

**Interim Report of
California Institute of Integral Studies**

**Submitted to the
Western Association of Schools and Colleges**

**by
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**California Institute
of Integral Studies**

1453 Mission Street, San Francisco CA 94103

List of Concerns

This report provides an update to the areas of concern identified by WASC after its Educational Effectiveness team visit in February 2008. Concerns addressed in Ralph Wolff's June 30, 2008 letter to California Institute of Integral Studies (CIIS) President Joseph Subbiondo were:

1. Educational Effectiveness Outcomes
2. Diversity in the Curriculum and Campus Climate
3. Financial Growth and Sustainability
4. Faculty/Staff Support

The report also provides an overview of significant changes and issues currently facing the Institute.

Institutional Context

CIIS was founded in 1968 as an outgrowth of the Cultural Integration Fellowship, an organization formed in 1951 to promote intercultural understanding and harmony, nonsectarian universal religion, and creative self-development and self-fulfillment. The Institute was later incorporated as an independent, non-profit, non-sectarian graduate school named the California Institute of Asian Studies in 1974, and renamed the California Institute of Integral Studies in 1980. The Institute's original emphasis on graduate education and on Asian religions and cultures has evolved to include comparative and cross-cultural studies in philosophy, religion, psychology, counseling, cultural anthropology, organizational studies, health studies, and the arts, as well as an interdisciplinary Bachelor of Arts completion program. CIIS offers programs leading to the Bachelor of Arts, Master of Arts, Master of Fine Arts, Doctor of Psychology and Doctor of Philosophy degrees.

According to the CIIS Mission,

California Institute of Integral Studies is an accredited institution of higher education that strives to embody spirit, intellect, and wisdom in service to individuals, communities, and the Earth. The Institute expands the boundaries of traditional degree programs with interdisciplinary, cross-cultural, and applied studies in psychology, philosophy, religion, cultural anthropology, transformative learning and leadership, integrative health, and the arts. Offering a personal learning environment and supportive community, CIIS provides an extraordinary education for people committed to transforming themselves and the world.

The Mission is guided by the following seven ideals:

- Practice an integral approach to learning and research
- Affirm spirituality
- Commit to cultural diversity
- Foster multiple ways of learning and teaching

- Advocate feminism and sustainability
- Support community
- Strive for an integral governance

CIIS has held WASC accreditation since 1981. The Clinical Psychology (PsyD) program is accredited by the American Psychological Association (APA), current status “Accreditation Revoked, On Appeal.”

CIIS currently conducts its operations in Institute-owned facilities at 1453 Mission Street and 695 Minna Street in the Central Market area of San Francisco. The Clinical Psychology program is housed in leased space at Fox Plaza, 1390 Market Street. Six counseling centers are located in various leased locations throughout San Francisco.

Statement of Report Preparation

An initial draft of this report was prepared by the Dean of Academic Planning & Administration, in consultation with staff and faculty colleagues, most especially the Institutional Research Analyst, the Director of Academic Assessment, the Vice President for Finance & Administration, and the Dean of Students. Revisions and additions to the draft were solicited from all staff and core faculty. The Board of Trustees reviewed and discussed the draft report at its February 3-4, 2012 meeting. The final report, incorporating the campus feedback, was prepared by the Academic Vice President and approved by the President. As with all prior WASC reports, this report will be posted for public access on the CIIS website.

Response to Issues Identified by the Commission

Educational Effectiveness Outcomes

Instruments for Assessment

CIIS employs seven instruments for assessing academic and administrative institutional effectiveness (*see Attachment A*). Details are discussed below in relevant sections of this report and source documents are contained in additional Attachments.

Attachment A

Instrument	Frequency	Methodology
Course Evaluations	Every semester for every course (summative); mid-semester for every course (formative)	-- Informal or online survey for formative evaluation. -- Anonymous paper survey for face-to-face classes (in the process of converting to an online survey) for

		summative evaluation. -- Online survey for online classes for summative evaluation.
Student Satisfaction Survey	May of each year	Online survey administered to all active students; participation optional. (see <i>Attachment B</i>)
Graduation Survey	Matched to degree conferral dates (December, May, August of each year)	Administered to all students at the time of degree conferral; participation mandatory. Originated as an Integral Education Survey in Summer 2009, subsequently broadened to include other assessment dimensions, including integral education. (see <i>Attachment C</i>)
MA Capstone Rubrics	Annual	All Master's degree programs incorporate an Integrative Seminar and capstone project, routinely assessed and aggregated at the program level.
Proposal & Dissertation Rubrics	Continuous	All PhD dissertation proposals are evaluated using this rubric submitted by chairs and external members at the time of the approval of the proposal (See discussion below in <i>Educational Effectiveness Outcomes section</i>)
Institute Effectiveness Survey	Variable	Initial online survey, covering all administrative and academic program offices, administered to all staff, core faculty, and adjunct faculty in 2010. -- Subsequent surveys will be administered in a more

