

ASSESSMENT REPORT  
ACADEMIC YEAR 2023-2024

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## *ASSESSMENT PURPOSE*

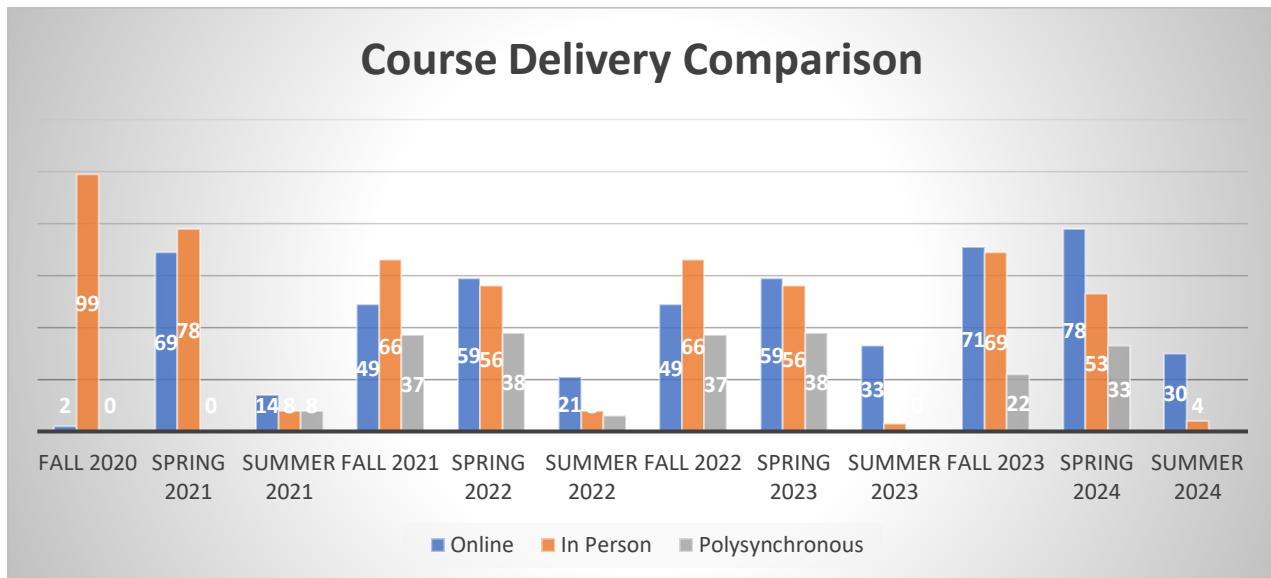
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This assessment report correlates the student body's demographics with degree programs, the number of students enrolling in degree programs, the number of students withdrawing from degree programs, and the number of those completing degree programs. It offers strategies for improving academic programs and retention at Fort Peck Community College to better serve students. In addition to data analysis, assessment ensures that academic programs meet the intended outcomes for the program and its courses.

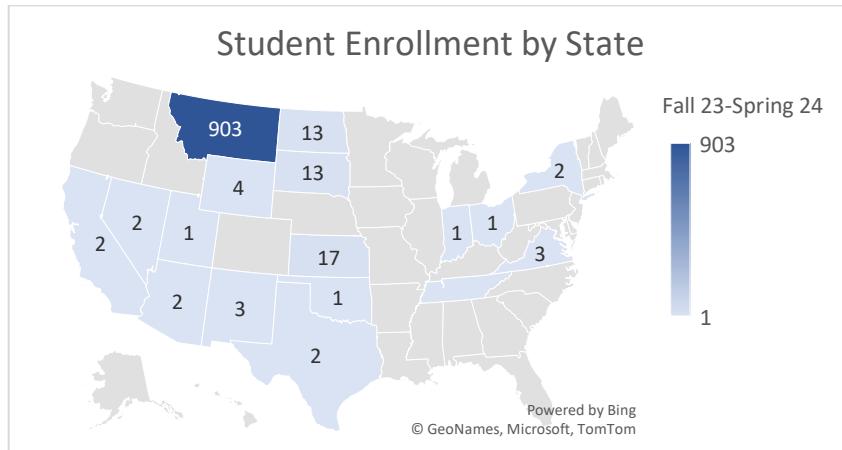
## *Fun Facts*

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Beginning in 2020, FPCC was approved for distance delivery courses. While these courses have been well received, FPCC intends to accommodate in-person courses. During the fall and spring of the academic year, FPCC does its best to accommodate the entire student body.



### Student Representation by State



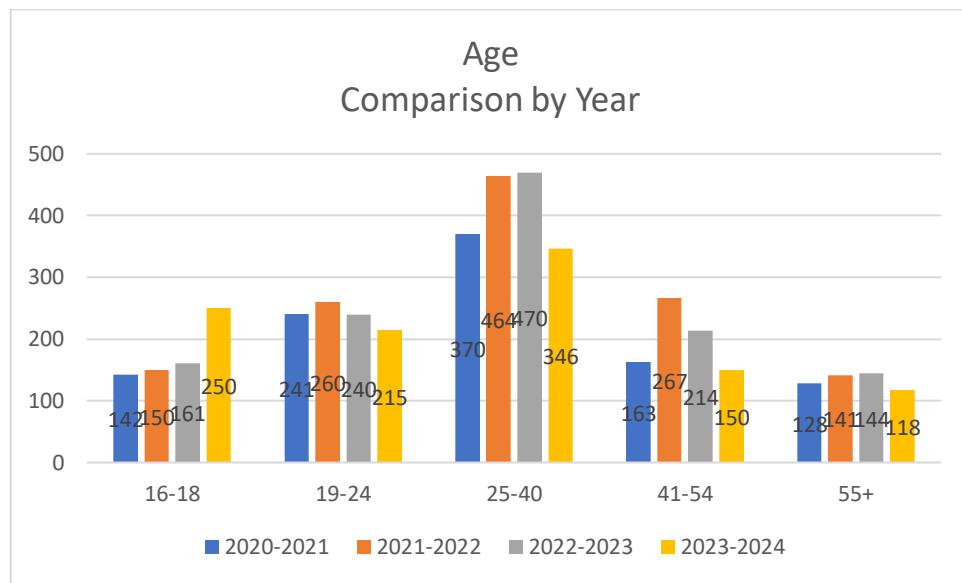
### **STUDENT DEMOGRAPHICS**

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The demographics of the study body at Fort Peck Community College vary yearly. Data collection takes place in various forms and for various agencies at Fort Peck Community College, including the National Center Education for Statistics Integrated Post-Secondary Education Data System (NCES, IPEDS) and the American Indian Higher Education Consortium (AIHEC) American Indians Measures of Success (AIMES) Achieving the Dream (ATD), and the National Student Clearinghouse. Data collected for this report will be based on information for the 2023-2024 academic calendar year at FPCC and provided at the Data Coordinator's request.

### **Student Age**

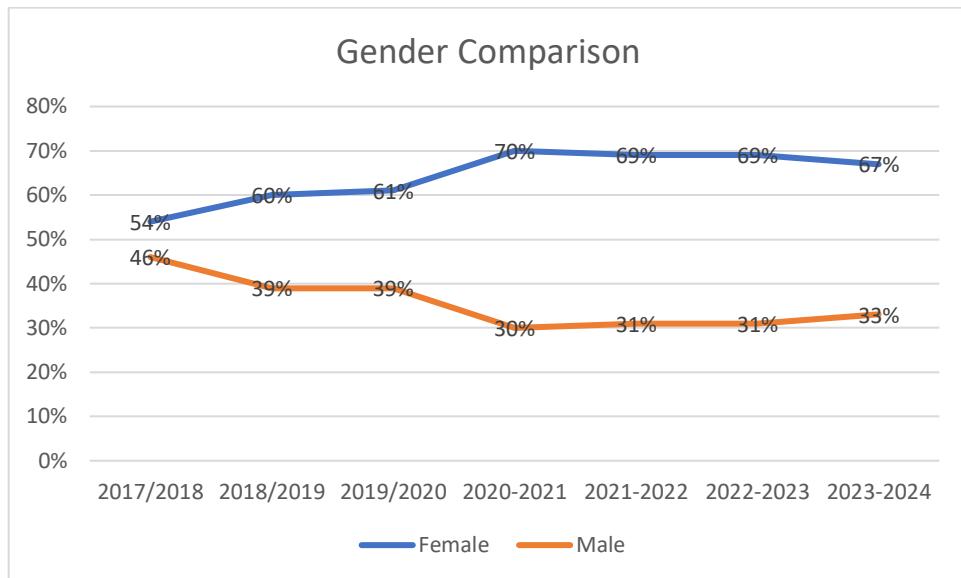
Data collected for the academic years 2023-2024 indicate that students' ages vary between full-time and part-time. 250 students ranging from the ages of 16 to 18 represent the dual credit and early college age group; 215 students represent the 18 to 24 year-old age group; 346 students represent the 25 to 40 year-old age group; 150 students are 41 to 55 years of age; and 118 students represent the 55+ age group.



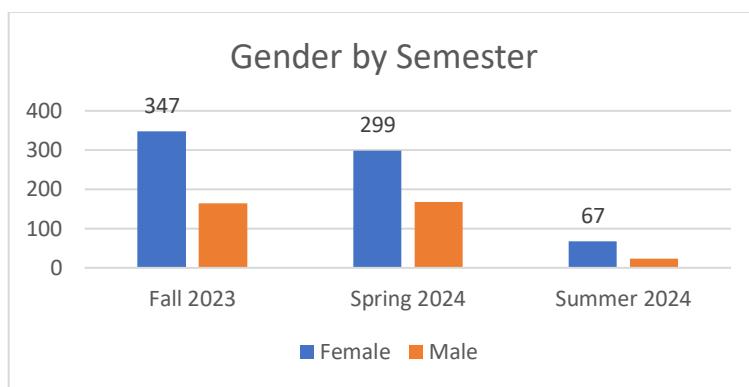
### **Student Gender**

Gender statistics are essential when assessing programs offered in higher education.

67% of the student population for the AY 2023-2024 were females, and 33% were males. These numbers have been consistent for the past three years. Females continue to represent the larger student body population.



