2023-24 LBHC Program Review Reports Summary

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.

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

   Agriculture – From 2012-23, 338 enrollments in agriculture (AG) courses. The student success rate for the combined average of all AG courses was an average of 50%. The course success by discipline for the school years between 2017-23 was 43%. Although there has not been a significant change in student success in AG courses over the entire 2012-23 period between each year, the enrollment in AG courses has decreased.

   Applied science – Over the years of 2012-23, the science (SC) courses offered at LBHC have had an average of 55% success rate, with 5,794 enrollments in these courses. The number of students each year has varied, currently there is a slight decrease in the number of students enrolled.

   Business administration – 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.

   Crow studies – Data indicates a fairly consistent success rate annually, with a drop during covid, but seeing a rise again in 2022-23.

   Education – Overall course success rate 2012 to 2023 is 61%

   Human services

   Addiction Counseling (AC): Course success rates (CSR) in addiction counseling courses appeared to fluctuate substantially. However, with the exception of the AC CSR's during the covid-19 pandemic, AC CSR's appeared to be improving, ranging from 56% to 72%. In addition, this may be due to a stabilization and (regular) improvement in the course curriculum.

   Human Services (HS): Course success rates (CSR) in human services courses appeared to be more stable, but show a downward trend. It is possible that due to increased course material and more meaningful forms of assessment have led to an increased rigor in HS courses, and their subsequent CSR's.

Psychology (PY): Course success rates (CSR) in psychology courses appeared to be more stable, but show a downward trend. It is possible that due to increased course material and more meaningful forms of assessment have led to an increased rigor in PY courses, and their subsequent CSR's.

IS / IT - The biggest trend that I saw were that the trade-based disciplines had significantly higher success rates. This is for a smaller sample size of students though.

Math – 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.

Science – Over the years of 2012-2023, the science (SC) courses offered at LBHC have had an average of 55% success rate, with 5,794 enrollments in these courses. The number of students each year has varied, currently there is a slight decrease in the number of students enrolled.

Trades – Some years students are really engaged as some other years they are not, but looking at the overall success rate the majority of the students are succeeding. We have passed our expected percentage of completion rate.

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

Agriculture – There has been since the 2020-21 school year a reduction in the number of AG courses offered each semester, with only three AG courses being offered in the 2022-23 school year. During the time period of 2013-23 AG 100 Introduction to animal science (program entry level course) had a success rate of 36%, but there is an increase in success in the capstone course AG/SC 242 Natural resource ecology of 58%.

Applied science – SC courses include program courses for the associates of science in science and courses that are required in core curriculum for all students receiving a degree from LBHC. Courses taken as core courses by non-major students include SC 114/115, SC 116/117, SC 132/133, and SC 244. The data shows an average of a 49% success rate in these courses. The success rates varied from 44%-71%. Program courses for the four programs included in this review were broken down into entry level courses and courses considered capstone courses. Program entry level courses included SC 160/161, SC 121/125 and SC 141/142 had an average of a 52% success rate. Capstone course had an average of a 69% success rate and included the data from the courses: SC 242/243, SC 211, SC 143/144, SC 122/123, and SC 250/251. The range of average success for these capstone courses as a range of 53%-83%. The average success rate in entry level program and capstone program courses was higher than that of core courses, with an increase also in the program courses over the progression of students through the science programs.

Business administration – 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.

Crow studies – The freshmen level courses have generally consistent success rates over time, while sophomore level classes maintain essentially higher success rates in comparison. This is undoubtably because students in higher level courses tend to be more serious and have learned

the expectations of college course work.

Education – Overall course success rate 2012 to 2023 is 61%

Human services

Enrollment in addiction counseling, human services, and psychology courses appeared to be lower than some of the other LBHC programs of study. This may lead to great fluctuation in course success rates. (The one exception is PY 101 Introduction to Psychology, which is part of the diversity and social sciences general education courses.)

Addiction Counseling (AC): Though there appeared to be a significant drop in course success rates (CSR) in addiction counseling courses during the covid-19 pandemic years, Overall CSR's appeared to mostly range between 53%-76% indicating a stable range. The one exception to this CSR range was in AC 105 Fundamentals and Theory of Group Counseling at 48%. Though the content of AC 105 is academically sound, it is largely book and lecture oriented with little to no activities to apply learned concepts. Perhaps addition of activities or practice exercises might increase future offerings of AC 105.

