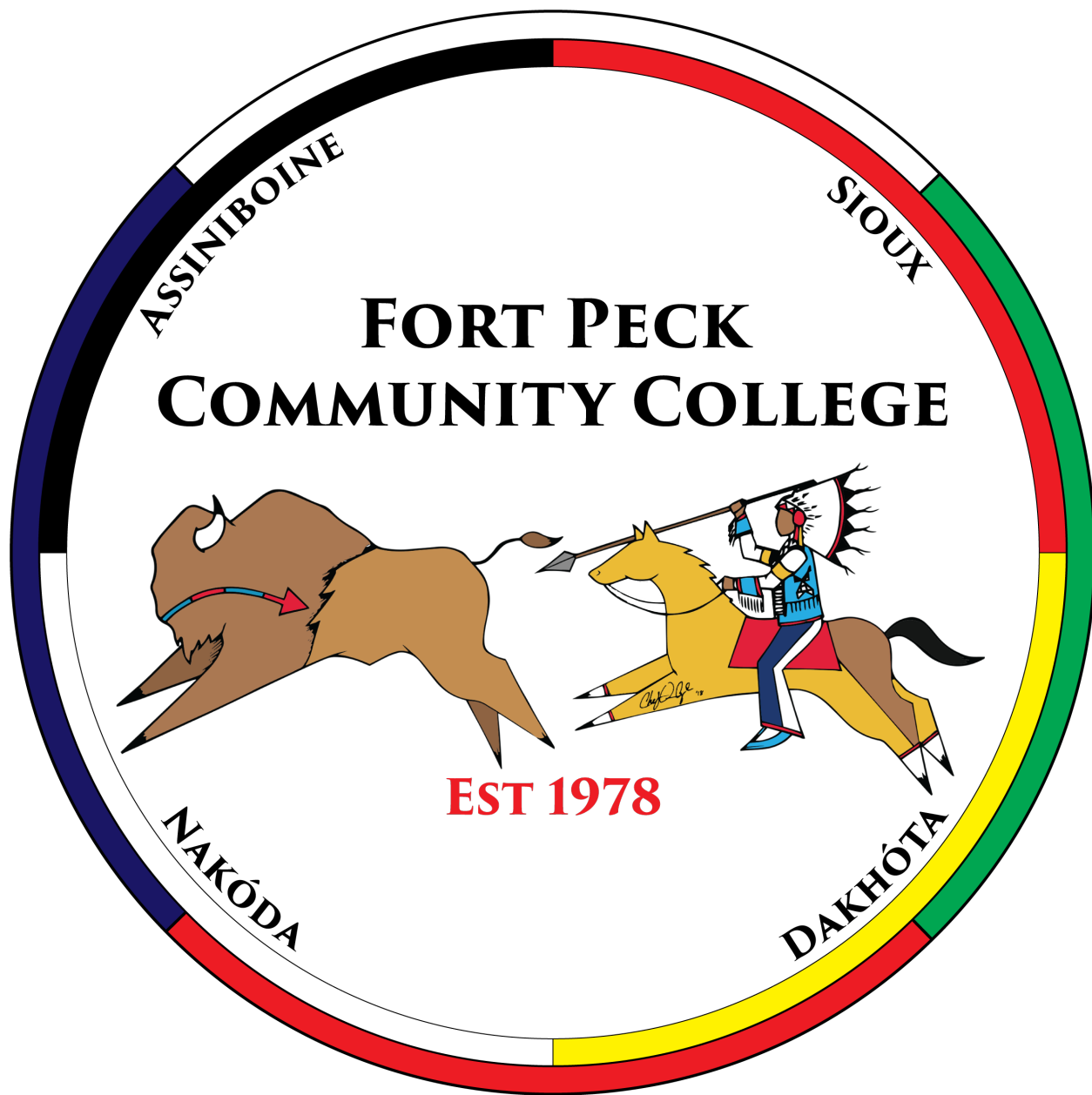




ASSESSMENT REPORT
ACADEMIC YEAR 2025-2026

Prepared by
BCS Consulting

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Assessment purpose

The purpose of assessment at Fort Peck Community College is to systematically evaluate student achievement of intended learning outcomes and the institution's effectiveness in fulfilling its mission. Assessment provides evidence of what students know, can do, and value as a result of their educational experiences. Beyond supporting compliance, assessment guides continuous improvement. Through assessment, Fort Peck Community College will:

- Identify strengths and areas for improvement in student learning.
- Use data to improve curriculum, instruction, and support services.
- Align institutional practices with mission, goals, and learning outcomes.
- Demonstrate accountability to stakeholders, including students, faculty, governing boards, and accrediting bodies.

Fort Peck Community College (FPCC) offers distance and in-person courses to meet students' diverse needs. During the fall and spring semesters, the College strives to provide flexible schedules and delivery options. As part of ongoing assessment, course evaluations ask students about their preferred mode of delivery.

Course Delivery Comparison

Semester	Online	In Person	Polysynchronous	Polycom
FALL 2023	71	69	22	0
SPRING 2024	78	53	33	0
Summer 2024	28	3	0	3
Fall 2024	91	38	0	0
Spring 2025	100	40	0	0
Summer 2025	27	0	0	0
Fall 2025	74	53	0	0
Spring 2026	86	63	21	0
Summer 2026	0	0	0	0

AY 25-26 Enrollment by State

State	Enrollment Count
Washington	796
Oregon	2
Idaho	1
Montana	1
Wyoming	20
Nevada	1
Utah	5
Colorado	7
New Mexico	2
Arizona	1
California	1
Pacific Northwest (Alaska/Hawaii)	0
North Dakota	14
South Dakota	0
Nebraska	2
Kansas	0
Missouri	0
Iowa	2
Illinois	0
Indiana	2
Ohio	0
Michigan	0
Wisconsin	1
Minnesota	2
North Carolina	4
Tennessee	0
Georgia	0
Florida	2
Alabama	0
South Carolina	0
West Virginia	0
Marshall Islands	0

Total
796
0

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Student demographics

Fort Peck Community College's student demographics change each year. Data collection methods vary and involve several agencies, including NCES (IPEDS), AIHEC, AIMS, Achieving the Dream (ATD), and the National Student Clearinghouse. This report focuses on FPCC data for Academic Year 2025-2026. Supporting data are available from the Data Coordinator upon request.

Age Demographics

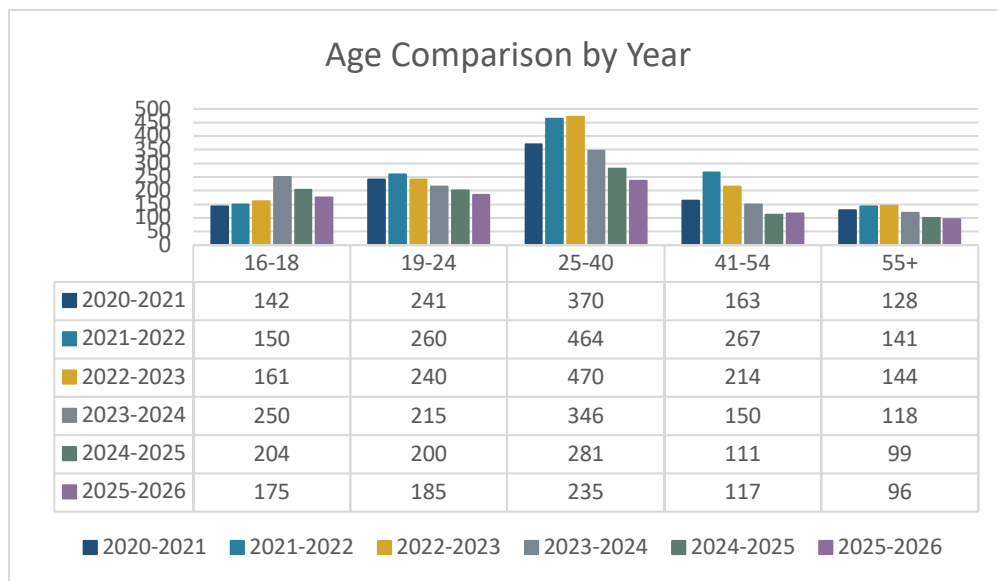
Age distribution trends from Fall 2025 to Spring 2026 show growth among early-college students ages 16-18 and adults ages 55 and older, while the traditional college-age and working-adult populations remained relatively stable. These shifts highlight FPCC's growing role in supporting dual-enrollment pathways and lifelong learning. The findings also reinforce the need for flexible delivery models and targeted support services for a diverse student population.

Fall 2025	Female	Male	Spring 2026	Female	Male
16-18	79	42	16-18	88	49
19-24	57	35	19-24	62	31
25-40	83	33	25-40	77	42
41-54	39	20	41-54	42	17
55+	23	7	55+	28	13

Age Observations and Trends

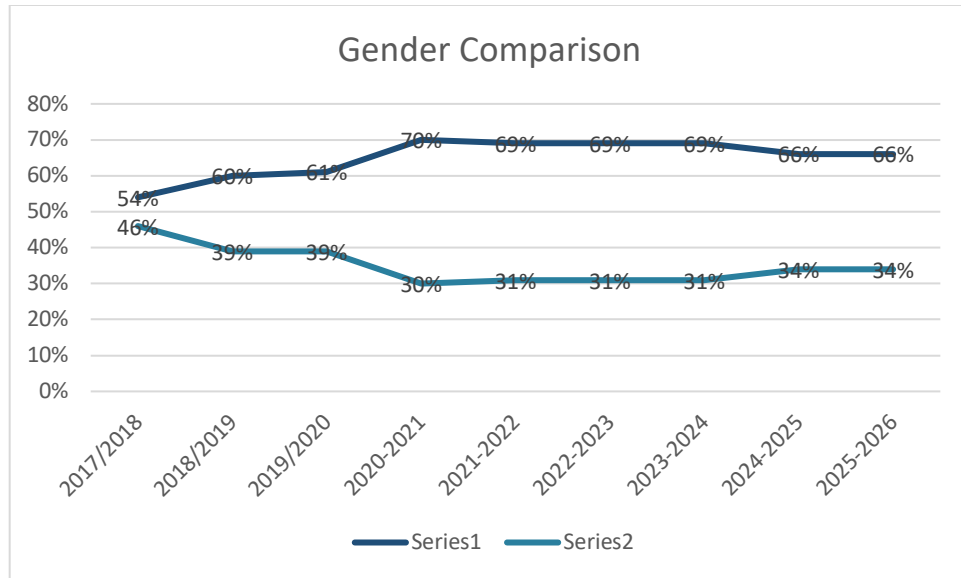
- Growth among students ages 16-18. This group increased substantially, likely reflecting expanded dual-enrollment and early-college participation. The shift suggests that FPCC is serving more high-school students than in prior terms.

- Stable enrollment among students ages 19-24. This group remained consistent and continues to represent a core student population.
- Moderate fluctuations among adults ages 25-40 and 41-54. These groups remained relatively steady, indicating continued participation by working-age adult learners.
- Stable enrollment among students ages 55 and older.

