

Program Review Division Summary 2019

Division/Area	Dean/Administrator	Readers	Programs
BHAWK Division	Dr. Amir Law	Karin Spirn and Ann Hight	BUSN/MKTG, ECON HLTH, KIN/ATHL, NUTR, and WRKX

Executive Summary (Optional): Please describe the most important themes, trends, and developments in your division or area. Your summary should identify accomplishments, plans and obstacles to success. Your summary should be no longer than 500 words in length.

Curriculum updating has been a major theme for our BHAWK faculty. While a handful of courses will be addressed in the short-term, additional courses and programs in BUSN, KIN, WRKX, NUTR, and HLTH will greatly benefit our students.

Community and campus partnerships have also grown and flourished. BUSN hosts a symposium for students to learn more about careers and programs of study in BUSN and related fields. This is a model that can be used across campus. Additional partnerships with Kaiser, the labs, Innovation TriValley, youth sports organizations, restaurants, as well as a revitalized job/internship board/website have also further established LPC's reach into the community.

Adequate classified professional staffing levels continue to be an issue, namely in KIN/ATHL. With the recent resignation of a classified professional, it will be vital to fill this role, as well as temp/on-call drivers for athletic teams. Hiring drivers will allow the Athletic Assistants to stay on campus when Intercollegiate teams have away contests.

Professional Development Opportunities for coaches utilizing 25Live, Canvas, as well as skill training (Olympic/powerlifting) so KIN faculty can fully maximize the new equipment purchased. Additional professional development and general opportunities to address equity challenges are below:

1. How to attract and retain more African American and Hispanic students?
2. Attracting faculty and staff that reflects our current student population.
3. Creating relationships with book publishers to allow for discounted or free textbooks to students who demonstrate financial hardship.
4. Improving our teaching strategies to benefit the diversity of our student population.

KIN - Our Dean has made a strong effort **to increase communication** with all of the faculty members and coaches. There has been an **increase in email communication and also face to face meetings**. We are **aggressively adding courses, certificates and IER requests** to bolster our offerings to the students. We are also **engaged in community outreach** through fundraisers such as sports camps and the holiday tree & wreath program.

- 499.78 WSCH/FTEF (Productivity for fall '19)
 - 475.43 for summer and fall 2019 trending towards 480 for the year which represents a stabilization of productivity for the KIN discipline after seven (7) years of decline.

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Recommendations: Please list your most important recommendations for planning in your division or area. Note any recommendations that are connected to our College's Planning Priorities or Educational Master Plan.

Based on the Program Reviews provided, the recommendations for BHAWK are in the following areas:

- **Professional Development**
 - For coaches utilizing 25Live, Canvas, as well as skill training (Olympic/powerlifting) so KIN faculty can fully maximize the new equipment purchased.
 - General opportunities to address equity challenges are below:
 - How to attract and retain more African American and Hispanic students?
 - Attracting faculty and staff that reflects our current student population.
 - Creating relationships with book publishers to allow for discounted or free textbooks to students who demonstrate financial hardship.
 - Improving our teaching strategies to benefit the diversity of our student population.
- **Increased Staffing**
 - Classified Professionals – Drivers, Athletic Assistants
 - Peer tutors – BUSN
 - PT instructors – WRKX and ECON
 - FT instructor – BUSN
- **Facilities**
 - **Developing an Entrepreneurship Center:** The Tri-Valley area is in growth mode in many aspects, including population, existing business expansion, new housing and new business relocation. There are a number of ongoing projects, such as incubators and Maker Space. Since the area is attracting many new businesses and entrepreneurs, and as it morphs into Gig economy, all those entrepreneurs will need skills to manage and expand their ventures. LPC has the opportunity and capability to become the hub for the economic activity and would benefit in the following ways:
 - a. Provide entrepreneurs and businesses with a qualified workforce and resources for developing their current and future projects.
 - b. Provide students and the community with opportunities for starting and managing a business or help entrepreneurs expand their businesses.
 - c. A multiple-use facility can be built using Measure A funds.
 - d. Provide the college with additional local revenue for funding its operation.
 - e. A creative partnership with local businesses can provide capital for operations, and the program can be housed at one of LPC facilities.
 - **New KIN/ATHL facilities in Facilities Master Plan**
 - a. The new construction will help increase our course offerings, increase productivity and also increase revenue on campus through sport camps and outside rentals.

