The Business program offers three-degree options, an Associate in Arts in Business Administration, an Associate in Science in Business, and an Associate of Science in Business for Transfer. Students may also obtain a Certificate of Achievement in Business Administration and Skills Certificates in Business, Finance, Legal Studies, Management and Supervision, Marketing, Retail Management, and Advanced Retail Management.

Program Learning Outcomes: Upon successful completion of the program, students will be able to demonstrate mastery of the following outcomes: the ability to demonstrate a firm understanding and working knowledge of the basic functions of a business enterprise, including the following components: business entrepreneurship, economics, business law, finance, human resource management, and marketing. Demonstrate a firm understanding of the communication process in a business and professional setting, including written, oral (including non-verbal), and electronic communication, and active listening. Evaluate issues across the range of business functional areas by recognizing and analyzing problems using creativity, sound judgment, and business principles; and interpret business conditions, activities, or problems to provide solutions and means of continuous improvement in functional areas with consideration to the solution’s impact on business enterprise “Big Picture.” Demonstrate actions of integrity, honesty and ethical, socially responsible in decision-making and interaction with customers, co-workers, employers, general public and society in general.

Program Overview:

The Business program offers three-degree options, an Associate in Arts in Business Administration, an Associate in Science in Business, and an Associate in Science in Business for Transfer. Students may also obtain a Certificate of Achievement in Business Administration and Skills Certificates in Business, Finance, Legal Studies, Management and Supervision, Marketing, Retail Management, and Advanced Retail Management.
FTES/FTEF for Business has been fluctuating over the past five years. Comparing 2011-12 (26.8) and 2012-13 (28.1) in the subsequent 3 years a dramatic decrease occurred -2013-14 (24.3), 2014-15 (18.6), 2015-16 (18.5). Business has consistently maintained a higher FTES/FTEF compared to the college average with the exception of 2014-15. The causes for the variations and decline in FTES/FTEF can be attributed to increased employment rate, competition from non-profit and for-profit colleges offering online degrees, weekend classes, quarterly or Pace programs, LAHC’s lack of advertising and promotion. The aforementioned has negatively impacted the Business program and the college overall. Harbor’s total credit students have experienced a declining trend over the past years.

**IMPROVEMENT ACTION(S)**

**Measurement:**

<table>
<thead>
<tr>
<th>Fall FTES and FTEF</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>3-Yr Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline FTES</td>
<td>72.4</td>
<td>76</td>
<td>82.7</td>
<td>66.8</td>
<td>72</td>
<td>73.8</td>
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<tr>
<td>Discipline FTEF</td>
<td>2.7</td>
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<td>3.4</td>
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<td>3.9</td>
<td>3.6</td>
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<tr>
<td>Discipline FTES/FTEF</td>
<td>26.8</td>
<td>28.1</td>
<td>24.3</td>
<td>18.6</td>
<td>18.5</td>
<td>20.3</td>
</tr>
</tbody>
</table>

**DATA REVIEW**

Did program maintain 2014-15 budget levels: No

5-yr trend: Decrease

**Measure Explanation:**

FTES/FTEF for Business has been fluctuating over the past five years. Comparing 2011-12 (26.8) and 2012-13 (28.1) in the subsequent 3 years a dramatic decrease occurred -2013-14 (24.3), 2014-15 (18.6), 2015-16 (18.5). Business has consistently maintained a higher FTES/FTEF compared to the college average with the exception of 2014-15. The causes for the variations and decline in FTES/FTEF can be attributed to increased employment rate, competition from non-profit and for-profit colleges offering online degrees, weekend classes, quarterly or Pace programs, LAHC’s lack of advertising and promotion. The aforementioned has negatively impacted the Business program and the college overall. Harbor’s total credit students have experienced a declining trend over the past years.