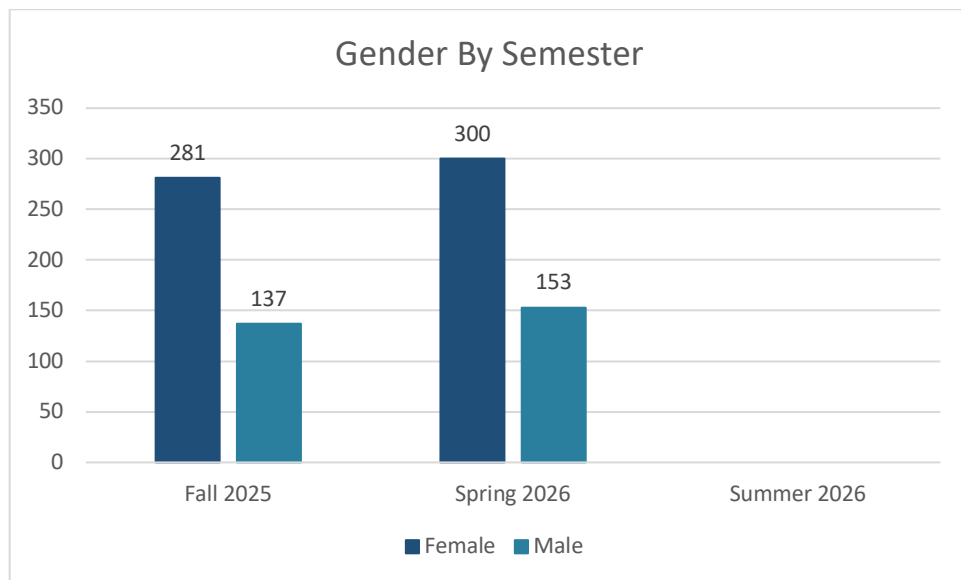


Student Gender

Gender distribution is an important measure of program access and effectiveness. In Academic Year 2025-2026, 66% of FPCC students identified as female and 34% identified as male. This distribution has remained relatively consistent over the past three years. The continued predominance of female students suggests that FPCC programs and services are effectively engaging this population. **The data also present an opportunity to explore strategies for increasing male student enrollment, retention, and completion while supporting equitable access and success for all students.**



The graph below illustrates the cumulative gender distribution of students for the fall, spring, and summer semesters of AY 2025-2026.



Gender Trends

Analysis of gender distribution over the past nine academic years shows a consistent pattern.

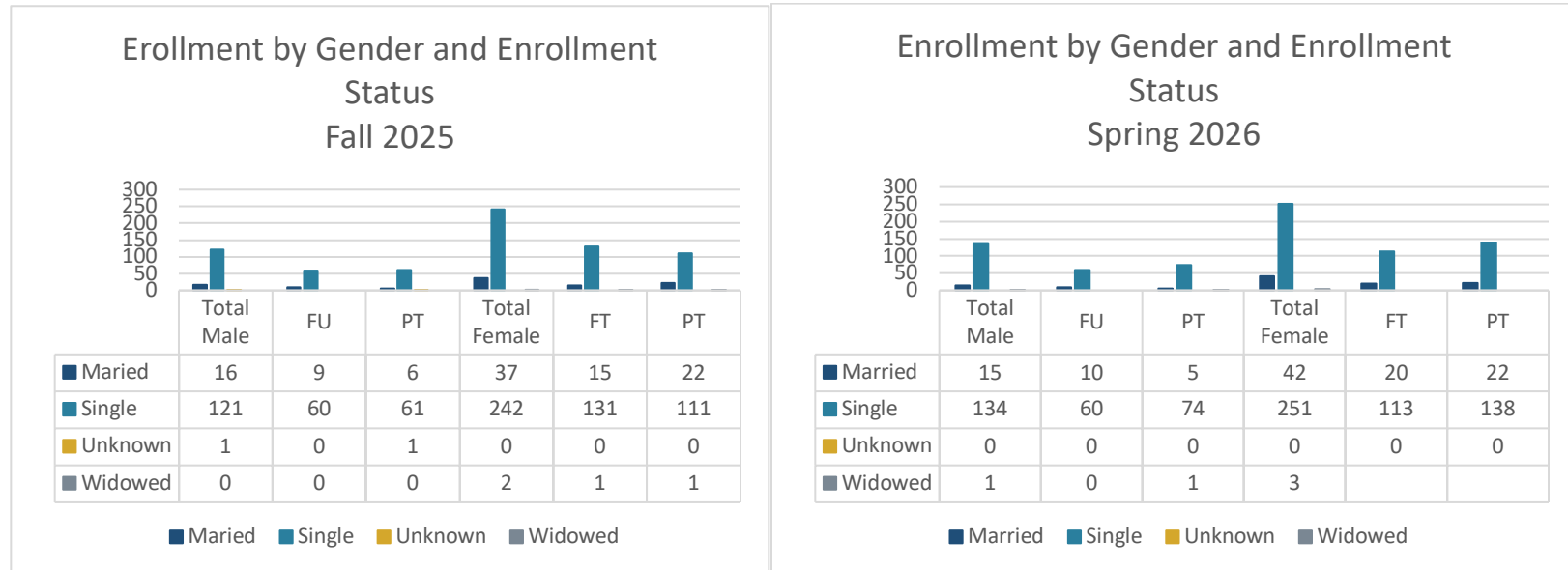
Female students represented 54% to 70% of enrollment each year, while male students

represented 30% to 46%. The most notable shift occurred during **AY 2020–2021**, when female

September 2026

enrollment peaked at 70% and male enrollment declined to 30%. Following this period, the distribution stabilized, with female enrollment holding steady between **66% and 69%** and male enrollment between **31% and 34%** over the past five years.

The graphs below show unduplicated headcount by gender, enrollment status, and marital status for Academic Year 2025-2026.



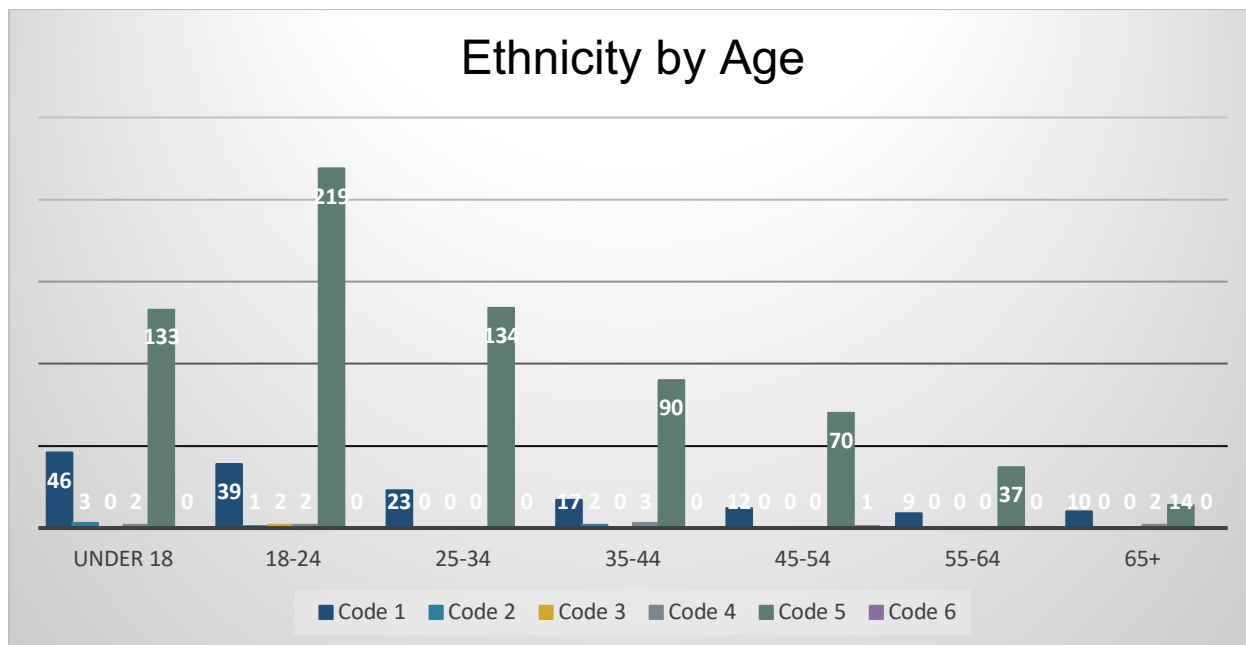
Ethnicity

Fort Peck Community College was established to provide quality education to American Indian and non-American Indian students both on and off the Fort Peck Reservation. Historically, many students have been American Indian residents who chose to remain in their homelands. To maintain its status as a Tribally Controlled College, FPCC must sustain American Indian enrollment of at least 50%.

In Academic Year 2025-2026, 80% of the student body identified as American Indian or Alaska Native, 18% as White, and 2% as African American, Hispanic, or Asian. This distribution is important to the institution's funding and financial stability.

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Caucasian (1)	18%	18%	24%	19%	18%	18%
African American (2)	1%	1%	1%	1%	1%	1%
Hispanic (3)	1%	0%	1%	1%	1%	>0
Asian (4)	1%	1%	1%	1%	1%	>1%
American Indian (5)	79%	79%	73%	78%	78%	80%

The tables below analyze enrollment by gender, ethnicity, and age. These data support equity and inclusion efforts by helping FPCC identify underrepresented or underserved groups and barriers to access. They also inform targeted academic, financial, and social supports, as well as policies and programs intended to improve student success and retention.



The age-by-ethnicity distribution is primarily driven by Ethnic American Indian and non Native, which together account for 853 of the 871 students (97.9%). Specifically, American Indian accounts for 697 students (80.0%), and Non-Native accounts for 156 students (17.9%).

Overall, the student population is relatively young, with 51.3% under age 25. The largest age group is 18–24 years (30.2%), followed by 25–34 years. American Indian students are primarily concentrated in the 18–24 and 25–34 age ranges, reflecting a traditional college-age and early-adult population. Non Native Students have a somewhat younger profile, with 29.5% under age 18, compared with 19.1% for American Indian

Total student enrollment

Unduplicated headcount is the number of individual students enrolled during a specified period.