		targeted methodology (<i>see Attachment D</i>)
Alumni Survey	Spring 2011	Online survey sent to 2,300 alumni; participation optional. (<i>see discussion below in Educational Effectiveness Outcomes section</i>)

Rubrics

CIIS uses rubrics to assess student work both quantitatively and qualitatively along key dimensions aligned the program's overall learning outcomes. Each rubric is an instrument designed by the faculty to rate student achievement along the relevant domains of content, affective and cognitive competence, and to articulate their explicit criteria for what "excellent" work looks like in practice. The Institute is committed to collecting and using these data self-reflectively to ensure instructional effectiveness and program congruity, and to inform pedagogical enhancements.

We continue to fine-tune the use of the Dissertation Proposal Rubric as both a useful intervention as well as a summative assessment of students' preparation for work as independent scholars. The rubric has been developed by the faculty Research Committee. An analysis of recent results, prepared by the Director of Academic Assessment appears as *Attachment E*. The data indicate that CIIS dissertation proposals do not move forward until they are at least acceptable on all, or virtually all, dimensions. The evaluations indicate that proposals are strongest regarding the uniqueness, creativity and relevance of the topics. Between 2005-07 and 2009-10, the rubrics indicate that the quality of literature reviews has improved on some, but not all, dimensions. This is a gratifying result as the earlier outcomes had led to increased emphasis on writing effective literature reviews but indicates that continued attention is needed here.

An investigation into assessment software applications has been launched, with selected faculty and administrators reviewing various vendors' products to find one that best matches the needs of CIIS for both academic and co-curricular assessment. In addition to aiding in the collection and analysis of assessment and retention data, the software application is intended to assist in the sharing of outcomes, which in turn will build a culture of transparency and accountability.

Cross-Department Programming

Historically, CIIS' academic programs have approached issues of curricular content and effectiveness focusing attention within each department. A new model is emerging, however, with recent cross-disciplinary efforts that include: creating shared courses within thematic areas of study such as "Religion and Ecology" and "Religion, Pluralism, & Peace" for the three

programs composing the Philosophy and Religion Department; considering common research courses for programs in the School of Consciousness and Transformation; and exploring linkages among programs such as Integrative Health Studies, Somatic Psychology, Expressive Arts Therapy, and Community Mental Health centered on themes of health care delivery and management, and linkages among programs such as Integrative Health Studies, Women's Spirituality, and Asian and Comparative Studies centered on themes of ecology and social action. Perhaps the most prominent example of cross-program collaboration has been the response of the five MCP (Master of Counseling Psychology) programs to the new requirements of the BBS (California Board of Behavioral Sciences); the programs' faculty have collectively designed and implemented curricular content and assessment.

Writing Effectiveness

A long-discussed but previously unrealized initiative to systematically improve students' writing effectiveness has recently been launched with the establishment of a Center for Writing and Scholarship. This Center will serve all students, but it will focus initially on proposal and dissertation support for PhD students in the School of Consciousness and Transformation. An experienced director was appointed in Fall 2011, and she is working collaboratively with the Director of Academic Assessment and other key faculty to ramp up the Center's coaching, training workshops, and coordination of writing development courses and writing support services dispersed throughout CIIS (*see Attachment F*).

Graduation/Integral Education Survey

A survey of graduating CIIS students in Summer and Fall 2009 was built on earlier work that defined dimensions of integral education at CIIS, and it included questions designed to be reflective of each dimension. Graduating students who assessed the effectiveness of integral education revealed overwhelmingly positive results on questions related to intellectual development; personal growth; connections between theory and practice; engagement with different cultural perspectives; capacity for lifelong learning, reflection, and inquiry; and integration of mind, body, and spirit. That pilot survey has since been made into a graduation survey completed by all CIIS graduates at the time of graduation (*see Attachment B*). Videos exploring the meaning and significance of integral education have been produced by the CIIS Communications Department as an educational tool for constituencies within and beyond CIIS and are available via the CIIS website.

