College Mission Statement

‘Ōlelo Nu’ukia – Vision
He Kula Nui Kāko‘o ‘Ōiwi ‘o Kapi‘olani Kula Nui Kaiāulu a na kā lākou mau haumāna puka e ho‘oikaika i ke kaiāulu o ko Hawai‘i mau kaiāulu like ‘ole ma ka honua e loli mau.
Kapi‘olani Community College is a model indigenous serving institution whose graduates strengthen the social, economic, and sustainable advancement of Hawai‘i and the world.

Ala Nu‘ukia – Mission
(approved by University of Hawai‘i Board of Regents on March 23, 2017)

Kapi‘olani Community College provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawai‘i. Committed to student success through engagement, learning, and achievement, we offer high quality certificates and associate degrees, and transfer pathways that prepare indigenous, local, national, and international students for their productive futures.

Nā lawena waiwai – Values
Ho‘ohanohano ‘ia ka ho‘ilina a ka Mō‘iwahine o Kapi‘olani e Kapi‘olani Kula Nui Kaiāulu ma o ke‘ia mau lawena waiwai:
Kapi‘olani Community College honors the legacy of Queen Kapi‘olani through these values:
Kūpono: Practicing honesty and integrity with clarity in all relationships.
Kuleana: Sharing a common responsibility to support the future of our students, college, community, land, and sea.
Mālama: Protecting and perpetuating ancestral knowledge.
Kūloa‘a: Ensuring that the needs of our students are met with support and service.
Kūlia: Creating meaningful curricula and learning experiences that serve as a foundation for all to stand and move forward.
Alaka‘i ‘ia mākou e kā mākou nu‘ukia like, lawena waiwai like, a me ka ho‘okō kuleana haumāna like ma o ke kāko‘o ‘i‘ini, ke a‘o, ka ho‘okō pahuhopu, me ka palapala ‘o Hawai‘i Papa o Ke Ao.
We are guided by our shared vision, values and commitments and by the recommendations of Hawai‘i Papa O Ke Ao.

Part I. Executive Summary of Program Status Response to previous program review recommendations.

**Recommendations for improving outcomes**

The previous program review recommended:

Increase persistent rate. (Intended outcome - improve Effectiveness Health Score)  **Executive Summary:** The persistent rate remained the same as Cautionary.

Increase the number of degrees earned. (Intended outcome - improve Effectiveness Health Score)  **Executive Summary:** The Effectiveness Health Score remained Cautionary while the number of degrees earned increased from 4 in AY 2016 to 8 in AY 2018.

Increase the number of majors. (Intended outcome - improve Demand Health Score)  **Executive Summary:** The Demand Health Score improved from Cautionary to Healthy and the number of majors decreased from 80 in AY 2016 to 61 in AY 2018.

Complete Retailing Dual Credit Articulation Agreement with the Department of Education. (Intended outcome - improve Demand Health Score)  **Executive Summary:** The Demand Health Score improved from Cautionary to Healthy and the number of certificates awarded increased from 6 in AY 2016 to 9 in AY 2018.

Complete Articulation Agreement with UHWO for Bachelors of Arts in Business Administration – with a concentration in Marketing. (Intended outcome - improve Demand Health Score)  **Executive Summary:** The Demand Health Score improved from Cautionary to Healthy, and the Articulation Agreement with UHWO for Bachelors of Arts in Business Administration with a concentration in Marketing signed on May 30, 2010 remained in effect.

**NOTE:** The Marketing Program and the Retailing Marketing Certificate are being retired as a result of the Marketing program stop-out memo signed by the Interim Chancellor on May 9, 2018.

Part II. Program Description (2016-2019)

**History**

The Merchandise-Mid-Management program of Kapi‘olani Community College was established in fall 1967 as part of the business Education Division
as a two-year Associate in Science degree program. In 1975, a Certificate of Achievement program was added. The program was modified in 1979 following a federal grant to update and bring current the Merchandise-Mid-Management program. At that time the program became competency-based and an internship course was developed and added.

