



Management & Supervisory Development (MSD)

PROGRAM REVIEW 2018

Authored by: MSD Subject Area Committee (SAC)

Special thank you to Melissa Bates, SE Campus MSC Division IAA2, and Greg Turcotte, SE Campus CAS/WT Faculty, for assistance in the production of this document

Table of Contents

Program/Discipline Review3

Overview of MSD4

Program Educational Goals and Objectives.....5

Changes in National Trends Since Last Review/Expectation for Next Five Years.....7

Outcomes and Assessment13

Course-Level Outcomes14

Assessments.....15

Other Instructional Issues25

Needs of Students and the Community36

Changing Demographics37

Faculty Composition, Qualifications, and Development.....41

Composition42

Qualifications42

Development44

Facilities, Instructional, and Student Support47

Career and Technical Education (CTE) Programs50

Job Placement51

Degree Completion56

Recommendations59

Appendix61

Program/Discipline Review



Overview of MSD

“An empowering endeavor to earn college credit while incarcerated. It impacts confidence and self-image and helps create a path alternative to recidivism. It is ultimately a beginning step on a pathway away from incarceration.”

Director of the Opening Doors Project, Rakeem Washington, J.D

The Management/Supervisory Development (MSD) Program prepares students for job acquisition, retention, and advancement in managerial and supervisory careers (e.g. project manager, production supervisor, branch manager, account supervisor, landscape manager, transportation supervisor, construction manager), supply chain & logistics, human resources, and client services. Graduates are prepared to perform functions such as change/innovation management, conflict management, leading and motivating teams, customer service, budgeting, intercultural communication, continuous improvement, and project management.

Many students take these credit-based courses to learn new professional competencies to help them advance their careers in management/supervisory roles while concurrently earning a credential of economic value. Using an equity lens, our primary student is the emerging supervisor/manager who also needs a certificate/degree for mobility within the workforce. The PGE Client Relations Pathway is one example in which PGE, Unitus Credit Union, and Moda Health partnered with Career Pathway and the MSD Program to create an opportunity for a cohort of students to earn 3 credits in Client Relations that would be stacked towards the larger certificate. Another example includes a recent partnership with the Mercy Corps LIFE program to offer a 3 credit MSD course at the Coffee Creek Correctional Facility. Director of the Opening Doors Project, Rakeem Washington, J.D., states that that this credit bearing class “is an empowering endeavor to earn college credit while incarcerated. It impacts confidence and self-image and helps create a path alternative to recidivism. It is ultimately a beginning step on a pathway away from incarceration”.

The value of a credit based MSD course is not limited to MSD Program students. Out of the nearly 9,000 non-MSD graduates in the last two years (2016-17 and 2017-18 combined) at Portland Community College, six percent of them have taken at least one MSD class. The MSD courses are also required and/or electives in many other academic endeavors such as landscape technology, fire protection technology, automotive services, electronic engineering, and website development & design at Portland Community College.

Associate of Applied Science Degree graduates transfer to Oregon Institute of Technology into their Management Degree program, George Fox College into their Management Degree program, and Warner Pacific College into their Adult Degree programs. Similar transfer pathways are being developed for the MSD supply chain management/logistics engineering certificate with Oregon State University and Portland State University to create a pathway into their Supply & Logistics Management programs.

Management/Supervisory Development courses are offered in a variety of formats, which include online learning, face to face, and hybrid classes. But what makes us unique is that all of the MSD certificates and the entire Associate of Applied Science Degree can be completed online.

Program Educational Goals and Objectives

Our discipline focuses on learning experiences that provide a broad base of industry competencies including self-management skills, relationship building strategies, and organizational management to support organizational goals and initiatives in the workplace. The programs' existing foci in interpersonal and intercultural communication dovetail seamlessly with PCC's core competencies.

Our objectives for students are first, to help them obtain fundamental supervisory industry competencies; second, to build the interpersonal skills necessary to become a more effective managers and supervisors in a variety of contexts.

Educational Goals

Support for the Changing Marketplace

The changing demands of the marketplace have required MSD to place further emphasis on course design and delivery with a global mindset which includes adopting current technology for the enhanced delivery of our courses. We have met with a number of employers in both the private and public sector, both large and small, to gather information on how MSD can meet their changing needs while supporting PCC's goal of strengthening employer partnerships.

Make our Program More Equitable and Accessible

By adopting and developing Open Educational Resources (OER) for several classes, students gain more accessibility to course content for needed skills without expensive textbook requirements (i.e., MSD 101). Over the last five years, MSD had also increased the number of courses offered online and is now an online program. Students can complete certificates and degrees through online learning, in addition to taking classes on campus or in a hybrid setting combining the two. By increasing the options in which students may participate in the program, this approach better aligns with the principle objectives of equitable inclusion and accessibility.

Our focus is to offer classes and learning experiences that provide a broad base of competence including self-management skills, relationship building strategies, and organizational management to support goals and initiatives in the workplace by:

- Offering a credit-based education for managers already working in that role.
- Helping students earn credits eligible for transfer to 4-year institutions.

The course schedule is intentionally designed to cater to the working professional's timeframe by offering flexible class schedules via online learning, in addition to on-campus courses, for both certificate and degree attainment. This arrangement offers students an array of scheduling options to meet their educational needs while maintaining full or part-time employment. MSD also provides students with the flexibility to earn credit for work projects and experiences relevant to their specific job functions. Co-op education and project management classes provide a direct "hands-on" work/educational experience. The program curriculum focuses on leadership, team building, critical thinking, innovation, conflict resolution, cultural awareness, budgeting,

and project management along with developing interpersonal and other technical skills. While we focus on degree completion, we offer shorter term certificate options and stand-alone courses that allow students to explore the program and obtain professional development as needed. These skills can be immediately applied in the workplace.

The MSD program offers the following degree, certificate and award programs:

- Associate of Applied Science Degree (92 credit hours)
- Certificate: 1-Year in Management/Supervisory Development (47 credit hours)
- Certificate: 1-Year in Supply Chain Management/Logistics Engineering (45 credit hours)
- Certificate: Client Services Professional (16 credit hours)
- Certificate: Client Services Management (28 credit hours)
- Professional Program Awards – SAC approved to convert to Focus Award for upcoming catalog revision. (18 credit hours each) in the following six concentration areas:
 - Change/Innovation Management
 - Conflict Management
 - Human Resource Management
 - Leadership
 - Management/Supervisory Development
 - Project Management

Changes in National Trends Since Last Review/Expectation for Next Five Years

There have been many changes in MSD since our last Program Review. Some of these changes are a result of the Program Review and some are a result of forecasted talent needs by industry. Throughout this report, you will find additional evidence of growth and change within our SAC.

National Trends

Management studies since the 1950s have stated that businesses make a general

practice of promoting people into supervisory or managerial positions without them having developed adequate technical skills. These technical skills include critical thinking, systematic problem solving, project management facilitation, and an understanding of the principles of supervision which are necessary to oversee complex business and technical operations or products.

In addition, many prospective, incumbent, and displaced workers lack the interpersonal skills (the skills are called by many different names: interpersonal, soft, essential skills, social) for mobility into supervisor or managerial positions. According to the Oregon Talent Assessment report (September 2018), only a narrow majority of Oregon employers (55 percent) agree that applicants possessed both the technical and the interpersonal skills required for their vacant positions. For managers/supervisors, these skills are needed to work in and to lead teams.

MSD faculty, currently working as managers or trainers in various industries, offer a unique perspective on matters relevant to management/supervisory issues. These skilled faculty share prevailing management and supervisory techniques with their students which enables them to successfully manage the challenges of their diverse workplace environments.

Actions Taken on Previous Program Review Recommendations

Faculty

We hired two full time MSD faculty: Daphne Wu who has experience working in various industries with a primary emphasis on global strategies and new product development; and Sonia Agnew who has experience in manufacturing management in varied industries including semi-conductor, aerospace, and sports goods/apparel. Together, they are leading efforts in curriculum development, program assessment, outreach activities and program outcome revisions.

Outreach and Student Success

We developed an outreach team from within the faculty. This follows our “branding” strategy in which we revised every online class to reflect a consistent appearance and navigation. Extensive outreach activities included improving and updating the MSD

webpage, attending business functions like SayHey! (a quarterly social dedicated to welcoming new Professionals of Color to the Portland area), Chamber of Commerce meetings, individual meetings with organizations, telephone calls with hiring professionals and HR reps at a variety of organizations, development of a social media strategy which includes Facebook and LinkedIn, blanketing the campus with fliers, and attending campus orientation and outreach sessions.

PGE Client Relations Pathways: The intention for the PGE Client Relations Pathways was to increase interest and enrollment into MSD classes and provide a career path into mid-level customer relation positions starting at \$19.50 and above that provide room for advancement in the field. In partnership with leading industry partners such as PGE, Unitus Credit Union and Moda Health, CP was able to demonstrate the need for demand and diversity of job type in these areas.

The benefit to cohort students was an opportunity to earn 3 credits in Client Relations, (free) that stacked toward the larger certificate on 16 credits. They gained exposure to leading employers and learned more about ways to skill-up and enhance their customer service skills.

Overall, this was a pilot with demonstrated success in the areas below.

Data for cohort: Of the 20 students enrolled, more than 50% achieved completion, (all earned 3 credits). All gained industry exposure, while 30% persisted in their education or completed some sort of credential.

Demographics: More than 50% were students of color (SOC), 40% were low-income students.

Outreach: PCC students, CBO's, State Agencies included DHS. This was from summer 2017.

Coffee Creek Correctional Facility: MSD students at Coffee Creek are earning 3 credits during the course of their participation in the Mercy Corps LIFE program. This is the first year that PCC has partnered with Mercy Corps in this capacity. Not only do the students at Coffee Creek receive knowledge during the term, they also benefit in several other ways because of PCC's accreditation of the LIFE curriculum.

The students at Coffee Creek are within 18 months of a release date. Connecting with PCC in credit-bearing coursework allows them to create a connection with the college prior to leaving the correctional facility. Thorough transition planning remains one of the biggest predictors of success for folks leaving lockdown environments. When the transition planning is done through both the curriculum and the connection with PCC instructors and support staff, prior to leaving a correctional facility, students are able to bypass some of the obstacles that exist when they try to enroll on their own without those connections and supports. Students at Coffee Creek are also able to begin to understand some of the college processes that can at times be confusing for new students or those who haven't attended college in quite some time. Whether it be registration, academic planning, or transcript building, students at Coffee Creek can begin to develop their own identity as a college student. Having a credit-bearing course within a correctional facility allows them to more intently begin building their college identity.

A credit-bearing class also encourages students to stay focused on their release/transition plans. Earning credit is an achievement that exists outside of some recreation activities within a correctional facility because it requires students to be future-focused. Three MSD course credits are a “jumping off point”. “A signal to the student that she can accomplish college level work. A reminder to the student that her educational attainment is valuable.

In short, this collaboration is an empowering endeavor for students to earn college credit while incarcerated. It impacts confidence and self-image and helps create a path alternative to recidivism. It is ultimately a beginning step on a pathway away from incarceration.

Advising

At the time of the last MSD program review, the long-time advisor had just retired, and the general advisors were not prepared to consistently advise MSD students. The new Faculty Department Chair (FDC) took on this role and reached out to students using specific parameters such as the percent of completion toward graduation as a tool for improving students successful academic planning. The Multi-Year Contract (MYC) Faculty have also been key in supporting our CTE advising initiatives. In addition, fall 2018, the supply chain management component of MSD became Perkins eligible; therefore, we were able to secure a CTE advisor, Marta Hoeing, who will specifically work with MSD students on academic planning and incorporating this pivotal new program certificate into their academic plans.

Curriculum

We have increased online course offerings to better accommodate working professionals that make up a sizeable portion of our program. With the goal of converting Professional Program awards into certificates, we converted the Customer Service Professional Program Award into two career pathway certificates (Client Services Professional & Client Services Management) as additional options for our students.

To address concerns about unprepared students with marginal writing skills, we have incorporated WR 227 technical writing or BA 205 Business Communication as a required course for both of our one-year certificates and AAS degrees. Several instructors require students to take their work to the tutoring center and to provide documentation for the tutoring they received.

A one-year Supply Chain/Logistics Engineering certificate was developed and approved. Portland being home to hundreds of global retailers and tech companies, and our port makes this program vital for the region. We began offering this certificate in Fall 2018 term.



Outcomes and Assessment



Course-Level Outcomes

MSD remains committed to improving course level student learning attainment. Since our last program review, MSD SAC revised five, 3-credit Course Content and Outcomes Guides (CCOG), required for AAS degree and certificates, and created CCOGs for 7 new classes, in which five are associated with our new Supply Chain Management certificate. All course outcomes were written to include measurable language (Bloom's Taxonomy) approved by SAC, and the Curriculum Committee. Moreover, each course outcome is aligned to a specific MSD Program Outcome and PCC Core Outcomes. MSD-SAC has created specific course rubrics to quantify learning attainment, emphasizing those course outcomes directly related to a PCC core outcome measure. As an example, Figure 1 demonstrates our mapping process using MSD 105: Workplace Communication Skills course:



Figure 1 MSD 105: Workplace Communication Skills course--Sample Mapping for Cultural Competence Core Outcome

As a standard practice, designated course rubrics are reviewed in connection with the course outcome, and if necessary, revisions are made in the initial stage of our yearly assessment process. As an example, in 2015, MSD 101 course rubrics in Cultural Competence and Critical Thinking (Figure 2) were simplified to be more user-friendly and viable by maintaining the integrity of our assessment process, while emphasizing course outcomes.

EXAMPLE: 2015 Rubric for MSD 101: Cultural Competence

<p>3th Program Outcome Objective: Applies key strategies in developing, motivating, and leading teams in a diverse workplace. <i>Key words: Quality teams; Team building strategies focus on diverse workplace</i></p>				
CCOG Intended Outcome	Mastery: Level 4	Emerging: Level 3	Basic: Level 2	Static: Level 1
Applied leadership techniques of employee motivation to lead a group of employees to perform effectively as a work team.	Applied leadership techniques showing how various cultural assumptions and norms impact motivating employees in teams.	Applied leadership techniques showing how to motivate employees of 2 or more cultures in a team setting.	Identifies one's own cultural perspectives, values & assumptions.	Does not attempt to meet objective

MSD 101 course outcome: "Apply leadership techniques of employee motivation to lead a group of employees to perform effectively as a work team," superseded (86%) MSD's benchmark set at 75% in student learning attainment for course outcome in relationship to cultural competence "Emerging: Level 3 and above" and exceeded the previous year's results by 38%.

Figure 2 Sample of 2015 Rubric

Assessments

MSD-SAC has found value in our assessment reporting process and continues using assessment results to modify our curriculum in support of overall student learning attainment of course outcomes. The evolution of our assessment process is demonstrated through the various instructional modifications through the years.

During 2012-2013, MSD-SAC implemented an assessment improvement plan focused primarily on improving student learning attainment of MSD course outcomes in relationship to the Cultural Competence component of the PCC Core Outcome. Our results in the MSD 2011-2012 Assessment Report revealed a need to revise course assignments and projects to include a stronger emphasis on cultural competence. The

MSD-SAC subcommittee modified the rubrics specifically addressing cultural competency and communication in student learning attainment. As a result, assignments for MSD 105: Workplace Communication Skills were adjusted to augment writing skills targeting the PCC Communication Core Outcome. Specific actions included:

- Designing specific MSD course rubrics emphasizing course outcomes directly related to PCC Cultural Competence and Communication core outcomes.
- Giving faculty access to the rubrics and information on program assessment process prior to collection.
- Working with faculty to ensure those assignments elected to be used for student artifacts were focused on the modified course rubric.

Each instructor teaching one of the five courses was given a course specific rubric for the fall 2012 term. Over the course of fall, and subsequent winter term (2013), instructors were asked to submit artifacts relevant to their rubrics. Seventy artifacts from the five, 3-credit core classes were collected for review and assessment. These artifacts were in the form of assignments and class projects.

The sixteen artifacts collected for MSD 105 were assessed using both measures from PCC Core Outcomes: Cultural Awareness and Communication. Faculty were asked to submit their assignment instructions with the artifacts to maximize reviewer understanding of the expected student outcome(s) during the assessment process to ensure all artifacts would be applicable for assessment ratings.

Results

The 2012-2013 Assessment Report identified a significant improvement from the 2011-2012 Assessment Report in “Level 3: Emerging” and above, in cultural competence. We recognized there is room for improvement since we did not meet our Benchmark of 75% Level 3 and above. However, this was our first attempt in bringing faculty together as a team to better understand the assessment process, along with the benefits this process can offer in providing insight into course outcomes in student learning attainment.

Comparison of 2011-12 and 2012-13 PCC Cultural Competence Core Outcome Measure Percentages

Assessment Year	Level 4: Mastery	Level 3: Emerging	Total	Benchmark
2012	5%	23%	28%	75%
2013	19%	28%	47%	75%

In the same manner, results from the MSD 105 - PCC Communication Core Outcome assessment, which focused on changes in curriculum and assignments from fall (2012) to winter term (2013), also reported a significant improvement. The MSD-SAC gained a greater awareness how carefully crafted assignment instructions can help students achieve greater learning attainment of an outcome. This continues to serve as a model for amending assignment instructions for our other core classes.

MSD 105: Course Artifact Assessment:

PCC Communication Core Outcome Comparison Results in Student Attainment for Fall 2012 Winter 2013

Term	Level 4: Mastery	Level 3: Emerging	Total	Benchmark
2012 Fall Term Artifacts	17%	33%	50%	75%
2013 Winter Term Artifacts	80%	20%	100%	75%

Fine tuning the process is a natural outcome of program assessment that MSD expects will happen on a yearly basis. In 2014-2015, professional development continued to be part of our improvement plan for faculty, creating better alignment between the course outcomes, assignments, activities, and student assessments.

