

2023-24 LBHC Program Review Report – Trades

1. Date: July 15, 2024
2. Program name(s) (combine all degree options in one report): Trades: Highway Construction & Building Trades
3. People who contributed to this report (preferably 2 or more): Berthina Nomee and Jessi White Clay

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".

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

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

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

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

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

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.

30-40%

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

No response

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

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

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

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.

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.

More

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.

Building a tiny home.

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

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

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

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

Program Reflections

19. Program **areas of strength**

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

20. Program **areas for improvement**

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

21. Program **next steps**

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

22. Suggestions for improving this report or process (if any): None