

Fort Peck Community College Annual Report 2019

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

FORT PECK
COMMUNITY COLLEGE



Message from the President

Haŋ Mitakuyapi - Hello my Relatives,

On behalf of our college, I am pleased to welcome you to Fort Peck Community College where Unspe', To Learn, rings true within our learning community. As a two-year institution in the Tribal College and University system, Fort Peck Community College prides itself in how we prepare our students to be lifelong learners and contributors through our community need based program offerings. Fort Peck Community College is known for producing quality graduates who have gone on to private industry, Tribal, State, and federal politics, education, health, and so forth.

In the spirit of 'Unspe'', To Learn, we are very proud of the quality learning and grooming that takes place within our students under the direction of our committed, dedicated, and passionate faculty and staff. Our students' high quality experiential learning projects and achievements are evidenced through these various community outreach projects: our Chante Bridge Grant; Ag Department; Daya Tibi Wellness Centers; Buffalo (Pte') Project; Adult Basic Education Center and HiSet Testing site, and various community cultural engagement activities held reservation wide.

I invite you to join us in pursuing your intellectual, civic, and personal endeavors through Fort Peck Community College. It is at Fort Peck Community College where you can join a rich learning community in which you can grow and learn the values and skills necessary in creating and leaving a legacy that our communities can truly appreciate.

Pidamaya,

Haven Gourneau
Blowing Prayer Cloth Woman
President
Fort Peck Community College



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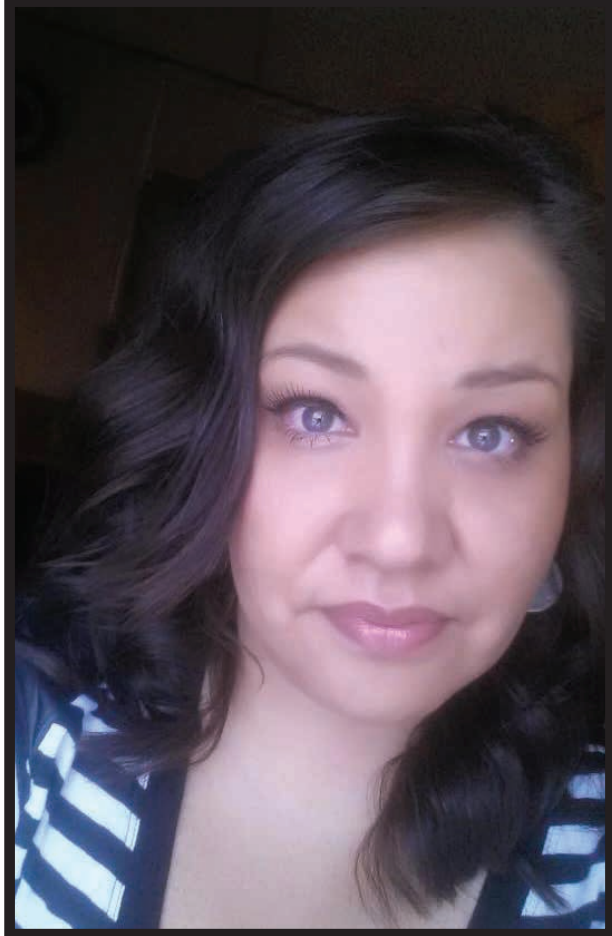
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Community Member

Callyn Gourneau

Student Representative

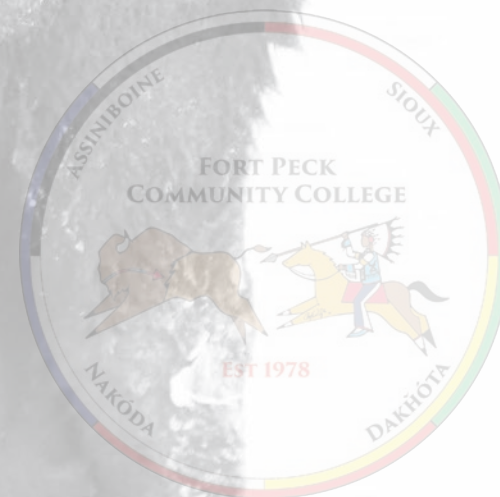


Orlonda Gray Hawk, Student of the Year

Student of the Year

“Starting my first semester was my biggest challenge along with having faith in myself to move forward passed the nervousness and anxiety of going to college. Since the staff was so supportive and encouraging I was able to make it. My second challenge was finding a reliable babysitter, I was driving 13 miles in the opposite direction of the college for a babysitter. When one of the kids had to come home early for whatever reason I had to drive them all the way there and back again to finish class . . . My husband is a huge part of this family and we needed him so much to make our system function. We got through it all with support from the staff, and one another. The staff let us know that our hard work was not going unnoticed. Support always came just when I felt defeated.”

