhibit File 2.F.4-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.

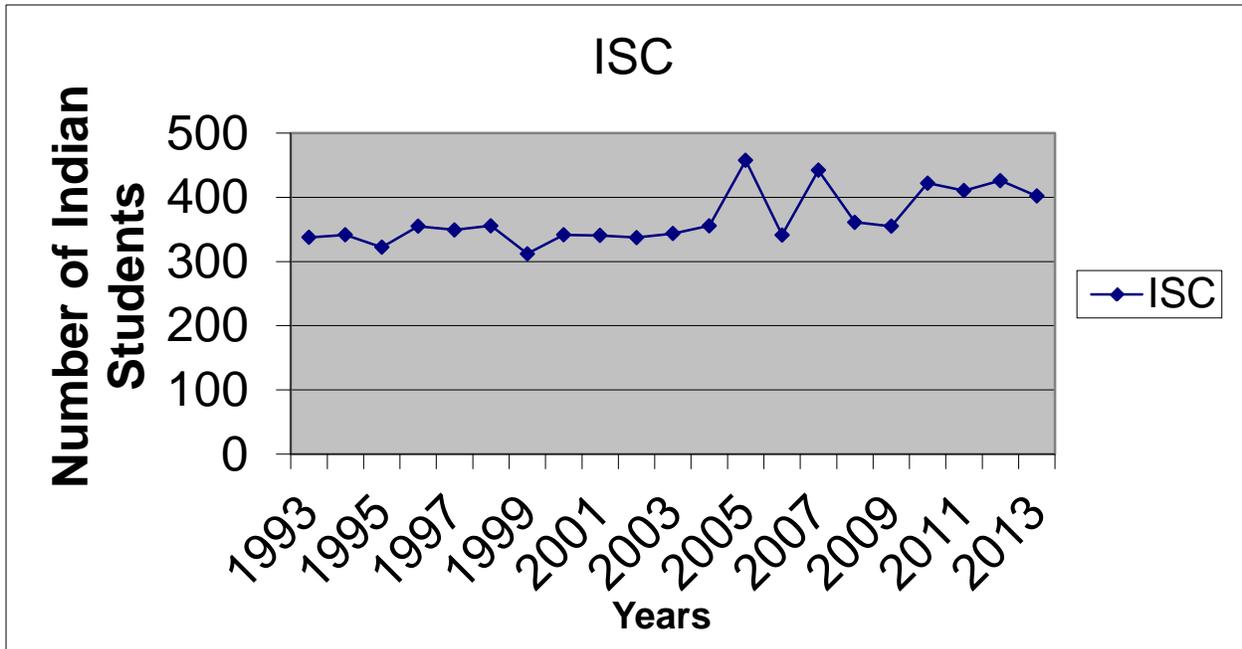
During the fiscal accounting year, budgets are subject to certain adjustments which are accommodated through formal transfer requests. Interfund appropriation changes require approval by the Board of Directors.

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.

FPCCC Indian Student Count, Tribal Community Colleges Act Support 1993-2013



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 (non-Indian students), 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. See Exhibit File 2.F.6 & G-ISC & Non Beneficiary Accounts.

2.F.3 The institution follows policies, guidelines to planning and budgets

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. See Exhibit File 2.F.4 - Financial Pol. & Procedures.

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 provides timely and accurate financial information through appropriate accounting system

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 institution's mission and core theme objectives

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 \$9,731 were made leaving the note with a balance of \$95,603 at September 30, 2011. 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, 2011 the College has reserved \$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 \$6,206 were made leaving the note with a balance of \$375,089 at September 30, 2011. 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, 2011 the College has reserved \$14,141. (Attachment-Audit 2011)

The annual requirements to amortize Governmental Activities debt outstanding as of September 30, 2009, 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>\$ 382,07</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 Financial operations and auxiliary enterprises defined

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.

The Daycare Program has been dropped from the auxiliary services of the college. A cost analysis revealed mounting losses and the benefit of the few students who used the services did not outweigh the losses incurred on annual basis. (Attachment H-Daycare Analysis)

2. F.7 The institution undergoes an external financial audit annually

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 2010-2011, the audited financial report is available at the Fort Peck Community College Business Office. See Attachment 6 for the FPCC Audit, 2011.

Copies of the financial section of the Integrated Post-Secondary Education Data System (IPEDS) report for the past three years, FY09, FY10, and FY11 are available at the Fort Peck Community College Business Office.

