

Section I: Overview

Alliant International University (“Alliant”) seeks approval to offer the last two years of its undergraduate degree program, beginning with majors in Business Administration (BA) and International Business Administration (IBA), off campus at Ohlone College (“Ohlone”) in Fremont, California beginning Spring Semester, 2006. This program is based on an educational model (“bachelor’s degree completion program” or “completion program”) that responds to a growing demand from community college students for degree completion programs that are not impacted by the severe space limitations currently found in public colleges and universities in California. The majors proposed here in BA and IBA represent the first in what both Ohlone and Alliant hope will grow over time into a series of Alliant undergraduate majors aligned with relevant graduate programs at Alliant, offered on the Ohlone campus. The need for a bachelor’s degree completion program at Ohlone was identified last year by Ohlone President Doug Treadway. This need was later confirmed by empirical data reflecting a market at Ohlone and in the Bay Area and beyond for bachelor’s completion programs focused in the area of Business.

Alliant proposes to offer degree completion formats of its current Bachelor of Science majors in BA and IBA on Ohlone’s campus beginning Spring 2006. The completion program will be phased in over two terms with an abbreviated program of two courses applicable to both majors beginning Spring 2006, growing to full program offerings in both majors in Fall 2006. Academic control, oversight and evaluation of the program will reside within Alliant’s California School of Business and Organizational Studies (CSBOS) headed by Interim Dean, Dr. Jay Finkelman, and will be led by Dr. Ali Abu-Rahma, Associate Dean of the Division of Business Management within CSBOS. A minimum of 15 students (of the first student cohort of 35) will be required for initial program implementation in Spring 2006. Students will continue to be admitted on a cohort basis of 35 students each year. Based on the demographics of Ohlone’s feeder population for this program, at least half of the program’s student population is expected to consist of traditional college-age, full-time students, with the remaining half (which will include part-time returning adult learners) distributed across older age ranges. Courses will be taught by both Alliant core faculty and by adjunct faculty. Courses will be offered in either sixteen-week, eight-week, or online formats. Since these are established delivery models at Ohlone, students are already accustomed to these formats. Alliant student and academic services support staff will be based at Ohlone to support the day-to-day operation of the program.

The proposed bachelor’s degree completion program extends the tradition of Alliant’s off-campus educational portfolio. The University already offers a WASC-approved graduate program, the EdD, at Ohlone. Other current off-campus programs include: credential, master’s and doctoral education programs at the University’s off-campus site in Irvine, doctoral-level educational program(s) in psychology and a new MA program in Marital and Family Therapy at Alliant’s off-campus site in Sacramento, an MBA program in San Francisco delivered through the Presidio World College affiliate, an MA program in Clinical Psychology in Tokyo, Japan, and clinical psychopharmacology master’s programs at several off-campus sites in the United States. The University has a proven track record in delivering such programs.

Section II: Institutional Summary Data Form

INSTITUTION: Alliant International University

PRESIDENT/CEO: Geoffrey Cox, PhD Date: September 20, 2005

1. YEAR FOUNDED: _____ **2. CALENDAR PLAN:** Semester

3. DEGREE LEVELS OFFERED: _____ Associate X Bachelors X Masters
X Doctorate _____ Professional

4. SPONSORSHIP AND CONTROL: Private non-profit

5. CURRENT ENROLLMENT:	Headcount	% Minority	FTE*
A. Undergraduate	<u>260</u>	<u>35%</u>	<u>246</u>
B. Graduate	<u>3041</u>	<u>27%</u>	<u>2530</u>
C. Non-degree	<u>52</u>	<u>21%</u>	<u>34</u>
TOTAL	<u>3353</u>	<u>28%</u>	<u>2810</u>

*FTE calculated as (the number of FT students) + (the number of part-time students divided by 3) rather than previous method of 1 FTE = 15 units

International students not counted as minority

Headcount will increase as the semester continues

6. CURRENT FACULTY: Full-time 156 % Minority 19.8 (does not include adjunct)
Part-time 50 % Minority 40.0 (does not include adjunct)

7. FINANCES:

A. Annual Tuition Rate: \$18,990 Undergraduate \$450-795 per unit (varies by program) Graduate

B. Total Annual Operating Budget: \$52 million

C. % from tuition and fees 82%

D. Operating deficit(s) for past 3 years: 2003 \$6.63 million (domestic)
2004 \$0 (Kenya not included in financial statements)
2005 \$0 (unaudited)

E. Current Accumulated Deficit: \$6.63 million

8. GOVERNING BOARD: A. Size 33 B. Meetings a year 3 regularly scheduled

9. LIBRARY: A. Number of Volumes 216946
B. Number of Periodical Subscriptions 674

10. OFF-CAMPUS LOCATIONS: A. Number 7 B. Total Enrollment 479

C. List off-campus locations

Irvine, CA; Sacramento, CA; Tokyo, Japan; Presidio World College, San Francisco; Portland OR, Patton State Hospital, Patton; CA Salt Lake City, UT*

11. DISTANCE LEARNING PROGRAMS: A. Number 2 B. Total Enrollment 14

C. List distance learning programs

Post-doctoral Master's program in Clinical Psychopharmacology* ; MA in Education (Teaching; Technology and Learning)

*note that some of the psychopharmacology program students take the program on site, some take via videoconference through distance education. Other programs are a blend, but these are the three pure distance education programs.

Section III: Descriptive Background, History and Context

Alliant's mission is to “educate citizens of the world, ensuring the acquisition of knowledge and competencies essential to live, lead, and solve problems in a global society.” Two distinctive aspects of the University are its orientation as a professional practice university and its focus on the applied social sciences.

The University is a doctoral intensive institution offering bachelor's, master's and doctoral degrees, and post-baccalaureate credentials through three schools, California School of Business and Organizational Studies, California School of Professional Psychology (CSPP), Graduate School of Education, and three new centers, the Center for Undergraduate Education, the Center for International Studies, and the Center for Forensic Studies. Programs are delivered on a system-wide basis at six California sites (Fresno, Irvine, Los Angeles, Sacramento, San Diego, San Francisco Bay), and a campus in Mexico City. Additionally, the University offers a master's-level psychology program in Tokyo, Japan and clinical psychopharmacology master's programs in various off-campus U.S. sites.

The American Psychological Association (APA) accredits eight Alliant doctoral-level clinical psychology programs. The doctoral PsyD program in Marital and Family Therapy (MFT) at Alliant's San Diego and Irvine campuses was the first in the nation to be accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE); the MA in that field is also COAMFTE accredited. Teaching credential programs are accredited by the California Commission on Teacher Credentialing (CCTC). Other Alliant programs are also externally reviewed and accredited or recognized.

Alliant currently has an operating budget of \$52 million and is managed under an institutional structure governed by a Board of Trustees and administered by a President, Provost and Vice President of Academic Affairs, three School Deans, leaders of three Centers (including the Center for Undergraduate Education), and five Administrative Vice Presidents. Management of the University is physically distributed throughout the six sites, though Alliant's chief administrative and academic offices are based on the San Francisco Bay Campus, which includes the offices of President Geoffrey Cox and two of the three School Deans¹, and the San Diego Campus, which includes the offices of Interim Provost and VP for Academic Affairs (hereinafter, “Provost”) Rodney Lowman, and leadership of the Center for Undergraduate Education. A chart diagramming Alliant's senior administrative structure is set out in **Appendix A**.

Each of the University's disciplinary-based programs is managed by a Program Director or equivalent (Associate Dean Abu-Rahma, in the case of CSBOS Business programs) who reports to the relevant School Dean/Center Director (in this case, Interim Dean Finkelman), who in turn reports to the Provost. Dr. Abu-Rahma will also work very closely with Associate Provost for Undergraduate Education Linda Swanson in the Center for Undergraduate Education to manage effective implementation of the BA and IBA undergraduate majors at Ohlone. (A diagram illustrating the management of these majors at Ohlone is also set out in **Appendix A**.)

The University operates in the context of these recent events and circumstances:

- Alliant International University is the result of the combination of the California School of Professional Psychology (CSPP) and United States International University (USIU) in 2001. CSPP was an exclusively graduate four-campus system; programs were mainly in psychology but had begun in education. USIU had residential campuses in San Diego and Kenya (now

¹ The third School Dean is currently located on the Los Angeles campus.

separated from Alliant), a small campus in Mexico, and a graduate center in Irvine. USIU students enrolled in undergraduate and graduate programs in psychology, business, education, and arts and sciences. Building a University with a common vision is progressing under new leadership but is not yet complete.