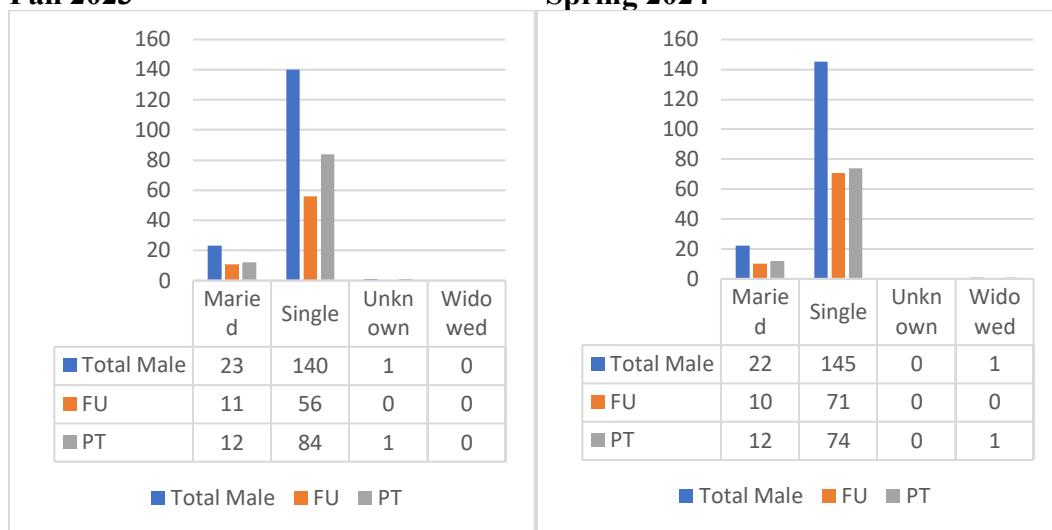
The graph below illustrates the cumulative gender distribution of students for the fall, spring, and summer semesters of AY 2022-2023.



The graphs below illustrate the unduplicated headcount by gender, full-time and part-time students, and marital status for AY 2023-2024.

#### Enrollment by Gender (M), Full Time or Part Time, and Marital Status

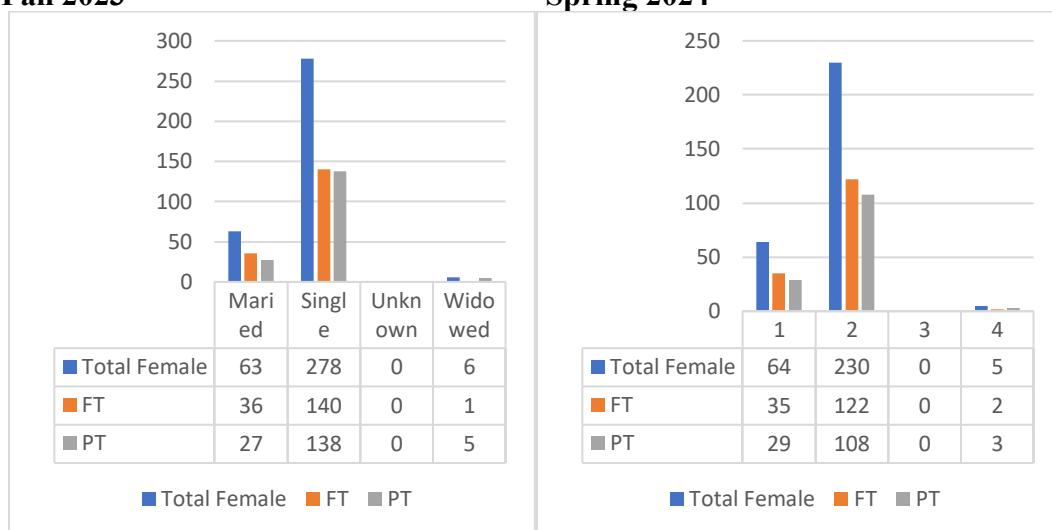
##### Fall 2023



##### Spring 2024

#### Enrollment by Gender (F), Full Time or Part Time, and Marital Status

##### Fall 2023



##### Spring 2024

## Ethnicity

Fort Peck Community College was established to provide quality education to Americans and Indians residing on and off the reservation. Historically, many of the students served are

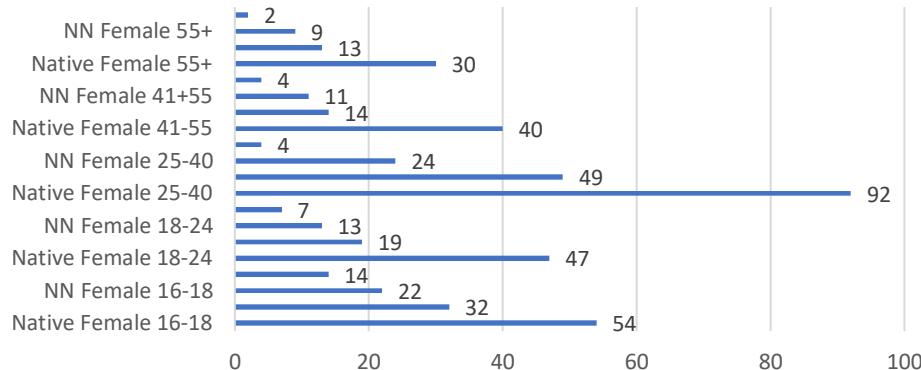
American Indians who chose not to leave their homeland. However, to remain a Tribally Controlled College, FPCC must maintain a 50% American Indian Student count.

In AY 2023-2024, 78% of the student body were American Indian or Alaska Native, 19% were Caucasian, and 2% were African American, Hispanic, or Asian. This data is vital to the institution's financial stability.

	AY19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
Caucasian (1)	16%	18%	18%	24%	19%
African American (2)	0%	1%	1%	1%	1%
Hispanic (3)	1%	1%	0%	1%	1%
Asian (4)	1%	1%	1%	1%	1%
American Indian (5)	82%	79%	79%	73%	78%
Unknown (6)	0%	0%	0%	0%	0%

### **Enrollment by Ethnicity and Age**

## Enrollment by Ethnicity and Age Fall 2023



### ***TOTAL STUDENT ENROLLMENT***

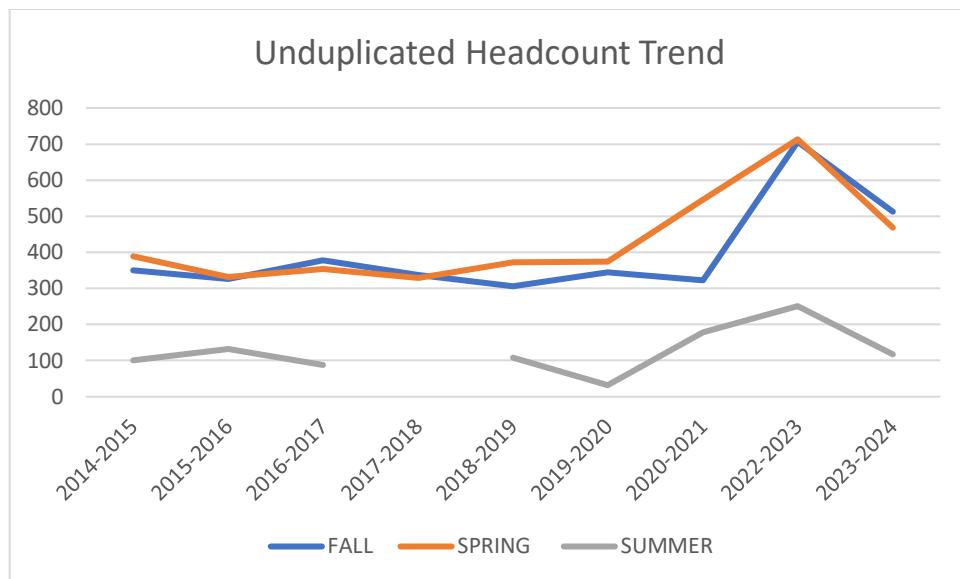
The unduplicated headcount is the number of students enrolled during a specific time frame. The enrollment analysis includes all traditional, non-traditional, full-time, and part-time students.

The table below represents the unduplicated headcount for each semester, which is over fifteen year period

Academic Year	Fall	Spring	Summer
2007-2008	425	396	

2008-2009	435	434	
2009-2010	443	374	
2010-2011	431	450	
2011-2012	456	414	114
2012-2013	384	390	49
2013-2014	414	399	83
2014-2015	351	388	101
2015-2016	327	331	132
2016-2017	378	354	87
2017-2018	338	329	
2018-2019	306	373	109
2019-2020	344	374	32
2020-2021	322	546	178
2021-2022	573	704	252
2022-2023	706	713	213
2023-2024	512	468	118
2024-2025	354	401	

The headcount reached 512 for Fall 2023, 468 for Spring 2024, and 118 for Summer 2024. During the national pandemic, FPCC utilized resources to alleviate the financial stress and burden of the pandemic for its students. During this period, the FPCC experienced an increase in student enrollment. However, the administration, staff, and faculty are committed to providing quality education on the Fort Peck Indian Reservation and are optimistic that the student count can remain between 400 and 500 each academic semester. FPCC is optimistic that enrollment will consistently progress with the schedule changes and online and in-person course offerings.



