

Business Division

Unit Plan

2014/2015

Dr. Stanley Sandell

Business Division Chair

Contact: (310) 233-4181

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: December 23, 2013

The Business Division has seen growth this past year. A full-time instructor has been hired, new classes have been added, a Business Club is now active on-campus, and a strong advisory committee is meeting each semester with excellent results. The field of business is also growing. 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. The division’s goal is to meet the needs of students and the community as the economy grows and job opportunities increase.

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.

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 one full-time faculty member in Real Estate/Business
- Hire one half-time office assistant
- Hire two full-time instructional aids for the computer labs: one for CIS and one for CAOT
- Develop Supply Chain Management Certificate Program

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
- Motivated and student centered educators.
- High achievers and impressive track record in respective fields.
- Real world experience.
- Class size has increased.
- 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 full-time 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 full-time 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 full-time 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.
 - Program Review is difficult when staff support personnel are not available.
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C – FACILITIES AND TECHNOLOGY

5. Strengths

- New building and equipment.

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 need support assistance.
 - 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 activities.
 - 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.
-

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.
-

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.
- Complete set of programs for training students to obtain immediate employment or transferring to a four year institution.
- 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

- Programs need to be periodically reviewed for relevance and updated.
- Adaption of more programs/courses to on-line delivery behind.
- Faculty members should be given release time to explore additional and certificate programs.
- 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.
- Limited offering of courses approved by the California Department of Real Estate
- Finance, international business, marketing, management and supervision should be combined under business
- Limited resources are available to market division programs through bulletin boards, open houses, email lists, phone messages, brochures, and the division web site
- 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

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

Activities to address program needs:

- 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.
- Address critical, basic needs of the department with regards to staffing in computer labs.
- Address critical, basic needs of the department with regards to support staff for Business Division.
- Develop Supply Chain Management Certificate Program.
- 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.

Program improvements are associated with Program SLOs:

The objective of the SLO assessments is to improve the instructional process. The actionable needs above will help the division increase student success.

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>1. General Business Theory and Practice - 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.</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>2. Communication Skills - 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.</p>	<p>As part of the college wide ISLO#1 essay assessment, students in Business 1 wrote essays in 2011 about their career goals. Essays were also collected for Business 6 in 2010 and 2013.</p>	<p>Essays were scored and data is included as part of this unit plan. See Appendix A.</p>	<p>To be determined now that post-test data is available. See Appendix A.</p>	<p>To be determined.</p>

2	3. Analytical Skills Evaluate issues across the range of business functional areas by recognizing and analyzing problems using creativity, sound judgment, and business principles.	75% of students will demonstrate “C” level of competence or above by performing assigned data analysis requiring analytical skills and problem recognition skills.	Data collected in accounting courses.	To be determined after data is synthesized.	To be determined.
2	4. Critical Thinking Skills 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”.	75% of students will demonstrate “C” level of competence or above by performing assigned case analysis requiring problem solving and critical thinking skills.	Data collected in accounting courses.	To be determined after data is synthesized.	To be determined.
3	5. Technology Skills Demonstrate use of technology to gather, process, and communicate information by using business technology and applications software.	Data collected as part of ISLO#3 assessment.	Assessment has been scored and data is included as part of this unit plan. See Appendix A.	To be determined.	To be determined.
5	6. Ethics /Social Responsibility 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.	75% of students will demonstrate “C” level of competence or above in an assessment.	Data collected in business course during Fall 2013.	To be determined after data is synthesized.	To be determined.