- Orlonda Gray Hawk, FPCC Student of the Year





BUFFALO

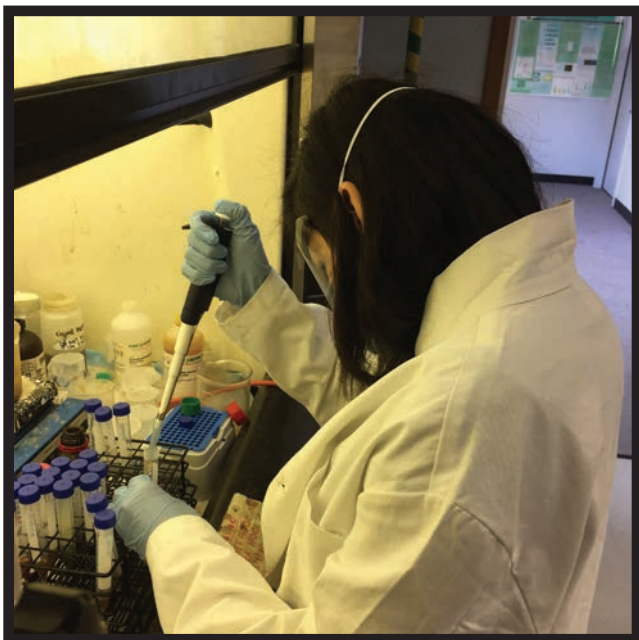
Tħathħanka Wakhũwa Waũñ



CHASERS

Watapebi Wjcařta Žemga

Student Research Project by Dr. Steven Coon, Faculty Member

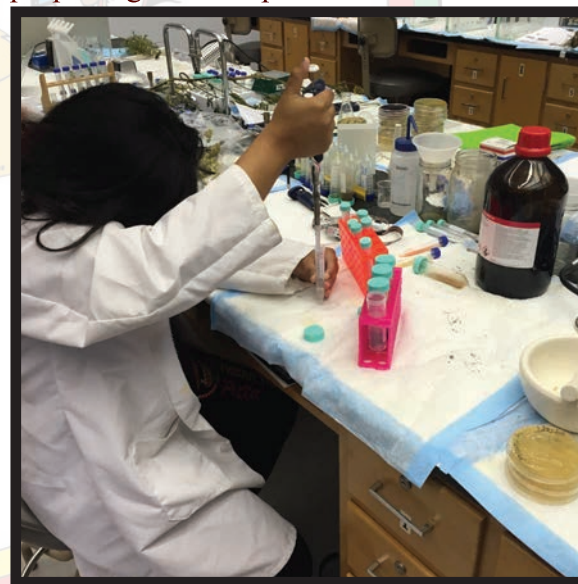


A STUDENT PERFORMING MEDICAL PLANTS STUDIES AND EXAMINING THE VARIOUS COMPOUNDS CONTAINED IN THE PLANTS.

There are a number of medical problems that also exist amongst the Native American people on our reservation as well as other reservations. Diabetes and Obesity are problematic and new therapies and treatments are constantly being developed. Since prevalence of diabetes is higher in Native Americans than in the general population it is even more important to address it. We currently have an animal model and a tissue culture model of obesity, which is a risk factor for diabetes. GLP-1, an incretin involved in the regulation of insulin release, has always long been a target for the treatment of diabetes. However our studies concentrate on a lesser known incretin, GIP which also has been known to decrease the prevalence of diabetes but how it signals nutrient transporters is not known and is the focus of our projects.

Our research interests in the Department of Biological Sciences in somewhat diverse but each project affects the community and the students at Fort Peck Community College are often involved in performing the necessary experiments and collecting data and samples for the projects. It not only benefits the community but also increases the students' experience with understanding the importance of scientific discovery and benefits their education.

