Program Descriptions

USD has two distance education programs offering master’s degrees through the School of Business Administration, the Master of Science in Global Leadership and the Master of Science in Supply Chain Management.

The Master of Science in Global Leadership (MSGL) program uses a blended learning model that combines traditional classroom instruction with on-line learning to provide a global business leadership degree. This blended learning model allows participants the opportunity to work toward their degrees without interruption to their full-time career responsibilities. The program is an interdisciplinary degree that examines the challenges of leadership, ethics and business in the international marketplace. Developed to meet the needs of working professionals, the MSGL program offers a high level of flexibility, most notably in the integration of online and traditional classroom learning.

The MSGL degree program is comprised of a 16-month, 31-unit curriculum that focuses on developing leadership skills tailored to global business. The program emphasizes the importance of cultural sensitivity in the political and economic arenas and includes a two-course Certificate in Project Management. Graduates of the MSGL program are equipped with the technical business and leadership skills, and the fundamentals of applied ethics required for success in today’s evolving global marketplace.

The Master of Science in Supply Chain Management (MS-SCM) is designed for participants to gain advanced expertise needed to help their firms progress to world class supply chain management status, with significant improvement in their firm's profitability. This 36-unit program consists of two phases. Phase I of the program is the Graduate Certificate in Supply Chain Management. Students have the option of completing Phase I only and receiving a Graduate Certificate in Supply Chain Management. Upon successful completion of Phase I (GPA 3.0 or higher), students may matriculate into Phase II and complete the MS-SCM.

The MS-SCM program is offered online in a lock-step, cohort-based format and requires 26 months for completion. There is a two month break between Phase I and II, which each require one year for completion. The delivery format employs a blended approach to learning, whereby students spend 11 days on campus per year and complete the remainder of the instruction via online learning. The regular online interaction makes it possible for students to interact with their instructors and fellow students in a user-friendly manner.
Table 1 shows the most recent 5-year enrollment history in the MSGL and MS-SCM programs. MSGL is the larger of the two programs, enrolling 70-90 students per year, and MS-SCM enrolling 20-40 students per year. These are programs are a very small part of what USD does, given its total student enrollment of over 7,800 students.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>MSGL</th>
<th>MS-SCM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>89</td>
<td>41</td>
</tr>
<tr>
<td>2010</td>
<td>83</td>
<td>17</td>
</tr>
<tr>
<td>2009</td>
<td>76</td>
<td>36</td>
</tr>
<tr>
<td>2008</td>
<td>74</td>
<td>31</td>
</tr>
<tr>
<td>2007</td>
<td>109</td>
<td>26</td>
</tr>
</tbody>
</table>

Source: Institutional Research and Planning
*Note: MSGL and MS-SCM each have more than one start date per year

Table 2 shows the degree completion in MSGL and MS-SCM for cohorts beginning in the fall semester. Nearly all students enrolling in these programs complete their degrees.

<table>
<thead>
<tr>
<th>Fall Entry Cohort</th>
<th>Class Size</th>
<th>Returned Next Spring</th>
<th>Graduates Within</th>
<th>2yr</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSGL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>45</td>
<td>37</td>
<td>82%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>40</td>
<td>40</td>
<td>100%</td>
<td></td>
<td></td>
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<tr>
<td>2008</td>
<td>39</td>
<td>34</td>
<td>87%</td>
<td>32</td>
<td>82%</td>
</tr>
<tr>
<td>MS-SCM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>23</td>
<td>19</td>
<td>78%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>16</td>
<td>15</td>
<td>94%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>12</td>
<td>12</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Institutional Research and Planning
*Note: MSGL and MS-SCM each have more than one start date per year
*Note: MSGL is a 16-month program and MS-SCM is a 26-month program.

Table 3 summarizes the answers to basic questions regarding USD’s distance education programs. Because both programs operate using common USD resources (e.g., Information Technology Services) the answers in some cases are repetitive.
### Table 3
Questions and Answers Concerning USD’s Distance Education Programs

**Fit with Mission.** How does the institution conceive of distance learning relative to its mission, operations, and administrative structure? How are distance education offerings planned, funded, and operationalized? (CFRs 1.2, 3.1, 3.5, 3.8, 4.1)

MSGL’s vision: “MSGL prepares students to succeed in the global arena through study of the principles of ethical leadership, best business practices, and respect for cultural, political, and economic differences” is consistent with USD’s mission of “advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders dedicated to ethical conducting and compassionate service.” The tools of distance learning facilitate reaching students outside of the San Diego area, and make the program available to a broader and more diverse group of students distributed nationally and internationally than would be possible with traditional classroom teaching only models. The MSGL program is funded through the collection of tuition fees. Tuition is directly applied to the instructional and administrative costs associated with operating the program.