4	7. Diversity 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.	75% of students will demonstrate "C" level of competence or above in an assessment.	Data collected in business course during Fall 2013.	To be determined after data is synthesized.	To be determined.
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PLO Update 12/23/2013

Staffing requirements:

- Hire one full-time faculty members: one Real Estate/Business 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:

None

Facilities requirements:

None

Implementation plan:

N/A

Part "B"

Core Personnel

List of permanent staff

Assigned Time	Responsibility	Estimated Cost	Funding Source
<i>0.6</i>	<i>Division Chair</i>	<i>\$41,420 (12 mo)</i>	<i>Program 100</i>
<i>0.4</i>	<i>Classroom instructor</i>	<i>\$27,620</i>	<i>Program 100</i>
<i>1.0</i>	<i>Classroom Instructor</i>	<i>\$69,050.00 (10 mo)</i>	<i>Program 100</i>
<i>1.0</i>	<i>Classroom Instructor</i>	<i>\$69,050.00 (10 mo)</i>	<i>Program 100</i>
<i>1.0</i>	<i>Classroom Instructor</i>	<i>\$69,050.00 (10 mo)</i>	<i>Program 100</i>
<i>1.0</i>	<i>Classroom Instructor</i>	<i>\$69,050.00 (10 mo)</i>	<i>Program 100</i>

Total FTEF: Five (5) Full-Time Instructors
Total Hours taught: 66 FT
Total Hours of release time: 06
Total Cost for Instructors: \$303,820
Total Cost for Administrators: N/A
Total Cost of Classified Staff: 0
Total cost FTEP = Full Time Equivalent Personnel: \$345,240

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:

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 one full-time faculty members in Real Estate/Business
- Hire one half-time office assistant
- Hire two full-time instructional aids for the computer labs: one for CIS and one for CAOT
- Develop Supply Chain Management Certificate Program

Only place expendable request in this field.

Division Prioritization	Description of activity	Estimated Cost	Proposed Funding Source	Justification	Code
FT Instructor	Real Estate/Business	\$65,000.00	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
Develop Supply Chain Management Certificate Program	New Certificate Program	\$15,286.50	Program 100	Student success	HCAS6d

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

REAL ESTATE/BUSINESS INSTRUCTOR: The division requests one full-time real estate/business instructor. Currently, the division does not have a full-time real estate instructor. 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.

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 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.

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.

DEVELOP SUPPLY CHAIN MANAGEMENT CERTIFICATE PROGRAM:

SUPPLY CHAIN MANAGEMENT CERTIFICATE DEVELOPMENT BUDGET 2014/15 = \$15,286.50

ADMINISTRATIVE SUPPORT

a. Curriculum specialist - (8 hrs wk) x 18 wks @ \$50/hr = \$7,200.00

b. Clerical Support - 28 hrs @ \$18.0/hr = \$504.00

SUB TOTAL = \$7,704.00

PROFESSIONAL DEVELOPMENT

a. Conference attendance = \$1,500.00

b. Professional Organizations Recruitment = \$1,500.00

SUB TOTAL = \$3,000.00

EQUIPMENT

a. COMPUTER, PRINTER AND SOFTWARE = \$3,000.00

SUB TOTAL = \$3,000.00

CONTRACTS - PER. SVCS.

a. Print 1 - SUPPLY CHAIN MANAGEMENT Brochure 1 @ \$1,000= \$1,000.00

b. tax on printing = \$82.50

c. Postage = \$6.81

SUB TOTAL = \$1,082.50

OTHER EXPENSE

a. Workshop hospitality = \$500.00

SUB TOTAL = \$500.00

TOTAL FUNDS NEEDED = \$15,286.50

Part "E"

Non-cost Essential Activities

Unit:

List Non-cost activities here

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

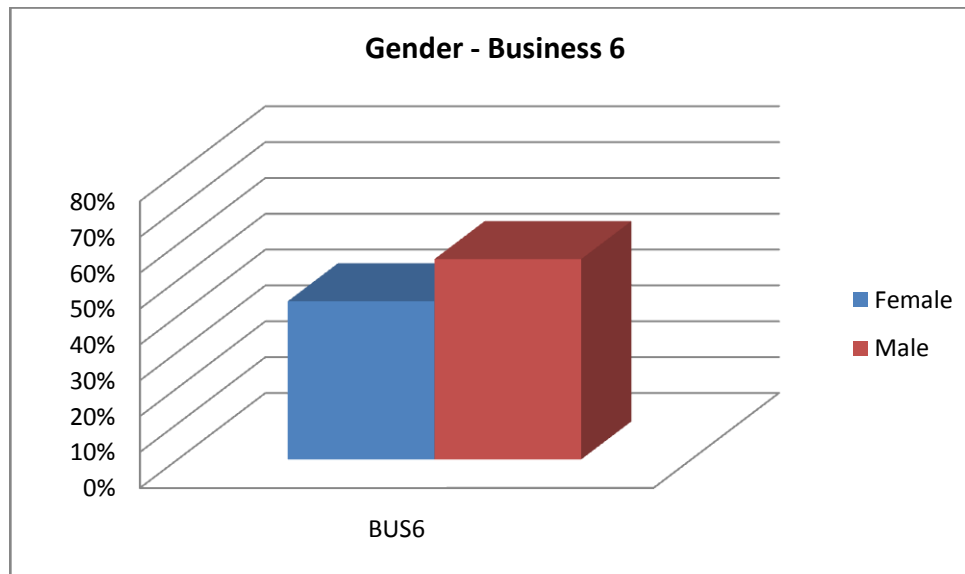
Justification: N/A

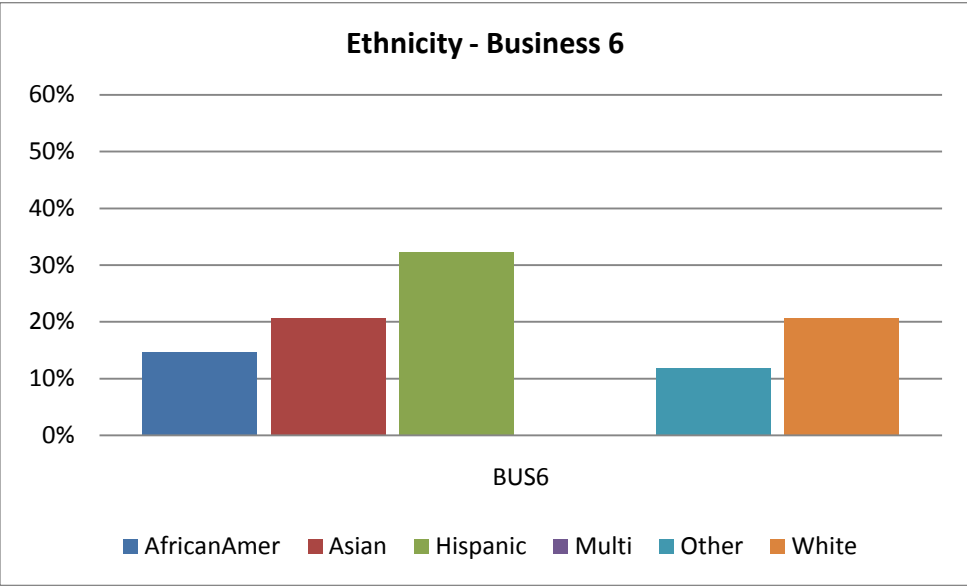
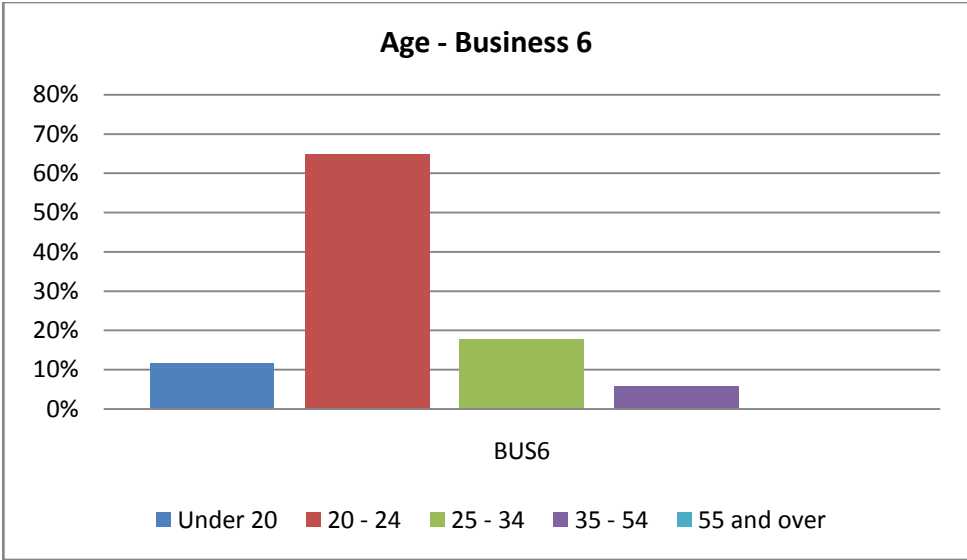
APPENDIX A – Data for Program Assessment Chart

