

**College Mission:** Los Angeles Harbor College fosters learning through comprehensive programs that meet the educational needs of the community as measured by student success, personal and institutional accountability, and integrity.

## **Part “A”**

### **Program/Pathway Update**

**Program/Pathway:** Business

**Date:** November 12, 2012

The Business Division is excited about the future. According to the U.S. Bureau of Labor Statistics, employment in management, business, and financial occupations will increase 11 percent by 2018. Employment in office and administrative support positions is expected to grow by 8 percent over this same period. During these difficult economic times, it is exciting to know that the Business Division is training students in occupational groups that are growing.

#### **Assessment of six year plan from Program Review:**

The Business Division faculty and staff affirm its belief in the values reflected by the College’s Mission and Vision Statement. The division dedicates its intellectual, human, and technological resources to:

- Student-centered learning – focusing on the needs of the students through the design of curriculum, course content, and interactivity of courses.
- Teaching competencies and instructional improvement – through continuous assessment and achievement of Student Learning Outcomes.
- Providing professional education – to prepare students to enter the workforce and to advance in the development of careers.
- Support of California’s green technology initiative – through a teaching philosophy that incorporates an awareness of and sensitivity to the development and implementation of sustainable business practices.

The Business Division prepares students to become socially responsible citizens and productive members of the diverse community it serves.

## **What areas of the program need strengthening?**

### **Critical, Immediate Needs:**

The division continues to face challenges, such as a critical staffing shortage and lack of software and basic supplies. The following needs are critical and need to be addressed as soon as possible:

- Hire two full-time faculty members: one Business/Real Estate Instructor and one CIS/CAOT Instructor
- Hire one half-time office assistant
- Hire two full-time instructional aids for the computer labs: one for CIS and one for CAOT
- Purchase software upgrades for the computer labs

### **Areas that need strengthening:**

**Offer more online classes:** Class sizes are increasing and more courses are being offered online, with exceptional results. Due to contract concerns, many online instructors find it necessary to restrict class size. The result is that some students are declined enrollment and referred to other courses or future semesters. As budget allows, the division's goal is to offer more online classes.

**Offer an online business degree:** The goal of an online business degree will be met by continued expansion of online course offerings. Students are finding the flexibility and convenience of online learning advantageous for their busy lifestyles.

In addition to an online degree, the division will work on the following initiatives:

- Introduce concepts of green technology into appropriate existing courses
- Provide additional courses necessary for obtaining a real estate license in California through the California Department of Real Estate, such as Property Management and RE Economics.
- Complete a viability study to combine finance, international business, marketing, management and supervision under the business division
- Market division programs through bulletin boards, open houses, email lists, phone messages, brochures, the division web site, direct contact by Division teachers at local high schools, and display advertising on local area buses.
- Work with counseling to insure articulation of business courses and programs
- Find alternatives to expensive textbooks, including the use of electronic texts
- Respond to educational needs that are unique to information-age learners

Additional initiatives will be explored that further tie to the goals of the Harbor College: for example, collaborating with local and global communities and organizations to enhance opportunities that are beneficial to our students, the college, and its mission.

These initiatives will require man-hours. The critical staffing needs of the division must be addressed to provide these man-hours. The business division has very few full-time instructors. Some disciplines including Real Estate do not have a full-time instructor, which makes it difficult to implement new programs and keep up with school administrative functions, such as course outline reviews.

**Division strengths and weaknesses:**

**A – INSTRUCTIONAL FACULTY**

**1. Strengths**

- Solid faculty who work together as a team under the direction of a well-respected chair
- Committed to achievement of course and pathway SLOs, and ILOs.
- Committed to department goals.
- Motivated and student centered educators.
- High achievers and impressive track record in respective fields.
- Real world experience.
- Class size has increased during the past three years.
- Committed to supporting the Division and its Staff
- Both full time and part-time faculty committed to the (program-review) process

**2. Weaknesses**

- Do not have FT faculty in each subject area – lack FT faculty in Real Estate, etc.
- Some current faculty is reaching retirement age and will create vacancies upon retirement.
- Need more FT & ADJ faculty to address administrations perception of department's non-involvement in college governance, academic senate, new student outreach, on-line program promotion.
- Need a focus-group/committee to address current offerings of the Division and act as a research and development sub-committee to provide recommendation for adaptation of new courses, deletion or remarketing.
- Need FT faculty to manage/monitor business division enrollment and fulfill a marketing function for the division during open house events, student tours and outreach programs.
- Recruitment from private industry and government for specialized skills should be intensified.
- Overburdened with numerous administrative tasks.