I personally think the most important project we are working on currently involves the buffalo that live on our buffalo ranch here on the reservation. These buffalo are not entirely healthy and their malnutrition could have affects on birthrates and life expectancy. Since many of them are hunted for their meat, the quality of that meat can also be affected. Therefore our major study is to determine the nutrient deficiencies and their cause so that such deficiencies can be corrected. In addition we also are seeking funding to study the plant life and water quality as well to determine where the nutrient deficiencies may be coming from. Our plans also include examining the microbiota responsible for proper digestion of plant material and how these nutrients are absorbed during digestion.



A STUDENT TESTING WATER QUALITY SAMPLES.

Another medical problem that affects our community more than the general population is lactose malabsorption primarily from dairy products which is thought to be mostly caused by lactose intolerance but without testing, it has not been proven and it is also likely that lactose intolerance can also cause a number of other conditions and diseases such as milk allergies that can cause the same symptoms. Our study, should it get funded, will address these issues, determine the incidence of lactose intolerance and what conditions exactly that the Native American people are suffering from. With that data, we can further find solutions to treat their conditions and improve their diet and nutrition.

Finally, our last project examines the medicinal plants grown on the reservation. Currently we have low glycemic vegetables such as potatoes that could greatly benefit diabetic Native Americans. Certain compounds within other medical plants such as the prairie coneflower and various species of Echinacea could be also very beneficial to the health of the Native American people. Our plan is to grow some of these plants, feed them to animal models of obesity and also to animals on a high fat diet and see if it prevents or ameliorates obesity and its effects on the animals including diabetes. This would provide evidence then that such plants may also have the same effects in humans and so human trials would eventually be performed in later experiments.



STUDENTS COLLECTING AND MEASURING WATER QUALITY SAMPLES ON THE RESERVATION.

1.

Ocowasin: Wholeness. All things are interrelated. Everything in the universe is part of a single whole and is connected in some way to everything else. It is only possible to understand something if we understand it's connections.

2.

To'keca: Changes. Everything is in a state of constant change. One season falls upon the other. People are born, live, and die. All things change. There are two kinds of change: the coming together of things and the coming apart of things. Both kinds of change are necessary and are always connected to each other.

3.

Sintomni: Cycles. Change occurs in cycles or patterns. They are not random or accidental. If we cannot see how a particular change is connected, it usually means our viewpoint is affecting our perception.

4.

Maka wiconi and Wakan wiconi: Earth life and Sacred life. These two concepts are complementary and are bound to one another.

CHANTEYUZA

thinking with our hearts.



The Fort Peck Community College Chanté Project is currently in Y2 of a four year Department of Education Native Youth Community Projects grant cycle. Chanté means heart in the Dakota language. The main aim of our Chanté Team's work is to infuse our head-heavy education institutions with more heart. We do this through service to four main populations: students, families, teachers, and administrators.

Our services range from hosting restorative justice circles to peer to peer mentoring programs, and summer credit recovery options including travel opportunities. After the school day is finished Chanté also offers a host of non-cognitive classes: Native American crafting, sewing, photography, cooking, and singing are just a few examples. These classes are a great platform for teachers to build more rounded human relationships with their students.

Chanté is a values guided project. We believe healthy relationships operate from shared values. Our team meets weekly to discuss program successes and challenges, always tying our choices back to our Chanteyuza, or guiding principles. We are still young as a program and intend to keep on with the messy project of learning and growing, just as we expect our students to.



Carly Hosford-Israel
Chanté Project Director
Fort Peck Community College
406.768.3024

5.

Wawicakupi: People can acquire new gifts, but one must struggle to do so. This process of developing new personal qualities may be called "true learning".

6.

Wo'ksape topa: Four wisdoms. There are four dimensions of true learning. A person learns in a whole and balanced manner when the mental, spiritual, physical, and emotional dimensions are involved in the process.

7.

Wo'okihi: People must actively participate in the development of one's own potential.

8.

Wico owotanna: People must decide to develop their own potential and actively travel a life path that realized one's own potential.

9.

Wo'wasteohna: An active journey of self-development will be aided. Any person who sets out on a journey of self-development will be aided by guides, teachers, and protectors.

10.

Wo'sicaona: The only source of failure is a person's own failure or unwillingness to follow the teachings.