Human Services (HS): Course success rates (CSR) in human services courses appeared to be somewhat more stable during the covid-19 pandemic than addiction counseling courses, it appeared to drop during those two years. Overall CSR's appeared to mostly range between 50%-67% indicating a stable range. HS 276 Clinical Practicum is usually one of the final courses to complete before graduating. With students motivated to graduate and having succeeded in most all previous course work, HS 276's high 78% CSR is more understandable. However, the CSR of 43% for HS 230 Introduction to human services was surprising. HS 230 is cross-listed as PY 230. Due to this cross-listing, it could have caused the Overall CSR for HS 230 to trend lower. However, PY 230's CSR was only slightly higher at 48%. Further investigation is needed to see why the Overall CSR's for HS/PY 230 are lower.

Psychology (PY): Course success rates (CSR) in psychology courses appeared to be somewhat more stable during the covid-19 pandemic than addiction counseling courses and similar to human services CSR's. However, psychology CSR's appeared to drop during the two years. Overall CSR's appeared to mostly range between 59%-75% indicating a stable range. PY 230 Introduction to Human Services had a lower CSR of 48%. This, again, was surprising. PY 230 is cross-listed as HS 230. Due to this cross-listing, it could have caused the Overall CSR for PY 230 to trend lower. However, HS 230's CSR was actually slightly lower at 43%. Further investigation is needed to see why the Overall CSR's for HS/PY 230 are lower.

IS / IT – While there have been peaks and valleys that may be simply due to sample size. Overall the trends seems fairly flat and steady.

Math – 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.

Science – SC courses include program courses for the associates of science in science and courses that are required in core curriculum for all students receiving a degree from LBHC. Courses taken as core courses by non-major students include SC 114/115, SC 116/117, SC 132/133, and SC 244. The data shows an average of a 49% success rate in these courses. The success rates varied from 44%-71%. Program courses for the four programs included in this review were broken down into entry level courses and courses considered capstone courses. Program entry level courses included SC 160/161, SC 121/125 and SC 141/142 had an average of a 52% success rate. Capstone course had an average of a 69% success rate and included the data from the courses: SC 242/243, SC 211,

SC 143/144, SC 122/123, and SC 250/251. The range of average success for these capstone courses as a range of 53%-83%. The average success rate in entry level program and capstone program courses was higher than that of core courses, with an increase also in the program courses over the progression of students through the science programs.

Trades – The courses that are involved with the hands on training have a higher success rate, due to students having more interests. Students applying hands on training from what they've learned in the classroom. These are competency base skills that students apply after learning in the classroom.

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

Agriculture – From 2017-23, there have been 154 enrollments in AG courses with a 43% success rate. The groups with the lowest success rate were students 30-39 years old and male students. There was not a significant difference between the success of students that were first-generation students or students that were not first-generation students.

Applied Science – The data included in this analysis, discipline by demographics were success rates of students from the school years of 2017-18 – 2022-23 focused on science courses. During this time period the average success rate was 51% (2, 798 science course enrollments during this time). The age group that had the lowest success rate were the students that fell into the 30-39 years with an average of 40%. The largest age group enrolled in these courses was the age range of 20-29 with around three times as many students as the other age groups. There was an overall lower success rate for males. There wasn't a significant difference in the success rate of first-generation students and students not first-generation students. There was almost as twice as many enrollments in courses by not first-generation students than first-generation. Success of students without dependents was higher with a 63% success rate than those with dependents (50%).

Business administration – 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.

Crow studies – Overall was consistent success rates with a drop during covid. This rate is seen throughout the other demographics. Male/female we have almost doble 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.

Education – Overall course success rate 2012 to 2023 is 61%

Human services

> Addiction Counseling (AC): In addiction counseling courses overall course success rates (CSR), males performed slightly better than females--by 5%. Students 20+ years of age performed best on overall CSR's ranging from 46%-62%, with students <20 years of age overall CSR at 25%.

> Human Services (HS): In human services courses overall course success rates (CSR), females performed significantly better than males--by 18%. Students <20, 20-29, and 40+ showed CSR's ranging from 46%-58%. It appeared to be the 30-39 age range scoring lower with 38%.

> Psychology (PY): In psychology courses overall course success rates (CSR), females performed significantly better than males--by 15%. All age ranges appeared to have similar CSR's--ranging from 42%-56%-- in psychology courses.

