



FOR T • PECK
COMMUNITY COLLEGE

ANNUAL REPORT 2014-2015

**FORT PECK
COMMUNITY COLLEGE**



A Message From the President

Haven Gourneau



Dear Friends,

Fort Peck Community College is a choice destination in the region for learners of all ages and for those who seek to teach and work in a positive, student-centered environment. FPCC offers endless opportunities for growth, challenge, and learning in a supportive environment.

FPCC graduates have gone on to pursue their educational goals since FPCC was chartered by the Fort Peck Tribes in 1978 and earlier. Many live, work and make a difference right here on the Fort Peck Assiniboine and Sioux Reservation. With affordable costs and open admissions, all who can benefit from the college's programs and services have access to a quality education at FPCC while at the same time experiencing the rich, robust cultural campus environment.

The college works continuously to maintain strong community partnerships supporting economic development and workforce training. We serve the community in many ways, with continuing education classes for lifelong learners, youth programs, and many cultural events year-round.

Helping students to be successful is at the core of the FPCC mission. We are fortunate to have dedicated and experienced faculty and staff focused on teaching and learning. Students have access to academic and career counselors and abundant resources to support their learning. Services of the FPCC Learning Center are free and open to all learners. A new program that will support and promote cultural and community success is a priority for the 2015/2016 academic year.

An important part of supporting student success and the institutions mission is to provide students with clean, comfortable, and well maintained facilities. This past year FPCC has focused on giving the campus a long needed facelift. Several buildings have been renovated, painted, re-sided, new windows installed, and parking spaces and roads have been repaired and recovered.

We are here and ready to welcome and support students and our community from the moment they step foot on campus.

Thank you,

Haven Gourneau
President, Fort Peck Community College

A Message from the Board of Directors

Thomas Brown, Board of Directors Chairman



Hello,

As the Chairman of Fort Peck Community Colleges Board of Directors I am excited and honored to support the mission of Fort Peck Community College. As the governing body of FPCC, the Board of Directors believes that continued change and advancement is vital to the success of our school, now and in the future. As the leaders of the College, we fully recognize the important role we play within the institution and that is why the Board of Directors put 100% of our support behind our FPCC administrators, staff and faculty. We will continue our vigilance in the fulfillment of the college's mission.

Fort Peck Community College has a heritage of excellence and diversity, a future of challenge, commitment, and vision. A community college in the truest sense of the term, we are your college. Our commitment is to reach out to the members of our community, to respect the traditions and culture of each individual. FPCC values everyone's background and goals, by supporting the educational, career, and experiential needs of our people. Our staff and faculty foster opportunities for maximizing personal growth, and to develop knowledge and skills that will enhance each individual's success in realizing their vision for positive change in their lives. Fort Peck Community College belongs to you. Welcome!

Chairman Thomas Brown
Fort Peck Community College



Board of Directors

Thomas Brown [Chairman]

Patient Care Coordinator, Northeast Montana Health Services

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Deputy Superintendent, Fort Peck Bureau of Indian Affairs

Waycen Owens-Cyr

Student Senate Representative, FPCC

Fort Peck Community College

2015 Graduate List

Adams, Fellini

Associate of Arts • Education

Azure, June Eliza

Associate of Arts • Business Administration

Bigby, Carolyn Rose

Associate of Science • General Studies

Clampitt, Mckenzie

Associate of Arts • General Studies

Desjarlais, Patrick

Associate of Arts • General Studies
Certificate • Building Trades

Frislie, Patience D.

Certificate • Accounting Technician

Grey Bull, Ashleigh M.

Associate of Arts • Business Administration

Headdress, Olivia

Associate of Arts • Education

Hustad, Christian J.

Associate of Science • General Studies

Jones Sr., Warren T.

Associate of Applied Science • Automotive Technology

Lambert, Jenny

Associate of Science • General Studies

Longtree, Clarice F.

Associate of Arts • Chemical Addiction Studies

Manning, Carrie L.

Associate of Arts • Education

Martell, Morgan Grace

Associate of Arts • General Studies

Red Dog, Lana M.

Associate of Applied Science • Business Technology
Certificate • Business Assistant

Reinhart, Hunter

Associate of Arts • Business Administration

Sears, Kylee Elizabeth

Associate of Applied Science • Business Technology

Shields, Alyssa M.

Associate of Arts • Education

Sibley, Sophia

Certificate • Business Assistant

Simons, Antoinette Dee

Associate of Applied Science • Business Technology

Smith, Orion

Associate of Applied Science • Computer Technology

Smith, Sonya M.

