

Program Review Division Summary Fall 2018

Dean/Administrator	Program Review Committee Reader(s)	SLO Committee Reader(s)
Dr. Amir A. Law	Karin Spirn Ann Hight	Ann Hight

Division/Area	Programs
BHAWK	Business (Marketing, Work Experience), Economics, Health, Nutrition, Kinesiology, and Athletics

<p><b>Executive Summary (Optional):</b> 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.</p>

<p><b>Recommendations:</b> 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.</p>
<p>Major Recommendations include:</p> <ul style="list-style-type: none"> <li>• Filling another BUSN faculty position for continue program growth and development.</li> <li>• Additional FTEF for Work Experience and Health to accommodate program growth and new classes, respectively.</li> <li>• Additional classified professionals in the area of Athletics to serve as drivers for a way intercollegiate events and contests.</li> <li>• Instructional Assistants for Business.</li> <li>• A food Lab for Nutrition for the continued growth and development of the program.</li> <li>• New Kinesiology facilities for increased class productivity, course diversity, and local revenue generation for the campus.</li> </ul>

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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><b>Community Relationships and Partnerships</b></p>	<p><b>BUS</b></p> <ul style="list-style-type: none"> <li>• A huge amount of progress has been done in internships and job boards including creating a new logo, significant growth in employees and students registering, and marketing of the opportunities.</li> <li>• Work experience program supports area employers and promotes a strong workforce in our area.</li> <li>• Long-term plan includes developing an Entrepreneurship Center</li> <li>• Business hosted a workshop with CALCPA for students considering accounting careers. Over 100 LPC students and many community members attended.</li> <li>• Business students attended two conferences. CAPBL chapter of Future Business Leaders of America sponsored the students’ attendance of these conferences.</li> <li>• In Business, the Work-Based Learning program connects LPC students with opportunities for employment and internships.</li> <li>• In Business, some students in the Work-Based Learning Program worked at the Switch, a City of Livermore business incubator. This was part of the Boomerang Program, a partnership of LPC, the Switch and the Pedrozzi foundation, seeking to help students find work stay in the Livermore area.</li> <li>• Continuation of the Business and Entrepreneurship Speaker’s Series.</li> <li>• Business Symposium for spring 2019—provides information for students regarding the discipline.</li> <li>• Business hopes to create a future Entrepreneurship Center as a community resource.</li> <li>• Business faculty arranged the discipline’s first ever International Education Tour in 2017, visiting Japan with 17 students.</li> </ul> <p><b>ECON</b></p> <ul style="list-style-type: none"> <li>• Economics faculty begun their efforts to identify/facilitate industry partnerships to develop “career-oriented” curriculum/certificates to expand the Program’s limited offerings</li> </ul> <p><b>HLTH</b></p> <ul style="list-style-type: none"> <li>• Plan on developing a community engagement project for new HLTH 7 course</li> </ul> <p><b>NUTR</b></p> <ul style="list-style-type: none"> <li>• With a food lab, Las Positas could also collaborate with organizations like Alameda County Public Health Department or various food banks in the area to host community-cooking classes for students and their families. Our students could work hand in hand with these community organizations to host these kind of events, which would give them hands on experience in the field of community nutrition and health.</li> </ul> <p><b>KIN</b></p> <ul style="list-style-type: none"> <li>• Intercollegiate volleyball began in Fall 18</li> </ul>
<p>Such as outreach, recruitment, internships, industry collaborations.</p>	