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Please describe the most important themes, accomplishments and challenges for your division/area in each of the following categories. If a category does not apply to your division/area, or if that category was not discussed in your division/area's Program Reviews, please write "Not Applicable."

Category	Themes, Accomplishments and Challenges
<p>Community Relationships and Partnerships</p> <p>Such as outreach, recruitment, internships, industry collaborations.</p>	<p>The Nutrition Department is applying for funding to initiate and implement a Culinary Arts and Hospitality Management (CAHM) program at Las Positas College. This program would provide students with culinary food and service skills and food service management training, as well as many other industry opportunities. The CAHM program would offer multiple certificates and associate degrees in Culinary Arts, Food Service and Hospitality Management. Along with a traditional CAHM program, we would also offer a certificate that aligns traditional culinary techniques with plant-based ingredients for disease prevention and health promotion. The curriculum would focus a creative repertoire of product knowledge, skills and recipes designed to provide specialized culinary education for the growing demand for plant-based restaurants and products. Only one program in Southern California has this degree, yet the demand is growing in the industry and reputable programs such as Le Cordon Bleu and The Institute for Culinary Education are providing this degree to prepare students for the increase in industry demands and increase employment opportunities for these students. <i><u>Dublin High has a full industrial food lab/kitchen and has agreed to partner with LPC during evening hours. Our program would serve students and LPC, and Dublin High School students looking to transfer into a culinary program (hopefully ours!). The SCFF funding would enable us to design and launch the program at Dublin High over the next two years.</u></i> Funding would be necessary for start-up equipment costs, staffing of culinary and hospitality classes and to hire a consultant to design and implement the program and would specifically meet these 3 goals: Enhancing career readiness through coursework; increasing completion of degrees and certificates; increasing transfers and transfer readiness.</p>
<p>Curriculum Committee Items</p>	<p>HLTH 7 curriculum was approved for DE in 2017. This course may be offered in DE format in 2020-2021. HLTH 1 (Everett) approved July 2019 for CVC-OEI.</p>

Changes made through Program Review Division the curriculum committee, such as changes to course Outlines, degrees and DE status.

Nutrition 1 and Nutrition 5 were both updated in Fall 2017. The AS-T in Nutrition and Dietetics was developed and implemented in Spring 2018.

BUSN - We had planned to update course outlines for 8 business courses in 2018-19. However, we were only able to update two of them BUSN 51, Marketing 60. Since we are planning on revamping some certificates and degrees with Guided Pathways in mind and will continue to work on program mapping.

- Update: 1A, 1B, 20, 55
- Deactivate: BUSN 63
- Program description update for Accounting Technician and Bookkeeping certificate
- Program description update for AA in Business Administration and Business Workforce proficiency certificate
- OEI approval for all courses in Supervisory Management Certificate
- OEI approval for BUSN 61 - Introduction to QuickBooks Online pending. The approval process began in the Fall 2018.

KIN - Curriculum was written and approved for 6 levels for a new course called Footgolf. Three of these levels are specific for the summer, and the other three are for the Fall & Spring semesters. We are currently in the process of changing our non-intercollegiate KIN activity courses to 1 unit, rather than a .5 - 2.0-unit range. This change supports the student population by offering activity courses that they can use towards completion. Some of which include Specifically, Archery 2, 3, 4 and making our Lifeguarding Class a hybrid one, which will be supported by the American Red Cross.

New courses written:

- KIN FG 1,2,3: Footgolf 1,2,3
- KIN FGS 1,2,3: Footgolf Summer 1,2,3
- KIN CT1: Circuit Training
- KIN GBW2: Guts and Butts 2
- KIN OM1: Optimal Movement 1
- KIN Golf 4
- KIN Archery 1
- KIN Sports Psychology has been updated and is now a DE course.

Courses to be updated (5-year requirement):

- KIN AIE Adapted Individualized Exercise
- KIN AQA AQUA AEROBICS
- KIN AAQE Adapted Aquatic Exercise
- KIN AQA AQUA AEROBICS
- KIN AWT ADAPTED WEIGHT TRAINING
- KIN HHA HIP HOP AEROBICS
- KIN TK1-3 TAE KWON DO 1-3
- KIN UF1-4 ULTIMATE FRISBEE 1-4
- KIN VB1 VOLLEYBALL BEGINNING
- KIN WP1-3 Water Polo 1-3