Our ultimate-goal was to build on last year's assessment and continue a focus on our MSD 101 Principles of Management/Supervision and MSD 117 Customer Relations. These are critical courses for the AAS Degree and two Career Pathways Certificates. In addition, MSD 101 is required for the MSD 1-Year Certificate, and MSD 117 is a 3 credit elective for that certificate. We wanted to see improved results in both critical thinking and cultural awareness through assessing our program outcomes:

- #3: Build organizational value by developing, leading, and motivating diverse

teams to seek innovative solutions using continuous improvement processes in a global environment.

- #5: Respond to diverse client needs by applying problem solving skills and strategies to identify, assess, predict, and achieve global expectations.

At the MSD-SAC 2014 Fall Inservice, SAC members reviewed assessment results with all faculty, focusing primarily on faculty who were teaching those required courses selected for assessment. All faculty in attendance participated in brainstorming options, including sharing assignments and activities in an effort to help students achieve the designated course outcomes. In the case of MSD 101, the only course taught by more than one instructor, the instructors chose to hold regular quarterly meetings. In those meetings they focused on the alignment of learning materials, activities, and assessments to firm up ways in meeting the course outcomes in relationship to PCC core measures. The MSD 117 instructor worked individually to modify their assignments as needed based on the results of the last assessment report.

The MSD-SAC assessed two, three credit courses, MSD 101 and MSD 117. One hundred and one artifacts were collected for MSD 101, 69 artifacts were collected for MSD 117. Faculty were asked to submit their assignment instructions with the artifacts to maximize reviewer understanding of the expected student outcome(s) to ensure artifacts would be applicable for assessment ratings.

Results

As shown in the tables below, MSD 101 student learning attainment for course outcome (“Applied leadership techniques of employee motivation to lead a group of employees to perform effectively as a work team.”) gradually improved, reaching the MSD benchmark for Cultural Awareness, and a hair below the benchmark for Critical Thinking.

MSD 101 Assessment Data for Critical Thinking Outcome Measure

Assessment Year	Level 4: Mastery	Level 3: Emerging	Total	Benchmark
2011-2012	22%	22%	44%	75%
2013-2014	2%	34%	36%	75%
2014-2015	31%	40%	71%	75%

MSD 101 Assessment Data for Cultural Competence Outcome Measure

Assessment Year	Level 4: Mastery	Level 3: Emerging	Total	Benchmark
2011-2012	4%	17%	21%	75%
2013-2014	28%	20%	48%	75%
2014-2015	45%	41%	86%	75%

MSD 117 student learning attainment for course outcome (“Utilize a variety of organizational customer service strategies to identify, assess, predict and measure customer satisfaction in response to diverse customer needs.”) reported a decline in 2014-2015 in Critical Thinking which may be attributed to the instructor working with individually modifying assignments to better align with the Critical Thinking rubric, rather than in a team setting such as MSD 101 instructors working together in creating viable assignments that address course outcomes and core outcome measures. Regarding the Cultural Competence Outcome for MSD 117, this was the first assessment year.

MSD 117 Assessment Data for Critical Thinking Outcome Measure

Assessment Year	Level 4: Mastery	Level 3: Emerging	Total	Benchmark
2013-2014	58%	29%	87%	75%
2014-2015	26%	35%	61%	75%

MSD 117 Assessment Data for Cultural Competence Outcome Measure

Assessment Year	Level 4: Mastery	Level 3: Emerging	Total	Benchmark
2014-2015	29%	44%	73%	75%

The MSD core outcome mapping can also be found at below link
<https://www.pcc.edu/resources/academic/core-outcomes/msd.html>

Assessment of Core Outcomes

In 2015-2016, our assessment process improved dramatically with the introduction of interrater reliability and the establishment of realistic benchmarks. During our prior assessing of artifacts, faculty got caught up in thinking about how they would "grade" the assignments rather than objectively rate student artifacts based on the course rubric. With the introduction of interrater reliability index (75% or above agreement), faculty became more cognizant of assessing outcomes. In addition, MSD-SAC set benchmarks according to expectations of student learning attainment according to the rubric rating system, rather than using the previous years' statistics as a base for improvement. This had an "ah ha" effect on our assessment process as a whole, providing a pragmatic analysis of student learning attainment, along with providing faculty with clarity on ways for improving instruction to meet course outcomes and support greater student learning achievement. (Refer to Appendix II)

The MSD-SAC set realistic benchmarks and used an inter-reliability index in 2015-2016. We reassessed in 2017 & 2018, however due to changes within in our faculty (mentioned below), our data did not accurately reflect if these changes have had a positive impact on our assessment process and results.

During the 2017-2018 academic year, the MSD-SAC realized our traditional professional development activities were not providing adequate tools in helping instructors succeed in meeting course outcome benchmarks. This was due to major faculty turnover that occurred over the past 2 years. Instructors who were asked to teach a different MSD course for the first time did not have the training to ensure class assignments aligned with course outcomes and core outcome measures for the designated classes scheduled for assessment. Instructors who taught the class in the past were no longer accessible to offer advice and/ or assistance in modifying

assignments. This became evident in the 2017 assessment results for MSD 101 and

MSD 101 Course Outcome Assessment Data for Critical Thinking Outcome Measure

Assessment Year	Level 3: Emerging & above	Benchmark
2015-2016	41%	75%
2016-2017	16%	75%

MSD 101 Course Outcome Assessment Data for Cultural Competence Outcome Measure

Assessment Year	Level 3: Emerging & above	Benchmark
2014-2015	86%	75%
2015-2016	60%	75%
2016-2017	35%	75%

MSD 117 Course Outcome Assessment Data for Cultural Competence Outcome Measure

Assessment Year	Level 3: Emerging & above	Benchmark
2014-2015	73%	75%
2015--2016	64%	75%
2016-2017	63%	75%

To address this issue, MSD instructors, who were assigned to teach MSD 101 & MSD 117 in the 2017-2018 academic year, collaborated in creating generic assignments which aligned to their specific course outcomes and were embedded in the course curriculum. The ultimate goal of this collaboration was to improve student learning attainment of course outcomes with emphasis on their designated assessment rubrics for this assessment year.

The MSD-SAC collected a total of 121 student artifacts from MSD 101 and MSD 117 for re-assessment to see if the generic assignments had a positive impact on improving student learning attainment of course outcomes.

Results

The MSD-SAC found the process in designing generic assignments did not provide consistent results in reaching our benchmarks for all designated core outcomes. As an example, MSD 117 superseded the benchmark in critical thinking reporting, a 93% rate, in comparison to the previous year's assessment report, 79%. Unfortunately, MSD 117 reported a 30% decline in cultural awareness from the previous year's benchmark results. The same was true for MSD 101. Cultural awareness reported an increase in the benchmark rate of 27%, while reporting the same low benchmark rate $16\% \pm 1\%$ from the previous year's report. (Refer to Appendix 2)

After examining and comparing the various generic assignments, the MSD-SAC realized the need to clarify instructions to include specific language targeting the course outcome and designated core outcome measure.

We plan to revise the generic assignment process with the following steps:

- Recruit MSD faculty to form a sub-committee that will review and revise those generic assignments to better address the course outcome and core outcome measures in relationship to the course rubric.
- Use a sample of highly rated student artifacts as models that faculty can use in revising generic assignments. This exercise enable instructors to revise generic assignments during the Fall 2018 & Winter 2019 terms.
- Assess those courses with embedded generic assignments the following assessment cycle.

The MSD-SAC has spent considerable time and effort in creating a realistic assessment process, creating rubrics, and improving upon our inter-rater reliability to produce meaningful results on student learning attainment of all outcomes. However, meaningful assessment also identifies areas of improvement, and for us, the challenge is how to maintain faculty interest in improving student learning attainment by possessing consistent buy-in by our instructors to make changes in curriculum that will effectively address course and program outcomes. An option the MSD-SAC has identified is to include instructors in creating generic assignments they feel comfortable

with and will agree to utilize within their course structure.

**MSD 101 Course Outcome Assessment Data
For Critical Thinking Outcome Measure**

Assessment Year	Level 3: Emerging & above	Benchmark
2016-2017	16%	75%
2017-2018	15%	75%

**MSD 101 Course Outcome Assessment Data
For Cultural Competence Outcome Measure**

Assessment Year	Level 3: Emerging & above	Benchmark
2016-2017	35%	75%
2017-2018	62%	75%

**MSD 117 Course Outcome Assessment Data
For Cultural Competence Outcome Measure**

Assessment Year	Level 3: Emerging & above	Benchmark
2016-2017	63%	75%
2017--2016	33%	75%

MSD 117 Course Outcome Assessment Data for Critical Thinking Outcome Measure

Assessment Year	Level 3: Emerging & above	Benchmark
2016-2017	79%	75%
2017-2018	93%	75%

Challenges

In 2016, MSD condensed and modified our program outcomes from eight to six to better align with our new Supply Chain Management certificate. In the process, all PCC

core outcomes were reviewed and mapped accordingly (refer to Appendix 3) on “MSD AAS & Certificate, updated December 2017 - MSD Program Outcomes and PCC Core Outcomes). Our SAC does not find any of the following PCC Core Outcomes (Community & Environmental Responsibility, Communication, Critical Thinking, Cultural Competence, Self-Reflection, and Professional Development) challenging to assess for the designated course outcome.

All course outcomes are mapped with program outcomes, ensuring students are meeting our Degree and/or Certificate outcomes. Refer to Appendix 4.

Other Instructional Issues



Enrollment Trends

As seen with the rest of the college, the MSD program has experienced enrollment declines over the past five years due to the economic rebound that has kept the unemployment rate at its lowest since 2008. Our enrollment trends are consistent with steeper declines experienced by CTE programs versus LDC programs throughout PCC.

Also, between the years of 2014-2016, the MSD department was understaffed. The resources to promote the program were very limited. For example, the department lacked a dedicated marketing strategy and the human resources for outreach and student recruitment. In 2017, we were able to hire a new full-time faculty to develop a new certification in Supply Chain Management & Logistics Engineering. MSD has had prior success with marketing efforts and we are now working to re-establish a systematic outreach program. These outreach efforts are a priority to the MSD program. And, the SAC has recognized that our marketing and outreach program must be sustainable to be effective.

Since 2012, we have actively converted all certificate and degree required courses through online learning. As of fall 2018, the one-year certificate and AAS degree can be completed entirely online. This was to address the shifting needs of our students (more career track adults in the program) and enhance our ability to offer relevant courses that reflect industry needs. Primarily online offerings will help the program reach a broader range of working professionals who are seeking specific areas of professional development, hence potentially increasing the enrollment for the program. Online courses offer students flexible study time, and help students to save the time and costs of commuting to campus. We believe online offerings help remove the barriers for our students who are seeking education on top of their busy professional lives.

In an effort to keep the MSD program aligned with evolving industry trends and demand, the program has proposed and successfully developed the Supply Chain Management certification. According to a recent Wall Street Journal article (refer to appendix 5), industries are recognizing the importance of the skills MSD courses provides in their employees as an essential component of overall success. This 45 credits certificate resonates well with the MSD program as the common skill

requirement for the supply chain management professional are skills such as communication, project management, and negotiation skills that align well with MSD course offerings.

Online

Currently, MSD courses are offered primarily online and students are now able to obtain certificates and degrees fully online with select campus and hybrid offerings, in order to provide more flexibility and broader accessibility for students. We believe by offering different instructional methods will empower the MSD program to serve a broader range of students with different schedule needs.

MSD FTE Trend by Instructional Method					
	2012-13	2013-14	2014-15	2015-16	2016-17
On -campus	4.76	2.5	4.51	3.51	1.63
Web	15.94	14.89	11.61	7.74	6.89
TOTAL MSD FTE	20.7	17.39	16.12	11.25	8.52

We believe the new online learning annual scheduling will better help our students with academic planning. The majority of our students hold professional positions outside of school, thus by offering annual online course schedules, we provide our students improved lead times to plan ahead for both their academic and professional schedule.

Ongoing effort from the college to promote MSD program will help our program reach broader range of the community and industry partners. Already, we are seeing strong fill rates for the following online courses: MSD 101, 110, 115, 117, 142B, 157, 159, 174, 180A, 192A, and 279.

MSD FILL RATES FOR ONLINE CLASSES ONLY

Term	WINTER 2017		SPRING 2017		SUMMER 2017		FALL 2017		WINTER 2018		SPRING 2018		SUMMER 2018		FALL 2018	
Subj Crse	Fill Rate	Tot. Enrl.	Fill Rate	Tot. Enrl.	Fill Rate	Tot. Enrl.	Fill Rate	Tot. Enrl.	Fill Rate	Tot. Enrl.	Fill Rate	Tot. Enrl.	Fill Rate	Tot. Enrl.	Fill Rate	Tot. Enrl.
MSD 101	80.00%	20	96.00%	24	80.00%	20	108.00%	27	100.00%	25	62.86%	22	40.00%	10	96.00%	24
MSD 110	92.00%	23	53.33%	16	0.00%	0	56.67%	17	80.00%	20	0.00%	0	0.00%	0	60.00%	15
MSD 115	0.00%	0	53.33%	16	40.00%	12	0.00%	0	90.00%	27	0.00%	0	84.00%	21	0.00%	0
MSD 117	92.00%	23	60.00%	18	56.67%	17	83.33%	25	96.67%	29	82.86%	29	56.00%	14	100.00%	25
MSD 142B	0.00%	0	60.00%	18	0.00%	0	0.00%	0	76.00%	19	0.00%	0	0.00%	0	0.00%	0
MSD 157	0.00%	0	56.67%	17	63.33%	19	0.00%	0	76.00%	19	28.57%	10	0.00%	0	76.00%	19
MSD 159	0.00%	0	0.00%	0	96.67%	29	0.00%	0	92.00%	23	77.14%	27	92.00%	23	0.00%	0
MSD 174	72.00%	18	0.00%	0	0.00%	0	92.00%	23	100.00%	25	48.57%	17	0.00%	0	96.00%	24
MSD 180A	96.00%	24	0.00%	0	0.00%	0	60.00%	18	92.00%	23	34.29%	12	0.00%	0	48.00%	12
MSD 192A	52.00%	13	36.67%	11	0.00%	0	0.00%	0	76.00%	19	0.00%	0	0.00%	0	0.00%	0
MSD 279	72.00%	18	56.00%	14	53.33%	16	84.00%	21	76.00%	19	45.71%	16	0.00%	0	72.00%	18
Total by COLUMNS	69.20%	346	56.76%	298	61.51%	163	69.25%	322	69.70%	352	52.22%	329	58.29%	102	78.00%	312

data pulled from ARGOS 11.28.18

The data for the students attending courses during these years indicates that their commitment to their courses and the MSD program student retention improved. This change was demonstrated by the decrease in course withdrawals.

MSD Course Withdraw #s by year						
MSD Course Number	Course Name	2012-13	2013-14	2014-15	2015-16	2016-17
MSD 101	Principles of Supervision	45	46	38	25	12
MSD 105	Workplace Communication	38	23	22	15	13
MSD 107	Organizations and People	9	9	10	5	7
MSD 115	Improving Work Relations	7	14	11	9	10
MSD 117	Customer Relations	5	15	12	5	6
MSD 121	Leadership Skill Development	7	16	12	8	4
MSD 206	The Troubled Employee	3	9	5	5	1
MSD 279	Project Management	22	25	17	15	5
Total Withdrawals		136	157	127	87	58

The grade trends that we have observed include the fact that the overall on-campus pass rate average (73%) was a higher than the overall online average (67%). We also, noted that besides MSD 117 (Customers Relations) course having the highest passing score percentage both online and on campus, the highest and lowest scoring courses were different between the campus and online offerings. MSD Faculty have worked diligently during this period to modify both online and on-campus courses so that they support great access and success for all students. Some of these course modification efforts have included the use of Open Educational Resources, and the use of the Universal Design for learning to increase cultural accessibility.

Course	Top 5 Highest Online Course Pass Avg	Pass Avg		Course	Top 5 Highest On-campus Course Pass Avg	Pass Avg
MSD	117	88%		MSD	117	93%
MSD	206	84%		MSD	107	87%
MSD	121	84%		MSD	105	85%
MSD	105	76%		MSD	101	80%
MSD	279A	76%		MSD	279	76%
Course	Lowest On-line Course Pass Avg	Pass Avg		Course	Lowest On-campus Course Pass Avg	Pass Avg
msd	101	46%		MSD	121	57%

Proportion of Campus and Online Courses

MSD offers 20, 3-4 credit classes (12 required for AAS degree plus 8 electives - including SCM).

MSD offers 36, 1-credit classes - all electives.

- All 20 required classes are offered online, and 2 of those are also offered regularly on campus (MSD 101, 105).
- 2 of the 8 electives are offered online only (MSD 130, 202) and 1 is on campus only (MSD 203).
- All 5 Supply Chain classes count as electives toward the degree and 3 are required for the SCMLE Certificate. Currently 2 of the classes required for the certificate are offered online (Fall 2018 for first time). (MSD 224, 225). The others are not offered online yet but we anticipate the rollout by 2019-20 academic year.
- 18 of the 36 elective 1-credit classes are offered online.
- 16 are offered both online and on campus although not always concurrently, and not necessarily in each format each year.
- 34 of the 36 elective 1-credit classes are offered on campus

Please refer to appendix 6 for all courses' instructional methods.

Overall, the quality of the MSD student's learning experience improved. This change was evidenced by the grades of the students enrolled. Students who earned an A or B grade represented 45% to 65% of all enrollees during these years which represented an

18% overall increase for this period. Furthermore, students that received an F grade decreased by 8%. All these improvements lead to overall course pass-rate increases for students attending classes on campus (+13.7%) and via Distance Learning (+20.7%).

These changes have led the department to focus on: course pathway enhancement efforts which will lead to further increases in student retention rates, efforts that will closely match course offerings with market demand, an increase in program marketing efforts, and new technology that will enable the MSD Department to create new learning options for our students.