## B – Support Staff

### 3. Strengths

- N/A
- Faculty members provide support tasks in addition to classroom assignments

### 4. Weaknesses

- The Business Division does not have any LACCD employee staff support.
  - Periodic student worker staff does not provide for consistency and familiarity with Divisional needs.
  - Unanswered phones are a turn-off to potential students.
  - Critical phone calls, emergencies (sick, accidents, security related) are rerouted unnecessarily.
  - No Support Staff - loss of opportunities to promote business programs and courses.
  - Need instructional assistants for faculty to assist in the computer labs.
  - Difficult for Administration to coordinate Program Review input with Division FT and PT faculty when staff support personnel are not available.
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## C – FACILITIES AND TECHNOLOGY

### 5. Strengths

- New projector and sound system for each classroom.
- Computer labs are occupied with non-obsolete computers.
- The labs and classrooms have useful audio/video equipment.
- New facilities more conducive to learning.
- New building and computers

### 6. Weaknesses

- Students cannot find the Business Division due to lack of signs, pointers, path markers, milestones.
- Lack of simulation software to teach students business skills.
- Labs are open the limited period that an instructor is present.
- Some software in the division's labs is obsolete. Students must remain current in this competitive job market, and they must be trained with current software releases.
- No funds are available for basic supplies, such as printer paper and cartridges

#### D – ADMINISTRATIVE SUPPORT

7. Strengths

- N/A

8. Weaknesses

- Lack of administrative support takes instructor's time away from critical in-class activity.
  - Lack of administrative staff puts burden of office management functions (supplies inventory, outside classroom faculty support, room scheduling, office equipment upkeep, etc.) on the division chair.
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#### E – GRANTS SUPPORT

9. Strengths

- Partnering with course related industry to address current trends /needs.
- Industry specific support material and activities for student training provided by periodic regional symposiums.

10. Weaknesses

- Financial support from private industry might exert too much influence on development of programs geared only to the donor's specific industry and not the needs of the general community.
  - Need assistance at the administrative level for grant writing.
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#### F – DEGREE & CERTIFICATE PROGRAMS AND CURRICULUM

11. Strengths

- Industry specific and taught by professional in each field.
- The Business Division is competitive with other colleges within the vicinity.)
- A very complete set of programs for training students to obtain immediate employment or transferring to a four year institution.
- Recently approved transfer degree for Business (A.A.)
- The division offers 6 degrees programs, 9 certificates of achievement, and 22 skill certificates.
- Class sizes are increasing and more courses are being offered online, with exceptional results.

12. Weaknesses

- Needs to be periodically reviewed for relevance and updated.
- Adaption of more programs/course to on-line delivery behind.
- Faculty members should be given release time to explore additional and Certificate Programs.

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- Need for a more complete set of online curriculum/programs.
- No online business degree. The division's goal of offering an online business degree will be realized within two years.
- No green technology concepts taught in existing courses
- Limited offering of courses approved by the California Department of Real Estate for obtaining a real estate license in California
- Finance, international business, marketing, management and supervision should be combined under the business department
- Limited resources are available to market division programs through bulletin boards, open houses, email lists, phone messages, brochures, and the division web site
- Our assessments of student learning outcomes reflect that most targets are being met. Unfortunately, staffing shortages, outdated equipment, and obsolete software is impacting student learning. These basic needs are impeding the division's ability to work on its plans and initiatives.
- Should be a concentrated effort to work with counseling to insure articulation of business courses and programs
- Although some success has been achieved, further efforts are needed to find alternatives to expensive textbooks, e.g., the use of electronic texts
- Due to contract concerns, many online instructors find it necessary to restrict class size. The result is that some students are declined enrollment and referred to other courses or future semesters.