**Improvement Action(s):**

1. High school partnerships
2. Outreach
3. Department advertisements
4. leaflets and flyers
5. Presentations

<table>
<thead>
<tr>
<th>Timeline:</th>
<th>Person Responsible:</th>
<th>Current Status:</th>
<th>Resources Required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>Stanley Sandell</td>
<td>Started</td>
<td>No</td>
</tr>
</tbody>
</table>
MODULE: Awards Completion

Awards Type: AS
Award Title: Business

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>4</td>
</tr>
<tr>
<td>2012-13</td>
<td>6</td>
</tr>
<tr>
<td>2013-14</td>
<td>3</td>
</tr>
<tr>
<td>2014-15</td>
<td>1</td>
</tr>
<tr>
<td>2015-16</td>
<td>5</td>
</tr>
<tr>
<td>3-Yr Avg</td>
<td>3</td>
</tr>
</tbody>
</table>

DATA REVIEW

- Standard Achieved: No
- Target Achieved: N/A
- 5-yr trend: Decrease

Measure Explanation:
Due to additional degree offerings, the trend indicates a decline from a high of 6 in 2012-13 to 1 in 2014-15. Five were issued in 2015-16. The fluctuation may be due to a number of factors that could potentially include: 1. additional degree options; 2. a decrease in class offerings.; 3. a decrease in student population.

IMPROVEMENT ACTION(S)

 Improvement Action(s):

The Business Department wishes to implement online AA, AS, AS-T degrees to increase enrollment and completion. Dual enrollment can also provide an avenue to increase completion of degrees.

- Timeline: 2021
- Person Responsible: Stanley Sandell
- Current Status: Started
- Resources Required: No
- Results of action: In process.
Awards Completion

Awards Title: Business Administration Career

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
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<tr>
<td>Number of Awards</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>3</td>
<td>6</td>
<td>5.7</td>
</tr>
</tbody>
</table>

**DATA REVIEW**

- **Standard Achieved:** Yes
- **Target Achieved:** N/A
- **5-yr trend:** Increase

**Measure Explanation:**

The Business program's certificate 5-year average exceeded the college average. Business dipped below the standard of 3.7 in 2012-13, when only two certificates were issued and in 2014-15 when only three had been issued. The variation for those years could be timing due to uncontrollable circumstances, but the program sufficiently meets the threshold.

**IMPROVEMENT ACTION(S)**

**Additional certificates are being developed to assist students in obtaining employment.**

- **Timeline:** 2021
- **Current Status:** Started
- **Person Responsible:** Stanley Sandell
- **Resources Required:** No
- **Results of action:** In progress.
**Module:** Course Completion

**DATA**

### Successful Course Completion

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>3-Yr Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline Non-DE</td>
<td>69.2</td>
<td>64.6</td>
<td>64.1</td>
<td>74.3</td>
<td>64.3</td>
<td>67.1</td>
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<tr>
<td>Discipline DE</td>
<td>61.8</td>
<td>60.3</td>
<td>59.1</td>
<td>54.0</td>
<td>69.9</td>
<td>61.0</td>
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<tr>
<td>Discipline Total</td>
<td>67.3</td>
<td>63.4</td>
<td>62.8</td>
<td>67.8</td>
<td>66.0</td>
<td>65.3</td>
</tr>
</tbody>
</table>

**DATA REVIEW**

- **Standard Achieved:** No
- **Target Achieved:** No
- **5-yr trend:** Decrease
- **DE success rates meet college standard:** No

**Explain results:**

Business distance education courses are popular and have a diverse demographic which often exceed their cap limits. In 2011-12 achieved a 61.8% completion but in 2012-13 it declined to 60.3%, and in 2013-14 slid to 59.1% and continued the decline in 2014-15.

**Measure Explanation:**

The non-distance education business programs' successful course completion ratios have fluctuated significantly. Beginning with the 2011-12 academic year which recorded 69.2% which was higher than the college non-DE percentage. The two subsequent years recorded dramatic declines; in 2012-13 competition fell to 64.6% and in 2013-14 dropped to 61.4%. A 10% increase brought the rate to 74.3% in 2014-15, and in 2015-16 a reduction of 10% occurred. Business has a three-year average of 67.1% which exceeds the institutional standard of 65%. Business is aligned with the college three-year average.

**IMPROVEMENT ACTION(S)**

**Improvement Action(s):**

Instructors seminars which introduce platform changes and multimedia integration which assists with the pedagogy and boosts completion. Implementation of programs with self-remediating e-books with support student learning and provides success scaffolding.