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<p><b>Curriculum Committee Items</b></p>	<p><b>BUSN</b></p> <ul style="list-style-type: none"> <li>• Seven courses updated</li> <li>• New course: Introduction to Personal Finance Management. New certificate: Retail Management Certificate</li> <li>• Conducting feasibility study for Business Analytics Certificate. We started working on this certificate in January 2018 and a task force of LPC faculty and outside consultant met to discuss goals for the year. We are in the process of gathering information regarding market data and selecting courses to offer.</li> <li>• Business created an Introduction to Personal Finance Management course. If the course is successful, Business will consider creating additional related courses and creating a certificate in this area. They are also researching for a possible future Business Analytics Certificate.</li> <li>• Business is attempting to create cross-discipline certificates. They completed curriculum for one of these, partnered with Music. Other certificates have faced challenges.</li> <li>• Business is investigating the creation of non-credit courses. They are also hoping to create global business courses.</li> </ul> <p><b>ECON</b></p> <ul style="list-style-type: none"> <li>• An Associate Degree for Transfer in Economics was then developed and approved</li> <li>• Develop new “career-oriented” curriculum/certificates to supplement the Program’s current offerings.</li> </ul> <p><b>HLTH</b></p> <ul style="list-style-type: none"> <li>• Two new health courses (Intro to Public Health and Health and Social Justice)</li> <li>• New AS-T in Public Health Science</li> </ul> <p><b>KIN</b></p> <ul style="list-style-type: none"> <li>• Kinesiology created an Athletic trainer certificate of achievement. They are also completing a fitness instructor certificate based on an indication of need from labor market data.</li> <li>• Fitness Instructor Certificate curriculum has been submitted and can begin fall 2019.</li> <li>• New curriculum for Intercollegiate Volleyball: Pre Season, In Season and Off Season.</li> <li>• Updated over 30 courses.</li> <li>• New large cardio fitness classes</li> </ul> <p><b>NUTR</b></p> <ul style="list-style-type: none"> <li>• Implemented new AS-T in Nutrition, Sp18</li> <li>• If LPC had a food lab, then expand courses to include C-ID approved courses, such as “Principles of Food”</li> <li>• If LPC had a food lab, create a Food Service Licensing Program for students to become certified to work in the field of food service.</li> <li>• If LPC had a food lab, a culinary program could be created.</li> </ul>
<p>Changes made through the curriculum committee, such as changes to course outlines, degrees and DE status.</p>	

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<p><b>Enrollment Management</b></p>	<p><b>BUSN</b></p> <ul style="list-style-type: none"> <li>As a result of marketing efforts, enrollment doubled in the first fall semester of 2017 because of summer marketing efforts and doubled again for fall 2018. With the higher unit caps due to updated curriculum, the number of units has grown with enrollment this semester. There is tremendous opportunity for enrollment growth.</li> <li>Business is creating new courses and certificates to meet Strong Workforce and other mandates, and needs more FTEF to be able to offer additional sections.</li> </ul> <p><b>ECON</b></p> <ul style="list-style-type: none"> <li>While student headcount, total course enrollment and FTES were slightly down from Fall 2016 to Fall 2017, they were all up from Spring 2017 to Spring 2018</li> <li>While productivity (WSCH/FTEF) and fill rates were down only slightly fall 2016 to fall 2017, they decreased significantly spring 2017 to spring 2018. The statistical changes reflect the “last-minute” addition of course sections offered in spring 2018. The data indicates that Economics Program “over-scheduled” its Spring 2018 term</li> <li>Success rates increased and Withdrawals decreased in the majority of courses indicating success of the Program’s offerings, in particular the DE course</li> </ul> <p><b>HLTH</b></p> <ul style="list-style-type: none"> <li>HLTS enrollments have leveled off after a period of declining enrollment.</li> <li>Demographics remain stable</li> </ul> <p><b>KIN</b></p> <ul style="list-style-type: none"> <li>Intercollegiate Volleyball began F18</li> <li>Instruction for Fitness Instructor began F18</li> <li>Potentially making KIN 30 online in response to the increased popularity of DE courses</li> <li>After Kinesiology changed the day/times for indoor soccer, enrollments more than doubled.</li> </ul>
<p>Changes to section offerings, such as adding/removing sections or increasing/lowering class size.</p>	
<p><b>External Factors</b></p>	<p><b>ECON</b></p> <ul style="list-style-type: none"> <li>According to the Bureau of Labor Statistics (BLS), “employment of economists is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations. Businesses and organizations across many industries use economic analysis and quantitative methods to analyze and forecast business, sales, and other economic trends. Demand for economists should come from the increasing complexity of the global economy, additional financial regulations, and a more competitive business environment.” Furthermore, the BLS states that “job prospects should be best for those with a master’s degree or Ph.D., strong analytical skills, and experience using statistical analysis software.”</li> </ul> <p><b>BUSN</b></p> <ul style="list-style-type: none"> <li>The Work-Based Learning Program has been growing in size and scope under the leadership of coordinator Mary Lauffer, who has 40% of her load dedicated to this program. The program supports the CCCCO vision for success and other statewide initiatives. Enrollment increased from 45 students in F17 to 96 students in F18.</li> </ul>
<p>Such as state/ Accreditation mandates or advisory board directives.</p>	

