



FORT PECK COMMUNITY COLLEGE



Annual Report

2015/2016

MISSION STATEMENT

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.



PRESIDENT'S MESSAGE



Welcome to Fort Peck Community College (FPCC). At FPCC we are proud to serve our students and communities through a commitment to life-long learning, from summer camps to college classes; from adult career changers to retirees seeking opportunities for personal enrichment. There is truly something for everyone at Fort Peck Community College. Your success is our priority.

FPCC provides a quality and affordable education for nearly 400 students each year on its Poplar Campus and Wolf Point Campus. FPCC also serves the community through cultural offerings and provides additional opportunities through youth and family activities, summer camps, non-credit courses, and career training programs. Every year the Fort Peck Assiniboine and Sioux Reservation residents experience the great opportunities FPCC has to offer.

Our dedicated faculty and staff is committed to an innovative approach to education, which includes online courses and degree programs, vocational courses, certificates, and degrees that fit local workforce needs, such as Electrical Line-worker, Certified Truck Driver, Welding and the new certificate in Pre-Nursing. The Pre-Nursing certificate will be offered in partnership with another community college so that local students can get a Nursing degree online. FPCC has successfully formed partnerships with the Montana Universities that will allow students to attain Bachelor and Master Degree's through 2 + 2 agreements and articulation and consortium agreements utilizing online or vision net format.

At FPCC, we are dedicated to our communities through our close ties with businesses and community organizations. The recent addition of a degree program in Social Work was the direct result of the Bureau of Indian Affairs experiencing difficulties finding certified Social Workers for the Montana reservations. Partnerships with area employers in order to create opportunities for our students while providing a service to our communities is an on-going priority.

Thank you for taking time to see what FPCC can offer. I invite you to plan a trip to one of our campuses to learn more about what FPCC has to offer, or to contact our Admissions Office for more information. Education is an investment that will last a lifetime. Let us help you get a "great start" at Fort Peck Community College. Go Buffalo Chasers!

HAVEN GOURNEAU, PRESIDENT



BOARD OF DIRECTORS

On behalf of the entire Board of Directors, I welcome you with great pride to Fort Peck Community College. Our Board is devoted to serving the lifelong educational needs of the Fort Peck Assiniboine and Sioux Reservation as well as providing workforce training for our local and national business partners.

As a community member and a parent of college students, I understand your needs and I know first-hand what can be achieved thanks to our outstanding faculty and the quality and diversity of our educational programs. Interacting with many people who have been touched in some way by the College allows me to understand just how important our institution is to our community.

Student access and success are top priorities for each and every Board member. We constantly strive to support a challenging, relevant curriculum that results in successful outcomes whether that means graduating with a certificate or degree, transferring to a four-year institution, starting a new career or getting the job or promotion you so desire.

As you browse through our website, you may be surprised by all that we have to offer. We invite you to visit our beautiful campus conveniently located in Poplar and Wolf Point, MT with our Central Campus in Poplar.

Come — be amazed — and allow me to be the first to welcome you as a student to our great college!



THOMAS BROWN **CHAIR, BOARD OF DIRECTORS**

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WAYCEN OWENS-CYR, STUDENT REP.



HISTORY OF OUR COLLEGE

Fort Peck Community College is a tribally controlled community college, chartered by the Tribal Executive Board of the Assiniboiné and Sioux Tribes of Fort Peck Indian Reservation in 1978.

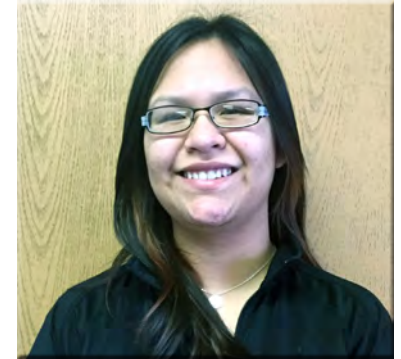
This charter followed a 1977 Tribal Executive Board resolution creating the Fort Peck Tribal Education Department, which in turn set the foundation for establishing the college. These two actions secured the Assiniboiné and Sioux Tribes as national leaders for tribally controlled education, and placed the college on its path to becoming an effective and successful community based institution of higher learning.