The daily use of email and discussion boards keep students actively involved with in-class activities. Weekly reviews of student attendance and work.

<table>
<thead>
<tr>
<th>Timeline: 2019</th>
<th>Person Responsible: Stanley Sandell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Status: Started</td>
<td>Resources Required: No</td>
</tr>
</tbody>
</table>
**2016-17 Comprehensive Program Review Summary Report**

*Data extracted from HAPS by OIE on 06032019*

**DIVISION:** Business  
**DISCIPLINE:** Business

**MODULE:** Curriculum  
**Created** 4/20/2017 10:32  
**Modified** 3/2/2018 11:06

**DATA REVIEW**

Do all courses in discipline have defined SLOs in HAPS: No

All course syllabi list SLOs as defined: Yes

Measure Explanation:

All instructors are required to include the course's SLOs in their syllabi.

**Timeline:** Spring 2017  
**Person Responsible:** Stanley Sandell

**Current Status:** 100% Complete

**MODULE:** Enrollment Effectiveness  
**Created** 4/20/2017 12:30  
**Modified** 3/2/2018 11:06

**DATA**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>3-Yr Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline Regular</td>
<td>0.6</td>
<td>0.6</td>
<td>1.3</td>
<td>1.3</td>
<td>1.4</td>
<td>1.3</td>
</tr>
<tr>
<td>Discipline Regular Hrly</td>
<td>0.6</td>
<td>0.8</td>
<td>1.0</td>
<td>1.0</td>
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<td>1.0</td>
</tr>
<tr>
<td>Discipline Adjunct Hrly</td>
<td>1.5</td>
<td>1.3</td>
<td>1.1</td>
<td>1.3</td>
<td>1.5</td>
<td>1.3</td>
</tr>
<tr>
<td>Discipline Total FTEF</td>
<td>2.7</td>
<td>2.7</td>
<td>3.4</td>
<td>3.6</td>
<td>3.9</td>
<td>3.6</td>
</tr>
</tbody>
</table>

**DATA REVIEW**

Was the regular FTEF 75% of total FTEF: No

Discipline request a position in the next 6 years: Yes

5-yr trend: Increase

Measure Explanation:

FTES/FTEF for Business has been incrementally increasing for the past three academic years 2013-14 (3.4), 2014 -15(3.6), 2015 -16 (3.9). During 2011-12, 2012-13 the FTES/FTEF remained constant at 2.7. The increase in FTES/FTEF during the past three years may be attributed to: (1) development and ongoing partnerships between the high schools and LAHC; (2) integration and implementation of new programs and pathways in the Business Division; (3) dual enrollment for high school students; (4) AS-T Degree which guarantees students entry to CSUs.

**IMPROVEMENT ACTION(S)**

**Improvement Action(s):**

The Business Division has developed a GTL Program that should increase partnerships and dual enrollment. Growth in advertising and student events showcasing LAHC as an educational oasis offering accredited courses that result in skills development which applies to certificates and degrees. Participation at college and high school events which promotes the advantages of attending LAHC.

**Timeline:** Spring 2017  
**Person Responsible:** Stanley Sandell

**Current Status:** 100% Complete  
**Resources Required:** No
**2016-17 Comprehensive Program Review Summary Report**

**DIVISION:** Business

**DISCIPLINE:** Business

**MODULE:** Enrollment Effectiveness

<table>
<thead>
<tr>
<th>Full-time Equivalent Faculty (FTEF)</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>3-Yr Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline Regular</td>
<td>0.6</td>
<td>0.6</td>
<td>1.3</td>
<td>1.3</td>
<td>1.4</td>
<td>1.3</td>
</tr>
<tr>
<td>Discipline Regular Hrly</td>
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<td>0.8</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Discipline Adjunct Hrly</td>
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<td>1.3</td>
<td>1.1</td>
<td>1.3</td>
<td>1.5</td>
<td>1.3</td>
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<td>2.7</td>
<td>3.4</td>
<td>3.6</td>
<td>3.9</td>
<td>3.6</td>
</tr>
</tbody>
</table>

**DATA REVIEW**

- Was the regular FTEF 75% of total FTEF: No
- Discipline request a position in the next 6 years: No
- 5-yr trend: No Change

**Measure Explanation:**

**IMPROVEMENT ACTION(S)**

**Improvement Action(s):**

Enrollment Management planning is being used to budget for the next terms.