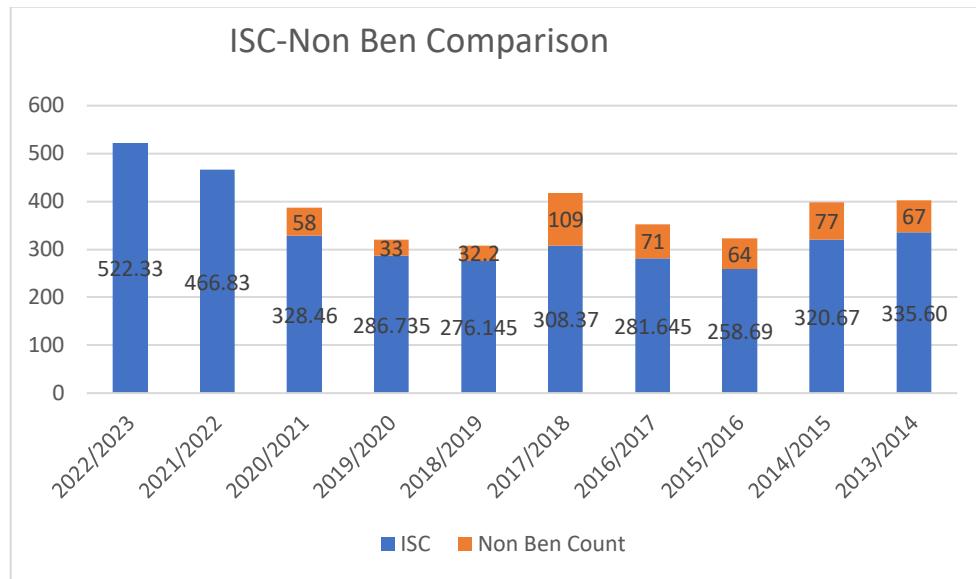
### ***FUNDING SOURCES FOR STUDENT ENROLLMENT***

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Funding sources from the Bureau of Education and the State of Montana provide funds per student based on their ethnicity. This data has never been provided in an assessment report. Still, as assessment continues to improve at FPCC, the Institutional Development office feels it is critical in the big picture. Funding is allocated on a per-student basis. The table below provides administrators with the funding allocation for Indian Student Count (ISC) and non-beneficiary students for the past ten years. Allocation of funding indicates an increase in ISC each year. However, non-beneficiary funding has had a minimal increase since the State of Montana appropriated it.

	ISC	Non-Ben
2007/2008	5,494.17	
2008/2009	5,784.39	\$3,024.00
2009/2010	5,500.85	\$3,024.00
2010/2011	5,234.61	\$3,024.00
2011/2012	5,664.51	\$3,024.00
2012/2013	5,849.84	\$3,024.00
2013/2014	6,354.94	\$3,024.00
2014/2015	6,717.76	\$3,024.00
2015/2016	7,191.27	\$3,280.00
2016/2017	7,285.25	\$3,280.00
2017/2018	7,352.81	\$3,280.00
2018/2019	8,279.07	\$3,280.00
2019/2020	8,656.46	\$3,280.00
2020/2021	8461.91	\$3,280.00
2021/2022	7645.96	\$3,280.00
2022/2023		\$3,280.00
2023/2024		\$3,280.00
		\$4,183.00

The graph below illustrates the number of students reported for funding purposes. Due to reporting periods, this number differs from the unduplicated number reported above.



When reviewed financially, the funding based on the ISC is substantially more significant than the non-beneficiary funding. However, the number of American Indian students has decreased. Still, funding and non-beneficiary students have increased with little to no increase in funding provided by the State of Montana.

	ISC	Non-Ben
13/14	\$ 2,132,720.00	\$ 110,829.60
14/15	\$ 2,154,050.00	\$ 107,705.00
15/16	\$ 1,860,309.64	\$ 116,670.00
16/17	\$ 2,051,890.24	\$ 127,920.00
17/18	\$ 2,268,341.89	\$ 150,880.00
18/19	\$ 2,286,265.18	\$ 105,616.00
19/20	\$ 2,482,110.06	\$ 108,896.00
20/21	\$ 2,843,302.00	\$ 149,109.00

## DEGREE-SEEKING AND PROGRAM OF STUDY ENROLLMENT

Fort Peck Community College offers four programs for degree completion, including Associate of Art (AA), Associate of Applied Science (AAS), Associate of Arts (AS), and one-year Certificate programs. Table four below provides the enrollment totals for each degree and certificate program offered at FPCC during AY 2022-2023

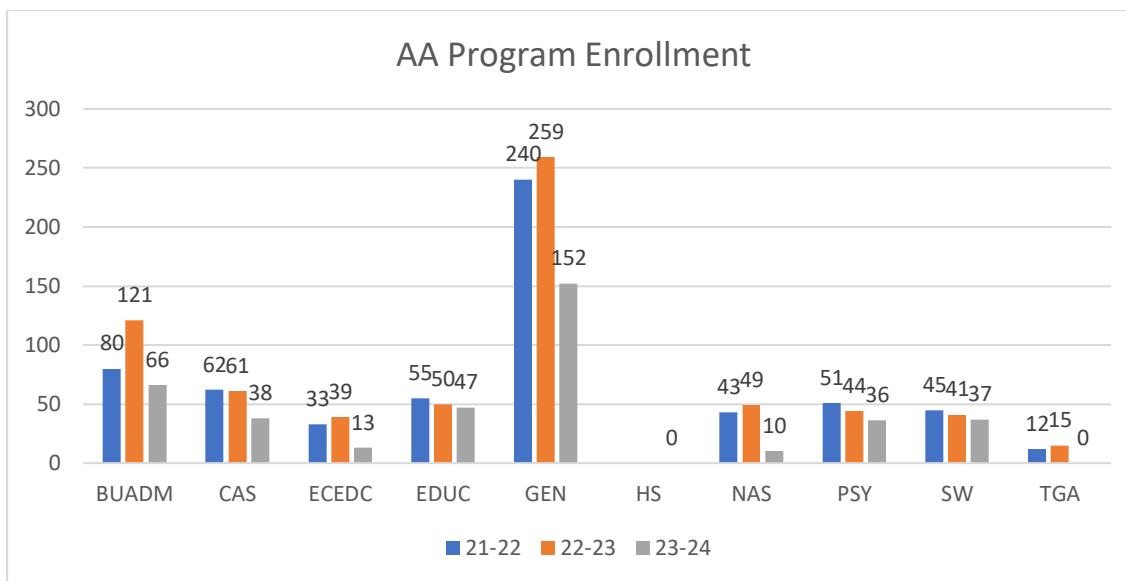
Enrollment by degree 2023-2024			
Degree	Fall 2023	Spring 2024	Total
AA Degree	219	193	412
AAS Degree	53	48	101
AS Degree	54	35	89
Certificate	65	61	126
Non-Degree	110	121	231
<b>TOTAL</b>	<b>501</b>	<b>458</b>	<b>959</b>

In the academic year 2023-2024, there were 959 students, 25% of whom were non-degree-seeking. **Non-degree students include dual credit and early college students. In AY 2023-2024, 231 students were enrolled as dual credit or early college students.**

The FPCC curriculum for the Associate of Arts (AA) and Associate of Science (AS) degrees contains General Education requirements organized into seven core areas. These are the minimum general education requirements for transfer. Specific programs of study require additional courses. Students and their advisors must consult the program of study when planning and selecting courses. The core requirements listed are the FPCC-required credits and courses. Students intending to transfer to another institution must consult that institution's catalog since credit and course requirements vary.

## Associate of Arts (AA) program

Analyzing each degree program provides administrators, faculty, and board of directors with a better picture of which programs have a high number of students. The following graphs provide a snapshot of enrollment into each academic program during the AY 2020/2021. The graphs below demonstrate that students enrolling in Associate of Arts degrees at Fort Peck Community College sought a degree in General Studies with 115 students enrolled; however, Business Administration continues to be a strong program with 38 students, followed by Chemical Addiction Studies, Psychology, Social Work, and Education.



Historically, when compared, General Studies has remained the AA degree with the most significant number of students enrolled, as well as Education Programs. Over the past decade, 892 students have **enrolled to complete their AA degree** in General Studies, 386 in Business Administration, 307 in Education, 188 in Chemical Addiction Studies, and 140 in Human Services (Social Work).

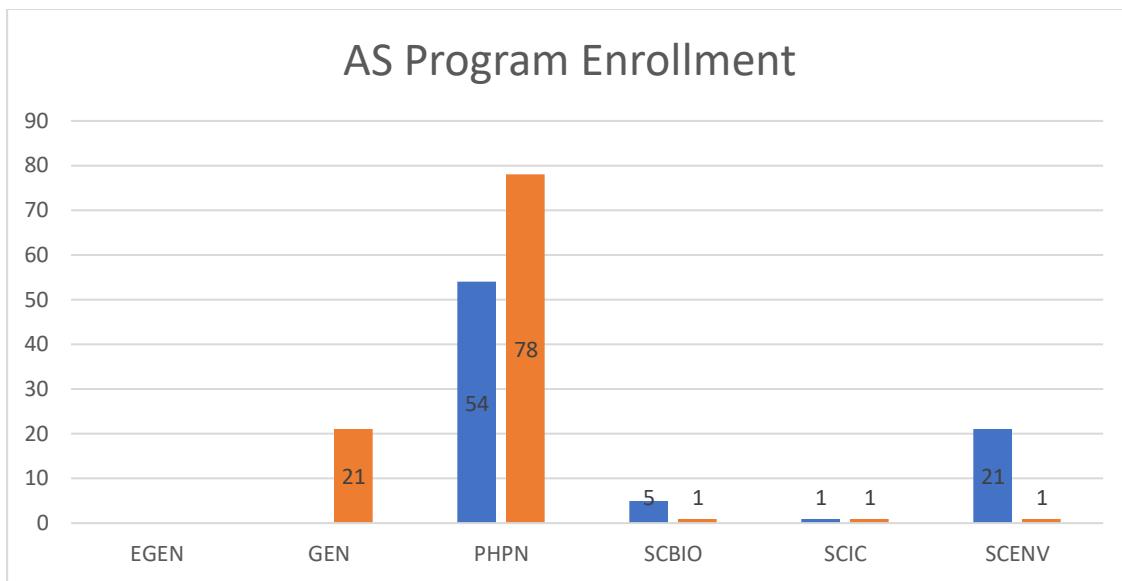
Program	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	TOTAL
BUADM	19	31	35	85	42	28	49	80	121	66	320

CAS	7	12	14	9	21	14	30	62	61	38	188
<b>ECEDC</b>							25	33	39	13	97
<b>EDUC</b>	27	25	33	61	83	74	45	55	50	47	307
<b>GEN</b>	80	119	111	149	140	92	161	240	259	152	892
<b>HS</b>	23	28	28	34	43	7	5				55
<b>NAS</b>	11	10	6	4	8	9	25	43	49	10	134
<b>PSY</b>	5	6	9	10	21	19	31	51	44	36	166
<b>SW</b>	0	0	0	0	0	9	45	45	41	37	140
<b>TGA</b>	0	0	0	0	0	0	11	12	15	0	38
	172	231	236	352	358	252	427	621	679	399	2337

### Associate of Science Degree

The Associate of Applied Science (AAS) degree is granted to a student who intends to enter immediate employment upon graduation from FPCC. The AAS degree requires related instruction requirements (not recommended for transfer credit). Students intending to graduate with an AAS degree must declare an occupational objective and pursue a vocational/technical program of study.