In 1980, the degree program was renamed Merchandising, and the certificate program was named Sales and Marketing. In 1982, all of the similar programs throughout the community college system agreed to the program name, “Sales and Marketing.” In the spring 1991, the Program Coordinating Council for Sales and Marketing renumbered the courses in ascending order according to the sequence in which they should be taken by students. For the academic year 1992 – 1993, the Sales & Marketing Program offered a Certificate of Achievement for 30 credits and an Associate of Science degree for 60 credits.

The word “Sales” was deleted in fall 1997 and the program became known as The Marketing Program. In 1993, a Certificate of Completion in Entrepreneurship was added. This was an 18-credit program emphasizing design of business, marketing, and financial plans; computerized-assisted accounting; data processing applications; and small business management practices.

Currently the Marketing Program is one of three academic programs in the Business Education Department headed by a department chairperson. The two other programs are Accounting and Information Technology. The program staff includes one full-time faculty and 14 lecturers. The Marketing Program offers an exit point at 33 credits for a Certificate of Achievement in Retail Management and a terminal point at 60 credits for an Associate of Science Degree. The program also offers a Certificate of Competence in Retailing and a Certificate of Competence in Management.

**Program Goals**

To provide graduates with entry-level knowledge and skills necessary for performing the tasks of various positions in the field of marketing.

To upgrade skills of those currently employed in the field of marketing.

**Occupations for which this program prepares students**

Marketing Associate
Account Manager/Coordinator
Sales Associate/Supervisor/Manager
Sales Representative (Services, Wholesale and Manufacturing)
Retail Salesperson
Wholesale and Retail Buyer
Customer Service Representative/First-Line Supervisor
Stock Clerk (Wholesale and Retail)
First-Line Supervisors/Managers of Non-Retail Sales Workers
**Program SLOs**
Design and develop marketing solutions for current retail environments by employing appropriate marketing plan strategies.
Develop foundational skills and knowledge to maximize employee productivity.
Evaluate and apply marketing practices to create measurable results to meet marketing objectives.
Utilize effective communication, problem solving and decision-making skills through the use of appropriate technology and with the understanding of the business environment.

**Faculty and Staff**
Susan Dik, Executive MBA, University of Hawai`i; Tenured Professor

**Lecturers**
Janel Denny, MA Public Administration, University of Hawaii
Timothy Kwock, MBA, Santa Clara University
Sean Moore, PhD Organizational Change and Development, Southern Cross University, Australia

**Resources**
Four networked class/labs with 20—30 student workstations, shared with other BLT programs (accounting, marketing, entrepreneurship, management, pre-Business, and pre-ICS)
Four instructor workstations with projection capabilities, shared with other BLT programs
One open lab, shared with other BLT programs, with 20—30 student workstations
Software as appropriate to teach current business applications, programming languages, networking operations, and database and web technologies, shared with other BLT programs
Two counselors, shared with other BLT programs
One lab manager, shared with other BLT programs
One secretary, shared with other BLT programs
Two to four student assistants to staff the open lab and assist the secretary, shared with other BLT programs.
Title III grant for lab renovations, shared with other BLT programs

**Articulation Agreements**
University of Hawai`i West O`ahu : Memorandum of Agreement AS in Marketing and BA in Business Administration with a Concentration in Marketing
BUS 120: Principles of Business; UH System Course Articulation Agreement
MKT 120: Principles of Marketing; UH System Course Articulation Agreement
MKT 130 Principles of Retailing; UH System Course Articulation Agreement
MKT 150: Customer Service and Selling; UH System Course Articulation Agreement
MGT 120: Principles of Management; UH System Course Articulation Agreement

MGT 122: Human Relations in Management; UH System Course Articulation Agreement
MGT 124: Human Resource Management; UH System Course Articulation Agreement
ENT 125: Starting a Business; UH System Course Articulation Agreement
ENT 130: Marketing for Business; UH System Course Articulation Agreement
ENT 150: Basic Accounting and Finance for Entrepreneurs; UH System Course Articulation Agreement

Advisory Committee

NOTE: The AS Marketing Program is currently being retired as a result of the Marketing program stop-out signed by the Interim Chancellor on May 9, 2018; the Advisory Committee has not yet been informed.

