Fall 2019 FLEX Day

The Las Positas College Professional Development Committee would like to welcome you to our Fall 2019 FLEX Day, being held from 8:00 AM – 4:00 PM on Tuesday, October 22.

Keynote Session

12:30 PM – 1:45 PM
Room 4119 – Main Theater

Constructing Culturally Responsive Academic and Student Service Systems

Dr. Newton Miller
Associate Dean in the College of Education
Ashford University

This professional development session is based on experimental and experiential data that considers cognitive and non-cognitive factors which contribute to low retention and high failure rates of at-potential students. Using findings from this study we will offer an explanation to why, and suggestions of how to combat these negative trends.

This information is impactful to how teaching and learning in higher education occurs as it focuses on two major objectives that are valuable to many institutions.

1. Evaluating factors that contribute to constructing culturally responsive academic and student-serving systems that enhance the support of success of at-potential populations.
2. Generating insight on data to provide a unique approach to academic factors such as course design, assignments and assessment, based on strategies and methodologies specific to at-potential populations, particularly men of color successfully navigating their academic programs.

Keynote Speaker Biography:

Dr. Newton Miller, Associate Dean: Department of Education Studies

Dr. Newton Miller is an Associate Dean in the College of Education (CoE) at Ashford University. He has been committed to the education arena since 1992 when converted non-traditionally from the ranks of the engineering field. His research interest lies within educating at-risk populations, focusing on the systemic thinking tied to student achievement, effective school cultures and facilitating programming and instruction that promotes educational success within non-traditional adult populations.

Dr. Miller believes educators are the foundations that stimulate the thinking that changes the world, thus his mantra is: *Educate … Motivate … Help Them Grow!*

Fun Fact: Dr. Miller's dream job was as a Structural Engineer until he stood in front of a classroom of knowledge-hungry, inner-city students. It was at that moment he knew his true purpose and career path was to be an educator.

Fall 2019 FLEX Day

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1003		**The ESL Experience** *Joyce Podevyn* *Leslie Payne*	**Supporting Student Veterans Success In and Outside the Classroom** *Todd Steffan*	**Serving Student Women Veterans In and Outside the Classroom** *Todd Steffan*
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Fall 2019 FLEX Day

Afternoon Session Short Program

Location	12:30 – 1:45 PM	2:00 – 2:50 PM	3:00 – 3:50 PM
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1001		**Keeping Students on a Pathway** *Kristy Woods*	
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1007		**Leading Effective Student Discussions** *Ashley Young* *Russell Jensen*	**Community Education: What's New and Q&A** *Frances DeNisco*
1008		**Engaging Students through Honors Coursework** *Jeremiah Bodnar*	**Screening/Selection/Hiring Committee Training** *Megan McClain* *Kaitlyn Lundell*
1012		**The Importance of Sleep** *Irena Keller* *Ernie Jones*	
1013 Computer Lab		**Curriculum Updating/Creation with the Chair** *Craig Kutil* *Madeline Wiest*	
4226		**Piano for the Absolute Beginner** *Dan Marschak*	

Fall 2019 FLEX Day

Breakfast

7:30 AM – 9:00 AM

4000 Foyer

Coffee and tea will be provided courtesy of the President's Office. An assortment of bars (Kashi, Quaker, Nature Valley, etc.) and whole fresh fruit donated by GROCERY OUTLET will be provided courtesy of the LPC Foundation.

Lunch

11:30 AM – 12:20 PM

Cafeteria

Lunch will be provided courtesy of the President's Office. Pacific Fresh Dining will be serving a pasta lunch with chicken and salad. Beverages include a choice of iced tea or water.

Fall 2019 FLEX Day

Full Description of the Morning Sessions

8:00 AM – 8:25 AM

Professional Networking Time
Room 4000 Foyer
Presenter/Facilitator: None
Description: This time is dedicated to building or maintaining professional relationships with colleagues.

8:00 AM – 9:20 AM

Academic Honesty
Room 1007
Presenter/Facilitator: Michelle Gonzales, Karin Spirn, and Catherine Eagan
Description: Activity to aid faculty in writing plagiarism proof assignments and how to recognize use of essaybots. This workshop squarely supports strategic goal A, Educational Excellence: Ensure excellence in student learning by providing quality teaching, learning support, and student support services, specifically, A4. Address the needs of basic skill students. A5. Assist underprepared students. A6. Focus on workforce readiness. A7. Provide student opportunities to be informed, ethical, and engaged. The workshop is a continuation of our Town Meeting breakout. It will go into depth about how instructors can prevent plagiarism sometimes encouraged or made easy by our assignments.