The graph below provides a snapshot of the students enrolled in the Associate of Science degree programs at FPCC during AY 2023-2024. Pre-Health-Pre-Nursing had the largest enrollment, while General Studies and the Environmental Science program had 15 students have seen consistent enrollment. The remaining AS programs have had little to no enrollment over an extended period and have been placed in moratorium.



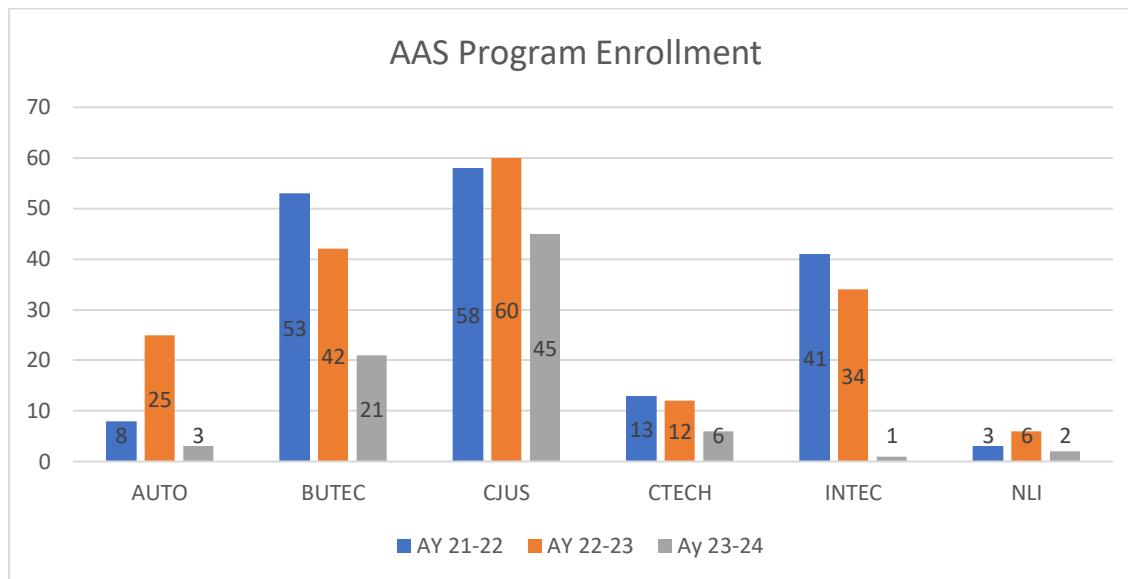
Compared to the five-year trend, the trend suggests a substantial decrease in General Studies; however, this could be related to data entry and changes made to the data entry process. In other programs, there has been a fluctuation from year to year. Environmental Science has seen an increase in demand, and an increase in Pre Health-Pre-Nursing is exciting. Pre-health Pre-nursing attracts many students, but there are very few graduates.

The table below provides a snapshot of AAS program enrollment over the past nine years.

Program	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	TOTAL
EGEN	11	13	10	11	2	0	0				47
GEN	80	119	111	149	140	13	7		21	25	665
PHPN		0	1	1	4	33	50	54	78	47	268
SCBIO	1	3	2		1	0	1	5	1	1	15
Sci-C								1	1	0	2
SCENV		3	7	13	11	10	15	21	21	15	116
Total	92	138	131	174	158	56	73	81	122	88	1113

### Associate of Applied Science

The Associate of Applied Science (AAS) degree is granted to a student who intends to enter immediate employment upon graduation from FPCC. The AAS degree requires related instruction requirements (not recommended for transfer credit). Students intending to graduate with an AAS degree must declare an occupational objective and pursue a vocational/technical program of study.



For the 2023/2024 academic year, FPCC offered six AAS programs, enrolling 78 students, a decrease of 101 students from AY 2022/2023. The Associate of Applied Science in Criminal Justice program was the most popular, followed by Business Technology. The Native Language Instructor program was a pilot program in AY 2016-2017; however, interest in pursuing an NLI degree has decreased. The NLI program was removed as an AAS program and is currently offered as a certificate program.

Program	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	TOTAL
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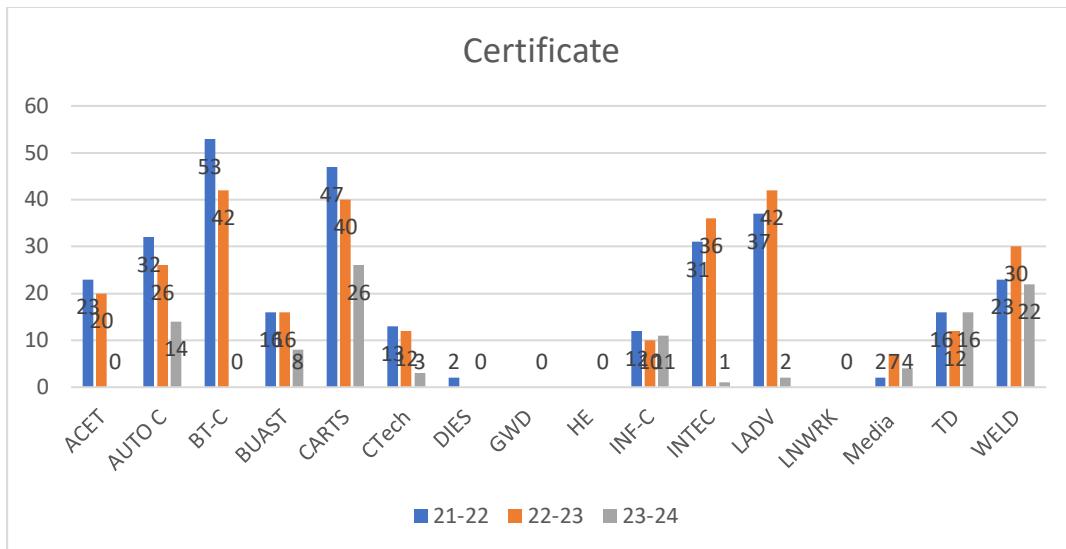
<b>AUTO</b>	9	8	5	7	7	7	3	8	25	3	82
<b>BUTEC</b>	25	41	29	42	27	28	43	53	42	21	351
<b>CJUS</b>							28	58	60	45	191
<b>CTECH</b>	0	0	0	0	0	3	6	13	12	6	40
<b>INTEC</b>	0	0	0	0	0	5	11	41	34	1	92
<b>NLI</b>	0	0	5	12	18	3	2	3	6	2	51
<b>Total</b>	34	49	39	61	52	46	93	176	179	78	807

## Certificates

The certificate programs provide students with entry-level skills in specific occupations.

Students intending to earn a certificate must identify an occupational objective and follow the certificate programs of study outlined in this catalog. The one-year certificate programs require related instruction (not recommended for transfer credit).

Certificates in fields such as Automotive Technology, Business Technology, Communication Technology, and Information Technology can often be tied into an AAS program of study. Automotive Technology, Truck Driving, and Welding remain popular degrees at FPCC, but students often enroll for the trade, not the certificate.



Compared to the five-year trend, Automotive Technology, Truck Driving, and Welding have the highest enrollment for certificate and industry certificate programs. The Cultural Arts certificate is popular but has few graduates. The table below offers a snapshot of AAS program enrollment in certificate programs over the past nine years.

Program	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	Total
<b>ACET</b>	1	1	4	3	2	3	13	23	20	0	70
<b>AUTO C</b>	8	13	15	15	10	14	17	32	26	14	164
<b>BT-C</b>	7	13	8	0	0	0	0	53	42	0	123
<b>BUAST</b>	5	9	6	9	9	6	6	16	16	8	90
<b>CARTS</b>	0	0	0	0	0	0	24	47	40	26	137
<b>CTech</b>	0	0	0	0	0	0	11	13	12	3	39
<b>DIES</b>	1	4	9	14	8	7	4	2	0	0	49
<b>GWD</b>	1	5	5	6	4	0	0	0	0	0	21
<b>HE</b>	4	3	1	0	0	0	17	0	0	0	25
<b>INF-C</b>	0	0	0	0	0	0	17	12	10	11	50
<b>INTEC</b>	0	0	0	0	0	0	2	31	36	1	70
<b>LADV</b>	0	0	0	0	0	13	26	37	42	2	120
<b>LNWRK</b>	4	7	3	0	0	0	0	0	0	0	14
<b>Media</b>	0	0	0	0	0	3	6	2	7	4	22
<b>TD</b>	21	33	20	20	27	17	11	16	12	16	193

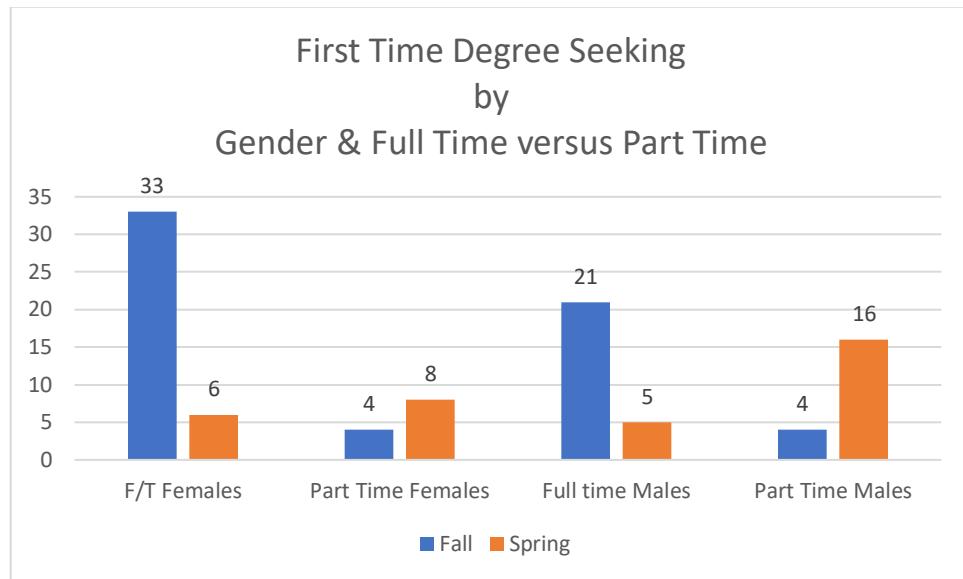
<b>WELD</b>	12	20	22	30	22	13	11	23	30	22	205
<b>Total</b>	31	108	93	97	82	76	165	307	293	107	1359

## **FIRST TIME DEGREE-SEEKING STUDENTS**

First-time students at tribal colleges are the first in their families to attend college. The following is a summary of first-time degree-seeking students for AY 2023/2024, reviewed annually. Historically, General Studies tends to attract the most significant number of first-time degree-seeking students. The table below illustrates fall and spring enrollment of first-time degree-seeking students by program of study.