STUDENT OF THE YEAR: ELISE AKERS

FPCC is pleased to announce Elise Akers as the 2015/16 American Indian College Fund Student of the Year. Elise is General Studies major with honorary distinctions such as Dean's List and President's List. She is actively involved in extracurricular activities and volunteer work such as FCCLA, Volleyball, Soft ball, Choir, Teacher's Aid for After School Tutoring and Summer School.

"My educational goal is to graduate from Fort Peck Community College with a 4.0 and to remember everything I was taught, for I know it will help me in future years to come. My career goal is to become a veterinarian and help animals that are injured and need new homes . . . I believe, that by completing my education, it will show many Native Americans that they can be whatever they desire to be with a lot of dedication and heart." - Elise Akers, FPCC Student of the Year, American Indian College Fund 2015/16



STUDENT SUCCESS: ALISSA SMITH

Alissa Smith was born in Juneau, Alaska to Susan and Steven Smith. She lived in Skagway, AK for seven years until her father took a job as a pastor at the Assembly of God church in Wolf Point, MT. Alissa spent the rest of her grade school and high school years in Wolf Point and was involved in many activities including cheerleading, volleyball, Swing Choir, and National Honor Society. At the end of her high school experience, Alissa graduated within the top ten of her class. Despite having a child young, Alissa beat the odds, showing that a single mother can achieve great things and still pursue her dreams. After graduating, she attended Fort Peck Community College and was grateful to be able to work one on one with instructors that want every student to succeed and try their best to encourage each student to achieve their goals.



Alissa said that she became close with many of the faculty who were very accommodating to her needs as well as the rest of the students attending classes. Fort Peck Community College offers quality education, faculty and staff that prepare students to transfer to any university they choose. She is now attending MSU-Billings and will soon earn her Bachelor's degree in biology. With this degree, she will go on to obtain her Master's degree in Marine Zoology. Alissa says that she is very thankful for the opportunity she had to live in her hometown with the support of family and friends. She wants to encourage all the other people who are going through struggles in life to keep going after their dreams. Alissa says, "You can achieve anything you put your mind to with a lot of hard work and strong determination." Education is power and opens the door to many opportunities. Dreams can become reality if we realize that we are strong enough to follow them."



STUDENT SUCCESS: KAITYLN PAGE



Kaitlyn Page graduated as salutatorian, from Wolf Point High School in 2013. Immediately after high school, she enrolled at Fort Peck Community College. She emphasized that her decision to stay home and attend FPCC was very hard, because of the stigma she experienced. She explained by saying, "As a person I just had to make the right choice for me at the time. I was able to see the bigger picture and knew that just because I was staying home to attend college didn't mean I wouldn't leave or be independent eventually. It was hard to hear about all my friends going here and there, and thinking about all the experiences they would be a part of that I wouldn't, but I simply was not ready."

Kaitlyn attended FPCC from the summer of 2013 to the summer of 2014, and received the Presidential Academic Award both semesters. In this short period of time, she received 45 credits that helped her kick start her educational career. Kaitlyn stated, "Attending FPCC was one of the best decisions I have ever made because not only was I able to work, live at home, and save money, but I also discovered my interest in Psychology. FPCC is staffed with amazing professors/mentors that helped me find my educational goals."

In the fall of 2014, Kaitlyn chose to attend Montana State University Billings to pursue a Bachelor's of Science in Psychology, which she graduated with in 2016. While attending MSUB she received the Haynes Foundation Scholarship for her academic achievements. She attained her Bachelor's Degree in three, short years and gives much of this credit to FPCC. "The quality education I received at FPCC gave me confidence, and made for a very smooth transition into a university," relayed Page. She explained that not only did Fort Peck Community College allow her to save money her first year of college, but then allowed her to save time and money by giving her the opportunity to take a variety of summer courses that put her ahead at MSUB and enabled her to graduate early.

With the support of her family and friends she next chose to pursue a master's in Occupational Therapy. She is currently a student at the University of Mary, on their campus located in Billings. She is very excited to be out on her own utilizing her profession by helping people with disabilities, injuries, or sudden complications gain their independence and live fulfilling lives. She will graduate with her Master's in Occupational Therapy in 2018.