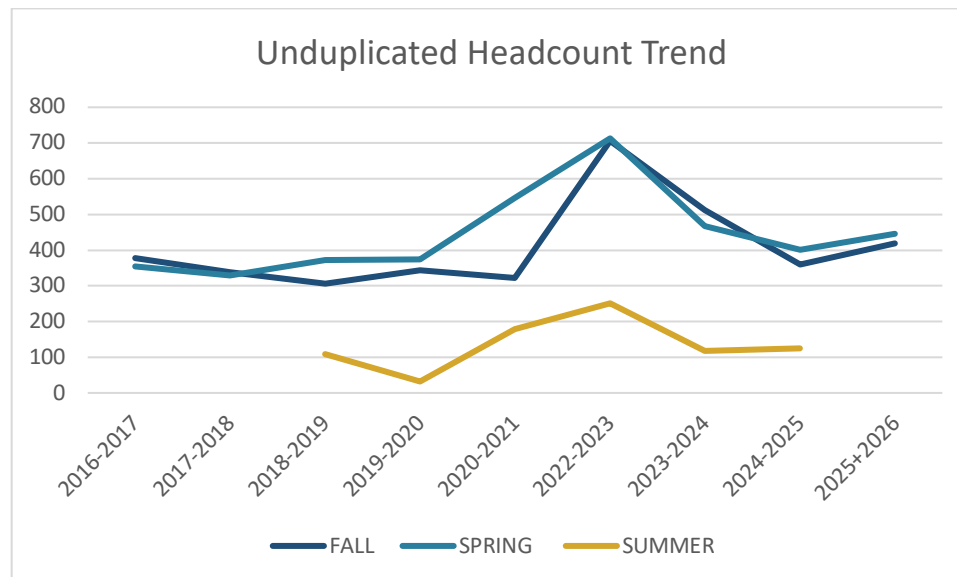
This enrollment analysis includes traditional and nontraditional students, as well as full-time and part-time students.

The table below presents unduplicated headcount by semester.

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	360	401	125

Academic Year	Fall	Spring	Summer
2025-2026	418	445	

Headcount was 419 in Fall 2025, 445 in Spring 2026, and 125 in Summer 2025. Enrollment trends from 2007-2008 through 2025-2026 show an initial period of stability, a decline from 2015-2016 through 2019-2020, substantial growth from 2020-2021 through 2022-2023, and subsequent normalization. Although enrollment declined from its peak, recent figures suggest stabilization and modest growth. Spring enrollment generally meets or exceeds fall enrollment, supporting continued attention to recruitment, retention, and year-round enrollment.



Funding sources for student enrollment

The Bureau of Indian Education and the State of Montana provide per-student funding based on student eligibility. Although these data have not previously appeared in the assessment report, the Institutional Development Office considers them important to the broader assessment context. The table below summarizes funding allocations for Indian Student Count (ISC) and nonbeneficiary students. ISC funding has generally increased, while state funding for nonbeneficiary students has changed only modestly.

	ISC	Non-Ben
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	\$8,772.34	\$3,280.00
2020/2021	\$8,461.91	\$3,280.00
2021/2022	\$9,182.31	\$3,280.00
2022/2023	\$8,699.64	\$3,280.00

	ISC	Non-Ben
2023/2024	\$7,981.56	\$3,280.00
2024-2025	\$7,981.56	\$4,183.00
2025-2026		

ISC funding remains substantially greater than funding for nonbeneficiary students. At the same time, American Indian enrollment has declined, while the number of nonbeneficiary students has increased with little corresponding growth in State of Montana funding.

	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	\$ 2,515,337	\$ 108,896.00
20/21	\$ 2,779,398	\$ 149,109.00
21/22	\$ 4,286,578	\$ 300,690.68
22/23	\$ 4,584,928	\$ 346,149.33
23/24	\$ 2,886,332	\$ 169,794.67
24/25	\$ 2,395,333	\$ 126,047.59
25/26		

Degree-seeking and program of study enrollment

Fort Peck Community College offers four credential types: Associate of Arts (AA), Associate of Applied Science (AAS), Associate of Science (AS), and one-year certificate programs. The table below shows enrollment in each credential category during Academic Year 2025-2026.

Enrollment by degree 2025-2026			
Degree	Fall 2025	Spring 2026	Total
AA Degree	175	172	347
AAS Degree	30	25	55
AS Degree	48	37	85
Certificate	41	33	73
Certificate of Technical Studies	8	0	42
Non-Degree	116	151	221
TOTAL	418	453	823

In Academic Year 2025-2026, FPCC enrolled 823 students. Of these, 221 (27%) were classified as non-degree students. This group included dual-credit and early-college students, as well as FPCC students who had not declared a major.

The FPCC curriculum for the Associate of Arts (AA) and Associate of Science (AS) degrees includes General Education requirements divided into seven core areas. These are the minimum general education requirements for transfer. Some programs may require additional courses. Students and their

advisors should consult the program of study when planning and choosing courses. The listed core requirements are the FPCC-required credits and courses. Students planning to transfer to another institution should review that institution's catalog, as credit and course requirements can vary.

Associate of Arts Programs

The following table summarizes enrollment in each Associate of Arts program. General Studies had the highest enrollment, followed by Business Administration, Chemical Addiction Studies, Social Work, and Early Childhood Education/Education.

Program	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25	AY 25-26
BUADM	35	85	42	28	49	80	121	66	21	13
CAS	14	9	21	14	30	62	61	38	19	39
ECEDC					25	33	39	13	14	20
EDUC	33	61	83	74	45	55	50	47	11	39
GEN	111	149	140	92	161	240	259	152	43	124
HS	28	34	43	7	5					
NAS	6	4	8	9	25	43	49	10	6	2
PSY	9	10	21	19	31	51	44	36	7	18
SW	0	0	0	9	45	45	41	37	22	35
TGA	0	0	0	0	11	12	15	0	1	0

Associate of Science Programs

General Studies was the most common Associate of Science option. Unlike the AA in General Studies, the AS in General Studies requires 26 credits in mathematics and science courses.

Program	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25	AY 25-26
EGEN	10	11	2	0	0			0	0	
GEN	111	149	140	13	7		21	25	21	
PHPN	1	1	4	33	50	54	78	47	58	47
SCBIO	2		1	0	1	5	1	1	0	
SCChem						1	1	0	0	
SCENV	7	13	11	10	15	21	21	15	16	13
Total	131	174	158	56	73	81	122	88	95	60

Associate of Applied Science Programs

The Associate of Applied Science (AAS) degree prepares students for employment after graduation. Each AAS program includes occupation-specific coursework and related instruction that may not be intended for transfer. Students pursuing an AAS degree must declare an occupational goal and follow the applicable technical program of study.

Criminal Justice had the highest AAS enrollment, followed by Business Technology. The Native Language Instructor program is no longer offered as an AAS degree and is currently offered as a certificate. The Information Technology degree was renamed Cybersecurity Networking Technology in Academic Year 2024-2025.

Program	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
AUTO	5	7	7	7	3	8	25	3	2	7
BUTEC	29	42	27	28	43	53	42	21	13	7
CJUS					28	58	60	45	33	
CSNT									7	19
CTECH	0	0	0	3	6	13	12	6	3	0
INTEC	0	0	0	5	11	41	34	1	3	0

Program	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
NLI	5	12	18	3	2	3	6	2	2	

Certificate and Certificate of Applied Science Programs

Certificate programs provide foundational skills for specific careers. Students pursuing a certificate select an occupational goal and follow the corresponding program of study. One-year certificate programs include related instruction that may not be intended for transfer. In Academic Year 2025-2026, FPCC added the Certificate of Technical Studies (CTS) to its credential offerings.

Certificates in fields such as Automotive Technology, Business Technology, Communication Technology, and Information Technology can often be applied toward an AAS program. Automotive Technology, Truck Driving, and Welding remain popular occupational areas at FPCC, although students may enroll for skills training rather than completion of a certificate.

The table below provides a ten-year snapshot of certificate-program enrollment.

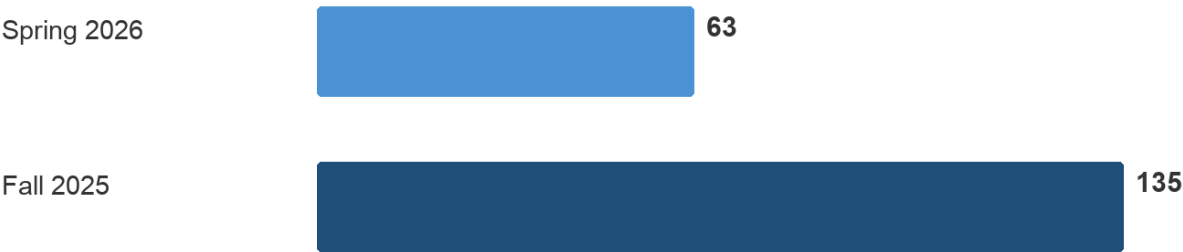
Program	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
ACET	4	3	2	3	13	23	20	0	6	6
AUTO C	15	15	10	14	17	32	26	14	18	14
BT-C	8	0	0	0	0	53	42	0		
BUAST	6	9	9	6	6	16	16	8	4	13
CARTS	0	0	0	0	24	47	40	26	25	7
CNA										22
CTech	0	0	0	0	11	13	12	3	0	

Program	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
DIES	9	14	8	7	4	2		0	0	
GWD	5	6	4	0	0			0	0	
HE	1	0	0	0	17			0	0	
INF-C	0	0	0	0	17	12	10	11	12	10
INTEC	0	0	0	0	2	31	36	1		
LADV	0	0	0	13	26	37	42	2	2	
LNWRK	3	0	0	0	0			0	0	
Media	0	0	0	3	6	2	7	4	5	2
TD	20	20	27	17	11	16	12	16	15	2
TD CTS										16
WELD	22	30	22	13	11	23	30	22	11	9
WELD CTS										10

First-time degree-seeking students

Many first-time students at tribal colleges are the first members of their families to attend college. This section summarizes first-time degree-seeking students for Academic Year 2024-2025. Historically, General Studies has enrolled the largest number of first-time degree-seeking students. The table below shows fall and spring enrollment by program of study.

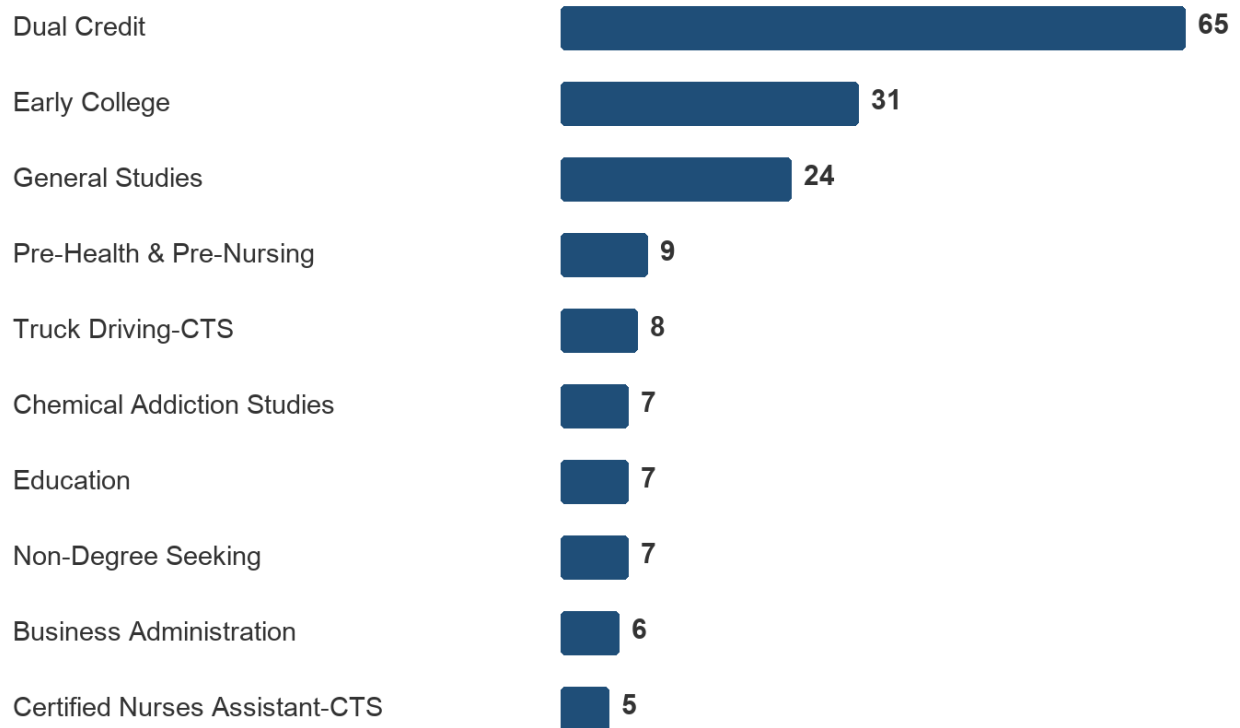
Academic year total	Fall 2025	Spring 2026	Part time
198	135	63	121 61.1%