<b>Major (Degree)</b>	<b>FALL 2023</b>	<b>SPRING 2024</b>
General Studies (AA)	19	9
Pre-Health/Pre-Nursing (AS)	8	2
Welding Technology (CAS)	4	
Education (AA)	3	1
Psychology (AA)	3	
Truck Driving (CAS)	3	2
NAS (AA)	2	1
Chemical Addiction Studies (AA)	1	2
Business Administration (AA)	2	2
Automotive Technology (CAS)	1	
Social Work (AA)	2	2
Cultural Art	0	2
Environmental Science (AS)	1	
Information/Networking Technology (AAS)		1
Early Childhood Education		
Criminal Justice		1
Accounting Technician (Cert)		1
General Studies (AS)		
Business Assistant	1	
Cybersecurity Networking Tech		1
Digital Technology		1
Information Technology		1

The chart below illustrates the first-time degree seeking students disaggregated by gender and enrollment status.



## RETENTION

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Retention refers to the rate of first-year undergraduate students who continue at the school the following year (National Center for Educational Statistics, 2017), using the fall-to-fall formula reported in the AIHEC AIMS annual survey. The retention rate formula is.

Retention Rate Formula

$$\frac{\text{Fall enrollment} - \text{graduates}}{\text{Returning Fall enrollment}} = \text{Retention Rate}$$

Using the Fall-to-Fall formula reported by the National Center for Education Statistics, the overall institution retention from Fall 2022 to Fall 2023 was 43%.

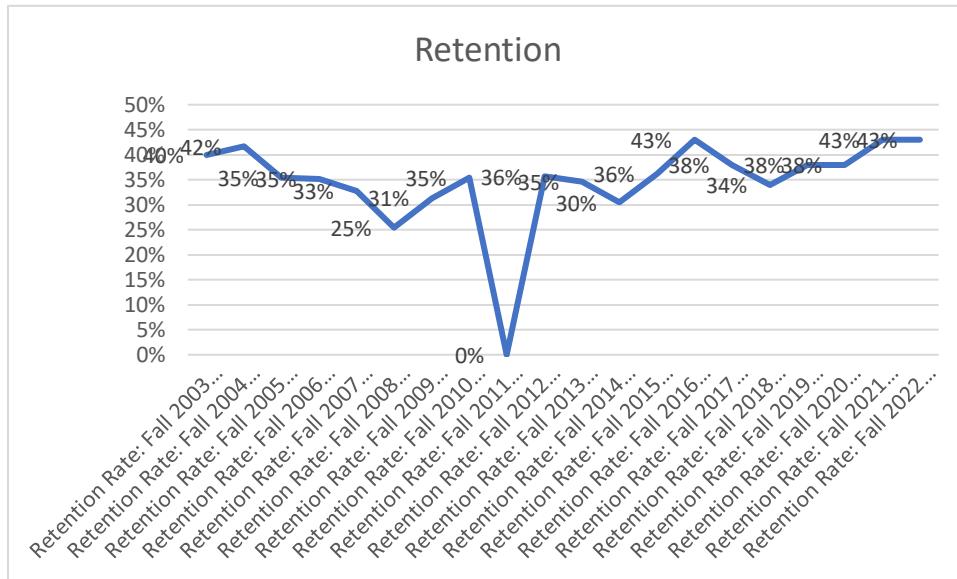


Table 1-Retention Rate Trend

Retention rates are a growing concern for higher education leaders, especially Tribal College leaders. Coupled with low proficiency rates and first-generation students, statistics indicate retention strategies at Fort Peck Community College must continue to be evaluated for

success.

### ***Persistence***

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The data below shows persistence rates at FPCC. Persistence varies amongst institutions.

Student persistence can have a positive effect on graduation rates. For this report, Fort Peck Community College identified persistence as students who enrolled at the beginning of term one (fall) and at the beginning of term two (spring). The report identifies two areas of persistence: 1.) persistence in academic programs and 2.) institutional persistence—**the institutional persistence rate is 63%, a 3% increase from the previous year.**

2020-2021	60%
2021-2022	59%
2022-2023	60%
2023-2024	63%

The table below demonstrates the persistence rate of each Fort Peck Community College academic program.

MAJOR	AY 21-22	AY 22-23	AY 23-24
<b>Associate of Arts</b>			
Business Administration	79%	57%	66%
Chemical Addiction Studies	61%	55%	66%
Early Childhood Education	59%	94%	69%
Education	74%	59%	52%
General Education	52%	37%	52%
Native American Studies	63%	65%	100%
Psychology	74%	67%	79%
Social Work	59%	82%	72%
Tribal Governance and Administration	75%	50%	33%
<b>Associate of Science</b>			
General Studies	50%		
Pre Health Pre Nursing	36%	68%	25%

Science-Biology	0%	100%	0%
Science Chemistry		100%	0%
Environmental Science	75%	88%	
<b>Associate of Applied Sciences</b>			
Auto	50%	60%	50
Business Technology	59%	55%	55%
Communication Technology	67%	57%	66%
Criminal Justice	67%	61%	46%
Information Technology	69%	77%	0%
Native Language Instructor	0%	0%	100%
<b>Certificates</b>			
Accounting Technician	50%	45%	100%
Auto-C	33%	31%	35%
Business Assistant	29%	40%	75%
Cultural Arts	67%	73%	50%
Information Technology	43%	50%	100%
Lay Advocate	61%	50%	100%
Media	0%	33%	50%
Truck Driving			50%
Welding			41%

## ***COURSE COMPLETIONS***

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The course completion rate is the number of students enrolled in a course divided by the number of students receiving a passing grade (A-D). Students who receive failing grades, withdrawals, or incompletes are considered non-completers in a course. The completion rates can be beneficial in comparing courses, programs, and instructors. While all courses yield a completion rate, the data is most reliable when at least six students are enrolled. For this reason, it is essential to note the number of students enrolled when interpreting the data. The course completion formulas are as follows:

### **Course Completion Formula**

$$\frac{\text{Students Enrolled}}{\text{Students passing}} = \% \text{ passing (completion rate)}$$

Course completion rates present enrollment and passing rates, but they must adequately measure what students learn or how well they have mastered tasks required in their occupations—the Student Learning Outcomes document measures knowledge and skill attainment.

## Core Course Completion Rates

The following table reports the enrollment and completion rates for general education courses required to earn an Associate of Arts (AA) or Associate of Science (AS) degree at Fort Peck Community College.

The table below illustrates the completion rates for core courses offered during each Academic Year 2020/2021 semester. Where no data is available, the course is not offered during that semester.

General Education Requirements		Fall 2023					Spring 2024				
		Enrolled	WD	Pass	% Pass		Enrolled	WD	Pass	% Pass	
<b>Core I Communications</b>											
COMX 111	Intro to Public Speaking	74	9	44	59%		Intro to Public Speaking	39	3	27	69%
WRIT 101	College Writing 101	66	7	17	26%		College Writing 101	89	4	46	52%
WRIT 102	College Writing 102	15	1	10	67%		College Writing 102	33	2	21	64%
<b>Core II Mathematics and Science</b>											
M 121	College Algebra	66	7	36	55%		College Algebra	43	14	17	40%
M 111	Technical Math	13	5	6	46%		Technical Math	24	5	10	42%
<b>Core III Science</b>											
BIOB 160	Principles of Living Systmes	29	3	13	45%		Principles of Living Systmes	31	2	13	42%
BIOB 170	Principles of Biologibcal Diversity	0	0	0			Principles of Biologibcal Diversity	5	0	3	60%

CHMY 121	Introduction to Chemistry	14	3	2	14%		Introduction to Chemistry	0	0	0	
CHMY 141	College Chemistry I	5	1	1	20%		College Chemistry i	0	0	0	
ENSC 105	Environmental Science	8	3	4	50%		Environmental Science	5	0	4	80%
PHSX 105	Fundamentals of Physical Science	13	3	10	77%		Fundamentals of Physical Science	4		3	75%
PSYX 250	Fundamentals of Biological Psychology	22	2	16	73%		Fundamentals of Biological Psychology	21	1	12	57%
<b>Core IV Arts and Humanities</b>											
ARTZ 211	Drawing I (3 pass grd in 20's)	22	3	17	77%		Drawing I	0	0	0	0%
ARTZ 221	Painting	0	0	0	0%		Painting	16	0	13	81%
CRWR 240	Introduction of Creative Writing	0			0%		Introduction of Creative Writing	10	0	8	80%
LIT 110	Introduction to Lit	26	2	21	81%		Introduction to Lit	0	0	0	0%
LIT 211	Introduction to Lit II	0	0	0	0%		Introduction to Lit II	6	1	3	50%
LSH 201	Introduction to Humanities	29	1	18	62%		Introduction to Humanities	0	0	0	0%
LIS 202	World Humanities	0	0	0	0%		World Humanities	20	5	12	60%
NASX 121	Introduction to Nakona Language	12	2	9	75%		Introduction to Nakona Language	0	0	0	0%
NASX 131	Introduction to Dakota Language	12	2	8	67%		Introduction to Dakota Language	0	0	0	0%