IS/IT – Overall, males have had significantly lowers success raters in the majority of disciplines. However that trend is countered in the trade based fields which make them stand out even more.

Math – 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.

Science – The data included in this analysis, discipline by demographics were success rates of students from the school years of 2017/2018- 2022/2023 focused on science courses. During this time period the average success rate was 51% (2, 798 science course enrollments during this time). The age group that had the lowest success rate were the students that fell into the 30-39 years with an average of 40%. The largest age group enrolled in these courses was the age range of 20-29 with around three times as many students as the other age groups. There was an overall lower success rate for males. There wasn't a significant difference in the success rate of first-generation students and students not first-generation students. There were almost as twice as enrollments in the science course of not first-generation students than first-generation. Success of students without dependents was higher with a 63% success rate than those with dependents (50%).

Trades – In building trades, the age group of 30-39 does best, whereas, in the commercial driver's license, the age group 30-40+ does best and under 20 years of age does best in heavy equipment. In looking at these programs the age group for the commercial driver's license and building trades are the same and interested in the commercial driver's license is younger in age.

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

Agriculture – The data for the retention rates for science courses were taken from the years of 2012-23. The data shows that the fall-to-fall retention rates were lower than the fall-to-spring retention rates. Part time students tended to have the lowest retention rates for both fall-to-fall and fall-to-spring. Students with dependents had retention rate drop more from fall-to-fall (26%) than retention rates from fall-to-spring (47%).

Applied science – The data for the retention rates for science courses were taken from the years of 2012-23. The data shows that the fall-to-fall retention rates were lower than the fall-to-spring retention rates. Part time students tended to have the lowest retention rates for both fall-to-fall and fall-to-spring. Students with dependents had retention rate drop more from fall-to-fall (26%) than retention rates from fall-to-spring (47%).

Business administration – 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.

Crow studies – 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.

Education – 46%

Human services – Looking at the LBHC retention rates, it appears the population we should concentrate efforts to retain are females, 21+ years of age, part-time status, and non-first generation students with dependents.

IS/IT – The retention rates are so variable that it's difficult to see much of a trend other than semester to semester mirrors the spring to fall rates.

Math – 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.

Science – The data for the retention rates for science courses were taken from the years of 2012-2023. The data shows that the fall-to-fall retention rates were lower than the fall-to-spring retention rates. Part time students tended to have the lowest retention rates for both fall-to-fall and fall-to-spring. Students with dependents had retention rate drop more from fall-to-fall (26%) than retention rates from fall-to-spring (47%).

Trades – We retained more males under 21 years of age and who are fulltime status. Females 40+ years of age and part-time status tend to be at risk for not returning. We can focus our efforts to this group.

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

Agriculture – There have been 11 students who graduated with associates of science in agriculture degrees since 2012 through 2023. The number of students in either of the AG options is lower, usually 1-2 a year with four years not having graduates.

Applied science – The data for the graduation rates for science programs were taken from the school years of 2012-23. There were 134 students that graduated in all of the science programs this includes biology, natural resources / environmental science, environmental health, tribal natural resources / environmental science, pre-med, pre-nursing and community health. The most drastic changes in graduation rates were during the school years of 2018-19 – 2020-21. Males and part-time students had the lowest 3-year graduation rates of all groups for the last five years.

Business administration – 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.

Crow studies – Crow Studies has a consistent graduation rate in comparison to other degree.

Education – 13%

Human services – Looking at the LBHC graduation rates, it appears the population we should concentrate efforts to aid in graduating are males, 21+ years of age, part-time status, and non-first generation students without dependents.

IS/IT – It is extremely important for the college to have students graduate in 3 years as the likelihood of success after that is almost impossible.

Math – 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.

Science – The data for the graduation rates for science programs were taken from the school years of 2012-2023. There were 134 students that graduated in all of the science programs this includes biology, natural resources / environmental science, environmental health, tribal natural resources / environmental science, pre-med, pre-nursing and community health. The most drastic changes in graduation rates were during the school years of 2018-19- 2020-21. Males and part-time students had the lowest 3-year graduation rates of all groups for the last five years.

Trades – Females who are full time status and are under 21 years of age tend to have a better graduation rate. Whereas, males who are part time status and over 21 years of age tend to graduate.