**Summarize program and unit plan modifications necessary for program improvement, including objectives, budgets, and timelines for implementation.**

**Activities to address program needs:**

- Establish student cohort and utilize Title V Learning coaches to reduce attrition.
- Renew/strengthen existing articulation agreements with public universities and establish new articulation agreements with private 4-year institutions.
- Incorporate recommendations of advisory committees into curriculum and align with proprietary job-skills curriculum when applicable.
- Review and adjust schedule offering of courses to improve efficiency.
- Increase variety of online course offerings.
- Develop accelerated program and course offerings - based on desired Title V goal of reducing student residence time and increase pathway completions.
- Address critical, basic needs of the department with regards to STAFFING for CIS & CAOT labs.
- Address critical, basic needs of the department with regards to SOFTWARE for labs.
- Address critical, basic needs of the department with regards to support STAFFING for Business Division.
- Strengthen relations between local feeder high schools and LAHC Business Division faculty.
- Survey local employers for job skills most desired.
- Review job skills offered by proprietary colleges.

**How are your program improvements associated with your Program SLOs:**

Most of the current course-level SLOs that support the Business AA/AS degree program SLOs have completed the assessment process. The objective of the SLO assessments is to improve the instructional process. With the assistance and support of the Title V funded staff and activities for the upcoming academic year, the ten (10) actionable needs, shown above, will be addressed.

**Student Learning Outcomes (SLOs) Assessment Report**

**Program Assessment**

**Program Name: Business**

**Division (if applicable): Business**

**Program Contact Person: Stanley Sandell, Department Chair**

Institutional SLO Number	Program Student Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results	Timeline for Program Modification
1	<p><b>1. General Business Theory and Practice -</b>  <b>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.</b></p>	<p>75% of students will demonstrate “C” level of competence or above in application of basic business functions by performing assigned written essays, case analysis, and/or research paper.</p>	<p>Data will be collected in the <u>2015/2016</u> year.</p>	<p>Data will be collected in the <u>2015/2016</u> year.</p>	<p>To be assessed in the <u>2015/2016</u> year in concert with the second round of campus-wide measurement of ISLO#1</p>
1	<p><b>2. Communication Skills -</b>  <b>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.</b></p>	<p>As part of the college wide ISLO#1 essay assessment, students in Business 1 will write essays about their career goals in Fall 2010 and Fall 2011 after an intervention to improve writing. Essays will also be collected in Business 6. Business 6 is normally taken by Business majors only.</p> <p>These will be scored using a version of the institutional rubric.</p> <p>In Business 6, 80% of the students should score a 14 or better.</p>	<p>The first essays were collected and scored in Fall 2010. A second round of essays will be collected Fall 2011.</p> <p>The full report will be produced after the Fall 2011 collection.</p>	<p>Additional instructions regarding the parameters of the assignments and clarification of the grading rubric will be provided to the students.</p>	<p><u>2012/2013</u> school year after full report is evaluated.</p>



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2	<b>3. Analytical Skills</b> <b>Evaluate issues across the range of business functional areas by recognizing and analyzing problems using creativity, sound judgment, and business principles.</b>	75% of students will demonstrate “C” level of competence or above by performing assigned data analysis requiring analytical skills and problem recognition skills.	Data will be collected in the <b><u>2012/2013</u></b> year.	Data will be collected in the <b><u>2012/2013</u></b> year.	To be assessed in the <b><u>2012/2013</u></b> year in concert with the campus-wide ISLO#2 Quantitative Reasoning assessment.
2	<b>4. Critical Thinking Skills</b> <b>Interpret business conditions, activities, or problems to provide solutions and means of continuous improvement in functional areas with consideration to the solutions impact on business enterprise “Big Picture”.</b>	75% of students will demonstrate “C” level of competence or above by performing assigned case analysis requiring problem solving and critical thinking skills.	Data will be collected in the <b><u>2016/2017</u></b> year.	Data will be collected in the <b><u>2016/2017</u></b> year.	To be assessed in the <b><u>2016/2017</u></b> year in concert with the campus-wide measurement of critical thinking skills for ISLO#2
3	<b>5. Technology Skills</b> <b>Demonstrate use of technology to gather, process, and communicate information by using business technology and applications software.</b>	75% of students will demonstrate “C” level of competence or above by completing assigned Internet searches and composing assignments using applications software.	Data collection currently in progress.	Instructions, the parameters of the assignments and the grading rubric provided to students.	To be assessed in the <b><u>2011/2012</u></b> year in concert with the campus-wide measurement of ISLO#3
5	<b>6. Ethics /Social Responsibility</b> <b>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.</b>	75% of students will demonstrate “C” level of competence or above in a series of written assignments that require the students to criticize and assess ethics and social responsibility both at the personal and corporate level.	Data will be collected in the <b><u>2014/2015</u></b> year.	Data will be collected in the <b><u>2014/2015</u></b> year.	To be assessed in the <b><u>2014/2015</u></b> year in concert with the campus-wide measurement of ISLO#3