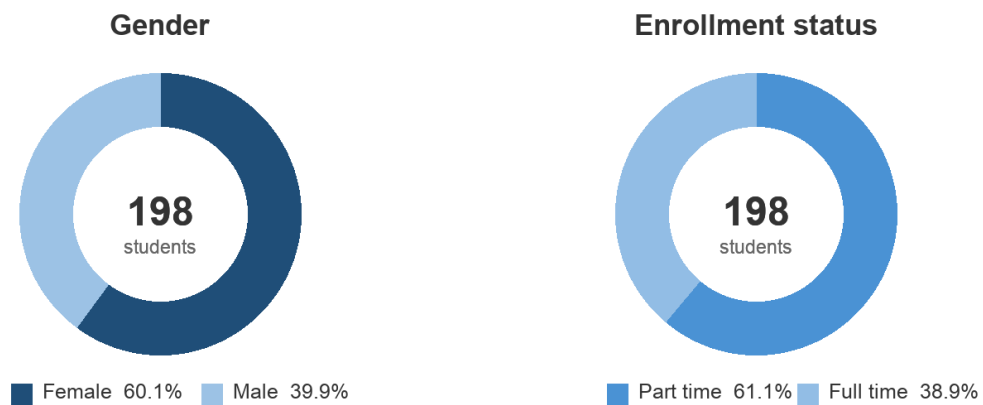
- Fall accounted for 68.2% of the academic-year total, with 135 students compared with 63 in spring.
- Dual Credit and Early College together enrolled 96 students, nearly half of all first-time students.
- Women represented 60.1% of students, and part-time students represented 61.1%.
- Ethnicity code 5 was recorded for 151 students, or 76.3% of the total. The source does not include code descriptions.

Program Enrollment-First Time Degree Seeking

Enrollment was concentrated in three categories. Dual Credit enrolled 65 students, Early College enrolled 31, and General Studies enrolled 24. Together, they accounted for 120 students, or 60.6% of the academic-year total.

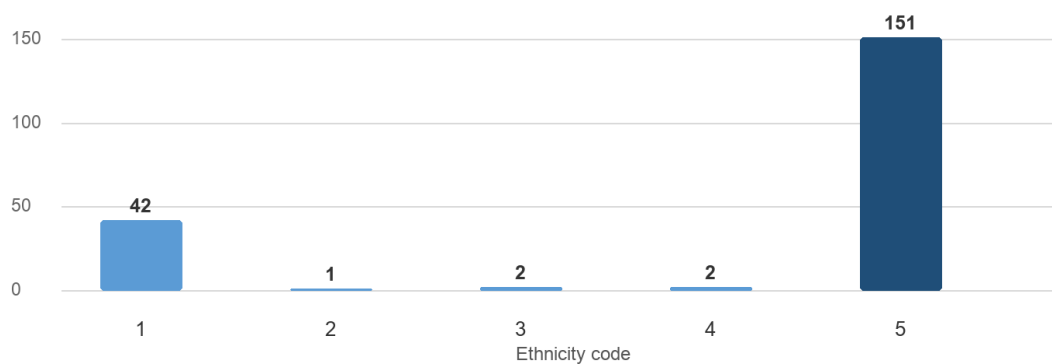


Women and part-time students each made up about three-fifths of the population. The proportions were broadly consistent across fall and spring, even though spring enrollment was smaller.



Ethnicity

Native American accounts for most records, followed by code no native students.



Persistence and Retention

FPCC student retention and persistence is summarized below. Retention tracks whether first-year undergraduates return the following fall. Persistence tracks whether students enrolled at the beginning of the fall term also enroll at the beginning of the following spring term.

Retention	Persistence
40% Fall 2024 to Fall 2025	65% Fall 2025 to Spring 2026

Retention

FPCC uses the fall-to-fall retention formula reported in the annual AIHEC AIMS survey. The measure is consistent with the National Center for Education Statistics definition of retention as the percentage of first-year undergraduate students who return the following academic year.

Retention rate = (returning fall enrollment) / (fall enrollment minus graduates)

Using this formula, FPCC's overall institutional retention rate from Fall 2024 to Fall 2025 was 40%.

Retention remains a concern for higher education leaders, particularly at Tribal Colleges and Universities. **Given low proficiency rates and a high proportion of first-generation students, FPCC should continue to evaluate the effectiveness of its retention strategies.**

Persistence

FPCC's institutional persistence rate was 65%, an increase of three percentage points from the previous year. The six-year history is shown below.

Academic year	Persistence rate
2020 2021	60%
2021 2022	59%
2022 2023	60%
2023 2024	63%
2024 2025	62%
2025 2026	65%

Persistence by Academic Program

The table presents persistence rates by academic program for the five most recent academic years. Blank cells indicate that no rate was reported.

Program	AY 21 22	AY 22 23	AY 23 24	AY 24 25	AY 25 26
Associate of Arts					
Business Administration	79%	57%	66%	62%	65%
Chemical Addiction Studies	61%	55%	66%	58%	70%
Criminal Justice					52%
Early Childhood Education	59%	94%	69%	64%	67%
Education	74%	59%	52%	45%	60%
General Education	52%	37%	52%	55%	61%
Native American Studies	63%	65%	100%	67%	100%
Psychology	74%	67%	79%	43%	55%
Social Work	59%	82%	72%	64%	72%
Associate of Science					
General Studies	50%				
Pre Health Pre Nursing	36%	68%	25%	68%	48%
Environmental Science	75%	88%		75%	100%
Associate of Applied Sciences					
Auto	50%	60%	50%	0%	100%
Business Technology	59%	55%	55%	50%	33%
Communication Technology	67%	57%	66%	100%	
Criminal Justice	67%	61%	46%	50%	
Cyber Security Network Technology	69%	77%	0%	71%	66%
Certificates					
Accounting Technician	50%	45%	100%	0%	100%
Auto C	33%	31%	35%	78%	50%
Business Assistant	29%	40%	75%	50%	33%
Certified Nurse's Assistant					50%
Cultural Arts	67%	73%	50%	82%	67%
Information Technology	43%	50%	100%	67%	75%
Lay Advocate	61%	50%	100%	0%	
Media	0%	33%	50%	100%	50%
Truck Driving			50%	38%	40%
Welding			41%	75%	83%

Persistence by Ethnic Group

Ethnic Groups 2 and 4 each show 100% persistence, although both groups are small. American Indians, the largest group, has a 61% persistence rate and therefore strongly influences the institutional rate. Non native has a 78% persistence rate.

Ethnic group code	Total students	Persisted students	Persistence rate
1	67	52	78%
2	3	3	100.00%
3	0	0	0%
4	4	4	100%
5	344	211	61%

Persistence by Gender

More female students enrolled and returned the following semester. The female persistence rate was also slightly higher than the male rate.

Gender	Total students	Persisted students	Persistence rate
Female F	281	186	66.20%
Male M	137	84	61.3%
Nonbinary or Other N	1	1	100%

Course Completions

The course completion rate is the percentage of enrolled students who receive a passing grade (A-D). Students who receive a failing grade, withdraw, or receive an incomplete are classified as noncompleters. Completion rates can support comparisons across courses, programs, and instructors; however, rates are most reliable when at least six students are enrolled. Enrollment counts should therefore be considered when interpreting the results. The course completion formula is shown below.

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

Course completion rates describe enrollment and passing outcomes, but they do not directly measure what students learned or how well they mastered occupational competencies.

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 presents completion rates for core courses offered during the academic year. When no data are shown, the course was not offered that semester.

Associate of Arts and Associate of Science

Fall 2025						Spring 2026					
Core I Communications						Core I Communications					
COMX 111	Intro to Public Speaking	48	14	23	48%	COMX 111	Intro to Public Speaking	43	13	19	44%
WRIT 101	College Writing 101	61	20	18	30%	WRIT 101	College Writing 101	67	20	22	33%
WRIT 102	College Writing 102					WRIT 102	College Writing 102				
Core II Mathematics and Science						Core II Mathematics and Science					
M 121	College Algebra	56	15	23	41%	M 121	College Algebra	45	12	22	49%
M 111	Technical Math	32	13	13	41%	M 111	Technical Math	25	10	8	32%
Core III Science						Core III Science					
BIOB 160	Principles of Living Systems	31	7	13	42%	BIOB 160	Principles of Living Systems	40	9	27	68%
BIOB 170	Principles of Biological Diversity					BIOB 170	Principles of Biological Diversity	7	0	2	29%
CHMY 121	Introduction to Chemistry	14	4	4	29%	CHMY 121	Introduction to Chemistry				
CHMY 141	College Chemistry I					CHMY 141	College Chemistry I				
ENSC 105	Environmental Science	14	1	9	64%	ENSC 105	Environmental Science	5	0	3	60%
PHSX 105	Fundamentals of Physical Science	13	1	12	92%	PHSX 105	Fundamentals of Physical Science	12	1	6	50%

