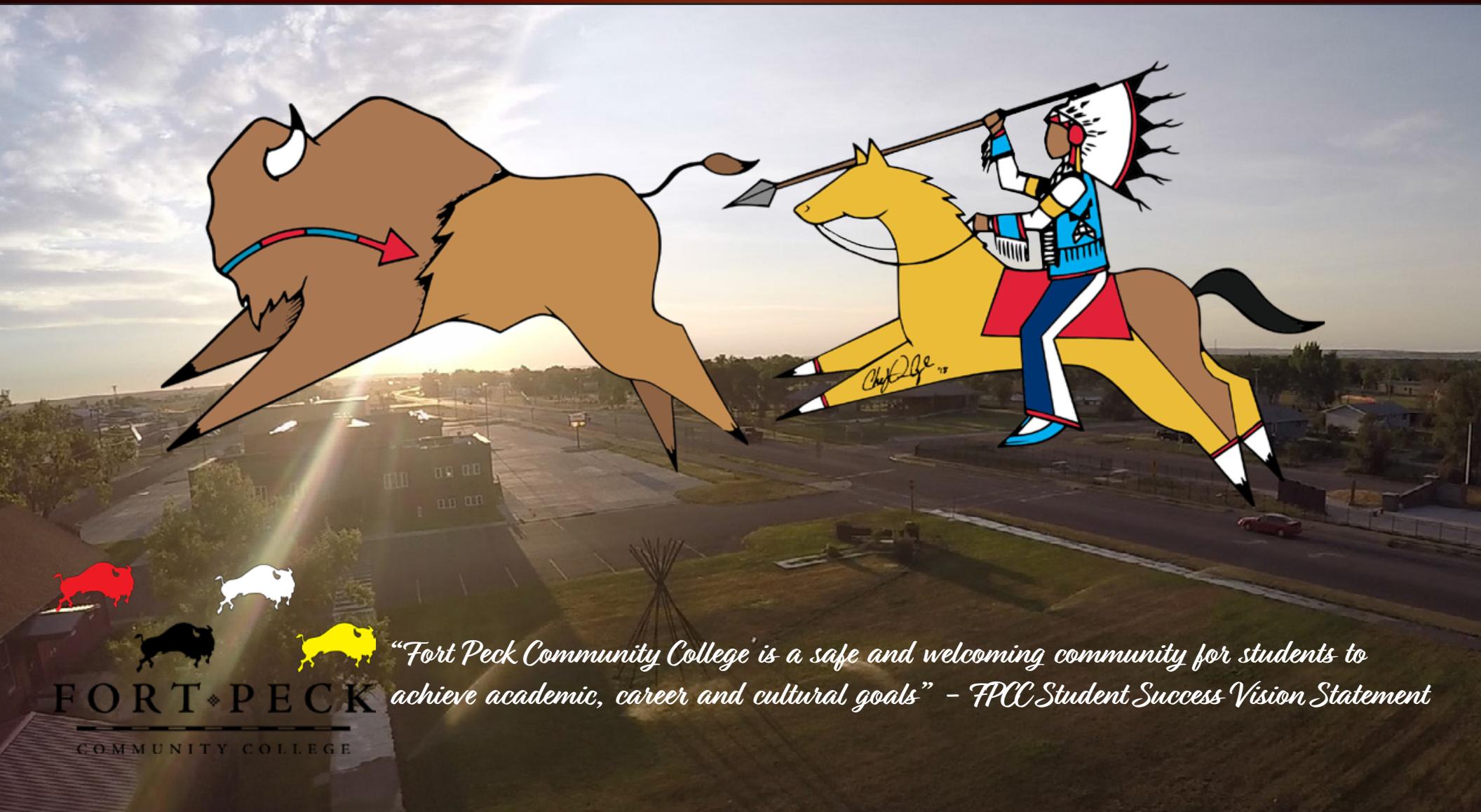


# Fort Peck Community College

## Annual Report 2017-18



*“Fort Peck Community College is a safe and welcoming community for students to achieve academic, career and cultural goals”* - FPCC Student Success Vision Statement

# Message from the President



Welcome to Fort Peck Community College. As you explore what we have to offer, I'm sure you'll see we are a caring community that supports our students as they pursue their educational goals. We have a proud history of helping individuals improve their lives by offering programs that prepare them for fulfilling careers, give them valuable skills to apply in their workplaces, and allow them to expand their horizons through diverse educational and cultural opportunities.

