**LBHC Program learning outcome report (2023-24)**

**I. General information**

| **Degree or certificate name** | Crow Studies |
| --- | --- |
| **Degree option names** | Crow Studies |
| **Date report submitted** | May 5, 2024 |
| **Program faculty who contributed to this report** | Lewis Yellow Mule |
| **Program learning outcome** (refer to your program learning outcomes curriculum map and plan for the PLO to be formally assessed this year) | 2. Communicate orally on subject matters pertinent to Native Americans and Apsáalooke culture. |
| **Course that formally assesses this program learning outcome at its highest level** (see program learning outcome curriculum map and plan) | CS 136 Crow Socio Familial Kinship |
| **Number of students assessed for this program learning outcome** | 30  |
| **Semester students were assessed** (e.g., fall 2023) | Spring 2024 |

**II. Assessment of indicators for the program learning outcome** (add more rows if necessary)

| **Break down your program learning outcome into indicators** (maybe taken from rubric): Students should be able to…  | List the most significant **teaching and learning activities** used by faculty to facilitate the learning of each PLO indicator in their class(es) | List the **graded assignment(s) that formally assesses** each indicator at its highest level | **Results of assessment:** For each indicator, record the % or # of students who performed below, at, or above expected levels (or enter whatever information makes sense to you) | **Overall, how well did the students perform on each indicator?** (insert an “X” before the appropriate statement) |
| --- | --- | --- | --- | --- |
| Explain the origins of the clan system | Class lectures, class discussions, reading, quizzes and determine final exams and final course project chart. | Mid-term | Below expected levels:At expected levels: XAbove expected levels:  | Below expected levelsAt expected levels XAbove expected levels |
| Create an overall chart of their clans. | Class lectures, class discussions, reading, quizzes and determine final exams and final course project chart | Final | Below expected levels:At expected levels: XAbove expected levels:  | Below expected levelsAt expected levels XAbove expected levels |
| Arrange family members as far back as possible on the maternal side (Clan). | Class lectures, class discussions, reading, quizzes and determine final exams and final course project chart | Final | Below expected levels:At expected levels: XAbove expected levels:  | Below expected levelsAt expected levels XAbove expected levels |
| Arrange family members as far back as possible on the paternal side (Child of Clan). | Class lectures, class discussions, reading, quizzes and determine final exams and final course project chart | Final | Below expected levels:At expected levels: XAbove expected levels:  | Below expected levelsAt expected levels XAbove expected levels |
| Generate a chart and orally communicate their ancestors as far back as possible | Class lectures, class discussions, reading, quizzes and determine final exams and final course project chart | Final | Below expected levels:At expected levels: XAbove expected levels:  | Below expected levelsAt expected levels XAbove expected levels |

**III. Overall assessment of this program learning outcome** (please be thorough in all responses)

| **Overall, how well did the students perform on this PLO?** (insert an “X” before the appropriate statement) | Below expected levelsAt expected levels XAbove expected levels |
| --- | --- |
| **Analyze assessment of PLO indicator results in section II:** What does the information in section II suggest to you about the performance expectations, the teaching strategies, and student learning?  | Based on ratings, expected that those that attend class do well, and those students don’t attend don’t do well. Attendance percentage is 25% total grade emphasizes consequences.It was impressive that one student could speak a few words of both parents’ languages and went especially far back in history.It was disappointing that some students didn’t care and just went back a generation or so. It was impressive that some students brought photos from way back. |
| **Next steps:** Plans for reinforcing effective teaching and learning strategies and for improving student learning (clearly identify what will be done, by whom, by when, and how you will assess the impact of the changes) | It worked well when I spoke orally to students and then they did reflections and read orally. |
| **Projected semester of implementing “next steps”** | Spring 2025 |
| **Results of “next steps” implementation on student learning – this section is to be completed the following year** (describe how the implementation of the above “next steps” impacted student learning in the program)  |  |
| **Date “results of ‘next steps’ implementation” section above submitted** |  |
| **Suggestions** for improving this report or process (if any) |  |