Alumni Survey

CIIS conducted in Spring 2011 its first-ever comprehensive survey of over 2,300 alumni. With a 37% response rate, the survey revealed a predominantly affirmative view of respondents' experiences at CIIS and the value of the education received (www.ciis.edu/alumni/survey). One alum related that "Attending CIIS was like going through boot camp for the psyche. I was deeply challenged every energizing minute." Another described the Institute as "... a wonderful balance of developing intellectual pursuit and spiritual wisdom."

Alumni selected scholarship funding and community service learning opportunities as the initiatives most worthy of their financial and programmatic support and also requested a heightened level of engagement with CIIS. In response to this request, as well as feedback received personally at reunion events throughout the U.S., *Alumni University* was launched in Fall 2011, hosting a series of lectures and workshops on topics of interest to alumni with a very modest participation fee made possible by the generous donation of time by alumni presenters.

CIIS' academic programs have initiated more concerted efforts to record career accomplishments of alumni. Asian and Comparative Studies (ACS), for example, is tracking its graduates' successes in getting nationally-recognized fellowships, publishing professional articles, participating in significant conferences, and teaching at universities such as Columbia, Harvard, Yale, and UCLA.

Retention and Graduation Rates

In Spring 2010 the Institutional Research Analyst compiled the most inclusive report to date of retention and graduation rates for each CIIS academic program (*see Attachment G*). In Fall 2010 the Academic Vice President presented this data to the faculty and led discussions among program chairs and directors on the results and their implications. Subsequent discussions were conducted with the faculty in each program and with the CIIS Board of Trustees. As a result of this analysis, the Board of Trustees adopted a resolution (*see Attachment H*) at its February 2011 meeting directing the Institute to decrease the time to degree for doctoral students in the School of Consciousness and Transformation, the locus of greatest concern about retention and progression toward degree completion. The board resolution was premised on both the aforementioned statistical data and on a report that detailed considerations for improving time to degree (*see Attachment I*). A follow-up report outlining a plan for achieving time to degree goals was delivered to the Board at its Fall 2011 meeting (*see Attachment J*).

In summary, retention and graduation rates are exemplary in the School of Undergraduate Studies and the Master's degree programs in the School of Professional Psychology and the School of Consciousness and Transformation. While the doctoral rates of graduation are comparable to national rates there is variation across programs and room for improvement. The Social and Cultural Anthropology program has been an area of concern in its low retention of doctoral students; recent changes are expected to impact retention (please see discussion of related issues in the *Identification of Other Changes and Issues Currently Facing the Institution* section).

External Recognition and Success of Graduates

CIIS has some of the highest pass rates of any university in California for students taking the Marriage & Family Therapist licensing exams of the Board of Behavioral Sciences (BBS): 93% overall, and 96% for first-time test takers. 93% of the graduates of the CIIS Clinical Psychology

(PsyD) program since the program's inception have achieved licensure in California or other states. The program in Integrative Health Studies (IHL) received the "Distinguished Academic Excellence Award" from the National Wellness Institute in July 2011. IHL instituted a progressive e-Portfolio format for sharing graduates' Final Projects, enabling students to learn to build professional websites and create podcasts, describing their proposed health research, modified thesis, goal statements, internships and volunteer-activism work.

Academic Assessment: Moving Toward Higher Ground

CIIS has continued to move to higher ground in academic assessment, with a marked shift in many programs toward more robust, systematic processes, especially in the aggregated evaluation of student BA and MA capstone experiences. Since we began to require all programs to offer integrative seminars, reviewing their students' knowledge and skill prior to graduation, the student experience of integration and preparation for post-graduation life has improved. Prior to the last WASC review, MA integrative seminars were uneven in their depth and centrality across CIIS and even non-existent in several programs. Now, every MA program has a multiple-unit integrative seminar with a capstone paper or project, or a comprehensive examination.

By way of providing an overview of our current state of development, this section will apply the dimensions in the *WASC Rubric for Assessing the Quality of Academic Learning Outcomes* to summarize some key data points from programs and opportunities moving forward at the institutional level. Student learning outcomes for each degree have been refined through multiple iterations for all programs, describe how students can demonstrate learning, and have been articulated in curricular maps that show which courses address which outcomes.

Programs are presently getting ready to publish their learning outcomes, curricular maps, and assessment reports on the web, with the School of Undergraduate Studies (SUS) the first to launch in Spring of 2012. The push to publicly display assessment plans and data has invigorated programs' attention to this area and is highlighting both successes and continuing challenges needing special attention.