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Course Offerings	<p>BUSN - Mary Lauffer was hired in 2017 as a full-time faculty member with 40 percent of her time devoted to serving as Work-Based Learning (WBL) Program Coordinator. Developing a robust Work-Based Learning Program was and continues to be a major planning goal. In two years, we are well on our way to achieving that goal. Enrollment has dramatically increased to the highest levels on record, job and internship fairs have become regular events on campus, job board registrations have soared, and relationships have been forged with area employers.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="width: 20%;">Term*</th> <th style="width: 20%;">Number of Students</th> <th style="width: 20%;">Number of Units</th> <th style="width: 40%;">Average Unit Per Student</th> </tr> </thead> <tbody> <tr> <td>Fall 17</td> <td>45</td> <td>104</td> <td>2.31</td> </tr> <tr> <td>Spring 18</td> <td>75</td> <td>171</td> <td>1.78</td> </tr> <tr> <td>Summer 18</td> <td>64</td> <td>148</td> <td>2.31</td> </tr> <tr> <td>Fall 18</td> <td>96</td> <td>316</td> <td>3.29</td> </tr> <tr> <td>Spring 2019</td> <td>122</td> <td>422.5</td> <td>3.46</td> </tr> <tr> <td>Summer 2019</td> <td>76</td> <td>246</td> <td>3.20</td> </tr> <tr> <td>Fall 2019</td> <td>125</td> <td>451</td> <td>3.60</td> </tr> </tbody> </table>				Term*	Number of Students	Number of Units	Average Unit Per Student	Fall 17	45	104	2.31	Spring 18	75	171	1.78	Summer 18	64	148	2.31	Fall 18	96	316	3.29	Spring 2019	122	422.5	3.46	Summer 2019	76	246	3.20	Fall 2019	125	451	3.60
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Changes to section offerings, such as adding/removing sections or increasing/lowering class size.																																				
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Such as state/ accreditation mandates or advisory board directives.																																				
Facilities, Supplies, and Equipment	<p>KIN/ATHL - The synthetic turf field was replaced. Also building in the plans on new construction under the new bond. The new construction will help increase our course offerings, increase productivity and also increase revenue on campus through sport camps</p>																																			

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<p>Purchasing or upgrading</p>	<p>and outside rentals. Through RAC we also received a number of new equipment that we can use for instruction. Some of the items include, new dumbbells, exercise mats, exercise bands, stationary cycles, weight lifting platforms, basketball and soccer ball shooting machines.</p> <p>Filtered water fountains should be put in rooms 202 & 203.</p> <p>Additional equipment needed for course are the following: Hex bar, barbell pads, circular resistance bands, BOSU balls, measuring tapes, BIA measuring devices, skin calipers and scrimmage pennies for our team sport courses.</p> <p>Our program requires continued maintenance, repair, and replacement of existing facilities and equipment for both activity courses and Intercollegiate Athletics.</p> <p>We are a program that is very heavy on equipment. Without resources to maintain what we already have or purchase new/replacement equipment to meet our diverse offerings, student learning will decrease. Some examples of new equipment items that the faculty has mentioned are: multiuse sports nets, archery, IER #1 – Rescue tubes, spineboard, replacement straps and head immobilizers for spineboards, CPR mannequins, AED trainer, first aid training kit, Epi-Pen trainer, tourniquets for training, Timing system replacements. Timing console, touchpads, touchpad caddy, finish buttons, Water Polo training belts (weight belts). Backstroke flags for the pool, Kickboards and fins for swim classes, Weight benches and more weight for platforms, soccer goals, speed and fitness equipment.</p> <p>Also, we are looking into having our diving board stands resurfaced and painted. They are chipping, worn, and corrosion is very evident. We are also trying to add an additional 3Meter board and stand so we have two 3Meter and two 1Meter boards, which are require to host certain events.</p>
<p>Financial/ Budgetary</p>	
<p>Program budgets or special funding.</p>	
<p>Human Resources</p>	