Distance Learning Classes Offered
BUS 120: Principles of Business
ENT 125: Starting a Business
ENT 130: Marketing for Small Business
ENT 150: Basic Accounting and Finance
MGT 118: Principles of Supervision
MGT 120: Principles of Management
MGT 122: Human Relations in Management
MGT 124: Human Resource Management
MGT 120: Principles of Marketing
MKT 130: Principles of Retailing
MKT 150: Customer Service and Selling
MKT 180: International Marketing
MKT 235: Principles of Merchandise Management

Part III. Curriculum Revision and Review
List of Marketing courses reviewed during the previous three years:

MKT 120, updated 2016 for Fall 2018
MKT 130, updated 2016 for Fall 2018
MKT 150, updated 2016 for Fall 2018
MKT 180, updated 2017 for Fall 2019
MKT 235, updated 2015 for Summer 2016
MKT 260, updated 2016 for Fall 2019
MKT 293, updated 2016 for Fall 2019
List of Management courses reviewed during the previous three years:
MGT 120, updated 2016 for Fall 2018
MGT 122, updated 2016 for Fall 2018
MGT 124, updated 2016 for Fall 2018
List of Entrepreneurship courses reviewed during the previous three years:
ENT 125, updated 2016 for Fall 2019
ENT 130, updated 2016 for Summer 2016
ENT 150, updated 2016 for Fall 2019
List of eBusiness and Business courses reviewed during the previous three years:
EBUS 101, updated 2016 for Fall 2018
BUS 120, updated 2016 for Fall 2016
List of Marketing courses in process of retirement (deletion):
MKT 120, submitted 2019 for Fall 2020
MKT 130, submitted 2019 for Fall 2020
MKT 150, submitted 2019 for Fall 2020
MKT 180, submitted 2019 for Fall 2020
MKT 235, submitted 2019 for Fall 2020
MKT 260, submitted 2019 for Fall 2020
MKT 293, submitted 2019 for Fall 2020
List of eBusiness courses in process of retirement (deletion):
EBUS 101, submitted 2019 for Fall 2020
List of Management courses retired (deleted):
MGT 118, submitted in 2016 for Fall 2018

Part IV. Survey results

Student satisfaction
No formal “student satisfaction” survey other than the college’s end-of-semester CES Student Feedback Survey were done.

Occupational placement in jobs (for CTE programs)
Data not available.

Employer satisfaction (for CTE programs)
Data not available.

Graduate/Leaver (for CTE programs)
Data not available.

Part V. Quantitative Indicators for Program Review
Kapiolani Community College
2018 Instructional Annual Report of Program Data
Marketing
Part I: Program Quantitative Indicators
### Overall Program Health: Cautionary

<table>
<thead>
<tr>
<th>Demand Indicators</th>
<th>Program Year</th>
<th>Demand Health</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15-16</td>
<td>16-17</td>
</tr>
<tr>
<td>1. New &amp; Replacement Positions (State)</td>
<td>513</td>
<td>489</td>
</tr>
<tr>
<td>*2. New &amp; Replacement Positions (County Prorated)</td>
<td>375</td>
<td>355</td>
</tr>
<tr>
<td>3. Number of Majors</td>
<td>80</td>
<td>71</td>
</tr>
<tr>
<td>3a. Number of Majors Native Hawaiian</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>3b. Fall Full-Time</td>
<td>53%</td>
<td>51%</td>
</tr>
<tr>
<td>3c. Fall Part-Time</td>
<td>47%</td>
<td>49%</td>
</tr>
<tr>
<td>3d. Fall Part-Time who are Full-Time in System</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>3e. Spring Full-Time</td>
<td>55%</td>
<td>55%</td>
</tr>
<tr>
<td>3f. Spring Part-Time</td>
<td>45%</td>
<td>45%</td>
</tr>
<tr>
<td>3g. Spring Part-Time who are Full-Time in System</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>4. SSH Program Majors in Program Classes</td>
<td>399</td>
<td>456</td>
</tr>
<tr>
<td>5. SSH Non-Majors in Program Classes</td>
<td>972</td>
<td>912</td>
</tr>
<tr>
<td>6. SSH in All Program Classes</td>
<td>1,371</td>
<td>1,368</td>
</tr>
<tr>
<td>7. FTE Enrollment in Program Classes</td>
<td>46</td>
<td>46</td>
</tr>
<tr>
<td>8. Total Number of Classes Taught</td>
<td>25</td>
<td>22</td>
</tr>
</tbody>
</table>