"College is a place to find yourself and no matter what school you attend, degree you wish to pursue, or where you choose to pursue it, the choice is yours to make. Do what is right for you, not what others think is right."

STUDENT SUCCESS: ANITA TRICE

Anita Trice who was given the name Morningstar by her grandfather at birth, was born in Los Angeles, and was raised in Chicago, Illinois by the Trice's who adopted her in 1974. She is the youngest of six children born to Hazel Cantrell and is a member of the Fort Peck Assiniboine and Sioux Tribes. She graduated as a music major from Chicago Vocational High School in 1979 and was awarded CVS's first music scholarship. She went on to study music at the Chicago Musical College at Roosevelt University in the early eighties for a couple of years, but went on to pursue her dream of becoming a contractor instead of a musical career. After working as a contractor in Chicago a few years, she returned to the Fort Peck Indian Reservation to get to know her family and her roots.

After having her only child Destiny in August of 1990, she enrolled as a building trades major at Fort Peck Community College in the spring of 1991 where she was an honor roll student. After honing her skills after a couple of years, she attended Elk Grove Village Carpenter's Apprenticeship Program in Illinois and joined the Carpenters Union in 1993. Anita tore her abdominal muscle in the mid-nineties, and returned to FPCC in mid-2000 where she became a business administration major, but continued to do construction work under her company name of Morningstar Construction. She was awarded several contracts within the reservation community, such as FPCC's Dumont Building, Town Pump, and The Frazer Community Center to name a few.



Anita struggled with alcoholism and drug addiction for many years, but as a single parent, she tried her hardest to be the best role model she could to her daughter. After attending FPCC off and on for years, she completed her associates degree in general studies in 2012, the same year she became drug free. It wasn't until the following year that she found her calling, after taking a class in environmental studies and becoming an intern with the Office of Environmental Protection.

Anita now works for the Office of Environmental Protection as a water quality technician and as a compliance assistant for Underground Storage Tanks for the last three years, and recently bought a home on the north side of Wolf Point.

"I don't think I would be where I am today, if it weren't for the love and support of my family, community and the very helpful faculty and staff of FPCC. I now have a clear sense of my true identity and culture. I learned so much more about my own cultural history, than I would have if I had attended a non-tribal college. I encourage as many people as I can, to get a good education and to never give up on trying to better yourselves! I wanted to give up so many times, I even cried as I struggled getting through algebra, but there were faculty/staff and students who helped me through it. If I made it through the many obstacles that life put before me, you can do it too, you just have to 'choose to improve' your life."

Anita was able to walk with FPCC's 2016 graduating class as she completes her last few credits with Southern New Hampshire University where she will soon receive her bachelor's degree in Environmental Science.



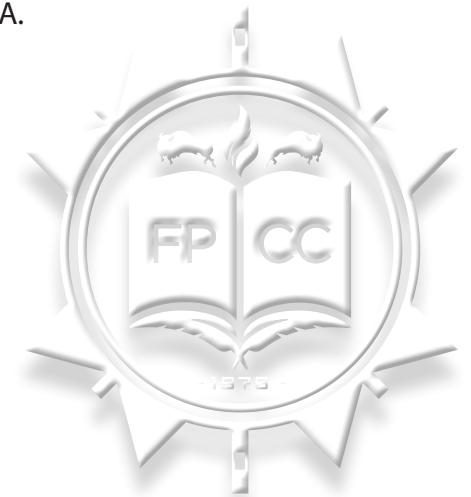
STUDENT SUCCESS: MARISSA IRIZARRY



Marissa Irizarry was born in Ogden Utah, and later moved to Wolf Point MT where she would attend school till her junior year in high school. Then she moved to Chicago her senior year and attended the North Chicago Community High School, and studied AP Studio Drawing and discovered a talent that she could draw portraits. After graduating and being awarded with a scholarship for Art she bought a train ticket and moved back home to Wolf Point and began to work towards the business of being an artist.