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Hiring and staffing needs.	
Learning Support	<p>BUSN - Developing an Entrepreneurship Center: The Tri-Valley area is in growth mode in many aspects, including population, existing business expansion, new housing and new business relocation. There are a number of ongoing projects, such as incubators and Maker Space. Since the area is attracting many new businesses and entrepreneurs, and as it morphs into Gig economy, all those entrepreneurs will need skills to manage and expand their ventures. LPC has the opportunity and capability to become the hub for the economic activity and would benefit in the following ways:</p> <ul style="list-style-type: none"> f. Provide entrepreneurs and businesses with a qualified workforce and resources for developing their current and future projects. g. Provide students and the community with opportunities for starting and managing a business or help entrepreneurs expand their businesses. h. A multiple-use facility can be built using Measure A funds. i. Provide the college with additional local revenue for funding its operation. <p>A creative partnership with local businesses can provide capital for operations, and the program can be housed at one of LPC facilities.</p>
Services provided to support student learning, such as tutoring and library support.	
LPC Collaborations	<p>BUSN - We worked with counseling to develop paths for student programs in Business. Additionally, we successfully planned and held our first Business Symposium in Spring 2019. The Symposium was completely student focused, and over 400 students attended a 75-minute symposium. We organized four sessions in two days to accommodate both day and evening students. Our goal was to create awareness about the Business program and engage students to learn about careers in the Business field. All full-time Business faculty and two counselors were present in each session. After a successful Business Symposium in Spring 2019, the Business Department plans to host another set of four workshops for Fall 2019 and will continue every fall semester moving forward. Students have made several comments about how important the Symposium is for incoming freshmen students.</p> <p>Drew Patterson worked with Vicki Shipman, CTE Project Manager, to create two noncredit certificates and fifteen new noncredit Business courses through the Alameda County Small Business Development Center (ACSBDC) Program Grant. The ACSBDC's goal is to offer training to local current and soon-to-be business owners.</p> <p>In partnership with Admissions and Records a new registration process for WRKX courses was implemented. Before, registration included a drop-down menu so students could choose their units when registering. The new system has separate sections for each unit category, resulting in 14 sections: eight for WRKX 94 and six for WRKX 95. The transition required extensive efforts for everyone involved. To communicate this new system to future students, Mary created an updated chart on the WRKX website and developed communication for the Summer/Fall schedule.</p>
Collaborative projects bringing together different programs/areas within LPC	

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	<p>Completing the cross-discipline certificates continues to encounter frustrating challenges. One music certificate was completed. Early Childhood, Viticulture, Horticulture, Kinesiology, Welding, Photography, Theatre, and Journalism have expressed interest in pursuing these certificates from their side rather than with Business as the lead. Automotive is still viable. Even though the delays are frustrating and extremely disappointing it has allowed us to identify more commonalities across the disciplines and will hopefully result in stronger certificates.</p>
<p>LPC Planning Priorities</p>	
<p>Available here: https://goo.gl/LU99m1</p>	
<p>Pedagogy/ Teaching Methods</p>	
<p>The process of teaching students. Not limited to instructional programs/ areas. Might include teaching/counseling/ tutoring methodology, class activities or course design.</p>	
<p>Professional Development</p>	<p>For coaches utilizing 25Live, Canvas, as well as skill training (Olympic/powerlifting) so KIN faculty can fully maximize the new equipment purchased. Additional professional development and general opportunities to address equity challenges are below:</p>
<p>Activities and resources to enhance employee knowledge and skills.</p>	<ol style="list-style-type: none"> 1. How to attract and retain more African American and Hispanic students? 2. Attracting faculty and staff that reflects our current student population. 3. Creating relationships with book publishers to allow for discounted or free textbooks to students who demonstrate financial hardship. 4. Improving our teaching strategies to benefit the diversity of our student population.

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<p>Services to Students</p>	<p>.</p>
<p>Non-instructional services provided to students. Not limited to Student Services programs/areas.</p>	
<p>SLOs/SAO Process</p>	<p>HLTH – While the majority of students achieved Mastery or Above Average for this CSLO (HLTH 1), we need to assess all/multiple CSLOs every semester, rather than focusing on one. One instructor realized that students were not scoring well on the cancer question embedded in shared assessment. This instructor reports focusing more time on cancer’s modifiable and non-modifiable risk factors. No results of this action known at this time.</p>
<p>The process of creating, recording and assessing SLOs/SAOs (not the SLO findings; those could appear under pedagogy, curriculum, enrollment management, equipment, etc.)</p>	<p>ADT Public Health Science was approved starting Fall 2018, with one of the core courses being offered for the first time in Spring 2019. No 2018-2019 data available at this time.</p> <p>Health 7 was offered for first time in Spring 2019. Embedded assessment did not work, so there is no SLO data to report. Infographic assignment has been reworked and there are plans to assess the following CSLO in Spring 2020 when the course is offered again.</p> <p>ECON - Since the targeted 95 percent rate of “Proficiency and Above” was met in all assessed sections (ECON 2), no actions are needed nor planned for the near future. Additionally, PSLOs are planned to be assess in the next assessment cycle.</p> <p>NUTR - 66% of the students in this course completed the SLO successfully (scoring 3 or 4). 5% students did not complete the course (score 0), while 10% did not achieve the SLO (scoring 1 and 2). Have made the Diet Project more interactive and meaningful for the students. Have received feedback on satisfactions and also areas of improvement. Continue to adjust the project to increase student learning and engagement.</p> <p>BUSN - The overall success rates in the PSLO are comparable to most individual course success rates. The correlation is important as individual courses make up a Program. However, we need to examine reasons for some courses to have lower success rates than overall PSLO scores. We will also examine lower success rate courses compared to overall higher PSLO scores</p> <p>KIN - Professor Sue Cumbo is diligently working on updating and writing KIN SLO’s. She is the SLO coordinator for our division and has been informed that we have a considerable amount of work to be done with our SLO’s. To date she has created or revised over 75 SLO’s for our division. While additional work needs to done to update and assess SLOs, the “Tell, Show, Do” method that was successfully utilized for KIN CYCL 1, is a model to be used for other KIN courses as well. Courses that still need SLOs approved are:</p> <ul style="list-style-type: none"> • KIN 18B • KIN 40A • KIN 40B