Reflections on Integrating Apsáalooke Perspectives and Knowledge

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

   Same: Agriculture, Applied science, Trades, Crow studies

   More: Business administration, Education, Human services, Science

   IS/IT – Not applicable

   Math – 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.

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

Agriculture – 10%	*Crow studies* – 100%	*Math* –20%
Applied science - 5%	*Education* – 50%	*Science* –10%
Business administration – 10%	*Human services* – 15%	*Trades* – 30-40%
	IS/IT - 10-20%	

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

   None or NA: Agriculture, Applied science, IS/IT (newly created, Trades

   Business administration – 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.

   Crow studies – 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.

   Education – Students are required to apply/demonstrate Crow perspectives and knowledge into their lessons that are being taught in school. This summer 2024 Plains Sign Language and Reading & Writing Crow Language for Teachers are being offered. Also a Class 7 licensure prep course will be offered for those individuals who seek the license of Crow Culture Specialist.

   Human services – Intergenerational trauma from colonization has been a topic of interest in previous classes. When studying disorders of stress and trauma, we discussed and compared the symptoms, associated features, and treatments for these disorders with how they might apply at a more cultural or society level.

   Math – 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.

   Science – The biggest increase in the integration of Crow perspectives and knowledge into our classes was at the program level. A new course, CS 140 Apsáalooke science, was added to the program of study of the natural resources / environmental science.

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

Agriculture – None

Applied science - Crow terminology has been incorporated into applied science program courses such as anatomy and physiology.

Business administration – 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.

Crow studies – 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.

Education – Where applicable, Crow Language vocabulary is introduced and Crow point of view i.e. behavior and expectations, impacts of cultural shift in intergenerational relations, how this affects teaching and learning in area schools. The emphasis on philosophical views of the Crow people is paramount to the preservation of identity.

Human services – Human Services involves "healing" as a central concept. Inquiring about traditional Apsáalooke healing methodologies appears to be a topic that most authorities would consider more private--therefore, instead of incorporating well-outlined concepts of Apsáalooke healing, it seems more respectful to ask students to disclose similarities/differences in traditional and academic approaches to healing. In doing so, it seems to promote a more dynamic, interactive process of sharing and comparing. The student trust level and mix affects the degree to which this discussion occurs in class. Poles of the tipi represent stages of life. This can be compared to Erik Erikson's stages of psychosocial development. Typical examples include: Passive and active (counseling) responses can be compared with seeking advice, social interactions, and discussions with Elders.

IS/IT – I have focused on using applications that reflect the local culture over general or supplied examples that students struggle to identify with.

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

Science – Examples of integration of Crow perspectives and knowledge was the addition of the CS course to a program, placed-based case study assignments, and student discussion forum assignments.

Trades – Teaching traditional ways of respect in working with males and females together.

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

Agriculture – Integrate more Crow botany knowledge into the AG 133 course, integrate place based and Crow perspective content into AG 134. AG 242/243 will have modules focused on Crow knowledge and perspectives. AG 230 will have Crow perspectives integrated into modules already developed. Try to integrate Crow community members into 1 credit courses. Increase number of courses taught yearly.

Applied science – Add to curriculum more crow perspectives to labs and lectures and potentially creation of a course which focuses more heavily on Crow culture knowledge in the medical field.

Business administration – 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.

Crow studies – 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.

Education – In-service and placed based training on Crow language and culture for faculty.

Human services – Engage more discussion of personal traditional cultural knowledge and what we are learning in classes. Continue to seek out Elders and cultural resources to learn more of concepts they might feel comfortable sharing that could be incorporated into classes.

IS/IT – Continue to integrate more relevant examples into the curriculum.

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

Science – Plans to increase the integration of Crow perspectives into the science curriculum include the increase of ethnobotany content into the range science curriculum, laboratory student driven research projects in SC 161 and SC 243, additional of new modules focused on case studies that focus on community concerns to SC 244 and SC 242. Students in the programs included in this review will be advised to take CS 140 as their Crow studies core course.

Trades – No response

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.

11. 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?

    Same: Agriculture, Applied science, Education, Human services

    More: Business administration, Crow studies, Science

    IS/IT – Not applicable

    Math – 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.

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

    Agriculture – AG designated courses (only a couple taught) did not have active learning, but AG degree students did take SC courses that are co-listed with AG courses (although AG number wasn't used in scheduling) – These included SC 132/133 and SC 242/243. In SC 132, 73% of the assignments were taught through active learning/teaching and in SC 242, 32% of assignments were. Both SC 133 and SC 242 were 100% active learning as they were labs.