- **Timeline:** Spring 2017
- **Person Responsible:** Stanley Sandell
- **Current Status:** 100% Complete
- **Resources Required:** No
Enrollment Efficiency

Enrollment in Business classes have remained relatively constant over the past five years, and although there is some fluctuations, the trend is upward.

2012-14 saw a substantial increase in enrollment which contracted to the previous rates in the subsequent three years ending in 2015-16. Business has achieved the college standards for enrollment at 34.4%.

<table>
<thead>
<tr>
<th>Fall Enrollments, Sections Offered, and Section Size Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
</tr>
<tr>
<td>Discipline Enrollment</td>
</tr>
<tr>
<td>Sections Offered</td>
</tr>
<tr>
<td>Discipline Avg Enrl/Sect</td>
</tr>
</tbody>
</table>

Is the 3-Yr Avg/Sect more than 34: Yes
5-yr trend: No Change

Measure Explanation:

2012-14 saw a substantial increase in enrollment which contracted to the previous rates in the subsequent three years ending in 2015-16. Business has achieved the college standards for enrollment at 34.4%.

Improvement Action(s):

Enrollment in Business classes have remained relatively constant over the past five years, and although there is some fluctuations, the trend is upward.

Timeline: Spring 2017
Person Responsible: Stanley Sandell
Current Status: 100% Complete
Resources Required: No
### External Scan - CTE

**LMI/SOC Data:**

SOC 13-11111 provides information on demand for Business and Financial Operations Occupations. The data for the period of 2014 - 2024 indicates a 13.6% increase in demand which will create approximately 208,500 available jobs. However, the data provided shows that the typical education requirement is a Bachelor's degree. Job titles include:

- Business Analyst
- Business Consultant
- Business Management Analyst
- Business Process Consultant
- Clerical Methods Analyst
- Commercial Specialist
- Industrial Analyst
- Management Analyst
- Management Consultant
- Records Management Analyst

**IMPROVEMENT ACTION(S)**

<table>
<thead>
<tr>
<th>Improvement Action(s):</th>
<th>Timeline:</th>
<th>Person Responsible:</th>
<th>Resources Required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No improvement is needed at this time.</td>
<td>Spring 2017</td>
<td>Stanley Sandell</td>
<td>No</td>
</tr>
</tbody>
</table>

### Advisory Committee

**DATA REVIEW**

- **Standard Achieved:** Yes
- **Advisory Committee Meeting Date:** 5/18/2017

**Measure Explanation:**

The following new Certificates were approved by the committee: Business Information Worker – BIW II, Information Technology, Global Trade and Logistics, CISCO Academy Networking (CCENT and CCNA), Entrepreneurial. The committee members requested that we upgrade our programs to include teaching more classes that will prepare students for the real work place.

**IMPROVEMENT ACTION(S)**

<table>
<thead>
<tr>
<th>Improvement Action(s):</th>
<th>Timeline:</th>
<th>Person Responsible:</th>
<th>Resources Required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department will: 1. expand the GTL Program to include emerging practices in logistics; Management will develop certificates in domestic and international entrepreneurship; 3. Develop CSU articulation agreements for Entrepreneurship Pathways.</td>
<td>2021</td>
<td>Stanley Sandell</td>
<td>No</td>
</tr>
</tbody>
</table>

**Current Status:** Started

**Results of action:** In process
### DATA REVIEW

<table>
<thead>
<tr>
<th>Standard Achieved:</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Achieved:</td>
<td>N/A</td>
</tr>
<tr>
<td>5-yr trend:</td>
<td>Increase</td>
</tr>
</tbody>
</table>

**Measure Explanation:**

- **Timeline:** Spring 2017
- **Current Status:** 100% Complete
- **Person Responsible:** Stanley Sandell
- **Resources Required:** No