CHANTE



Graduating Class 2019

Alden, Jessica	AA	Human Services	Kohl, Kristen	CERT	Automotive Technology
Archdale, Sonica	AA	Chemical Addictions Studies	Lilley, Morgan	AS	BioMedical
Azure, Jeromy Jr.	AAS	Native Language Instructor	Loves Him, Joilynn	AA	Business Administration
Baker, Merrill	AA	Chemical Addictions Studies		AA	General Studies
Bighorn, Leslee	AA	Native Language Instructor	Martin, Ronald Jr.	AAS	Business Technology
Birthmark, Leanda	AA	Human Services		CERT	Accounting Technician
Bushard, Nicole	AA	Business Administration		CERT	Business Assistant
Castro, Dawna	AA	Chemical Addictions Studies	Menz, Myron	AA	Psychology
	AA	Human Services	Muth, Patience	AA	Business Administration
Cyr, Ellissa	AA	Chemical Addictions Studies	Owens-Cyr, Waycen	AS	General Studies
Damm, Andrea	AS	Pre Health/Pre Nursing		AA	General Studies
	AS	BioMedical	Reese, Dallas	AA	General Studies
	AA	Chemical Addictions Studies	Rush, HaYoon	AA	Education
Day, Bailey	AA	Business Administration	Sloan, Jonika	AAS	Business Technology
	AA	General Studies		CERT	Business Assistant
Deserly, Lucas	AA	General Studies	Smith, Brandy	AA	General Studies
Dumont, Frank	CERT	Welding	Snyder, Anna	AS	Environmental Science
Escarcega, Tomee	AS	Pre Health/Pre Nursing	St. Claire, Sheena	CERT	Welding
	AS	BioMedical	Wagner, Sarah	AA	General Studies
	AS	General Studies	Walking Eagle, Defender	CERT	Automotive Technology
Failing, Jared	AA	General Studies	Wetsit, Benjamin	AA	General Studies
Failing, Michael	AA	Human Services	Williams, Taylor	AA	General Studies
Fast Horse, Keisha	AA	General Studies	Youngman, Kristian	AAS	Automotive Technology
Flickinger, Mughetto	AA	Business Administration			
Goodtrack, Jessica	CERT	Business Assistant			
Grainger, David	CERT	Truck Driving			
Gray Hawk, Justin Sr.	AAS	Native Language Instructor			
Gray Hawk, Orlanda	AA	Human Services			
Green, Terri	AA	Elementary Education			
Greybull, Ashleigh	AA	Chemical Addictions Studies			
James, Alexx	AAS	Native Language Instructor			

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MONTANA STATE UNIVERSITY
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FPCC Statement of Revenues, Expenditures and changes in Fund Balances 2018

Revenues	General	Endowment
Federal	2,051,890	0
State	130,355	0
Private	-5,929	0
Tuition & Fees	537,926	0
Chgs. goods & services	142,968	0
Investment earnings	12,427	14,379
Miscellaneous	176,523	0
Indirect cost	319,269	0
Total	3,365,429	14379
Expenditures		
Administration	448,474	6,150
Inst. support	779,219	0
Academic	705,429	0
Indirect cost expense	0	0
Vocational	1,125	0
Indirect cost expense	0	0
Student services	275,541	0
Indirect cost expense	0	0
Financial aid	76,367	0
Community services	2,159	0
Indirect cost expense	0	0
Library	102,539	0
Indirect cost expense	0	0
Information technology	89,427	0
Wellness center	36,894	0
Research	0	0
Indirect cost expense	0	0
Facilities & services	559,567	0
Dormitory	39,044	0
Debt Service		
Principal	80,362	0
Interest	26,558	0
Capital Outlay	117,269	0
	3,339,974	6,150
Excess Rev. over Exp.	25,445	8,229
Net change in fund bal.	25,445	8,229
Fund balance Beginning	3,833,503	3,005,172
Fund balance ending	3,858,958	3,013,401