Marissa enrolled at Fort Peck Community College the fall semester of 2015 and majored in Business Technology her freshman year. The faculty and especially her business professor Billie Norgaard are very supportive and encouraging of her artwork. Elijah Hopkins commissioned a charcoal portrait of Chief Wetsit, titled "Chief He Wets His Arrow", and completed in the spring semester to bring to the 2016 American Indian Higher Education Consortium in Minnesota. Marissa was awarded with two ribbons for First Place in Drawing and Peoples Choice Award, and was very thankful for the opportunity that FPCC has brought.

In the fall semester, Marissa changed her major to Welding in hopes of expanding her art career. But after much thought she applied to the Institute of American Indian Arts (IAIA) in Santa Fe NM, to begin her major in Studio Arts and study painting. Although, her parents weren't there to support her, she prevailed with the support of her loved ones and FPCC, and is pursuing her academic career and goal of being a full time artist. Marissa finds inspiration in her community, heritage, and environment for her artwork, and hopes to be inspired by all of the different cultures at IAIA.



OUR LANGUAGE & CULTURE

In pursuing mission fulfillment, FPCC seeks to perpetuate Nakona/Dakota history, values, culture and language to the students we serve. Nakona/Dakota culture are interwoven in and out of the classroom as part of the student experience. Students will be exposed to and participate in activities, events, and organizations, which embody our unique tribal identities. FPCC leadership believes student success is directly related to cultural awareness and identity.



FPCC SCHOOL SONG

FORT PECK COMMUNITY COLLEGE ZHE UNGEYABI NO
MITUGASHI DAGU SKAN SKAN IYOGIPIYE NO
WATAPHEBI HAGIK DABI IXACHIYA YABINO

TRANSLATION:

"FORT PECK COMMUNITY COLLEGE THAT'S WHO WE ARE
GRANDFATHER THAT WHO IS SACRED LIKES THIS
THE BUFFALO CHASERS LOOK BACK AT US AND ARE SMILING AS THEY GO"



Tatánka wakúwapi

Buffalo Chasers

Watáphebi

NAKÓN WICHÓ•AGE

In the summer of 2016, the FPCC hosted the sixth-annual Summer Language Program (SLP). The program began in 2011 and has been offered each summer for community youth ages six through 18. For eight-weeks the youth are immersed in Nakón Wichó•age (Assiniboiné Language and Traditions) as much as possible. Monday through Thursday from 9:00 a.m. until 3:00 p.m. the youth utilized classroom and field trip exercises to retain language. The primary method of language instruction is Total Physical Response (TPR) which is delivered through physical activities and the Plains Indian Sign Language. In the spring of 2010, Dr. Lanny Realbird from the Apsaalooke Nation (Crow Tribe) assisted FPCC with the creation of multimedia material that resulted in 400 flashcards, audio CD's, and DVD's concentrated around Plains Indian Sign Language. Language instruction has continued each summer since 2011 as a result of various grants and donations. First Nations Development Institute awarded FPCC a Native Youth and Culture Fund grant in 2011 for the inception of the program. The following summer the Endangered Language Fund awarded FPCC a grant for the continuation of the program and the college has been successful in acquiring additional funding.

27 youth participated in the 2016 program, and each summer the program averages 18 youth. Beginning in 2014, one of the participants' assisted the program as a language apprentice. His home life is unique; he has two sets of younger twin siblings who also attend the SLP. He assists in classroom language instruction and provides his siblings reinforcement in the home environment. In May 2017, he will graduate from Wolf Point High School with the intention of enrolling at Fort Peck Community College and will major in the newly developed Native Language Instructor program, which is geared to increase the number of certified language instructors on the Fort Peck Indian Reservation. Research estimates that one speaker can prolong the existence of a language by approximately 50 – 70 years. It is hopeful that he will be a vital link in the continuation of the Assiniboiné Language as the numbers of fluent speakers on the Fort Peck Reservation has decreased to less than 10. FPCC will continue to offer the program each summer, indefinitely. The primary instructor is Mike Turcotte that will also assist local school districts with language instruction and development of language learning material.



FACULTY OF THE YEAR: BILLIE NORGAARD

Billie Norgaard has come full circle at Fort Peck Community College. She was first a student at FPCC, before she became a faculty member. She graduated with her degree in general studies at FPCC, and Bachelor of Science in Business from Rocky Mountain College in 2004. 5 years later she earned her Master's in Business Management from the University of Mary, Bismarck, in 2009.