NASX 240	American Indian Literature	0	0	0	0%		American Indian Literature	22	2	19	86%
<b>Core V Social Sciences</b>											
ECNS 201	Principles of Macroeconomics	17	1	12	71%		Principles of Macroeconomics	0	0	0	0%
ECNS 202	Principles of Macroeconomics	0	0	0	0%		Principles of Macroeconomics	10	0	7	70%
HSTA 101	American History	15	2	5	33%		American History	0	0	0	0%
HSTA 102	American History II	0	0	0	0%		American History II	0	0	0	0%
HSTA 255	Montana History	8	0	4	50%		Montana History	14	2	8	57%
HSTR 101	Western Civilization	13	2	6	46%		Western Civilization	0	0	0	0%
HSTR 102	Western Civilization II	0			0%		Western Civilization II	15	3	9	60%
PSCI 210	Intro to American Government	2	0	2	100%		Intro to American Government	0	0	0	0%
PSYX 100	Introduction to Psychology	65	24	34	52%		Introduction to Psychology	42	10	21	50%
SOCI 101	Introduction to Sociology	46	4	26	57%		Introduction to Sociology	33	6	14	42%
<b>Core VI Native American Studies</b>											
NASX 105	Introduction to Native American Studies	36	1	19	53%		Introduction to Native American Studies	53	17	23	43%

NASX 117	History and Culture of Fort Peck Reservation	6	1	5	83%		History and Culture of Fort Peck Reservation	0	0	0	0%
NASX 249	US Indian History	13	0	9	69%		US Indian History	0	0	0	0%
<b>Core VII Technology</b>											
CAPP 120	Introduction to Computers	22	9	11	50%		Introduction to Computers	22	12	8	36%
CAPP 131	Basic MS Office	41	14	9	22%		Basic MS Office	50	18	20	40%
<b>Core VII Health</b>											
ACT106	Beginning Conditioning & Fitness	4	0	2	50%		Beginning Conditioning & Fitness	6	4	2	33%
ACT 110	Beginning Weight Training	6	0	3	50%		Beginning Weight Training	13	5	8	62%
ACT150	Beginning Yoga	26	3	21	81%		Beginning Yoga	18	2	14	78%
HTH100	Personal Health and Wellness	19	0	14	74%		Personal Health and Wellness	24	3	15	63%
PSYX150	Drugs & Society	0	0	0	0%		Basic Human Nutrition	0	0	0	0%
NUTRA221	Basic Human Nutrition	16	2	8	50%		Drugs & Society	0	0	0	0%

## GRADE DISTRIBUTION REPORT ACADEMIC YEAR

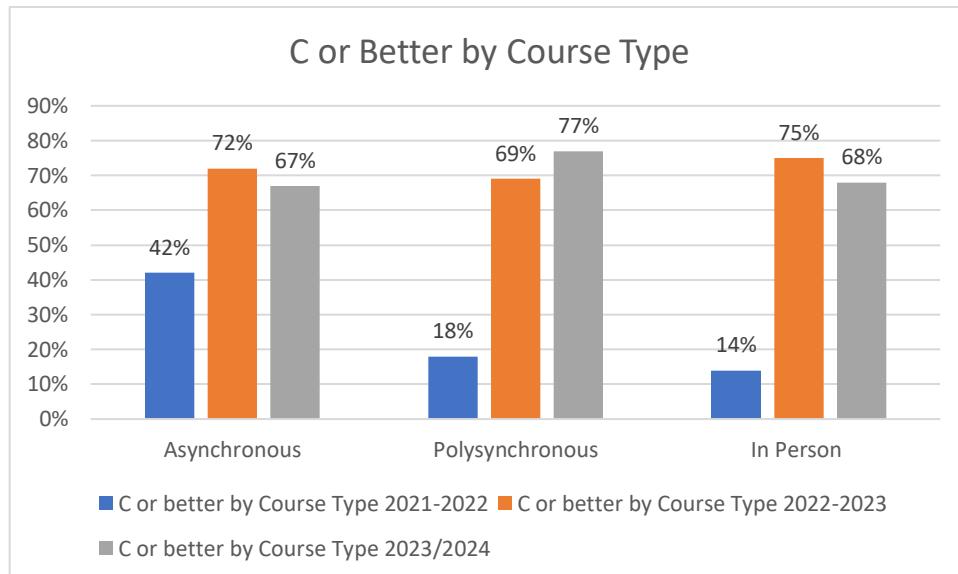
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Grade distribution is essential for student success initiatives. Beginning in AY 2021, several questions were raised about the courses' success with the approval of distance delivery.

Fall 2023	A	B	C	D	F	IW	W
Asynchronous	310	116	65	38	197	65	55
In Person	110	32	18	7	65	32	20
Polysynchronous	87	25	22	1	37	19	17

Spring 24	A	B	C	D	F	IW	W
Asynchronous	270	87	85	38	158	66	50
In Person	71	13	17	4	26	17	10
Polysynchronous	66	31	31	11	28	22	3

### C or Better Course Grades by Course Type



## Withdrawals and Instructor Withdrawals by course type

	2021-2023		2022-2023		2023-2024	
	W	IW	W	IW	W	IW
<b>Asynchronous</b>	178	165	197	266	55	65
<b>In Person</b>	96	55	40	61	20	32
<b>Polysynchronous</b>	145	104	73	100	17	19

In addition, per NWCCU's recommendation, grade distribution is disaggregated by gender. The grade distribution for the 2023-2024 Academic Year is as follows.

### Fall 2023

Count of grade_cde Row Labels	Column Labels	
	Female	Male
A	310	87
B	97	44
C	70	17
D	30	9
F	184	50
IW	56	28
W	50	22
<b>Grand Total</b>	<b>797</b>	<b>257</b>

### Spring 2024

Count of grade_cde Row Labels	Column Labels	
	Female	Male
A	379	166
B	132	59
C	105	62
D	33	29
F	181	96
F)		4
IW	77	56
P	11	15
W	38	41
(blank)		
<b>Grand Total</b>	<b>956</b>	<b>528</b>

## ***GRADUATES***

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Fort Peck Community College was granted accreditation by the Northwestern Commission, known today as Northwest Commission on Colleges and Universities (NWCCU), in 1991, and nearly three decades later, FPCC remains compliant with accreditation standards. Graduation rates for the 2018 Cohort year at FPCC were 15%, compared to 21% of the comparison median group (all TCUs).

The information below illustrates the graduate information for the academic year, a five-year view, and a historical view. During the 2023-2024 academic year, students could enroll in 31 different degree programs, and 24 programs awarded 114 degrees upon completion of the academic year. FPCC has consistently graduated many students with Associate of Arts (AA) degrees in the past decade. The high number of students graduating with AA might indicate students plan to continue their post-secondary education. The table below supports the graph above by providing a breakdown of several graduates in each program of study for the past five years.

<b>Associate of Arts</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Business Administration	4	2	6	5	2	11
Chemical Addiction Studies	3	1	6	7	9	3
Early Childhood Education	*	*	*	2	3	2
Education	2	5	1	3	6	9
General Studies	12	14	11	20	16	19
Human Services	0	1	2	*	*	1
Native American Studies/AIS	0	0	2	2	2	1
Psychology	1	1	4	7	5	<b>10</b>
Social Work	0	3	3	4	9	<b>5</b>
Tribal Governance & Administration	*	*	1	0	1	0
<b>Total AA</b>	<b>22</b>	<b>27</b>	<b>36</b>	<b>50</b>	<b>53</b>	<b>60</b>
<b>Associate of Science</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Biomedical	2	0	0	0	1	
Computer Technology	0	0	*	*	*	*
Environmental	1	1	0	1	1	<b>1</b>
General Studies	4	2	4	1	3	<b>2</b>
General Science - Bio	*	*	*	1	0	*

General Science - Chem	*	*	*	*	0	*
Pre-Engineering	2	0	*	*	*	*
Pre-Health/Pre-Nursing	0	0	0	3	3	2
<b>Total AS</b>	<b>9</b>	<b>3</b>	<b>4</b>	<b>6</b>	<b>7</b>	<b>5</b>
<b>Associate of Applied Science</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Automotive Technology	1	1	1	3	0	1
Building Trades	*	*	*	*	*	*
Business Technology	2	0	1	2	5	4
Communication Technology	*	*	0	0	1	1
Computer Technology	0	0	0	0	0	0
Criminal Justice	*	*	0	2	7	6
Cybersecurity Networking Technology						5
Information/Network Technology	*	*	1	2	7	*
Native Language Instructor	4	0	0	0	0	0
<b>Total AAS</b>	<b>7</b>	<b>1</b>	<b>3</b>	<b>9</b>	<b>20</b>	<b>17</b>
<b>Certificate</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Accounting Technician	0	1	1	3	7	10
Automotive Technician	0	2	2	2	1	4
Building Trades	*	*	*	*	*	
Business Assistant	0	1	2	3	7	3
Cultural Arts	*	*	5	1	0	1
Desktop Support Technician	*	*	*	*	*	
Diesel Technology	0	0	1	*	*	
Electrical Line Worker	*	*	*	*	*	
Graphic Web Design	0	1	*	*	*	
Information Technology	*	3	1	7	9	2
Lay Advocate/Paralegal	*	3	4	7	7	8
Truck Driving	0	2	2	5	0	1
Welding*	0	0	1	2	3	1
<b>Total Certificates</b>	<b>0</b>	<b>13</b>	<b>19</b>	<b>30</b>	<b>34</b>	<b>32</b>

## The Big Picture

Compared with data for the last five years, Associate of Art programs remained the leading degree offered at Fort Peck Community College, and certificate programs remain competitive with the degree awarded at Fort Peck Community College over the last five years.

Degree	2017	2018	2019	2020	2021	2022	2023	2024
Associate of Art	14	19	22	27	36	50	53	60
Associate of Science	0	3	9	3	4	6	7	4
Associate of Applied Science	10	3	7	1	3	9	20	17
Certificates	19	0	0	13	19	30	34	32
	43	25	38	44	62	95	114	113

### ***Other***

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Dual credit offerings are strongly backed by local schools and neighboring communities, reinforcing our commitment to early college access and academic acceleration, however, less than 20% of the students are enrolling at FPCC>.