Fully Online Program

Students must be capable to take online classes in order to complete any award. The MSD AAS Degree, 1-Year Certificate and two Career Pathway Certificates can be completed entirely online.

“Quality Matters” Design

Courses are developed or revised according to the “Quality Matters” guidelines. “Quality Matters” principles are used in feedback on instructor observations.

Improve Your Online Course (IYOC)

Several instructors have completed this additional unpaid training. The training module covers various topics including useful course templates, how to fully utilize media in distance learning, and creative ways to spur engagement with course materials and participation in discussion boards.

Voluntary Quality Matters (QM) Reviews

Several instructors have requested or volunteered for a QM review of their course and committed to making improvements based on the feedback.

What Works Well in Teaching Online

The SAC agreed to follow the guidelines in *What Works Well in Teaching Online*. These practices are based on research documenting best practices for effective facilitation of online teaching.

Instructor Interaction

The SAC discusses online teaching strategies in at least one SAC meeting (minimum) each year. Emphasis in the last few years has been on providing meaningful and timely feedback.

Instructors reach out to student by email prior to the start of class, contact absent students during weeks 1 and 2 (sometimes including phone calls), and follow up around week 5 with CPNs as needed. Grades and feedback are posted within one week of each due date, and emails are answered within 48 hours unless the instructor has communicated a different expectation. We've emphasized the importance of clearly communicating what students can expect over requiring everyone to follow one guideline.

Standardized MSD Accessible Course Template

In 2015, MSD worked with Jim Johnstone and Melany Budiman in Distance Learning to design a standardized, accessible template for all online MSD courses. With their help, all courses were moved into this template and instructors were provided with a checklist of potential improvements. This action gave MSD students a consistent, accessible experience in every MSD class while still allowing for the unique voices of the instructors to be present in each course.

Voice and Video Technology

Most courses include video technology via YouTube or other web sources. Several instructors have made unique videos through the Media Lab at PCC, or by using Office Mix for instructor narrated, interactive slideshows. Some instructors have used the audio feedback tool available in D2L.

Advising

The MSD Advisor/FDC has the opportunity to discuss online learning in great detail when setting up course plans for individual students. Some students occasionally come in for individual, over the shoulder coaching before they take their first online class.

Personalized Assignments

MSD is a skill based program and thus many assignments are designed to help students practice and apply their new skills at work or elsewhere. Many projects require the students to take action in their workplaces, analyze their experiences using course content, and develop an action plan for next steps. This not only gives them an opportunity to try out new skills, but the unique nature of the assignments require students to tailor their assignment outcomes so that they directly reflect the unique circumstances presented by their personal experience and work environment.

Challenges

Meaningful interactions between students: Timing is everything, as they say, and this creates challenges with facilitating useful discussions. We see that most students do their work right at deadline on the weekends, yet a few start early in the week and are thus by themselves for 5 days before the bulk of students appear. This can stop a conversation from developing into something meaningful. There are advantages to online discussions and they can be framed in a meaningful way, although it isn't helpful to compare them to classroom discussions. They need to be treated differently in order to make them effective.

Students who disappear: Every online class will have a few students on the roster who participate during the first couple weeks and then disappear. Instructors have tried CPNs, emails and phone calls to try to re-engage these students, often with no response.

Feedback

We rely heavily on student feedback to improve our course content and instruction. Primarily, students have expressed approval of group work and the chance to dialogue and express their ideas in class. This has led to some instructors including more activities in class that facilitate this environment. Furthermore, we have become aware of the MSD programs at the Oregon Institute of Technology (OIT) and Oregon State University (OSU), and have advised our students of these programs. In an effort to maintain a level of continuity of instruction amongst the programs across local institutions, we utilize both OSU and Portland State University (PSU) textbook

recommendations, as courses are reviewed and aligned with both our institution's curriculum and the intentions of the articulation agreement we hold with both universities.

Curricular Changes

Internationalization of the Curriculum

MSD 105 - Workplace Communication Skills, in the fall of 2015, MSD faculty member Linda Paulson modified the course module to include internationalization (global economy), increasing awareness of various cultural norms, beliefs, values and nonverbal cues. Interview and improvement plan assignments were embedded emphasizing the value of a diverse work (global) environment, gaining perspectives how these various cultural attributes impact successful intercultural interaction and identifying workplace communication skills, to improve individual intercultural communication metacognition.

Community- Based Learning

MSD 279A Workplace Quality Improvement used CBL to complete a couple on-the-ground projects for PCC. One project was a total rethinking of the SE Print Center room in Mt Tabor Hall. Students learned to meet with the various stakeholders, determine needs, propose changes, and do the actual work of adjusting the furniture and labeling functional areas.

OER

In fall 2018, MSD faculty member Mary Schutten incorporated existing OER material, as well as developed new OER material for MSD 101 Principle of Supervision. The entire course is located in an OER repository available for use by all faculty.

MSD 101 started adopting OER in the Fall 2017, since then, there were 118 students enrolled in this course, thus we were able to save the cost of text book of \$12,980.

Cultural Competency

- In 2017 Iris Savich and Michael Swett revised MSD 115 - Improving Work Relations: inclusion of Salsa, Soul and Spirit and OER Human Relations books to

emphasize a variety of leadership styles. Examines the impact of power and privilege on work relations. Diversity is represented in The 4 Layers of Diversity introductory activity and this model is carried through all 5 units in a variety of Ted Talks.

- MSD 177 Team Building: Team building project built around an African philosophy, “Ubuntu” and parable with the same name.
- MSD 193 Self-Esteem as The Cornerstone of Success in Business: Diverse representations of successful people who have often been marginalized.
- MSD 110 Gender Conflict Resolution: inclusion of gender constructs and multicultural influences.
- MSD 174 Time Management: The perception of time in cultures and greater attention given to the link between health/well-being and productivity as recognized in non-U.S. cultures. 10 operational styles of “time types” and “space styles” allow for more creative solutions of managing priorities.
- MSD 148 Assertiveness in the Workplace: Tact and respect are emphasized.
- Grading rubrics have been created for all the courses above to include cultural awareness outcomes.
- MSD 121 leadership Skill Development examines leadership from Western as well as three additional cultural perspectives.
- MSD 116 Creative Thinking for Innovative Change requires students to address the cultural components in their change efforts.

MSD has maintained matriculation agreements to teach MSD 101 at Beaverton HS, Aloha HS, Sunset HS, and Tualatin HS to allow their students to enroll as dual credit in both high school and PCC courses.

The dual credit faculty liaison observes the Dual Credit class to meet with the instructors annually to ensure the quality and consistency in high school curriculum. The PCC faculty liaison maintains ongoing relationships with high school instructors to provide current curriculum development, share ideas, and provide support when needed. Based on the Fall 2018 Dual Credit symposium, the high school instructors are highly interested in the new Supply Chain Management courses and have expressed interests in participating with PCC’s supply chain management promotional events.

Course Evaluations

Course evaluations are used by individual faculty members to inform course development and approach. Faculty members have embedded student ideas and feedback into course delivery. Specifically, feedback has been used to recognize the need to standardize MSD online course shells. A unique template has been designed and all online courses have been transitioned into this standardized template.

Course evaluations are used during the faculty/course observation process for faculty assessment purposes. Evaluation results are discussed with individual faculty members.

SAC-specific questions have been added to Course Evaluations to gather data regarding the following:

- Purpose for selecting MSD courses/programs
- Which award the student is pursuing
- How they heard about MSD
- Student employment
- Degree of employer support
- Use of advising
- Interest in connecting with MSD through social media
- Number of courses/credits a student is taking

The data collected through the SAC-specific questions informs the SAC about the unique identity of the MSD student population, allowing decisions to be made regarding course structure, advising, and outreach/program promotion. Data also informs MSD leadership to help drive program completion strategies.

Needs of Students and the Community



Changing Demographics

There have been some demographic shifts in the student populations that we serve. According to the table below, there is an increase of Asian and Hispanic student population. As mentioned above in question 3D, our faculty has devoted a significant amount of time and energy to incorporate cultural competency curriculum to raise cultural awareness of among MSD students.

Program Review Data Profiles
Collegewide and Campus Demographics by Subject
Institutional Effectiveness 2018-19 Program Profiles 5 Year Trend

Subject
Management & Supervisory Devl-MSD

Campus
Collegewide

Race/Ethnicity	2013-14		2014-15		Year 2015-16		2016-17		2017-18	
	Headcounts	% of Total	Headcounts	% of Total	Headcounts	% of Total	Headcounts	% of Total	Headcounts	% of Total
Asian	91	4.9%	85	6.0%	71	6.7%	56	7.1%	50	6.7%
Black	243	13.1%	216	15.4%	118	11.1%	73	9.3%	61	8.2%
Hispanic	129	7.0%	99	7.0%	74	6.9%	67	8.5%	68	9.2%
Multi	102	5.5%	70	5.0%	60	5.6%	56	7.1%	64	8.6%
Native	28	1.5%	21	1.5%	13	1.2%	7	0.9%	6	0.8%
Pacific	3	0.2%	11	0.8%	5	0.5%	4	0.5%	4	0.5%
Unreported	144	7.8%	99	7.0%	63	5.9%	50	6.3%	35	4.7%
White	1,114	60.1%	805	57.3%	663	62.1%	476	60.3%	453	61.1%
Grand Total	1,854	100.0%	1,406	100.0%	1,067	100.0%	789	100.0%	741	100.0%

Notes:
Source reports; SWRPRRE. Source name; Race Ethnicity by Subject. Author; nbr.

Gender

There is not much change in gender of students. Female students holds slightly higher percentage than male. This may be due to societal changes concerning industry objectives focused on promoting more women and people of color into management positions. Furthermore, as more women enter the workforce, they may seek out additional training to make them more competitive in the hiring process.

Program Review Data Profiles
 Collegewide and Campus Demographics by Subject
 Institutional Effectiveness Office, 2018-19 Program Profiles 5 Year Trend.

Subject Management & Supervisory Devl-MSD

Campus Collegewide

Demographics by Subject; Gender

Gender	2013-14		2014-15		2015-16		2016-17		2017-18	
	Headcounts	% of Total	Headcounts	% of Total	Headcounts	% of Total	Headcounts	% of Total	Headcounts	% of Total
Female	1,128	60.8%	834	59.3%	610	57.2%	445	56.4%	417	56.3%
Male	709	38.2%	559	39.8%	447	41.9%	332	42.1%	302	40.8%
Unreported	17	0.9%	13	0.9%	10	0.9%	12	1.5%	22	3.0%
Grand Total	1,854	100.0%	1,406	100.0%	1,067	100.0%	789	100.0%	741	100.0%

Note:
 Source reports; SWRPRGE.
 Source name; Gender by Subject
 Author; nbr.

Age

We experienced a slight increase of younger students over the last five years. Our faculty have made a few adjustments to include age-appropriate content with youth-learner curriculum. This includes utilizing YouTube, Ted Talk, and other related mediums to deliver content and spur constructive class discussion and participation.

Program Review Data Profiles
 Collegewide and Campus Demographics by Subject

Institutional Effectiveness Office, 2018-19 Program Profiles 5 Year Trend.

Subject
 Management & Supervisory Devl-MSD

Campus
 Collegewide

Demographics by Subject; Age

Age Group	2013-14		2014-15		2015-16		2016-17		2017-18	
	Headcount	% of Total	Headcount	% of Total	Headcount	% of Total	Headcount	% of Total	Headcount	% of Total
Under 20	132	7.1%	89	6.3%	86	8.1%	65	8.2%	65	8.8%
20-24	320	17.3%	256	18.2%	207	19.4%	148	18.8%	162	21.9%
25-49	1,183	63.8%	879	62.5%	656	61.5%	473	59.9%	441	59.5%
50+	219	11.8%	182	12.9%	118	11.1%	103	13.1%	73	9.9%
Grand Total	1,854	100.0%	1,406	100.0%	1,067	100.0%	789	100.0%	741	100.0%

Note:
 Source reports; SWRPRAG.
 Source name: Age by Subject.
 Author; nbr.

Based on faculty feedback, we have seen an increase of working students. In light of this, our faculty modified the curriculum focus to include relatable management issues by developing assignments that encourage creative and critical thinking that will enable students to constructively apply within their respective work environments.

Students with Disabilities

The Disability Services department does an excellent job in communicating with instructors on identifying students who may need more assistance due to their unique situation. MSD takes a proactive approach on educating its instructors to utilize the tools available to support disabled students from both an awareness standpoint and also experienced in working proactively with students who may have been identified with a need, or those who have not identified a particular need. The department has also made changes to online courses so that they better support accessibility. An example of this work is the inclusion of captioning that has been added to all online classes so that students with hearing challenges can participate fully. Communication is the biggest challenge - but a challenge that can be met with proactive involvement though the difficulty lies in many students often do not or cannot identify their particular needs.

The SAC also emphasizes the importance of making sure online instructors let students know of available resources because it is often challenging to know if they are using those resources. To do this, the SAC reviews the tools that PCC Disability Services provide instructors including:

- Disability Cultural Competency Training and other Professional Development Tools
- Review and training to make sure instructors know about DS Faculty Guidelines
- Review of DS Tutorials using Instructor Dashboards

<http://www.pcc.edu/resources/disability/faculty-staff/quick-reference.html>

Furthermore, our SAC annual agenda item emphasizes the importance of training in disability services for both MSD's online and face-to-face courses. PCC, in the past, has offered excellent training to MSD instructors (i.e. Karen Sorensen past training) in development of materials in accessible curriculum and materials. MSD online courses are continually evaluated and adjusted to ensure that they are meeting disability access standards.

Faculty Composition, Qualifications, and Development



Composition

The MSD department is committed to addressing through practice the principles that cultivate a genuinely diverse and inclusive environment both in the classroom and on campus. With this mission in mind, MSD has endeavored on several fronts to expand program accessibility and improve course content, while also emphasizing the obligation our faculty and staff have to constantly seek out training and knowledge that reinforces this commitment. This includes:

- Expanding High School Dual Credit programs to schools that serve the historically marginalized.
- Through the District and MSC Division, PCC consistently offers online/face-to-face workshops focused on the principles of Critical Race Theory and Social Responsibility for our faculty and staff. We highly encourage, and in some cases make accommodations for our faculty and staff to participate in these opportunities when they arise.
- Giving constant attention to course content to ensure the cultural competency components are timely, relevant, and substantive.
- Interacting with our students in a way that conveys an appreciation for their uniqueness, be it culturally or otherwise.

Qualifications

SAC reviewed related instruction for the 1-year Management/Supervisory Development and the Supply Chain Management/Logistics Engineering 1-Year Certificate (SCM/LE). This triggered an in-depth examination of instructor qualifications (IQ). The IQ was designed to be broad, due to the desire to cast a wide net in our search for instructors with a range of management experiences. However, in examining individual courses, we decided to fine tune the qualifications and write more specific requirements to address the unique nuances amongst individual courses. This was particularly important due to addition of the SCM/LE 1 Year Certificate.

Instructor qualifications prior to August 2017:

MSD Instructor Requirements:

Master's degree in Management, Business, Communication or related field of study and

at least three years' experience at the management or leadership level.

OR

Bachelor's degree in Management, Business, Communication or related field of study and 5 years recent, full-time experience at the management or leadership level

Approved: 3/4/2009

Instructor qualifications after August 2017:

MSD Instructor Requirements:

Master's degree in Management, Business, Communication, Supply Chain Management or related field of study and at least three years' experience at the management or leadership level. Recent teaching or organizational training experience preferred.

OR

Bachelor's degree in Management, Business, Communication, Supply Chain Management or related field of study and a minimum combination of four years of relevant teaching experience and industry experience at the management or leadership level. Recent teaching or organizational training experience preferred.

MINIMUM REQUIREMENTS (to teach the following courses):

MSD 279 Project Management, MSD 192A Project Management, MSD 123A Innovation and New Products

General Requirements plus project management work experience.

MSD 128 Crisis Intervention: Handling the Difficult Person

General Requirements plus three years crisis intervention in a professional capacity.

MSD 216 Budgeting for Managers

General requirements plus workplace budget management experience and minimum of 12 quarter hours in accounting. (class inactivated Fall 2017)

MSD 224 Fundamentals of Supply Chain Management

General Requirements plus supply chain operation work experience.

MSD 225 Global Logistics & Distribution

General Requirements plus global logistics management and warehouse management experience.

MSD 226 Inventory and Material Management

General Requirements plus inventory and material planning work experience.

MSD 227 Global Sourcing and Product Development

General requirements plus global sourcing and product development experience.

MSD 228 Production Planning

General Requirements plus lean concepts of production planning and scheduling experience.

Approved: 8/23/17

Development

Several of our instructors (including part time faculty) had participated in the following professional development activities:

- Quality Matter Training - to improve online instruction and incorporate latest adopted technology such as Zoom into online classroom.
- 2018 Oregon ACTE Conference - which enable us to connect with local high school CTE program instructors as well as other college CTE programs. Participating instructors also attended various workshop and presentations that address current CTE program's trend and challenges
- Assessment, Teaching; Learning Conference sponsored by SBCTC – provided the participated instructor of different perspectives on revising curriculum to better meet the needs of a diverse student population base.
- Pacific Northwest Great Teaching Seminar 2017 - enable our then new hired faculty insights of instructional practices among other local community colleges. Assessment course taught by LAC – helps our new faculty gain insights on department assessment activities and best practices among other programs.
- 2018 Faculty Summit: Culturally Responsive Teaching and Critical Pedagogy Across the Curriculum – this seminar prepare instructor to integrate a variety of levels of culture into my classes.
- Open Education Resources work shop – introduce the concept of OER and resources available within PCC and national wide library.
- Course offered through the Office of Equity and Inclusion.
- Culturally Responsive Teaching and Critical Pedagogy Across the curriculum – enhanced understanding of cultural diversity of students in most of the MSD classes.