MSSCM’s vision: “The Master of Science in Supply Chain Management (MS-SCM) is designed for high-performing managers and executives who have an established track record of success in one or more of the functions included in supply chain management. Participants gain advanced expertise needed to help their firms progress to world class supply chain management status” is consistent with USD’s mission of “advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders dedicated to ethical conducting and compassionate service.” The tools of distance learning facilitate reaching students outside of the San Diego area, and make the program available to a broader and more diverse group of students distributed nationally and internationally than would be possible with traditional classroom teaching only models. The delivery format employs a blended approach to learning, whereby students spend 11 days on campus per year and complete the remainder of the instruction via online learning. The regular online interaction makes it possible for students to interact with their instructors and fellow students in a user-friendly manner. The MSSCM program is funded through the collection of tuition fees. Tuition is directly applied to the instructional and administrative costs associated with operating the program.

**Quality of the DE Infrastructure.** Are the learning platform and academic infrastructure of the site conducive to learning and interaction between faculty and students and among students? Is the technology adequately supported? Are there back-ups? (CFRs 2.1, 2.5, 3.7)

MSGL uses WebCT and has its own Assistant Director for Distance Education. Distance Students interact with each other through a variety of tools, but primarily Horizon Wimba and WebCT. All faculty conduct at least one, and up to 4 synchronous on-line teaching sessions using Horizon Wimba. Some students are also using Skype with each other. MSGL also teaches the use of googledocs for collaboration between distant and resident students on team projects. All faculty have created video lectures using Echo 360, and these video lectures are available to distant students as well as resident students.

All new MSSCM students and faculty participate in an on campus technology training. MS-SCM uses WebCT, USD’s campus-wide LMS, and has a senior program coordinator and program coordinator designated as a resource for students and faculty that use the software. MSSCM students interact with each other through a variety of tools, but primarily Horizon Wimba and WebCT. Faculty regularly conduct synchronous on-line teaching sessions using Horizon Wimba. Some students are also using Skype with each other. WebCT is backed up daily and students are able to communicate with faculty and staff through email, telephone, VOIP and personal interaction.
Student Support Services. CPR: What is the institution’s capacity for providing advising, counseling, library, computing services, academic support and other services appropriate to distance modality? EER: What do data show about the effectiveness of the services? (CFRs 2.11-2.13, 3.6, 3.7).

MSGL’s Assistant Director for Distance Education is the primary resource to provide assistance to distant students in the use of technical tools for access to MSGL learning materials. All students, resident and distant, are required to do on-line practice activities prior to doing on-line class work, and all students are required to attend a workshop in configuring their computers to USD’s systems and learning how to use the technical systems. MSGL also provides a video lecture by USD Library’s Steve Staninger procedures for accessing USD’s library from off campus, and exercises must be completed in doing research on-line using the library prior to coming to the first week of class. These assignments are graded as part of assigned course work. Feedback from students on facility with and support for on-line learning has been excellent.

MS-SCM’s program coordinator is the primary resource to provide assistance to distant students in the use of technical tools for access to MS-SCM learning materials, the senior program coordinator provides backup for these services. All students, are required to do on-line practice activities prior to doing on-line class work, and all students are required to attend a workshop in configuring their computers to USD’s systems and learning how to use the technical systems. MS-SCM also coordinates a lecture for students while on campus by USD Library’s Steve Staninger regarding procedures for accessing USD’s library from off campus, and exercises must be completed in doing research on-line using the library prior to coming to the first week of class. The program director is actively involved with the counseling and academic advising for all students. Feedback from students relating to faculty support for on-line learning has been excellent.

Faculty. Who teaches the courses, e.g., full-time, part-time, adjunct? Do they teach only online courses? In what ways does the institution ensure that distance learning faculty are oriented, supported, and integrated appropriately into the academic life of the institution? How are faculty involved in curriculum development and assessment of student learning? How are faculty trained and supported to teach in this modality? (CFRs 2.4, 3.1-3.4, 4.6)

90% of faculty who teach in MSGL are either Academically or Professionally Qualified by AACSB standards. 60% of faculty are full time and all faculty – adjunct and full time - teach at least part of their courses on-line. Distance learning faculty are not differentiated at all from resident learning faculty – all faculty are involved both in resident and distant education. Curriculum development has been through a combination of Executive Committee meetings and Faculty meetings, to which all faculty are invited, to include adjuncts who are invited to phone in if they cannot attend in person. Faculty are trained by MSGL’s Assistant Director of Distance Education prior to teaching in the program, and get additional training during course development and during the preparation of on-line materials for each course. MSGL’s Assistant Director for Distance Education is available to assist faculty (as well as students) at any time with issues associated with on-line tools and education.

90% of faculty who teach in MS-SCM are either Academically or Professionally Qualified by AACSB standards. 60% of faculty are full time and all faculty – adjunct and full time - teach their courses on-line. All faculty provide an in-person introduction to their course while students are on campus for residences. During these introductions faculty conduct simulations and review course requirements and procedures that will be carried out while students are engaged online. Curriculum development has been through a combination of Faculty Oversight Committee meetings and Advisory Board meetings. All faculty (both adjunct and full-time) are invited to phone in with curriculum suggestions if they cannot attend in person. New faculty are trained by MS-SCM’s senior program coordinator prior to teaching in the program, and get additional training during course development and during the preparation of on-line materials for each course. MS-SCM’s senior program coordinator and program coordinator are both available to assist faculty (as well as students) at any time with issues associated with on-line tools and education. Additionally, Information Technology Services (ITS) and iTTeam are both institutional resources available to assist in training and video production with faculty.
Curriculum and Delivery. Who designs the distance education programs and courses? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to on-ground offerings? (CFRs 2.1-2.3, 4.6) (Submit credit hour report.)