**NOTE:** New & Replacement jobs updated (View Methodology).

<table>
<thead>
<tr>
<th>Efficiency Indicators</th>
<th>Program Year</th>
<th>Efficiency Health</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15-16</td>
<td>16-17</td>
</tr>
<tr>
<td>9. Average Class Size</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>*10. Fill Rate</td>
<td>68.8%</td>
<td>72.4%</td>
</tr>
<tr>
<td>11. FTE BOR Appointed Faculty</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>*12. Majors to FTE BOR Appointed Faculty</td>
<td>80</td>
<td>71</td>
</tr>
</tbody>
</table>
13. Majors to Analytic FTE Faculty | 27 | 36 | 20
13a. Analytic FTE Faculty | 3 | 2 | 3
14. Overall Program Budget Allocation
14a. General Funded Budget Allocation
14b. Special/Federal Budget Allocation
14c. Tuition and Fees
15. Cost per SSH
16. Number of Low-Enrolled (<10) Classes | 7 | 2 | 1

<table>
<thead>
<tr>
<th>Effectiveness Indicators</th>
<th>Program Year</th>
<th>Effectiveness Health</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15-16</td>
<td>16-17</td>
</tr>
<tr>
<td>17. Successful Completion (Equivalent C or Higher)</td>
<td>63%</td>
<td>66%</td>
</tr>
<tr>
<td>18. Withdrawals (Grade = W)</td>
<td>53</td>
<td>55</td>
</tr>
<tr>
<td>*19. Persistence Fall to Spring</td>
<td>56%</td>
<td>61%</td>
</tr>
<tr>
<td>19a. Persistence Fall to Fall</td>
<td>25%</td>
<td>15%</td>
</tr>
<tr>
<td>*20. Unduplicated Degrees/Certificates Awarded</td>
<td>21</td>
<td>35</td>
</tr>
<tr>
<td>20a. Degrees Awarded</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>20b. Certificates of Achievement Awarded</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>20c. Advanced Professional Certificates Awarded</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20d. Other Certificates Awarded</td>
<td>24</td>
<td>52</td>
</tr>
<tr>
<td>21. External Licensing Exams Passed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Transfers to UH 4-yr</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>22a. Transfers with credential from program</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>22b. Transfers without credential from program</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

39. Number of Transfers to UH 4-yr | 10 | 10 | 12
Part VI. Analysis of Program
Alignment with mission: Strengths and weaknesses based on analysis of data.

The Marketing Program was awarded accreditation with the Accreditation Council of Business Schools and Programs (ACBSP) in May 2015.

Program Mission Statement
The primary mission of the Marketing program is to prepare students for careers in Marketing with three major emphases to:
Ensure our graduates possess the necessary knowledge, skills, and abilities to enter the workforce upon graduation.
Prepare students and graduates to move seamlessly and successfully to University of Hawai’i at Manoa, UH-West O’ahu, and other four-year institutions.
Provide lifelong learning opportunities for Hawai’i’s workforce that are designed to improve workforce skills and career progression.

The Accreditation Council of Business Schools and Programs (ACBSP) accredited the Marketing Program in May 2015. The overall health of the Marketing Program remained unchanged though one of the individual indicators changed. For the year under review, the Demand Indicator improved to Healthy from Cautionary while the Effectiveness and Efficiency Indicators remained Cautionary.

Demand: Healthy
The significant cause of the rise of the Demand Indicator from Cautionary to Healthy is the continuing effect of the 2012 recalibration of the Industry Code measure for the program. As the measurements included in the Demand Indicator have leveled off, the Indicator signals a move from Cautionary to Healthy.

Efficiency: Cautionary
The most significant cause of the fall of the Efficiency Indicator as Cautionary in 2012 -- the loss of one full-time faculty member as measured by the “majors to FTE BOR Appointed Faculty” -- remains significant in 2015. This is a measure used in the health calculation for the Efficiency Indicator. A hiring committee was previously organized to replace the retired faculty, recommendations were made, but the hiring process was not completed. Repeated efforts to begin another hiring process have been met with resistance and thus have not been successful.