Certificate • Business Technology

Spotted Bird, Paula

Associate of Arts • Human Services

Tapaha, Kaitlyn

Certificate • Business Technology

Tedder, Lisa Grace

Associate of Arts • General Studies

Vine, Shantel

Certificate • Graphic Web Design

Whitwright, Ruby L.

Associate of Arts • Human Services

Youpee, Marjorie Maumeni

Associate of Arts • Education



Fort Peck Community College

Student Demographics

Men

Students enrolled for credit

Nonresident alien	0
Hispanic/Latino	2
American Indian or Alaska Native	187
Asian	1
Black or African American	5
Native Hawaiian or Other Pacific Islander	0
White	40
Two or more races	0
Race and ethnicity unknown	1
 Total men	236
Total men prior year	245



Women

Students enrolled for credit

Nonresident alien	0
Hispanic/Latino	3
American Indian or Alaska Native	336
Asian	2
Black or African American	0
Native Hawaiian or Other Pacific Islander	0
White	61
Two or more races	0
Race and ethnicity unknown	4
 Total women	406
Total women prior year	415

Grand total **642**

Student Success Stories

Hunter Braaten & Cody Youngman



program that upcoming fall.

He spent the next year learning the various skills and trades involved in linemanship. He notes that, "The instructors were excellent and involved. They truly wanted to help their students build a foundation in which they could succeed." He was also very grateful for the opportunity to continue his education in a location close to home with such an affordable tuition commenting, "You can't beat the cost and that does not mean you are sacrificing your education."

I was so fortunate to learn from two great instructors, Mike Dimas and John Nesbitt. Mike Dimas says, "Hunter was an A student all the way and an excellent climber." They prepared me for real life work. After my year of schooling with them I showed up to the job site and realized that I was well prepared and with hard work would succeed. "I want to thank Fort Peck Community College for their commitment to my education!"

Hunter is currently employed as a lineman at McCone Electric Co-op in Circle, MT. His supervisor, Ed Crockett at McCone County Electric said he's taking his apprenticeship lineman test right now and is doing an excellent job as an apprentice lineman. He loves his job and attributes his success to his education provided by the FPCC lineman program. He would advise others in the area to look close to home and see the multiple opportunities that FPCC has to offer.



Cody Youngman was born and raised in Poplar, MT. He graduated in the spring of 2013 from Fort Peck Community College with an AAS in Automotive Technology. He started college at the age of 41 years old. When asked about his experience at FPCC, Cody said it was really great and he was treated fairly and everyone was nice and the teachers were very understanding. He also said that FPCC was fun, fast and easy and that he would do it again if he could.

We asked Cody why he chose Fort Peck Community College as his choice for higher education and he said, "Because I have been incarcerated for most of my life and I wanted to make a change for the better not only for myself, but for my family." That statement right there is what Fort Peck Community College is all about, "For People Choosing Change."

FPCC not only helped to prepare him for his automotive technician position at Fox Ford which he started in the fall of 2013, but also for his entrepreneurial endeavor, his part-time independent automotive repair business. He is continuing his automotive tech training through Ford Motor Company's Stars technician training program. When asked about Cody's work ethics, Tammy Melton, shop manager at Fox Ford says, "Cody is good, he's really good, he works hard and gets the job done."

Instructor Steve Harada said he was a very good student and often made the Dean's List. Cody's career definitely got a "jump start" from the Auto Tech program at FPCC. Cody is married to his wife Pamela and they have four children; daughters Povee (12), Tatawana (7) and sons, CoDean (5) and Lahmi (4).

Student Success Stories

Dale Cure



Dale Cure was raised with a family of truck drivers in Box Elder, MT. Because of this he always had an interest in semis and heavy equipment. About seven years ago Dale participated in a two-year vocational mechanic course for over the road, heavy equipment and agricultural equipment. He moved to Havre and began working as a mechanic and service technician at LEL Classic.

He and his girlfriend, Samantha have been together for almost five years and they have two daughters A.T. who is 2 ½ and Dallas who is 10 months old. At the end of 2014 his girlfriend wanted to move back home to Fort Peck reservation to be close to her family.

Dale was able to enroll at Fort Peck Community College in the CDL program in the spring of 2015. Jerry Archdale and Jeremy Redstone were his instructors and both were very involved in helping everyone who showed the effort. He took the CDL test at the end of March and got hired at Wolf Point Sand & Gravel where he is still an employee and Dale says, "He loves the work."