Non Major Funds

Total

4,093,015

127,314

497,349

0

0

0

0

0

4,717,678

6,144,905

257,669

491,420

537,926

142,968

26,806

176,523

319,269

8,097,486

38,593

0

1,712,721

137,215

466,467

40,069

328,893

28,588

555,300

851,285

106,145

51,812

2,493

0

0

76,496

4,759

0

0

0

0

316,842

4,717,678

493,217

779,219

2,418,150

467,592

604,434

25,558

631,667

853,444

106,145

154,351

2,493

89,427

36,894

76,496

4,759

559,567

39,044

80,362

26,558

434,111

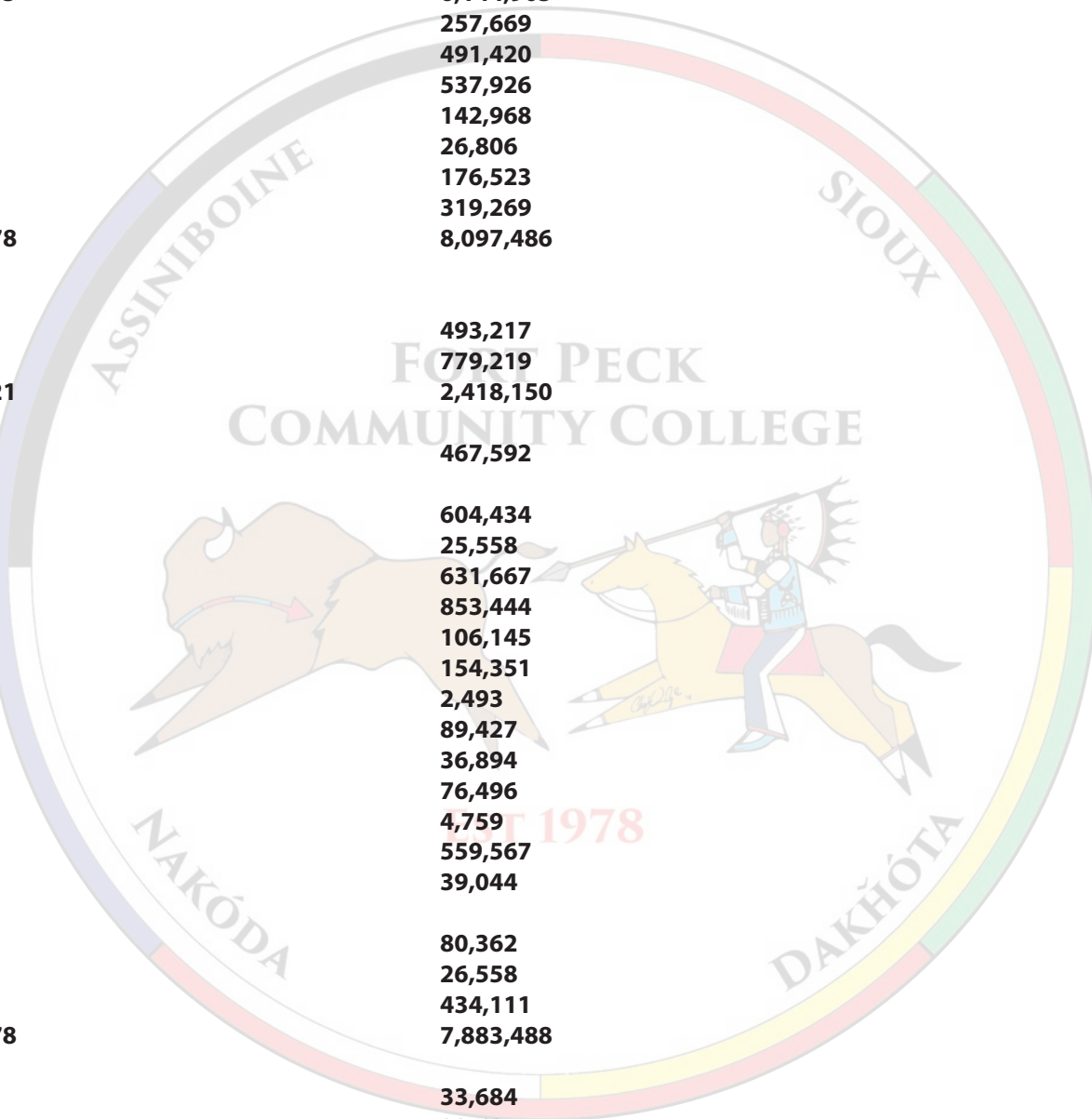
7,883,488

33,684

33,684

6,838,675

6,872,359






ASHLEY SOLHEIM-AZURE

My name is Ashley Solheim-Azure, I was born and raised in Wolf Point, MT. I graduated from Wolf Point high school in 2008 and decided to further my education at MSU Billings where I graduated with an associate's degree in drafting and design technology, as well as an associate's degree in construction technology. After graduation I moved back home where I thought I was going to be able to "save" some money. Little did I know at the time that this decision would have a terrible impact on my future. For the years that followed I began battling the disease of drug addiction. For the better part of a decade I watched everything I had become, slowly dwindle into a person who lacked morals, self-love, and the desire to even live. I allowed myself to put up with things I never dreamed I would, including some very toxic and abusive relationships and friendships. After many tries at getting myself sober as well as a few failed attempts at treatment and with my longest sober streak being the 9 months I was pregnant I had finally reached my "rock bottom". My poor choices and lack of morals and respect for others landed me in jail. At the time I didn't understand it but I know now that God had a better plan for my life. On April 26 of 2016, after many prayers from many people, the spiral my life had gone down came to an end. God gave me another chance at life. Little did I know the battle had only begun, while finishing my jail sentence I found out that I was being charged federally for another crime I had committed, and that I would be facing a federal indictment in the near future.

While serving my prison sentence, God put it on my heart to pursue my Licensed Addiction Counseling degree. It was then that I realized that everything I had gone through, all the pain and all the struggles were just preparing me for what I am being called to do. After being released from prison I found out that Fort Peck Community College offered a degree in chemical addiction studies. Unfortunately due to my past degrees I had used up too many credits and was no longer Pell grant eligible, I knew that I was not going to be able to afford to put myself through college but God opened another door for me and I soon found out that there was an apprenticeship program through the Montana board of education that would help me with the cost to