- After the combination the University had significant financial and leadership difficulties. In February 2004, the WASC Commission issued an Order to Show Cause. Significant and immediate corrective actions taken by the University in the subsequent year addressed many of the Commission's concerns; the Show Cause Order was removed and a Warning issued.
- The University is continuing to rebuild reserves and strengthen itself fiscally after two years of significant deficits, followed by one year of a breakeven budget and much improved financial staffing, processes and procedures. Over \$2 million in surplus is projected for the fiscal year that ended June 30, 2005.
- As a result of the Show Cause action, the University has made many changes over the past year and a half, including changes to senior leadership and the Board of Trustees. This new leadership has embarked on new strategic planning activities and new directions for the University including adoption of an institutional model of higher education aimed at preparing students for professional practice based on specialized advanced knowledge and training.

The proposed completion program at Ohlone is the initial implementation of the community college component of a larger University initiative entitled the Advanced College Program. The Advanced College Program is an outgrowth of a system-wide strategic planning process finalized in Spring 2005, which recommended redesign of Alliant's current WASC-approved four-year bachelor degree program as a two-year bachelor's degree completion program. The University plans to implement the degree completion model on Alliant's four California campuses and two off-campus locations (Sacramento, Irvine), as well as at selected community colleges throughout the state. Additionally, Alliant's Mexico City campus will be able to also offer a degree completion program. As part of the program reconfiguration process, the University will, over time, make adaptations to the degree consistent with its newly-adopted institutional model as a professional practice university. This reconfiguration process has already begun and is reflected in part in the BA and IBA majors presented in this proposal.

The Advanced College Program will allow Alliant to build on its strengths by extending the professional practice and multicultural/international orientation of its graduate programs to its undergraduate degree programs. This extension, in turn, will create a convenient pipeline for community college students in the state, many of whom come from cultural groups historically underrepresented in higher education, to pursue not only bachelor's degrees from two-year college programs, but professional graduate degrees beyond the baccalaureate level, as well.

Section IV: Institutional Accrediting History Relevant to Substantive Change

As noted in Section III, the University was in Show Cause status with WASC for one year due to non-compliance with integrity, leadership and financial areas of the WASC Standards. The University has made significant progress in addressing the issues of non-compliance with the WASC standards through the replacement of leadership at the senior levels, improvements in financial controls and accountabilities, and addressing many of the governance issues. The Show Cause Order was removed at the February 2005 WASC Accrediting Commission meeting, and a Warning was issued to the University.

Outstanding issues identified by the Commission Action Letter of March 2, 2005 and current activities to address the issues include the following:

- *Stabilizing Leadership and Governance.* At its June 10, 2005 meeting, Alliant's Board of Trustees appointed Geoffrey Cox as Alliant's permanent President. Governance issues related to substantive change involve support of key strategic programmatic decisions. The Board of Trustees is responsible for reviewing new program directions and ensuring adequate fit with University mission and vision as well as sufficiency of resources. The Board Academic Affairs Committee is discussing new program review policies.
- *Developing Strategic Planning and Priorities.* The University is moving forward on the implementation of specific programs that meet its strategic priorities as described in Section III. Teams are working on specific strategies throughout the University.
- *Maintaining Fiscal Solvency and Accountability.* The University has determined that enrollment growth through offering a broader set of programs at each Alliant campus or site is a critical component of improving fiscal strength. It is therefore planning new program implementations while continuing to improve its financial expertise and sophistication.
- *Addressing Academic and Support Issues.* The University is continuing to strengthen student support services and the technology infrastructure. Director/Coordinator of Student Support Services positions have been filled at all sites. Additional staff have been hired at Irvine and Sacramento. Two director-level Information Technology (IT) staff were hired in San Francisco.
- *Assessment of Educational Effectiveness.* The University has established a Steering Committee for Educational Effectiveness to recommend a University process and set of priorities for educational effectiveness.

Between November 2004 and August 2005, Alliant brought four proposed new programs to WASC for approval as part of the substantive change process. One was denied and is currently being revised. A second, the EdD in Educational Leadership to be offered off-campus at Ohlone, was approved on the second submission and has been implemented. A third proposal, a request to extend Alliant's Marital and Family master's program to the Sacramento site of Alliant was approved on the first submission. The fourth proposal, a precursor to the present proposal, was brought in August to initiate a Bachelor's Completion Program at Ohlone, beginning with a major in International Relations (IR). The proposal was denied at that time and is being re-submitted in the current form, proposing initial implementation instead of majors in BA and IBA (see cover letter to this proposal for a summary of WASC concerns with the original proposal).

Prior to the most recent substantive change proposal submissions, the panel had noted that Alliant needed to improve its substantive change proposals, including the quality of the sample syllabi, the integration of technology into programs, and the sections of the proposals on educational effectiveness. Alliant has since extensively revised its institutional review process for new program proposals, generated model syllabi that have been approved and disseminated to the faculty by the University Faculty Senate, increased emphasis on technology and made progress in revamping its models for evaluating educational effectiveness.

Section V: Program Need

This proposal describes the initial off-site implementation of the Advanced College, or “degree completion” Program. Data in support of the program and on market needs were first identified through a Task Force on Undergraduate Education appointed by President Cox and Provost Lowman to identify potential markets for Alliant and incorporated into Alliant’s *Renaissance Plan* (**Appendix B**) and through a subsequent environmental scan (**Appendix C**). Key statistics from these reports are as follows:

- The majority of students in college today seek a major with some direct relationship to a desired career or profession. This trend toward the “practical or applied arts” has been accelerating since 1970 (see Alliant’s *Renaissance Plan*, 2004, **Appendix C**).
- Significant enrollment potential (for Alliant) exists both in San Diego and statewide for transfer students (*Environmental Scanning Report on Transfers*, 2005).
- 74 (58%) of the 128 new entrants in Alliant’s undergraduate programs in San Diego for fall 2004 were transfer students (*Alliant Renaissance Plan*, 2004).

Alliant considered these statistics and data showing significant existing and projected shortfalls in the capacity of California’s public colleges and universities to accommodate student demand (*Campaign for College Opportunity Website*, 2005). Based on this and other information, Alliant arrived at a decision in early 2005 to reconfigure its current four-year undergraduate program to a two-year model, and to implement this new model both on its existing campuses (except the campus in Mexico, which will retain a four-year program) and on selected community college campuses.

Ohlone first expressed interest in Alliant’s Advanced College in Summer 2004 when the presidents of both institutions met to discuss delivery of Alliant’s EdD program at Ohlone. In these conversations, Ohlone President Doug Treadway identified several populations of students at Ohlone without the means to relocate out of the area to four-year institutions. These groupings include: 1) students from burgeoning immigrant communities in the Fremont area, who for cultural and social/economic reasons have less ability to leave the area (these communities include large populations originally from India, Pakistan, Mexico, various other Asian countries, as well as the largest Afghani refugee community outside of Afghanistan); 2) deaf and hearing-impaired students whose access to traditional baccalaureate degree programs is limited; and 3) non-traditional adult learners enrolled at Ohlone whose mobility is limited due to work obligations. Consistent with these factors and with space limitations in the public sector, statistics show a steady decline in transfers to public sector institutions in California among Ohlone students – the percentage dropping 17% from 2001-2002 to 2003-2004 (*System Performance on Partnership for Excellence Indicators*, May 2005 and April 2004, Chancellor’s Office, California Community Colleges), while the number of students enrolled who are “transfer prepared” has fluctuated and rose from 715 to 834 from 2002-2003 to 2003-2004. Thus, Ohlone estimates that the annual number of students potentially looking for on-site transfer opportunities is 200-500 students per year.

In recommending Alliant’s on-site completion program for Ohlone, President Treadway also identified two additional strengths of the proposed program:

- *Focus on multicultural curriculum content* – Alliant’s emphasis on multicultural and international issues is supportive of Ohlone’s mission statement², which speaks to the international diversity and international interests of Ohlone’s student body, 40% of whom

² Ohlone’s *Collaborative Missions and Values* includes as a College goal, “Promote appreciation for and understanding of diverse races and cultures by expanding the diversity of college personnel, international education offerings and exchanges, cross-cultural curricula, and ethnic/cultural events.”

- come from immigrant households representing more than 100 languages; and
- *Emphasis on internships and other professional practice opportunities* with local businesses, schools and hospitals.