2.F.8 Institution fund raising that is ethical and professional, complies with government regulations

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 RESOURCES

PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

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 1/2 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 Campus</i>			102,141	18,111	38,868	18,384	18,778
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 Campus</i>			20,441	9,300	6,841	2,800	1,500
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	90,000	

		Storage		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. Sufficient equipment in fulfilling institutions mission

FPCC has several processes for managing equipment needs depending on the type of equipment and whether its primary use is instructional or operational. Equipment for instructional programs is the responsibility of instructional administration, with the involvement of the various faculty. There is an annual budget for instruction equipment, which funds prioritized requests from faculty. Planning for new or remodeled instructional space includes planning for appropriate equipment; funding requests through the grant funds processes must address related equipment needs. Technical program reviews and evaluations by program advisory committees include an assessment of the relevance of equipment in the labs to the work environment. Instructional equipment is protected by maintenance agreements for repair and upgrade wherever appropriate. The goal is to minimize impact on students, particularly in labs. It is a goal of the administrative support departments to maintain equipment necessary for the various support activities to industry standards.

Fort Peck Community College has spent the past three decades investing and enhancing its academic and vocational offerings. The board members and administrators continue to recognize the need for expansion of the college's physical facilities and student amenities to attract and accommodate more students from a larger geographic region. This forward thinking secured funding from Department of Education's Title III program, the Department of Housing and Urban Development's (HUD) Office of University Programs, the U.S.D.A. Rural Development's Tribal College & University program, and FPCC funds to begin and complete construction of Phase I of the Library, Information Technology and Community Learning Center facility.

The first phase contains an open veranda that will welcome students and visitors to the 6,000 sq. ft. library with private study carrels, wireless network, digital resources and hard copy books for entertainment and study. A large community classroom will accommodate students, faculty, staff and community members with digital resources, computer technology and a quality learning space for study and remedial education. The second phase of the project has begun on the facility, which will include the Information Technology classrooms, training space and offices. The third phase that will complete the facility consists of a multi-purpose, state-of-the-art Auditorium that

will provide the institution and community with a facility for performing arts, lectures, workshops and other events requiring the space and accessories planned for the venue.

TECHNOLOGICAL INFRASTRUCTURE

FPCC currently has a 4 member IT Department: 1 CIO, 1 Network Administrator, 1 Database Specialist and 1 Distance Learning Specialist. The IT Department tries to employ at least 1 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 10 years but due to fluctuating funding levels the department has also fluctuated in numbers. Comparatively to 10 years ago, the department has grown from 1 full time position to 4.

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 six buildings with a fiber backbone. 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 and Greet the Dawn (administration) buildings. With new construction completed in the summer of 2012, the fiber design has been modified to connect the new library building (opening in September 2012). This new construction is Phase I; and Phase II has currently broke ground. The plan is to host the IT Services in Phase II. The backbone now utilizes a design; a double spoke and wheel. The new building is now the hub for the West end of campus, while War Eagle Vision remains the hub of the East end of campus. The hubs are then 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, with the exception of the phase one construction. That building is CAT6 however it is equipped with 1000T hubs. A wireless environment exists in all seven buildings on the main campus including Phase I. FPCC also has 17 additional facilities in Poplar that each has CAT 5 or CAT6 internal connectivity and 10Mbs 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 10Mbs DSL connectivity to the internet.

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

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 an outlay of resources, and allows the flexibility to keep all financial, academic and administrative functions available even through foreseen emergency situations or relocation and construction projects, which we have endured successfully thus far.

FPCC currently consists of 11 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 being an academic lab focused on academic instruction with an operating capacity of 32 systems. This lab is also utilized during off hours for student usage.

(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 is scheduled or workshop). There are also 2 systems set up next to the receptionist that are public access during working hours

(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 9 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 Greet the Dawn 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 located on the east end of War Eagle Vision with its own entrance. 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 comprise of 24 systems.

Partner High Schools and computer assisted instruction. 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 computer assisted mathematics and science learning activities.

Infrastructure and college administration. 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. FPCC is currently on a 36 month rotation for all systems and a 48 month rotation for all servers (based on funding).

Multimedia classrooms. 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 of 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 RLS and Dumont respectively. Do to the nature of the network requirements the mobile units are confined to the two buildings that currently serve as distance learning studios.