Billie was born and raised on the Fort Peck Reservation, She is Assiniboine and Sioux, and a member of the Pembina Band of Ojibwa, located in North Dakota. She briefly lived and worked in Billings, Mt. but decided after a few years to return and help make her home a place of opportunities. The college was a perfect place to make that happen.

Billie has the belief that learning should be reciprocated. In every course, and every semester that she has taught at FPCC, she has gained new knowledge from her students. "I always learn something new from my students", "if you ever get tired of learning, you may also get tired of teaching, so I welcome new ideas and information to be shared by my business students."

I see myself in many of my students that enter my classroom. The excitement, the possibilities and the ideas that they want to share with me, and their classmates; it is my favorite thing about teaching. Then to see students succeed and take their education to the next level is so exciting. It instills hope in them and their peers, and encourages me to continue with my career as a business instructor. I can't believe it's already been 10 years.



EMPLOYEE OF THE YEAR: PAULA FIREMOON

Paula FireMoon began working for FPCC in January of 2007 and has been employed under a number of the college's federal grants. Her first job assignment was to manage the Elementary Education Teacher grant and Diabetes in Tribal School grants. Once these grants ended Paula was the Project Director for the GEAR-UP grant from July 2008 to September of 2011. Her next FPCC role was to be the Project Coordinator of the DeMAND grant from October of 2011 through September 2015. In October of 2015 Paula was employed as a Project Director/Co-Investigator for two research FPCC sub-award grants from Montana State University, Bozeman, Montana. Paula is a Montana State –Certified HISET Test Administrator, an American Heart Association First Aide/CPR/AED Instructor, and has a Montana State Educator License. A former FPCC employee that was supervised by Paula has written the following words about her.



"A quality leader is often difficult to come by especially someone who is willing to be a steward in your professional development and support your personal and professional growth. Paula has been that person for me for the past six years. In my professional evolution I have had the opportunity to work alongside her as a partner in community engagement activities, as an employee for a grant project and as a research colleague most recently. Paula is a servant leader who believes in accomplishing tasks alongside others rather than above others. Additionally, she believes in serving the needs of the college community by participating in countless outreach activities, contributing her skill-set towards grant or report development and being a positive community liaison. Her selflessness, work ethic, compassion and willingness to go above and beyond the call of duty speaks volumes for her character and also validates why she was deserving for the award of "Employee of the Year" bestowed upon her."

CONTRIBUTORS TO FPCC



FPCC student Waycen Owens-Cyr (Far Left) at the American Indian College Fund Flame of Hope Gala banquet in New York City held on March 1st, 2016. Waycen was one of four Student Ambassadors, along with American Indian College Fund President and CEO Cheryl Crazy Bull, to present during the event.

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STUDENT DEMOGRAPHICS

TOTAL ENROLLMENT

FALL 2015 345

SPRING 2016 350

MEN 39%

WOMEN 61%

TRIBAL AFFILIATION (FALL '15)

FORT PECK SIOUX	154
FORT PECK ASSINIBOINE	56
OTHER	16
FORT BERTHOLD THREE AFFILIATED	8
TURTLE MOUNTAIN CHIPPEWA	7
FORT BELKNAP ASSINIBOINE	6
CROW	5
SPIRIT LAKE SIOUX	3
NORTHERN CHEYENNE	3
ROCKY BOY CHIPPEWA CREE	2
NO INFORMATION	1
BLACKFEET	1
SALISH KOOTENAI TRIBES	1
STANDING ROCK SIOUX	1
TOTAL	264

AVERAGE STUDENT AGE: 32.2

STUDENT HIGHLIGHTS

Students participated in Handgame, Knowledge Bowl, Business Bowl, Science Bowl, Web-page Design, Basketball, Speech, and Art at this years AIHEC Student Conference held in Minneapolis, Minnesota. FPCC is proud to announce the following students that were recognized for outstanding achievement:

- Marissa Irizarry – 1st Place, Drawing & Peoples Choice Award, Drawing Division II
- Winona Runsabove-Meyers – Peoples Choice Award, Jewelry Division II
- Taylor Treasure & John Benavente – 3rd Place, Duo Interpretation Serious, Speech Competition
- Men's Basketball Team – 4th Place (Bellingham, WA)
- Waycen Owens-Cyr - re-elected as AIHEC Student Congress Sergeant at Arms



The Buffalo Chasers Men's Basketball team placed 4th in the annual AIHEC Basketball Tournament held in Bellingham, Washington. This achievement marks the first time a FPCC basketball team placed at the tournament. FPCC is a member of the Montana Tribal Colleges Basketball Conference.



TRIO STUDENT SUPPORT SERVICES

The purpose of the Student Support Services Program (SSS) is to provide academic and other support services to low-income, first-generation or disabled college students to increase students' retention and graduation rates, facilitate their transfer from two-year to four-year colleges, and foster an institutional climate supportive of the success of low-income and first-generation college students and individuals with disabilities. Authority for this program is contained in Title IV, Part A, Subpart 2, Chapter 1, Section 402D of the Higher Education Act of 1965, as amended. Eligible applicants include institutions of higher education or combinations of institutions of higher education. Fort Peck Community College has been selected to receive funding under the Student Support Services Program (84.042A).



This grant will be in the amount of \$270,551.00 for the first budget period (09/01/2015 through 08/31/2016). And additional amount of \$36,000.00 is awarded as Student Grant Aid yearly. It is anticipated that the grant will be for a total of 5 years to retain and graduate disadvantaged students and facilitate transfers of graduates to four-year institutions. SSS Program participants must be low-income, a first-generation college student or an individual with disabilities. All participants must be enrolled or accepted for enrollment in a program of postsecondary education at an institution of higher education and have a need for academic support. Required SSS Program services include: (1) academic tutoring; (2) advice and assistance in postsecondary course selection; (3) information on financial aid programs and benefits and assistance in completing financial aid applications, including FAFSA; (4) education or counseling services designed to improve financial and economic literacy; (5) activities designed to assist participants enrolled in four-year institutions in applying for admission to, and obtaining financial assistance for enrollment in, graduate in two-years institutions of higher education in applying for admission to, and obtaining financial assistance for enrollment in, four-year programs of postsecondary education. Student Support Services has a Student Academic Advocate and a Student Success Advocate that help provides the following services: • individualized coaching for personal, career, and academic matter; • information, activities and instruction designed to acquaint students with the range of career options available; • exposure to cultural events and academic programs not usually available to disadvantaged students • mentoring programs involving faculty or upper class students, or a combination thereof; • securing temporary housing during breaks in the academic year for students who are homeless children or youths and foster care youths • programs and activities specially designed for students who are limited English proficient • other activities designed to meet the purposes of the SSS Program

Over the years, FPCC has found that half or more of its graduates continue their education. Some transfer to four-year institutions, and other re-enroll at FPCC to obtain different of additional credentials.

PROJECT OBJECTIVES 2015-2020

Graduation Rate and Transfer Rate

25% of new participants served will graduate from the grantee from the grantee institution with an associate's degree or certificate within four (4) years and, 15% of new participants served each year will receive an associate's degree or certificate from the grantee institution with four (4) years.

Persistence Rate

50% of all participants served in the reporting year by the SSS project will persist from one academic year to the beginning of the next academic year or earn an associates' degree or certificate at the grantee institution and/or transfer from a 2-year to a 4year institution by the fall term of the next year.

Good Academic Standing Rate

60% of all enrolled SSS participants served will meet the performance level required to stay in good academic standing at the grantee institution.

High Percentage of FPCC Students Meet Eligibility Requirements. FPCC has found only slight fluctuations from one year to the next in student disadvantaged status. FPCC estimates its 2015-2020 enrollment to be 438 students each semester, of which at least 80% will be degree-seeking. Non-degree seeking students include employees taking courses to maintain or improved job currency, early entry high school students and other part-time students taking one or more courses. Therefore the adjusted estimate of potentially eligible students is 80% of 428 students or 342 regularly admitted students. Generally, they are more likely than non-degree seeking students to be disadvantaged and thus qualify for SSS.