4	<p><b>7. Diversity</b></p> <p><b>Demonstrate an understanding of and sensitivity to all the forms of diversity in the classroom, including, but not limited to: learning style, sex, age, ethnicity, national origin, religion, gender, gender identity, marital/family status, veteran status, disability, mental capacity, and economic status.</b></p>	<p>75% of students will demonstrate “C” level of competence or above in a series of assignments that require the students to appraise and judge diversity in a variety of aspects.</p>	<p>Data will be collected in the <u>2013/2014</u> year.</p>	<p>Data will be collected in the <u>2012/2013</u> year.</p>	<p>To be assessed in the <u>2013/2014</u> year in concert with the campus-wide measurement of ISLO#4</p>
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**Staffing requirements:**

- Hire two full-time faculty members: one Business/Real Estate Instructor and one CIS/CAOT Instructor
- Hire one half-time office assistant
- Hire two full-time instructional aids for the computer labs: one for CIS and one for CAOT

**Technological requirements: see above**

- Purchase software upgrades for the computer labs

**Facilities requirements:**

None

**Implementation plan:**

N/A

**Part “B”**

**Core Personnel**

**List of permanent staff**

<b>Assigned Time</b>	<b>Responsibility</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
0.6	<i>Division Chair</i>	\$44,043.00 (12 mo)	<i>Program 100</i>
0.4	<i>Classroom instructor</i>	\$29,361.00	<i>Program 100</i>
1.0	<i>Classroom Instructor</i>	\$69,050.00 (10 mo)	<i>Program 100</i>
1.0	<i>Classroom Instructor</i>	\$67,220.00 (10 mo)	<i>Program 100</i>
1.0	<i>Classroom Instructor</i>	\$67,220.00 (10 mo)	<i>Program 100</i>

**Total FTEF:** Four (4) Full-Time Instructors  
**Total Hours taught:** 54 FT  
**Total Hours of release time:** 06  
**Total Cost for Instructors:** \$276,894.00  
**Total Cost for Administrators:** N/A  
**Total Cost of Classified Staff:** 0  
**Total cost FTEP = Full Time Equivalent Personnel:** \$276,894.00

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**Part “C”  
Core Expenses**

**Unit:**

1. All legally required responsibilities: *Required for health and Safety.*
2. *Required by board / State/ Federal/ Accreditation standards( list the minimum requirements here)*
3. *Required by licensing agreement*

Description of activity	Estimated Cost	Justification	Code
266 hours of instruction	\$417,620	6000 FTES	HCAA1b

**Narrative justification:** List statutes which require this expenditure.

No legally required responsibilities or licensing agreements.

**Total cost:** \$417,620

**Part “D”**

**Essential Activities**

**Unit:**

Prioritized list of unit needs required for program continuance or improvement

**Description**

**Est. Cost**

- Hire two full-time faculty members: one Business/Real Estate Instructor and one CIS/CAOT Instructor
- Hire one half-time office assistant
- Hire two full-time instructional aids for the computer labs: one for CIS and one for CAOT
- Purchase software upgrades for the computer labs

**Only place expendable request in this field.**

<b>Division Prioritization</b>	<b>Description of activity</b>	<b>Estimated Cost</b>	<b>Proposed Funding Source</b>	<b>Justification</b>	<b>Code</b>
FT Instructors (2)	Business/Real Estate & CIS/CAOT	\$130,000.00	Program 100	Student success	HCAA1b
Half-time Office Assistant	Office Support	\$25,000.00	Program 100	Student success	HCSS4a
Full-time Instructional Aids (2)	Computer Labs	\$80,000.00	Program 100	Student success	HCAS6d
Software Upgrades	Computer Labs	\$10,000.00	Program 100	Student success	HCAS6d

**Justification Narrative:** How does your activity support the college Educational Master Plan?

**BUSINESS INSTRUCTOR:** The division requests one full-time business instructor. Currently, the division has one full-time business instructor with a 60% load. The balance of business assignments (3.9 FTE in hourly assignments) are staffed by adjuncts. This is a 13-87 ratio, instead of the 75-25 district guideline. The Business Division needs a full-time faculty member to work on accreditation deliverables, committees, and curriculum development. Specific disciplines that need the attention of a full-time staff include real estate, finance and international business. This staffing request is critical.