obtain my degree! For the first year of schooling I utilized my previous construction degree while I worked for my brother's construction company, but with the winter months coming up and considering I was barely making ends meet as a single mother, I was not sure if it was going to be possible for me to finish my degree. Another prayer was answered however, when a close friend informed me about the job opening for the student success advocate position at FPCC. After a few months of hustling scroll saw work on the side to make ends meet I was hired and began to work for FPCC. I have since been able to continue to pursue my dream as well as provide for my son.

Today I have the opportunity to work a job that has full benefits, allows me to continue my education, and lets me put my son and family first! Just when I thought things couldn't get any better I found a relationship that is supportive and loving. On Nov 9th 2019 I married my best friend, and my son and I are currently enjoying our new life, with a fun and amazingly supportive family. I owe everything I have today to God. I have been blessed with my amazing Blue Sky church family and am so grateful that they never gave up on me even when I felt like giving up on myself. Some days I struggle with self-forgiveness and wonder why God chose to save me, but then I realize that I have the rare opportunity to help out those that are still struggling. Although I am not proud of my past choices I do not regret them, because it made me who I am today. With the help from everyone at FPCC I am now able to become a positive role model in this community and pursue my passion to help others that are still struggling. I am truly blessed!

THEA KAY SMITH

Thea Kay Smith, an associate member of the Fort Peck Assiniboiné and Sioux Tribes, graduated from Wolf Point High School in 2015. Thea made the decision to attend FPCC for her first year of college. It allowed her to stay close to her family while at the same time earning college credits towards her ultimate goal of being a Registered Nurse.

“Going to FPCC for my first year of college was the smartest decision I could have made for myself,” relayed Smith. “Making this decision allowed me to be able to work full-time while going to college, because I was able to have the support of my family during the transition from high school to college.”

“FPCC has so much to offer that I don’t think many people realize. The dual credit courses they offered during high school allowed me to graduate from high school with a full semester of college credits,” declared Smith. “My educational experience was nothing but positive during my time at FPCC. The small class size allows for students to create good relationships with professors, and really get the most out of each class; a true benefit that you would not normally see at a bigger university.”

After the 2015-16 school year at FPCC, she moved to Billings, Montana to attend Montana State University-Billings. Thea graduated in May 2019 with her Bachelors of Science degree in Nursing from Montana State University-Bozeman. Thea has now started her career as a Registered Nurse at Northeast Montana Health Services and conveyed that she is so happy to be able to bring her education back to where she is from and help people. She is the daughter of Craig and Leanne Smith, and has three siblings, Jared, Halie and Bryor.