When the ACBSP accredited the Marketing Program in May 2015, the sole point for program improvement was the addition of one full-time faculty to the Marketing discipline. Additionally, continuing reductions of 44% in the Overall Budge Allocation (reduced from $328,374 in 2010 to $181,394 per annum in
2014) serve as a further challenge to maintain the Efficiency health of the program.

**Effectiveness: Cautionary**

The Effectiveness rating improved from "Unhealthy" in 2010 to "Cautionary" every year since 2010. During the past academic year, program curriculum was revised and updated to more accurately target the knowledge, skills, and abilities of Marketing Program graduates to meet current business needs as defined by the Marketing Advisory Board, a Honolulu County Business Community survey, O*NET and the Department of Labor as well as to significantly increase the beginning annual salary of our graduates from $21,140 to $43,400. Repeated submissions for curriculum approval to the department were met with significant resistance and thus were not successful.

**Distance Education**

The number of distance education Marketing classes is decreasing as hybrid (also referred to as flipped) classes are increasing. However, enrollment numbers indicate that distance education classes fill with more students than face-to-face classes in Entrepreneurship and Management classes specifically.

**Perkins IV Indicators**

Perkins Core Indicators for Technical Skills Attainment and Student Retention or Transfer were met. Perkins Core Indicators for Completion and Student Placement were not met. Whereas Skills Attainment and Student Retention are largely functions of the classroom, Completion and Student Placement are largely functions of student advising and counseling. Based on Perkins IV Indicators, more attention needs to be placed on student advising and counseling as they relate to completion and student placement.

**Major Strengths:**

Lecturers are enthusiastic about their classes and their students.

All MKT, MGT, EBUS, ENT, and BUS 120 classes share a standard format for their syllabi.

**Major Weaknesses:**

- Same skills are taught at the same level in various classes; caused student confusion
- Grade inflation may be occurring.

**Current Situation**

**Internal.** Additional Entrepreneurship faculty position will be requested during the planning of the AS degree in the 2020 academic year.

**External:** The Marketing Program structure and outcomes will change and improve as needed as it begins the accrediting process with the ACBSP.
Assessment Results for Program SLOs (3-5 year trend) Program Learning Outcomes: (List and Dates Assessed)

Design and develop marketing solutions for current retail environments by employing appropriate marketing plan strategies.

Develop foundational skills and knowledge to maximize employee productivity.

Evaluate and apply marketing practices to create measurable results to meet marketing objectives.

Utilize effective communication, problem solving and decision-making skills through the use of appropriate technology and with the understanding of the business environment.

All courses included under the Marketing Program umbrella were assessed during the 2016-2017 academic years. The KCC campus requirement is to review programs and course competencies at least once every five years, which qualifies all course competencies in compliance.

The Expected Level of Achievement in all the Business, Marketing, Management, and Entrepreneurship courses required for an AS Marketing degree is for 70% of the students to score 70% or higher on the assessment tools. Each instructor summarizes his/her students' results on the target competency(ies) being assessed, using his or her own criteria. All courses assessed met the expected level of achievement.

During the 2016-2017 academic year the following courses were assessed: MKT 120, MKT 130, MKT 150, MKT 180, MKT 235, MKT 260, MKT 293, MGT 118, MGT 122, MGT 124, BUS 120, EBUS 101, ENT 125, ENT 130, and ENT 150.

Given the current stop-out of the Marketing Program, course updates have been determined to be unnecessary.

Strategy for Improving Program Outcome/Indicator and related Strategic Outcome

The Interim Chancellor signed the stop-out of The Marketing[Office1] Program on May 9, 2018.

CCAO approved the ATP – Authorization to Plan for the AS in Entrepreneurship was granted in March of 2019. The new AS degree will be developed and implements as the stop-out of the marketing program concludes during the 2020 academic year.

Performance measure to assess program strategy and related Strategic Performance Measure
The Interim Chancellor signed the stop-out of The Marketing Program on May 9, 2018, so no performance measure to assess the program strategy is required.