These professional development activities prepared instructors with updated trend among CTE programs in the nation and assisted instructors in developing an enhanced understanding of cultural diversity in several MSD classes. The instructors have also gained knowledge of designing online courses by incorporating the latest adopted technology to help student engagement and alignment of course content with objectives.

MSD faculty are committed to improved instructional expertise by participating in these opportunities which are funded by PCC professional office of development or administered by PCC subject departments/committee. These efforts on the part of our faculty assure our students and administration that the MSD department is offering the best prepared faculty possible.

These professional development opportunities more directly resulted in the following changes to several courses:

MSD 177 Team Building - Added the African Philosophy of Ubuntu in course material on top of existing cultures to introduce students of effective cross-cultural teams.

MSD 110 Gender Conflict Resolution - defining gender in non-binary and more inclusive terms as well as updating the preferred use of transgender pronouns.

MSD 115 Improving Work Relations – Adopted OER free textbook titled Human Relations that included updated perspectives on power and privilege as well as race, ageism, sexism, and additional issues concerning social justice that affect members of the LGBTQ+ community. Additionally, the theme of (EQ) emotional intelligence is prevalent throughout the text.

MSD 119-A Intercultural Communication - Adopted the Developmental Model of Intercultural Sensitivity model which helps students evaluate at personal intercultural growth and gain a broader perspective and understanding

MSD 148 Assertive Communication in the Workplace - Introduced and compared 4 communication styles and behaviors into course material to introduce students of each style's effectiveness in various cultural contexts.

MSD 193 Self-Esteem the Key to Success – incorporating material that help students examine the way self-esteem in marginalized people negatively affects us all and how many have been successful in spite of societal barriers.

Facilities, Instructional, and Student Support



On Campus

The physical arrangement of the classroom and access to on-campus resources can have a significantly positive impact on student success. For example, it has been found that seating students in a circular arrangement encourages peer engagement in the classroom, as well as, easing the barriers of developing relationships amongst themselves and with the instructor. Additionally, the close proximity of the campus library, and its vast resources (computers, tutoring, and writing assistance) contributes exponentially to student achievement.

Technology that has been proven to enhance our student's learning experience include the use of PowerPoint software to facilitate lectures or present information in our virtual and campus classrooms. Moreover, YouTube and Ted Talk videos are effective at engaging students in the topic being discussed and actually enhance the learning process by providing the instructor and students a diverse set of tools to evaluate a subject.

Some items that have been found to have a negative impact on student success in the classroom include: out of date or malfunctioning equipment, classrooms that are not clean, an inability to darken classrooms because the slat system buttons are difficult to operate, increased access to tutoring centers is needed, and our students would benefit from more of the newest classroom technology options.

Online

Our online students are one call or email away from all types of the support they might need. The SAC encourages instructors to consistently inform students that e-tutoring and library resources are available for students who need help with the completion of final assignments or presentations. All (online and on campus) students are provided direct internet links to many different resources and encouraged to use the writing center which has resources online as well as on campus. The use of these resources (like the online PCC library) is often encouraged within the classroom by assigning points to students who use them. Students on campus can also utilize tutoring services if they are needed.

Finally, activities that are embedded into our classes ensures students will utilize out-of-class resources. Some examples of this include the incorporation of laptop use, as well as, research papers and projects requiring 1-2 library sources via the PCC online library.

Academic Advising

Some of the opportunities that MSD has to promote these advising and counseling resources include the organization, alignment, and collaboration of the MSD Department Advisor's activities with Perkins and other campus advisors to support the Trade Act, Time Frame Extensions, and degree planning. Also, instructors can incorporate announcements about these resources into their in-class lecture plans and within their D2L course shells so that students are aware of them. Links to these resources can also be incorporated into course syllabi so that students have ready access to them. Lastly, inclusive class activities can be designed where these resources are highlighted, along with inviting guest speakers that represent these services, into the classroom.

Career and Technical Education (CTE) Programs



The most visible impact of the Advisory Committee Members was in the development and vetting of our Supply Chain Management and Logistics Engineering Certificate Proposal. Constructive feedback from advisory members assisted us with the additions to degree requirements, review of program outcomes, and a recommendation that our courses ought to align with today's working environment. They also encouraged a stronger focus on cultural competency along with a global mindset and strategic thinking. We use the feedback from advisory committee to keep our course content relevant and substantive in order to retain our valuable presence in an ever-changing workforce, such as Intercultural Communication, Time Management, Conflict Management, and Creative Thinking. Please see appendix 7 for the last three advisory committee meetings.

Student self-select MSD courses and the MSD AAS degree option. There are no prerequisite for the MSD program. However, Writing 121 is strongly recommended for students prior to taking fully online courses.

Job Placement

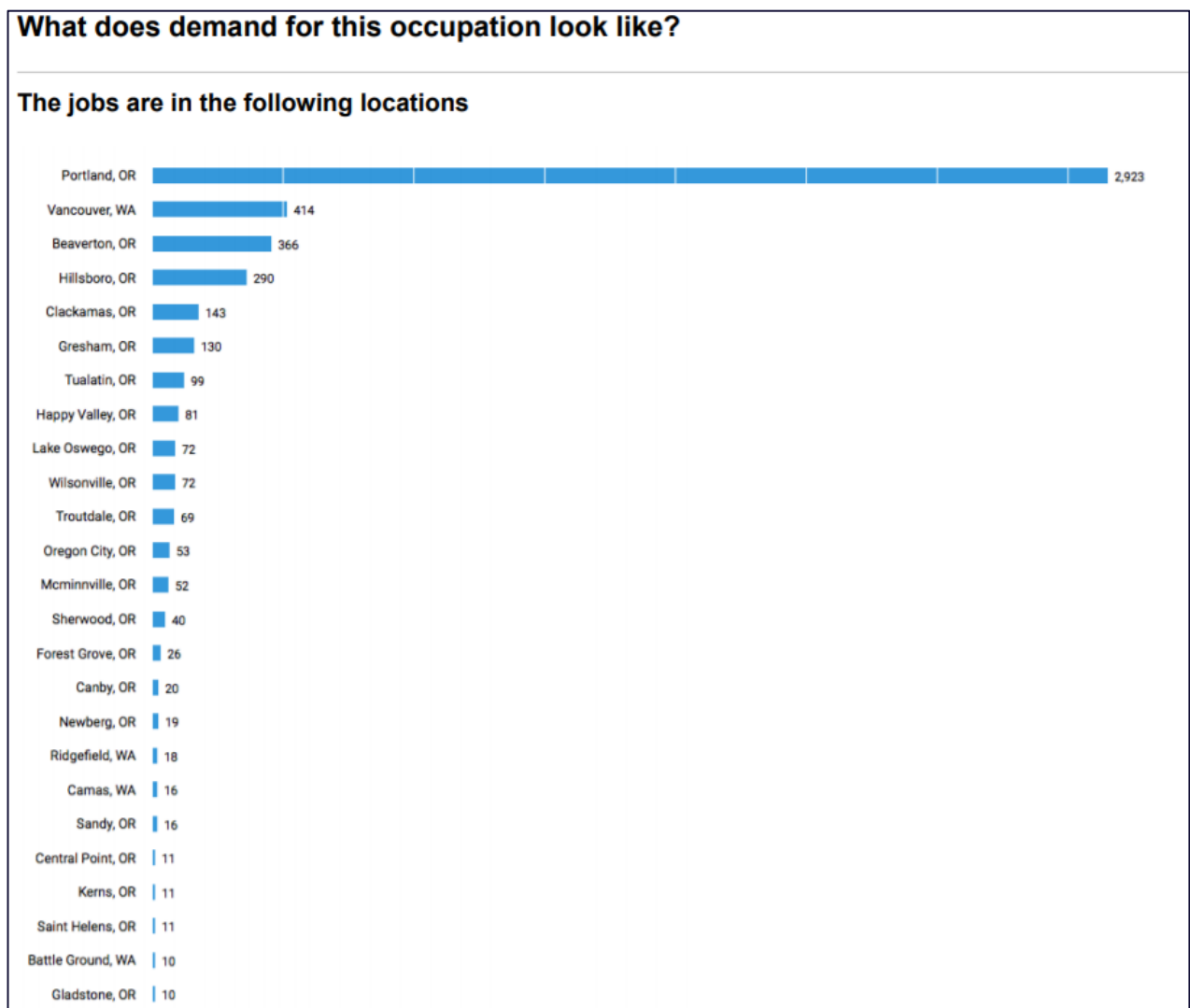
In the recent Oregon Talent Assessment (Sept 2018) report prepared by ECONorthwest and Program and Policy Insight for the Oregon Workforce and Talent Development Board, it found that "In Oregon, interpersonal skills are lacking while also growing in importance. Only a narrow majority of employers (55 percent) agreed that applicants possess the interpersonal skills required for their vacant positions. When employers were asked what skills applicants lacked, communication skills, motivation, dependability, and time management all elicited high responses. In addition, project managers are among the most frequently cited occupations across industries." The MSD program focus of creating learning experiences that develop industry competencies such as self-management skills, and relationship building strategies within our students uniquely position them to meet the immediate needs of employers within Oregon and throughout the nation.

Job placement data for graduates is an important metric for the MSD Program. We solicit anecdotal feedback from our industry partners/advisory board, periodically survey graduates, and review labor market data.

According to a 2017 State of Oregon Employment Department summary, employment opportunities for supervisors are greater than a majority of other occupations in the state and this trend is forecasted to hold through at least 2025.

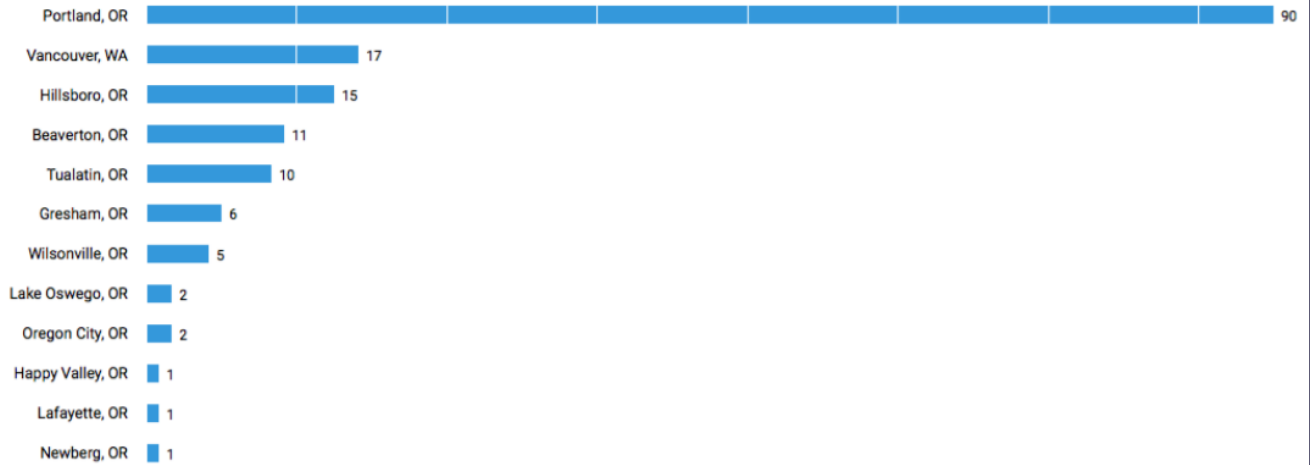
Source: State of Oregon Employment Department

The current labor market data obtained from Burning Glass and the State of Oregon Employment Department on manager/supervisor, logistics/supply chain, customer service professionals/retail supervisors in the Portland Metro area indicate that job opportunities are strong for students that pursue these roles in the Portland Metro area. A graph depicting the demand for supervisors/managers in the region for individuals with as associate degree is listed below (first graph); and the demand in the region for those with a certificate in supply chain/logistics (second graph):



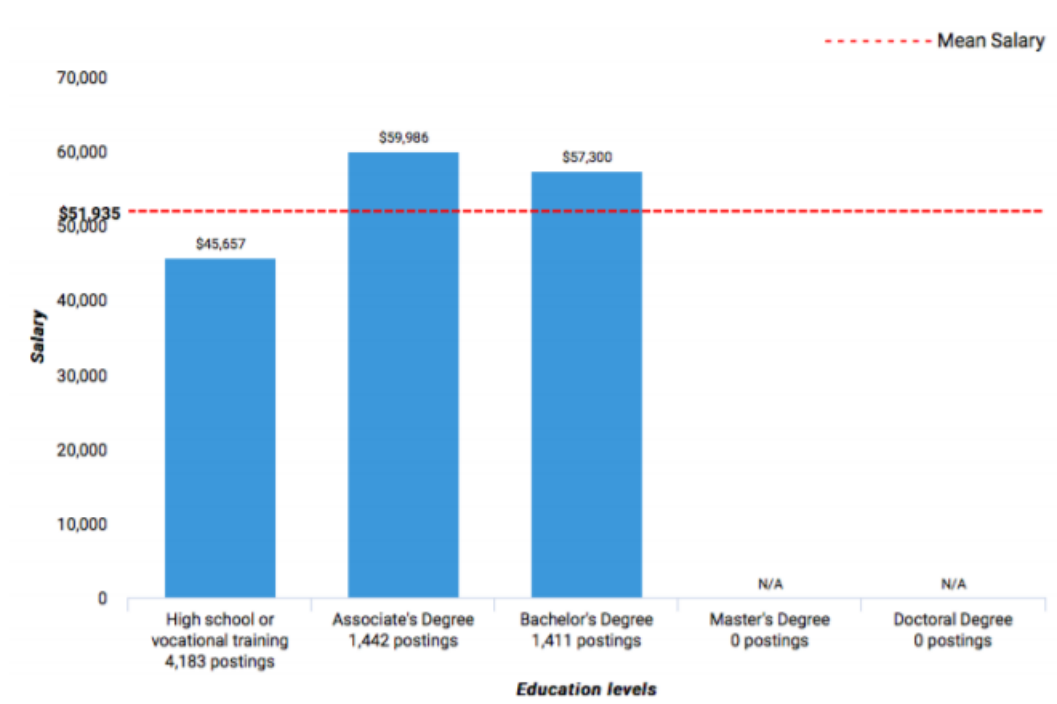
What does demand for this occupation look like?

The jobs are in the following locations

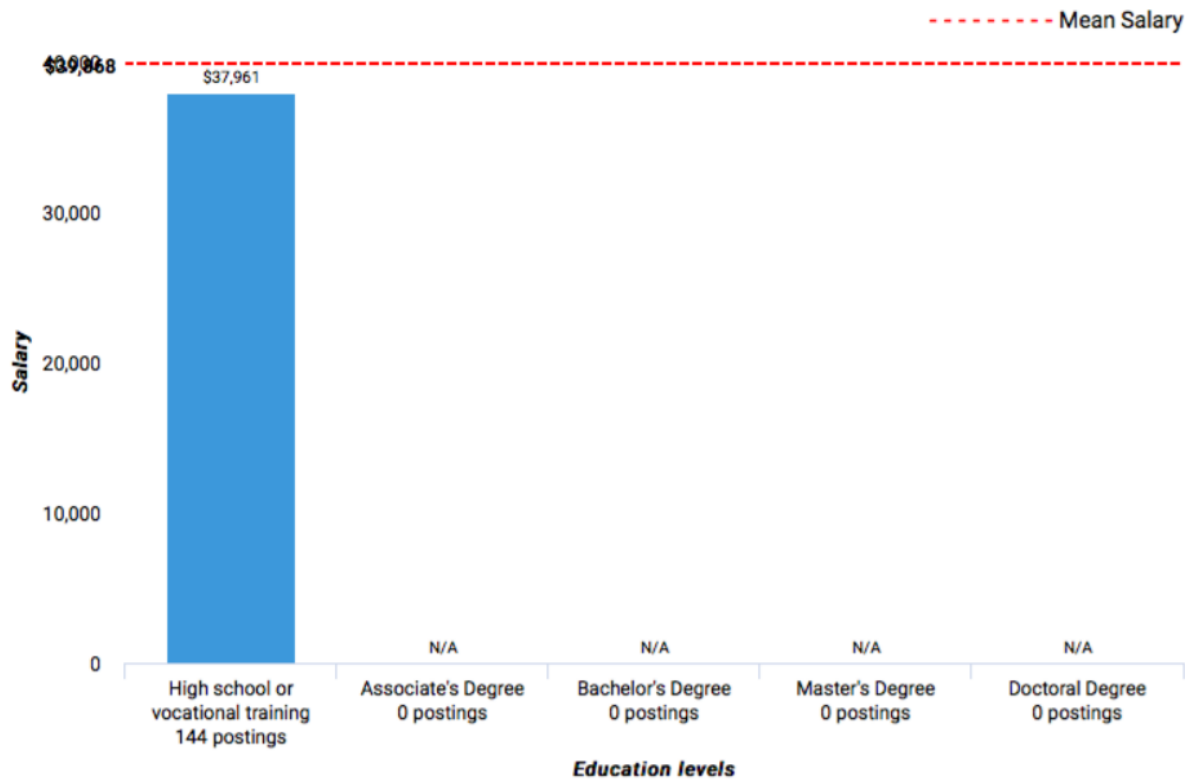


The salary mean for supervisor positions in Oregon is \$52,000/year and the median is \$46,000/year. The data for the salary distribution of these positions by education level indicates that educational attainment at the associate's level or higher will enable our students to obtain a salary at or above the mean, and are in alignment with national average for these positions which is \$48,000/year.

