

**Administrative Response to Program Review
Management and Supervisory Development Program
March 4, 2019**

On December 7th, 2019, the Management and Supervisory Development SAC presented its Program Review findings to an audience of PCC administrators and others with an interest in the discipline. The presentation was informative and thought-provoking. It provided an opportunity for engagement with those in attendance through an informative and interactive dialogue. The presentation provided history and context, while highlighting the needs and current state of the program.

This Administrative Response will: A) note particular highlights of the Management and Supervisory Development program and Program Review; B) provide observations and recommendations; and C) provide the administrative response to the SAC recommendations/resource requests.

Noteworthy Efforts or Achievements

- An engaging program review presentation that demonstrated the talent and commitment of our faculty to the program and to student success.
- The modeling of cultural inclusivity by asking everyone to introduce themselves in their native language.
- A talented group of faculty professionals in their industry-specific areas related to Management and Supervisory Development, demonstrated throughout the collaborative program review presentation.
- An impressive commitment to building a degree that can be offered completely online, with a focus on high-quality instruction. The faculty commitment to training and developing online courses using the Quality Matters core principles and focusing on a Universal Design approach is highly commendable.
- A faculty awareness of affordability of a high-quality education and their commitment to providing Open Educational Resources for students taking MSD classes.
- Inclusion of student voices to highlight and demonstrate their growth, development and career focus.
- The development of the newest certificate in Supply Chain Management / Logistics Engineering.

Observations and Recommendations

- Assessment: We appreciate your attention to outcome assessment, and in particular to the mindful alignment of course outcomes with both program outcomes and college PCC Core outcomes. The summary of assessment of Cultural Awareness and Critical Thinking over several years was a bit difficult to follow, but provided evidence of your efforts to improve both your assessment practices and your students' abilities.

However, as a CTE program it is important that students' attainment of degree and certificate outcomes is assessed (it is actually an explicit prompt in the template), and this was not addressed directly in the program review. The mapping referenced above could

suggest that assessment at the course level provides evidence of attainment of the degree outcomes, but no evidence was provided. Alternatively, one could interpret the section as indicating that the assignments and rubrics used to assess Critical Thinking and Cultural Awareness adequately assess the degree and certificate outcomes to which they map, but because the assessments described were only conducted in MSD 101, 105 and 117 and the assignments and rubrics not provided, there is no way to know that the [program outcomes](#) themselves were assessed (or in fact what was meant by “emerging” as a benchmark). The new format for reporting CTE degree and certificate outcomes should help with this, and Linda Paulson, who is serving as a CTE coach, should be able to guide the SAC to conducting more focused assessment. If additional help is needed, reaching out to Academic Affairs for assistance is encouraged.

- The review also mentions (page 77) that only 12 credits of MSD as a CTE discipline transfer to PSU; this is not correct. PSU articulates all MSD credit as LDC and thus all MSD credit will transfer towards a PSU degree.
- We acknowledge the changes needing to be made with the professional program awards. PCC has moved away from listing such awards in the catalog, as they potentially create confusion to students concerning what they signify. The curriculum office will follow up with you as part of the 2019-20 catalog editing process to remind you about making these changes to your catalog pages.
- In an effort to understand the data presented in the program review document stating: “out of... 9000 non-MSD graduates over the last two years combined... six percent of them have taken at least one MSD class,” we asked for some information from the curriculum office about non-MSD-declared-major students who take MSD classes. Please refer to the graphic below. The curriculum office has provided a list to show how many PCC degrees or certificates list an MSD course as a required course for their degree or as an elective course (see table listed on page 3, column 2). This does not constitute an comprehensive list, as any student not declared as an MSD student could take an MSD course as an elective.

We asked Institutional Effectiveness for some clarifying enrollment data. In 2017-18, MSD had 741 students enrolled in at least one MSD course. Specifically, during Fall 2018, 440 students were enrolled (266 unduplicated headcount) and 122 of those students have an MSD-related major (see table listed on page 3, column 1).