Business Division PLO #2 – Communication Skills

Demography

A total of 34 students were included in the Fall 2010 pre-test.

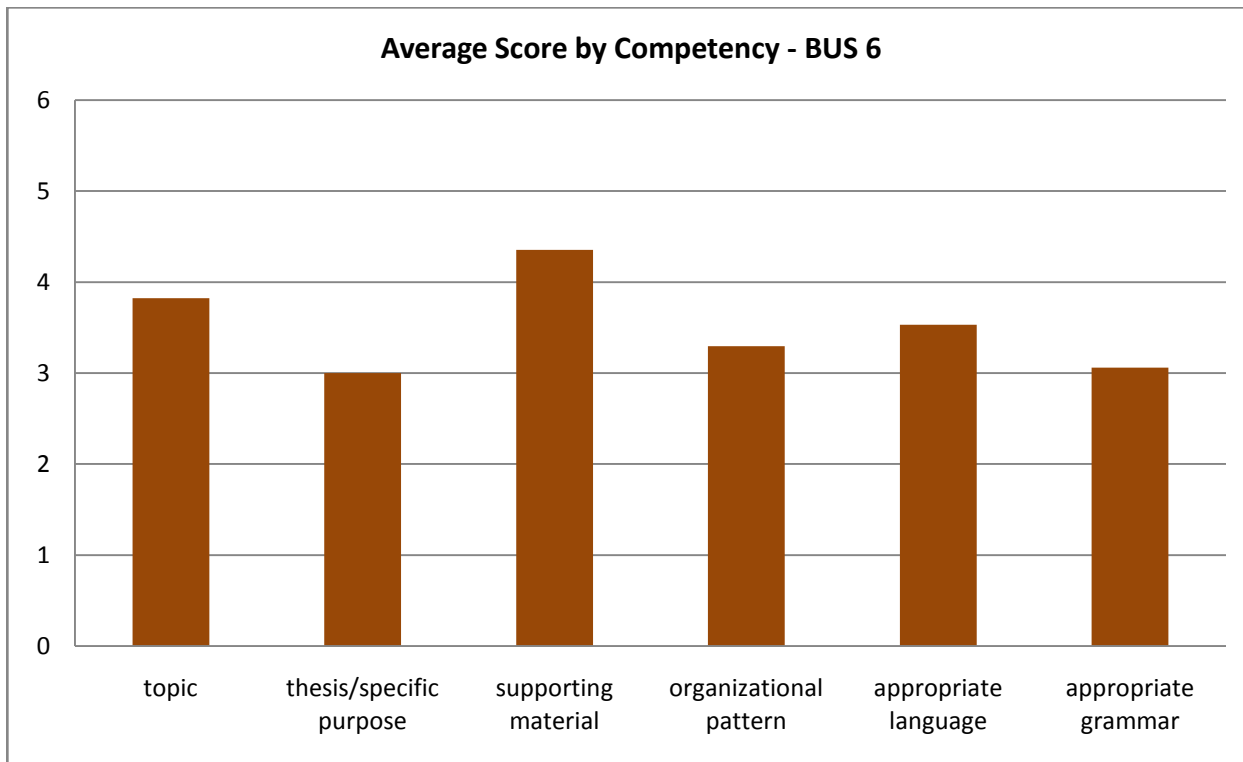




Inter-Rater Reliability

- Cronbach's Alpha of 0.947
- .7 is considered minimum
- Raters did agree with each other