FPCC Statement of Revenues, Expenses, & Charges in fund Balances

For the year ending September 30, 2015

	General	Student Financial	Higher Ed Title III
REVENUES			
Federal grants	\$2,138,052	\$546,992	\$1,305,954
State grants	107,715	0	0
Private foundation grants	8,766	0	0
Tuition & fees	622,610	0	0
Chgs. for goods & serv.	89,983	0	0
Investment earnings	3,217	0	0
Misc.	733,037	0	0
Indirect cost recovery	450,796	0	0
TOTAL REVENUES	\$4,154,176	\$546,992	\$1,305,954
EXPENDITURES			
Administration	\$467,233	\$0	\$0
Institutional support	602,728	0	0
Academic	637,009	0	886,171
Vocational	34,622	0	0
Student services	209,840	0	0
Financial aid	66,040	546,992	0
Community service	8,766	0	0
Library	119,218	0	0
Information technology	106,246	0	0
Wellness center	68,144	0	0
Research	0	0	0
Facilities & services	614,057	0	0
Dormitory	3,166	0	0
Debt service	\$126,816	\$0	\$419,783
TOTAL EXPENDITURES	\$3,063,885	\$546,992	\$1,305,954
Excess (deficiency) of rev. over exp.	1,090,291	0	0
Net change in fund balances	1,090,291	0	0
Fund balances - beginning	2,254,792	0	0
Fund balances - ending	3,345,083	0	0



Trade Adj. Assistance	Endowment	Nonmajor	Total Governmental Funds
\$1,417,223	\$0	\$2,484,817	\$7,893,048
0	0	117,049	224,764
0	0	176,268	185,034
0	0	0	622,610
0	0	0	89,983
0	12,249	0	15,466
0	0	7,648	740,685
0	0	0	450,796
\$1,417,223	\$12,249	\$2,785,782	\$10,222,386
\$0	\$600	\$0	\$467,833
0	0	0	602,728
0	0	787,397	2,310,577
947,986	0	545,250	1,527,858
0	0	356,427	566,267
0	0	191,249	804,281
0	0	443,424	452,190
0	0	20,964	140,182
0	0	-1978	106,246
0	0	0	68,144
0	0	41,371	41,371
0	0	0	614,057
197,563	0	253,233	453,962
\$271,684	\$0	\$146,467	\$964,750
\$1,417,233	\$600	\$2,785,782	\$9,120,446
0	11,649	0	1,101,940
0	11,649	0	1,101,904
0	2,881,844	0	5,136,636
0	2,893,493	0	6,238,576

GRADUATING CLASS OF 2016

Akers, Elise A.

AA | General Studies

Burshia, Mariah L.

AA | Human Services

Cantrell, Arthur R.

AA | Human Services

Deavila, Brittany N.

AA | General Studies

Felstet, Brenda J.

CERTIFICATION | Lineworker

Gray Hawk, Jared L.

CERTIFICATION | Welding Technology

Gray Hawk, Tracey E.

CERTIFICATION | Welding Technology

Haugen, Jenna N.

AAS | Business Technology

Japp, Chante' M.

AA | Human Services

Jones, Tiona L.

AAS | Building Trades

Kirn, Jessica E.

AA | General Studies

Long Knife, Dion L.

CERTIFICATION | Automotive Technology

Matthews, Melissa M.

AA | General Studies

Miller, Tristan J.

AA | General Studies

Mudgett, Brett L.

AA | Human Services

Plummer, Lori L.

AA | Human Services

Rankin, Paula K.

AA | Business Administration

Red Eagle, Gerred K.

CERTIFICATION | Truck Driving

Runsabove-Meyers, Bryson

AA | Native American Studies

Sansaver, Jesse J.

CERTIFICATION | Lineworker

Sansaver, Matthew R.

CERTIFICATION | Lineworker

Smith, Alissa M.

AS | General Studies

Tallwhiteman, Thomas

CERTIFICATE | Welding Technology

Vandall, Marcus D.

AA | General Studies

Villaluz, Dhareen A.

CERTIFICATION | Lineworker

Wortman, Austin L.