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	<ul style="list-style-type: none"> • KIN 40C • KIN AB • KIN AAE • KIN FNF2 • KIN OM1 • KIN SI2 • KIN UF4
<p>Student Equity</p>	<p>HLTH - 2017-2018 and 2018-2019 Success Rates were above 75%, which is up significantly from the previous years when success rates hovered around 65%.</p>
<p>Actions taken to increase equitable access and outcomes for underserved groups.</p>	<p>NUTR - Our program set standard was at 79% which was above the 70% goal</p> <p>BUSN - Generally there is an increase in the number of students from Asian, Latino and African American ethnicities. The increase is reflective of the general population and is coordinated with overall LPC trend. The business faculty has also increased in its diversity, which also contributes to student's inherent comfortability and acceptance in a classroom. However, it is a planning priority for the Business Discipline to attract and retain more African American and Latino students.</p> <p>There is a large student population that cannot attend traditional 18-week courses due to family, work, and other obligations. During a recent discipline meeting, counselors reported that Las Positas College students have been requesting late start fast track classes. By offering 8.5-week fast track courses, students who need flexibility in terms of class length will have more opportunities to enroll in courses. Chabot College currently offers its business classes in an 8.5-week format, and they have demonstrated success in terms of enrollment and degree completion. Additional FTES and adjunct instructors will be needed to offer 8-week courses.</p> <p>Additional areas the BUSN faculty are actively addressing equity in their work are provided below:</p> <ol style="list-style-type: none"> 1. The Business Symposium is presented and geared to all incoming freshmen students (including impacted groups). This hands-on workshop allows students to have a plan to get them to complete their academic goals at LPC. 2. UMOJA - We are exploring adding BUSN 33, Personal Financial Management as an additional course to the Umoja learning communities required courses. This will require the business faculty to attend an Umoja course to learn specific learning techniques common among other instructors within the learning community. 3. BSU - Erick Bell is currently serving as the co-advisor for the Black Student Union. This allows the business department to have an additional touchpoint with students' needs across various majors.

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	<ol style="list-style-type: none"> 4. Brother to Brother forum is a network of African American men on campus. Erick Bell is working with Student Equity and Success, Career Center, Athletic Department, and Las Positas Foundation to drive this initiative. The forum was launched in the Spring of 2019 and continues in the 2019-2020 academic year. 5. Sister to Sister being re-ignited this academic year by Dr. Coleman and Dr. Turner-August 6. Guided Pathways -The Business department has had representation on the Guided Pathways working group since its inception in Fall 2018. Erick Bell is currently serving as the liaison for the Business Department and BHAWK division, and the department is working on creating pathways for all business degrees and certificates offered so students can see the course sequencing to complete the program within 2 years. 7. WBL makes a special effort to recruit students from key LPC learning communities, including CalWORKS, Veterans, Puente, HSI, and Umoja. <ol style="list-style-type: none"> a. WBL has developed an internship and apprenticeship partnership with Kaiser Permanente that specifically recruits underrepresented students. A similar program is planned with Sandia National Laboratories. b. Members of all of the impacted groups have taken WRKX courses and often take the course multiple times to earn more units for completion.
<p>Technology Use</p>	
<p>How technology is used to instruct/serve students or for other college functions.</p>	