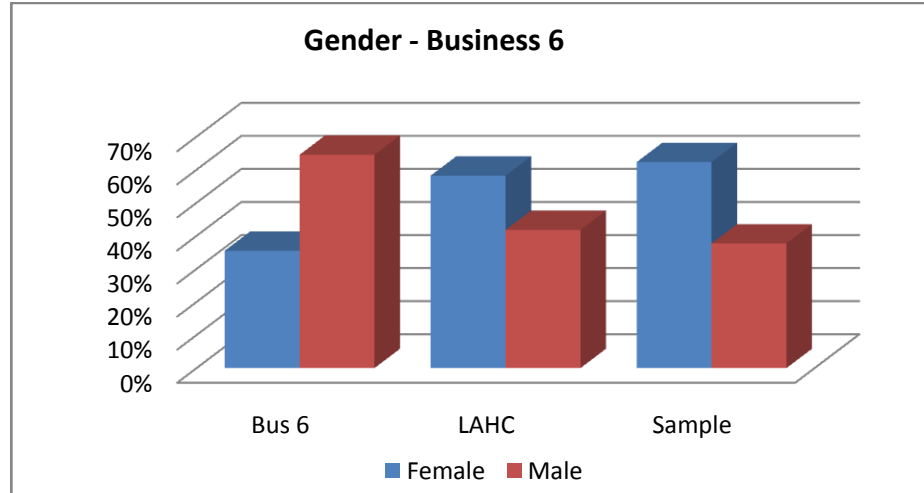
Breakdown By Competency

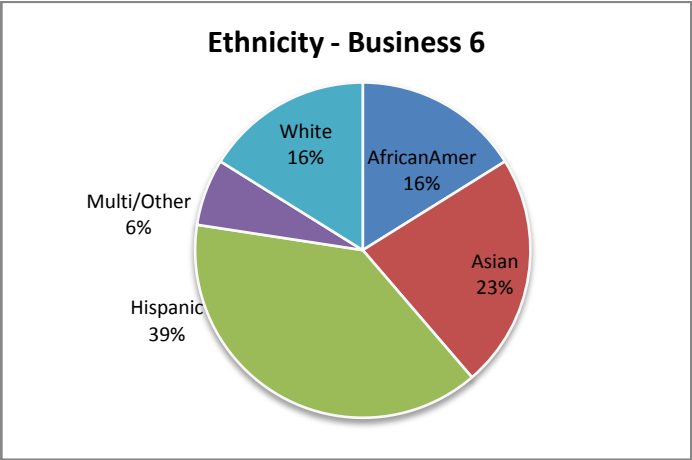
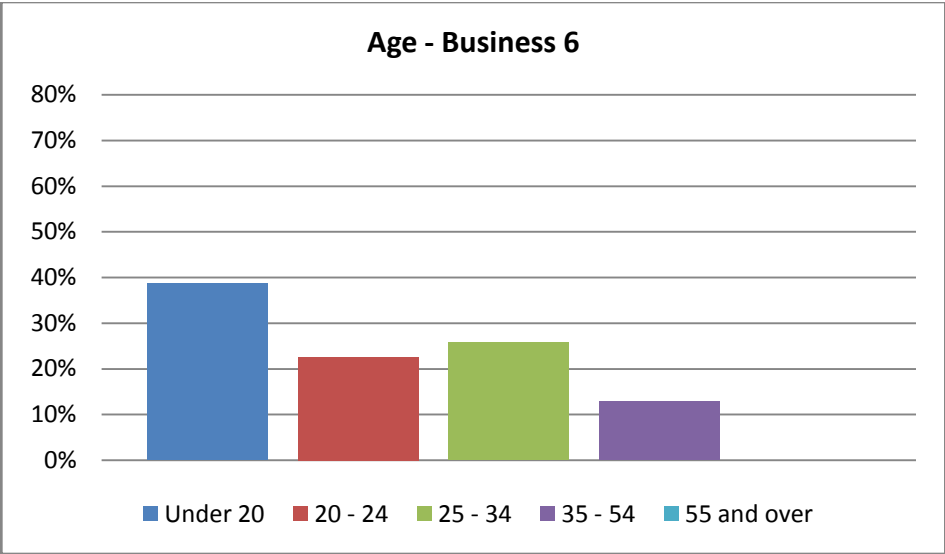


Business Division PLO #2 – Communication Skills

Demography

A total of 31 students were included in the Fall 2011 post-test.