We know higher education enriches our students' lives and increases their options, so we strive to make it accessible to every individual in our region and beyond. To ensure they receive an outstanding education at an affordable price, FPCC's tuition is much less than what state and private schools charge. In addition, nearly 90 percent of our students qualify for some form of financial aid.

We encourage our students to complete their chosen program so they attain a recognized credential and experience the feeling of pride which accompanies such an achievement. With our small class sizes, helpful instructors, and supportive services, such as tutoring, career counseling, and job search assistance, FPCC students go on to begin exciting careers or further their education.

We believe students benefit from extracurricular activities so we offer an array of clubs and activities to appeal to their varied interests and abilities. Our Wellness Centers provide an exceptional place to work out. FPCC hosts well-known speakers and trainings so students and community members gain insight on a wide range of topics.

FPCC is truly a wonderful educational and cultural experience for all.

Sincerely,

Haven Gourneau  
Prayer Cloth Woman  
President

# Fort Peck Community College

## Board of Directors

Chairman:

Thomas Brown

Vice Chairman:

Leslie Gourneau

Secretary:

Jackie Weeks

Treasurer:

Anna Eder

## Board Members

Jestin Dupree

Fort Peck Tribes

Dana Buckles

Fort Peck Tribes

Garrett Big Leggins

Community Member

Kaci Wallette

Fort Peck Tribes

Justin Gray Hawk, Sr.

Student Representative



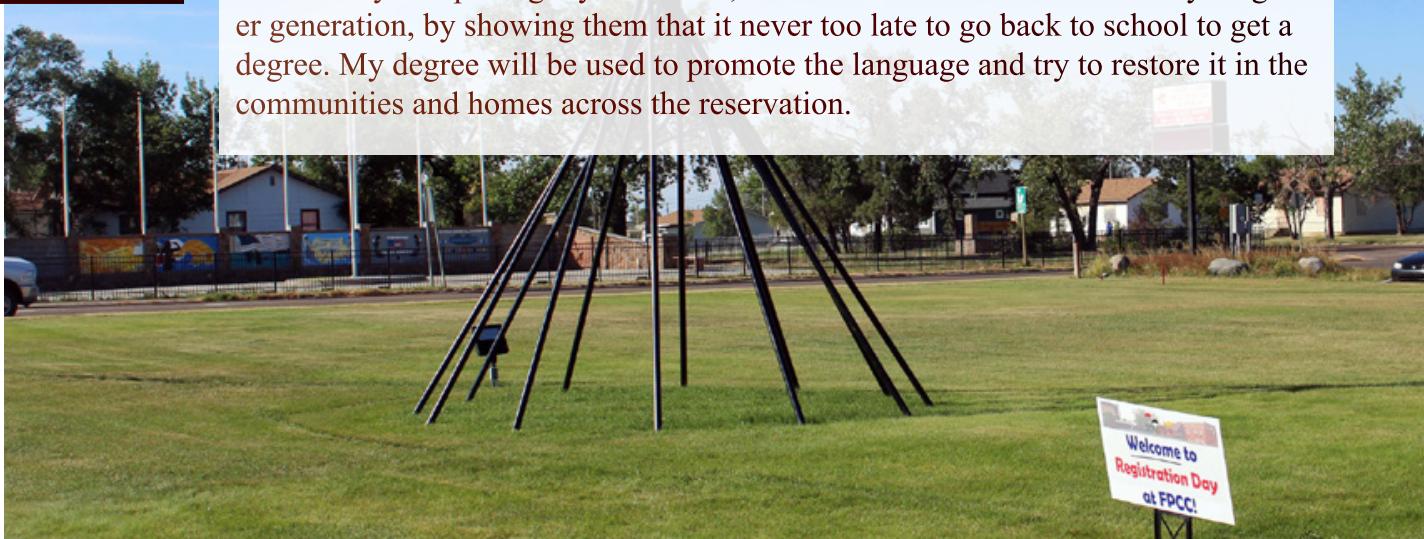
**Justin Gray Hawk, Sr. - Student of the Year**

## Student of the Year

I currently help out at our language and culture program when needed. I help out with singing and attending events to help bring awareness for language revitalization. I help around the reservation at the local powwows by singing and helping out. I like to hunt and fish in my extra time. I take my children out in the hill and show them the medicines and food that we lived off of years ago. I also make my own drums and drumsticks. A process that I learned from my father.