Alliant International University conducted market research in the Bay Area to identify a potential target market for a degree completion program at Ohlone with majors in International Relations and Business Administration. An exploration of *customers, competitors and competitive advantages* was undertaken and information is summarized as follows. In addition, following questions raised by WASC during the last Substantive Change Panel review concerning the strength of market data and demand underlying the university's enrollment projections, Alliant conducted a survey of Ohlone students who were enrolled in an AA/AS program or were "transfer-bound." The survey was used to determine student interest in aspects of potential program delivery, program components, and preference for academic major. The survey was sent out via an e-mail invitation from Ohlone Associate Vice President Ron Travenick to 7,800 students. Over 600 students responded to the survey, a response rate of 8%. Some of the results of this survey are summarized in **Appendix D**, and these results strongly support important aspects of Alliant's program.

Customers: Data from the California Department of Finance, the California Postsecondary Education Commission, and Census/Labor Market/Occupational Data, were collected and analyzed. In particular, *The 2003-04 East Bay Occupational Outlook* identifies 100 top occupations (noted as requiring a bachelor's degree or higher level of education) in the East Bay based on employment outlook include several that would require or benefit from the business/information systems curriculum proposed by Alliant, including accountants and auditors, general operations managers, management analysts, and financial managers as well as many job categories relating to information services/data management. East Bay business exports technology, software, transportation equipment, and services. Trade is tied closely to Asia and particularly to Japan. Business administration programs in the Bay Area show particular strength as demonstrated by enrollment and degrees obtained in these fields and growth in industries and job occupations needing business/management skills, including in the state and local government sectors. The East Bay also seems to be recovering economically at a reasonably rapid rate given the employment losses that occurred during the 2001 recession. Thus, both academic and labor market trends support demand for business-related degrees, with the East Bay having a strong international business context as well. There are particular needs in the information technology sector as well that can be served by the Information Systems and Technology minor.

Respondents to Alliant's survey selected were allowed to choose *up to three majors* of interest; the most popular choice, business administration, was selected by 22% of *all respondents* and was 10% of the *total responses* listed by all respondents. In addition, international business was selected by 6% of respondents, computer science/information technology was selected by 11% of respondents, and international relations by 2% of respondents.

Data on the overlap is as follows: 1) of those who selected business administration, 14% also selected computer science/information technology and 17% also selected international business administration; 2) of those who selected international business administration, 21% also selected international relations and 16% selected computer science/information technology. Ohlone students' interests in business fields is supported by pre-existing data on Ohlone student degrees

and certificates awarded: 12% of Ohlone AA/AS degrees in 2004-05 were in business and management, as were 66% of the 18-30 unit certificates.

Alliant's historical institutional experience of undergraduate student interest in BA and IBA has been that IBA enrollments have substantially exceeded BA enrollments every year for the past several years. In addition, 17% of students who on average enter as a BA in any particular year switch to the IBA major during the course of their undergraduate program.

Competitors and Competitive Advantages: There are a number of institutions of higher education in the vicinity with well-positioned product offerings in BA. Some institutions (but not all) offer IBA as well, e.g., California State University East Bay and many of the proximate private universities. However, the survey results indicated strong support for the defining characteristics and competitive advantages of Alliant's bachelor's completion program:

- The opportunity to complete a bachelor's degree on the Ohlone campus (65% would be "somewhat interested" or "very interested" in attending a bachelor's degree through a private college on the Ohlone campus)
- Emphasis for preparing students for professional practice and the work environment, including the incorporation of internships into the degree completion curriculum.

Price was examined as well, since Alliant is cognizant of the price sensitivity among transfer students. In order to respond to the differential cost of attendance at Alliant compared to Ohlone and other public sector colleges, Alliant has implemented financial aid leveraging strategies which bring the cost of attendance within the reach of community college students. Pro-active counseling with prospective transfer students can assist eligible students in securing Cal Grants in the approximate range of \$8,880; this aid will be coupled with other forms of institutional aid. Alliant's survey also tested attitudes toward payment of private school tuition. The majority of respondents seemed willing to consider private school tuition offset by financial aid, if a program otherwise met their educational needs. Thirteen percent (13%) of *all respondents* reported that tuition was not a factor in their decision to consider a particular bachelor's degree completion program.

In light of these compelling data, Alliant has altered on re-submission its proposal to WASC. Under the present Substantive-Change proposal, approval is sought to offer both business administration and international business administration majors, with minors in international relations and information systems and technology.

Section VI: Planning and Approval Process

Alliant has engaged in a comprehensive process of institutional review and strategic planning since at least June, 2004. Financial and programmatic difficulties specific to the former USIU's (and then Alliant's) offering of undergraduate programs over a number of years prompted the University to establish a task force focused on undergraduate education during this planning process. That group concluded that the University should retain a commitment to undergraduate education, but only at the upper division level and under a new structure that would, when fully implemented, engage the faculty of Alliant's graduate and professional programs in planning and implementation of the program consistent with Alliant's newly-articulated model of professional practice education.

The recommendation from that group became part of Alliant's *Renaissance Plan* (**Appendix B**), which was in turn presented and debated on each campus of the Alliant system. That process included rigorous review and discussion within the Academic Council and President's Cabinet as well as in the Faculty Senate. Discussions within these governance groups and results from a survey administered to all staff, faculty and students supported development of the new undergraduate model. Additionally, data from the environmental scan (described above in Section V) and economic modeling from Alliant's Finance and Administration group supported the financial viability of making such a change.

An *ad hoc* committee of the Faculty Senate then met to advise President Cox on how to set up an administrative structure for the restructured program (details of the committee's work appear in the *Proposal to Restructure Undergraduate Education at Alliant International University*, **Appendix E**). The work of this group resulted in the approval by Alliant's Board of Trustees on February 11, 2005 of the new model for undergraduate education and the new Center for Undergraduate Education (CUE) (see **Appendix F** for the relevant meeting minutes).

Key personnel from Ohlone have also been involved in the planning for this program. This work began in an innovative manner as part of a course assignment in Alliant's EdD Program in Educational Leadership delivered for the first time at Ohlone during the Spring 2005 semester. The cohort of students in this class included some of Ohlone's senior administrators. As a cohort, the class elected to create a design for implementation of an advanced college program that could be established on a community college site. The group used Alliant's degree completion program at Ohlone as a specific case study for their project. (The project plan from the class is included as **Appendix G**.) The iterative review process employed by the class involved input and consultation with key administrators from both institutions including an additional planning group at Alliant.

The work product from this group was submitted to Alliant's management. Many of the recommendations from the report were incorporated into Alliant's internal planning process. This process was led by Provost Lowman and included the participation of Associate Provost for Undergraduate Education Linda Swanson, Vice President for Undergraduate Education Eric Gravenberg, International Studies Center Director Ilya Adler, and Special Assistant to President Cox Jacyn Lewis. Meetings between key administrators from both institutions continue as the implementation date approaches. An inter-institutional Technology Task Force, for example, has been established to advise on longer-term programmatic issues.

The proposal to implement Alliant's degree completion program at Ohlone was circulated and reviewed by Ohlone's Faculty Senate, Ohlone President Doug Treadway, Ohlone Vice Presidents for Student Services and Instruction, Ron Travenick and James Wright, respectively, and Ohlone Director of Business Services, Joanne Schultz. At Alliant, in addition to the groups already mentioned, the proposal was reviewed by Alliant's Academic Council and shared with its Faculty Senate.

Section VII: Program Description

Business Administration and International Business Administration Programs: Both business programs are offered through the California School of Business and Organizational Studies (CSBOS). Dr. Jay Finkelman serves as Interim Dean of CSBOS and Dr. Ali Abu-Rahma

as the Associate Dean of the Division of Business and Management, the division within CSBOS that sponsors Alliant's business programs (vitae for Dr. Finkelman and Dr. Abu-Rahma appear in **Appendix H**). The business faculty are from many countries and bring a wide range of experience to the classroom. They have taught internationally, are active in research, and have extensive professional international experience. Graduates of the program hold managerial positions in the United States and around the world. Financial institutions, multinational corporations, marketing firms, import-export firms, and governmental agencies are some of the employers who have sought out Alliant business graduates. **Appendix I** provides a sample list of alumni professional positions.

The Business Administration degree completion major provides a strong foundation in the basic concepts of business and corporate systems. It introduces the student to a broad spectrum of situations in business and management. The International Business Administration major grew out of the School's recognition that: 1) the growing economic interdependence between nations has created an acute need for international course offerings, and 2) demand has steadily increased world-wide for graduates with greater managerial capability in transnational business and economics.

U.S. News and World Report ranked Alliant's San Diego campus number one among universities in the United States for the percentage of international business students enrolled. At the San Diego campus, about half of the undergraduate business students come from countries outside of the U.S. The opportunities presented by this broad cultural mix to get to know people from other parts of the world and to learn how business is conducted in various regional settings strengthens students' preparation for a career in international business. In addition to the San Diego program, Alliant offers the IBA on its Mexico City campus.