When asked about what he thought of his instructors at FPCC, Dale said, "I had excellent instructors and would like to thank Jerry for helping me get the job."



2014-2015 Faculty Member of the Year

Jerry Archdale



Coming to Fort Peck Community College was quite a career change for Jerry. After spending nearly 30 years in the local Sand and Gravel business, half of which was spent managing, Jerry decided it was time to utilize his expertise gained from driving truck and heavy equipment and share it with students attending Fort Peck Community College.

Jerry's passion for teaching his students is one that is eminent in many successful teachers. His dedication to FPCC and the CDL program, unique disposition, and support he provides to the students at Fort Peck Community College are exhibited in the success of his students. He truly cares for each and every one and will go out of his way to try to help them succeed.

Born, enrolled, and raised on the Fort Peck Indian Reservation, Jerry has always called Wolf Point home. He has two grown daughters, Angie and Carrie Sue, who he is quite proud of. Never having the opportunity for college education, Jerry instilled in them the importance of an education, especially a college education. Today he can proudly say, both of them have obtained Master's Degrees, and have chosen great careers to provide for their families.

In his spare time, Jerry enjoys being a cowboy. The same dedication and support he provides in the classroom and to his daughters can be seen in the saddle. He has never been known to turn down a cheap horse, free is even better, and turn into a great team roping horse. If not found "playing" with his horses, he can be found helping friends with their farming and ranching needs.

2014-2015 Staff Member of the Year

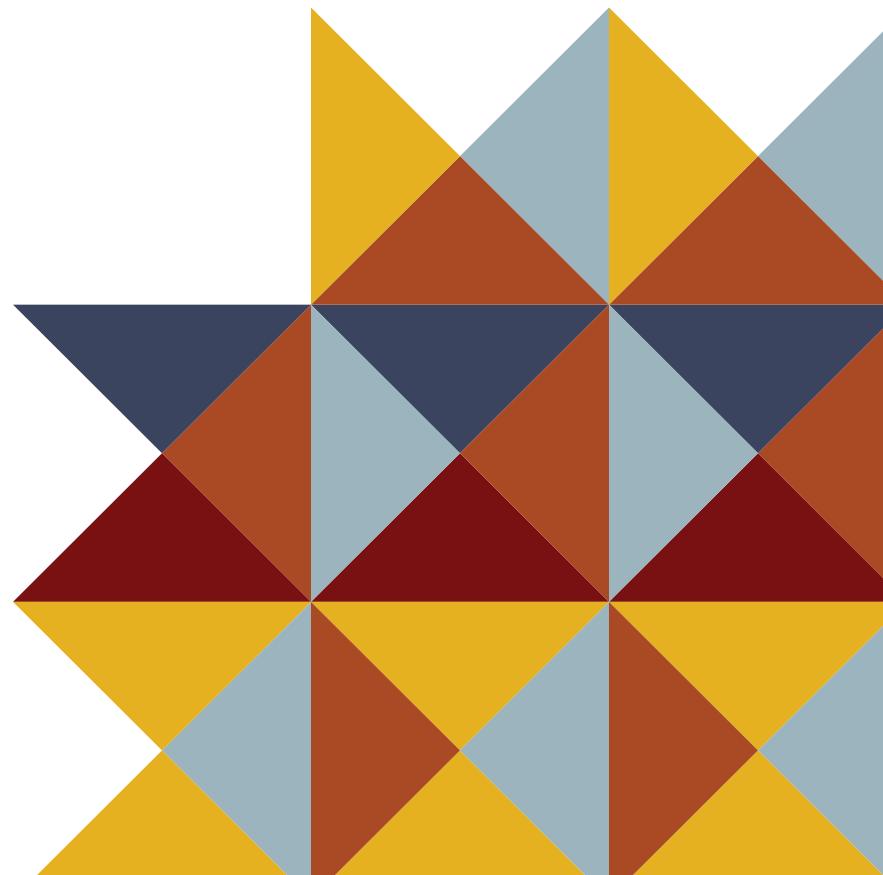
Melissa (Missy) Berger

Fort Peck Community College's staff employee of the year for 2014-2015 was Accounts Payable clerk Melissa Berger. Melissa or more commonly referred to as Missy, performs a high-volume, high pressure, zero-tolerance for error job and does so with a smile and high-energy that her coworkers love. Accounts Payable is a critical process that pay our vendors, contractors and others that provide the college with goods and services. This requires a great deal of communication, negotiation and at times an unpleasant element of compliance.