    Applied science – 30% of class time is spent as active learning and teaching practices in the applied science programs.

    Business administration – 30%

    Crow studies – 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.

    Education – 25% to 50% based on the course.

    Human services – 2%

    IS/IT – 80%

    Math – 50%

    Science – 50-60% active teaching through laboratory courses and classroom activities and homework.

    Trades – More

13. 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.

Agriculture – In 2023-24, the strategies used for active teaching, learning, and assessment didn't change from previous years, the number of activities/assignments that included these strategies.

Applied science – During lecture in SC 160 new case study assignments were introduced into the curriculum.

Business administration – 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.

Crow studies – Using group discussion to investigate further certain cultural concepts.

Education – Require students to video their teaching, presentation, or classroom activity/game to share with instructor. . . used to assess interactions with students.

Human services – Increase in time planned for discussions and Socratic dialogue.

IS/IT – All classes were new.

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

Science – In 2023-24, the strategies used for active teaching, learning, and assessment didn't change from previous years, the number of activities/assignments that included these strategies increased. A specific example of this is that the number of assignments for active learning increased to 100% in SC 236 in the year 2023-24.

Trades – Building a tiny home.

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

   Agriculture – Active teaching, learning, and assessment strategies have increased over the past five years in science program courses (that were taken as co-listed as SC) and will continue to be a major component of those courses. Forms of active learning include case studies, in class assignments, laboratory activities, discussion forums, and response papers. For example, the percentage of active teaching/learning assignments and activities in SC 132 is currently 73%, out of 22 assignments 16 of them are active teaching/learning assignments.

   Applied science – Science courses often have a lab associated with the lecture, so active learning is utilized heavily in these labs. Additionally, classroom group activities add to the active learning strategies. There also has been field trips to cadaver labs for applied science programs students. Study nights with faculty teaching courses listed in the program courses in the applied science programs are also available for students to attend if they need help with assignments.

   Business administration – 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 where 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.

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

   Education – Expanded field-based learning activities and rubrics for assessment.

   Human services – After learning counseling responses and approaches, class time is used to practice these responses and approaches in mock (i.e., fictious) counseling sessions.

   IS/IT – Using Socratic method for discussion, multiple teaching strategies and methods and mediums for each topic as well. The assessments are based on personal examples and not copy pasted answers.

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

   Science – Active teaching, learning, and assessment strategies have increased over the past five years in science program courses and will continue to be a major component of those courses. Forms of active learning include case studies, in class assignments, laboratory activities, discussion forums, and response papers. For example, the percentage of active teaching/learning assignments and activities in SC 132 is currently 73%, out of 22 assignments 16 of them are active teaching/learning assignments. Other examples include SC 236 with 100%, SC 242 with 32%, and SC 244 with 56%. All labs are 100% active learning.

   Trades – Using simulators, heavy equipment machinery, truck driving and renovations to residential homes.

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

Agriculture – To increase active learning within the AG program, first more of the program courses will need to be taught. One credit labs can be taught with all active learning strategies, curriculum will need to be developed to incorporate the active learning. AG 132/133 will integrate new active learning with new hands on (in class activities and labs).

Applied science – Increase the number of group activities and case studies in course curriculum.

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

Crow studies – 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.

Education – Look for online or In-service training on active teaching, learning and assessment strategies for faculty.

Human services – Unfortunately, though incorporating active teaching, learning, and assessment is a top priority for human services classes, the actual activities have not been significantly implemented this last year. However, a great amount of time has been spent incorporating resources from textbook publishers into classes and Google Forms. During the process, a number of these textbook resources have suggested activities for each unit/chapter. In future years and course offerings, I plan to explore, modify, and implement these activities to incorporate active teaching, learning, and assessment.

IS/IT – Continue to increase the different mediums of teaching styles.

Math – 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.

Science – Curriculum additions in the school year 2024-2025 will include new modules on experimental design in which students design research projects, new data analysis modules and new case studies.

Trades – Planning on continuing building a couple of tiny homes per year, using different heavy equipment machinery from the year before.