Alliant's proposed implementation of BA and IBA as the first majors in its Ohlone-based Bachelor's degree completion program will create many opportunities for synergistic exchange between the majors and rich opportunities to integrate training from relevant minors. The two majors overlap substantially but also draw from somewhat different audiences. Alliant's experience in offering these business degree programs at the San Diego campus suggests that many students come to the University initially majoring in business administration but then switch over to become international business students after they arrive as they better understand the programs. Having both majors builds on a strength of the University in international aspects of business while offering both a traditional and a more intense focus on this area.

With the addition of the International Relations and Information Systems and Technology minors (popular choices of business students at our San Diego campus), Alliant faculty will have an in-depth approach to training students for roles in business, which is increasingly global and technology-based. This will also differentiate Alliant's programs from those of other institutions based in the East Bay, adding competitive advantage. Additionally, students studying in the BA or IBA program at Ohlone will have the option of spending a semester or more at the San Diego or Mexico City campus, a special feature that further integrates the disciplines.

The academic advising, administrative, and student services functions for the Alliant programs at Ohlone will be administered by the Center for Undergraduate Education (CUE) which serves as the coordinating body for all Alliant undergraduate programs. Dr. Abu-Rahma will work closely with Associate Provost for Undergraduate Education, Dr. Linda Swanson (see vita in **Appendix J**), and the anticipated Alliant Academic Services Manager for the Ohlone location, Dr. Trudy

Day, to assure successful program implementation. Dr. Swanson has managed programs in as many as ten different disciplines while serving for six years as Department Chair and one year as Acting Dean of the College of Arts and Sciences at Alliant. Her experience will assist in the program's smooth implementation. Dr. Day will report directly to Dr. Swanson, with a dotted reporting line to Dr. Abu-Rahma (see **Appendix A**).

Dr. Eric Gravenberg, the Vice President for Undergraduate Education (see vita in **Appendix K**), will be responsible for all student services for the Alliant program at Ohlone; see Student Services section for details. Thus, the Center for Undergraduate Education combines the efforts of Alliant's Academic Affairs and Student Services into a cooperative and collaborative effort for support of the academic programs.

Curriculum Design of the Program - The Bachelor's Degree Completion Program at Ohlone is based on a professional practice educational model. This model prepares students to be effective practitioners by combining learning in current research and theory with apprenticeship and project-based learning. This approach is designed to prepare students for the professions they plan to enter either immediately upon graduation or after graduate-level study. It also aims to equip students with the multicultural and international competencies required for professional practice in today's world. Practical application of what has been learned in the classroom receives a strong emphasis with the full-year internship program (described below) which serves as a culminating experience.

The Internship Requirement - A unique feature of Alliant programs is that students must complete two internships: one in the major and the other in the minor. This reinforces the experiential emphasis of the professional practice model by drawing on the skills and knowledge gained in both disciplines. Each internship will require a minimum of 250 hours. Students in the internship courses are required to have regular group meetings with the supervising faculty who will facilitate the students' understanding of how the field experience enhances their appreciation of the firm/organization as a system. In addition, each student will meet individually with a designated faculty member whose specialization is most closely aligned to the student's internship placement. For both the group and individual meetings, student learning is assessed by academic requirements. Students will be encouraged to complete at least one of the internships in San Diego or Mexico City. Alliant is encouraged by the positive response it has received so far from Bay Area businesses to this proposed internship model. Although implementation of the proposed program is still over a year away, Alliant has through preliminary contacts received expressions of interest from several Bay Area employers, including small business consultancies and other companies based in the East Bay close to Ohlone, to large government employers (e.g., the County of San Mateo) and affiliated business networks (e.g., Walden International) with the capacity to arrange multiple placements (see **Appendix L**).

Learning Outcomes for Business Administration and International Business Administration Degree-Completion Majors - Intended learning outcomes for students completing these programs include those specific to the major and those generic to all Alliant undergraduate programs. Graduates of the business programs are expected to be able to:

1. understand business, international business, and information systems and technology;
2. exhibit knowledge of intercultural dynamics in a business environment;
3. work as a contributing member of a multi-cultural team;
4. show proficiency in selected disciplines;
5. understand the overall dynamics of organizations;

6. demonstrate skills in critical thinking;
7. exhibit competence in interpersonal, oral, written, quantitative and computer skills;
8. be prepared for both advanced study and entry level positions.

Generic core competencies for all Alliant undergraduate degree completion programs, also relevant to the bachelor's degree-completion program, include the ability to:

1. think, write, and speak critically and creatively through the effective use of both qualitative and quantitative skills;
2. solve problems through the use of both independent and cooperative research strategies;
3. utilize technology for extended learning;
4. apply both breadth and depth of knowledge and skills in their chosen disciplines;
5. understand and appreciate the interdisciplinary nature of knowledge;
6. integrate theory and practice in their chosen disciplines;
7. function effectively as members of multicultural and global societies; and
8. move into their chosen professions or to continue graduate-level study.

Appendix T shows the alignment of program learning outcomes and course learning objectives.

Listing of Courses: The degree-completion program requires that entering students have completed the necessary lower-division prerequisite courses. The required upper division courses consist of 36 or 42 units in the major, 6 units of general education, and 12 units of the minor.

Bachelor of Science in Business Administration

Prerequisites (the following Alliant courses or their equivalent)

ACT 1010	Financial Accounting
ACT 2010	Managerial Accounting
BUS 1010	Introduction to Business Administration
ECO 1010	Principles of Microeconomics
ECO 1020	Principles of Macroeconomics
IST 1010	Introduction to Information Systems

Bachelor's Degree Completion Course Requirements

<i>Upper Division Requirements</i>	<i>36 units</i>
BUS 3010	Business Law
BUS 3020	Production and Operations Management
BUS 3030	e-Business
BUS4070	Business Values and Ethics
BUS 4090	Strategic Management
FIN 3010	Principles of Finance
IST 3020	Information Systems Management
MGT 3010	Overview of Management Practice
MGT 4030	Cross-Cultural Management
MKT 3010	Principles of Marketing
SEN 4910	Internship I
SEN 4910	Internship II
<i>Upper Division General Education Requirements</i>	<i>6 units</i>
ENG 3303	Advanced English Composition
	Social Science Elective
<i>Upper Division Electives</i>	<i>6 Units</i>

Minor	12 Units
Total	60 units

Bachelor of Science in International Business Administration

Bachelor's Degree Completion Course Requirements

<i>Upper Division Requirements</i>	42 units
BUS 3010	Business Law
BUS 3030	e-Business
BUS 4090	Strategic Management
FIN 3010	Principles of Finance
FIN 4010	International Managerial Finance
IBA 3000	International Business
IBA 4020	International Economics and Trade
IST 3020	Information Systems Management
MGT 3010	Overview of Management Practice
MGT 4030	Cross-Cultural Management
MKT 3010	Principles of Marketing
MKT 4010	International Marketing
SEN 4910	Internship I
SEN 4910	Internship II
<i>Upper Division General Education Requirements</i>	6 units
ENG 3303	Advanced English Composition
	Social Science Elective
Minor	12 Units
Total	60 units

MINORS:

At the initial stages of the program all students will choose from two minors: International Relations or Information Systems and Technology. Other minors will be offered in the future as the program grows.

<i>Minor in International Relations</i>	12 units
IRL 3030	Comparative Political Systems
IRL 3010	Patterns of Development, Cooperation, and Conflict
IRL 4015	International Organizations
IRL 4100	International Law

<i>Minor in Information Systems and Technology</i>	12 units
IST 4020	System Analysis and Design
IST 4030	Database Management Systems
IST 4040	Decision Support Systems for Managers
IST 4050	Global Information Systems

Pedagogical Methods - The program will use a variety of methods that focus on both the applied and theoretical concepts in each subject area of the disciplines in the program. The pedagogical methods are based on six concepts listed below and are also based on a mixture of learner-centered and instructor-directed learning experiences. Faculty are strongly encouraged to utilize technology in the classroom and also to use the Blackboard environment as a supplemental enhancement to the delivery of their courses.