The salaries of these jobs are distributed across the following education attainment levels



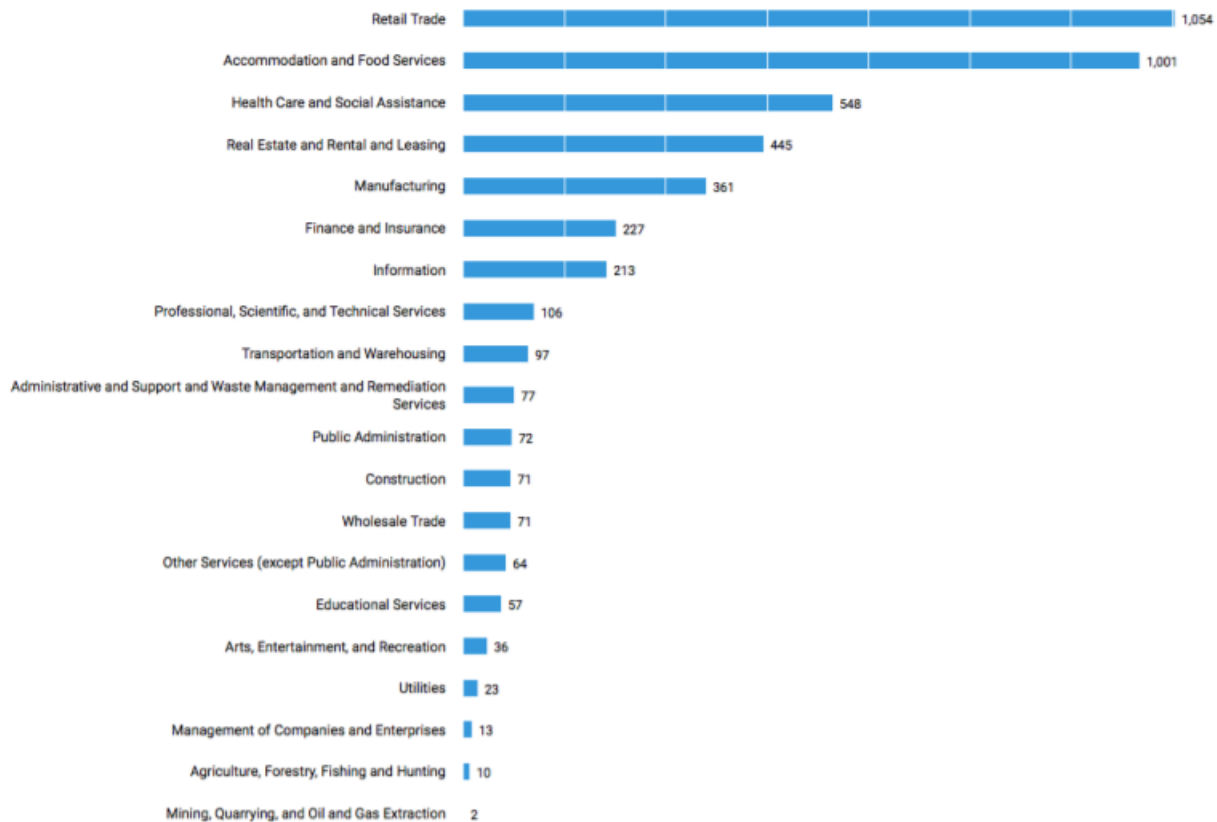
The salaries of these jobs are distributed across the following education attainment levels



Supply Chain Professionals are also on the rise according to the Oregon Department of Labor. Analysts anticipate an 8.1% increase in openings within the Portland-Metro area, in line with the projected 8.5% increase statewide.

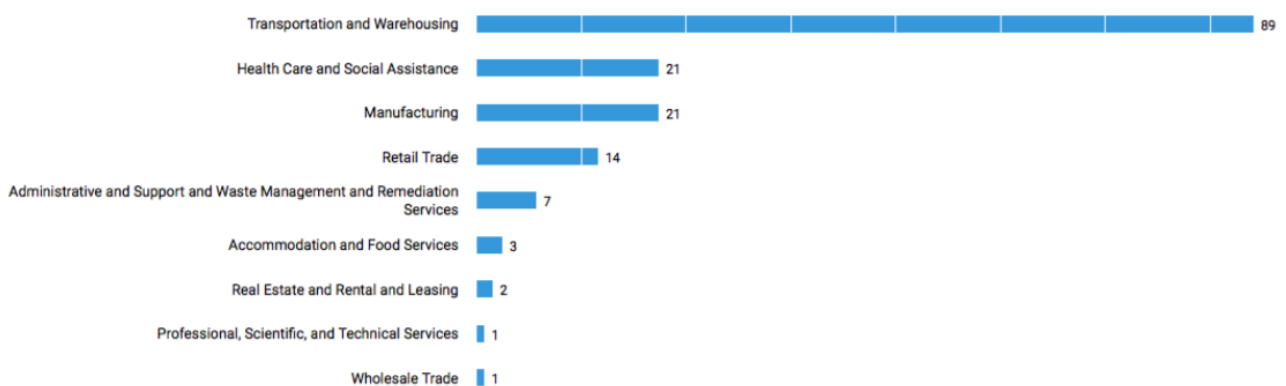
Who is hiring and in what industries?

The jobs are categorized into the following industries



Who is hiring and in what industries?

The jobs are categorized into the following industries



Occupation Profiles Report

Transportation, Storage, and Distribution Managers (113071)

Portland Tri-County (Clackamas, Multnomah, Washington)

Description

Plan, direct, or coordinate transportation, storage, or distribution activities in accordance with organizational policies and applicable government laws or regulations. Includes logistics managers.

Area	Oregon
2017 Employment	1,908
2027 Employment	2,219
Annual Change Openings	31
Annual Replacement Openings	154
Total Annual Openings	185
Area	Portland Tri-County
2017 Employment	1,226
2027 Employment	1,504
Annual Change Openings	28
Annual Replacement Openings	102
Total Annual Openings	130

Wage Range 2018			
Area	Median Hourly	Avg Annual	Middle Range
Oregon	\$42.36	\$93,695	\$32.51 - \$51.78
Portland Tri-County	\$44.24	\$97,284	\$34.31 - \$54.41

Data Sources and Limitations

Source: State of Oregon Employment Department - Occupation Profiles Report

(See Appendix #9 for a table of job listings)

Degree Completion

Our students face the same barriers as most college students do – especially non-traditional students and working professionals. Family life (single parent household, caring for sick/elderly loved ones, and childcare) and a lack of financial resources are all experienced in varying degrees amongst MSD students. With that said, PCC as an institution, has endeavored to mitigate these obstructions through various outreach programs, including scholarships for living expenses, the Panther Pantry to assist with food security, and many support groups that address a multitude of human experiences to allow our students a space to speak and be heard. Furthermore, another barrier that students face is lack of understanding or knowledge of program requirements due to students not utilizing academic advising. Faculty have emphasized the presence and importance of academic planning early in their programs and in course syllabi.

5 Year PCC Degrees & Certificates Awarded by Subject

Year
All

Certificate/Degree
All

Major Description
Multiple values

5 Year Trends of Degrees & Certificates Awarded

Major	Description	Degree	Year					
			2013-14	2014-15	2015-16	2016-17	2017-18	
CLP	MSD:Client Serv Professional	ACERTP						8
CLS	MSD:Client Serv Management	ACERTP						2
CPR	MSD: Customer Service Pro	ACERTP	8	9	21	10		1
CSM	MSD: Customer Service Mgmt	ACERTP	2	9	13	9		1
MSD	Management/Supervisory	AAS	13	16	17	10		11
	Develop	ACERT1	8	13	12	14		10
Grand Total			31	47	63	43		33

Total non-MSD grads for 2016-17: 4,459

Non-MSD grads for 2016-17 taking MSD in prior 5 years: 309

Total non-MSD grads for 2017-18: 4,512

Non-MSD grads for 2017-18 taking MSD in prior 5 years: 274

Perkins

MSD maintain articulation agreements to teach MSD 101 with Beaverton HS, Aloha HS, Sunset HS and Tualatin HS to allow their students to enroll as dual course in both high schools and PCC course.

The faculty liaison attended the Dual Credit class period to ensure the quality and consistency in high school curriculum. PCC faculty liaison maintains ongoing relationship with high school instructors to provide current curriculum development, share ideas and provide support when needed. Based on the fall 2018 Dual Credit symposium, the high school instructors are highly interested in the new Supply Chain Management courses and have expressed interests in participating PCC supply chain management promotional events.

MSD just became Perkins-eligible again starting fall 2018 so we have not completed our TSA assessment yet.

Thanks to Perkins funding, we are able to secure a CTE Advisor, Marta Hoenig, to assist students academic planning.

Graduates

CTE Students will be able to transfer up to 12 credits as electives to neighborhood universities such as PSU. We are currently working with PSU and OSU for articulation agreement to transfer some supply chain managements credits to substitute for PSU for BA 339 - Operations and Quality Management and OSU for BA 270 - Business Process Management for students who plan to obtain the supply chain management degree from either school.

Recommendations



The MSD SAC will continue to carry out a variety of tasks to maximize student success by improving the following areas:

- 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, Workforce, and Online Learning
- Revision of MSD current professional program award to Focus award to align with the rest of the college
- Continue to support and engage faculty professional development opportunities
- Utilizing survey and assessment feedbacks to improve teaching and learning
- Continue recruiting effort for diverse student population
- Continue to work with 4 year university partners to develop clear degree pathway maps
- Continue to work with industry partners to provide potential employment and internship opportunities

We are requesting that one of the MSD FT faculty members be given 0.25 release time for one year to make some deeper strategic alliances with our industry partners which will result in increased enrollment/fill rates.

We would like to ask for the district marketing team to help promote our online program throughout the state and on PCC social media sites, mass media and various events. We would also like continuous support from PCC Professional and Organizational Development to help MSD promote classes as an internal credit based training opportunity for PCC employees.

Appendix

#1

https://www.pcc.edu/resources/academic/core-outcomes/msd.html							
Course #	Course Name	Comm/Inf	Comasvty	Critical Think	Cultural Awareness	Prof Compet	Self-Reflection
MSD 101	Principles of Management/Supervision	3	2	4	2	3	3
MSD 105	Intrapersonal Communication	4	1	3	3	3	3
MSD 107	Organizations and People	3	2	3	2	3	3
MSD 115	Improving Work Relations	3	2	3	3	3	3
MSD 117	Customer Relations	3	2	3	3	3	3
MSD 121	Leadership Skill Development	3	2	3	2	3	3
MSD 130	Creative Problem Solving	3	1	4	2	3	3
MSD 200	Organizations and Social Responsibility	3	4	3	3	3	3
MSD 202	Training the Employee	3	1	3	2	3	3
MSD 203	Emotional Intelligence in Work	4	1	2	3	3	3
MSD 206	The Troubled Employee	3	3	3	3	3	3
MSD 222	Human Resource Management: Personnel	3	3	4	3	3	3
MSD 223	HRM: Performance and Compensation	3	3	3	3	3	3
MSD 224	Fundamentals of Supply Chain	3	2	3	3		3
MSD 225	Global Logistics & Distribution						
MSD 226	Inventory Management						
MSD 227	Global Sourcing & Product Development						
MSD 228	Production Planning						
MSD 279	Project Management	3	2	4	2	3	3
MSD 279A	Workplace Quality Improvement	2	1	4	2	4	3

Mapping Level Indicators
 Not Applicable.
 Limited demonstration or application of knowledge and skills.
 Basic demonstration and application of knowledge and skills.
 Demonstrated comprehension and is able to apply essential knowledge and skills.
 Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.

College Core Outcomes:
 1. Communication.
 2. Community and Environmental Responsibility.
 3. Critical Thinking and Problem Solving.
 4. Cultural Awareness.
 5. Professional Competence.
 6. Self-Reflection.

MSD 110	Gender Conflict Resolution						
MSD 113	Influence Without Authority						
MSD 116	Creative Thinking/Innovate/Change	2	0	2	2	2	2
MSD 119A	Intercultural Communication						
MSD 122	Motivation Without Manipulation						
MSD 122A	Strength Based Leadership						
MSD 123	Job Search Strategies						
MSD 123A	Innovation and New Products						
MSD 128	Crisis Intervention						
MSD 134	Who Moved My Cheese						
MSD 138A	Male/Female Comm Differences						
MSD 138B	Exploring the 7 Habits of Highly Effective People	2	1	2	2	2	2
MSD 141A	The Time-Stress-Communication Triangle						
MSD 142B	Thriving in Transition						
MSD 148	Asserting Yourself in the Workplace						
MSD 150	Listening Skills						
MSD 151	Working with Difficult People	2	0	2	2	2	2
MSD 157	Conflict Management						
MSD 159	Stress Control						
MSD 160A	Communication Styles						
MSD 162	Coping with Angry Feelings and Angry People						
MSD 174	Time Management						
MSD 174B	Leadership & Ethical Decision Making						
MSD 175B	Direct Comm in the Workplace						
MSD 176	Nonverbal Communication						
MSD 176A	Intrapersonal Communication						
MSD 177	Team Building						
MSD 177B	Coaching Great Performance						
MSD 179B	Avoid Burnout, Build Resilience						
MSD 180A	Goal Setting and Productivity						

MSD 187	Humor in the Workplace								
MSD 188B	Self Management for Success								
MSD 132A	Project Management								
MSD 193	Self Esteem Key to Success								
MSD 133A	Leadership Skill Development								
MSD 194	Effective Presentation Skills								

Appendix 2 – Inter- Rater Reliability of Artifact per class

2015-2016 Inter-Rater Reliability of Artifacts per Class

Artifacts	%reliability
MSD 117: As. 1	99%
MSD 117: As. 2	90%
MSD 101: Q3	92%
MSD 101: As. F	100%
MSD 101: As. A	80%
MSD 107: As 1	99%

Results: MSD Course Outcome in comparison to Core Outcome Measure (2015-2016)

Cultural Awareness	Student achievement of Emerging: Level 3 & above		SAC determined Benchmark for Emerging: Level 3
MSD 117	14/22	64%	75%

MSD 101	6/10	60%	75%
Critical Thinking	Student achievement of Emerging: Level 3 & above		SAC determined Benchmark for Emerging: Level 3
MSD 117	25/41	61%	75%
MSD 101	9/22	41%	75%

Results: MSD Program outcomes in comparison to Core Outcome Measure
(2015-2016)

Program Outcome 3	Student achievement of Emerging: Level 3 & above		SAC determined Benchmark for Emerging: Level 3
MSD 101 (CT)	5/10	50%	75%
MSD 101 (CT)	4/12	33%	75%
MSD 101 (CA)	6/10	60%	75%
	15/32	47%	75%
Program Outcome 5	Student achievement of Emerging: Level 3 & above		SAC determined Benchmark for Emerging: Level 3
MSD 117 (CT)	10/21	48%	75%
MSD 117 (CT)	15/20	75%	75%
MSD 117 (CA)	14/22	64%	75%

	39/63	62%	75%
--	-------	-----	-----

#3

MSD AAS & Certificate (Updated December 2017) MSD Program Outcomes and PCC Core Outcomes

PCC Core Outcomes	MSD Program Outcomes	MSD 1-Year Certificate Outcomes	SCMLE 1-Year Certificate Outcomes	Career Pathways Client Services Certificates
Ø Community & Environmental Responsibility Ø Communication Ø Critical Thinking Ø Cultural Awareness Ø Professional Competence	Enhance an organization's ability to thrive in a diverse, rapidly changing, and increasingly global business environment by carrying out supervisory or managerial responsibilities in a manner that reflects professional standards and ethics, sustainability, and social responsibility.	Enhance an organization's ability to thrive in a diverse, rapidly changing, and increasingly global business environment by carrying out supervisory or managerial responsibilities in a manner that reflects professional standards and ethics, sustainability, and social responsibility.		
Ø Communication Ø Critical Thinking Ø Cultural Awareness Ø Self-Reflection	Strengthen organizational effectiveness by facilitating effective work relationships and resolving conflicts in a diverse workplace with skillful application of a broad range of communication skills.	Strengthen organizational effectiveness by facilitating effective work relationships and resolving conflicts in a diverse workplace with skillful application of a broad range of communication skills.		
Ø Communication Ø Critical Thinking Ø Cultural Awareness Ø Self-Reflection	Build organizational value by developing, leading, and motivating diverse teams to seek innovative solutions using continuous improvement processes in a global	Build organizational value by developing, leading, and motivating diverse teams to seek innovative solutions using continuous improvement processes in a global environment.	Build organizational value by developing, leading, and motivating diverse teams to seek innovative solutions using continuous improvement processes in global supply chain	Build enterprise value by developing, leading, and motivating diverse client services teams to perform effectively in a rapidly changing marketplace.

	environment.		management activities.	
∅ Critical Thinking ∅ Communication	Strengthen an organization by developing goals, objectives, and flexible plans to manage monitor and measure project scope, resources and outcomes.		Strengthen supply chain effectiveness by developing goals, objectives, and strategic sourcing plans to manage, monitor and measure project scope, resources and outcomes.	
∅ Critical Thinking ∅ Communication ∅ Cultural Awareness	Respond to diverse client needs by applying problem solving skills and strategies to identify, assess, predict, and achieve global expectations.	Respond to diverse client needs by applying problem solving skills and strategies to identify, assess, predict, and achieve global expectations.	Respond to diverse client needs with a global mindset while applying problem solving skills and strategies to identify, assess, predict, and achieve global supply chain expectations.	Respond to diverse client needs in an increasingly global environment by applying problem solving skills with a variety of client services strategies to identify, assess, predict and achieve client expectations.
∅ Critical Thinking ∅ Communication ∅ Cultural Awareness ∅ Professional Competence	Support the mission of an organization by following current human resources practices and complying with legal requirements to make effective supervisory and managerial decisions.			