Program Reflections

16. Program **areas of strength**

Agriculture – Some of the strengths of the program is that it is a program that directly impacts the Crow community as students enrolled often are already part of the agricultural community on the Crow reservation. The content of some of the courses involves directly community participants through integration of their knowledge into the teaching through presentations and workshops. The program has its own funding that supports students through scholarships. Currently the program is aligned with the agriculture degree programs at Montana State University (MSU) and there is regular communication between LBHC faculty and MSU faculty to develop ways for students to more easily and successfully transfer into 4-year degree programs at MSU.

Applied science – The program has many students enrolled. The program has a good student to faculty ratio so it is easy for the students to get help from instructors on coursework.

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

Crow studies – 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.

Education – The Crow faculty's knowledge and experience in education, Crow culture and language.

Human services

1. After multiple favorable reports from local (in-field) employment agencies, LBHC human services graduates are receiving high-quality preparation for work in the field.

2. Graduates have a solid foundation for both workforce entry and continuing their education in the mental health field.

3. Graduates have the opportunity to apply their knowledge locally in an area of high-need for human services.

4. Networking. LBHC Human Services maintains excellent relationships with multiple human services agencies, professionals, and institutions for continuing education (e.g., Crow Nation Healing/Recovery Center, Edgar Pretty On Top, Walla Walla Graduate School of Social Work in Billings, Montana...etc.)

IS/IT – The program is new so our biggest strength is that all the classes have been created from scratch using new methods and materials.

Math – 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.

Science – Program areas of strength include a significant amount of active learning strategies already implemented and program coursework aligns with transfer to 4-year schools.

Trades – Students passing the classes and practicing the skills sets learned from the classroom.

17. Program **areas for improvement**

Agriculture – There has been a shortage of AG instructors at LBHC and therefore AG courses have not been taught consistently. Also there needs to be an increase in recruitment activities as student numbers are low in the AG program.

Applied science – Areas for improvement in the applied sciences are increasing Crow knowledge in the curriculum. More active learning activities can be incorporated into lecture course curriculum. More science faculty to teach all the program courses needed.

Business administration – 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.

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

Education – Need to maintain the elementary and ECE faculty positions once the grants expire.

Human services

1. Human services need to incorporate more active learning, teaching, and assessment strategies in most all classes.

2. Human services continues to look for ways to incorporate traditional Apsáalooke cultural beliefs, systems, and ways of healing into the program curriculum.

3. Human services needs to continue to develop a clearer pathway to the next step in graduates' education, certification, and licensure.

IS/IT – Maintaining consistency in the classes going forward.

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

Science – Areas of improvement include increasing Crow knowledge in all courses, updating modules with new information and technologies always being developed in science fields, increase student numbers in the program, increase graduation rates, decrease number of years students are in the program to graduate, and increase active learning to be part of every program course.

Trades – Lack of lab space for the HVAC course. In need of additional instructors.

18. Program **next steps**

    Agriculture – The most important step to take at LBHC is to find the support to hire a new AG instructor that can help ensure that all the AG courses can be taught every year. Student numbers are low so advertising the degree should be increased. Currently working with MSU faculty supports discussion on how to help our courses align with the courses needed to enter AG degrees at MSU at a junior year level. 2+2 agreements need to be finalized. New grants that support student research need to be applied for by LBHC faculty.

    Applied science – Reevaluate the programs to incorporate more activities such as field trips to other institutions that have lab resources that LBHC does not. Apply for funding to increase LBHC's equipment and models related to courses in the program, such as an increase in chemistry and anatomy and physiology. Apply for funding to increase community programs.

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

    Crow studies – 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.

    Education – Review and seek additional partnerships with TCU and state university education programs for projects and additional grants.

    Human services

    1. Focus on student learning techniques for students 21+ years of age and of part-time status.

    2. Review and implement active learning, teaching, and assessment strategies presented by textbook publisher resources in most all courses.

    3. Continue learning from and questioning Elders about ways to incorporate traditional Apsáalooke cultural (healing) ways into human services program and course curriculum.

    IS/IT – Continuing the development of the program.

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

    Science – Develop new curriculum for student-based research in SC 161 and 242/243. Increase the number of 2+2 agreements with 4-year schools.

    Trades – Finding partnerships to have labs for the HVAC class. Hiring a heavy equipment instructor and co-carpentry instructor.

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

    None: *Agriculture*, *Applied science*, *Business administration, Education, IS/IT, Math, Science, Trades*

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

    Human services – I love this form!