Fall 2025						Spring 2026					
PSYX 250	Fundamentals of Biological Psychology	12	0	10	83%	PSYX 250	Fundamentals of Biological Psychology	11	0	8	73%
Core IV Arts and Humanities						Core IV Arts and Humanities					
ARTZ 211	Drawing I (3 pass grd in 20s)	11	0	9	82%	ARTZ 211	Drawing I				
ARTZ 221	Painting					ARTZ 221	Painting	0	0	0	
CRWR 240	Introduction to Creative Writing	0	0	0		CRWR 240	Introduction to Creative Writing	9	1	6	67%
LIT 110	Introduction to Lit	23	4	15	65%	LIT 110	Introduction to Lit				
LIT 211	Introduction to Lit II					LIT 211	Introduction to Lit II	11	3	7	64%
LSH 201	Introduction to Humanities	10	2	6	60%	LSH 201	Introduction to Humanities	16	1	9	56%
LIS 202	World Humanities					LIS 202	World Humanities				
NASX 121	Introduction to Nakona Language	7	2	5	71%	NASX 121	Introduction to Nakona Language				
NASX 131	Introduction to Dakota Language	7	1	6	86%	NASX 131	Introduction to Dakota Language				
NASX 240	American Indian Literature					NASX 240	American Indian Literature	13	2	10	77%
Core V Social Sciences						Core V Social Sciences					
ECNS 201	Principles of Microeconomics	13	4	9	69%	ECNS 201	Principles of Microeconomics				
ECNS 202	Principles of Microeconomics					ECNS 202	Principles of Microeconomics	7	2	4	57%
HSTA 101	American History	6	1	5	83%	HSTA 101	American History				
HSTA 102	American History II					HSTA 102	American History II				
HSTA 255	Montana History	7	1	4	57%	HSTA 255	Montana History	8	2	4	50%
HSTR 101	Western Civilization	14	2	12	86%	HSTR 101	Western Civilization				
HSTR 102	Western Civilization II					HSTR 102	Western Civilization II	4	1	3	75%

Fall 2025						Spring 2026					
PSCI 210	Intro to American Government					PSCI 210	Intro to American Government	19	3	15	79%
PSYX 100	Introduction to Psychology	42	14	22	52%	PSYX 100	Introduction to Psychology	43	10	25	58%
SOCI 101	Introduction to Sociology	38	14	17	45%	SOCI 101	Introduction to Sociology	29	1	16	55%
Core VI Native American Studies						Core VI Native American Studies					
NASX 105	Introduction to Native American Studies	36	11	20	56%	NASX 105	Introduction to Native American Studies	41	19	14	34%
NASX 117	History and Culture of Fort Peck Reservation	11	8	2	18%	NASX 117	History and Culture of Fort Peck Reservation				
NASX 249	US Indian History	9	1	6	67%	NASX 249	US Indian History				
Core VII Technology						Core VII Technology					
CAPP 120	Introduction to Computers	27	7	19	70%	CAPP 120	Introduction to Computers	16	5	7	44%
CAPP 131	Basic MS Office	50	34	15	30%	CAPP 131	Basic MS Office	30	16	11	37%

Associate of Applied Science

Fall 2025						Spring 2026					
Core I Communications						Core I Communications					
COMX 111	Intro to Public Speaking	48	14	23	48%	COMX 111	Intro to Public Speaking	43	13	19	44%
WRIT 101	College Writing 101	61	20	18	30%	WRIT 101	College Writing 101	67	20	22	33%
WRIT 102	College Writing 102					WRIT 102	College Writing 102				
Core II Mathematics and Science						Core II Mathematics and Science					

Fall 2025						Spring 2026					
M 121	College Algebra	56	15	23	41%	M 121	College Algebra	45	12	22	49%
M 111	Technical Math	32	13	13	41%	M 111	Technical Math	25	10	8	32%
Core III Science						Core III Science					
BIOB 160	Principles of Living Systems	31	7	13	42%	BIOB 160	Principles of Living Systems	40	9	27	68%
BIOB 170	Principles of Biological Diversity					BIOB 170	Principles of Biological Diversity	7	0	2	29%
CHMY 121	Introduction to Chemistry	14	4	4	29%	CHMY 121	Introduction to Chemistry				
CHMY 141	College Chemistry I					CHMY 141	College Chemistry I				
ENSC 105	Environmental Science	14	1	9	64%	ENSC 105	Environmental Science	5	0	3	60%
PHSX 105	Fundamentals of Physical Science	13	1	12	92%	PHSX 105	Fundamentals of Physical Science	12	1	6	50%
PSYX 250	Fundamentals of Biological Psychology	12	0	10	83%	PSYX 250	Fundamentals of Biological Psychology	11	0	8	73%
Core IV Arts and Humanities						Core IV Arts and Humanities					
ARTZ 211	Drawing I (3 pass grd in 20s)	11	0	9	82%	ARTZ 211	Drawing I				
ARTZ 221	Painting					ARTZ 221	Painting	0	0	0	
CRWR 240	Introduction to Creative Writing	0	0	0		CRWR 240	Introduction to Creative Writing	9	1	6	67%
LIT 110	Introduction to Lit	23	4	15	65%	LIT 110	Introduction to Lit				
LIT 211	Introduction to Lit II					LIT 211	Introduction to Lit II	11	3	7	64%
LSH 201	Introduction to Humanities	10	2	6	60%	LSH 201	Introduction to Humanities	16	1	9	56%
LIS 202	World Humanities					LIS 202	World Humanities				
NASX 121	Introduction to Nakona Language	7	2	5	71%	NASX 121	Introduction to Nakona Language				
NASX 131	Introduction to Dakota Language	7	1	6	86%	NASX 131	Introduction to Dakota Language				

Fall 2025						Spring 2026					
NASX 240	American Indian Literature					NASX 240	American Indian Literature	13	2	10	77%
Core V Social Sciences						Core V Social Sciences					
ECNS 201	Principles of Microeconomics	13	4	9	69%	ECNS 201	Principles of Microeconomics				
ECNS 202	Principles of Microeconomics					ECNS 202	Principles of Microeconomics	7	2	4	57%
HSTA 101	American History	6	1	5	83%	HSTA 101	American History				
HSTA 102	American History II					HSTA 102	American History II				
HSTA 255	Montana History	7	1	4	57%	HSTA 255	Montana History	8	2	4	50%
HSTR 101	Western Civilization	14	2	12	86%	HSTR 101	Western Civilization				
HSTR 102	Western Civilization II					HSTR 102	Western Civilization II	4	1	3	75%
PSCI 210	Intro to American Government					PSCI 210	Intro to American Government	19	3	15	79%
PSYX 100	Introduction to Psychology	42	14	22	52%	PSYX 100	Introduction to Psychology	43	10	25	58%
SOCI 101	Introduction to Sociology	38	14	17	45%	SOCI 101	Introduction to Sociology	29	1	16	55%
Core VI Native American Studies						Core VI Native American Studies					
NASX 105	Introduction to Native American Studies	36	11	20	56%	NASX 105	Introduction to Native American Studies	41	19	14	34%
NASX 117	History and Culture of Fort Peck Reservation	11	8	2	18%	NASX 117	History and Culture of Fort Peck Reservation				
NASX 249	US Indian History	9	1	6	67%	NASX 249	US Indian History				
Core VII Technology						Core VII Technology					
CAPP 120	Introduction to Computers	27	7	19	70%	CAPP 120	Introduction to Computers	16	5	7	44%
CAPP 131	Basic MS Office	50	34	15	30%	CAPP 131	Basic MS Office	30	16	11	37%

Certificate Programs

Fall 2025						Spring 2026					
Core I Communications						Core I Communications					
COMX 111	Intro to Public Speaking	48	14	23	48%	COMX 111	Intro to Public Speaking	43	13	19	44%
WRIT 101	College Writing 101	61	20	18	30%	WRIT 101	College Writing 101	67	20	22	33%
WRIT 102	College Writing 102					WRIT 102	College Writing 102				
Core II Mathematics and Science						Core II Mathematics and Science					
M 121	College Algebra	56	15	23	41%	M 121	College Algebra	45	12	22	49%
M 111	Technical Math	32	13	13	41%	M 111	Technical Math	25	10	8	32%
Core III Science						Core III Science					
BIOB 160	Principles of Living Systems	31	7	13	42%	BIOB 160	Principles of Living Systems	40	9	27	68%
BIOB 170	Principles of Biological Diversity					BIOB 170	Principles of Biological Diversity	7	0	2	29%
CHMY 121	Introduction to Chemistry	14	4	4	29%	CHMY 121	Introduction to Chemistry				
CHMY 141	College Chemistry I					CHMY 141	College Chemistry I				
ENSC 105	Environmental Science	14	1	9	64%	ENSC 105	Environmental Science	5	0	3	60%
PHSX 105	Fundamentals of Physical Science	13	1	12	92%	PHSX 105	Fundamentals of Physical Science	12	1	6	50%
PSYX 250	Fundamentals of Biological Psychology	12	0	10	83%	PSYX 250	Fundamentals of Biological Psychology	11	0	8	73%
Core IV Arts and Humanities						Core IV Arts and Humanities					
ARTZ 211	Drawing I (3 pass grd in 20s)	11	0	9	82%	ARTZ 211	Drawing I				
ARTZ 221	Painting					ARTZ 221	Painting	0	0	0	
CRWR 240	Introduction to Creative Writing	0	0	0		CRWR 240	Introduction to Creative Writing	9	1	6	67%

Fall 2025						Spring 2026					
LIT 110	Introduction to Lit	23	4	15	65%	LIT 110	Introduction to Lit				
LIT 211	Introduction to Lit II					LIT 211	Introduction to Lit II	11	3	7	64%
LSH 201	Introduction to Humanities	10	2	6	60%	LSH 201	Introduction to Humanities	16	1	9	56%
LIS 202	World Humanities					LIS 202	World Humanities				
NASX 121	Introduction to Nakona Language	7	2	5	71%	NASX 121	Introduction to Nakona Language				
NASX 131	Introduction to Dakota Language	7	1	6	86%	NASX 131	Introduction to Dakota Language				
NASX 240	American Indian Literature					NASX 240	American Indian Literature	13	2	10	77%
Core V Social Sciences						Core V Social Sciences					
ECNS 201	Principles of Microeconomics	13	4	9	69%	ECNS 201	Principles of Microeconomics				
ECNS 202	Principles of Microeconomics					ECNS 202	Principles of Microeconomics	7	2	4	57%
HSTA 101	American History	6	1	5	83%	HSTA 101	American History				
HSTA 102	American History II					HSTA 102	American History II				
HSTA 255	Montana History	7	1	4	57%	HSTA 255	Montana History	8	2	4	50%
HSTR 101	Western Civilization	14	2	12	86%	HSTR 101	Western Civilization				
HSTR 102	Western Civilization II					HSTR 102	Western Civilization II	4	1	3	75%
PSCI 210	Intro to American Government					PSCI 210	Intro to American Government	19	3	15	79%
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Core VI Native American Studies						Core VI Native American Studies					
NASX 105	Introduction to Native American Studies	36	11	20	56%	NASX 105	Introduction to Native American Studies	41	19	14	34%

Fall 2025						Spring 2026					
NASX 117	History and Culture of Fort Peck Reservation	11	8	2	18%	NASX 117	History and Culture of Fort Peck Reservation				
NASX 249	US Indian History	9	1	6	67%	NASX 249	US Indian History				
Core VII Technology						Core VII Technology					
CAPP 120	Introduction to Computers	27	7	19	70%	CAPP 120	Introduction to Computers	16	5	7	44%
CAPP 131	Basic MS Office	50	34	15	30%	CAPP 131	Basic MS Office	30	16	11	37%

Across the reported core courses, approximately **50.2% of fall enrollments** and **49.5% of spring enrollments** resulted in passing grades. High withdrawal counts appear to be a major factor in lower-performing courses, especially writing, technology, communications, mathematics, and Native American Studies. **Overall, core-course completion remained near 50%, indicating a need for targeted retention, early-intervention, and academic-support strategies in courses with persistently low pass rates or high withdrawals.**

Grade Distribution

The 2025–2026 grade distribution report shows modest improvement in successful grades during fall and spring, but summer outcomes remain a concern.