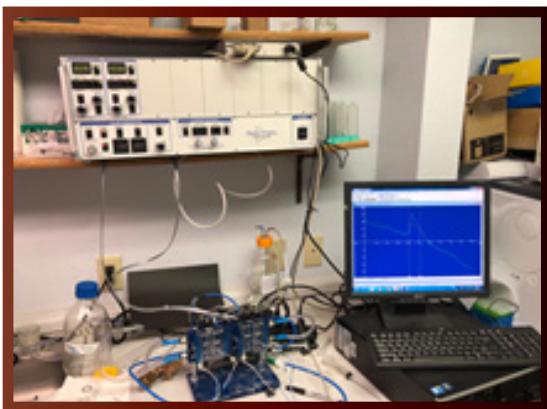
My goal is to graduate with my degree as a Language Instructor and to start teaching the language in the schools and the community. The Dakota language is what defines us as who we are as people. I want to bring awareness to the schools that allow the language to be spoken and taught into the schools. I also would like to put on community events that involve the people and use the language to do fun family events to promote it.

By completing my education, I will become a role model to the younger generation, by showing them that it never too late to go back to school to get a degree. My degree will be used to promote the language and try to restore it in the communities and homes across the reservation.





# Student Research Project by Dr. Steven Coon, Faculty Member



Our Using Chamber setup which is used to measure glucose absorption. Using various drugs, studies are performed to determine how the GIP hormone signals glucose transporters.

Research at the Fort Peck Community College involves the participation of the students and our community here in on the Fort Peck Indian Reservation. My area of expertise is in the area of gastrointestinal function and disease. We currently have three research projects which are funded.

We have two projects funded by Montana IMBRE. The first involves the study of obesity and diabetes. Previous studies have shown that a hormone called Gastric Inhibitory Polypeptide (GIP) is involved in not only activating the release of insulin from the pancreas. This hormone also increases the amount of nutrients that are absorbed in the intestine following a meal to anticipate the absorption of glucose and other sugars. Too much of the hormone released as result of overeating will cause too much insulin released resulting in insulin insensitivity and diabetes. In addition, the hormone will cause an over absorption of nutrients from the diet leading to obesity, heart disease and other physiological problems. We are investigating how the intestinal receptors for GIP influences and activates nutrient transporters. Our study in tissue culture can answer important questions because this will determine mechanisms of how the hormone influences the absorption of nutrients contributing to diabetes and obesity. These mechanisms can then become drug targets for future treatments in the prevention of diabetes.

Our second IMBRE project involves working with Dr. Edward Dratz and Holly Hunts from Montana State University and determining whether Native Americans on the reservation have a higher incidence of lactose intolerance in the U.S. It is likely they have a higher incidence and prevalence of the condition which may cause many Native Americans not to get the essential nutrients that they need. We have developed a test using a breathalyzer to determine if and how lactose intolerant an individual is. By consuming lactose and measuring the amount of hydrogen and methane in the breath, the machine can determine if lactose is being digested. It will also determine other physiological problems such as difficulty absorbing glucose and whether they have small intestine bacterial overgrowth (SIBO). Our plan is to determine the cause and a possible treatments and new sources of nutrition. Our project does not involve actual diagnosis since we are not medically certified but rather to suggest conditions and possible treatments.



This breathalyzer is used to measure hydrogen and methane gases that will help to determine lactose intolerance and other intestinal diseases.

Our last project involves the physiological health of two herds of bison that reside on the reservation at Fort Peck. It has been determined that their health status may have declined over the years because their weights may be lower and the birthrates may have declined. Our goal is to determine if the animals are healthy and if not, suggest possible treatments since other herds in Montana do have health problems. This includes looking at different aspects of their health.

First, bison are ruminants. This means they have a four-chambered stomach which serves in part to ferment the grass they eat. In order to do this, bacteria must be present since only they possess the necessary enzymes for digestion. We take samples of the digesta in each chamber to do tests on which bacteria are present in sufficient numbers. Next, we take samples from the intestine and colon for similar tests and also to observe whether parasites are present. All of these tests will indicate problems with digestion and absorption of nutrients. Secondly, we believe that the bison are consuming in their diet other metals such as selenium and molybdenum which interfere with the normal absorption of other essential metals such as copper, iron and zinc. These metals are essential for normal physiological functions of the animals as well as the bacteria that ferment the grass and other plant material. Currently, we are removing a piece of the liver for testing, but this unfortunately only happens after the animal has been euthanized. We are taking blood samples to hopefully correlate the data and therefore can be used on live animals that can be treated. With these tests we can monitor and maintain the health of both herds of bison on the Fort Peck Reservation.



As buffalo are euthanized and butchered, their internal organs can be used for testing of their health.