The following examples of pedagogical methods are utilized to apply the six concepts in the BA and IBA courses:

- *Transitional*: individual and multi-cultural-international team projects to provide the understanding and skills required for success in a multicultural global environment.
- *Holistic*: an overall perspective of the organization as a system. Lectures, homework assignments, in-class exercises, and cases focus on looking at the firm as a whole and how decisions made at various levels and department impact the performance of the firm as a whole.
- *Multidisciplinary*: a view of the firm that includes relevant variables for all disciplines. Lectures and student projects and assignments are encouraged to utilize other disciplines to gain a holistic understanding of the firm's environment and particular topic.
- *Environment Driven*: the understanding and analytic skills that are necessary to evaluate and respond appropriately to a firm's changing business, economic, social, political, cultural, and technological environments. Students' projects and assignments focus on scanning the environment and applying the results and assessments in their individual and/or team projects.
- *Change-Oriented*: development of attitude, understanding and skills to achieve success in changing and turbulent international business environments. The project-and problem-based learning approach in addition to reinforcement in lectures, students' projects and class presentations reinforce the change-oriented approach in content delivery in the international business administration courses.
- *Experiential*: practical experience that has academic support and consultation from professors in the program. The internship is required to reinforce the experiential orientation of the program. Additionally, real-life examples and cases, field visits, and guest lecturers are always encouraged.

Syllabi and Syllabus Review Process - To improve Alliant's focus on student learning outcomes and educational effectiveness, the Alliant Faculty Senate (AIUFS) has approved a model syllabus to be used as a guide for the faculty. During AY 2005-2006, the business and international relations faculty in both San Diego and Mexico City will continue to revise syllabi to implement the new model syllabus. A syllabus review process may be developed as a result of the work of the Alliant Steering Committee for Educational Effectiveness (see Section XIV). Sample syllabi are in **Appendix M**.

Course Schedule and Program Format – The BA and IBA programs at Ohlone will use a cohort model, with a required minimum of 35 students (initially 20 in BA and 15 in IBA) needed to form a new cohort. The cohort model will help to create a strong social and academic support system for students as they progress through the program. These support systems will be critically important for bolstering retention and completion rates. Students who stop out and then want to re-enter later will need to join a cohort that is at the same point in the program as the one they were in when they stopped out. The Alliant academic advisor will be able to assist students in planning their reentry strategy.

Since relatively little time is left to recruit students for Spring 2006, Alliant plans an initial implementation of just two course offerings for Spring. This approach will serve two purposes: (1) it should pique the interest of prospective BA or IBA students who are finishing their lower-division courses and who could begin to take a few upper-division courses; and (2) it will provide

the opportunity to recruit a full cohort during the normal recruiting cycle. As reflected in the course schedules, provisions have been made to offer the Fall 2006 cohort the courses that the Spring admits will have taken in Spring 2006 during Winter Sessions 2007 and 2008.

The program will be offered in a variety of formats as listed below. Alliant's degree-completion programs will utilize the formats already in place at Ohlone. These formats offer students several types of learning environments in order to accommodate diverse needs. Note that faculty who will teach online are fully trained and experienced with this mode of delivery. They are accustomed to using the Blackboard Learning System to teach these courses. In the Business Management Division of CSBOS, online courses have been offered for approximately the past 7 years, especially in the Information Systems and Technology program. The scheduled course offerings also indicate whether core or adjunct faculty will teach each course.

1. Sixteen-Week Format: Taught by either core or adjunct faculty in traditional class setting
2. Eight-Week Format: One meeting per week. Taught by core or adjunct faculty in traditional class setting
3. Online Format: Taught by either core or adjunct faculty.

Course schedule: Business Administration

Business Administration											
Spring 2006	Faculty	Format	Major/Minor	Fall 2006	Faculty	Format	Major/Minor	Winter Session 2007	Faculty	Format	Major/Minor
BUS 3030	Core SD/Naert	2	Major	FIN 3010	Core	2	Major	BUS 3030	Core	3	Major
ENG 3303	Core SD/Zoly nas	2	Gen Ed	MGT 3010 MKT 3010 BUS 3020 IST 3020	Core Core Adjunct Core Core	1 1 3 2	Major Major Major Major				
Spring 2007	Faculty	Format	Major/Minor	Fall 2007	Faculty	Format	Major/Minor	Winter Session 2008	Faculty	Format	Major/Minor
MGT 4030	Core	2	Major	BUS 4090	Core	2	Major	ENG3303	Core	2	Gen Ed
IRL 3030	Core	1	Major	IR 3010	Core	2	GE/MI/EL				
IST 4020	Adjunct	1	Minor	IST 4030	Adjunct	1	Minor/Elec				
BUS 3010	Adjunct	1 or 2	Minor	or	Adjunct	1	Minor/Elec				
BUS 4070	Adjunct	1	Major	IRL 4015		1	/Gen Ed				
				SEN 4910	Core		Major				
Spring 2008	Faculty	Format	Major/Minor								
Soc. S. Ele.	Adjunct	1	GE								
IRL 4100	Adjunct	1	Minor								
IST 4040	Adjunct	1	Minor								
IST 4050	Core	2	Minor								
SEN 4910	Core	1	Major								

* All Courses are 3 Units Each

Course schedule: International Business Administration

International Business Administration

Spring 2006	Faculty	Format	Major/Minor	Fall 2006	Faculty	Format	Major/Minor	Winter Session 2007	Faculty	Format	Major/Minor
BUS 3030	Core SD/Naert	2	Major	FIN 3010	Core	2	Major	BUS 3030	Core	3	Major
Eng 3303	Core SD/ Zolynas	2	Gen Ed	MGT3010 MKT3010 IBA 3000 IST 3020	Core Adjunct Core Core	1 1 2 2	Major Major Major Major				
Spring 2007	Faculty	Format	Major/Minor	Fall 2007	Faculty	Format	Major/Minor	Winter Session 2008	Faculty	Format	Major/Minor
IBA 4020	Core	2	Major	BUS 4090	Core	2	Major	ENG 3303	Core	2	Gen Ed
MGT4030	Core	1	Major	FIN 4010	Core	2	Major				
IRL 3030	Adjunct	1	Minor	IR 3010	Core	2	Minor/GE				
or	Adjunct	1	Minor	IST 4030	Adjunct	1	Minor				
IST 4020	Adjunct	1 or 2	Major	or	Adjunct	1					
BUS 3010				IR 4015	Core	1	Minor/ GE				
				SEN 4910			Major				
Spring 2008	Faculty	Format	Major/Minor								
Soc.S. Ele.	Adjunct	1	Gen Ed								
MKT4010	Core	2	Major								
IR 4100	Adjunct	1	Minor								
IST 4040	Adjunct	1	Minor								
IST 4050	Core	2	Minor								
SEN 4910	Core	1	Major								

* All Courses are 3 Units Each

Students in all of the Alliant programs at Ohlone will have ample opportunity to interact with the faculty as well as with other students during in-class hours, during weekly office hours at the Alliant faculty members' Ohlone offices, and through e-mail and Blackboard. Faculty may also be available by appointment to meet students at times other than designated office hours. The Alliant Academic Services Manager (see Section VIII) will be responsible for working with faculty to schedule appropriate discipline-specific activities and events for further faculty-student interaction.

Student study and meeting/lounge space to facilitate peer-to-peer contact will also be provided (per inter-institutional agreement). This space will be used to establish study groups to provide a physical space for students working on group projects or presentations to use. Virtual meetings and other collaborations will also be used to support the programs. The Academic Services Manager will involve students with key Alliant events, e.g., facilitating students' participation in the University Student Government Association (USGA).

Admissions Requirements and Processes - Alliant is solely responsible for all admissions decisions with regard to all of its degree programs and an Alliant articulation officer will evaluate official transcripts of academic credits earned at other institutions to determine the number of transferable credits to be applied toward the Alliant bachelor's degree program. To be eligible to apply for admission, students must have earned an undergraduate GPA of 2.0 or better at all colleges and universities attended. Students must have completed a minimum of 56 semester units (and/or have earned an Ohlone Associate's degree). (In the first year of the program, Alliant will accept

students with 50 rather than 56 units if they can complete their lower-division requirements while meeting the requirements of Alliant's program.)

A total of 120 units is required for all bachelor's degree programs at Alliant. A maximum of 90 semester units of credit earned with a grade of "C" or better may be transferred from another institution. All transfer credit must be from accredited institutions. Alliant also accepts the Intersegmental General Education Transfer Curriculum (IGETC) certificate toward lower division general education requirements. The final 30 units toward the degree must be completed at Alliant to comply with the University's residency requirements. Admission and transfer materials are maintained by Alliant staff in appropriate offices under Alliant policies and procedures for records security and retention.

Section VIII: Faculty

Business Administration Faculty - The Business and Management Division of CSBOS has twelve core faculty members. Four open replacement positions are expected to be filled for the spring semester 2006. Biographies of the core faculty members are found in **Appendix N**.