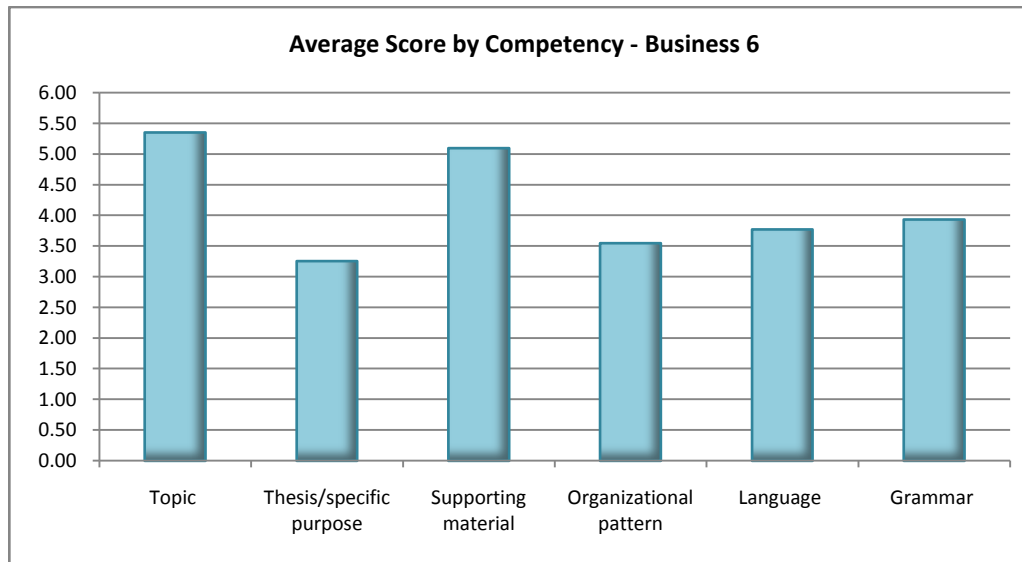
Inter-Rater Reliability

- Cronbach's Alpha of .978
- .7 is considered minimum.
- Raters did agree with each other.

Plagiarism

Data not submitted.