Missy's attention to detail in her manner of dealing with employees and the public typically leave those recipients with a smile or a laugh. She brings the element of family and friendship into her daily interactions with employees.

In the fall of 2014, grants manager and fellow business office coworker, Mark Sansaver was stricken with a serious illness that left him out of work for over four months. With the uncertainty of Mark's return someone needed to continue to work with the federal and state awards and their reporting responsibilities in a timely manner. Melissa had no prior training in the grants management position, but because of her hard work ethic, ability to work with others including federal representatives, and her positive outlook, the college was able to maintain their fiduciary responsibilities to the state and federal agencies during Mark's absence.

Her peers may come into the office a bit frustrated, stressed out or even having a bad day, but after a brief interaction with Missy they all leave with a good feeling and a big smile. She's incredible and we don't know what we do without her. Missy is married to Jeff Berger and has three sons; Jeffrey Jr. (16), Jacob (12) and Landin (5).



Community Garden at FPCC



The Fort Peck Community College Community Garden in the 15th season is funded by a 4 year USDA Extension grant. The overall mission of the Community Garden is to attract 10 families that will participate in a community garden and production designed to increase food security and empower community members. Participants were shown how they could easily replicate this at their own homes, in areas such as their back or front yards. Included in the traditional community involvement were organizations like Girl Scouts of America, who provided approximately 10 scouts and a leader. We also had participation from TANF recipients on an occasional basis.

To assist with the successful outcome of the community garden, the FPCC Agricultural Department

hired Patty Murray to oversee and share her expertise of gardening techniques with 6 student interns from the FPCC student body. The student interns were on a part time basis and activities consisted of planting, watering, weeding and general upkeep of the community garden site and equipment. The student interns kept logs, took photos, researched various vegetable growing methods and implemented their knowledge into the success of the community garden. The overall success of the community garden can be mainly attributed to the student interns choosing to volunteer extra hours during the weekends and late evenings.

The community garden provided nutritious vegetables to various non-profit sites on the Ft. Peck Reservation. Harvest from the community garden was shared

with community sites such as the Fort Peck Tribes' Veteran's Home, New Life Mission and The Wolf Point Lord's Table, who provides daily meals for more than 70 people per day. At the conclusion of the community garden project, the Ag Department and the student interns hosted an Annual Appreciation event which reached approximately 200+ individuals. Although the garden harvest had to be supplemented with corn on the cob from the local market, members of the community were able to eat some of the community garden corn harvest.





From student organizations to academic and athletic competitions our students have the opportunity to participate in a variety of out of the classroom activities during their time at FPCC. Student Senate is the leading student organization which promotes the interests of the student body as a whole. The officers play an important role in surveying student needs and advocating for students concerns and student organizations/clubs. A good example of Student Senates advocacy in action is the new Student Cafeteria located on the main campus in Poplar. Students now have access to meal plans for snacks, breakfast, and lunch without having to leave campus!

Other active student organizations and clubs include: Bluestone Indian Club, American Indian Business Leaders (AIBL), American Indian Science and Engineering Society (AISES), Chess Club, Anime Club, and Gaming Club.

Students also participated in several competitions at the annual AIHEC Student Competition held in Albuquerque, NM. The academic competitions and social events provide students with comradery during the four day event which reinforces the importance of team work and leadership. The annual events is also an excellent opportunity for students to network with a large constituency of tribal college students, four year college recruiters, and employers from a variety of public, private, and governmental agencies. The FPCC Chess Team was awarded 2nd Place during the event!

Our students also have the opportunity to participate on the Buffalo Chaser Men's and Women's Basketball team. Both teams hosted a round robin tournament in Poplar and participated in a local league during the year consisting of mostly tribal college members.

Go Buffalo Chasers!



Student Research Program

Summer 2015

Three student undergraduate research projects were implemented at Fort Peck Community College in the summer of 2015. The research projects ran from June 8 to July 24. Funding for the research projects was provided by the NSF-TCUP and the MSEIP grants. Twenty six students from the Fort Peck Community College, the Wolf Point High School, and the Poplar High School participated in the research program. The student research was conducted under the supervision of Dr. Lamsal, Dr. Coon, Michael O'Brien, and Karli McGowan. Dr. Ali Wehbe, who serves as the Co-Director of the TCUP and the MSEIP grants, planned and coordinated the three research projects as well as recruiting students and faculty.