Demystifying Data Science Part 2
Room 1008
Presenter/Facilitator: Paul Hrycewicz
Description: Demystifying Data Science Part 2 – In Part 1 (Spring 2019) we explored the basics of data science and underlying algorithms. Unfortunately, we ran out of time, in part because of a problem with the classroom's A/V equipment which failed halfway through. In Part 2, I plan to review the key points from Part 1, and continue with a discussion of image recognition technologies, followed by a complete demonstration of the use of a modern "citizen" cloud-based tool for development of a prediction algorithm.

A 90-minute informal talk on the terms we hear in today's news – big data, machine learning, AI, advanced analytics, and deep learning, followed by a demonstration of a modern cloud-based toolset for analytics. Data science is among the fastest-growing areas of computer science, and hiring is strong for people with data science skills.

8:30 AM – 9:20 AM

Concurrent Math Support in an AB 705 World
Room 1001
Presenter/Facilitator: Kristy Woods, Michael Peterson, and Paula Rose
Description: In response to AB 705, the Math Department collaboratively developed

interactive, student-centered support, designed to help students succeed in their transfer-level math class. Students each week engage in holistic learning activities, using innovative strategies to develop mastery of the math and of essential learning and soft skills. Each week they complete work in the following three types of learning activities: Targeted Math Support, Successful Learning Strategies and Monitor Your Own Learning. We have learned A LOT and are continuing to. Many of the things we developed can be used in any discipline and we will use this hour to reflect on where we are and continue to process where we hope to go.

The ESL Experience
Room 1003
Presenter/Facilitator: Joyce Podevyn and Leslie Payne
Description: Come be a student in a class where you will not understand all the words. After a lecture in a foreign language (for most), we will reflect on the experience, which is similar to the situation ESL students face every day, and discuss strategies that can help ESL students be more successful in our clesses.

SLO Coordinator Workshops
Room 1004
Presenter/Facilitator: Ann Hight, Madeline Wiest, Jennie Graham, and Dan Cearley
Description: During the SLO Coordinator work sessions, we will work individually with coordinators with the goal of completing the set-up of eLumen so that in the future, you will only have to manage (coordinate) the system. This is the SLO Committee's last push to do this so that in the future, we can focus on how to use assessment data to inform teaching practices.

What is Middle College? With a Student Panel
Room 1012
Presenter/Facilitator: Amy Brown
Description: Please join us for a Flex Day presentation on the TVROP Middle College High School program here at Las Positas College. We will provide an overview of the program, current enrollment data, and a description of a "typical Middle College student." Following the brief presentation, we will hold a student panel to give attendees the opportunity to hear directly from current and past students about their experiences at Middle College and Las Positas College.
In addition, the Middle College offices in 2411 will be open for visitors on Flex Day from 9:30am to 3pm. Feel free to drop by and see where we are located.

9:30 AM – 10:20 AM

Supporting Student Veterans Success In and Outside the Classroom
Room 1003
Presenter/Facilitator: Todd Steffan
Description: We will have a great opportunity to have an expert in the field of mental health. Dr. Miatta R. Snetter is a licensed clinical psychologist, in the state of California, where she currently provides a full range of psychological services in private practice in

Culver City, CA, while also clinically serving our nation's veterans with the Veteran's Administration. Dr. Snetter was previously featured on the Discovery Channel's "the Colony", for two consecutive television seasons, as a psychology expert. She has a wide scope of experience serving veterans, both individual and group therapies for the treatment of post-traumatic stress disorder, depression, anxiety, bipolar, and other clinical diagnoses frequently experienced by veterans. She has also been trained to provide military sexual trauma (MST) treatment to male and female veterans; and she is often asked to provide clinical consultation to veteran's programs. Dr. Snetter is honored to work with veterans because of her belief that, "Veterans generally find it easy to serve and to give; but they frequently struggle with BEING served and given to." In this workshop, Dr. Snetter will present methods in serving and supporting veterans in and outside of the campus. This will be an interactive workshop.

SLO Coordinator Workshops
Room 1004
Presenter/Facilitator: Ann Hight, Madeline Wiest, Jennie Graham, and Dan Cearley
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Mind over Money: A Critical Step Towards Financial Freedom
Room 1007
Presenter/Facilitator: Erick Bell and Darrell Doi
Description: Discover the factors that have created and influenced your current mindset and attitudes towards money and investing. Begin to challenge that mindset and transform it utilizing a strategy, free from fear, hype and influences that do not have your best interests in mind. You will learn to recognize when you are speculating and gambling with your investments and how to counteract this.