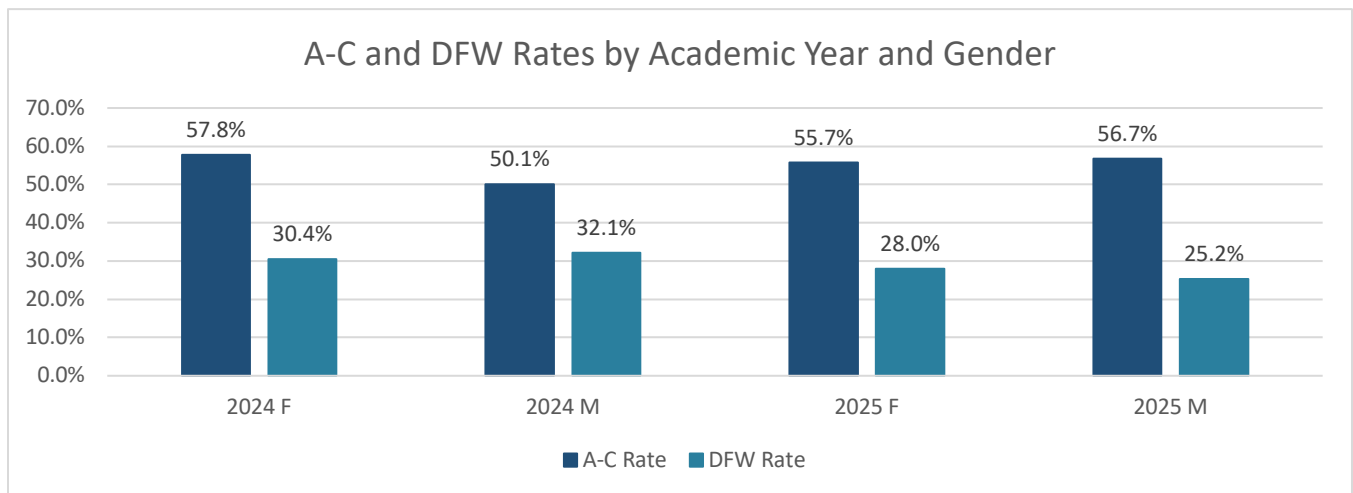
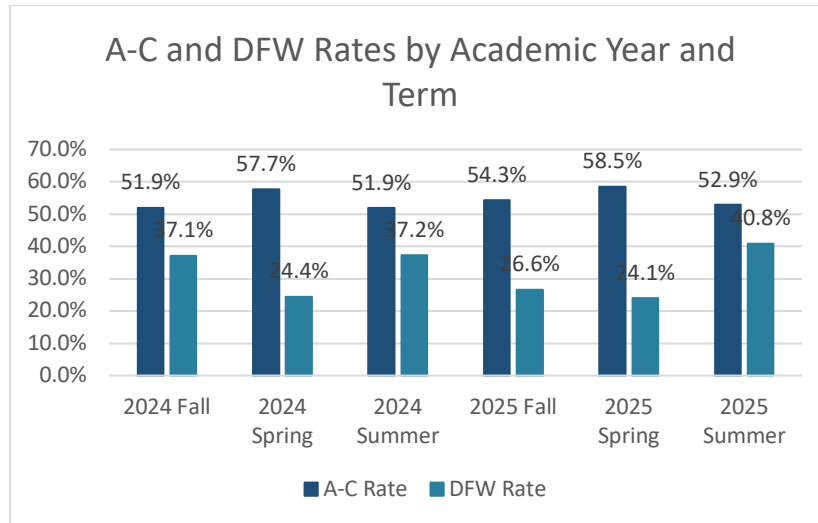
- **Fall 2025:** A–C grades increased to **54.3%**, up 2.4 percentage points from 2024. The DFW rate fell substantially from 37.1% to **26.6%**.
- **Spring 2025:** This was the strongest term, with an A–C rate of **58.5%** and the lowest DFW rate at **24.1%**.
- **Summer 2025:** The A–C rate improved slightly to **52.9%**, but the DFW rate rose to **40.8%**, the highest rate in the report.

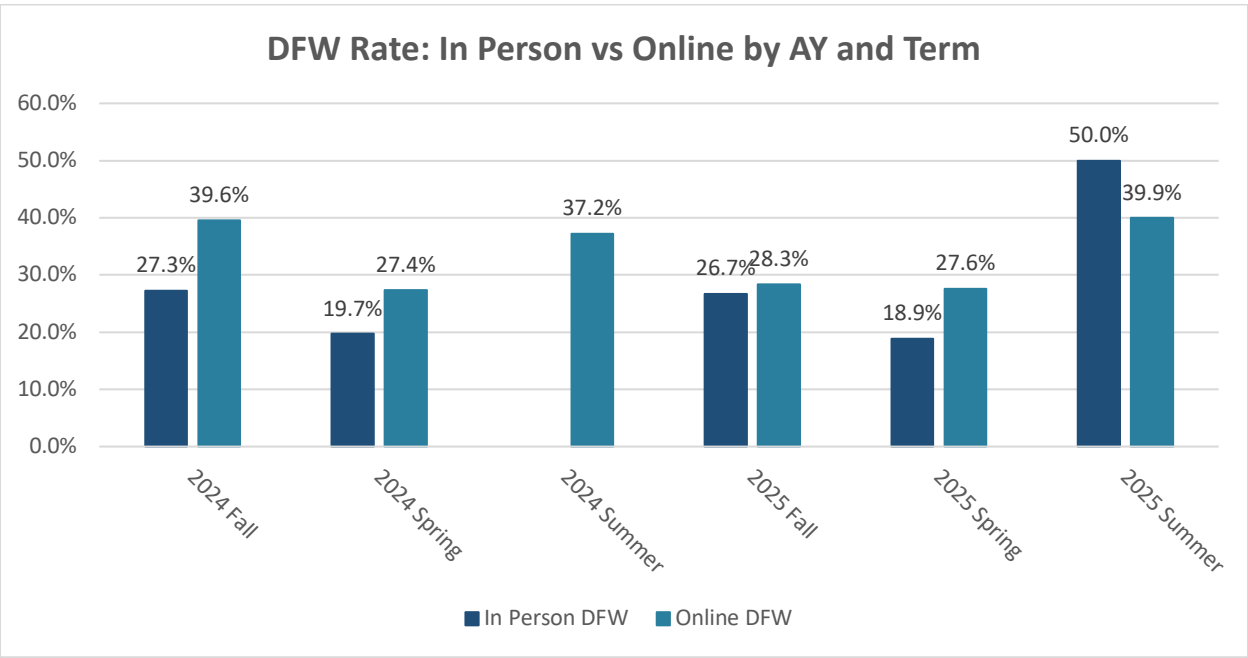
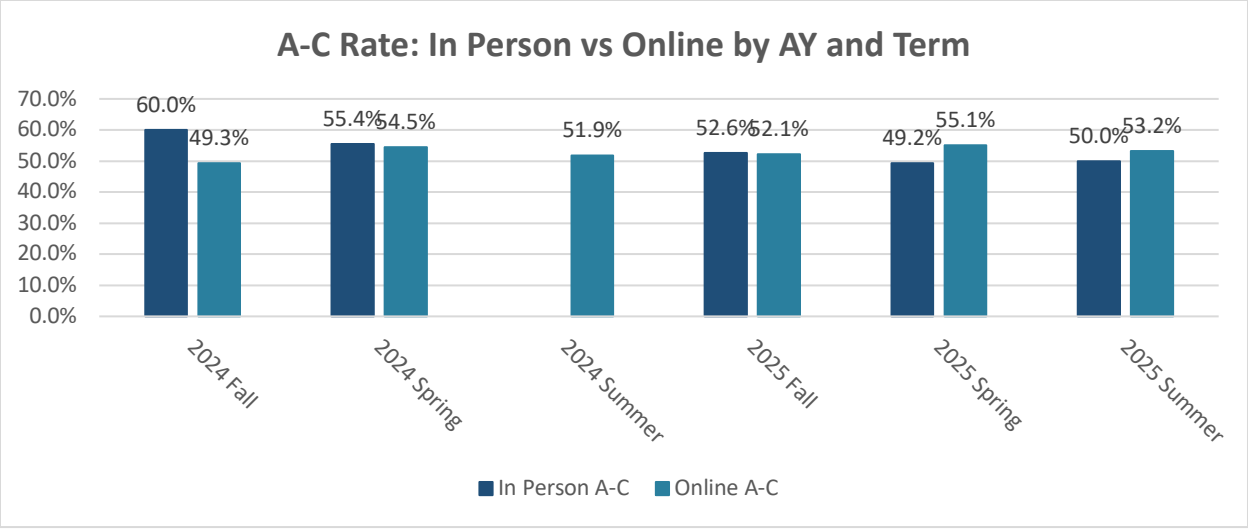
Gender differences shifted between years. In 2024, women had a higher A–C rate than men. In 2025, men slightly surpassed women—**56.7% versus 55.7%**—while both groups’ DFW rates improved. Men experienced the larger reduction in DFW grades, declining from 32.1% to **25.2%**.

Course delivery results were mixed:

- Fall 2025 outcomes were similar for in-person and online courses.
- In spring 2025, online courses had a higher A–C rate (**55.1% versus 49.2%**), but in-person courses had a considerably lower DFW rate (**18.9% versus 27.6%**).
- Online summer courses continued to have a high DFW rate of **39.9%**.
- No in-person summer 2024 results were reported. The 50% A–C and 50% DFW rates for in-person summer 2025 may reflect a small enrollment and should be interpreted cautiously.

Overall, the data suggest improved outcomes in fall and spring 2025, particularly through lower DFW rates. Summer courses—especially online sections—represent the clearest opportunity for additional academic support, course-design review, and early intervention.





Graduates

This section summarizes FPCC graduate outcomes for Academic Year 2025-2026 and places them in five-year and ten-year context. FPCC offered 26 degree programs, and 23 programs awarded a total of 81 credentials.

Associate of Arts degrees continued to account for the largest share, which may indicate that many graduates plan to pursue further postsecondary education. The tables below provide program-level detail.