The FPCC student research program provides students with valuable hands-on research experience in the field of science. It fosters interest and attracts students into the STEM fields. Below is a summary of each of the research projects.

Project 1: Medicinal Characteristics of Native Plants

This research project was conducted under the supervision of Dr. Steven Coon. Dr. Coon has a PhD in Physiology. Nine students participated in this research project, 5 students from FPCC and 4 students from the Poplar High School. The research involved the study of medicinal plants.

Summary: There are thousands of medicinal plants that are reported to have effects on hundreds of health conditions and diseases. In addition many of the medicinal plants have a variety of bioactive compounds

that exert these medicinal properties. The overall goal of the research is to examine a variety of plant parts to determine their properties and for some plants determine what the bioactive compound is that is responsible for these effects.

Each student in this research project studied and analyzed a particular plant. Most of these plants grow locally but not all. In some cases all parts of the plant have been retrieved which may include the roots, stems, flowers, and leaves since only part of the plant may be medicinal. In other cases the fruits of particular plants are used for analysis as in these cases the outer skin of these fruits may contain bioactive compounds versus the internal parts including the seeds themselves.



Figure 1: Students Analyzing Water Samples

There are many bioactive compounds that can be tested. For the most part, antimicrobial and antioxidant

properties of the plants were examined since they exert the greatest health effects. One of the most important compounds in these plants is a class of bioactive compounds called Flavonoids. Because of their importance, each of the plants studied in this research was tested for Flavonoids since Flavonoids can exert both antimicrobial and antioxidant properties. In some cases these effects are already known, so other compounds were tested which include alkaloids, carbohydrates and tannins.

The goal for each of the students was to demonstrate that their specific plant has some type of the medicinal property and perhaps what type of compound exerts this property. Students were taught the different steps of scientific method by carefully studying what is known about their plants, devise a hypothesis, determine the best methods of how to analyze their properties, how to interpret the data, and finally how to draw the proper conclusions to their experiments.

The final assignment in the research project was for students to prepare a report similar to a scientific paper and present it before the group and discuss their results.

Two students from this research group presented papers (posters) at the 2015 AISES National Conference in Phoenix, AZ on November 19-21, 2015. The abstracts of these presentations are given below.

1. Anti-oxidant Medicinal Properties of the Common Mushroom [Agaricus bisporus]

By Ryon Sun Rhodes

Abstract: A variety of native North American plant analogs are present in the formulaic pharmacy of western medical practice. It has been shown that a panoply of plants anecdotal to Native American practice and folklore are yet to be scientifically studied for their therapeutic usage in western medicine. In this study, the common mushroom *Agaricus bisporus*, native to Montana, was harvested and screened for antimicrobial properties against a panel of human pathogenic bacteria. These bacteria cause a variety of diseases resulting in infections and inflammation. An antioxidant assay was also performed on the fungi to access any anti-cancer properties. Furthermore, the family types of bioactive compounds common to medicinal plants were investigated for alkaloids, flavonoids, tannins, steroids, and saponins to determine which compounds may be responsible for possible antimicrobial and antioxidant properties. This investigation of fungi showed an unusually high degree of antioxidant activity. For the anti-oxidant assay, the average anti-oxidant concentration measured for *A. bisporus* samples was 0.279 mM per gram of tissue. Additionally, *A. bisporus* was found to contain detectable amounts of alkaloids and saponins. Although the *A. bisporus* extracts did not inhibit any bacterial growth, high antioxidant properties might be of great medicinal value. These anti-oxidant properties may be due to the alkaloids and saponins. These findings suggest that the presence of biologically active compounds produced by local fungi may have

important anti-cancer medicinal properties.

2. Antimicrobial and Anti-oxidant Medicinal Properties of the Prairie Coneflower [Ratibida Columnifera]

By Morgan Martell

Presented By Christian Hustad

Abstract: Medicinal botanicals have long been used as remedies before physicians were aware of their therapeutic value. Anecdotal evidence suggests that Prairie coneflower, *Ratibida Columnifera*, has been used to treat rashes, stomach aches, coughs, fevers, and headaches likely caused by microbial pathogens. Therefore Prairie coneflower may have antimicrobial properties. Additionally, many medicinal plants also have antioxidant properties which could be used in cancer treatments. Experiments were performed to examine the antimicrobial as well the antioxidant properties of the Prairie coneflower. Compounds in the leaves, stems, and cones of the prairie coneflower were extracted and tested against different species of bacteria to determine whether there was any growth inhibition. Additional tests were performed for antioxidant properties as well as bioactive compounds such as flavonoids, alkaloids, saponins, tannins, and steroids. These compounds are known to have antimicrobial and antioxidant activity. There was detectable growth inhibition of several species of bacteria was observed. Cones produced the highest levels of growth inhibition. In stems, leaves, and cones all tested positive for flavonoids. For the alkaloids, only the leaves and cones tested positive. For the saponins, stem extracts exhibited a small yet positive response. Stems, leaves, and cones were pos-