“I have nothing but positive things to say when asked about my time at FPCC,” continued Smith. “It was truly the best decision I made in my educational journey. It was a great stepping-stone for my journey in becoming an RN. I highly recommend considering FPCC to anyone who is looking to further their education.”





FORT PECK
COMMUNITY COLLEGE



EST 1973

FACULTY OF THE YEAR - STEPHEN COON, PHD.

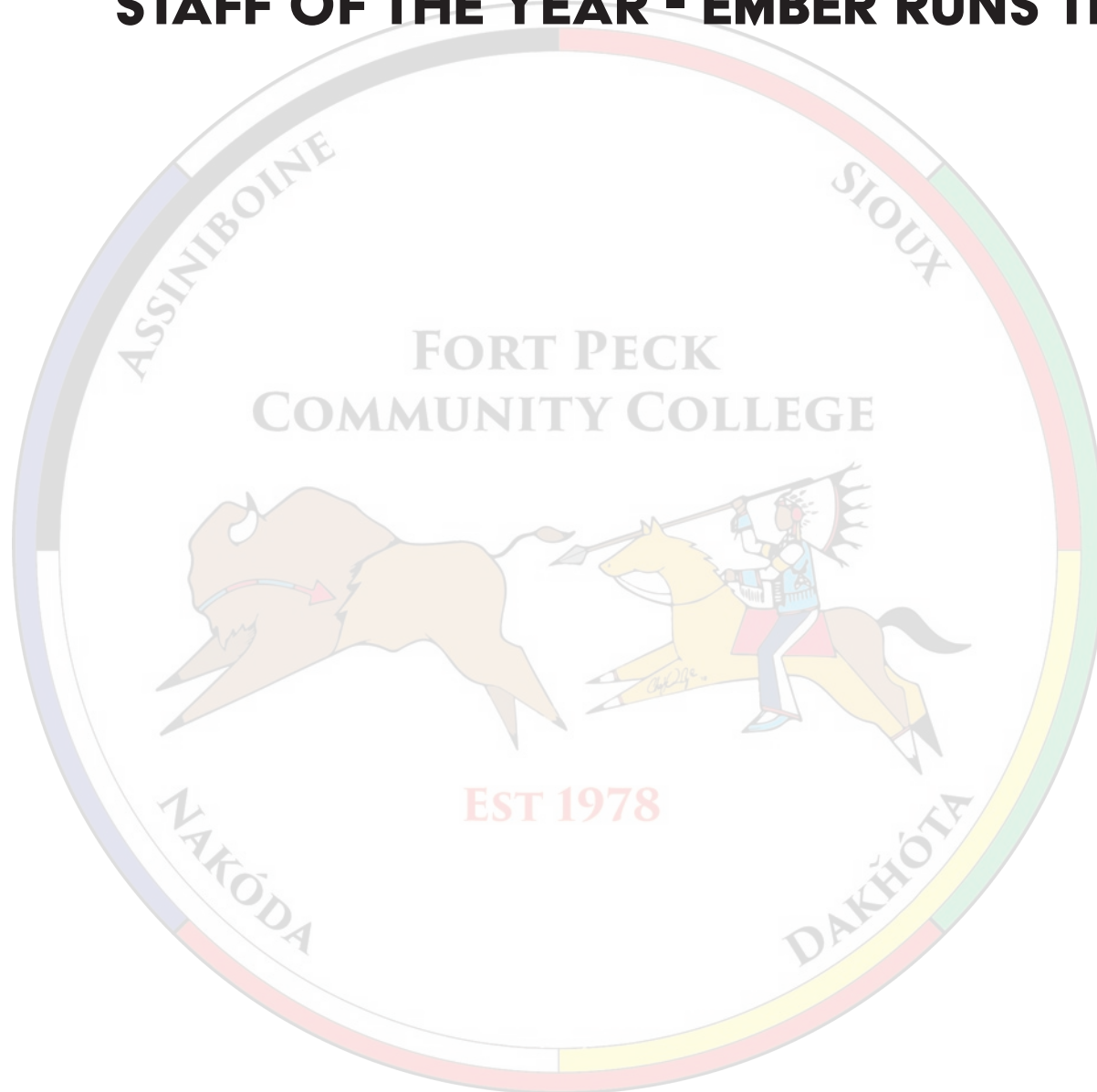
I began my career at Purdue University and earned a bachelor's degree. Shortly thereafter, I began doing research at the Diabetes Center at the University of Michigan. After a few years I moved on to the University of Michigan's Medical Center where I investigated pancreas physiology and regulation of digestion. As I did this research, I earned a Master's degree in Molecular Biology at East Michigan University. My Master's thesis was on regulation of the CCK receptor in pancreatic cells.