AA Degree	2020	2021	2022	2023	2024	2025	2026
Business Administration	2	6	5	2	11	3	4
Chemical Addiction Studies	1	6	7	9	3	4	7
Criminal Justice (First year AA 26)							0
Early Childhood Education	*	*	2	3	2	5	1
Education	5	1	3	6	9	1	2
General Studies	14	11	20	16	19	13	14
Nakona & Dakota Studies/NASX/AIS	0	2	2	2	1	4	0
Psychology	1	4	7	5	10	3	3
Social Work	3	3	4	9	5	9	10
Total AA	27	36	50	53	60	42	41
AS Degree	2020	2021	2022	2023	2024	2025	2026
Environmental	1	0	1	1	1	3	0
General Studies	2	4	1	3	2	2	1
Pre-Health/Pre-Nursing	0	0	3	3	2	4	2
Total AS	3	0	1	0	5	9	3
Associate of Applied Science	2020	2021	2022	2023	2024	2025	2026
Automotive Technology	1	1	3	0	1	3	0
Business Technology	0	1	2	5	4	2	0

AA Degree	2020	2021	2022	2023	2024	2025	2026
Communication Technology	*	0	0	1	1	1	0
Computer Technology	0	0	0	0	0	0	0
Criminal Justice (now an AA)	*	0	2	7	6	1	3
Cybersecurity Networking Technology	*	*	*	*	5	2	5
Native Language Instructor	0	0	0	0	*	1	1
Building Trades	*	*	*	*	*	*	*
Information/Network Technology (now Cybersecurity Networking Technology)	*	1	2	7	*	*	*
Total AAS	1	3	9	20	17	10	9
Certificate	2020	2021	2022	2023	2024	2025	2026
Accounting Technician	1	1	3	7	10	1	0
Automotive Technician	2	2	2	1	4	3	0
Building Trades	*	*	*	*	*	*	5
Business Assistant	1	2	3	7	3	2	0
Certified Nursing Assistant							8
Cultural Arts	*	5	1	1	1	1	0
Digital Technology	*	*	*	2	2	1	0
GIS Technology	*	*	*	*	*	1	0*
Information Technology	3	1	7	9	2		
Lay Advocate/Paralegal (Moratorium)	3	4	7	7	8	*	*
Truck Driving	2	2	5	0	1	0	5
Welding*	0	1	2	3	1	1	9
Total Certificates	13	19	30	35	32	11	28

Ten Year Graduate Trends

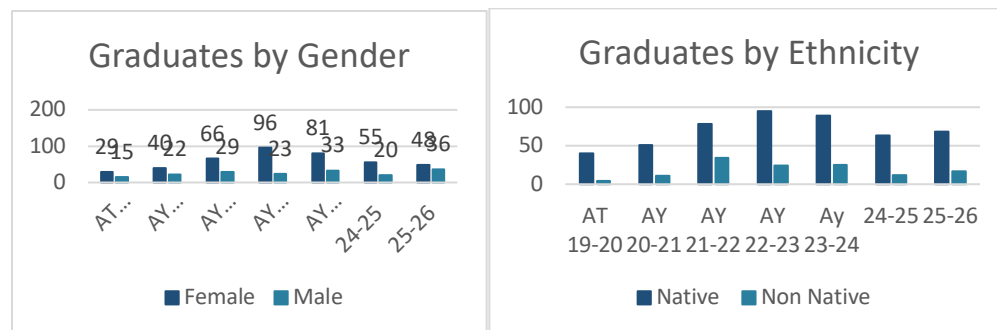
Over the past ten years, Associate of Arts programs awarded the most credentials at FPCC. Certificate programs also remained an important part of the College's credential offerings.

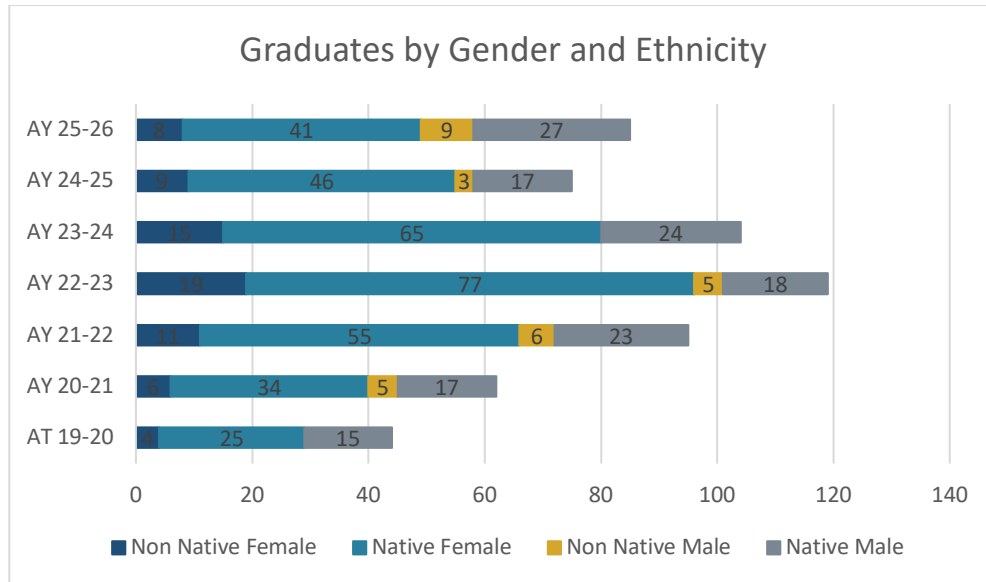
Degree	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Associate of Arts	14	19	22	27	36	50	53	60	42	41
Associate of Science	0	3	9	3	4	6	7	4	9	3
Associate of Applied Science	10	3	7	1	3	9	20	17	10	9
Certificates	19	0	0	13	19	30	34	32	14	28
Total	43	25	38	44	62	95	114	113	75	81

Graduate Outcomes by Student Group

NWCCU Standard 1.D.1 calls for disaggregating student-achievement data by race, ethnicity, age, gender, socioeconomic status, first-generation status, and other institutionally meaningful categories to identify and address equity gaps. FPCC data indicate that:

- Female students have a higher graduation rate than male students at FPCC.
- American Indian students account for most FPCC graduates.
- American Indian women graduate at a higher rate than American Indian men.





Dual Credit Transition

Local schools and neighboring communities continue to support dual-credit opportunities and FPCC's commitment to early-college access. In Academic Year 2025-2026, 6 dual-credit or early-college students subsequently enrolled at FPCC as degree-seeking freshmen.

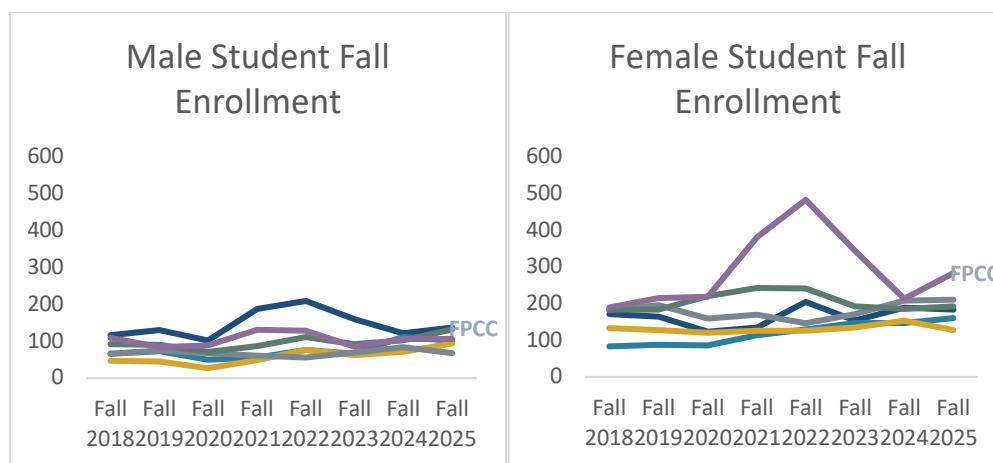
	AY 22-23	AY 23-24	AY 24-25	AY 25-26
The number of dual-credit and early-college students who become degree-seeking freshmen will increase by 25%	43%	16% 22/140	11 of 140	150 DC/EC Graduates- 48 6 enrolled at FPCC

Regional and national comparison

FPCC Compares with College of Menominee Nation, Little Priest Tribal College, Nueta Hidatsa Sahnish College, Sitting Bull College, and Stone Child College. In the peer-comparison table, FPCC's Fall 2025 enrollment was 422. **Comparison data is provided by the American Indian Higher Education Consortium.**

Total Enrollment by Institution from Fall 2018 to Fall 2025	2018	2019	2020	2021	2022	2023	2024	2025
Fort Peck Community College	306	345	320	570	693	502	336	422
College of Menominee Nation	237	237	173	191	281	219	300	284
Little Priest Tribal College	130	133	113	165	210	213	224	260
Nueta Hidatsa Sahnish College	198	202	188	187	182	205	237	195
Sitting Bull College	274	287	229	256	257	263	309	342
Stone Child College	293	268	308	373	370	278	293	298

Student Enrollment by Gender from Fall 2020 to Fall 2025																			
		Fall 2020			Fall 2021			Fall 2022			Fall 2023			Fall 2024			Fall 2025		
Institution	Student Type	Male	Female	Other	Male	Female	Other	Male	Female	Other	Male	Female	Other	Male	Female	Other	Male	Female	Other
Fort Peck Community College	Total Students	102	218	0	188	380	2	209	482	2	159	343	0	122	213	1	138	283	1
	Proportion of Population	32%	68%	0%	33%	67%	0%	30%	70%	0%	32%	68%	0%	36%	63%	0%	33%	67%	0%
College of Menominee Nation	Total Students	50	123	0	56	135	0	77	204	0	66	153	0	112	188	0	101	183	0
	Proportion of Population	29%	71%	0%	29%	71%	0%	27%	73%	0%	30%	70%	0%	37%	63%	0%	36%	64%	0%
Little Priest Tribal College	Total Students	27	86	0	49	114	2	76	130	4	63	147	3	72	147	5	94	160	6
	Proportion of Population	24%	76%	0%	30%	69%	1%	36%	62%	2%	30%	69%	1%	32%	66%	2%	36%	62%	2%
Nueta Hidatsa Sahnish College	Total Students	68	120	0	61	126	0	56	126	0	70	135	0	84	153	0	68	127	0
	Proportion of Population	36%	64%	0%	33%	67%	0%	31%	69%	0%	34%	66%	0%	35%	65%	0%	35%	65%	0%
Sitting Bull College	Total Students	71	158	0	87	169	0	111	146	0	92	171	0	102	207	0	132	210	0
	Proportion of Population	31%	69%	0%	34%	66%	0%	43%	57%	0%	35%	65%	0%	33%	67%	0%	39%	61%	0%
Stone Child College	Total Students	88	220	0	131	242	0	129	241	0	86	192	0	106	185	2	106	192	0
	Proportion of Population	29%	71%	0%	35%	65%	0%	35%	65%	0%	31%	69%	0%	36%	63%	1%	36%	64%	0%



FPCC's Fall 2025 enrollment was nearly evenly divided between full-time students (216, or 51%) and part-time students (206, or 49%). Peer institutions varied widely, from 80% full-time enrollment at Sitting Bull College to 72% part-time enrollment at Little Priest Tribal College.