Fall 2018 MSD Enrollment Counts by Student Major
(266 unduplicated students)

Student Major	Count
Accounting	7
Accounting Clerk	1
Addictions Counselor	1
Admin Asst: Computer Soft	1
Administrative Office Prof	7
Automotive Service Techno	4
Aviation Maintenance Tech	1
Building Inspection Tech	4
CAS/OS: Administrative As	1
CAS/OS: Website Devel & D	1
CIS: Network Administrati	2
Computer Information Syst	4
Criminal Justice	2
Early Education & Family	1
Electronic Engineering Te	1
Entry Level Accounting Cl	2
Facilities Maint Technolo	7
Family and Human Services	1
Fire Protection Technolog	10
General Studies	114
Geographic Info Systems (6
Gerontology	3
Interior Design	2
Landscape Technology	1
Management	20
Management/Supervisory De	114
Marketing	5
Mechanical Engineering Te	3
MSD:Client Serv Managemen	4
MSD:Client Serv Professio	4
Multimedia	1
Music and Sonic Arts	1
Oregon Transfer	34
Oregon Transfer - Busines	7
Paralegal	1
Professional Skills Train	1
Res Struct/Mech Insp Plan	2
Transfer Program	23
Undeclared	30
Website Develop & Design	6
Grand Total	440

Course	NON MSD Programs Using This Course AAS/ACERT/ACERT1/ACERT2/ACERTP: Required OR option for meeting requirement for degree or cert ELECTV: On the named elective list (may apply to several degrees/certs)	SAC
MSD 101	AAS-LAT: Landscape Technology AAS Degree (key261) ELECTV-AM02: Automotive Service Electives (key357) ELECTV-AVS01: Aviation Science Program Electives (key115)	LAT AM AVS
MSD 105	ELECTV-AM02: Automotive Service Electives (key357) ELECTV-AVS01: Aviation Science Program Electives (key115) ELECTV-INSP01: COMM/MSD Electives (key368)	AM AVS INSP
MSD 110	ELECTV-AM02: Automotive Service Electives (key357) ELECTV-AVS01: Aviation Science Program Electives (key115)	AM AVS
MSD 113	ELECTV-EET06: Electronic Engineering Technology Degree Electives (key448)	EET
MSD 115	AAS-MCH: Machine Manufacturing Technology AAS Degree (key256) ACERT-CNC: CNC Turning One-Year Certificate (key257) ACERT-MCHM: Manual Machining One-Year Certificate (key343) ACERT1-MILL: CNC Milling One-Year Certificate (key258) ELECTV-AM02: Automotive Service Electives (key357) ELECTV-AVS01: Aviation Science Program Electives (key115)	MCH MCH MCH AM AVS
MSD 116	ELECTV-EET06: Electronic Engineering Technology Degree Electives (key448)	EET
MSD 117	AAS-FP: Fire Protection Technology AAS Degree (key207) ELECTV-AM02: Automotive Service Electives (key357) ELECTV-AVS01: Aviation Science Program Electives (key115) ELECTV-INSP01: COMM/MSD Electives (key368)	FP AM AVS INSP
MSD 119A	ELECTV-AM02: Automotive Service Electives (key357)	AM
MSD 121	ELECTV-BA01: Management Degree Electives (key116) ELECTV-EET06: Electronic Engineering Technology Degree Electives (key448)	BA EET
MSD 123	ELECTV-AM02: Automotive Service Electives (key357)	AM
MSD 123A	ELECTV-BA01: Management Degree Electives (key116)	BA
MSD 128	ELECTV-AM02: Automotive Service Electives (key357) ELECTV-INSP01: COMM/MSD Electives (key368)	AM INSP
MSD 130	ELECTV-AM02: Automotive Service Electives (key357)	AM
MSD 138B	ELECTV-EET06: Electronic Engineering Technology Degree Electives (key448)	EET
MSD 150	ELECTV-INSP01: COMM/MSD Electives (key368)	INSP
MSD 151	ELECTV-INSP01: COMM/MSD Electives (key368)	INSP
MSD 157	ELECTV-EET06: Electronic Engineering Technology Degree Electives (key448) ELECTV-INSP01: COMM/MSD Electives (key368)	EET INSP
MSD 161	ELECTV-INSP01: COMM/MSD Electives (key368)	INSP
MSD 279	ELECTV-BA01: Management Degree Electives (key116) ELECTV-CAS03: Website Development and Design Electives (key133) ELECTV-EET06: Electronic Engineering Technology Degree Electives (key448)	BA CAS EET

- The program review document refers to the following for MSD AAS degree graduates in terms of transfer opportunities:
 - OIT (Management Degree Program)
 - Warner Pacific (Adult Degree Programs)
 - George Fox College (Management Degree Program)

The curriculum office reports that George Fox and Warner Pacific's Adult Degree Programs are generally "transfer friendly." However, there is no standard, public articulation for the AAS-MSD; applicants' transcripts are evaluated individually.