**CIS INSTRUCTOR:** The division requests one full-time CIS instructor. Currently, one full-time instructor and five adjuncts are teaching courses in the CIS department which calculates to 20% full-time to adjunct ratio. According to the U.S. Bureau of Labor Statistics, employment of computer and information systems managers is expected to grow 17 percent over the 2008-2018 decade which is faster than the average for all occupations. Since computer information systems is a growth discipline, an additional full-time instructor is needed to assist in developing new curricula and courses, especially those involving emerging industries. This staffing request is critical.

**OFFICE ASSISTANT:** The Business Division currently has no classified employees which necessitates that all administrative functions be completed by the division chair and three full-time staff. This situation limits availability to work on plans and initiatives, as well as accreditation and budget deliverables. This staffing request is critical.

The 2009 Fact Book indicates that the Business Division has 16.7 FTEs which, by union contract, allows for half-time administrative support. The division requests support to complete the following day-to-day tasks:

- Types letters, memoranda, statistical tables, documents, reports, and other material from notes, rough drafts, or verbal instructions using computer/word processing equipment, as well as correct grammar, spelling, and punctuation.
- Processes documents by recording data in appropriate records, checks forms, and edits documents prepared by others to assure completeness and accuracy.
- Compiles information and data from various sources and prepares reports and data/information summaries.
- Maintains office files by sorting, coding, indexing, filing, cross referencing, locating, and extracting documents in accordance with established operating procedures.
- Receives visitors, determines purpose of their visit, informs appropriate party of arrival, and directs visitors to appropriate office.
- Receives and relays incoming calls, takes messages, and places calls.
- Answers inquiries and gives out information concerning procedures, programs, and services of assigned work area to visitors, students, and the public.
- Receives office mail and time-stamps and distributes mail to appropriate personnel.
- Maintains an inventory of office supplies and orders, receives, stocks, and distributes supplies.
- Operates a variety of standard office machines, data entry terminals and computers used for processing the work of an office.
- The division is also requesting two instructional aids to ensure that student learning outcomes are met.

**INSTRUCTIONAL AIDS FOR CIS AND CAOT LABS:** Students enrolled in CAOT and CIS courses are also required to enroll in a computer lab class. Therefore, more than 95% of the students need access to the computer lab during various times of the day, even if the course they are enrolled in is not in session. The lab assistant would be able to help students one-on-one to further improve achievement of the skills designated in the SLOs. The use of other campus labs is not practical because the needed software is not available on most campus lab computers. This staffing request is critical.

According to the Scan for Business Division 2008-2012, pg. 2, CIS has the lowest completion rate in the division. And for CAOT, even though the analysis of the data from the SLO assessments reveals that students are accomplishing learning outcomes at the established levels, this occurs only because the adjunct faculty devotes numerous hours assisting the full time faculty. Often, the additional time spent by the adjunct faculty to fill in for missing staff represents vacation time or furlough time from their other full-time jobs. The CAOT lab assistant duties were covered by full-time faculty in the Business Division for many years. Three years ago the number of FT faculty in the Business Division dwindled to the point that faculty could no longer provide this service gratis.

An Instructional Assistant in the computer labs will also monitor valuable computer equipment to prevent damage or theft. An Instructional Assistant is an economically viable means of maintaining the computer labs.

Note: An Instructional Assistant/Office Administration (CAOT) position was approved by the staffing committee in October 2007 to replace Elsie Linares. Due to a hiring freeze, this position was not filled. As stated in 2007, filling this position is vital to the proper functioning of the Business Division.

**SOFTWARE UPGRADES:** Adobe CS4 software site licenses for computer lab workstations and for the instructor is essential to allow students to complete assignments without having to use other illegitimate or substitute software to complete homework assignments. Adobe software is the software of choice for web designers. Other software upgrades are needed for Microsoft Office and Quickbooks.

**Part “E”**

**Non-cost Essential Activities**

**Unit:**

List Non-cost activities here

<b>Priority</b>	<b>Description of activity</b>	<b>Justification</b>	<b>Code</b>
1	n/a	n/a	n/a
2			
3			
4			
5			

**Justification: N/A**