itive when tested for tannins and steroids. The combination of flavonoids, alkaloids, tannins and steroids within both the stems and cones may be responsible for the antimicrobial and antioxidant activity. Therefore the Prairie coneflower could potentially be used to treat different microbial diseases and perhaps different forms of cancer.

Project 2: Designing and Testing a Solar Powered Robot and Programming a Raspberry Pi Robot

This research project was conducted under the supervision of Dr. Lamsal. Dr. Lamsal has a PhD in Physics. Six students participated in this research project, 3 students from FPCC and 3 students from the Poplar and the Wolf Point High Schools. The research involved building a solar powered robot.

Summary: Intelligent robotic systems are increasingly applicable in various fields and hence the design and control of these systems are of great interest to the researchers. Designing, building and controlling an intelligent robotic system is a combination of Physics, Mathematics, Engineering and Computing. This requires students' involvement in a deep problem-posing and problem-solving environment, which is multidisciplinary in nature. Every student was given a project which consisted of designing, building and testing a solar powered robot of his/her own interest. The robotic system thus built was able to sense its surrounding with the help of a particular sensor attached to it.

Because of their exposure to Physics and Mathematical methods, students have learned step by step

mechanism of their self-proposed, solar powered robotic system, which enabled them to further elaborate the project design. Students also learned computer programming skills by operating Raspberry Pi and Lego robots. The BrickPi was used as an interface between the Raspberry Pi unit and LEGO Mindstorms motors and sensors.

Project 3: Comparing the Poplar River and Tule Creek Watersheds to Establish Chloride Contamination from Oilfield Activity

This research project was conducted under the supervision of Michael O'Brien and Karli McGowan. Michael O'Brien has a Master's Degree in Wildlife Biology and Karli McGowan has a Master's Degree in Mathematics Education. Eleven students participated in this research project, 5 students from FPCC and 6 students from the Wolf Point High School. The research project involved the studying and testing of contamination in the Poplar River and Tule Creek, located in Northeast Montana on the Fort Peck Indian Reservation, from ex-



Figure 2: Students Building and Testing Robotic Systems

isting oil wells on the reservation.

Summary: The city of Poplar is located on the Fort Peck Indian Reservation in Northeast Montana and home to 3,000 people. The city and homes located outside the city on independent wells get their water from either the Poplar River or aquifers fed by the Poplar River. Having clean drinking water is important to the health of those drinking it, as there are many adverse effects caused by water that has many impurities.

The East Poplar oil field, located northeast of the city of Poplar, has been producing oil for more than 50 years. Along with oil, millions of barrels of brine (salt water) have also been produced. To dispose of this water, it has been left in pits to evaporate and filter back into the ground, or been reinjected into the ground. This has caused massive amounts of contamination to groundwater and watersheds, as the open air pits do not filter the salt from the water as well as had been previously thought. The reinjection of the brine into the ground is also questionable, as much of the water is not put deep enough to avoid contaminating aquifers.

Tule Creek, located 15 miles to the west of Poplar, assumed to be uncontaminated, was used as a comparison to the Poplar River. Both water systems eventually flow into the Missouri River.

Samples were taken at 10 sites along the Poplar River, with site 10 starting north of the oil field and site 1 being closest to the town. Tule Creek was tested at 4 sites, with 4 being the farthest north, and 1 being closest to where the stream runs into the Missouri River.

The oil wells on the East Poplar site are soon to be fracked, to aid in production. While the contamina-

tion of the Poplar River is known, the extent to which fracking will affect the contamination, either positively



Figure 3: Students Collecting Water Samples from the Poplar River

or negatively, will continue to be investigated over the next 5 years.