Samples are taken from each of the chambers of the buffalo stomach, intestine and colon. In addition a small piece of liver is also removed.

# Addiction Studies Program Partnership Success **by Loy Sprague, Faculty Member**

In 2017, the Fort Peck Community College Addiction Studies [FPCC] program was awarded a grant through the Montana Department of Labor, Apprenticeship Program and Northwest Area Foundation to provide services and resources in assisting students interested in becoming state licensed addiction counselors.

The licensing process encompasses three areas: academic with a minimum of 22 credit hours of addiction-specific knowledge, a 1000-hour apprenticeship under a licensed addiction counselor or program, and a final national licensing exam. The primary goals of the grant were to track a minimum of five students through the academic, practicum, and licensing phases and provide much needed professional, educational, and financial support.



Each participant will have an opportunity to complete the academic requirements for addiction counselors, attend a national addiction conference for networking and professional development, complete the 1000-hour practicum, and sit for the state licensing exam. The grant will provide essential financial support including tuition and books, individual support services, licensing application and testing fees, and an additional stipend for students who successfully complete the practicum.

FPCC faculty worked with Morgan Marks and Beau Bruinsman of the Department of Labor to establish guidelines and set up workplace sites for apprenticeship activities. The grant allowed FPCC to offer financial incentives to programs willing to take on addiction studies students.

Pictured left to right: Justin Snell, Martel Reum, Loy Sprague, Ashley Solheim, Jenny Marshall, Jodee Johanson.

**F**PCC also worked closely with Cindy Reichenbach of the state licensing board to revamp current curriculum and identify areas of need in the education component. As a result, students will now have the opportunity to get education not only in the fundamentals of addiction counseling but in targeted areas including gambling and working with co-occurring disorders. Several students had an opportunity to work with Cindy specifically on their education requirements, CEU's, and additional training to meet the board requirements.

**I**n October, 2017, five students and a faculty member traveled to Houston, TX for the national addiction counselors conference. They spent a full day in addiction pharmacology training and the rest of the week attending sessions specific to their interests including: military/veteran resources, harm reduction strategies, peer support services, the neuroscience of addiction, working with incarcerated clients, and how nutrition supports recovery in addiction and mental health.

**F**inally, students had a rare opportunity to meet with Governor Bullock and his representatives on their experience in the program, the benefits of having access to supportive resources and some challenges they have experienced along the way. Many of the students have a lived experience with substance use and communicated their passion and dedication for helping others. This commitment, paired with each of their authentic experiences, and the support of tribal, state, and non-profit partnerships has made this project a success and a model for future collaborations.

Pictured left to right: Martel Reum, Jenny Marshall, Gov. Steve Bullock, Ashley Solheim, Jodee Johanson, Crystal Decoteau.



# Graduates

9/1/2017 & 8/15/2018

**Valedictorian 3.95 Nerissa Walton**  
**Salutatorian 3.78 Evan Bartel**



Baker, Merrill Warren  
Bartel, Erin Danae

Bartel, Evan James  
Bearcub, Stephanie Rae  
Bluestone, Nigel Geoffrey  
Boyd-Weinberger, Hannah Marie L  
Carpentier, Aerial Alexandria  
Cotton, Collette A.

Curtis, Jarret T  
DeCoteau, Dayle Blair

Firemoon, Justiss J.

Flickinger, Mughetto A.  
Foote, Kiefer LaVoy  
Galaviz, Robert Chico  
Jackson, Germaine Jarred  
James, Alexx M.  
Johanson, Jodee Rae  
Lilley, Morgan Lynn  
Marshall, Jenny Katherine  
Martell, Morgan Grace

Medicine Elk, Jarett Duane  
Paulson, Pryce Ellery  
Raining Bird, Cicely  
Shields, Darrell Jr.  
Sloan, Jonika  
Walking Eagle, Janice K  
Walton, Nerissa G.