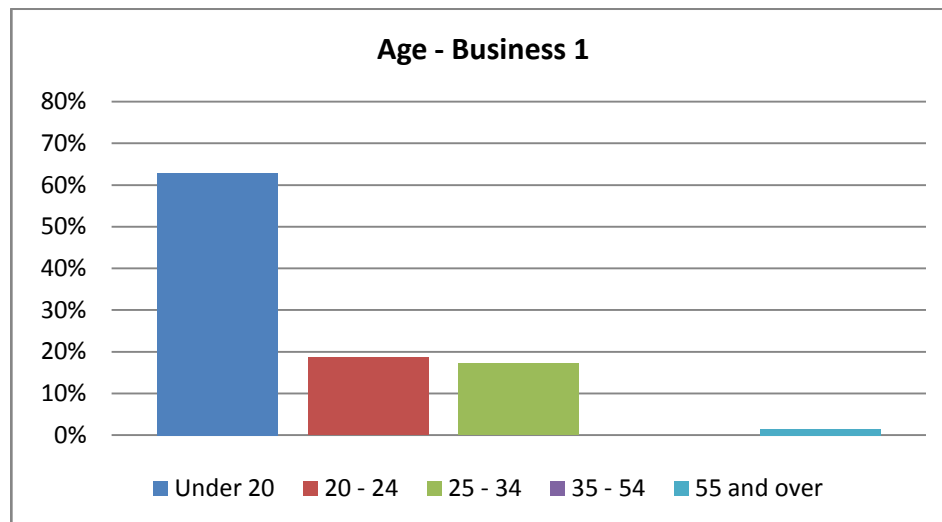
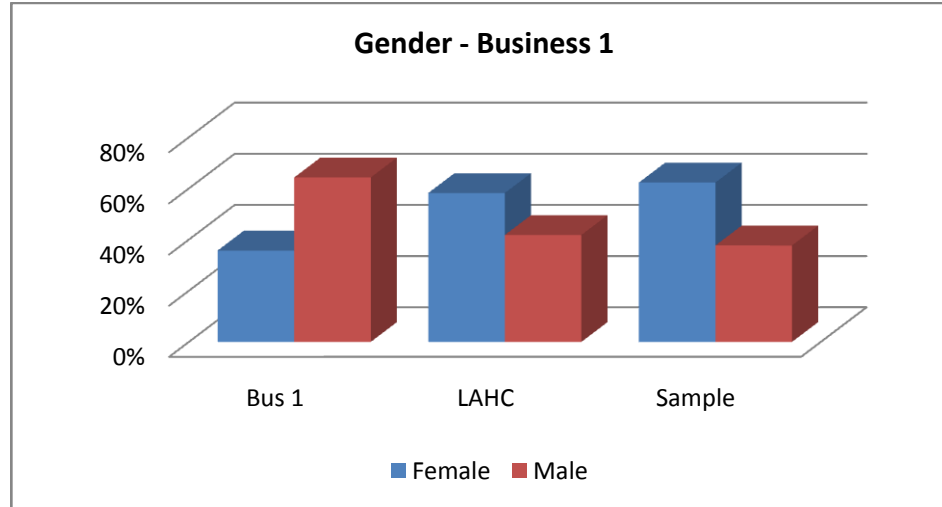
Breakdown By Competency

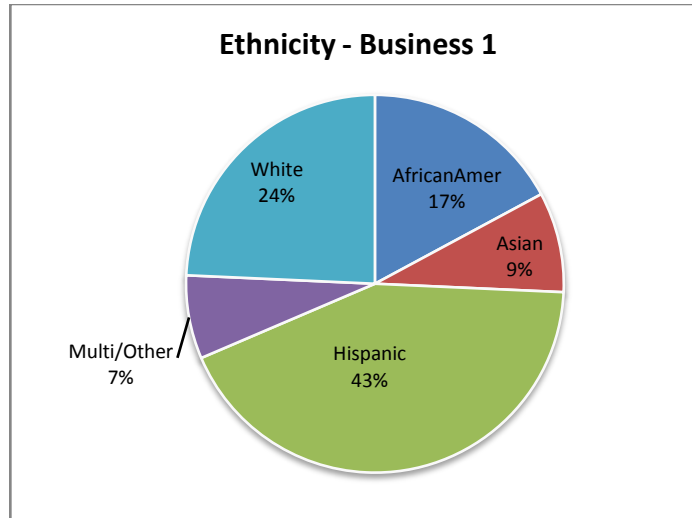


Business Division PLO #2 – Communication Skills

Demography

A total of 70 students were included in the Fall 2011 post-test.