Listing Assessable Outcomes

On an Institutional level, CIIS is at or approaching the threshold of "developed" in most programs with regard to the list of outcomes and their assessability. An ongoing process of refinement within Master of Counseling Psychology (MCP) programs has been driven by the recent changes in Board of Behavioral Sciences (BBS) requirements and the initiation of a new Licensed Professional Clinical Counselor (LPCC) degree track so that learning outcomes for the core classes have been systematically vetted by the faculty and program chairs over the past two years. In this process national standards, such as those recommended by the American Association of Marriage and Family Therapists (AAMFT), have been reviewed to ensure that key skills are represented. This process is particularly challenging given the granular level of detail

(128 outcomes listed in one set) in national standards and the countervailing need for transparency and simplicity as a matter of practice. Nevertheless, the MCP faculty is systematically reviewing its outcomes against those expected in their field. Similarly, the Clinical Psychology (PSY) program has articulated outcomes which align with requirements for accreditation by the American Psychological Association (APA).

Within the School of Consciousness and Transformation (SCT), programs have established clear programmatic learning outcomes. Many, however, are challenged to find appropriate national standards as these CIIS programs are generally interdisciplinary or transdisciplinary in nature; as such there are not national or disciplinary standards within which to align. However, within the context of program review the faculty is asked to consider how the program stands in relation with other programs having similar component elements.

The School of Undergraduate Studies has extensive learning outcomes similar in scope to those of other interdisciplinary undergraduate programs. It is responding to the WASC 2013 requirement for quantitative skills at the BA level by forming a consortium with other Bay Area colleges offering a similar degree-completion program. The plan of the working group is to develop common strategies for dealing with, for example, certifying prior credit for math courses and establishing a threshold level of competence that can be benchmarked across institutions.

Institution-wide outcomes are articulated in terms of integral education at CIIS, a concept that cannot be isolated to a single outcome statement. Nevertheless, the *Student Evaluation of Instruction* form has been reworked by a committee of faculty and students to reflect the values of an integral education. The new form was piloted in 2011, and will be put into full use in 2012. The graduation survey referenced above does provide extensive self-report information from graduates on the extent to which they believe they have experienced the dimensions of integral education identified by CIIS. As can be seen in the report provided in *Attachment C* graduates see these dimensions as a strong part of their education outcomes.

To move to the “highly developed” across the board on articulation of student learning outcomes, further maturation of processes will be necessary. As the assessment process is still relatively new to many programs, they have not yet completed a cycle of review of all outcomes. As a result, the faculty has not reached a consensus as to what “excellent” looks like for all outcomes in all cases. Further norming and inter-rater reliability testing are required for this process to mature in all programs. The reworked *Student Evaluation of Instruction* form will be helpful here as it includes an item that asks students to note how prominent the learning outcomes were in the syllabus and faculty’s presentation of course materials.

Alignment

Alignment concerns the extent to which outcomes are actually embodied in practice at multiple levels, particularly in the curriculum. CIIS programs have been developing curricular maps for outcomes in all programs to articulate in which courses each outcome is addressed. CIIS can

collectively be rated at the “developed” level, in that the maps exist, are subject to constant discussion and revision, and have become living documents that are routinely reviewed by faculty. Maps are complete for programs in the School of Consciousness and Transformation and for the Clinical Psychology doctoral program. The Master of Counseling Psychology programs have worked extensively over the last two years to rewrite curriculum to meet new California requirements for licensure as a Marriage and Family Therapist or a Licensed Professional Counselor. The new curriculum, implemented in Fall 2011, carefully coordinates learning outcomes across courses but has not yet been completely summarized into curriculum maps. To date, the maps have largely served programs’ internal review of their curricula, for example, during the periodic self-study, and are only now being refined for public display on the web. Faculty are employing the maps to engage in discussions of academic quality and to rationalize their course offerings and sequencing. MCP adjuncts are introduced to the maps for their programs at a training held each Summer prior to the beginning of classes and the adjuncts are asked to see where their courses fit in the matrix as they plan their courses.

There are strong indicators that the maps, while still imperfect in format and content in some instances, are in active use as tools for thinking and discussion. The next phase of our work is forcing the point. As the maps are being prepared for the web in a standard format, existing gaps and issues associated with the transparent display of each program’s offerings are emerging and will be addressed in coming months. When our work on this phase is complete (Summer-Fall 2012), the maps will be available in a usable form for all stakeholders and will be periodically updated to reflect the dynamic nature of curricula in a constantly evolving institution.