Professional Development Opportunities. FPCC currently provides 20 weekly (10 each semester) one hour classes open to all employees with regards to technology. FPCC also provides formal workshops focusing on Microsoft Office at least 2 times a year. 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

Campus Jenzabar Team. FPCC also has a Jenzabar Teams Committee consisting of the Database Specialist and all Teams users for individualized support. Finally, the Technology Committee meets once a month (Aug – May) consisting of the entire IT Department, Librarian, VP of Academic Affairs and two faculty members. The IT Department is responsible for compiling the information from the committee and implementing as much as they can each fiscal year. Software rollouts are planned and implemented typically on an academic year basis. The entire institution utilizes a Microsoft Campus Agreement that is available to the students systems for seamless integration.

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

Resources for hardware upgrades. Through the White House Executive Order for Tribal Colleges and Universities, FPCC has successfully acquired technology development resources annually, from the U.S. Department of Defense. This set-aside grant program of the DOD is to maintain the campus technology hardware replacement schedule, comprised of a one-third replacement plan annually campus wide.

Infrastructure focus. 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 Website. The college website has received a complete overhaul, making it more user-friendly for students, staff, faculty and visitors. For the better part of the past decade, the college had a presence of the Internet, but the site was archaic and under-utilized by students and employees of the college. The new website allows for easy interaction between students and faculty. It allows students to take surveys, monitor daily activities and track future events that are streamlined on the home page. The dissemination of the college's Annual Report, schedule of

classes and other pertinent documents are also available on the institution's website. The institution's website can be found at www.fpcc.edu.

Conclusion

Fort Peck Community College

Year Three Report

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

The self-evaluation process of the Year Three Report has given Fort Peck Community College the opportunity to take inventory of its resources and capacity to fulfill its mission. This process has identified areas where the campus resources are presently strong, while revealing areas where the college faces challenges in achieving the excellence to which the institution is committed. Overall, FPCC believes that it possesses the resources and capacity to fulfill its mission of providing an exceptional educational experience, one that supports our students in their educational pursuits while simultaneously strengthening the cultural traditions and history of the Fort Peck Tribes

In the development of this Year Three self-study report, the institution has identified their strengths and weaknesses as they relate to the mission, core themes, goals and objectives, and the delivery of academic and vocational programs that constitute the purpose and role of the college with the communities, the Fort Peck Indian reservation Assiniboine and Sioux Tribes, and the college service region. During this process, FPCC realized various opportunities and threats to maintaining and building the strengths of the institution and addressing the weakness areas.

FPCC's mission clearly outlines our purpose and establishes a framework for the institution's programs, practices and policies. The college attempts to ensure that all aspects of the college are parallel with the Mission, from the administration to its academics to its policies and procedures. The college has displayed various weaknesses in some of these guiding documents of the institution, and has either adopted the necessary remedies or will be evaluating them in the very near future for updating and revision.

FPCC has integrated planning and budgeting processes that provide the foundation and direction necessary for attaining its mission and strategic planning benchmarks. Planning efforts have become more intensive over recent years as the college has been constructing new facilities and implementing new programs, responding to the demands placed upon it as the tribally chartered institution of higher education. Through the process of compiling this report, FPCC has revealed the need for a Campus Master Plan that will guide future growth and development while concentrating on its academic, environmental, community and fiscal visions.

Since the self-evaluation of 2006, the institutional assessment of student learning outcomes and faculty performance has become increasingly integrated into the college's operations, promoting and influencing the college academic and vocational programs development and planning. Work

remains ahead to clarify and meet performance measures, establishing specific objectives, and benchmarking those measures to assess progress over time. The administration will continue to provide guidance so that all of the collected data can be accessible and utilized campus-wide by faculty and staff in strengthening the effectiveness and efficiency of the institution and the quality of learning environments in the classrooms, laboratories, academic support areas and in the library and information technology facilities.

In addressing Standard Two of the NWCCU accreditation report, Fort Peck Community College (FPCC) has thoroughly investigated and reviewed its resources and capacity. In doing so, the College demonstrates that it has the “potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services...” The entire accreditation process facilitates a comprehensive institutional self-study that helps the FPCC explain its governance, staffing, programs, and services and how they are implemented.

The system of governance developed by FPCC ensures that the College complies with Commission’s Standards for Accreditation, and renders policies and procedures for an effective and efficient institution of higher education. This organic process allows for continuous evaluation and self-improvement.

In this examination, FPCC has established and affirmed its resources and capacity to deliver high quality vocational and academic programs to the local tribal community, the community at large, and neighboring communities of the Fort Peck Indian reservation.