#4

MSD AAS (Updated 2017)
MSD Program Outcomes and PCC Core Outcomes

MSD Program Outcomes	MSD Program Objectives	PCC Core Outcomes	MSD 3 Credit Core Classes
<p>1. Enhance an organization’s ability to thrive in a diverse, rapidly changing, and increasingly global business environment by carrying out supervisory or managerial responsibilities in a manner that reflects professional standards and ethics, sustainability, and social responsibility.</p>	<p>Clearly summarizes key supervisory/managerial responsibilities. Identifies integral relationships essential to a global environment.</p> <p><i>Key words: Managerial skills, techniques, global environment</i></p>	<ul style="list-style-type: none"> Ø Community & Environmental Responsibility Ø Communication Ø Critical Thinking Ø Cultural Awareness Ø Professional Competence 	<p>MSD 101 Principles of Management MSD 107 Organizations & People MSD 115 Improving Work Relations MSD 117 Customer Relations MSD 200 Organizations & Social Responsibility. MSD 222 Human Resource Mgt.</p>
<p>2. Strengthen organizational effectiveness by facilitating effective work relationships and resolving conflicts in a diverse workplace with skillful application of a broad range of communication skills.</p>	<p>Analyzes and demonstrates techniques in facilitating effective relationships focusing on resolving conflicts in a diverse workplace.</p> <p><i>Key words: Conflict resolution Facilitating effective work relationships</i></p>	<ul style="list-style-type: none"> Ø Communication Ø Critical Thinking Ø Cultural Awareness Ø Self-Reflection 	<p>MSD 105 Workplace Communication. Skills MSD 111 Workplace Correspondence MSD 117 Customer Relations MSD 121 Leadership Skills</p> <p>MSD 130 Creative Problem Solving MSD 203 Emotional Intelligence</p>

<p>3. Build organizational value by developing, leading, and motivating diverse teams to seek innovative solutions using continuous improvement processes in a global environment.</p>	<p>Applies key strategies in developing, motivating, and leading teams in a diverse workplace. <i>Key words:</i> <i>Quality teams</i> <i>Team building strategies focus on diverse workplace</i></p>	<p>Ø Communication Ø Critical Thinking Ø Cultural Awareness Ø Self-Reflection</p>	<p>MSD 101 Principles of Management MSD 107 Organizations & People MSD 115 Improving Work Relations MSD 121 Leadership Skills MSD 279A Workplace Quality Improvement MSD 224 Fundamentals of SCM MSD 226 Global Logistics & Distribution</p>
<p>4. Strengthen an organization by developing goals, objectives, and flexible plans to manage monitor and measure project scope, resources and outcomes.</p>	<p>Developed goals, objectives, and plans that will enhance productivity, quality, and cost control. <i>Key words:</i> <i>Goal setting, productivity, Quality assurance</i> <i>Cost control</i></p>	<p>Ø Critical Thinking Ø Communication</p>	<p>MSD 101 Principles of Management MSD 121 Leadership Skills MSD 279 Project Management MSD 216 Budgeting for Managers MSD 226 Inventory & Material Management MSD 228 Production Planning</p>
<p>5. Respond to diverse client needs by applying problem solving skills and strategies to identify, assess, predict, and achieve global expectations.</p>	<p>Develops customer service initiatives and uses problem solving skills to meet global expectations. <i>Key words:</i> <i>Meeting diverse customer expectations</i> <i>Skills,Strategies, Techniques</i></p>	<p>Ø Critical Thinking Ø Communication Ø Cultural Awareness</p>	<p>MSD 105 Workplace Comm. Skills MSD 107 Organizations & People MSD 111 Workplace Correspondence MSD 117 Customer Relations MSD 200 Orgs & Social Responsibility MSD 279 Project Management MSD 227 Global Sourcing & Product Development</p>

<p>6. Support the mission of an organization by following current human resources practices and complying with legal requirements to make effective supervisory and managerial decisions.</p>	<p>Critiques and interprets (analyzes) current practices and considers legal aspects of HR standards to make effective supervisory/managerial decisions. <i>Key words:</i> <i>HR standards, practices and roles</i> <i>Effective Managerial decision making</i></p>	<ul style="list-style-type: none"> Ø Critical Thinking Ø Communication Ø Cultural Awareness Ø Professional Competence 	<p>MSD 101: Principles of Management MSD 107 Organizations & People MSD 222 Human Resource Management - Personnel</p> <p>MSD 206 The Troubled Employee MSD 223 Human Resources Management – Performance & Compensation</p>
---	--	---	--

#5

Guest Voices: Solving the ‘Skills’ Gap in Supply-Chain Management

MIT’s Yossi Shefi writes that a focus on technology has left workers and key companies short of abilities critical to organizational success, and schools need to fill the gap.



In the rush to keep up with technology demands, educators and companies may be ignoring the skills needed to turn corporate strategies into reality. PHOTO: GETTY IMAGES

Managing supply chains more than ever is about managing technology. The rise of tools such as predictive analytics, Internet of Things and blockchain places greater demand on supply-chain professionals for the technical skills to understand and apply the dizzying array of new

technologies in modern business.

In the rush to keep up with these technological demands, we may be leaving behind attention to the interpersonal skills such as communications, leadership, and teamwork that are critical to managing organizations and turning corporate strategies into reality.

In some respects, teaching interpersonal skills is just as urgent as ensuring that individuals are technically proficient. This challenge is evident in many industries.

Consider, for example, the dramatic changes the retail industry is grappling with. As reported recently in *The Wall Street Journal*, Wal-Mart Stores Inc. will open fewer than 25 new stores in its next fiscal year as part of a strategy to build new distribution channels in support of its growing e-commerce business. Retailers such as Target Corp. are redesigning stores as they hone omni-channel business models.

Such changes in corporate strategy must be communicated through an entire organization, and supply-chain organizations are at the forefront of this effort. They must be able to help workers across different regions and in various positions understand how new strategies will be implemented and how those employees will fill unfamiliar roles.

To perform effectively in this environment, professionals need to hone their ability to communicate with people working across wide range of disciplines and a variety of geographies. But traditional education programs may not provide a sound foundation for acquiring and refining these skills.

For example, one of the biggest challenges young business leaders face is convincing workers at all levels, including those in senior roles, to buy into a strategy or follow practices that may be different from what they've been used to.

How does a person new to an organization persuade seasoned managers at a network of manufacturing plants to centralize transportation procurement and work more closely with the marketing department to control inventory? All too often the answer is, with great difficulty.

That is particularly true for professionals early in their careers who may be adept engineers but not naturally gifted communicators. Moreover, the education and training programs that launch them into the work world often are dominated by problem solving and analysis, where answers are defined as clearly right or wrong and lack the ambiguity encountered every day in the real world.

#6

Course Number	CR	DL	CL	Course Title
MSD 101	3	y	y	Principles of Management and Supervision
MSD 105	3	y	y	Workplace Communication Skills
MSD 107	3	y		Organizations & People
MSD 115	3	y		Improving Work Relations
MSD 117	3	y		Customer Relations
MSD 121	3	y		Leadership Skill Development
MSD 130 - E	3	y		Creative Problem Solving
MSD 200	3	y		Organizations and Social Responsibility
MSD 202 - E	3	y		Training the Employee
MSD 203 - E	3		y	Emotional Intelligence in Work
MSD 206	3	y		The Troubled Employee
MSD 222	3	y		Human Resource Management: Personnel
MSD 223	3	y		Human Resource Management: Performance & Compensation
MSD 224 - E	4	y	hy	Fundamentals of SCM
MSD 225 - E	4	y	hy	Global Logistics & Distribution
MSD 226 - E	4		hy	Inventory Management

MSD 227 - E	4		hy	Global Sourcing & Product Development
MSD 228 - E	4		hy	Production Planning
MSD 279	4	y		Project Management - Intro
MSD 279A	3	y	y	Workplace Quality Improvement
MSD 280A	3		y	Coop.Ed.: Management and Supervisory Development
MSD 280B	1		y	Coop. Ed.: Management and Supervisory Development-Seminar
MSD 110	1	y	y	Gender Conflict Resolution
MSD 113	1	y	y	Influence Without Authority
MSD 116	1	y	y	CreativeThinking InnovatChnge
MSD 119A	1		y	Intercultural Communication
MSD 122	1		y	Motivation Without Manipulation
MSD 122A	1		y	Strength Based Leadership
MSD 123	1	y	y	Job Search Strategies
MSD 123A	1	y		Innovation and New Products
MSD 128	1		y	Crisis Intervention
MSD 134	1		y	Who Moved My Cheese
MSD 138A	1	y	y	Male/Female Comm Differencs
MSD 138B	1		y	Exploring the 7 Habits of Highly Effective People
MSD 141A	1	y	y	The Time-Stress-Communication Triangle
MSD 142B	1	y	y	Thriving in Transition
MSD 148	1		y	Asserting Yourself in the Workplace
MSD 150	1		y	Listening Skills
MSD 151	1	y	y	Working with Difficult People
MSD 157	1	y	y	Conflict Management
MSD 159	1	y	y	Stress Control
MSD 160A	1	y	y	Communication Styles
MSD 162	1	y	y	Coping with Angry Feelings and Angry People
MSD 174	1	y	y	Time Management
MSD 174B	1		y	Leadership & Eff Decision Making
MSD 175B	1		y	Direct Comm in the Workplace

MSD 176	1		y	Nonverbal Communication
MSD 176A	1		y	Interpersonal Communication
MSD 177	1	y	y	Team Building
MSD 177B	1	y	y	Coaching Great Performance
MSD 179B	1		y	Avoid Burnout: Build Resilience
MSD 180A	1	y	y	Goal Setting and Productivity
MSD 187	1		y	Humor in the Workplace
MSD 188B	1		y	Self Management for Success
MSD 192A	1	y		Project Management
MSD 193	1		y	Self Esteem Key to Success
MSD 193A	1		y	Leadership Skill Development
MSD 194	1		y	Effective Presentation Skills

#7

Current MSD Advisory Board Member List

PCC MSD Advisory Board Committee Members			
First Name	Last Name	Organization	Department
Keiko	Arai	Nike	Supply Chain
Nicole	Caudillo	CDK Global	HR Director
Josh	Clor	Boeing/Fabrication	Supply Chain
Avery	Dale	New Seasons Market	Manager
Isaac	Dixon	PSU	HR Vice President
Mary	Edmeades	Beneficial State Bank	Branch Manager
Sonja	Fenton	Schnitzer Steel	HR Manager
Lydia	Garcia	Elephants Deli	HR Director
Jarvez	Hall	PCC	Director
Alisa	Hampton	PCC	HR Manager
Jackie	Henderson	Rivermark Comm CU	HR Vice President
Jeff	Henderson	Boeing	Supply Chain
Kendal	Kelleher	Geffen Mesher	Office Manager
Jaime	Lisher	PSU SCM Graduate/Daimler	Procurement
Tim	McCandlish	Boeing	Procurement
Jason	Mehr	United Parcel Service	Manager
Rodrigo	Mejia-Hernandez	PSU	Sales Rep

Chris	Molinar	PCC	MSD Student
Isai	Montes De Oca	Nike	Supply Planner
Marjama	Morgan	PSU SCM Graduate	Supply Chain
Lora	Muller	Lam Research	Supply Chain
Heather	Nelson	PGE	HR Manager
Jennifer	O'Connell	Amazon	Operations Manager
Heather	Quinn-Barron	FedEx	HR Manager
Victor	Reynolds	United Parcel Service	HR Manager
Fedrico	Rojas	Milgard Window	Warehouse Manager
Jake	Rowland	Safeway	HR
Sanjesh	Sharma	Peacehealth	Operations Manager
Daadir	Shee	PSU Logistics major	PSU Student
Jenny	Sherman	Unitus	HR Manager
Garbrielle	Schuster	Metro	Procurement Manager
Amanda	Study	PSU SLMA President	PSU Student
Sachin	Tharakan	UPS	Operations Manager
Andrew	Vignolle	PSU graduate/Oracle	Materials Planner
Daniel	Wong	PSU	Higher Education
Angelina	Wright	Mars Petcare	HR
Jeanne	Yerkovich	Portland Public Schools	K12 / CTE Director
Kevin	Young	Toyota Motors N. Amer	Logistics
Kevin	Wendland	Modo Inc	Supply Chain Director

#8

Management/Supervisory Development Program Advisory Committee Supply Chain Management/Logistics Engineering

Meeting Minutes

April 20, 2018

7:30AM-9:00AM

SCOM 234

Southeast Campus

Attendees:

from PCC: Alfred McQuarters – Dean of Math Science CTE, Carolina Selva – MSD/BA Instructor, Daphne Wu – MSD/Supply Chain Instructor, Irene Seto – BA Instructor, Jen Piper – Interim Dean of Instruction, Zoe Cooper-Caroselli – Instructional Administrative Assistant

External: Andrew Vignolle - Portland State University Student, Freddie Rojas - Portland Community College Student, Jamie Lisher - Portland State University Student, Jenny Sherman – Unitus Credit Union, Lora Muller - Lam Research, Nicolle Caudillo - CDK Global, Rodrigo Mejia-Hernandez - Portland State University Student, Sanjesh Sharma - Peacehealth

Introductions and Announcements

- Introductions included “what’s new in your organization or field”, themes included:
 - Shifting to cloud based model – different skill set
 - Need for entry level employees, partnering with PCC to hopefully open up a pipeline
 - PCC: equitable student success and culturally responsive teaching
 - Employee mentoring
 - Growth and expansion – two industry partners said they are hiring
 - Globalization as it relates to the business of things
- Minutes from November 16, 2017 were approved

News & Announcements

- Supply Chain Management - 2 Courses Launched/going online in fall
 - Available fully online for fall term 2018
 - Hoping to increase enrollment, help us spread the word
 - Report from advisory committee: folks with military background understand what supply chain is
 - Action: recruit students from the military and/or partner with veteran services on campus
- MSD 101/online redesign and OER
 - OER is Open Education Resources – free source of
 - students don’t have to buy costly textbooks
- Ask: Attend our Program Review
 - MSD Program Review will take place in October, essential part of college accreditation
 - Another way to connect with the college
 - Opportunity to demonstrate how program supports industry needs
- Ask: Point-of-Contact for Outreach
 - Most MSD students are currently working
 - We’ve designed an outreach project that focuses on partnering with Industry Partners
 - Example: 1) department chair and program advisor came to industry partner, set up a table in lunchroom; 2) drop off fliers for posting in the breakroom
 - Goal: promote our program and create promotable employees
 - The ask: Can you introduce us to the right person at your workplace
- Staffing Changes
 - Daphne Wu will be Department Chair starting Fall 2018

Activity and Discussion

Activity: **The group reviewed the MSD Course list and descriptions**

- **Note your company & industry**
- **Rank the top 3 topics**
- **Rank the 3 least important topics**
- **Note any suggested name changes or terminology updates**

Action Item: **Please promote the MSD & SCM classes to your employees. Personal encouragement is the best way to trigger action. Flyer available. Potential students can contact Daphne Wu for more information.**

**Management and Supervisory Development Program Advisory Committee
Supply Chain Management and Logistics Engineering**

Meeting Minutes

November 2, 2018 7:30am-9:00am SCOM 234 Southeast Campus

Attendees:

PCC members: **Sonia Agnew, MSD Faculty; Amy Bader, Community Relations; Melissa Bates, IAAll; Jarvez Hall, PCC-Metro; Alisha Hampton, Manager of Employment Services; Marta Hoenig, CTE Advisor; Al McQuarters, Division Dean, MSC; Daphne Wu, co-Chair MSD/SCM; Laura Young, PCC-Metro.**

External members: **Joshua Clor, Boeing; Avery Dale, New Seasons Market; Mary Edmeades, Beneficial State Bank; Jason Joyce, Mackay Sposito; Kendal Kelleher, Geffen Mesher; Morgan Marjama, Portland State Univ.; Tim McCandlish, Boeing; Rodrigo Mejia, Werner Enterprises; Heather Nelson, Portland General Electric; Jennifer O'Connell, Amazon; Gabriele Schuster, Metro; Daadir Shee, Portland State Univ.; Jenny Sherman, Unitus; Amanda Study, Portland State Univ.; Sachin Tharakan, Portland State Univ.; Andrew Vignolle, Oracle; Kevin Wendland, Moto Inc.; Jeanne Yerkovich, Portland Public Schools.**

Introductions & Program Overview

The meeting was called to order at 7:20 am PST. All attendees introduced themselves, their

organization, and industry sector. Following introductions, Daphne provided a program overview that covered:

- MSD currently has 12 part-time faculty, in which the majority are practicing industry consultants.
- New program in MSD: Supply Chain Management and Logistics Engineering beginning Fall 2018
- The MSD program now currently offers two 1-year certificates for MSD & Supply Chain Management (SCM), an Associates in Applied Science (AAS) degree in MSD, and Career Pathways certificates.
- Completed certificates are eligible for transfer credit towards an AAS in MSD.

Approval of Minutes

Sachi summarized the minutes from the meeting held on April 20, 2018. Sachi re-emphasized the new SCM program and suggested marketing strategies worth considering, including a new focus on recruitment targeting current military persons and veterans. Sachi tasked the group to think of new ideas to increase enrollment as the main objective (action item).

Minutes from Spring meeting were unanimously approved.

News & Announcements

- Daphne provided a brief summary of the program's Winter 2019 term course offerings. Daphne encouraged the group to look over the course flier provided in the meeting material.
- Daphne and AI explained that the benefit of the advisory committee is to provide a venue for industry members to advise MSD faculty on current industry trends relevant to their sector, in order to constructively develop courses that are aligned with their short and long term needs. Industry members are highly encouraged to provide feedback and ask questions.
- It was suggested by industry members that MSD create an online community forum where these discussions can happen more frequently outside of the bi-annual advisory committee meetings.
- Daphne asked Industry members to attend the upcoming program review on December 7, 2018.