White Bear, Marla Fern  
Youngman, Pamala Arlene

ASSOCIATE OF ARTS - General Studies

ASSOCIATE OF SCIENCE - Pre-Health & Pre-Nursing

ASSOCIATE OF SCIENCE - General Studies

ASSOCIATE OF ARTS - Business Administration

ASSOCIATE OF ARTS - Business Administration

ASSOCIATE OF ARTS - General Studies

ASSOCIATE OF SCIENCE - Pre-Engineering

ASSOCIATE OF ARTS - General Studies

ASSOCIATE OF ARTS - Psychology

ASSOCIATE OF ARTS - General Studies

ASSOCIATE OF SCIENCE - General Studies

ASSOCIATE OF ARTS - Business Administration

ASSOC OF APPLIED SCIENCE - Automotive Technology

ASSOCIATE OF ARTS - General Studies

ASSOCIATE OF ARTS - General Studies

ASSOCIATE OF ARTS - General Studies

ASSOCIATE OF ARTS - Human Services

ASSOCIATE OF SCIENCE - Biomedical Science

ASSOCIATE OF ARTS - Chemical Addiction Studies

ASSOCIATE OF SCIENCE - General Studies

ASSOCIATE OF SCIENCE - Pre-Health & Pre-Nursing

CERTIFICATE - Business Assistant

ASSOCIATE OF ARTS - Business Administration

ASSOCIATE OF SCIENCE - Pre-Engineering

CERTIFICATE - Accounting Technician

CERTIFICATE - Automotive Technology

CERTIFICATE - Accounting Technician

ASSOCIATE OF ARTS - Human Services

ASSOCIATE OF SCIENCE - General Studies

ASSOCIATE OF SCIENCE - General Studies

ASSOCIATE OF ARTS - Business Administration

ASSOC OF APPLIED SCIENCE - Business Technology

# FPCC Donors

## Silver, Gold and Platinum Sponsors

Fox Ford  
Buckhorn Café  
Fort Peck Indian Rodeo Association  
Nemont  
RJS & Associates  
United Insurance  
NEMHS  
MDU  
GTM Sportswear  
Western Bank  
TJ's Quik Stop  
Bryan's  
West Electronics  
Harry's Nite Club  
Less Insurance Agency  
Fort Peck Tribes

## State and Federal

AIHEC  
Department of Education  
USDA  
Carl Perkins  
Department of Labor  
National Institute of Health  
Institute of Museum & Library  
AICF  
Montana Dept. of Transportation  
Montana State University  
Roosevelt County Library



# FPCC Statement of Revenues, Expenditures and changes in Fund Balances

	<b>General</b>	<b>Endowment</b>
<b>Revenues</b>		
Federal grants	\$1,860,310	
State grants	\$127,920	
Private foundation grants	\$33,087	
Tuition & fees	\$455,816	
Charges for goods & services	\$133,896	
Investment earnings	\$19,553	\$14,268
Miscellaneous	\$1,009,075	
Indirect cost recovery	\$303,549	
<b>Total revenues</b>	<b>\$3,943,206</b>	<b>\$14,268</b>
<b>Expenditures</b>		
Administration	\$458,629	
Institutional support	\$561,337	
Academic	\$900,183	
Indirect cost expense		
Vocational		
Indirect cost expense		
Student services		
Indirect cost expense		
Financial aid		
Community services		
Indirect cost expense		
Library		
Indirect cost expense		
Information technology		
Wellness center		
Research		
Indirect cost expense		
Facilities and services		
Dormitory		
Debt service		
Principal		
Interest		
Capital outlay		
<b>Total expenditures</b>	<b>\$3,425,498</b>	<b>\$688</b>
Excess of rev. over exp.	\$517,708	\$13,600
Net change in fund balances	\$517,708	\$13,600
Fund balances - beginning	\$3,315,795	\$2,991,572
Fund balances - ending	\$3,833,503	\$3,005,172