All MSGL courses are offered both for Resident and Distant students and resident and distant students are in the same classes and the same teams. Faculty create alternative activities and exercises and provide alternative delivery to replace in-class time that resident students, get but distant students don’t get. This will vary by professor and class – some classes in the first and fourth semesters will have distant students in most of the in-class sessions; other classes never see the distant students and there is a much more robust on-line portion of those classes, to make up for in-class time that distant students cannot attend.

All new MS-SCM courses or curriculum modifications are approved by the Faculty Oversight Committee before being presented to the Graduate Studies Committee, a sub-committee of the full faculty created to assure comparability for all graduate programs, for review and approval. All the courses are offered in a web-based format with an on campus component at the beginning of the term. Faculty create alternative activities and exercises such as discussion board postings and live Wimba sessions to replace in-class time. These activities vary by professor and class.

Retention and graduation. What data on retention and graduation are collected on students taking online courses and programs? What do these data show? What disparities are evident? Are rates comparable to on-ground programs and to other institutions online offerings? If any concerns exist, how are these being addressed? (CFRs 2.6, 2.10)

Retention and graduation for MSGL are much higher than most other programs, largely because MSGL’s structure allows students to roll back to follow on semesters relatively easily, and to transfer their status back and forth from Resident to Distant student, depending on their life circumstances. This flexibility permits students to adjust how they complete the program based on changing life circumstances. Distance and Resident students graduate at the same rate. Retention and Graduation are over 90%. This has not been a concern.

Retention and graduation for MS-SCM are much higher than most other programs, largely because MSSCM’s structure allows students to roll back to follow on semesters relatively easily, and to transfer their status back and forth from Leave of Absence to Active. This flexibility permits students to adjust how they complete the program based on changing life circumstances. Retention and Graduation are over 90%.
**Student Learning. CPR:** How does the institution assess student learning for online programs and courses? Is this process comparable to that used in on-ground courses? **EER:** What are the results of student learning assessment? How do these compare with learning results of on-ground students, if applicable, or with other online offerings? (CFRs 2.6, 4.6, 4.7)

MSGL assesses learning for on-line courses identically to how they assess learning in resident courses. For direct measures, specified faculty complete rubric assessments associated with the goals of the program. For indirect measures, students are given course evaluations to grade each course based on the course objectives and other factors associated with the goals of the course and appropriate pedagogy. Included in their assessment criteria are assessing faculty use of on-line tools and technology. Students are differentiated by distance and resident students, to enable faculty and administrators to determine whether student satisfaction and student comments are different for distance or resident learners. In several cases, distant learner dissatisfaction was higher than resident learner satisfaction; in those cases faculty were advised and provided assistance to increase support to distance students.

MS-SCM assesses learning for on-line courses identically to how on-campus courses are assessed. For direct measures, specified faculty complete rubric assessments associated with the goals of the program. For indirect measures, students are given course evaluations to grade each course based on the course objectives and other factors associated with the goals of the course and appropriate pedagogy. Included in their assessment criteria are assessing faculty use of on-line tools and technology. In cases where student satisfaction is below the program’s high standard (a minimum of 4 out of 5 scale in all areas), faculty were advised and provided assistance to improve online delivery and increase support to students.

**Contracts with Vendors.** Are there any arrangements with outside vendors concerning the infrastructure, delivery, development, or instruction of courses? If so, do these comport with the policy on **Contracts with Unaccredited Organizations**?

For both MSGL and MS-SCM outside vendors are limited to providers of technology – Blackboard and Echo 360. (We do not contract with them directly, rather thru USD’s Information Technology Services.)

**Quality Assurance Processes:** **CPR:** How are the institution’s quality assurance processes designed or modified to cover distance education? **EER:** What evidence is provided that distance education programs and courses are educationally effective? (CFRs 4.4-.48)

USD’s and MSGL’s QA processes are not modified to cover distance only students. Since a significant portion of all MSGL courses include on-line and distance components, and distant students are integrated with resident students, the assessment of courses for distance only students is merely a matter of degree, ie whereas a resident student may have 65% of content delivered on-line, a distance student gets it 100%, augmented with email, and web-based synchronous and a-synchronous communications. Assessment of educational effectiveness is through direct and indirect assessment measures, eg Rubric assessment and course evaluations, as well as end of semester exit briefs conducted by program administrators. Also MSGL’s Executive Committee and Advisory Board routinely review curriculum with program administrators, and have made numerous changes to faculty and curriculum based on feedback from direct and indirect assessments.

Assessment of educational effectiveness of the MS-SCM program is through direct and indirect assessment measures, eg Rubric assessment and course evaluations, as well as end of semester exit briefs conducted by program administrators. Also MS-SCM’s Faculty Oversight committee and Advisory Board routinely review curriculum with program administrators, and have made numerous changes to faculty and curriculum based on feedback from direct and indirect assessments.