The purpose of the research has two goals 1) is to compare two water systems on the reservation to determine the amount of contamination that has occurred in the Poplar River based on comparing it to a water system that is uncontaminated; and 2) to establish a baseline of contamination to compare against as more oil activity occurs in the East Poplar oil field and observe the possibility for more contamination.

Results: Due to the inability to find correlation between many of the test data, and the goal of the research, the correlation between conductivity and chloride ions was examined closely for the purpose of this study. Of all of the factors examined, the relationship between the two is the most telling of contamination from the

nearby oilfield.

The results of the conductivity and chloride comparison found many interesting results. The first result noted was the chloride ion increasing from site 10 to site 1 on the Poplar River. This fits with the previous results done by the Fort Peck Office of Environmental Protection and the Geological Services. Oil field contamination of the river is occurring, and the limited study conducted by Fort Peck Community College confirmed these results.

When the result of the conductivity between the two waterways is compared, there is a noticeable increase of conductivity in both as each waterway moves from north to south. When examined on a site-by-site basis, the conductivity remains fairly stable, suggesting that whatever is affecting the levels at each site is from a constant source, and not prone to fluctuation due to minor influences, such as a rainstorm.

The linear relationship between chloride levels and conductivity increases as the sites of the Poplar River progress downstream and continue to pick up groundwater contaminated with oilfield brine. It's interesting to note that Tule Creek also has a linear increase as well, which is a result that should not occur if Tule Creek has no contamination. ♦



FPCC Statement of Revenues, Expenses & Charges in Fund Balances

For the year ending September 30, 2014

REVENUES	General	Student Financial Aid	Higher Ed Title III	Trade Adjust Assist	Endowment	Non-Major Funds	Total Gov't Funds
Federal Grants	\$1,926,880	\$528,671	\$1,048,589	\$1,330,337	\$0	\$2,213,896	\$7,048,373
State Grants	\$110,830	\$0	\$0	\$0	\$0	\$74,003	\$184,833
Private Grants	\$0	\$0	\$0	\$0	\$0	\$244,092	\$244,092
Tuition and Fees	\$655,604	\$0	\$0	\$0	\$0	\$0	\$655,604
Charges for Goods and Services	\$127,794	\$0	\$0	\$0	\$0	\$0	\$127,794
Investment Earnings	\$3,860	\$0	\$0	\$0	\$36,059	\$0	\$39,919
Miscellaneous	\$228,473	\$0	\$0	\$0	\$5,072	\$6,608	\$240,153
Indirect Cost Recovery	\$344,795	\$0	\$0	\$0	\$0	\$0	\$344,795
TOTAL REVENUES	\$3,398,236	\$528,671	\$1,048,589	\$1,330,337	\$41,131	\$2,538,599	\$8,885,563
EXPENDITURES							
Administration	\$470,387	\$0	\$655,833	\$0	\$0	\$0	\$1,126,220
Institutional Support	\$623,554	\$0	\$0	\$0	\$0	\$0	\$623,554
Academic	\$751,583	\$0	\$0	\$0	\$451	\$364,576	\$1,116,610
Vocational	\$17,190	\$0	\$0	\$1,029,388	\$0	\$420,280	\$1,466,858
Student Services	\$237,175	\$0	\$0	\$0	\$0	\$222,338	\$459,513
Financial Aid	\$58,163	\$528,671	\$0	\$0	\$0	\$231,740	\$818,574
Community Services	\$0	\$0	\$0	\$0	\$0	\$749,662	\$749,662
Library	\$73,285	\$0	\$0	\$0	\$0	\$76,619	\$149,904
Information Technology	\$97,761	\$0	\$0	\$0	\$0	\$0	\$97,761
Wellness Center	\$38,075	\$0	\$0	\$0	\$0	\$0	\$38,075
Research	\$0	\$0	\$0	\$0	\$0	\$132,183	\$132,183
Facilities and Services	\$522,565	\$0	\$0	\$0	\$0	\$19,827	\$542,392
Dormitory	\$1,987	\$0	\$0	\$0	\$0	\$0	\$1,987
Indirect Costs	\$0	\$0	\$0	\$238,609	\$0	\$106,186	\$344,795
Debt Service	\$92,464	\$0	\$392,756	\$62,340	\$0	\$215,188	\$762,748
TOTAL EXPENDITURES	\$2,984,189	\$528,671	\$1,048,589	\$1,330,337	\$451	\$2,538,599	\$8,430,836
Excess (deficiency) of rev. over exp.	\$414,047	\$0	\$0	\$0	\$40,680	\$0	\$454,727
Net change in fund balances	\$414,047	\$0	\$0	\$0	\$40,680	\$0	\$454,727
Fund balances - beginning	\$1,840,745	\$0	\$0	\$0	\$2,841,164	\$0	\$4,681,909
Fund balances ending	\$2,254,792	\$0	\$0	\$0	\$2,881,844	\$0	\$5,136,636