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<p><b>Facilities, Supplies, and Equipment</b></p>	<p><b>KIN</b></p> <ul style="list-style-type: none"> <li>• The productivity of some of our courses is limited based upon our limited facilities.</li> <li>• Larger or additional gym space would increase the productivity of our basketball, volleyball, badminton indoor soccer, and group activity courses.</li> <li>• A closed gym would allow our students more privacy and would increase enrollment of group fitness courses, since we would be able to hold them in a larger space. Our current gym is open access, and not a private environment and is unsuitable to hold courses like Yoga, Pilates, Guts and Butts, and other group fitness courses.</li> <li>• Our synthetic turf field has exceeded its life span and has a negative effect on productivity. The surface excessively hot in warm weather, decrepit and dilapidated.</li> <li>• An increased weight room space would allow us to hold larger classes that involve weight training. Examples of these course are Women’s Weight Training, and Weight Training I &amp; II</li> <li>• We currently have 25 stationary cycles, which limits the enrollment in Cycling I, &amp; II. An increase in equipment would increase productivity, as these courses are very popular.</li> <li>• Kinesiology also requests a new Health and Wellness building.</li> </ul> <p><b>NUTR</b></p> <ul style="list-style-type: none"> <li>• Build a food lab on campus that includes a number of small kitchens where the students can prepare food and provide a space for the evaluation of foods and food processing techniques</li> </ul>
<p><b>Financial/ Budgetary</b></p>	<p><b>BUSN</b></p> <ul style="list-style-type: none"> <li>• Additional funds needed to send students to various conferences</li> </ul> <p><b>KIN</b></p> <ul style="list-style-type: none"> <li>• Measure A bond request: a new health and wellness building being in the plan to be built. However, with the current prioritization of this project, additional space for more productive courses will not be immediate or in the near future.</li> </ul>
<p>Program budgets or special funding.</p>	

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<b>Human Resources</b>	
Hiring and staffing needs.	<p><b>BUSN</b></p> <ul style="list-style-type: none"> <li>We completed the hiring process for two new Full Time faculty in spring 2018. Andrew Patterson and Dr. Tracey Coleman joined our team and are teaching full time starting fall 2018.</li> <li>Need at least one more full-time faculty in order to grow the existing program and develop Entrepreneurship program. With Work Force development and booming Tri Valley Area with focus on Maker Space, it is imperative that we hire a new Full Time Faculty.</li> <li>INSTRUCTIONAL ASSISTANT: Another hurdle for the discipline is the need for an instructional assistant. For BUSN18 Business Law, BUSN30 Business Ethics, BUSN40 Introduction to Business and the large lecture courses for BUSN18 and BUSN40, the essay and written project grading is overwhelming.</li> <li>More FTE to staff classes as business creates new certificates and degrees to fulfill the Strong Workforce and to meet the demand to grow Work Experience and Entrepreneurship program.</li> </ul> <p><b>ECON</b></p> <ul style="list-style-type: none"> <li>The Economics Program is “managed” by a single full-time faculty, which present significant challenges</li> <li>Hire additional full-time Economics faculty</li> </ul> <p><b>HLTH</b></p> <ul style="list-style-type: none"> <li>May need additional FTEF in support of the AS-T in Public Health Science</li> </ul> <p><b>KIN</b></p> <ul style="list-style-type: none"> <li>Hired a full time, non-coaching, faculty member</li> <li>Staff members who are not coaches are continuing to drive the student-athletes. However, with only two classified professionals and nine (9) intercollegiate athletic teams, resources to hire additional drivers or for transportation is sorely needed.</li> </ul>
<b>Learning Support</b>	
Services provided to support student learning, such as tutoring and library support.	<p><b>BUSN</b></p> <ul style="list-style-type: none"> <li>It has been a challenge to find students who would like to tutor our BUSN1A, BUSN1B, BUSN18 and BUSN 4</li> </ul> <p><b>HLTH</b></p> <ul style="list-style-type: none"> <li>Continue library orientations to support student’s development of information literacy and research skills</li> <li>Continue regular feedback to students about their individual progress in the course</li> </ul>