Some of the business faculty will travel to Ohlone to teach and others will teach the courses online as indicated in the course offering schedule above. Since the lower-division courses will be phased out over the next two years in San Diego, business faculty will have workloads that could include teaching courses at Alliant's programs at Ohlone College. In order to build the program and as soon as the enrollment warrants, a .5 FTE core faculty will be hired in the Bay area. In addition, core faculty in CSBOS who are based on Alliant's San Francisco campus will teach at Ohlone. Also, qualified Ohlone professors may teach as adjuncts.

Very few teaching overloads will be necessary. It is anticipated that the following courses will be taught as overloads.

Faculty Overload Courses:

Program	Faculty	Semester	Course
IBA	Rahman	Fall 2007	FIN 4010
BA/IBA	Naert	Spring 2008	IST 4050
BA/IBA	Kaye	Spring 2007	MGT 4030

International Relations Faculty - Alliant appointed long-standing core faculty member, Dr. Ilya Adler, as the Director of the Center for International Studies effective July 1, 2005. Dr. Adler provides academic leadership for all International Studies programs, and he will also provide academic continuity for the IR minor. Dr. Adler is knowledgeable about the Alliant IR curriculum, has led the Mexico City IR program, and specializes in international/intercultural communication and political communication. His vita is included in **Appendix O**. It is expected that he will be on site at Ohlone periodically as needed.

Alliant's IR program system-wide currently has four core faculty members -- two based in San Diego and two in Mexico City. In addition to Dr. Adler, faculty members include Drs. Arturo Cherbowski, Michael Turner and Mohamad Yakan. Biographies of these faculty are found also in **Appendix O**. As indicated in the schedule above, some of these faculty will teach in the Ohlone program, and as the program grows, additional core faculty will be hired to be based in the Bay area.

Alliant Academic Services Manager - In support of the academic program, Alliant will also employ an Alliant Academic Services Manager, intended to be Dr. Trudy Day (see vita in **Appendix P**). The primary responsibilities for this position will be to:

- Work collaboratively with the Associate Provost for Undergraduate Education and Program-Directors (or their equivalents) to assure excellence in program delivery and to achieve identified student outcomes;
- Work collaboratively with the Alliant Vice President for Undergraduate Education to assure student services are appropriately delivered;
- Work collaboratively with the Alliant Transfer Counselor to ensure that appropriate academic support to students is provided in a timely manner;
- Under the guidance of Alliant Program Directors (or their equivalents), and the Associate Provost for Undergraduate Education, develop the internship sites required for Ohlone-based students in the second year of the program.

A more complete set of responsibilities for this position is available in **Appendix P**.

Section IX: Student Support Services

Student services for the bachelor's completion programs will be provided under the general direction of the Vice President for Undergraduate Education, Dr. Eric Gravenberg. He is currently working with Dr. Swanson to hire an Alliant Transfer Counselor to be located on-site at Ohlone, beginning next term, Spring 2006 (assuming the cohort threshold is met). The Counselor will be hired on a half-time basis in the first term, moving to full-time status beginning Fall Term 2006. The Alliant Transfer Counselor will be trained in multiple student support areas and general University policies to create a "one stop" customer relations point of contact for prospective transfers and matriculated students. The Counselor will work collaboratively with the Alliant Academic Services Manager, as appropriate, on student retention-related matters. A description of the services to be provided and the mode of delivery is as follows:

Marketing and Recruitment - To generate interest in and application to Alliant, the Transfer Counselor will conduct presentations in multiple settings and events, provide written literature and publications (including a new publication, *Alliant's Guide to Community-based Transfer Students*) to prospective students, send informational mailings to students, and build and maintain program visibility both on and off campus.

Admissions - Under the oversight of the undergraduate admissions office of CUE, the Transfer Counselor will have the authority to admit qualified students on-site at Ohlone. On-site admissions will occur either through special activities or programs each term, or during a scheduled appointment with the Alliant Transfer Counselor. The Alliant Transfer Counselor will provide each student admitted with a checklist that identifies the next steps and timelines to ensure a successful matriculation to Alliant. Next steps will include a follow-up admissions workshop, contact from an Alliant faculty advisor, a financial aid reminder call and/or email, an appointment with an academic advisor, instructions on web registration, notification of orientation dates, and provision of a help line.

Preliminary Transfer Credit Evaluation - The Alliant Transfer Counselor will conduct a preliminary evaluation of transfer credit for students seeking to transfer to Alliant, and will inform them if additional coursework needs to be completed to fulfill the transfer admission requirements

under Intersegmental General Education Transfer Curriculum (IGETC). Students will be advised that the final transfer credit evaluation will be verified by the CUE.

Orientation - The Alliant Transfer Counselor will be responsible for the planning, implementation and coordination of orientation programs, which will include key University faculty and staff. S/he will also collect student satisfaction data that will be used to improve subsequent orientation programs.

Academic and Career Advising - General academic advising information will be provided by the Alliant Transfer Counselor, who will serve as the initial contact person for students and link them to the academic advisors within CUE for their major. The Counselor will arrange contacts for prospective transfers with CUE staff or faculty through the following means: 1) phone calls and/or online academic advising sessions; 2) monthly visits by Alliant staff or faculty at Ohlone; and 3) academic and career advising sessions via videoconference.

Registration - Matriculated students will be able to register for classes online through Alliant's website. The Alliant Transfer Counselor will conduct informational workshops both at orientation and special sessions for those who need assistance with the online web registration process.

Coordination of Financial Aid Information and Services - The Transfer Counselor will ensure that financial aid information is widely disseminated, that processes are in place to assist students applying for aid, and that the financial aid delivery systems run smoothly and efficiently. The Counselor will provide general financial aid information, serving as liaison with the system-wide financial aid and business offices and will schedule on-site meetings and other avenues for students to communicate with Alliant's Financial Aid Office.

Retention - The Transfer Counselor will work to identify students not making satisfactory academic progress or who are at risk of not completing their programs and refer them to the Alliant Academic Services Manager for appropriate intervention.

Special Student Populations - Services specific to the needs of prospective or matriculated students who are deaf or hearing-impaired will be coordinated through the Transfer Counselor, but will be managed by Dr. Nina Ghiselli, Alliant's San Francisco Bay Campus Disability Services Director. In close consultation with Ohlone managers, Joe McLaughlin, Dean, Deaf Studies and Special Services and Pam Snedigar, Director, Gallaudet University Western Regional, Dr. Ghiselli will develop and deliver a support program appropriate to this student population. Services to be provided include: 1) provision of classroom interpreters; 2) provision of adaptive equipment; and 3) faculty in-service training (covering awareness, curriculum, instruction, and delivery issues).

Other Student Services - Alliant students at Ohlone will have access to public student areas inclusive of lounge areas and cafeteria areas. By inter-institutional agreement, Ohlone's on-campus bookstore will also be available to Alliant students, and will stock and sell textbooks and any other materials required for advanced college coursework. Alliant students will have access to the Student Health Center through payment of the student health services fee.

Section X: Library

Under the terms of the inter-institutional MOU (**Appendix Q**), Alliant students will be authorized to use the Ohlone College library, which will provide convenient study space, Internet access to online resources, and basic reference. However, Ohlone's collections and services are primarily intended to support lower-division studies. Therefore, we expect the students to draw from Alliant Library's extended resources for advanced material required by their upper-division coursework.

The Alliant Library is a distributed network of print, electronic, and human resources. Focused print and media collections are maintained at the four primary campuses but content is delivered across all locations – physically through courier service and electronically through online materials. Access to resources is facilitated through the shared integrated library system – Innovative Interfaces' web-based *Millennium*. Library patrons can view all University holdings and easily request materials from anywhere in the system. The online catalog and its resources are available 24 hours a day, from internet-accessible computers, on or off campus.

The Alliant Library holds over 216,000 volumes – including dissertations – and over 5,200 electronic books. The Library maintains 672 current print periodical subscriptions, augmented by electronic journal subscriptions and full text in online databases, including *Academic Search Premier*, *ERIC*, *Lexis-Nexis*, *ProQuest Dissertations & Theses Online*, *Business Source Premier*, *GenderWatch*, and *Social Science Citation Index*. Identification of journals available online is facilitated by EBSCO's A-to-Z service, with an OpenURL citation linker to be implemented later this year.

