The Management, Supervisory Development (MSD) Program Review was presented on November 30, 2012 and began with information regarding the history of the MSD program, including its history of moving from a program within the Institute for Management Professional Development (IMPD) to a district-wide program housed within the Liberal Arts & Sciences Division of the Southeast/Extended Learning Campus. Currently over 50% of MSD course offerings are available to students through distance learning. It was helpful to be informed (or reminded) of how we came to be and where we are since it provides context for where the program would like to be in the future.

**Commendations:**

- The MSD program is a career technical education program that leads to an Associate of Applied Science degree. Your improvement plan for the program undoubtedly contributes to the high degree of success our students have in becoming managers.
- The discussion on mission, values, and goals was helpful. The curriculum discussion, included how the MSD program maintains currency and alignment with our Business Administration program and our Computer Information Systems programs through the shared use of a Project Management course, which shows the SAC’s willingness to collaborate with other SACs.
- Your commitment to continuously update and improve courses is important and your Subject Area Committee’s discussion of course outcomes, including the example of necessary critical thinking skills was informative.
- The MSD program’s transition to more on-line program courses, allows for students to complete program awards and career pathway certificates of completion that lead to specific jobs and the AAS degree more quickly.
- With regards to the section on “Faculty”, you have, with the retirement of Joe Wright, your only full-time instructor, an opportunity to bring on board someone to guide the program forward.
- Your program should be eligible to receive support from a Perkins advisor given its CTE status, and that should be explored. Please work with your incoming Division Dean of Liberal Arts & Sciences and Jan Wetzel Volinski, 971-722-4469, jwetzel@pcc.edu who coordinates PCC Perkins funding.
- We applaud the MSD SACs efforts and your on-going commitment to the Faculty Diversity Internship Program.
SAC Recommendations from Program Review
The final section of the Program Review, “Recommendation for Improvements” is very comprehensive. Please consider exploring the possibility of offering MSD courses as Continuing Education Units (CEU). The CLIMB program may be able to assist in marketing CEU that could increase fill rates in various courses. Bob Hanks, Executive Director of CLIMB, 971-722-6677, bob.hanks@pcc.edu

MSD Assessment
Faculty need to incorporate more focus on culture competence into more courses, and to design international and cultural implications into each assignment. A second part is to be sure we are actually collecting the artifacts that are based on this outcome. In addition, the SAC needs to find ways to measure the learning that takes place in class during presentations and other activities that incorporate cultural competence.

Response: We support your incorporation of cultural competency into your courses.

The SAC needs to address how MSD courses can incorporate a stronger focus on Community and Environmental Awareness. This Core Outcome correlates with MSD Program Outcome #1, although it is only one of 5 Core Outcomes supported by this particular Program Outcome. Again, we need to be collecting the artifacts that support this outcome.

Response: We support your exploration of this Core Outcome.

There are two priorities where additional resources are needed in the form of support and funding from the administration. One is Faculty, and the other is Outreach and Student Success.

Faculty
It is clear, based on the last two years, that in order to manage the MSD program in an effective manner, the program is best served by having two full-time faculty members. For two years we have had two full-time positions. It requires two positions to handle these responsibilities:
SAC Chair, a responsibility that grows in scope each year

Department Chair for MSD and BA (scheduling, assessment of 30+ pt faculty)
Program Advisor for students
Teaching ~7 of the MSD core classes
Advisory Committee coordination and growth
Certificate development and collaboration with Career Pathways
Coordinate and complete annual program assessment & implement changes

Developing comprehensive BA/MSD program at SE Campus
We have significant plans for program development that will require additional focused attention and effort by these two full-time faculty.
Recruiting MSD part-time faculty to participate in assessment activities has been a struggle and a major issue. Many of these part-time faculty members are in the workforce as private consultants, trainers or working full-time for other organizations. These faculty members are what make MSD unique in providing
relevant workplace knowledge, however, they do not have the necessary time commitment for extra MSD program activities.

On-going assessment activities for the full time faculty include the following:
- Review and revise CCOG outcomes for all courses mapped to Program and PCC core outcomes. Present and support all revisions at the Curriculum Services Committee meeting
- Review and revise the MSD assessment process
- Participate as a class faculty reviewer to assess student oral presentations
- Collect and evaluate artifacts. Write the yearly MSD Program Assessment Report
- Attend PCC Assessment meetings
- Represent MSD in other college-wide assessment activities
- Keep part-time faculty informed of program assessment changes and results
- Report on college-wide assessment issues and policies at MSD SAC meetings

**Response:** We understand and support the need for additional full-time faculty and its effect on student success and completion. The decision to create full-time faculty positions is a result of campus discussion and is considered through an analysis of enrollment and campus needs within the context of our existing budgets. We encourage you to work with the incoming Division Dean of Liberal Arts & Sciences at the Southeast/Extended Learning Campus to explore this.

**Outreach and Student Success:**
Develop a process to contact new students and to follow declared MSD students more closely through their college experience and once they graduate. This is something we've done in the past and would like to start up again. As we know that a great number of students do not check their PCC email, using snail mail is a good option. **There would be a cost every term for reaching out to enrolled students.**

**Response:** Through Grad Plan there is a way to communicate with students who have completed a certain percentage of their degrees and/or certificates. Please contact Shasta Buchanan, Director of Enrollment Services/Registrar at 971-722-7195 shasta.buchanan@pcc.edu She can provide you with names of students who are close to finishing their certificates or degrees in your program. We also encourage you to consider social media communication strategies with students, possibly through Linked-In.

