

2023-24 LBHC Program Review Report – Business Administration

1. Date: May 22, 2024
2. Program name(s) (combine all degree options in one report): Business Administration
3. People who contributed to this report (preferably 2 or more): Jamie Riley

Reflections on Data

Go to lbhc.edu > DATA & REPORTS > Student Success Data

Reflect on the data in the links below and describe what the data tell you about student success. Avoid restating the data; rather report the significant themes, stories, and trends reflected in the data.

4. **Course data (by discipline):** Under the heading, "Course success", click on the link that says, "By discipline".

Looking at the data, I can see the success rates of students prior to my employment at LBHC which started in 2018. There is a significant drop off in student enrollment between the years 2015 to the year that I started in 2018 and an adjustment period from the beginning of my employment to roughly fall of 2020. From there, there was a significant increase in enrollment in the business program from 2020 to present. The success rates in percentages shows the trends in enrollment from the steep drop off in 2015 to regaining more "normal" success rates throughout the program with the exception of 2020 which I attribute to the covid pandemic and the adjustment to online/hybrid class offerings. I believe from 2020 to present I am seeing an increase in success rates throughout the program due to being to adjust to the needs of students through the use of hybrid courses and adjusting teaching style to suit a wider variety of student needs.

5. **Course data (all courses):** Under the heading, "Course success", click on the link that says, "All courses".

Looking at the course success data for all BU courses, I can see trends on overall success rates in percentages rising from 2016-2017 to present with the exception of 2020 which again I attribute to the transitional phase caused by the covid-19 pandemic. I attribute the rise in success rates for all courses again to the ability to adapt the courses and delivery methods of materials to the students' needs. Throughout personal data collected as well as discussing course structure with students, it seems the hybrid method of delivering courses works best for the business program and its student base.

6. **Course data (discipline by demographics):** Under the heading, "Course success", click on the link that says, "Discipline by demographics"

Looking at the success data by demographics for the business program shows that there are more female students than male students historically throughout the program and that the female students tend to have a higher success rate. I attribute this to the female students in general being more highly motivated to continue their education and work toward a degree. From my work with students the majority of the female students tend to have an end goal in mind when they start the program and have a strategy to work toward it. With generally having less male students in the program, again from work with students it seems that a minority of the male students come into the program with a set goal in mind. Also the age demographics show that the ideal age of students in the business program as far as overall success goes to those that are in the 20-29 age category, followed closely by the 30-39 category. I attribute the higher success rates in those age demographics because in general the student base in those ages is looking toward finding better work through attaining higher education.

7. **Retention rates:** Under the heading, "Retention rates", click on the link that says, "Fall-to-spring and fall-to-fall retention rates"

Looking at the data for retention rates it seems that fall to spring retention rates are generally higher than that of fall-to-fall retention rates. This could be for a variety of different reasons but I think the biggest one is that students who finish the fall semester and do not have a break between the next semester like the spring semester will jump into courses again for the spring while having the summer break tends to lose some of the student base.

8. **Graduation rates and numbers:** Under the heading, "Graduation rates and numbers", click on the link that says, "Graduation rates and numbers"

Looking at the graduation rates by discipline in the business program, there is a steep drop off in the number of graduates from 2018-19 to 2019-20. I attribute this to the covid-19 pandemic and from there, there is a struggle to regain the upward trend as our student base grew and the adjustment to the hybrid system of delivery. In the last couple of years, I have seen an upward trend not only in enrollment in the business program but also the number of overall graduates, one thing that I think skews the numbers on the graduation rates is the amount of students finishing degrees that were not completed in the 3 or 5 year spans. I have seen an influx of older students coming back from a hiatus in their pursuit of higher education that are finishing their degrees that have been started from prior years.

Reflections on Integrating Apsáalooke Perspectives and Knowledge

9. Do you feel you are integrating Apsáalooke perspectives and knowledge into your classes more, the same, or less than you did in 2019?

More

10. In 2023-24, estimate the % of your class time you feel you integrated Crow perspectives and knowledge.

10%

11. Provide examples of **new ways** you integrated Crow perspectives and knowledge in your classes in 2023-24 that you had not done before.

In my lectures, I tended to bring culture more to the forefront and ask my students about their cultural experiences and how that related to the topics discussed pertaining to business, also try to incorporate new projects that link the gap between culture and the business perspective.

12. Provide examples of how you integrated Crow perspectives and knowledge in your classes in 2023-24.

BU 111 midterm project specifically. The project centered around economic environments on the Crow Reservation and had the students interview elders to get their perspectives on how the reservation has changes from their childhood to now. BU 221/222 I change the names of the characters in the problems to represent people or familiar family names that give the students a sense of familiarity to the materials. BU 122 I ask a question that relates to the difficulties fluent Crow speakers have with trying to translate their thoughts into written English. BU 202/201 we look at economic factors that affect the lives of the reservation as a whole as well as individuals and their ability to make choices with what is available to them.

13. What do you plan to do in 2024-25 to increase the integration of Crow perspectives and knowledge into your classes?

I plan to integrate more projects that try to bridge the gap between the western way of thinking specifically in the business world to how the students can incorporate some of these ideals with still keeping a rich heritage and still utilize their language and culture to preserve and perpetuate and not to exploit.

Reflections on Integrating Active Learning, Teaching, and Assessment Strategies

Active teaching, learning, and assessment strategies include times where faculty are not lecturing and where students are actively doing something interactive, meaningful, and relevant (including in their assessments).

Examples of active teaching, learning, and assessment strategies include think-pair-share, one sentence summaries, role plays, case studies, problem-solving, the muddiest point, game-based learning, labs, creating something, etc.

14. Do you feel you are using active teaching, learning, and assessment strategies in your classes more, the same, or less than you did in 2019?

More

15. In 2023-24, estimate the % of your class time you feel you used active teaching, learning, and assessment strategies.

30%

16. Provide examples of **new ways** you used active teaching, learning, and assessment strategies in your classes in 2023-24 that you had not done before.

I had more discussion topics and research projects that the students had to actively search for answers rather than listening to the lectures. I also utilized more interactive lectures for those courses that still needed that element of teaching.

17. Provide examples of how you used active teaching, learning, and assessment strategies in your classes 2023-24.

In BU 202/230/122 I utilized active note taking where, in the lecture I would actively take notes with the students to keep them engaged and teach them what concepts were most important to pick out and go farther into depth. In BU 241 I utilized the practice operations simulation which allows students to hone their critical thinking and problem-solving skills by forcing them to make choices on their own and see the consequences of those choices. In BU 221/222 I do practice problems together with the class to give them real time instruction on how to solve the problems and use the proper formatting before they go on and do the second set of problems on their own.

18. What do you plan to do in 2024-25 to increase the use of active teaching, learning, and assessment strategies in your classes?

I plan to continue to integrate more active learning techniques more often in all courses to keep student engagement higher.

Program Reflections

19. Program **areas of strength**

This program is strong in student enrollment and in active learning techniques.

20. Program **areas for improvement**

This program needs to continue to integrate the Crow perspective on culture and language more frequently in courses to continue to work towards fulfilling the mission of the college.

21. Program **next steps**

Continue to integrate more active learning techniques in all courses and integrate more culture and language perspectives throughout the program as a whole.

22. Suggestions for improving this report or process (if any)

I have no suggestions at this time.