Contributors to Fort Peck Community College

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- Dad's Bar
- Dar's Design
- Haven Gourneau

MHEG

- MTAP Baker
- Access
- Office of the Commissioner of Higher Education
- Montana Department of Transportation

FPCC Supporters

- Billie & Greg Norgaard

Private Sponsors

- S. Proctor
- M. Simpson
- Bea Burr-Trinder
- Loretta Parshal
- Pat Wilson

State and Federal

- AIHEC
- Department of Education
- USDA
- Carl Perkins
- Department of Labor
- National Institute of Health
- National Science Foundation
- Institute of Museum & Library Science

State Sponsors

- AICF
- Governor's Scholarship



Faculty & Staff Listing

2014-2015

FPCC Faculty Listing

Abbott, Margaret	English	Cain, Craig	Maintenance
Archdale, Gerald	Truck Driving	Clark, Lanette	Financial Aid Director
DeCelles, Richard	Faculty	Day, Michelle	HR/Payroll Manager
Denny, Richard	Math	Dozier, Rika	Workforce Navigator
Dimas, Mike	Lineman	Firemoon, Ingrid	Recruitment/Retention
Harada, Steve	Automotive Technology	Gourneau, Haven	President
Holecek, Tina	Psychology/Human Services	Gourneau, Terrance	Ag Department
Iwen, Bradley	Building Trades	Hansen, Linda	Registrar
Koscho, Michael	IT/Faculty	Headdress, Olivia	Administrative Assistant
Laubach, Brandi	Building Trades	Hopkins, Elijah	VP Student Services
Michael Koscho	Curriculum Specialist/Math	Jones, Everett	Custodian
Brandi Laubach	English	Linthicum, Judy	SSS Administrative Asst.
Magnan, Jodi	Business	McAnalley, Robert	SSS Director
Norgaard, Billie	Business	Melbourne, Alleigh	Proctor
O'Brien, Michael	Science	Menz, Gale	Maintenance
Ogle, Judy	Computer Technology	Murray, Jessie	Administrative Assistant
Olson, Marvin	Computer Technology	Murray, Patricia	CEU/NACTEP Coordinator
Red Stone, Jeremy	Truck Driving	Paulson, Rodney	Computer Technician
Sprague, Loy	Psychology/Human Services	Ricker, Griffin	Wellness Coach
Steeves, Paulette	American Indian Studies	Runs Through, Ember	Administrative Assistant
Turcotte, Mike	American Indian Studies	Sande, Lori	Instructor Coordinator
Warner, JB	Science	Sansaver, Mark	Grants Manager
Wehbe, Ali	Math	Sansaver, Noel	Facilities Manager
Wood, Grace	Math	Scheetz, Anita	Librarian

FPCC Staff Listing

Archdale, Andi	TNN Coordinator	Smith, Cindy	Administrative Assistant
Atkinson, Rose	Business Manager	Smith, Craig	VP Institutional Development
Azure, Jackie	Bookstore Manager	Smoker, Scott	DeDemand/Data Tech
Berger, Melissa	Accounts Payable Clerk	Snell, Heather	Assistant Registrar
Brien-Firemoon, Paula	DeDemand Coordinator	Sprague, Jack	Technology Manager
		Toavs, Joy	Administrative Officer
		Two Bulls, Wayne	VP Academics

Mission Statement

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

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

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

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

Academic Programs

- » Business Administration
- » Education
- » General Studies
- » Human Services
- » Native American Studies
- » Psychology
- » Biomedical Science Degree
- » Environmental Science
- » Environmental Technology & Compliance

- » General Studies – AS
- » Pre-Health/Pre-Nursing
- » Business Technology
- » Computer Technology
- » Accounting Technician Certificate
- » Business Assistant Certificate
- » Desktop Support Technician Certificate
- » Graphic/Web Design

Vocational Programs

- » Automotive Technology
- » Automotive Technician Certificate
- » Building Trades
- » Building Trades Certificate

- » Electrical Line Worker Certificate
- » Heavy Equipment Operator Certificate
- » Truck Driving Certificate
- » Welding Technician Certificate





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