This workshop will strengthen our faculty, staff, and administrator's ability to serve our students by reducing external stress factors (like financial concerns)

9:30 AM – 11:20 AM

Let's Do This! Be Part of the 1st Conversation on Identifying Career and Academic Pathways
Room 1001
Presenter/Facilitator: Angella VenJohn and LaVaughn Hart
Description: Students frequently find themselves confronted with over 150+ programs, degrees, certificates offered at LPC. How do we make this incredible amount of information easier for students to access, explore and use for decision making? Be part of the first conversation around how to group similar vocations and interests together for students.

Let's Review a Course Using the OEI Course Design Rubric
Room 1002
Presenter/Facilitator: Christina Lee
Description: After an introduction of the CVC-OEI (California Virtual Campus-Online Education Initiative), expectations and benefits of being a member college of the 2018 equity cohort, faculty will have an opportunity to "role play" as a peer online course review (POCR) reviewer by accessing a sample course to see how it aligns to the OEI Course Design Rubric (sections A: Course presentation, and section B: Interaction--if time permits). The CVC-OEI Course Design Rubric contains the online course design standards developed and adopted by the CVC-OEI. The Rubric is intended to establish standards relating to course design, interaction and collaboration, assessment, learner support, and accessibility in order to ensure the provision of a high-quality learning environment that promotes student success and conforms to existing regulations. During the last 30 minutes, we will all come together as a group to discuss and "norm" our results. Which elements of the OEI Course Design Rubric did this sample class meet for alignment? By participating in this activity, faculty will have a better understanding of how to align a course to the CVC-OEI Course Design Rubric. This activity supports students and instructional improvement and the College's Strategic Goal A ("Ensure excellence in student learning by providing quality teaching, learning support and student support services") because the OEI Course Design Rubric "promotes student success in online courses, guides faculty in meeting accreditation and regulatory requirements and provides standards relating to content presentation, interaction, assessment and web accessibility." (LPC Academic Senate Resolution approved on 11/29/2017).

Model the Way. Leading Students Toward Equity, Inclusion, and Collaboration
Room 1006
Presenter/Facilitator: Tracey Coleman, Melissa Korber, and Kim Burks
Description: This activity will be broken into two sections. The first will have participants fill out a "Personality Matrix", focusing on typical behaviors that would identify ways they naturally behave. These tendencies will then be explored further to determine how our personalities affect leadership, collaboration, and student equity. In the second section, participants will play a game called "The Finish Line", which "increases awareness of the barriers to graduation faced by community college students, particularly low-income students and students of color, and to demonstrate how institutional, societal, or cultural factors impact the progress and success of different students"-Achieving the Dream. At the conclusion, the group will debrief, discussing how to apply these concepts to help students achieve their dreams in an equitable environment.

UndocuAlly Training: Best Practices to Support Undocumented Students
Room 1008
Presenter/Facilitator: Alain Olavarrieta and Rafael Valle
Description: The UndocuAlly Task Force will provide information about the undocumented population along side training on how to best interact with

undocumented students. In this training we will debunk a few stereotypes and focus on how we can best serve this population. We will focus on the available resources on campus and we will provide everyone with contact points throughout the campus.

Program Mapping
Room 1013
Presenter/Facilitator: Jill Carbone and Joel Gagnon
Description: This collaborative activity provides support for discipline faculty completing their Program Maps. The goal of this activity is to clarify programs' course sequencing, identify potential barriers for students to complete the pathway, and suggest possible solutions. This activity is open to all, whether faculty are continuing their work on Program Mapping, or just beginning. We will ask discipline faculty to RSVP in advance so we can match them to a counselor. Discipline faculty can request to work with the same counselor from a previous Mapping activity.

Laser Cutting
Room 1824
Presenter/Facilitator: Keith Level and Andrew Lozano
Description: Participants will learn how to design and laser cut a personal name tag. The experience will include: (1) Simple design techniques, (2) the safety, operations, and maintenance of professional laser-cutting equipment, and (3) how to cut and engrave in different media. Participants will have access to a professional 150-watt laser-cutter/engraver and learn the different software to design and build with it. This activity represents one part of a maker space experience, and will expose the campus community to this technology.