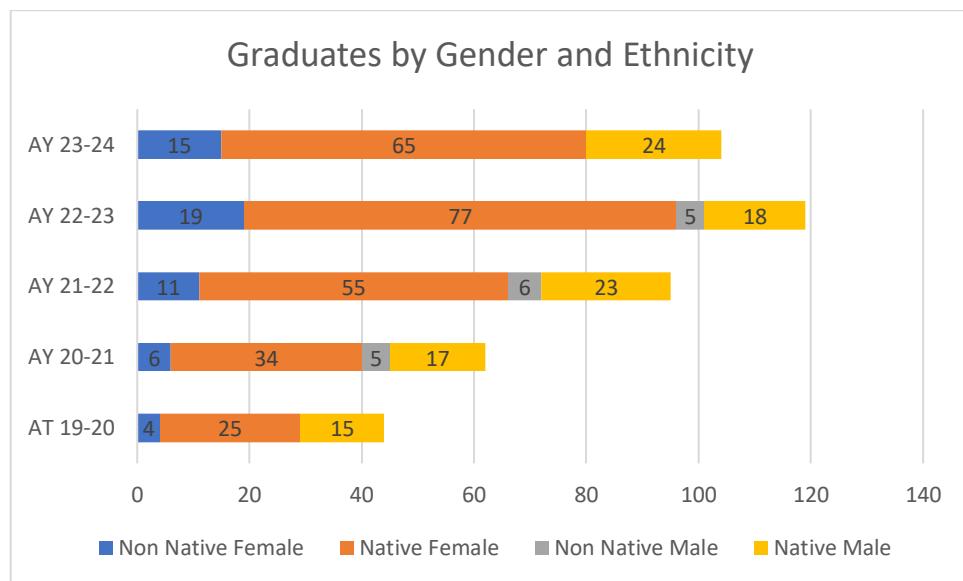
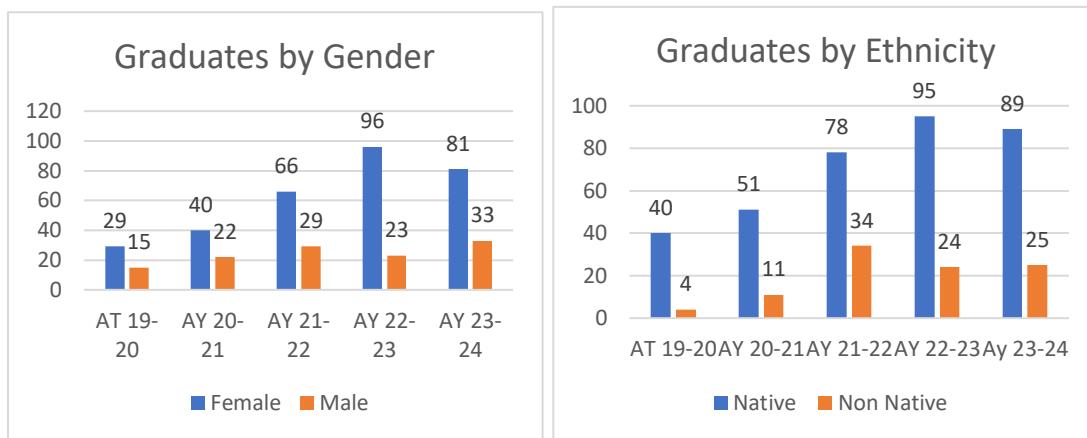
	AY 22-23	AY 23-24	AY 24-25
The number of Dual Credit and Early Credit students who become degree seeking Freshman will increase by 25%	43%	16% 22/140	11 of 140

### ***Institutional Disaggregated Graduate Data***

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Standard 1.D.1. student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).” Data suggest that:

- Females have a higher graduation rate at FPCC.
- Predominately, more Native Americans than other ethnicities graduate at FPCC.
- American Indian Females have a higher graduation rate compared to American Indian Males.



### *Regional and National Comparison*

Measuring success at tribal colleges is done in several ways, including IPEDs and the American Indian Measures of Success (AIMS). The federal Department of Education's data relies upon a strict formula to calculate the retention at higher education institutions. It focuses on full-time students and assumes they graduate quickly, which may not be accurate in Tribal Colleges. College. Standard 1.D.2. on student achievement with The Northwest Commission on College and Universities indicates that

“Consistent with its mission and in the context of and in comparison, with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).”

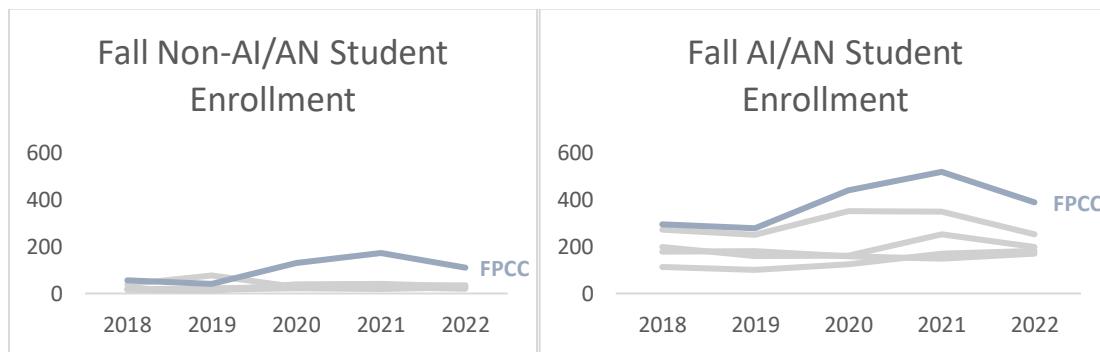
To address the recommendations of the NWCCU IEI, FPCC identified five institutions to compare to. **The data below was reported to the American Indian Higher Education Consortium and** provided in November 2024.

#### Student Enrollment

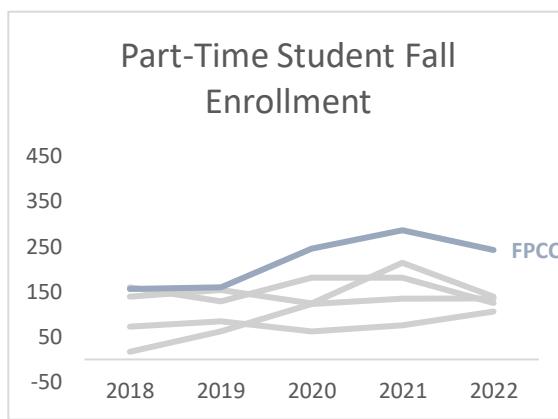
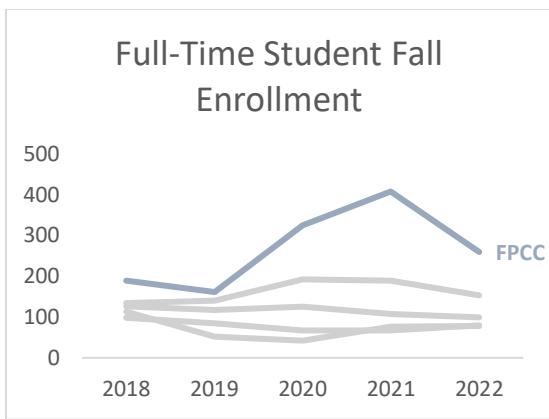
Institution Type	2018	2019	2020	2021	2022
<b>Fort Peck Community College</b>	345	320	570	693	502
<b>Little Priest Tribal College</b>	133	113	165	210	213
<b>College of Menominee Nation</b>	204	173	191	281	219
<b>Stone Child College</b>	268	308	373	370	278
<b>Nueta Hidatsa Sahnish College</b>	202	188	187	182	205

## Student Enrollment by American Indian Status versus Non-American Indian

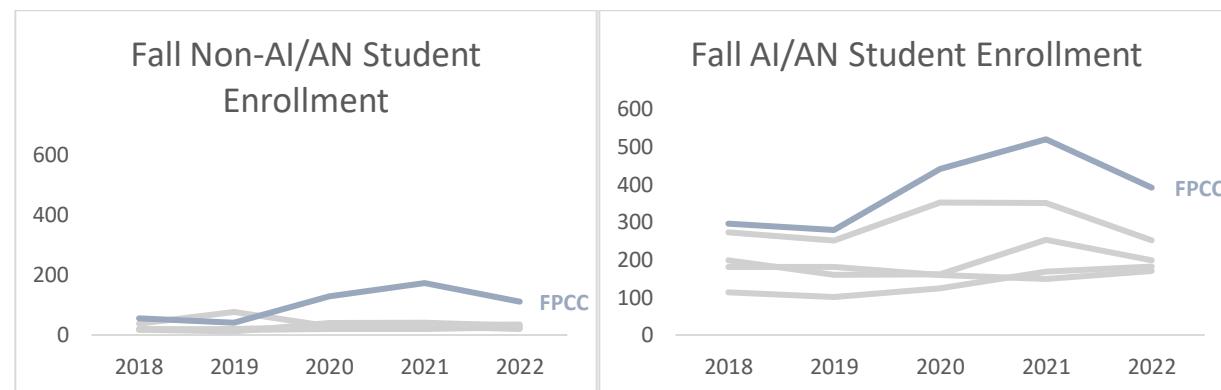
Student Enrollment by American Indian Versus Non American Indian											
		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		AI/AN	Non-AI/AN								
Fort Peck Community College	Total Students	295	55	279	41	441	129	520	173	391	111
	Proportion of Population	84%	16%	87%	13%	77%	23%	75%	25%	78%	32%
Little Priest Tribal College	Total Students	113	17	101	12	125	40	169	41	182	31
	Proportion of Population	87%	13%	89%	11%	76%	24%	80%	20%	85%	24%
College of Menominee Nation	Total Students	198	39	160	77	162	29	253	28	199	20
	Proportion of Population	84%	16%	68%	32%	85%	15%	90%	10%	91%	8%
Stone Child College	Total Students	273	20	251	17	352	21	350	20	252	26
	Proportion of Population	93%	7%	94%	6%	94%	6%	95%	5%	91%	9%
Nueta Hidatsa Sahnish College	Total Students	180	18	181	21	160	27	149	33	170	35
	Proportion of Population	91%	9%	90%	10%	86%	14%	82%	18%	83%	18%



Student Enrollment by Enrollment Status											
		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		Full-Time	Part-Time								
Fort Peck Community College	Total Students	189	156	161	159	325	245	407	286	259	243
	Proportion of Population	55%	45%	50%	50%	57%	43%	59%	41%	52%	70%
Little Priest Tribal College	Total Students	113	17	51	62	42	123	76	134	78	135
	Proportion of Population	87%	13%	45%	55%	25%	75%	36%	64%	37%	104%
College of Menominee Nation	Total Students	98	139	84	153	67	124	67	214	80	139
	Proportion of Population	41%	59%	35%	65%	35%	65%	24%	76%	37%	59%
Stone Child College	Total Students	134	159	140	128	192	181	189	181	153	125
	Proportion of Population	46%	54%	52%	48%	51%	49%	51%	49%	55%	43%
Nueta Hidatsa Sahnish College	Total Students	126	72	117	85	125	62	107	75	99	106
	Proportion of Population	64%	36%	58%	42%	67%	33%	59%	41%	48%	54%