Data to be gathered to determine the success of the strategy
The Interim Chancellor signed the stop-out of The Marketing Program on May 9, 2018, so no data will be gathered to determine the success of the strategy.

Position(s) Responsible

Marketing Program Coordinator Susan Dik is responsible for initiating curricular and program stop-out processes.

Synergies with other programs, units, emphases and initiatives.
All heads of campus programs, units, emphases and initiatives were included in the memo sent by the Interim Chancellor to stop-out the Marketing Program on May 9, 2018.

Key Community Partners (if any)
The Advisory Board for the Marketing Program will be sent an email informing them of the stop-out of the Marketing Program.

**CTE Internship Collaboration Model**

The CTE programs at Kapi`olani (ACC, CULN, HOST, IT, MKT, LAW) are collaborating around an innovative solution for a hospitality workforce urgent need. The goal is to create a powerful academic and operations partnership that delivers an enhanced training component to the current academic programs course sequences increasing energy and excitement for students to better persist and complete while providing them a direct pipeline to the hospitality industries employment demand for all CTE career pathways.

The HosT Sector Partnership is an industry-led collaboration of CEOs and Executives of Hospitality and Tourism organizations in Hawaii. The Partnering with Education Committee has been collecting information on hospitality industry training programs, enrollment, and graduation for the sector’s highest in-demand jobs. (October 2018). They would like to now focus on identifying critical occupations and streamlining internships, externships and other work-based learning opportunities.

The Collaborative “Ignite” Internship Experience is a collaboration of CTE programs, faculty, administrators, program coordinators, and students… an “Interdisciplinary Innovation Center” that leverages the culinary and hospitality industry as a powerful connection for our CTE students who are seeking and discovering a career pathway with upwardly mobility opportunities for career expansion and earning opportunities for the “Ignite” internship experience completers.
CTE programs have submitted and received approval (April-2019) for a $200,000 collaborative Perkins Grant along with growing corporate partnerships to provide support for the development, engagement, scaling of the concept, and sustainability strategy for the Ignite Collaborative Internship Program.

**Part VIII. Resource and Budget Implications**

Identify the human, physical, and fiscal resources required to implement strategies and indicate the appropriate funding sources: existing appropriated funds, tuition, and other specific fees, grants, etc.

The Marketing Program ceased accepting Market majors as of Fall 2018; however, the campus is obligated to existing Marketing majors to offer courses required to complete their degrees. As such, funding will be required to offer potentially low-enrolled Marketing classes until Spring 2020 for existing Marketing majors to complete their AS in Marketing.

Identify the technology resources required to implement strategies and indicate the appropriate funding sources: existing appropriated funds, tuition, and other special fee, grants, etc.

The Marketing Program ceased accepting Market majors as of Fall 2018; however, the campus is obligated to existing Marketing majors to offer courses required to complete their degrees. As such, funding will be required to offer existing technology needed for potentially low-enrolled Marketing classes until Spring 2020 for existing Marketing majors to complete their AS in Marketing.

The CTE programs at Kapi`olani CC (ACC, CULN, HOST, IT, PARALEGAL, and MKT) all share the following resource needs:

- Awareness outreach support
- Student Success Pathways support
- Tutor support
- Summer advising support
- Technology resources

**Program Support**

The Business, Legal, and Technology department requests that Position 0078295T, Academic Support: Educational Specialist – Tony Yi be converted to a permanent FT APT position. This position is primarily concerned with addressing the information technology (IT) infrastructure and instructional needs of the department.
The position is responsible for the maintenance, troubleshooting, recording, and deployment of a majority of the BLT department technology assets. This position is also tasked with the purchase of the department’s technology needs in conjunction with the department secretary and CELTT, and is familiar with the University’s rules and regulations in this regard, as well as their associated Administrative Procedures.

The position oversees the BLT computer lab and classroom, responsible for supervising the lab assistants and tutors, managing daily operations, scheduling BLT room reservations both within the department and with other departments, and other ancillary tasks.

The loss of this temporary unbudgeted position due to any budget crisis or cutbacks would be very damaging to BLT operations and service to our students. This is critical position and should be given the appropriate permanency and consistency for support the BLT department programs – Accounting, IT, Paralegal, and marketing/entrepreneurship.