Discussion

- There was a question posed about the authenticity of including "engineering" in the SCM title when there are no core engineering courses in the program (i.e., risk management) which is central to the profession. Sonia responded that aspects of risk management are embedded in course content throughout the program, but agrees that developing a standalone course specifically focused on risk management is worth considering.
- There was a question posed about the lack of required Business Administration courses within the MSD program - most present agreed it would be beneficial for students to have more exposure to coursework focused on the business side of management and supply chain roles.
- Industry members suggested that a course focused on Data Analyst would be valuable.
- Industry members suggested that MSD 105, 121, & 115 seem redundant and ought to be combined. Sonia explained that though these courses have overlapping themes, the course content in each is distinct.

- Daphne emphasized that MSD courses are focused mostly on the soft skills students need to be effective, solid leaders. Industry members concurred by stating that technical skills are great, but promotion is commonly predicated on an individual's grasp of soft skills. From their perspective, it is far easier (and in some cases, preferable) to train people on the technical aspects of the job, but find that those who excel technically are mostly deficit in soft skill knowledge necessary for promotion into management.
- Industry members suggested courses that focus on strategic and critical thinking would be valuable.
- It was suggested in an effort to help with student success and retention that the development of plant tours as a 1-credit course and professional mentorships should be explored.
- It was asked by Portland State University (PSU) attendees what the transfer credit from PCC to PSU entails. Marta responded that up to 12 Career Technical Education (CTE) credits can transfer. Additionally, all AAS CTE programs need additional writing classes in order to align with regional 4-year university programs, thus there is no full transfer from PCC to PSU.
- It was asked by an Industry member what the current student demographic in MSD is. Sonia responded that most are working professionals or on some type of professional track. Sonia also noted that there is an increase of younger people entering the program.
- Jeanne Yerkovich, Portland Public Schools, suggested that it would be beneficial to consider bringing in guest speakers to area high schools to discuss careers in MSD & SCM. MSD establishing a presence in the high schools (advertising, speakers, HS Dual Credit option) would be beneficial in terms of spurring enrollment.
- Gabriele Schuster, Metro, indicated that there is a lack of awareness about careers in the public sector outside of governance, and they are willing to train the right people on the technical aspects of the job. Gabriele stated that unlike the private sector, the public sector is not affected by market forces and thus the need for people is paramount due to the passage of local and state bonds which has created a need for more buyers (elephants!). Gabriele stated that there are many job opportunities currently in auxiliary services, such as Procurement, due to attrition of the old workforce in place and minimal newcomers to fill their spots. She suggested that courses that focus on compliance and regulatory services would be highly valuable to public sector employers.
- Mary Edmeades, Beneficial State Bank, suggested that it would be valuable for students interested in the financial services sector to have a basic knowledge of union and member rights and responsibilities given that they tend to promote from within. Furthermore, Mary suggested that more attention is needed for professional development in the financial services sector and sees MSD as a pivotal partner in that respect.
- End of meeting suggestions from the entire group:
 - Inviting MSD faculty into the workplace to facilitate workshops. The one-day workshop is popular amongst employers and could generate additional interest in taking more courses/entering program.
 - People with higher degrees: is there an option to forego some courses given the credentials a student already holds?
 - Clarification is needed on target marketing: degree/certificate seeking students vs. single course students.

Daphne Wu ended the meeting by reminding attendees about the upcoming program review and asked that they attend if possible. Dates for the spring Advisory Committee meeting will be advertised at a later date.

The meeting was adjourned at 9:10 am PST.

Management/Supervisory Development Program Advisory Committee

Supply Chain Management/Logistics Engineering Certificate

Meeting Minutes

November 16, 2017 7:30-9:30 am Community Hall Annex Southeast Campus

Attendees:

from PCC: Alfred McQuarters – Dean of Math Science CTE, Angela Meyer – Assistant to Dean, Rebecca Robinson – MSD/BA Department Chair, Daphne Wu – MSD/Supply Chain Instructor, Joseph Hernandez – MSD Instructor, Jen Piper – Interim Dean of Instruction, Irene Seto – BA Instructor, Carolina Selva – The meeting began with

introductions and announcements:

- Rebecca Robinson, MSD/BA Faculty Department Chair is retiring from full time work at the end of December. A one-year temporary Faculty Department Chair will be hired, and a permanent position is currently advertised at the PCC Jobs site. pa181.peopleadmin.com/applicants/Central?quickFind=55964
- The ranking activity listed on agenda will not be held during this meeting, instead it has been emailed out as a electronic survey to be completed on one's own time
- Introductions included what's new in your organization or field:
 - Themes of what's new/important right now:
 - Automation/technology
 - Emotional intelligence
 - Equity, diversity, cultural competence
 - Responsiveness to customer/consumer driven market (change from sales and sales forecasting driven)
 - Takes skill to hire the right person for the job
- Minutes from March 9, 2017 approved

Rebecca gave an overview of Management/Supervisory Development Program

- Overview of the mission of MSD
- Management is a profession, not a promotion!
- Need for supervisory development. Potential progression to AAS, 4 year school
- Current Structure of program:
 - MSD AAS Degree (2-year)
 - Two 1-year certificate programs: Management/Supervisory Development and Supply Chain Management-Logistics Engineering (potential progression to PSU/OSU for BS)
 - Two short term certificates: Client Services Professional & Management Career Pathways Certificates
 - All MSD classes offered online except the new SCMLE classes which will be offered online in the future. Daphne is building the classes online now.

Daphne gave an overview of the Supply Chain Management-Logistics Engineering Certificate progress

- 1-Year Supply Chain Certificate program has been approved by the Degrees and Certificates Committee
- Discussed course list (handout)
- Importance of MSD programs teaching human relations skills combined with SCMLE
- Promotional flier for Winter courses, offered Saturdays
 - Discussed scheduling – Fridays aren't good for employers
 - Evenings and Saturdays are good
 - Offering campus based classes due to feedback from employers, will see what feedback from students looks like

Discussion:

How can we offer what employers want and also attract students?

Discussed generational differences (millennials want career development), employee needs, employer needs.

Discussed how MSD program can serve as employee development program.

Millennials and career development:

- Confident, raised to believe in themselves, want to know that they can grow. Continuous learning. Strong onboarding. Teaching how to ask for things. Want it now.
- Employer retention mindset not necessarily compatible with employee mindset of growth.
- Some employers requiring professional development, certain number of hours
- Importance of professional development for entry level employees.
- Dominant culture learning is what is offered during work, if employees are interested in non-dominant culture education they need to seek it on their own. Who are the students, what do they want? MSD students are generally already in the workplace.
- Employers want a return on their investment (if they are going to develop employees they want them to stick around)
- PCC working with execs/CEOs.
- Business is changing, different for different industries.

What is PCC doing to partner with employers?

Letting them know that MSD offers opportunities for employees to develop

Fred Meyer, NW Natural Gas, Safeway

Using social media outreach: please "like" the MSD page: <https://www.facebook.com/MSDPCC/>

Marketing value of program

Working to schedule classes at good times

Rebecca updated status of Entrepreneurial Leadership 1- year Certificate

Proposal to revise MSD 1-Year Certificate or develop new certificate: Entrepreneurial Leadership 1-Year Certificate has been approved by the MSD faculty subject area committee (SAC). This EL focus has more value than broad scope, still serves to feed into degree.

We started with the BA 150 Intro to Entrepreneurship class

- there has been good interest in the class
- students who are interested in starting a new business
- gig economy/project based work

Discussion:

- Could be good way to partner with executives that are seeking employees with “entrepreneurial spirit”
- “Entrepreneurship” “entrepreneurial spirit” is a management trend. Millenials don’t want to be « owned » or considered “our” employees.
- Communicating what skills the class/program/certificate is teaching (beyond class name)
 - Course competencies/outcomes
 - PCC values/core competencies that every student must meet in order to graduate
 - A suggestion was made to ask for feedback about how PCC’s values match up with the needs of organizations
 - A suggestion was made to be sure these content areas are covered in one or more classes:
 - Labor relations
 - Negotiating
 - Networking
 - Cultural Competence

Emailed, complete on own time

Discussion:

- **MSD graduates can earn a 1-year certificate and a 2-year AAS degree. What positions does your organization have open or hire for that would value these credentials?**
- **What opportunities do you see now and in the future?**
- **What barriers do you see for incumbent workers to take PCC classes?**

MSD/BA Instructor, Casey Layton – MSD Instructor/Multnomah County trainer, Linda Paulson – MSD Instructor, Marta Hoenig – CTE Advisor, Zoe Cooper-Caroselli – Instructional Administrative Assistant
External: Sachin Tharakan – Advisory Chair – UPS, Kendal Kelleher – MSD Grad – Geffen Mesher, Jenny Sherman – Unitus Credit Union, Shelley Lucas – Lucas Foundation Director, Geoff Doerfler – Tidewater, Isai Montes De Oca – Nike

Action Item - Promotion: Please promote the SCM classes to your employees. Personal encouragement is the best way to trigger action. Flyer available. Potential students can contact Daphne Wu for more information.
Sachin Tharakin, Advisory Committee Co-Chair made a request of Advisory Committee members regarding promoting the Supply Chain and MSD classes in your organizations.

- **The goal is a minimum 15 students**
- **Think of different ways to promote supply chain courses**
- **recruit employees**
- **promote at high school level**
- **looking for more communication back and forth with Advisory Committee Members rather than just at the 2 meetings a year**
- **take ownership/what can we do?**
 - **Suggestion: promote at SE Works/career fairs**

-
- Suggestion: Handshake (LinkedIn for colleges)
 - Already using social media
 - Please “like” our Facebook page
 - is there a supply change community to tap into? – APIX was suggestion
 - Suggestion: hold informational sessions at your organization, bring in MSD expert
 - Suggestion: work on building relationships – who is working “on the floor”, how do we connect with them?
 - how do we make the connection between the “on the floor” positions and building a career in logistics/supply chain? Example of working in the lumber area of Home Depot but does he know that what he is doing is Logistics?

Action item - Online Activity: Please review the MSD Course list and descriptions (emailed survey link in advance of this meeting).

- Note your company & industry
- Rank the top 3 topics
- Rank the 3 least important topics
- Note any suggested name changes or terminology updates

#9

Job Postings

Source: Labor Insight Jobs (Burning Glass Technologies)

Occupational Deep Dive

There are (5,138 job postings) between (Nov. 01, 2017 - Oct. 31, 2018) in your area for the selected criteria.

Active Selections

Last 12 months AND (MSA : Portland-Vancouver-Hillsboro, OR-WA (Metropolitan Statistical Area)) AND (Title with : manager OR Title with : supervisor) AND ((Education : Less than a bachelor's degree (inferred)) AND (Education : Associate's degree (specified) OR Education : High school or vocational training (specified)))

The following occupations and job titles are in demand

Occupation		Job Postings	
First-Line Supervisors of Retail Sales Workers		1,233	
Job Titles	Job Posting	Job Titles	Job Posting
Store Manager	193	Sales Manager	53
Assistant Store Manager	166	Sales Supervisor	43
Assistant Manager	103	Retail Sales Manager	36
Retail Store Manager	61	Manager	30
Assistant Retail Store Manager	60	Manager In Training	26
Food Service Managers		774	
Job Titles	Job Posting	Job Titles	Job Posting
Restaurant Manager	238	Assistant Restaurant Manager	24
Assistant Manager	160	Service Manager	21
General Manager	58	Store Manager	15
Restaurant General Manager	45	Banquet Manager	12
Kitchen Manager	43	Manager	12
Registered Nurses		436	
Job Titles	Job Posting	Job Titles	Job Posting
Registered Nurse	141	Hospice Nurse Case Manager	22
Nurse Case Manager	78	Registered Nurse Case Manager	17
Case Manager	34	Assistant Manager	8
Registered Nurse Supervisor	26	Health Manager	7
Nurse Manager	24	Nurse Supervisor	6
Property, Real Estate, and Community Association Managers		404	
Job Titles	Job Posting	Job Titles	Job Posting
Community Manager	158	Leasing Manager	5
Property Manager	109	Maintenance Manager	4
Assistant Property Manager	77	Resident Manager	3
Assistant Manager	28	Branch Manager, Building	2
Apartment Manager	11	Administrative Assistant	1

First-Line Supervisors of Office and Administrative Support Workers		352	
Job Titles	Job Posting	Job Titles	Job Posting
Office Manager	101	Administrative Supervisor	13
Front Office Supervisor	41	Payroll Supervisor	10
Customer Service Supervisor	34	Accounts Payable Supervisor	8
Customer Service Manager	31	Call Center Supervisor	8
Front Office Manager	18	Office Supervisor	8
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products		334	
Job Titles	Job Posting	Job Titles	Job Posting
Account Manager	177	Sales Representative	8
Sales Account Manager	17	Customer Inbound Account Manager/Sales	7
Business Account Manager	12	Regional Manager	6
Manufacturing Manager	12	Construction Manager	4
Territory Account Manager	9	Correspondent/Account Manager	4
First-Line Supervisors of Mechanics, Installers, and Repairers		281	
Job Titles	Job Posting	Job Titles	Job Posting
Maintenance Supervisor	111	District Manager	7
Maintenance Manager	32	Parts Manager	5
Service Manager	26	Apartment Maintenance Supervisor	4
Service Supervisor	20	District Service Supervisor	4
Facilities Supervisor	11	Client Service Supervisor	3
First-Line Supervisors of Production and Operating Workers		177	
Job Titles	Job Posting	Job Titles	Job Posting
Production Supervisor	153	Machine Shop Manager	1
Plant Manager	13	Production Manager	1
Manufacturing Supervisor	5	Site Manager	1
Field Service Supervisor	3		
Storage and Distribution Managers		125	
Job Titles	Job Posting	Job Titles	Job Posting
Warehouse Supervisor	72	Distribution Center Supervisor	3
Warehouse Manager	35	Maintenance Manager	2
Distribution Manager	8	Warehouse Assistant	2
Distribution Center Operations Manager	3		

First-Line Supervisors of Food Preparation and Serving Workers		103	
Job Titles	Job Posting	Job Titles	Job Posting
Restaurant Supervisor	18	Supervisor, Food	5
Shift Supervisor	14	Engineering Supervisor	4
Food Service Supervisor	12	Lounge Supervisor	4
Dining Services Supervisor	10	Senior Shift Supervisor	3
Cook	6	Supervisor, Food Service Industry	3

First-Line Supervisors of Housekeeping and Janitorial Workers		96	
Job Titles	Job Posting	Job Titles	Job Posting
Housekeeping Supervisor	44	Environmental Services Supervisor	4
Janitor	8	Custodial Operations Manager	3
Sanitation Supervisor	8	Custodial Supervisor	3
Department Environmental Services Manager	7	Custodial Manager	2
Housekeeping Manager	6	District Manager	2

Retail Salespersons		83	
Job Titles	Job Posting	Job Titles	Job Posting
Retail Manager	62	Customer Service Inbound Account Manager/Sales	3
Store Supervisor	6	Sales Manager	3
Merchandise Manager	4	Area Sales Manager	1
Assistant Manager	3	Associate Manager, Retail Industry	1

Administrative Services Managers		80	
Job Titles	Job Posting	Job Titles	Job Posting
Business Office Manager	25	Business Manager	3
Facilities Manager	20	Administrative Assistant	2
Maintenance Manager	11	Building Supervisor	2
Administrative Manager	4	Facilities Assistant	2
Assistant Facility Manager	3	Plant Operations Supervisor	2

Construction Managers		74	
Job Titles	Job Posting	Job Titles	Job Posting
Construction Manager	49	Associate Project Manager	1
Project Manager	12	Construction Estimator	1
Drafter/Project Manager	3	Construction Superintendent	1
Project Estimator	2	Project Manager, Residential, Insurance	1
Assistant Manager	1	Project Support Manager	1

First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators		72	
Job Titles	Job Posting	Job Titles	Job Posting
Transportation Supervisor	34	Warehouse Supervisor	5
Dock Supervisor	8	Service Manager	4
Distribution Supervisor	5	Service Supervisor	3
Fleet Manager	5	Safety Manager	2
Route Manager	5	Service Supervisor, Rental	1
First-Line Supervisors of Non-Retail Sales Workers		61	
Job Titles	Job Posting	Job Titles	Job Posting
Sales Supervisor	13	Assistant Sales Manager	2
Route Sales Manager	10	Manager	2
Catering Sales Manager	8	Site Supervisor	2
Inside Sales Manager	4	Supervisor	2
Group Sales Manager	3	Assistant Manager	1
Lodging Managers		44	
Job Titles	Job Posting	Job Titles	Job Posting
General Manager	10	Assistant Manager	3
Guest Services Manager	6	Bartender/Server	2
Housekeeping Manager	5	Area Sales Manager	1
Hotel General Manager	4	Banquet Manager	1
Manager	4	Event Manager	1
First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand		36	
Job Titles	Job Posting	Job Titles	Job Posting
Flex Supervisor	10	Warehouse Operations Manager	3
Shipping Supervisor	6	Inventory Supervisor	2
Flex Supervisor, Warehousing Industry	4	Local Flex Supervisor	2
Local Flex Supervisor, Warehousing Industry	3	Material Supervisor	1
Materials Inventory Supervisor	3	Supervisor, Inventory	1
Hotel, Motel, and Resort Desk Clerks		36	
Job Titles	Job Posting	Job Titles	Job Posting
Front Desk Supervisor	20	Front Desk Supervisor, Accommodation/Hotels Industry	2
Front Desk Manager	8	Guest Experience Supervisor	2
Assistant Manager	2	Night Auditor	2
Meeting, Convention, and Event Planners		31	
Job Titles	Job Posting	Job Titles	Job Posting
Event Manager	14	Executive Meeting Manager	3
Services Manager	9	Catering Conference Services Manager	2
Conference Services Manager	3		