Student Enrollment by Enrollment Status from Fall 2021 to Fall 2025											
		Fall 2021		Fall 2022		Fall 2023		Fall 2024		Fall 2025	
		Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Fort Peck Community College	Total Students	325	245	407	286	259	243	188	148	216	206
	Proportion of Population	57%	43%	59%	41%	52%	48%	56%	44%	51%	49%
College of Menominee Nation	Total Students	67	124	67	214	80	139	103	197	113	171
	Proportion of Population	35%	65%	24%	76%	37%	63%	34%	66%	40%	60%
Little Priest Tribal College	Total Students	42	123	76	134	78	135	73	151	73	187
	Proportion of Population	25%	75%	36%	64%	37%	63%	33%	67%	28%	72%
Nueta Hidatsa Sahnish College	Total Students	125	62	107	75	99	106	102	135	126	69

Student Enrollment by Enrollment Status from Fall 2021 to Fall 2025											
		Fall 2021		Fall 2022		Fall 2023		Fall 2024		Fall 2025	
		Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
	Proportion of Population	67%	33%	59%	41%	48%	52%	43%	57%	65%	35%
Sitting Bull College	Total Students	194	62	200	57	194	69	235	74	275	67
	Proportion of Population	76%	24%	78%	22%	74%	26%	76%	24%	80%	20%
Stone Child College	Total Students	192	181	189	181	153	125	156	137	136	162
	Proportion of Population	51%	49%	51%	49%	55%	45%	53%	47%	46%	54%

American Indian and Alaska Native students continued to comprise most of FPCC's enrollment. In Fall 2025, FPCC enrolled 348 AI/AN students and 74 non-AI/AN students, increasing the AI/AN share from 78% in Fall 2024 to 82% in Fall 2025.

Student Enrollment by AI/AN Status from Fall 2021 to Fall 2025											
		Fall 2021		Fall 2022		Fall 2023		Fall 2024		Fall 2025	
		AI/AN	Non-AI/AN	AI/AN	Non-AI/AN	AI/AN	Non-AI/AN	AI/AN	Non-AI/AN	AI/AN	Non-AI/AN
Fort Peck Community College	Total Students	441	129	520	173	391	111	261	75	348	74
	Proportion of Population	77%	23%	75%	25%	78%	22%	78%	22%	82%	18%
College of Menominee Nation	Total Students	162	29	253	28	199	20	275	25	264	20
	Proportion of Population	85%	15%	90%	10%	91%	9%	92%	8%	93%	7%
Little Priest Tribal College	Total Students	125	40	169	41	182	31	179	45	199	61
	Proportion of Population	76%	24%	80%	20%	85%	15%	80%	20%	77%	23%
Nueta Hidatsa Sahnish College	Total Students	160	27	149	33	170	35	182	55	112	83
	Proportion of Population	86%	14%	82%	18%	83%	17%	77%	23%	57%	43%
Sitting Bull College	Total Students	227	29	230	27	239	24	286	23	318	24
	Proportion of Population	89%	11%	89%	11%	91%	9%	93%	7%	93%	7%
Stone Child College	Total Students	352	21	350	20	252	26	279	14	284	14
	Proportion of Population	94%	6%	95%	5%	91%	9%	95%	5%	95%	5%

FPCC's graduation rate increased from 5% in Academic Year 2023-2024 to 7% in Academic Year 2024-2025, but it remained below the peer range of 11% to 42%. The 70% value reported for Academic Year 2020-2021 is an outlier, and the following year's value is unavailable in the source table.

Graduation Rate within 150 Percent of Time by Institution from AY 2018-2019 to AY 2024-2025							
Fort Peck Community College	0%	5%	70%	m	15%	5%	7%
College of Menominee Nation	4%	4%	4%	8%	7%	23%	42%
Little Priest Tribal College	5%	0%	3%	8%	6%	8%	32%
Nueta Hidatsa Sahnish College	0%	0%	11%	13%	30%	14%	17%
Sitting Bull College	13%	15%	16%	15%	14%	18%	27%
Stone Child College	19%	27%	30%	27%	14%	5%	11%

FPCC's retention rate increased from 3% in Academic Year 2023-2024 to 55% in Academic Year 2024-2025. This result returned FPCC to its earlier range, although the latest rate remained below all five peers, whose retention rates ranged from 62% to 77%.

Retention Rate by Institution from AY 2018-2019 to AY 2024-2025

Institution	AY 2018-2019	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023	AY 2023-2024	AY 2024-2025
Fort Peck Community College	30%	38%	40%	63%	43%	3%	55%
College of Menominee Nation	55%	51%	52%	52%	27%	59%	77%
Little Priest Tribal College	37%	25%	36%	71%	41%	54%	63%
Nueta Hidatsa Sahnish College	50%	50%	61%	76%	67%	73%	70%
Sitting Bull College	58%	58%	29%	51%	65%	61%	62%
Stone Child College	52%	57%	30%	47%	41%	48%	63%

Mission Fulfillment

Mission fulfillment at Fort Peck Community College is the demonstrated, evidence-based achievement of the College's mission to serve the Fort Peck Reservation and Northeast Montana.

FPCC fulfills its mission when it:

1. Provides relevant, high-quality academic and vocational programs that prepare students for employment, transfer, leadership, and lifelong success;
2. Preserves, promotes, and integrates Assiniboine and Sioux culture, language, history, and values throughout the institution;
3. Responds to community needs through meaningful programs, services, partnerships, and engagement;
4. Expands access and provides effective support that improves student enrollment, persistence, retention, completion, and achievement; and
5. Maintains effective governance, communication, assessment, and use of resources to support continuous institutional improvement.

Mission fulfillment is determined by regularly reviewing measurable mission indicators and strategic-plan outcomes. These results should demonstrate that FPCC is advancing student success, workforce preparation, cultural identity, and community well-being while remaining accountable and responsive to the people it serves. The table below provide information related to mission indicators. Where work is still in progress, the responsible department is working to gather information, and where the indicator is not met, the Institutional Effectiveness Team will discuss and identify resources to support student achievement.

Mission Area	Indicator	Baseline	Goal	AY 22–23	AY 23–24	AY 24–25	AY 25–26	Status
Academics, Transfer & Workforce	The percentage of D, F, W rates	25%	10%	19%-W 26%-IW	Fall >1% W; 15% IW / Spring >1% W; 14% IW	Fall IW/W 24% / Spring IW/W 22%	Fall 33%, IW 19% / Spring 31%, IW 18%	Met
Academics, Transfer & Workforce	The % of students who pass with a C or better	25%	50%	75%	68%	Fall 81% / Spring 79%	Fall 66% / Spring 69%	Met
Academics, Transfer & Workforce	The % of graduation rate	25%	50%	15%	16%	35%	9%	Not Met
Academics, Transfer & Workforce	% of students with C or better in General Education Requirement	50%	75%	Fall 56% / Spring 46%	Fall 59% / Spring 58%	Data not reported	Fall 64% / Spring 61%	Met
Academics, Transfer & Workforce	The overall percentage of course outcomes met	50%	75%	N/A	68%	In progress	Data pending	In Progress
Academics, Transfer & Workforce	Annual fall-to-fall retention rate for first-time, degree-seeking students	30%	50%	Fall 2021 to Fall 2022: 43%	Fall 2022 to Fall 2023: 43%	Fall 2023 to Fall 2024: 44%	Fall 2024 to Fall 2025: 38%	Met
Community Outreach	Students enrolled in Dual Credit and Early College opportunities	50	90	Fall 97 / Spring 86	Fall 97 / Spring 106	Fall 57 / Spring 81	Fall 98 / Spring 130	Met
Community Outreach	Community members participating in workshops and activities	300	500	420	890	836	1,304	Met
Community Outreach	Employees who represent FPCC on external boards	10	20	0	0	10	10	Met

Mission Area	Indicator	Baseline	Goal	AY 22–23	AY 23–24	AY 24–25	AY 25–26	Status
Community Outreach	Community members satisfied with services provided for the community	50%	100%	Fall 2023	Community needs analysis completed	Data not reported	Retired	Retired
Community Outreach	Students participating in community-service activities	100	200	Data not collected	Data not collected	Data not collected	102	Met
Community Outreach	Community satisfaction with FPCC services and outreach	To establish	To establish	Data not collected	Data not collected	Data not collected	Data pending	In Progress
Student Success Supports	Students completing orientation, needs survey, and advising plan	50	100	N/A	N/A	N/A	162 of 221	Met
Student Success Supports	Students satisfied with Student Support Services	50%	100%	N/A	N/A	Fall 43% / Spring 44%	Fall 42% / Spring 40%	Not Met
Student Success Supports	Students obtaining tutoring services	60	100	60	Tutor.com 157 / TRIO 70	Data not reported	70	Met
Student Success Supports	Learning Lab implementation	N/A	N/A	N/A	Actual Lab 0; Turnitin purchased	Removed	Retired	Retired
Student Success Supports	Early Alert students who persist to the next academic term	To establish	To establish	Data not collected	Data not collected	Data not collected	Data pending	In Progress
Student Success Supports	Students completing 15 or more credits in the first year	To establish	To establish	Data not collected	Data not collected	Data not collected	Data pending	In Progress

Mission Area	Indicator	Baseline	Goal	AY 22–23	AY 23–24	AY 24–25	AY 25–26	Status
Cultural Identity	Unduplicated enrollment in Native Language courses	5	10	31	37	26	13	Met
Cultural Identity	Students meeting course learning outcomes in NASX general studies courses	50%	65%	Data not reported	NASX 105: Fall 54%, Spring 66%; NASX 117: 100%	NASX 105: Fall 66%, Spring 60%; NASX 117: 48%	NASX 105: Fall 80%, Spring 56%; NASX 117: 66%	Met
Cultural Identity	Opportunities for engagement with Indigenous Knowledge experts	12	24	Data not reported	Data not reported	22	16	Met
Cultural Identity	Students participating in a cultural activity	50%	75%	Data not collected	Data not collected	Data not collected	Data pending	In Progress

CONCLUSION

Fort Peck Community College remains committed to academic and vocational excellence while using evidence-based to improve student learning and success. Key findings and priorities include:

- Understanding trends across student demographics helps identify equity gaps and address barriers to success.
- Benchmarking against peer institutions provides insight into best practices and identifies areas that require focused intervention.
- Transparent and consistent evaluation of student performance informs strategic planning, curriculum development, and resource allocation.
- Continuous assessment strengthens institutional accountability and supports accreditation efforts.
- Institutional assessment processes must be systematic and clearly understood by faculty and staff.
- Teaching and Learning support services are essential to student success.
- General education course results indicate a need to identify additional student supports.
- Several academic programs have limited enrollment or few graduates. The Academic Program Review process and institutional data will guide decisions that support sustainable growth.
- Expand assessment practices. Through the Institutional Effectiveness Committee, FPCC continues to strengthen program evaluation, learning-outcomes analysis, and data-informed improvement across academic offerings.
- Strengthen dual-credit transitions. Dual-credit programs have strong support from local schools and communities. FPCC can build on that support to recruit participants into full-time enrollment after high school graduation.
- Focused retention strategies. FPCC is partnering with Achieving the Dream to implement data-informed strategies for improving persistence, completion, and graduation.

Other Assessment Activities:

- Strategic Planning
- Courses and Program Learning Outcomes
- Academic Review Plans
- Strategic Enrollment Management (SEM)
- Curriculum Reviews
- Course Evaluations