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<p><b>LPC Collaborations</b></p>	<p>The Division continue to partner with the Outreach Office in multiple events. Feedback from campus and community partners has been positive with multiple requests for more involvement by our Division. These events include:</p> <ul style="list-style-type: none"> <li>• Counselor’s Breakfast</li> <li>• Welcome Week</li> <li>• Fast Pass Events</li> </ul>
<p>Collaborative projects bringing together different programs/areas within LPC</p>	<p><b>BUSN</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Business worked with the LPC design shop for the internship and job board.</li> </ul> <p><b>NUTR</b></p> <ul style="list-style-type: none"> <li>• Nutrition is working with the Health Center to increase student awareness of healthy eating. In spring 2017 a \$25,000 subcontract was offered to LPC by the Center for Healthy Communities, but Student Services could not continue to staff and manage the subcontract—this seems to speak for a need for stronger infrastructure to manage grants and special funds.</li> <li>• The Nutrition club provides assistance at the annual food pantry event by providing healthy recipes.</li> </ul>
<p><b>LPC Planning Priorities</b></p>	<p><b>BUSN</b></p> <ul style="list-style-type: none"> <li>• Finding tutors for various business courses is challenging</li> <li>• Development of new certificates and degrees takes resources.</li> <li>• DEVELOPING AN INTERNATIONAL PROGRAM: Patricia Stokke was the lead for this program and with her resignation this position is vacant now. The development for curriculum is on hold for now. However, a successful International travel trip to Japan in summer of 2017. Since we are down two FT faculty positions and there are so many other initiatives, currently we can’t devote any resources to this program. The original plan to develop a series of international business offerings is still in force. These new offerings will provide the knowledge needed for success in the international marketplace and a skill-set sought by industries involved in global business. With two new FT faculty on board this Fall, we plan to explore the opportunity</li> </ul>
<p>Available here:  <a href="https://goo.gl/LU99m1">https://goo.gl/LU99m1</a></p>	<ul style="list-style-type: none"> <li>• Overall, the programs need more support (faculty and finances) to continue developing new curriculum and certificates.</li> </ul>

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<p><b>Pedagogy/ Teaching Methods</b></p>	<p><b>BUSN</b></p> <ul style="list-style-type: none"> <li>• Work-based learning growth allows students to explore careers</li> </ul> <p><b>HLTH</b></p> <ul style="list-style-type: none"> <li>• Health 1 instructors began conducting individual student conferences to help students monitor their course success, since many of the students are first-time college students.</li> <li>• Based on SLO assessments, one Health instructor is examining how to help students differentiate between modifiable and non-modifiable risk factors for cancer.</li> </ul>
<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><b>Professional Development</b></p>	<p><b>BUSN</b></p> <ul style="list-style-type: none"> <li>• Work-based learning growth allows students to explore careers</li> <li>• Funds for faculty to attend CTE, Makerspace, Entrepreneurship and other conferences were provided during spring 18, summer 18, and fall 18. Additional funds have been secured for the 2019 calendar year.</li> </ul> <p><b>HLTH</b></p> <ul style="list-style-type: none"> <li>• Professional development needed to bolster, particularly part-time faculty, in the areas of public health, equity, and social justice needed to new health courses.</li> <li>• Lots of professional development available (On Course, Teaching Men of Color, Canvas training, CVC-OEI Course Design Academy)</li> <li>• Need to work with adjunct faculty on course pedagogy, assignments, teaching approaches, etc.</li> <li>• Need time to enhance the collective strength of programs, not just the individual skills of instructors.</li> </ul> <p><b>KIN</b></p> <ul style="list-style-type: none"> <li>• It has been extremely helpful to utilize the opportunity for College Day and Flex Day.</li> <li>• Funds for faculty to attend CTE and other conferences were provided during spring 18, summer 18, and fall 18. Additional funds have been secured for the 2019 calendar year.</li> <li>• Funds for industry certifications were made available for discipline faculty in the areas of Personal Fitness and Training.</li> </ul> <p><b>NUTR</b></p> <ul style="list-style-type: none"> <li>• Flex Days and also funding to go to conferences related to my field have been helpful in achieving professional development hours and also ensuring that I am keeping abreast of the new topics in my field.</li> </ul>
<p>Activities and resources to enhance employee knowledge and skills.</p>	