**Advising**
Since long time advisor, Joe Wright, is retiring in June 2013, a stronger focus on the advising area is needed to continue providing quality guidance to MSD students. Rebecca Robinson, (temporary Department Chair), and Carmen Lawyer (Educational Program Coordinator), are making plans to:
- Work more closely with Joe before he retires, and to train in GradPlan.
- Meet with Emily Biskey, the Graduation Transcript Evaluator, to best understand the graduation requirements and procedures. This is also to improve coordination between the Graduation office and the MSD advisor to decrease confusion with students on their standing in the Certificate and Degree program.

Work more closely with campus Advisors regarding the MSD program, our intended audience, and to discuss ways to match student-learning needs with our courses
Design a mentoring program where MSD students would be connected with appropriate workplace mentors. This is important for enhancing the skill building experiences in classes with ‘real world’ consulting. We believe this would provide incentive and support for students to complete not only their classes, but the AAS degree. **The cost to PCC would be in faculty and staff time to initiate the contacts and provide consistent follow up.**

Redo the MSD website and develop a short video clip. The web site is minimal and not user friendly. Our student questionnaire drew numerous comments about the inadequate online presence for MSD. When we researched MSD programs across the country, we found similar issues. That means we have an opportunity to develop a stronger online presence than all the other MSD programs. **There would be a cost to developing a video for the web site.**

Continue to seek solutions for the no-show students, whether by working with the Registrar to allow one and two day class instructors the NS option, or through more personal outreach to the individual students. This would protect students from earning Fs and paying for classes they couldn’t attend due to waking up ill on a Saturday when it’s too late to drop a class. While we want to develop better student support, and keep our classes open to anyone seeking self improvement, we believe a system change is required to provide a fair service to these students, equivalent to instructors being able to NS students from full term classes.

Develop effective ways to reach out to local businesses to encourage their employees to attend MSD classes. This could be done through a number of ways PCC already provides outreach and information to the business community.

Develop strategies for encouraging online students to complete the course evaluations.

**Response:** We encourage you to explore these Advising Recommendations with your Campus Division Dean when she is hired.

**Curriculum**

Brand MSD Online Courses: banners, formats, presentation of learning outcomes, module objectives, learning materials, assessments. This would give MSD a more professional “look” and “feel” when students take more than one class. It would establish a standard for all new distance-learning courses. The follow up might be generating a national presence for online classes.

Continue the process started in 2011 to convert Professional Program Awards to Career Pathways Certificates or stand alone Certificates.

Initiate a project to develop a portfolio or Capstone Project that would enable students to produce a professional presentation or portfolio that synthesizes their AAS degree experience. This could be in the form of required COOP ED or Internships.

Develop a reflection paper or other appropriate assessment when a student has earned a Professional Program Award to help them synthesize the learning from the 18 credits.
Combine several of the 1-credit courses into 3-credit courses. A number of the single classes are related and SAC has already discussed the value of creating more 3 credit options for the degree. This would also help with the issues of students using MSD to make up lost credits from other departments.

Prerequisite considerations for requiring MSD 111 or another writing course prior to other 3 credit MSD courses. This is to address the concerns about unprepared students with marginal writing skills.

Response: We support your exploration of all of your Curriculum recommendations. Specifically,

- We applaud the MSD SAC consideration of “branding” on-line courses—please work with Lorraine Schmidt in Distance Learning and with an instructional designer in the DL program.
- Since the Career Pathways Certificates are recognized by the State of Oregon and the Focus Awards are not, we support your exploration of this because these “stackable” CP certificates of completion can lead to stand alone certificates and the AAS degree.
- Exploring the possibility of a portfolio process for your students aligns itself with work that is currently being undertaken by the state-wide CASE grant program being led by Clackamas Community College. Linda Paulsen, Shasta Buchanan, Craig Kolins and Sara Treadway from Career Pathways attended a Community of Learning Practice to identify best practices among Oregon’s Community Colleges. Please contact Linda or others about what we learned at the event at Lane Community College in April.
- Since Financial Aid is restricting the use of electives that qualify for financial aid reimbursement if they do not apply to a student’s degree, we support your exploration of examining the need for these courses, perhaps they could be converted to CEUs offered through Professional Training and Development via the PCC CLIMB Center for Advancement.
- We support your exploration of requiring MSD 111 or a Writing prerequisite requirement before students can take writing intensive MSD courses.

Closing Comments:
Thank you for efforts to maintain and evolve a high quality program. It serves the needs of students, whether they are local or served outside Portland through Distance Learning. Your commitment to further developing a high quality distance education program is recognized and your willingness to continue to adapt the program to meet the changing needs of the management field and profession is sincerely appreciated.

Administrative Response by Craig Kolins on behalf of your Deans of Instruction:
Scott Huff, Cascade Campus (retired)
Kurt Simonds, Cascade Campus
Dr. Craig Kolins, Southeast/Extended Learning Campus
Dr. Birgitte Ryslinge, Rock Creek Campus (currently Interim Campus President)
Dr. Cheryl Scott, Rock Creek Campus Interim Dean of Instruction
Jeff Triplett, Sylvania Campus
Dr. Kendra Cawley, Dean of Academic Affairs