

## 2023-24 LBHC Program Review Report – Crow Studies

1. Date: July 2, 2024
2. Program name(s) (combine all degree options in one report): Crow Studies
3. People who contributed to this report (preferably 2 or more): Timothy McCleary, Douglas (Vance) Crooked Arm, and Levi Yellowmule

### 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".  
  
Data indicates a fairly consistent success rate annually, with a drop during covid, but seeing a rise again in 2022-23.
5. **Course data (all courses):** Under the heading, "Course success", click on the link that says, "All courses".  
  
The freshmen level courses have generally consistent success rates over time, while sophomore level classes maintain essentially higher success rates in comparison. This is undoubtedly because students in higher level courses tend to be more serious and have learned the expectations of college course work.
6. **Course data (discipline by demographics):** Under the heading, "Course success", click on the link that says, "Discipline by demographics"  
  
Overall was consistent success rates with a drop during covid. This rate is seen throughout the other demographics. Male/female we have almost double the enrollment of women who are consistently slightly more successful than men. Age, most of our students are 20 to 29 with consistent success rates in each age group. First generation consistently is slightly lower success rates the students with parents who attended college. Those with dependents have slightly lower success rates.
7. **Retention rates:** Under the heading, "Retention rates", click on the link that says, "Fall-to-spring and fall-to-fall retention rates"  
  
Fall to spring retention and fall to fall have similar retention rates over the various fields, such as males have better retention than females, those less than 21 have higher retention, full time have higher retention rates, interestingly first time college have higher retention rates. Otherwise, retention rates mirror other.
8. **Graduation rates and numbers:** Under the heading, "Graduation rates and numbers", click on the link that says, "Graduation rates and numbers"  
  
Crow Studies has a consistent graduation rate in comparison to other degree.

## 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?

The same

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

100%

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

Some in-class and out-of-class exercises were introduced, such as everything that had to do with the tipi, from cultural information about the tipi, to the cultural significance of each part and then having the students erect a tipi.

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

In the Crow Studies classes Crow perspectives and knowledge are presented in lecturers, written material, powerpoints, videos and classroom exercises. Also, there is a weekly program room with guest speakers who lecture about various topics concerning Crow knowledge.

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

Of course, Crow studies classes are full integrated with Crow perspectives and knowledge, but the professors have been discussing doing field trips to cultural and historical sites important to Crow people.

## 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.

20% to 90% of the time. The lower number are basically lecture oriented classes and the higher percentage are courses that lend themselves to interactive teaching and learning, such as Crow art and Crow music and dance.

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.

Using group discussion to investigate further certain cultural concepts.

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

The most common manner is doing group weekly readings and quizzes which are discussed at the end of a class period.

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

Crow studies faculty have been discussing various possibilities. One is having students from all Crow studies meet to have cultural games and activities. This will be intended to reinforce what is being learned.

## Program Reflections

### 19. Program **areas of strength**

In Crow studies there are five faculty members, four of whom are Crow Tribal members who speak the Crow language and know their culture and history. All four are involved in various ways with Crow sacred and social ceremonies. One holds a Phd and two others have masters. There is a high interest on the part of students since most are Crow Tribal members.

### 20. Program **areas for improvement**

Two faculty members are presently pursuing their masters and should be earning them in a year.

### 21. Program **next steps**

Restructuring the two Crow studies options to better fit the needs and interests of students. Faculty members have also been discussing steps to a four-year degree. This would include developing upper-level courses such as a junior and senior Crow language classes.

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

Possibly more guidance on what should be examined in the various charts.