Customer Service Representatives		19	
Job Titles	Job Posting	Job Titles	Job Posting
Account Manager	11	Entry Client Service Manager	1
Customer Service Representative	4	Regional Manager	1
Client Service Manager	2		
Office Clerks, General		17	
Job Titles	Job Posting	Job Titles	Job Posting
Medical Office Manager	11	Office Administrator	2
Assitant Office Manager	2	Real Estate Assistant	2
Combined Food Preparation and Serving Workers, Including Fast Food		16	
Job Titles	Job Posting	Job Titles	Job Posting
Assistant Manager	14	Shift Manager/Crew Leader	1
Retail Manager	1		
Nonfarm Animal Caretakers		16	
Job Titles	Job Posting	Job Titles	Job Posting
Salon Manager	15	Grooming Supervisor	1
Insurance Sales Agents		14	
Job Titles	Job Posting	Job Titles	Job Posting
Account Manager	7	Insurance Account Manager	1
Sales Account Manager	5	Property Manager	1
Transportation Managers		14	
Job Titles	Job Posting	Job Titles	Job Posting
Transportation Manager	7	Traffic Manager	3
Logistics Manager	3	Route Manager	1
Medical Records and Health Information Technicians		11	
Job Titles	Job Posting	Job Titles	Job Posting
Medical Records Manager	8	Supervisor, Coding	1
Coding Supervisor	2		
Claims Examiners, Property and Casualty Insurance		10	
Job Titles	Job Posting	Job Titles	Job Posting
Claims Supervisor	7	Compensation Manager	1
Claims Adjuster	2		
First-Line Supervisors of Construction Trades and Extraction Workers		10	
Job Titles	Job Posting	Job Titles	Job Posting
Construction Supervisor	3	Retail Supervisor	1
Repair Shop Manager	2	Site Manager	1
Construction Manager	1	Site Supervisor, Construction	1
Home Lending Construction Supervisor	1		

Home Health Aides		10	
Job Titles	Job Posting	Job Titles	Job Posting
Assistant Manager	9	Resident Site Manager	1
Pharmacy Technicians		9	
Job Titles	Job Posting	Job Titles	Job Posting
Pharmacy Technician			9
Billing, Cost, and Rate Clerks		8	
Job Titles	Job Posting	Job Titles	Job Posting
Billing Supervisor	6	Supervisor, Financial Services, Government	1
Billing Financial Services Supervisor	1		
Licensed Practical and Licensed Vocational Nurses		8	
Job Titles	Job Posting	Job Titles	Job Posting
Community Manager	5	Licensed Practical Nurse (LPN)	3
Medical Equipment Preparers		8	
Job Titles	Job Posting	Job Titles	Job Posting
Supervisor, Sterile Process	5	Sterile Process Supervisor	3
Medical Secretaries		8	
Job Titles	Job Posting	Job Titles	Job Posting
Front Desk Supervisor	6	Office Supervisor	1
Front Desk Manager	1		
Executive Secretaries and Executive Administrative Assistants		7	
Job Titles	Job Posting	Job Titles	Job Posting
Assistant to the Manager	3	Executive Administrative Assistant	1
Assitant Office Manager	3		
Human Resources Specialists		7	
Job Titles	Job Posting	Job Titles	Job Posting
Staffing Supervisor, Retail Industry	5	Recruiting Specialist	1
Operations Staffing Supervisor	1		
Merchandise Displayers and Window Trimmers		7	
Job Titles	Job Posting	Job Titles	Job Posting
Merchandising Supervisor	3	General Merchandise Supervisor	1
Retail Supervisor	2	Merchandise Manager	1
Order Clerks		7	
Job Titles	Job Posting	Job Titles	Job Posting
Reservation Manager			7

Training and Development Specialists				7
Job Titles	Job Posting	Job Titles	Job Posting	
Safety Training Supervisor	3	Technical Training Supervisor	1	
Supervisor, Engineering, Training	3			
Maintenance and Repair Workers, General				6
Job Titles	Job Posting	Job Titles	Job Posting	
Technical Services Manager	2	Field Service Supervisor/Engineer	1	
Account Manager, Technical Services	1	Maintenance Supervisor	1	
Assistant Manager	1			
Cargo and Freight Agents				5
Job Titles	Job Posting	Job Titles	Job Posting	
Delivery Supervisor			5	
Parking Lot Attendants				5
Job Titles	Job Posting	Job Titles	Job Posting	
Valet			5	
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive				5
Job Titles	Job Posting	Job Titles	Job Posting	
Office Coordinator	3	Assistant Manager	2	
Bookkeeping, Accounting, and Auditing Clerks				4
Job Titles	Job Posting	Job Titles	Job Posting	
Bookkeeper/Office Manager			4	
Heating and Air Conditioning Mechanics and Installers				4
Job Titles	Job Posting	Job Titles	Job Posting	
Branch Manager, Hvac	1	Lead Technician/Supervisor	1	
Hvac Supervisor	1	Project Estimator	1	
Medical Assistants				4
Job Titles	Job Posting	Job Titles	Job Posting	
Clinic Supervisor, Family Medicine	3	Assistant Medical Support Supervisor	1	
Sales and Related Workers, All Other				4
Job Titles	Job Posting	Job Titles	Job Posting	
Assistant Manager			4	
Social and Human Service Assistants				4
Job Titles	Job Posting	Job Titles	Job Posting	
Case Manager	2	Support Community Supervisor/Coordinator, Support	1	
Body Manager	1			

Computer User Support Specialists				3
Job Titles	Job Posting	Job Titles	Job Posting	
Desktop Support	2	Senior Supervisor, Deskside Support	1	
First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers				3
Job Titles	Job Posting	Job Titles	Job Posting	
Landscape Manager	2	Landscape Supervisor	1	
Laborers and Freight, Stock, and Material Movers, Hand				3
Job Titles	Job Posting	Job Titles	Job Posting	
Retail Supervisor	2	Freight Manager, Store	1	
Tellers				3
Job Titles				Job Posting
Teller Supervisor				3
Critical Care Nurses				2
Job Titles				Job Posting
Intensive Care Unit (ICU) Registered Nurse				2
Dispatchers, Except Police, Fire, and Ambulance				2
Job Titles	Job Posting	Job Titles	Job Posting	
Dispatch Supervisor	1	Supervisor, Dispatch	1	
Drafters, All Other				2
Job Titles				Job Posting
Computer Aided Drafting / Design (Cad) Manager				2
First-Line Supervisors of Protective Service Workers, All Other				2
Job Titles				Job Posting
Security Supervisor				2
Fitness Trainers and Aerobics Instructors				2
Job Titles	Job Posting	Job Titles	Job Posting	
Fitness Attendant/Supervisor	1	Personal Fitness Manager	1	
Security and Fire Alarm Systems Installers				2
Job Titles				Job Posting
Supervisor/Technician, Site				2
Self-Enrichment Education Teachers				2
Job Titles				Job Posting
Activities Director				2
Shipping, Receiving, and Traffic Clerks				2
Job Titles	Job Posting	Job Titles	Job Posting	
Shipping And Receiving Manager	1	Shipping Supervisor	1	

© 2018 Burning Glass International Inc.

Spa Managers	2
Job Titles	Job Posting
Salon Manager	2
Automotive Body and Related Repairers	1
Job Titles	Job Posting
Shop Supervisor	1
Automotive Specialty Technicians	1
Job Titles	Job Posting
Manager, Component,Repair	1
Cashiers	1
Job Titles	Job Posting
Support Manager, Front End	1
Coaches and Scouts	1
Job Titles	Job Posting
Assistant Manager	1
Computer Network Support Specialists	1
Job Titles	Job Posting
Controls Technical Support Manager	1
Electricians	1
Job Titles	Job Posting
Electrical Supervisor	1
Farm and Ranch Managers	1
Job Titles	Job Posting
Office Manager	1
Farmworkers and Laborers, Crop	1
Job Titles	Job Posting
Greenhouse Supervisor	1
Graders and Sorters, Agricultural Products	1
Job Titles	Job Posting
Agriculture Inspection Supervisor	1
Home Appliance Repairers	1
Job Titles	Job Posting
Appliance Repair Service Manager	1
Industrial Engineering Technicians	1
Job Titles	Job Posting
Maintenance Technician	1

Interviewers, Except Eligibility and Loan		1
Job Titles		Job Posting
Registration Supervisor		1
Loan Officers		1
Job Titles		Job Posting
Commercial Relationship Manager		1
Manufacturing Production Technicians		1
Job Titles		Job Posting
Machine Shop Supervisor		1
Mental Health Counselors		1
Job Titles		Job Posting
Counselor/Supervisor		1
Mobile Heavy Equipment Mechanics, Except Engines		1
Job Titles		Job Posting
Equipment Mechanic		1
Network and Computer Systems Administrators		1
Job Titles		Job Posting
Network Manager		1
Receptionists and Information Clerks		1
Job Titles		Job Posting
Receptionist		1
Sales Representatives, Services, All Other		1
Job Titles		Job Posting
Outside Sales/Account Manager		1
Stock Clerks- Stockroom, Warehouse, or Storage Yard		1
Job Titles		Job Posting
Warehouse Manager		1
Title Examiners, Abstractors, and Searchers		1
Job Titles		Job Posting
Manager/Coordinator		1
Weighers, Measurers, Checkers, and Samplers, Recordkeeping		1
Job Titles		Job Posting
Inventory Manager		1

Unclassified postings: 0

Source: Labor Insight Jobs (Burning Glass Technologies)

Occupational Deep Dive

There are (161 job postings) between (Nov. 01, 2017 - Oct. 31, 2018) in your area for the selected criteria.

Active Selections

Last 12 months AND (MSA : Portland-Vancouver-Hillsboro, OR-WA (Metropolitan Statistical Area)) AND (Title with : supply chain OR Title with : logistics) AND ((Education : Less than a bachelor's degree (inferred)) AND (Education : Associate's degree (specified) OR Education : High school or vocational training (specified)))

The following occupations and job titles are in demand

Occupation		Job Postings	
Production, Planning, and Expediting Clerks		77	
Job Titles	Job Posting	Job Titles	Job Posting
Logistics Coordinator	42	Network Technician	2
Supply Chain Technician	7	Product Coordinator, Supply Chain	2
Logistics Clerk	5	Supply Chain Process Coordinator	2
Warehouse Logistics Technician	5	Coordinator, Supply Chain	1
Supply Chain Coordinator	4	Inventory Coordinator	1
Logisticians		26	
Job Titles	Job Posting	Job Titles	Job Posting
Supply Chain Specialist	11	Cash Logistics Lead	1
Logistics Specialist	9	Logistics Project Professional	1
Logistics	3	Logistics/Dist Support IV	1
Laborers and Freight, Stock, and Material Movers, Hand		8	
Job Titles	Job Posting	Job Titles	Job Posting
Logistics-Warehouse/Preparation And Flow Coworker I	2	Package Handler	1
Material Handler	2	Warehouse Associate	1
Logistics-Warehouse/Prep & Flow Coworker I	1	Warehouse-Logistics/Preparation And Flow Coworker I	1
Security Guards		7	
Job Titles	Job Posting	Job Titles	Job Posting
Security For Logistics	4	Security For Downtown Logistics	1
Logistics Security	1	Security For Logistics Solutions	1
Cargo and Freight Agents		5	
Job Titles	Job Posting	Job Titles	Job Posting
Logistics Assistant	4	Logistics Agent	1
Helpers--Production Workers		5	
Job Titles	Job Posting	Job Titles	Job Posting
Logistics Specialist	5		

Secretaries and Administrative Assistants, Except Legal, Medical, and Executive				5
Job Titles	Job Posting	Job Titles	Job Posting	
Administrative Assistant	4	Office/Administrative - Logistics	1	
Transportation Managers				4
Job Titles	Job Posting	Job Titles	Job Posting	
Logistics Manager	3	Transportation Manager	1	
Customer Service Representatives				3
Job Titles	Job Posting	Job Titles	Job Posting	
Customer Services Coordinator	2	Customer Service Representative	1	
Merchandise Displayers and Window Trimmers				3
Job Titles	Job Posting	Job Titles	Job Posting	
's Logistics Seasonal Mhe Power	1	Merchandising Operations Team Member	1	
Logistics Associate, Stocking	1			
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products				3
Job Titles	Job Posting	Job Titles	Job Posting	
Logistics Manager	1	Outside Sales, Logistics	1	
Logistics Sales	1			
Electrical Engineering Technicians				2
Job Titles	Job Posting	Job Posting		
Supply Chain Technician		2		
Sales Representatives, Services, All Other				2
Job Titles	Job Posting	Job Posting		
Sales Account Executive		2		
Chemical Equipment Operators and Tenders				1
Job Titles	Job Posting	Job Posting		
Chemical Operator, Supply Chain		1		
Dispatchers, Except Police, Fire, and Ambulance				1
Job Titles	Job Posting	Job Posting		
Dispatcher		1		
Farm Equipment Mechanics and Service Technicians				1
Job Titles	Job Posting	Job Posting		
's Logistics Power Equipment		1		
First-Line Supervisors of Office and Administrative Support Workers				1
Job Titles	Job Posting	Job Posting		
Call Center Supervisor		1		

Health Technologists and Technicians, All Other		1
Job Titles		Job Posting
Logistics Techn Eh		1
Loan Interviewers and Clerks		1
Job Titles		Job Posting
Logistics Specialist		1
Material Moving Workers, All Other		1
Job Titles		Job Posting
Material Handling/Logistics Speci		1
Paralegals and Legal Assistants		1
Job Titles		Job Posting
Legal Assistant		1
Sales and Related Workers, All Other		1
Job Titles		Job Posting
Assistant Sales, Logistics, Shipping		1
Shipping, Receiving, and Traffic Clerks		1
Job Titles		Job Posting
Shipper/Receiver		1
Stock Clerks- Stockroom, Warehouse, or Storage Yard		1
Job Titles		Job Posting
Scheduler		1

Unclassified postings: 0

#10

Faculty Info

Sonia Agnew – Manufacturing Management and Full-Time Faculty

Sonia earned a Bachelor of Science in Business Administration from Concordia University and a MBA from Marylhurst University. Sonia has over 20 years of manufacturing management experience in varied industries which include: semi-conductor, aerospace, and sports goods/apparel.

Nicole L. Booker M.S - PCC Career Pathway Program Manager and Part-Time Instructor

Nicole earned both her undergraduate and graduate degrees from Warner Pacific's Adult Degree Program and recently began work on her business development plan to become a career coach.

Carl Casanova – Senior Executive Coach, Part-Time Instructor

Carl earned his Master of Science Degree in Counseling & Psychology from Oregon State University and Bachelor of Arts Degree in Psychology from Southern California College. Carl has served for over 20 years in the human development profession—as a mental health therapist, adjunct professor, certified seminar leader, and Executive Coach with Fortune 500 Companies.

Kathy Edward – Part-Time Instructor

Kathy holds an M.S. from Portland State and B.S. from Oregon State, both in Education. Kathy holds years of corporate organization and training in national as well as community banks with today's current methodologies and trends. Whether it's learning how to development effective customer relationships or designing individual goals, the emphasis will be on the practical application of concepts and techniques in the workplace.

Joseph Hernandez – HR Manager, Career Coach, BA & MSD Part-Time Instructor

Joseph Hernandez earned his master's degree in business administration from Marylhurst University. He also has a post master's certificate in college teaching, and a post baccalaureate certificate in leadership.

Casey Layton – Manager, Part-Time Instructor

Casey holds a master's degree in Management and Organizational Leadership from Warner Pacific College. Casey has years of experience in both private and public sectors.

Gail Martin – Part-Time Instructor

Gail earned her Bachelor of Science degree from the University of Wisconsin, and Masters Degree in Education at Lewis and Clark College.

Linda Paulson – Consultant, Corporate Trainer and Part-Time Instructor

Linda holds a M.Ed. in organizational development and training with a minor in human development from Oregon State University and a B.S. in nutrition and behavioral sciences from the University of Washington. Linda has conducted numerous training seminars, in customer service, interpersonal and workforce communications. She has created training programs in continuous process improvement, customer-centered leadership, team building, and employee relations for a wide sector of organizations in Oregon.

Rebecca Robinson - PCC Distance Learning Mentor & MSD Part-Time Instructor

Rebecca holds a MSM – Master of Science degree in Management with an emphasis on organizational development from Marylhurst University, and a BS in Plant and Soil Science from the University of Massachusetts. Before joined PCC, She was co-owner of Training & Development Programs, a consulting company for 6 years. Prior to joining TDP, Robinson spent 21 years in private industry as a manager, where her responsibilities included developing and facilitating training programs.

Iris Savish – Consultant, Part-Time Instructor

Iris has worked part time with the Management and Supervisory Development program since 1989 teaching a variety of classes in the areas of: gender conflict resolution, assertive communication, time management, self-esteem and team building. In 1996 and 2000, she received Instructor and Faculty of the Year Awards. As part of her consulting firm, TAP Unlimited Corporation, she has worked with over 200 organizations and served on a national board for Dietary Managers from 2009-2012.

Mary Schutten – Senior Trainer and Part-Time Instructor

Mary has over twenty-five years of experience in education, project management, facilitation, team problem solving training, team building, and management development. She has consulted extensively in the areas of continuous improvement (aka Lean) and management

development.

Mile Swett – Part-Time Instructor

Michael Swett, Ph.D. has been teaching online at PCC in the Institute for Management and Professional Development since 1998; he has taught online and campus classes in management, criminal justice, and psychology for PCC and other metro-area institutions since 1981.

Mark Van Heuvel – Managing Director and Part-Time Instructor

Mark holds an MBA and is Managing Director of Leiden Capital Group, a West Coast Based Merger and Acquisition Firm. Mark’s focus courses are in Project Management, Innovation, and Organizations and social Responsibility.

Daphne Wu – Supply Chain Management & Full-Time Faculty

Daphne holds a MBA from University of Portland and BA in Teaching English as Second Language from Hawaii Pacific University. Prior to join PCC, she held extensive experiences in global supply chain management and intercultural corporate training and business owner positions.