AA | General Studies

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
BUILDING TRADES
BUSINESS TECHNOLOGY
EARLY CHILDHOOD EDUCATION

CERTIFICATES

AUTOMOTIVE TECHNOLOGY
BUILDING TRADES
BUSINESS ASSISTANT
DIESEL TECHNOLOGY
ELECTRICAL LINE WORKER
GRAPHIC WEB DESIGN
TRUCK DRIVING
WELDING TECHNICIAN

THE ECONOMIC VALUE OF FORT PECK COMMUNITY COLLEGE

* A report from a recent study conducted by CareerBuilder company, EMSI (Economic Modeling Specialists International) *

November 2015

The Fort Peck Community College (FPCC) creates a significant positive impact on the business community and generates a return on investment to its major stakeholder groups—students, taxpayers, and society. Using a two-pronged approach that involves an economic impact analysis and an investment analysis, this study calculates the benefits to each of these groups. Results of the analysis reflect Fiscal Year (FY) 2013-14.

GDP	Jobs
\$5.6 million	118
Operations spending impact	
\$54.4 million	1,141
Alumni impact	
\$60 million	1,259
Total impact	

IMPACT ON BUSINESS COMMUNITY

The region the college serves is defined as Roosevelt and Valley counties. During the analysis year, FPCC and its students added \$60 million in gross regional product (GRP) to the Fort Peck Indian Reservation economy, approximately equal to 8.9% of the region's total GRP. By comparison, this impact from the college is larger than the entire Health Care & Social Assistance industry. The economic impacts of FPCC break down as follows:

Operations spending impact

- FPCC employed 105 full-time and part-time employees in FY 2013-14. Payroll amounted to \$4.8 million, much of which was spent in the Fort Peck Indian Reservation to purchase groceries, clothing, and other household goods and services. The college spent another \$2.4 million to support its day-to-day operations.

- The net impact of college payroll and expenses in the Fort Peck Indian Reservation during the analysis year was approximately \$5.6 million in GRP.

Alumni impact

- Over the years, students have studied at FPCC and entered or re-entered the workforce with newly-acquired skills. Today, thousands of these former students are employed in the Fort Peck Indian Reservation.
- The accumulated contribution of former students currently employed in the regional workforce amounted to \$54.4 million in GRP during the analysis year.

RETURN ON INVESTMENT TO STUDENTS, TAXPAYERS, AND SOCIETY

Student perspective

- FPCC's FY 2013-14 students paid a total of \$852,491 to cover the cost of tuition, fees, and supplies. They also forwent \$4.3 million in money that they would have earned had they been working instead of learning.

- In return for the monies invested in the college, students will receive a present value of \$20.3 million in increased earnings over their working lives. This translates to a return of \$4.00 in higher future income for every \$1 that students invest in their education. The average annual return for students is 16.2%.

Taxpayer perspective

- In FY 2013-14, taxpayers paid \$7.4 million to support the operations of FPCC. The net present value of the added tax revenue stemming from the students' higher lifetime incomes and the increased output of businesses amounts to \$17.7 million in benefits to taxpayers. Savings to the public sector add another \$2.4 million in benefits due to a reduced demand for government-funded services.

- Dividing benefits to taxpayers by the associated costs yields a 2.7 benefit-cost ratio, i.e., every \$1 in costs returns \$2.70 in benefits. The average annual return on investment for taxpayers is 7.9%.

www.economicmodeling.com

Social perspective

- Society nationwide will receive a present value of \$74.5 million in added national income over the course of the students' working lives. Society will also benefit from \$3.3 million in present value social savings related to reduced crime, lower unemployment, and increased health and wellbeing across the nation.

- For every dollar that society spent on FPCC educations during the analysis year, society will receive a cumulative value of \$6.70 in benefits, for as long as the FY 2013-14 student population at FPCC remains active in the workforce.

For every \$1 spent by ...

Students

\$4.00

Gained in lifetime income for STUDENTS

Taxpayers

\$2.70

Gained in added national income and social savings for TAXPAYERS

Society

\$6.70

Gained in added taxes and public sector savings for SOCIETY



FORT PECK COMMUNITY COLLEGE



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