### Non Major Funds

\$4,132,079

\$79,507

\$301,114

### Total

\$5,992,389

\$207,427

\$334,201

\$455,816

\$133,896

\$33,821

\$1,017,539

\$303,549

**\$8,478,638**

\$8,464

**\$4,521,164**

\$16,377

\$1,501,022

\$117,080

\$451,878

\$25,362

\$292,714

\$27,353

\$548,880

\$771,044

\$121,085

\$108,697

\$9,075

\$79,412

\$3,594

\$19,132

\$428,459

**\$4,521,164**

\$475,674

\$561,337

\$2,401,205

\$117,080

\$451,878

\$25,362

\$551,205

\$27,353

\$621,813

\$771,044

\$121,085

\$210,353

\$9,075

\$85,792

\$128,976

\$79,412

\$3,594

\$599,264

\$42,472

\$79,680

\$27,545

\$556,131

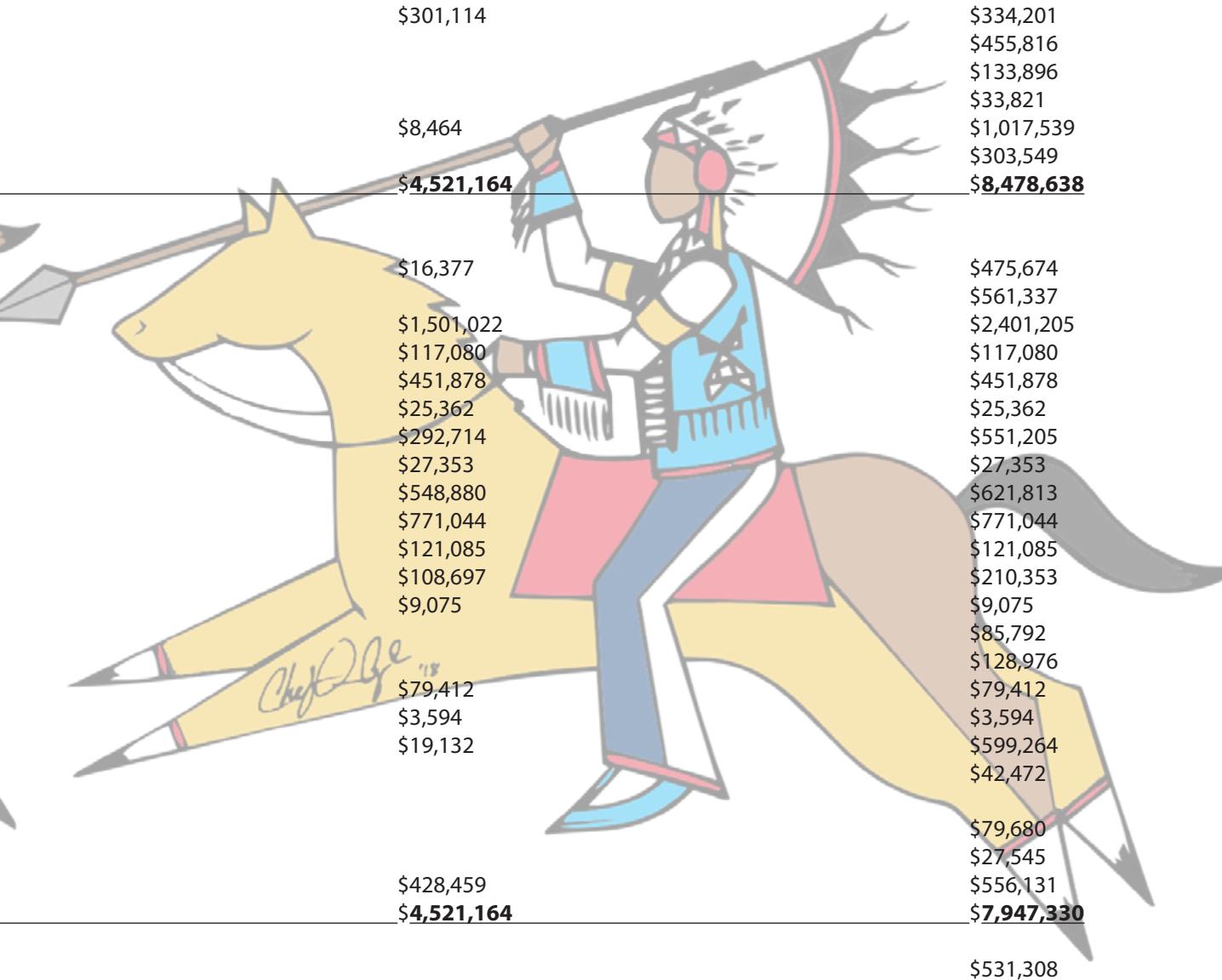
**\$7,947,330**

\$531,308

\$531,308

\$6,307,367

\$6,838,675

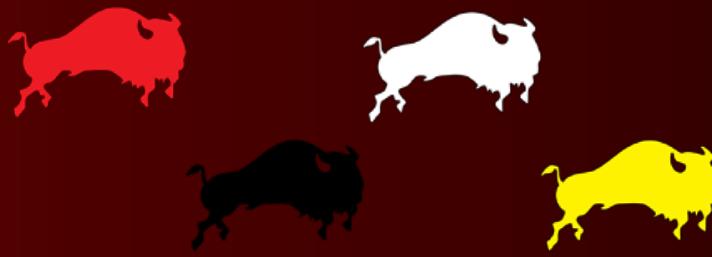


# Staff of the Year

Ember RunsThrough, Fort Peck Community College Administrative Assistant at the Wolf Point Campus. She is an enrolled member of the Fort Peck Assiniboine and Sioux Tribes and has spent her whole life in Wolf Point on the Fort Peck Indian Reservation. Graduated from Wolf Point High School May 2000 and from Fort Peck Community College in May 2003 with a Associates Degree in Business Administration. She has been employed with the Fort Peck Community College since 2005.