The proposed majors and minors – BA, IBA, IST, and IR – have been offered at Alliant in San Diego and Mexico, so the information needs of students in the off-site Ohlone programs can be supported more than adequately through existing system-wide resources and services. Alliant collections include over 4,500 books published since 1990 within the Library of Congress [LC] classifications related to business and industry, including 241 books categorized under the LC subject heading “International business.” For the same publication dates (1990-present), the Alliant catalog identifies 105 books categorized under “International relations” and 223 books under “Information technology.” Journal holdings – both print and online – have been evaluated by program leadership to be more than sufficient to support undergraduate study in the designated majors and minors. The library's subscription to EBSCO's *Business Source Premier* includes 8629 full-text journals, 1117 of which are peer-reviewed. Articles not available online or through Alliant libraries may be requested via interlibrary loan.

Additional resources are available from LINK+, a resource-sharing network of about 40 member libraries in California and Nevada, in which the Alliant Library participates. Alliant patrons may request books in the LINK+ catalog, which contains over 6 million unique titles and is accessible through a link on Alliant library catalog screens. Most member libraries – including those at California State University, East Bay and San Jose State University – also offer visiting patron privileges. Under this agreement, Alliant patrons may visit participating LINK+ libraries in person, use in-house resources, and check out materials. The CSU- East Bay University Librarian, Myoung-ja Kwon, has been informed about our proposed degree completion majors at Ohlone and welcomes visiting patrons from Alliant.

Until enrollments reach a critical mass, Alliant will not have Alliant Library presence on-site at Ohlone. Because of distance and Bay Area traffic, students in the off-site Ohlone program are unlikely to make regular trips to the closest Alliant location – Hurwich Library in San Francisco.

So, during the start-up phase, Alliant expects students to rely heavily on access to system-wide print and online resources, as well as the supplemental access to LINK+ libraries and Ohlone College. However, Hurwich Library staff will still have a key role in supporting these students.

Prior to an Alliant library infrastructure at Ohlone, Hurwich Library will serve as the intermediate destination for physical materials requested from Alliant and LINK+ libraries or through interlibrary loan. Hurwich Library staff will then make arrangements to deliver the materials regularly to Ohlone students. A similar arrangement is already in place for students enrolled in the Alliant EdD program at Ohlone. Eventually the efficiency of this process will improve as new capabilities are introduced. Within the next year, Alliant expects LINK+ to implement its new feature, "Pick Up Anywhere." This function allows library patrons to request a book from any library in the LINK+ system and have it delivered to any other LINK+ library for pick up by the patron. Thus, Alliant students in the Ohlone program could request books from Alliant and LINK+ libraries and be able to pick them up from Hayward Public Library or CSU-East Bay library, which are less than 20 miles away. In addition, new multifunction copiers to be installed in Alliant libraries will facilitate the electronic delivery of journal articles from anywhere in the system directly to patrons by email or fax. Also, the Alliant Library hopes to secure funding for an electronic course reserves system, which would provide additional capacity to deliver content electronically, with appropriate controls for copyright compliance.

Librarians at Hurwich Library will provide primary reference and instruction services. Several times a semester, a reference librarian will make on-site visits to Ohlone to provide instruction in the use of library and information resources and services and face-to-face reference consultation. Between visits, reference services will also be available via phone and e-mail. Alliant librarians are investigating the use of virtual reference or Web conferencing software to provide Web-based instruction and reference services, in which use of online resources can be dynamically demonstrated. Reference assistance will also be available for Alliant students from Ohlone librarians.

Although an undergraduate business degree is new to San Francisco, Hurwich Library contains relevant resources in support of Organizational Psychology programs offered on the SF Bay Area campus in San Francisco, and the San Francisco-based Presidio School of Management MBA program. San Francisco librarians are analyzing the bachelor's completion program curricula to identify additional key resources – including books, reference materials, journals, and audio-visual materials – that should be available locally to support both library services and classroom instruction in the new program. Where appropriate, preference will be given to acquiring online versions to facilitate access by off-site students.

When the Ohlone programs have been established sufficiently to support a more substantial presence, the Alliant Library will develop and staff a service point on site at Ohlone, similar to what is in place at our satellite locations at Sacramento and Irvine. This will enable physical materials to be shipped directly to the Ohlone location and will provide more regular assistance to off-site students and faculty.

Section XI: Technology

Students participating in Alliant's degree completion program and faculty and staff supporting the program will have access to the technology tools they need for effective delivery of academic and

administrative tasks. Alliant will fill the majority of its technology needs from its own resources and by renting from Ohlone as identified in the table below:

Area of technology	Description of availability
Internet access at Ohlone	Provided through rental agreement and MOU
Audio-video equipment at Ohlone	Provided through rental agreement and MOU
Videoconferencing equipment	Provided through rental agreement and MOU
Videoconferencing wiring	Provided by Alliant
Distance learning tools and training*	Provided by Alliant; faculty and students trained by Alliant IT staff
Alliant campus services accessed through web portal	Protocol to be determined and implemented by IT Task Force
Interface with hosting campus services (e.g., Registrar, Library)	Needs and appropriate protocol to be determined by IT Task Force
Hardware and software	All will be rented or provided, except for infrastructure requirements

* For these areas, Alliant planning will need to occur on an ongoing basis of expected enrollment growth and usage needs for the purposes of licensing, server storage, capacity (e.g., bandwidth).

On the academic side, all Ohlone classrooms and offices are wired with Internet access, so no technology upgrades will need to be made to the facilities to have internet in the classroom. In addition, access to computer labs and the use of all other campus-based technology software and hardware will be provided to Alliant students at Ohlone through a rental agreement with Ohlone, the outlines of which are described in the MOU (**Appendix Q**). Students at Ohlone will also have access to Alliant's Blackboard Learning System, which is a software tool, enhancing classroom work with group collaboration tools, class e-mail, discussion boards, and chat rooms. This tool currently runs in a dedicated, hosted environment, with the latest software version managed by Blackboard.com in its data center. It is available 24/7. Students will need to be trained in this technology to make use of it, and trainings will be provided to students either directly on-site or through virtual reality tools such as teleconferencing or online programs under a process coordinated by the Alliant Transfer Counselor.

The only Alliant upgrade that is anticipated to be needed to support the academic component of the proposed program is wiring between Ohlone and Alliant's San Francisco Bay and San Diego campuses to support videoconferencing functions. Likely uses of videoconferencing include: program academic advising, faculty-student meetings, student services trainings, Ombudsperson conferences and the Presidential open "office hour" sessions, to name a few. This expense (estimated to be \$20,000 over two years) is built into the budget on a phased-in basis.

Anticipated technology upgrades needed to support student services in the first phase of program implementation at Ohlone are limited, consisting primarily of software development to facilitate online application and registration functions. This cost, estimated at \$50,000, also appears in the budget.

However, an important long-term technology goal for Alliant's program at Ohlone is seamless (or as close to seamless as possible) matriculation for students between Ohlone and Alliant programs – for students to be able to negotiate both institutions' student service systems (covering admissions, financial aid and other services). To provide for appropriate planning (both technical and financial) of program technology needs beyond the initial start-up period, Alliant will establish and

manage an Information Technology Task Force. The Task Force will meet in Spring 2006 to identify longer-term program technology needs, assess feasibility, costs, and priorities. An initial assessment of the needs will be completed shortly after the first term is completed and a set of recommendations put forward to develop systems that will benefit students wishing to transfer to Alliant. The Task Force will be led on Ohlone's side by its Director of Technology Jeff Villanos and on Alliant's side by Director of Information Technology Julie Bertucelli.

During the initial implementation period, Alliant's infrastructure and process for transcript processing, registration, and admission will not change. Students at Ohlone (as at other Alliant sites and campuses) will have 24/7 password-protected access to their records and information online. Thus, in the first term, students can work with staff from either institution using currently available student-based access. Registering online on the Alliant website, rather than through the Ohlone website, will be new to the students, but Alliant staff will be available on-site to assist with any questions.

No additional technology requirements are scheduled for Alliant students at Ohlone, who will also have access to computer labs at Ohlone. Alliant currently charges all students a technology fee and will do so for Ohlone students as well.

Section XII: Physical Facilities

Alliant's new bachelor's degree program will require two (2) Ohlone classrooms in the coming Spring semester. This number increases to 10-15 in 2006-2007, with 20 to 25 classrooms projected for use in Years 2 through 5. Ohlone President Treadway has assured Alliant that Ohlone will be able to accommodate Alliant's projected space needs for instruction as well as provide office space for faculty and staff. Alliant has arranged with Ohlone to rent classroom facilities for its program under discounted "non-profit" institutional rental rates. These rates are built into the program budget (see **Appendix R**).