I received most of my research training and my Ph.D. from the Ohio State University Medical School. There I received my PhD in Anatomy and Physiology. I spent six years studying and identifying the causes of various intestinal diseases and disorders. Our laboratory eventually moved to Strong Hospital at the University of Rochester (in New York) and again to the Medical Center at West Virginia University (WVU). With an animal model of Inflammatory Bowel Disease, I was able to determine the inflammatory mediators and substances involved in causing and perpetuating the disease and why a number of important nutrients such as glucose, amino acids and fats are blocked in these disorders. Electrolyte absorption is also affected and is the main cause of malabsorption of nutrients and water.

After more than 15 years of investigating these disorders, I left WVU and began working at Boston University. There I collaborated with the Obesity Center, the Department of Medicine, the Bariatric Surgery and Surgical Research Departments along with the Boston VA Medical Center. With these resources I switched research interests and began investigating intestinal and hormonal causes of obesity and its complications such as diabetes and became part of the Boston Clinical and Translational Institute. After spending three years there I was unable to continue due to the lack of funding so I left and went to Fort Peck Community College.

At Fort Peck I was able to teach more, have a more stable employment and still perform valuable gastrointestinal research. The college is one of the few that has a reasonable research laboratory and since it is a tribal college I am able to get research funds easier.

STAFF OF THE YEAR - EMBER RUNS THROUGH



DEGREES AND PROGRAMS



Associate of Arts

Business Administration
Chemical Addictions Studies
Elementary Education
General Studies
Social Work
Native American Studies
Psychology
Tribal Governance & Administration

Associate of Applied Science

Automotive Technology
Business Technology
Communication Technology
Information/Network Technology
Native Language Instructor

Associate of Science Degree

Environmental Science
Bio-Medical
General Studies
Pre Health/Pre Nursing

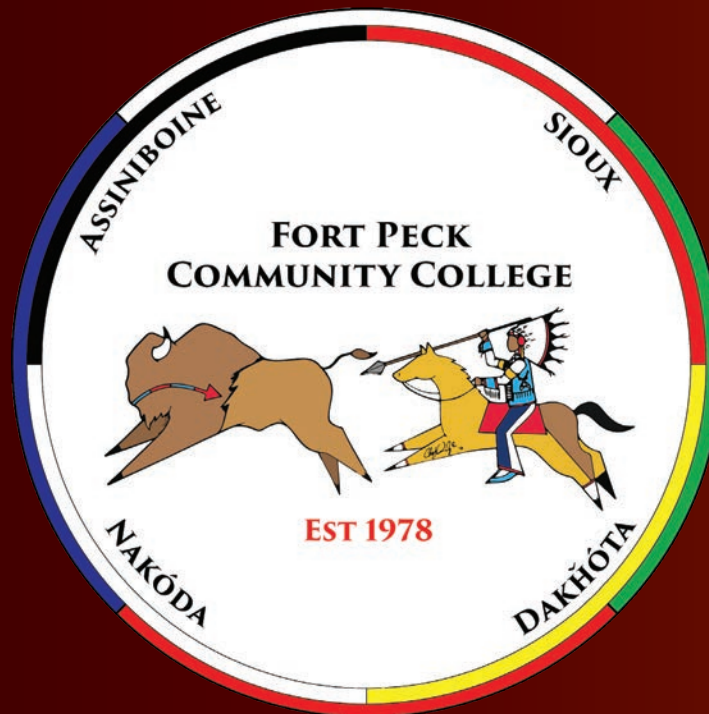
Certificate of Applied Science

Automotive Technology
Diesel Technology
Information Technology
Media Technology
Truck Driving
Welding Technology

One-Year Certificates

Accounting Technician
Business Assistant
Cultural Arts
Lay Advocate/Paralegal





Fort Peck Community College

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