10:30 AM – 11:20 AM

Serving Student Women Veterans In and Outside the Classroom
Room 1003
Presenter/Facilitator: Todd Steffan
Description: We will have a great opportunity to have an expert in the field of mental health. Dr. Miatta R. Snetter is a licensed clinical psychologist, in the state of California, where she currently provides a full range of psychological services in private practice in Culver City, CA, while also clinically serving our nation's veterans with the Veteran's Administration. Dr. Snetter was previously featured on the Discovery Channel's "the Colony", for two consecutive television seasons, as a psychology expert. She has a wide scope of experience serving veterans, both individual and group therapies for the treatment of post-traumatic stress disorder, depression, anxiety, bipolar, and other clinical diagnoses frequently experienced by veterans. She has also been trained to provide military sexual trauma (MST) treatment to male and female veterans; and she is often asked to provide clinical consultation to veteran's programs. Dr. Snetter is honored to work with veterans because of her belief that, "Veterans generally find it easy to serve and to give; but they frequently struggle with BEING served and given to." From her years of experience, she will provide an insight in what women veteran's face

after leaving behind the structure and community of military life. How it can be tough to figure out where to go when they have questions of if they need support. In this workshop you will learn how to be our student female veterans ally in finding resources that are a good fit and how to support their success in and outside the classroom.

SLO Coordinator Workshops
Room 1004
Presenter/Facilitator: Ann Hight, Madeline Wiest, Jennie Graham, and Dan Cearley
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All the Questions You've Ever Had For Other Faculty Members, But Are Too Busy to Ask
Room 1007
Presenter/Facilitator: Joanna Tice Jen
Description: As faculty members, we are always thinking of ways to improve our work, including: pedagogy, enrollments, grading efficiency, work-life balance, and more. Many of us, especially newer faculty members, have numerous questions in a given week, many of which go unanswered because we don't have time to track anyone down to discuss it. This session is organized around the themes that emerged from questions faculty members submitted in advance. Discussion and answers will be provided by the other faculty in attendance, as well as a panel of more experienced faculty members. Find out how your colleagues address any number of course design, classroom, and grading issues. Adapt what you learn to fit your own courses.

2:00 PM – 2:50 PM

SLO Coordinator Workshops
Room 1004
Presenter/Facilitator: Ann Hight, Robin Rehagan, and Angelo Bummer
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Leading Effective Student Discussions
Room 1007
Presenter/Facilitator: Ashley Young and Russell Jensen
Description: This activity will lead to instructional improvement by giving instructors the tool of how to lead student discussion as well as the research behind why student discussion leads to better understanding. Allowing students to elaborate their understanding has been shown to be beneficial to the learning process if done effectively. However, executing effective classroom discussions can be challenging for instructors. Attendees will observe a science demonstration and then participate in one discussion tool, called a discussion map. Afterwards the discussion map will be dissected and explained. Common challenges to hosting in-class discussions will also be addressed.

Engaging Students through Honors Coursework
Room 1008
Presenter/Facilitator: Jeremiah Bodnar
Description: Experience the joys of working closely with highly motivated honors students on advanced research projects. Inspire students to pursue their interests in a deeper way as they develop their skills and curiosity. All faculty can engage their students with honors coursework in any transfer-level class. For those new to honors, we will discuss the basics of the honors program, and you will learn how to set up honors coursework in your classes. For those who are already involved in the honors program, we will share best practices learned from working with honors students, and you will learn about new opportunities and recent developments in the honors program. I also want to hear your ideas about how we can continue to improve our honors program.

2:00 PM – 3:50 PM

Keeping Students on a Pathway
Room 1001
Presenter: Kristy Woods
Description: Guided Pathways affords us an opportunity to think deeply about equity in the classroom. "How can I support every student succeed?" "What is acceptable, reasonable, realistic, sustainable… without lowering the standard?" Join the GP Connections Workgroup as collaboratively we will discuss and share things that we can do before and during the semester to get to know our students as learners and support their individual needs. This will include a sharing of introductory emails before the semester even starts, growth mindset scenarios, celebrating mistakes as learning opportunities, grading policies that supports growth over the semester, active learning activities, and much more. Facilitators: Jin Tsubota, Amir Law, Tracey Coleman, Stella Del Rosario, Stuart McElderry, Erick Bell, Carrie Frates, and Dana Nakase.

Making Your Canvas Course Site ADA-Compliant
Room 1002
Presenter/Facilitator: Scott Vigallon and Wanda Butterly
Description: Whether you teach an online course, a hybrid course, or simply enhance your face-to-face course with online materials, you are bound by state and federal regulations to make your sites accessible to students with disabilities. This hands-on workshop will focus on ADA-compliance within Canvas. You will learn the basics of web accessibility, along with techniques to use in Canvas and techniques to make Word and PowerPoint files accessible. The workshop will follow the Online Education Initiative's Course Design Rubric section on web accessibility.