In order to assure no gifting of public funds as directed by California State Constitution, Article XVI, section 6, termly rental agreements will supplement the attached MOU (**Appendix Q**). Inclusive in these agreements is classroom space use; library and technology services for students, faculty and staff; the bookstore; office space and phone access for faculty and staff, and parking for faculty and staff. Access for Ohlone printing services shall be provided to faculty and staff through an agreed upon billing arrangement between Ohlone and Alliant. Access to student lounge areas and other public areas, e.g., cafeteria is provided as public space. In addition, access by students to Health Center resources and parking will be assured through student payment of the relevant fees.

The Ohlone Newark Technology Campus is currently under construction as a second Ohlone location. This expansion will also make available significant classroom space for Alliant's completion programs.

Section XIII: Financial Resources

The program's budget is based on the following number of students:

Students	Spring 2006	Year 1	Year 2	Year 3	Year 4	Year 5
New	15	25	35	35	35	35

Continuing		10	28	28	28	28
Total	15	35	63	63	63	63

The resulting financial projections show net revenue and direct start up/operational expenses (including costs of instruction, administrative staff, information technology, curriculum development, marketing, library, facilities rental, program evaluation, student services, travel, supplies and miscellaneous expenses) as follows:

Financial Projections	Spring 2006	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Net Revenue	44,573	468,930	844,074	844,074	844,074	844,074
Direct Expense	209,510	386,300	533,240	533,240	526,240	526,240
Direct Contribution	(164,938)	82,630	310,834	310,834	317,834	317,834
Cumulative Direct Contribution	(164,938)	(82,308)	228,527	539,361	857,195	1,175,029

Though the spring 2006 semester will incur a small loss due to the start up costs that are required to successfully launch the program and the limited course offerings, the subsequent years show a positive direct contribution. By the end of Year 2, all direct and start up costs will be covered by the program.

In addition to the direct expenses, the University also allocates costs for indirect expenses for central services such as information technology, library services, bad debt and corporate overhead. These are costs that are generally already incurred by the University but are applied proportionately to program budgets to provide a clearer picture of the fully-loaded costs associated with a program. (Except for the small incremental costs associated with the proposed program, these allocated costs will be incurred anyway, regardless of whether or not this program is undertaken.) The specific overhead allocations are determined annually based on actual incurred costs. For purposes of budget projections, however, Alliant has used an estimated dollar cost per student or, in some cases, a specific percentage of revenue, to calculate estimated indirect costs.

The following chart details the program contribution after direct and indirect costs have been applied.

Financial Projections	Spring 2006	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Net Revenue	44,573	468,930	844,074	844,074	844,074	844,074
Direct Expense	209,510	386,300	533,240	533,240	526,240	526,240
Indirect Costs	11,115	68,646	123,562	123,562	123,562	123,562
Net Contribution	(176,053)	13,985	187,272	187,272	194,272	194,272
Cumulative Net Contribution	(176,053)	(162,068)	25,204	212,476	406,748	601,020

Applying both direct and indirect costs, the program shows a positive contribution to revenues in Year 1 and start-up costs will have been covered by the end of Year 2. Alliant is also actively seeking funding from several sources that, if received, would support the further development and promulgation of its degree completion model.

See **Appendix R** for a full elaboration of the budget and budget assumptions.

Section XIV: Plan for Evaluating Educational Effectiveness

All Alliant undergraduate programs were reviewed in 2002 as part of a university-wide review process. The review focused on student and faculty profiles, internal and external demand data,

and future opportunities. The recently established Alliant Steering Committee for Educational Effectiveness is developing recommendations for educational effectiveness at Alliant by December 2005, including a new process for program review, key performance indicators, and educational effectiveness processes and policies. (See **Appendix S** for the Charge to the Committee.) The next University review of the BA and IBA programs will take place under new guidelines recommended by this Committee.

All undergraduate programs will engage in ongoing assessment of educational effectiveness. The BA and IBA faculty have primary responsibility for the evaluation of their programs' educational effectiveness. They have developed matrices linking major learning outcomes to assessment measures (see **Appendix T** for an example) both at the program and course levels. For both majors, assessment measures at the course level currently include a combination of qualitative and quantitative measures, some of which are individual and team projects, academic papers, individual presentations, internships, field projects, and portfolios. The next step calls for the faculty to develop a system for reviewing different types of student products to evaluate how much learning has actually taken place in any given class and ultimately in the entire program. Beginning in Fall 2005, under the direction of Interim Dean Jay Finkelman and Associate Dean Ali Abu-Rahma, the business faculty will begin to develop such a system.

As the degree-level assessment protocols are developed, they will include such measures as retention rates, graduation rates, National Survey of Student Engagement (NSSE) scores for seniors, student focus groups, student exit interviews, supervisor evaluations of student internships/practica, student portfolios, percentage of graduating seniors admitted to graduate programs, percentage of graduating seniors successfully placed in their first professional position, alumni surveys, and employer surveys (post graduation). While these measures when taken together will provide evidence of overall learning, the faculty also plan to explore the possibility of creating a capstone course or some other single assessment piece that will be suitable for measuring the students' ability to integrate all of the skills and knowledge gained throughout their degree program.

The general program outcomes and the bachelor's completion degree level learning outcomes will also be evaluated with respect to specific Ohlone student indicators (e.g., number of Ohlone students in the Alliant programs who complete a four-year degree) where available. (See **Appendix U** for draft educational effectiveness measures at the degree level.) Each year the program faculty will review evaluation data and address issues of concern by the following semester so that complete resolution of a concern can be reached within one academic year.

The use of a standardized syllabus format, which includes program and course learning outcomes, will help to ensure that the course learning outcomes can be both clearly identified and assessed for each course. Students complete course evaluations at the end of each course (**Appendix V**), and the Interim Dean of CSBOS, the Associate Dean of CSBOS, and Associate Provost will review the results of these evaluations after each semester.

Since Ohlone is the initial implementation of the community-college based bachelor's completion program, Alliant is focusing on building a strong institutional research and program assessment component into the program from its inception. The research component of the program will gather and analyze identified program data from the program's inception, through initial and first year implementation of the program, and follow students through the first year after graduation from the program's baccalaureate completion. Data gathered concerning educational

effectiveness, student learning, and the alignment of academic, personnel, fiscal, student services, physical and technological needs of the program will be used to modify subsequent implementation of the program in order to improve its effectiveness.

During the second year of the program, the Associate Provost for Undergraduate Education will hire a Research Coordinator who will have responsibilities for: gathering data each semester; analyzing program data; and delivering data to the Associate Dean of CSBOS, the Associate Provost, and the Advanced College Curriculum Committee.

Data to be collected and analyzed include:

- Student enrollment by term, program completion, and program non-completion data, demographic indicators, entering and program GPA, financial aid, and responses to student intake and exit interview instruments. Results will be considered by factors such as gender, ethnicity and incoming GPA.
- Data on program effectiveness to be gathered from both students and external evaluators, including course evaluations; intern supervisor/mentor surveys; alumni and employer surveys one year after graduation of graduates' self-assessment of employment success/preparedness related to the coursework, mentorship and internship.
- Indicators of student satisfaction (course evaluations and NSSE survey).

These data and the analysis will be reviewed by the Alliant Academic Services Manager and Alliant staff and faculty on-site; the Associate Provost for Undergraduate Education; and the Advanced College Curriculum Committee.

Section XIV: Plan for Teach-Out Provisions

Alliant will remain on-site at Ohlone to teach out all Alliant students should a decision be made by either party to discontinue programs. In order to assure that an on-site teach out could be accomplished, the Memorandum of Understanding between Alliant and Ohlone establishes that "the Institutions remain subject to the terms and conditions of the Memorandum for either two (2) more academic years (ending June 30) or the completion of the currently entering class of students, whichever is less" (see MOU, page 6, **Appendix Q**). This will allow the majority of students to complete their all or most of their academic program at the Ohlone locations.

Thus, if either party decides to end the program at the Ohlone site, or should one of the majors offered at Ohlone be discontinued, Alliant, as appropriate, will continue to offer the program as described above for a two-year period or until all students have completed. In addition, Alliant will work closely with students who will not or do not complete their programs during this timeframe to: 1) either provide them with the additional courses at an alternate Alliant location or online; 2) assist students in locating courses at other colleges and universities which would meet Alliant requirements and which could be transferred to Alliant to help complete their programs; or 3) offer the students assistance in transferring to another accredited institution with a comparable program of study. During such a teach-out period, Alliant student services and academic support would be provided for students who elect to complete their studies at Alliant.

It is estimated that under the terms of the MOU, 90% of the currently enrolled students would be taught-out within the two years remaining on the agreement were a determination to terminate be made and remaining students would be assisted in completing their programs on a case-by-base basis as described above.