

## 2023-24 LBHC Program Review Report – Mathematics

1. Date: June 25, 2024
2. Program name(s) (combine all degree options in one report): Associate of Science in Mathematics, Associate of Science in Mathematics (Pre-Engineering Option)
3. People who contributed to this report (preferably 2 or more): Dorcella Eastman and Amber Cummins

### 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".  
The math department success rate has increased from the last full report; we are now in the 40 percentile and higher except of course during the pandemic it was lower.
5. **Course data (all courses):** Under the heading, "Course success", click on the link that says, "All courses".  
The math department has increased one on one with students by offering lab days or times and this is shown by the increase in the success rate of 46% with a C or better.
6. **Course data (discipline by demographics):** Under the heading, "Course success", click on the link that says, "Discipline by demographics"  
Females tend to do better in math as well as older students here at LBHC. Stats show that for our students it does not really matter whether they have dependents or not.
7. **Retention rates:** Under the heading, "Retention rates", click on the link that says, "Fall-to-spring and fall-to-fall retention rates"  
The math department like LBHC has more students in the fall, and go directly into the spring semester. There are some students who come in the summer because of the length.
8. **Graduation rates and numbers:** Under the heading, "Graduation rates and numbers", click on the link that says, "Graduation rates and numbers"  
The math department has a lower amount of graduates, however we notice that many complete one year or even two years without the degree and go into a four year college.

## 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?

Within the classroom we continue to add culturally appropriate projects to our course. We vary our projects by adding applications or reflections on activities happening in the area.

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

I would say about 20% of our daily class time is spent trying to implement the cultural aspect.

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

There are hand games in spring so I discussed how they determine they high point guesser using number of guess and number correct is one.

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

Continued the measuring of the wall fabric for a teepee and a tent. Talked about calorie intake to include native foods.

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

We are looking for other activities at this time to integrate.

## 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?

We are using more active student learning because we are offering lab times and inviting tutors into our classroom. We also do more peer assisted learning.

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

50%

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.

Students form groups and work together. During lab times they can communicate and work out problems together.

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

We learned in ACUE that short interval teaching allows for students to interact more and we utilize this. lecture-lab time-lecture-lab time.

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

Amber has started a whole day of class time to do lab and Dorcella would like to start that as well. Also include peer led groups in our classroom.

## Program Reflections

19. Program **areas of strength**

Both of us enjoy mathematics and we try and make things enjoyable for our students we are open and accessible to students on the daily.

20. Program **areas for improvement**

Time management; we work continuously with our students which takes away from our grading and other projects.

21. Program **next steps**

Work on unifying our cultural mathematical concepts so we can use them across the board.

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

None