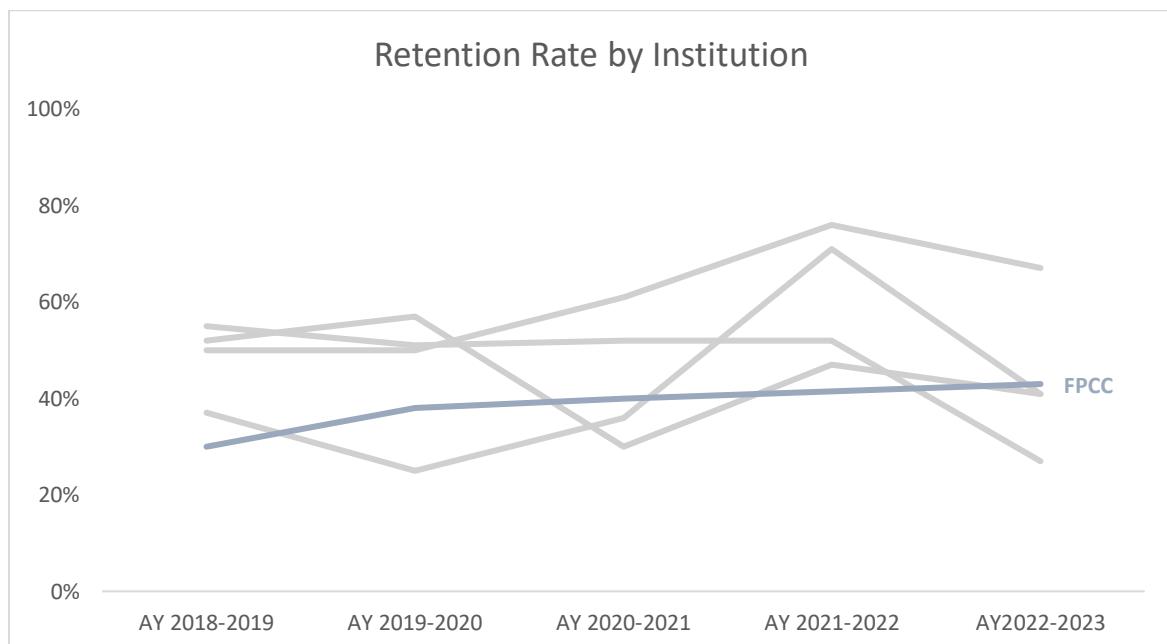
Student Enrollment by Enrollment Status																	
		Fall 2018			Fall 2019			Fall 2020			Fall 2021			Fall 2022			
		Full-Time	Part-Time	Female	Other	Male	Female	Other									
Fort Peck Community College	Total Students	189	156	161	159	325	245	407	286	259	243	482	2	159	343	0	
	Proportion of Population	55%	45%	50%	50%	57%	43%	59%	41%	52%	70%	70%	0%	32%	68%	0%	
Little Priest Tribal College	Total Students	113	17	51	62	42	123	76	134	78	135	130	4	63	147	3	
	Proportion of Population	87%	13%	45%	55%	25%	75%	36%	64%	37%	104%	62%	2%	30%	69%	1%	
College of Menominee Nation	Total Students	98	139	84	153	67	124	67	214	80	139	204	0	66	153	0	
	Proportion of Population	41%	59%	35%	65%	35%	65%	24%	76%	37%	59%	73%	0%	30%	70%	0%	
Stone Child College	Total Students	134	159	140	128	192	181	189	181	153	125	241	0	86	192	0	
	Proportion of Population	46%	54%	52%	48%	51%	49%	51%	49%	55%	43%	65%	0%	31%	69%	0%	
Nueta Hidatsa Sahnish College	Total Students	126	72	117	85	125	62	107	75	99	106	126	0	70	135	0	
	Proportion of Population	64%	36%	58%	42%	67%	33%	59%	41%	48%	54%	69%	0%	34%	66%	0%	



## Retention Rates by Comparison Institutions

“Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data for the Fall 2020 cohort of students who are still enrolled as of the institution's official fall reporting date or as of October 15, 2021. Program reporters determine the cohort with enrollment any time between August 1 - October 31, 2020, and retention based on August 1, 2021” (NCES, 2022)

Retention Rate by Institution from AY 18-19 to AY 22-23					
Institution	AY 2018-2019	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023
Fort Peck Community College	30%	38%	40%		43%
Little Priest Tribal College	37%	25%	36%	71%	41%
College of Menominee Nation	55%	51%	52%	52%	27%
Stone Child College	52%	57%	30%	47%	41%
Nueta Hidatsa Sahnish College	50%	50%	61%	76%	67%

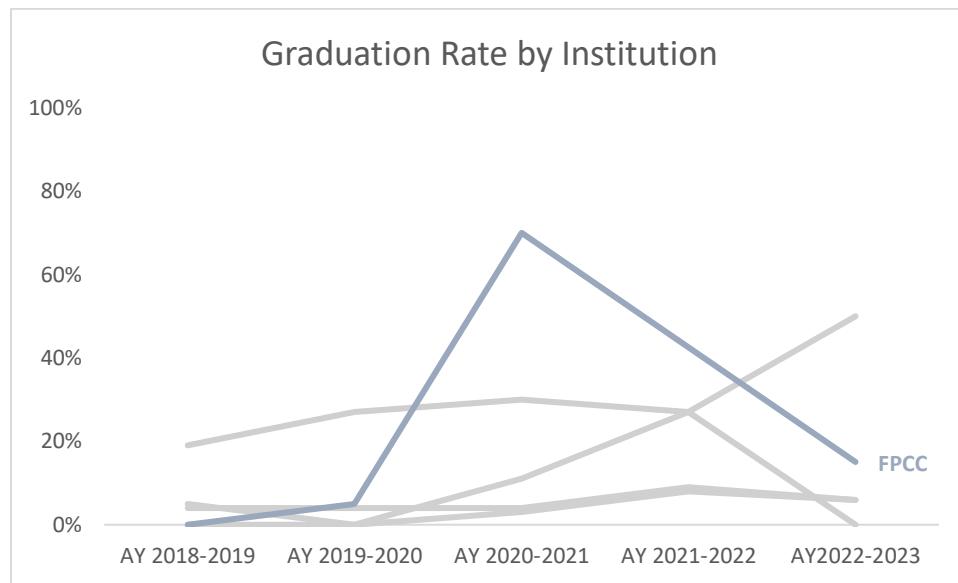


## Graduate Rates by Comparison Institutions

The rates per college are reported to the National Center for Education Statistics (2022).

Graduation rates are based on a cohort of students, including all full-time, first-time degree-seeking undergraduate students. The table below compares the rates of the Tribal Colleges the FPCC administration identified as comparison groups for accreditation purposes.

Graduation Rate by Institution from AY 18-19 to AY 22-23					
Institution	AY 2018-2019	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023
Fort Peck Community College	0%	5%	70%		15%
Little Priest Tribal College	5%	0%	3%	8%	6%
College of Menominee Nation	4%	4%	4%	9%	6%
Stone Child College	19%	27%	30%	27%	0%
Nueta Hidatsa Sahnish College	0%	0%	11%	27%	50%



## ***Conclusion***

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Fort Peck Community College remains steadfast in its mission to deliver excellence in academic and vocational education, integrating modern, evidence-based instructional methods that enhance student learning and retention. Our efforts are both intentional and impactful, as reflected in key institutional outcomes:

- **Strong Female Representation:** FPCC consistently enrolls and graduates more female students than male, reflecting our inclusive and supportive academic environment.
- **Robust and Evolving Assessment Practices:** Institutional assessment continues to expand annually through the newly adopted Institutional Effectiveness Committee. Through comprehensive evaluation of programs, learning outcomes, and disaggregated data, FPCC's focus groups drive informed improvements across both legacy and emerging academic programs.
- **Mission-Aligned Metrics:** In alignment with NWCCU recommendations, FPCC has defined clear indicators of mission success, ensuring accountability and progress.
- **Community Support for Dual Credit:** Dual credit offerings are strongly backed by local schools and neighboring communities, reinforcing our commitment to early college access and academic acceleration. Emphasis could be placed on recruiting these students to be come full times students after high school graduation.
- **Popularity of General Studies:** Our General Studies program remains the most sought-after degree, a testament to its flexibility and alignment with student needs and aspirations.
- **Targeted Retention Efforts:** While retention rates show consistency, there is opportunity for growth. In partnership with Achieving the Dream (ATD), we are implementing data-driven strategies to boost student persistence, completion, and graduation.
- **Graduate Intentions and Support:** To better support post-graduation pathways, FPCC could introduce a graduate survey capturing students' continuing education goals. These insights will inform tailored support systems, ensuring graduates are prepared and confident in their next steps.
- **Student Voices Matter:** Student feedback is vital. Strengthening the use of course evaluations and identifying barriers to success will guide improvements that directly enhance the student experience and graduation outcomes.
- **Strategic Program and Curriculum Reviews:** Regular program and curriculum evaluations ensure alignment with student interests and labor market demand. We critically examine program sustainability and relevance to support enrollment, retention, and graduate outcomes.

Above all, FPCC remains deeply committed to offering culturally relevant curricula and activities that celebrate and preserve the rich heritage, customs, and history of the Fort Peck Assiniboine and Sioux Tribes. Fort Peck Community College is more than an institution—it's a catalyst for personal growth, cultural pride, and community empowerment. We are not only preparing students for today's world—we're building a stronger tomorrow.

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## *Institutional Effectiveness Activities*

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- Curriculum Policy Updated:
- NWCCU Report Submitting Fall 2025-Mid Cycle Visit
- Employee Satisfaction Survey will be completed in May 2025
- Course Evaluations completed.
- Curriculum Reviews were completed
- Evaluation of Advising Surveys
- Revision of Program and Course Learning Outcomes
- Advising Plan is in process with ATD.
- A Draft Strategic plan has been developed