

LBHC Program learning outcome report (2022-23)

I. General information

Degree name	Crow Studies
Degree option names	Crow Studies and Native American studies
Date report submitted	July 5, 2023
Program faculty who contributed to this report	Sharon P
Program learning outcome (refer to your program learning outcomes curriculum map and plan for the PLO to be formally assessed this year)	Students are able to communicate in writing on subject matters pertinent to Native Americans and the Crow Indian community.
Course that formally assesses this program learning outcome at its highest level (see program learning outcome curriculum map and plan)	CS 240: Indian education history and issues
Number of students assessed for this program learning outcome	15
Semester students were assessed (e.g., fall 2023)	Fall 2022



II. Assessment of indicators for the program learning outcome (add more rows if necessary)

Break down your program learning outcome into 3-5 indicators (maybe taken from rubric): Students should be able to...	List the most significant teaching and learning activities used by faculty to facilitate the learning of <u>each PLO indicator</u> in their class(es)	List the graded assignment(s) that formally assesses each indicator at its highest level	Results of assessment: For each indicator, indicate the % or # of students who performed below, at, or above expected levels (or enter below whatever information makes sense to you)	Overall, how well did the students perform on each indicator? (insert an "X" before the appropriate statement)
Summarize the research topic.	Review sample documents that demonstrate this skill. Complete a weekly paper. Discuss in class. Review examples.	Four reaction papers Final research paper	3 students below expected levels (D/F grade) 2 students at expected levels (C grade) 10 students above expected levels (A/B grade)	Below expected levels X At expected levels Above expected levels
Apply the research to subject matter pertinent to Native Americans and the Crow Indian community.	Review sample documents that demonstrate this skill. Build on previous assignments. Discuss in class.	Final research paper or Power point presentation	3 students below expected levels (D/F grade) 2 students at expected levels (C grade) 10 students above expected levels (A/B grade)	Below expected levels X At expected levels Above expected levels
Describe how the research is relevant to your life.	Discuss in class. Review sample documents that demonstrate this skill. Build on previous assignments.	Final research paper or power point presentation	3 students below expected levels (D/F grade) 2 students at expected levels (C grade) 10 students above expected levels (A/B grade)	Below expected levels X At expected levels Above expected levels

III. Overall assessment of this program learning outcome (please be thorough in all responses)

<p>Overall, how well did the students perform on this PLO? (insert an “X” before the appropriate statement)</p>	<p>Below expected levels At expected levels X Above expected levels</p>
<p>Analyze assessment of PLO indicator results in section II: What does the information in section II suggest to you about the performance expectations, teaching strategies, and student learning?</p>	<p>Research writing is a challenge to the majority of students due to their moderate proficiency of English and low literacy skills. In order to support student learning, the 7 types of writing and formats are utilized for the 4 papers and research paper. Crow culturally relevant information and topics are discussed and utilized for writing papers. Instruction utilizes the Crow language to help facilitate understanding of the topic from the Crow perspective.</p>
<p>Next steps: Plans for reinforcing effective teaching and learning strategies and for improving student learning (clearly identify what will be done, by whom, by when, and how you will assess the impact of the changes)</p>	<p>Raphaelle and I will take a refresher on Six trait + 1 writing seminar to work on strategies to improve writing skills of students. The areas for writing improvement are voice, ideas, presentations, conventions, organizations, word choice and sentence fluency.</p>
<p>Projected semester of implementing “next steps”</p>	<p>Fall 2024</p>
<p>Results of “next steps” implementation on student learning – this section is to be completed the following year (describe how the implementation of the above “next steps” impacted student learning in the program)</p>	<p>The Six trait + 1 writing seminar was not available. And there were no monetary resources to pursue training. More student engagement and discussions were integrated into the classroom, which were used as prompts for reflection papers. Local issues (e.g., funding for local school districts, boarding schools, etc.) were used as examples of historical disparities that continue today.</p>
<p>Date “results of ‘next steps’ implementation” section above submitted</p>	<p>May 8, 2024</p>
<p>Suggestions for improving this report or process (if any)</p>	