Ember currently resides in Wolf Point with her significant other, Jeromy Azure, and their five children; Jeromy Jr, Jaxon, Jaylee, Jett & Jazz. Attending Fort Peck Community College was a great opportunity, being a teen mother and not having to leave home to go to college. She obtained her college degree and soon after had her first set of twins, Jaxon & Jaylee. Spending a year at home with her children, she applied for a job at FPCC Wolf Point Campus and she has been with the college ever since. During this time she had her second set of twins, Jett & Jazz. Ember and her family spend a great amount of time traveling to various sporting events and activities.



**FORT PECK**  
COMMUNITY COLLEGE

# Faculty of the Year



**R**oxann Smith, an enrolled member of the Assiniboine and Sioux Tribes at Fort Peck, spent most of her adult life serving the people of her community. She began her career at Fort Peck Community College (FPCC) in 1985 as a library assistant, in 1989 became a computer instructor and Teacher Education advisor which she held until 2005. She devoted more of her life to public service—she served two terms on the Fort Peck Tribes' Executive Board. Returning to FPCC two separate occasions, one as Director of Ceremony of Research, and again in 2014. Roxann currently holds a faculty position teaching Native American Studies. She is a board member on the Fort Peck Tribal Institutional Review Board, and she also served two terms on the Montana Indian Education Association board of directors. She serves as the Chairperson of the Pte Group, a grass-roots group that supports the Fort Peck Tribes' Buffalo Restoration Project. A manuscript was published in 2017 in the Tribal College and University Research Journal — Volume 1, Issue 2 Roxann Smith, Robert McAnally, Lois Red Elk, Elizabeth Bird, Elizabeth Rink, Dennis Jorgensen, and Julia Haggerty which details the buffalo restoration project at Fort Peck. She was raised by her paternal grandparents. Her grandmother, Freda, a boarding school survivor, her grandfather, Neville, a farmer/rancher. She is married to Robert, and has three sons, Sean Bighorn, Ray and Jordan Smith, and treasures her time with her grandsons, Jarron and Patton Bighorn. Roxann is an alumni of Fort Peck Community College, (Associate of Arts degree in Business Administration), Rocky Mountain College, (B.S. Degree in Economics and Business) and Leslie University (M.Ed degree in Curriculum and Instruction).

# Summer Native Language Program



## Nakón I'ábi Mission Statement

Nakón I'ábi Nakón Wíčóh'äge kó үknúhabjkt  
Nakón Oyáde né ti'óšpaye dóken үspé үkýabjkt  
Waní wasté úk'úbikt

We will continue to have our Assiniboine Language and Customs.  
This is how we will teach our Assiniboine relatives.  
We will give them a good life.

In the Fall of 2018 Assiniboine speakers, elders, and families gathered in Wolf Point at the FPCC Dumont Building to collectively address the current state of the Assiniboine Language throughout the Montana and Canadian Reserves. Individuals from Alexis Nakota Nation (Alberta), Mosquito, Carry the Kettle, Pheasants Rump, Ocean Man, White Bear, Fort Belknap, and Fort Peck Reserves have recognized the vital importance of being proactive in their language efforts. The 2018 gathering concluded by developing a shared mission statement to guide their endeavors.

In the Spring of 2011 FPCC was awarded a Native Youth and Culture Fund grant from the First Nations Development Institute to implement an eight-week Summer Language Program (S.L.P.). The S.L.P. has operated each summer since then and has been made possible by a variety of grants from the Endangered Language Fund, First Nations Development Institute, Humanities Montana, and National Endowment for Humanities along with donations from local organizations such as the Wolf Point Community Organization, Fort Peck Assiniboine Council, and Fort Peck Housing Authority. Each summer local youth engage in language activities Monday through Thursday for six to seven hours a day beginning early June and ending in August. Since 1981 FPCC has offered language courses for adult student, the S.L.P. has been the most consistent language learning environment for community youth of the Fort Peck Reservation.

Activities include both classroom and outdoor learning experiences. Throughout the eight years' students, ages six through 18, have participated in naming ceremonies, gathering local plants and foods, sweat ceremonies, and community volunteering. The 2018 S.L.P. enrollment swelled to its highest enrollment since its inception, 26 youth registered and completed the program. A highlight of the program is FPCC student Jeromy "Wamáka Kuwá" Azure who was one of the participants in the first cohort. He has participated every summer since 2011 and for the past two years has served as a co-instructor. To address the limited number of qualified language instructors FPCC piloted a Native Language Instructor Program in 2017, Jeromy will graduate Spring 2019 along with the first cohort of N.L.I. students.