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<p><b>Services to Students</b></p>	<p><b>BUSN</b></p> <ul style="list-style-type: none"> <li>• Workshop on becoming a CPA. The workshop included accounting professors from 4 year universities, Las Positas and Chabot alumni who are currently pursuing accounting degrees at 4 year universities, and accounting professionals from CPA firms in the Bay Area. Over a hundred students and many community members attended and benefitted from this workshop.</li> <li>• LPC Business Club continues to grow and positively affect student’s experience at LPC and in field of Business. The Club sponsored 5 workshops in Financial Literacy and Career Planning in 2017-18. In addition, twenty-five student members attended two conferences, one in Fall 17, in Los Angeles and other in Spring 18, in San Diego.</li> <li>• Work-Based Learning has been updated and restructured. Work Experience program offers two courses WEXP 94 &amp; 95, focusing on employment.</li> <li>• Work experience program serves all majors, supports area employers, and promotes a strong workforce in our area.</li> <li>• Business and Entrepreneurship Speaker Series</li> </ul> <p><b>HLTH</b></p> <ul style="list-style-type: none"> <li>• Developed a system to enhance all Health faculty’s abilities to best meet the needs of first year students including using Canvas to monitor their grades, proactive communication, and learning how to be successful college students.</li> </ul> <p><b>NUTR</b></p> <ul style="list-style-type: none"> <li>• Nutrition club is working with the LPC Health Center to increase students’ awareness of nutrition for a healthy mind and body.</li> <li>• Nutrition club students to collaborate with LPC Student Services to work on the LPC Market (Food Pantry) and increasing Cal Fresh outreach for students who are in need of financial assistance to buy groceries. Last Spring a \$25,000 subcontract was offered to LPC by the Center for Healthy Communities to raise CalFresh awareness and increase staffing for CalFresh outreach and assistance. Unfortunately, Student Services felt that they were underequipped to staff and manage the subcontract. I am hoping that in time, these kind of partnerships can be established so we can better meet student’s needs, especially students who qualify for CalFresh and could benefit from better support from LPC.</li> </ul>
<p>Non-instructional services provided to students. Not limited to Student Services programs/areas.</p>	

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<p><b>SLOs/SAO Process</b></p>	<p><b>BUSN</b></p> <ul style="list-style-type: none"> <li>• PSLOs were developed for the Retail Management Certificate</li> <li>• Updating CSLOs for Accounting 51A, Work Experience courses, and Intro to Personal Finance</li> <li>• All CSLOs were mapped to the PSLOs</li> <li>• Assessment of CSLOs for BUS 18 demonstrated 72% of students achieved average to mastery of the SLOs</li> </ul> <p><b>ECON</b></p> <ul style="list-style-type: none"> <li>• “Old” CSLOs were retired and “new” CSLOs were recorded and analyzed</li> </ul> <p><b>HLTH</b></p> <ul style="list-style-type: none"> <li>• Developed a common assessment for a HLTH 1 SLO; to be assessed Sp18 and F18</li> <li>• We will continue to assess the same CSLO for fall 2018 and spring 2019. This CSLO will also be assessed in the online sections of HLTH 1 starting in fall 2018. We hope to acquire consistent and meaningful data to inform our teaching.</li> </ul> <p><b>KIN</b></p> <ul style="list-style-type: none"> <li>• Plan to assess CSLO from KIN SI</li> <li>• Intend the update some CSLOs of activity courses</li> </ul> <p><b>NUTR</b></p> <ul style="list-style-type: none"> <li>• Added 3 new SLOs to Nutrition 1 and NUTR 3. We have allocated the different SLOs to be tracked by different faculty members.</li> <li>• We do not yet have all the SLOs being tracked consistently at this time.</li> </ul>
<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><b>Technology Use</b></p>	<p><b>KIN</b></p> <ul style="list-style-type: none"> <li>• The activity room in 2500 could be upgraded to have Bluetooth availability for the sound system</li> <li>• New Body Composition Scanners are being order in addition to 3D anatomy software</li> </ul> <p><b>HLTH</b></p> <ul style="list-style-type: none"> <li>• Thank you for all the eLumen training but, eLumen is just not intuitive; nor is processing all SLOs through eLumen accommodating or friendly.</li> </ul> <p><b>ECON</b></p> <ul style="list-style-type: none"> <li>• All Econ courses were switched from Blackboard to Canvas.</li> <li>• Econ had increasing percentages of students taking DE courses rather than FTF.</li> </ul>
<p>How technology is used to instruct/serve students or for other college functions.</p>	

