

2024 LBHC Program Review Report

By checking the box by your email below, you will automatically receive a copy of your responses, which you will use later.

The respondent's email (tinere@lbhc.edu) was recorded on submission of this form.

Program name (combine all degree options in one report) *

Human Services (Human Services Option, Psychology Option, Addiction Studies Option)

People contributing to this report (preferably 2 or more) *

R. Eric Tiner, MS

Reflections on 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.

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

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

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.

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

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.

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

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.

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

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

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, non-first generation students without dependents.

Reflections on Integrating Apsáalooke Perspectives and Knowledge

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

- More
- The same
- Less
- Not applicable

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

15%
.....

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

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.
.....

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

Human Services involves "healing" as a central concept. Inquiring about traditional Apsaalooke healing methodologies appears to be a topic that most authorities would consider more private--therefore, instead of incorporating well-outlined concepts of Apsaalooke 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.

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

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.

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, etc.

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
- The same
- Less
- Not applicable

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

20%

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. *

Increase in time planned for discussions and Socratic dialogue.

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

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

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

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.

Program Reflections

Program areas of strength *

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.)

Program areas for improvement *

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 Apsaalooke 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.

Program next steps *

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 Apsaalooke cultural (healing) Ways into human services program and course curriculum.

Suggestions

Suggestions for improving this report or process (if any) *

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