Mental Architecture: "Understanding human vision, computer vision, and deep learning."
Room 1003
Presenter/Facilitator: Howard Blumenfeld
Description: Be one of the first to learn about the theory of mental architecture, based on my debut non-fiction book "Mental Architecture: Building The Mind Moment One Moment At A Time." Mental architecture is a philosophy grounded in scientific research that deeply connects the electrical activity in your mind and body with the world around you, as well as offers powerful undertones and messages of self-improvement. During this talk, I will present a brief overview of the book & theory, including an excerpt/presentation from the first chapter of how the brain processes and interprets visual data streams to identify and classify objects. We will draw detailed comparisons to computer vision and discuss some of the challenges that still remain in understanding the human visual system. The session will conclude with some Q&A and a drawing for a free autographed copy of the book.

Using the Visual Arts in the Classroom
Room 1006
Presenter/Facilitator: Soraya Renteria and Dave Wagner
Description: This flex workshop will focus on using the visual arts as a learning tool in the classroom. The workshop will be geared toward non-visual arts faculty. We be providing information on how to best help students engage with visual artwork, activities, as well as how to build a connection between the visual arts and other disciplines. The goal of the workshop is to encourage faculty to consider how the visual arts may help them enrich their curriculum, which falls under our LPC Institutional Strategic Goals. This session is geared toward faculty who wish to incorporate the visual arts into their curriculum. We will be sharing the tools for helping students (and you!) analyze artwork, as well as fun drawing and writing activities you can incorporate into lessons, Time will also be put aside to brainstorm how you can incorporate the visual arts into your particular curriculum. All disciplines are welcome. No art skills or experience needed!

The Importance of Sleep
Room 1012
Presenter/Facilitator: Irena Keller and Ernie Jones
Description: Most of us – staff, students, and faculty – are not getting enough sleep. Chronic sleep deprivation affects every aspect of life, including cognitive and emotional functioning, work and academic performance, motivation, mental well-being, and health. At work, sleep deprivation is linked to poor work quality, impaired concentration and decision making, poor communication, and absenteeism. Surveys of college students find that more than 25% of them indicate that a lack of sleep negatively impacted their academic performance – lower grades and GPAs, missed classes, papers, and deadlines, and increased withdrawals from classes. In this presentation we plan to explore the causes and effects of sleep deprivation and ways to improve sleep quality and quantity.

Curriculum Updating/Creation with the Chair
Room 1013
Presenter/Facilitator: Craig Kutil and Madeline Wiest
Description: This time is for faculty to work with the Curriculum Committee Chair to create or update courses and programs.

Piano for the Absolute Beginner
Room 4226
Presenter/Facilitator: Dan Marschak
Description: Learning a musical instrument is a great stress reliever as well as a way to approach problem solving, and artistic expression. In this two-hour crash course, you will familiarize yourself with our keyboard lab, learn basic technique, posture, fingerings, musical notation, and even a few simple songs.

3:00 PM – 3:50 PM

SLO Coordinator Workshops
Room 1004
Presenter/Facilitator: Ann Hight, Robin Rehagan, and Angelo Bummer
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Community Education: What's New and Q&A
Room 1007
Presenter/Facilitator: Frances DeNisco
Description: Community Education partners with on campus entities such as Career Technical Education, local nonprofits like Friends of the Vineyards and Open Spaces, and statewide career training vendors Like AUMT Institute to support life-long learning and career training for everyone in our community, even if they don't necessarily want to take a course for college credit.

Learn what's new on our campus in fee-based education and where fee-based education stands statewide. Explore how fee-based classes can potentially fit into Guided Pathways, and maybe find out about how to teach for the program yourself.

We'll also discuss registration and advertisement of International Travel trips that you might have in the works for next year and beyond.

This class is designed for faculty, staff, and administrators who find themselves needing to answer student questions about Community Ed and want to know more information.

Screening/Selection Committee Training
Room 1008
Presenter/Facilitator: Megan McClain and Kaitlyn Lundell
Description: Any organization or individual, whether or not an employee of the District, who is involved in the screening/selection of personnel shall receive appropriate training on the requirements of the Title 5 regulations on EEO (section 53000 et. seq.). Individuals who have not received this training with the prior 24 months are required to do so in order to serve on the screening/selection committees. Training will cover the requirements of federal and state nondiscrimination laws, the requirements of the District's EEO Plan, the District's policies on nondiscrimination, recruitment, and hiring, principles of diversity, the value of a diverse workforce, and recognizing bias.