The following is a list of several existing agreements and articulations for MSD transfer:

PSU

All MSD credit transfers as LDC; students who complete the AAS will enter PSU with junior standing and lower-division Gen Ed complete. Many majors can be completed with an additional 90-120 credits including:

- **BS in Business Administration (Management & Leadership OR Supply & Logistics concentration):** a student transferring with a completed AAS-MSD can complete the BS in 90 - 120 credits, depending on elective choices within the AAS
- **BS in Economics:** a student transferring with a completed AAS-MSD can complete the BS in 90-100 credits
- **BS in Urban and Public Affairs:** a student transferring with a completed AAS-MSD can complete the BS in 90-100 credits (can be completed entirely online)
- *Additional majors: a student transferring with a completed AAS-MSD can complete the BS in most humanities and social science majors in approximately 90-110 credits*

OIT

- **BAS in Technology and Management:** a student transferring with a completed AAS-MSD can complete the BAS in 90-100 credits (can be completed at the Wilsonville campus or entirely online)

SOU

- **BAS in Management:** a student transferring with a completed AAS-MSD can complete the BAS in 90 -115 credits, depending on elective choices within the AAS (can be completed entirely online)

We commend the efforts you have made to provide thoughtful advocacy and support to the Management and Supervisory Development program and its students. The program has seen some transitions since the last program review and we recognize that connections with industry and educational partners are in process of being re-established.

Administrative Response to Recommendations and Resources

Recommendations:

While the MSD program review highlighted the valuable educational opportunities it provides to students through the development of interpersonal skills needed to work in and lead teams in the workplace, we have some concerns that will need to be evaluated and assessed. Specifically, the MSD program curriculum has overlapping and/or duplicative content within the MSD program itself and with the Business Administration program. Other concerns include a decline in enrollment, a consistent pattern of low-enrolling or canceled courses and a decline [in completion over the last five years](#).

Some of these issues stem from a lack of cohesive curricular strategic planning by the college in the years past, which is why PCC has recently invested in becoming an Achieving the Dream school, Guided Pathways and Advising Redesign to help provide that cohesive curricular structure. Other issues may be a result of a shift in industry needs or industry connection with our program.

The Academic Affairs Council is working with different faculty and administrative groups to redesign the program review process, as well as develop a program viability process. The purpose of each of these will be to align our curriculum to support Guided Pathways and build stronger processes that ensure our CTE programs are industry-driven and providing students with a robust career path. Over the next year, we will reach out and engage you in a discovery and evaluation process to help address these concerns.

In the meantime, we support the following recommendations you have put forward (with a need to specifically address the assessment review points mentioned above):

- Review and revise CCOG to better align with college core outcomes
- Review and develop grading rubrics to better guide students achieving course outcomes
- Continue to work with the BA SAC and Workforce and Online Learning divisions
- Continue to support and engage faculty professional development opportunities
- Utilize survey and assessment feedback mechanisms to improve teaching and learning
- Continue recruiting effort for diverse student population
- Continue to work with four-year university partners to develop clear degree pathway maps
- Continue to work with industry partners to provide potential employment and internship opportunities

The one recommendation you listed that we cannot support is to revise the MSD current professional Program Awards to become Focus Awards. Focus Awards are explicitly for Lower Division Courses only and wouldn't apply to MSD as a Career Technical Education program.

You included three requests for support, including:

1. One MSD FT faculty member be given 0.25 release time for one year to make some deeper strategic alliances with our industry partners to increase enrollment.

This will be a consideration when we engage in the process of program alignment. It may or may not be a result, but will be considered by the Dean of MSD and the Academic Affairs Council.

2. Assistance from the district marketing team to help promote our online MSD program throughout the state (via social media and other marketing strategies).

The Marketing Team is putting together marketing strategies to highlight CTE programs and drive enrollment. They will be reaching out to all CTE programs to talk their program pages and the marketing strategies they are developing.

3. Continuous support from PCC Professional and Organizational Development to promote MSD classes as an internal credit based training opportunity for PCC employees.

The Professional and Organizational Development office has received a copy of your request and your program review document. You are encouraged to follow up with them to engage in conversations about promoting MSD courses to internal PCC employees.

Closing

In closing, we want to thank the Management and Supervisory Development SAC for sharing the results of your program review with us. While we continue to have questions around program alignment, we were impressed with the program review presentation and the focus on student-centered learning. Your online approach to provide a quality learning experience with a focus on affordable Open Educational Resources highlights a commitment to your students that is in line with the college's focus on equitable student success. We enjoyed learning more about the discipline, your focus on student success and your needs for continued success.

Administrative Response submitted by Jennifer Piper, on behalf of the Deans of Instruction and Dean of Academic Affairs.

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