Inter-Rater Reliability

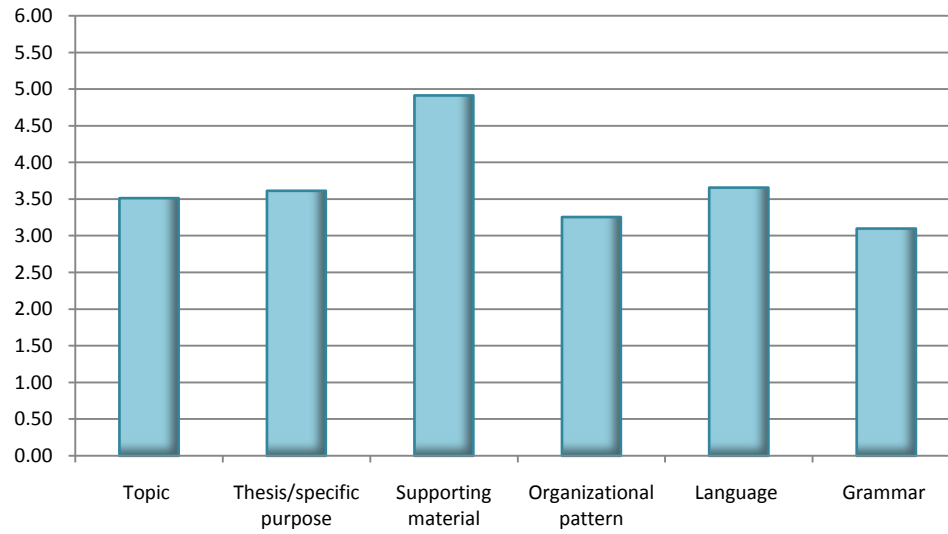
- Cronbach's Alpha of .913
- .7 is considered minimum.
- Raters did agree with each other.

Plagiarism

Data not submitted.

Breakdown By Competency

Average Score by Competency - Business 1



Business Division PLO #5 – Technology Skills

ISLO#3—Information
Competency

Excerpts from Report by Office of Institutional Effectiveness

**DATA FROM THE
PRE-TEST/POST-TEST STUDY, FALL 2011**

DRAFT -3/9/2012

Institutional Outcome #3



Information Competency:

Utilize research skills necessary to achieve educational, professional, and personal objectives.

- **Information Literacy:** Use print materials, personal communications, observations, and electronic media to locate, retrieve, and evaluate information. Understand the ethical, social and legal issues surrounding the use of information.
- **Technological Competency:** Apply technology effectively to locate, interpret, organize, and present information.
- **Research Proficiency:** Conduct research and present findings effectively.



Spring 2011

- Assessment Committee and Library developed the means of assessment
- Online training materials developed
- Instructors recruited to bring classes to the Library or to use online materials



Fall 2011 Students:

- Took an online multiple choice pretest
- Participated in the training
- Answered the same questions (post-test)

16 Questions



1. To locate books owned by the Harbor College Library, you should use
2. Failure to give credit to your sources of information is called
3. An abstract is
4. What is the BEST way to search for books on a given topic?
5. Which is the best place to find research published by scholars, experts or professionals?
6. Library classification systems arrange books on the library shelves
7. How do you know if someone is an authority on climate change?
8. APA, MLA, and Chicago style all refer to?

16 Questions



9. Who would represent the target audience for the *Journal of Nutrition Education and Behavior*?
10. Which topic requires a more current source of information?
11. In critically evaluating information sources you should consider all except
12. What is the best way to find a book about Rudolfo Anaya?
13. While doing research for your next term paper, you discover a book that has some great information in it.
What is the best way to use that information in your term paper?
14. If you want to find out if Harbor College Library has a specific periodical title in the library, the most direct way is
15. The call number of a book in the library will help you
16. Books designated as "Reserve" in the catalog are located

Results at a Glance



- 530 students participated in both tests
- Pre-test Average: 10.88
- Post-test Average: 11.77
- Paired Sample t-test: 8.37
- Significant at the .000 level
- Strong evidence that students' competence improved

Immediate Follow-up



- Revise workshop focusing on the areas where less than 70% of the students answered the item correctly.
- Repeat pre- post-test in Fall 2012 with smaller sample, more evening and online students
- Perform additional analysis: factor, program/pathway
- Explore ways to tie workshop to courses that most students take: English, Speech, Social Science

And...

Next ISLO#3 Cycle (2015?)



- Consider the “presentation” component of ISLO#3
- Measure with a course embedded follow-on activity:
paper, PowerPoint, blog, worksheet/chart, speech
- Score with a common rubric
- And...



Questions, Concerns or Ideas?

CONTACTS

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LIBRARY: JONATHON LEE