Our most recent grant awarded by Humanities Montana has provided the opportunity for FPCC to develop an Assiniboine literacy curriculum "Watápe I'ábi" in partnership with the University of Indiana's American Indian Studies Research Institute, Fort Peck Assiniboine Council, and the Lodgepole Sub-Council at Fort Belknap. The curriculum will supplement current S.L.P. resources and also be made available to local Head Start classrooms and school districts. Artwork for the materials have been illustrated by FPCC student Chelysa Owens-Cyr.



## Construction Projects



Wooden Platform with Benches by GTD



**Handicap Ramp at GTD**



**Garage on Boulevard**



**New CDL Building**





# Student Success: Taylor Day

My name is Taylor Day, I am from Poplar, MT, and I am currently twenty-two years old. I would like to share my story as a Native American student who graduated from high school but also completed college credits during the same period.

My personal success story started when I was sixteen years old, I started taking summer classes at Fort Peck Community College. At seventeen years old, I was able to take night classes at FPCC for college credits while I was still in high school, therefore getting a jump-start at starting my degree before I graduated from high school. The summer before my senior year of high school I decided to take the Certified Nursing Assistant class that FPCC was offering that summer, I passed my state test for Montana and became a Certified Nursing Assistant the summer of 2013. I started work right away at North Eastern Montana Health Services working weekends and pretty much working whenever I could to earn money. I chose to work instead of joining sports my senior year because I was determined to attend college at Montana State University in Bozeman, MT to complete my Nursing Degree through their Native American Nursing Program.

At eighteen years old I graduated from Poplar high school along with 12 college credits earned from FPCC. After high school I chose to attend MSU, but decided I wasn't ready to go into debt with student loans. Fort Peck Community College was the clear choice for me and I started pursuing my Pre-Health/Pre-Nursing degree. During this time I was still working as a Certified Nursing Assistant, working part-time as a FPCC lab technician and other part-time jobs.

**I** hit a few rough patches while I was attending FPCC; I was in the hospital in Billings, MT for a month and then completed three months of outpatient treatments. I was able to withdraw from FPCC without it affecting my credits. I was still somewhat sick but went back to FPCC, the instructors understood my situation and knew I could not make it to class so they worked with me so I could graduate on time.

**D**eciding to stay in Poplar and attend FPCC was the best decision I ever made. FPCC instructors are very good at working with Native American students, especially the ones who have a family or work full-time. FPCC also offers scholarships for every student. I did not receive help from FAFSA my last year with FPCC due to income guidelines, but FPCC was able to grant me scholarships to help pay for my education. I will be forever grateful to FPCC staff and



**I** changed my major from Pre-Health/Pre-Nursing because I started work at the Fort Peck Tribal Courts as a legal assistant at the prosecutor's office. Working at the courts opened my eyes and made me realize I wanted a job in the criminal justice field, whether I was a prosecutor, public defender, judge, correctional officer, police officer, etc. I decided to go to school for criminal justice. I did my own research on criminal justice schools that were available online. I found Montana State University-Northern to be the best choice. I applied after I graduated from FPCC in May 2017 with my Associates of Arts Degree in General Studies. My completed credits from FPCC transferred over to MSU-Northern with no problem. I'm currently working on my Bachelors of Science in Criminal Justice with one year left to graduate.



# Degrees & Programs

## **AA Degrees**

**Business Administration**  
**Chemical Addiction Studies**  
**Elementary Education**  
**General Studies**  
**Human Services**  
**Native American Studies**  
**Psychology**

## **AS Degrees**

**Biomedical Science**  
**Environmental Science**  
**General Studies**  
**Pre-Engineering**  
**Pre-Health/Pre-Nursing**

## **AAS Degrees**

**Automotive Technology**  
**Business Technology**  
**Native Language Instructor**

## **Certificates**

**Accounting Technician**  
**Automotive Technology**  
**Business Assistant**  
**Diesel Technology**  
**Graphic Web Design**  
**Truck Driving**  
**Welding Technology**



# Our Mission

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 and higher education.

The College 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.

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



Fort Peck Community College  
605 Indian Ave  
P.O. Box 398  
Poplar, MT 59255  
(406) 768 6300  
[www.fpcc.edu](http://www.fpcc.edu)