Assessment Planning

The modal program at CIIS can be described as between “emerging” and “developed” with attributes of highly developed in some departments. There are many particular factors affecting programs’ capacities to deliver timely assessment reports based on systematic review of students’ culminating work. Generally, there has been great progress since the last visit and we have moved up the curve. On the more developed level of practice, Integral Counseling Psychology (ICP) has a multi-year plan for reviewing all outcomes and has enacted the first phase, spanning two of six learning goals. They report findings from a capstone review and other surveys that have proven useful in addressing issues of diversity in the curriculum, the role of advisors and the selection of students for practicum sites. The School of Undergraduate Studies has a similar multi-year plan. Other programs have only recently completed full-blown pilots and the results have yet to be analyzed and reported. While they have selected key learning outcomes, there may not yet be clear plans in place to review all that they have identified.

The push to publish on the web has highlighted the need for a plan for all assessment processes at CIIS. The need for some automation to facilitate this process is discussed in an earlier part of this report. WASC rubrics are being used to drive the discussion with program chairs and multi-year plans conforming to the developed level are projected to be in place for all programs by

Fall 2012. Multiple changes in personnel who are responsible for assessment and chairmanships, medical emergencies, and ongoing major revision of curriculum in many programs highlight the challenges for a small institution seeking to make progress on assessment and transparency. Assessment efforts are subject to falling down the list of departmental priorities.

For CIIS to move to higher ground in assessment planning, it will be helpful to hold programs responsible to a master calendar of activities and reporting that has only been informally enforced heretofore. Many pilots could have benefited from a more realistic sense of the work entailed in designing instruments, implementing the assessment process and analyzing results. Practice has taught us that it is necessary to formally identify an assessment liaison for all programs other than the Chair. Where competent and willing liaisons have been recruited and provided workload release, the process of planning and implementation has functioned optimally (as in the case of Expressive Arts Therapy (EXA), ICP, and SUS).

Increasingly, programs are learning to “close the loop” into practice. A professor in the Clinical Psychology Department indicated that he re-thought a course in statistics based on less-than-expected ratings of student work that emerged from his rubrics. He will be looking for improvements in the next iterations of the course based on his improvements. In the ICP program, assessment data (from the mandatory graduation survey and integrative seminars) have proven useful in evaluating the integrity of a new intensive weekend track versus one that meets in a more traditional format of weekly classes. The advising function, for example, was found to need much more attention and personnel changes in 2010 have resulted in improved ratings in subsequent evaluations.

One challenge here is that the time for reflection required for this process is too often claimed only during the program review process. Properly designed embedded assessments have emerged as the “sweet spot,” inasmuch as they simultaneously make the assignment more explicit for students, facilitate the systematic evaluation of individual student work by faculty, and, provide the raw data to evaluate educational effectiveness at the aggregate level. To move to the next stage will require more professional development to aid faculty as they design and embed routine assessment processes in classes throughout CIIS.

The Student Experience

The across-the-board rating here is largely in the early “developed” category with some pockets of excellence. Program learning outcomes and maps are now prominently featured in student handbooks and referenced in classes by many instructors (the latter according to informal reports). Students are designing and using rubrics to assess their own and each others’ work in some courses (“e.g., Teaching Skills) and in dissertation proposals. Rubrics are used widely to align the expectations for assignments with course and program goals [ICP, PSY, Women’s Spirituality (WSE), and Writing, Consciousness & Creative Inquiry (WCC)]. The pending move to the web version will greatly extend the reach and prominence of the outcomes and the maps.

Learning outcomes are expected in all course syllabi but this has been unevenly enforced in recent years. The Curriculum and Academic Review Committee (CARC) will be taking up the question of a revamped syllabus template to be required for all courses in Spring 2012. In the MCP programs, as noted earlier, an ongoing audit of core course offerings has resulted in a clear and measurable set of learning outcomes for courses reviewed thus far. Professional development for all CIIS core and adjunct faculty to accompany the launch of the new packet will help them understand and implement the revamped requirements and lend maximum impact to this “teachable moment” for the institution.

CIIS has been making ongoing progress in the Educational Effectiveness Outcomes issues described in the Commission letter. We have encouraged programs to frame their efforts in questions that are important to them as a way to build ownership of the assessment work. Progress has required continual attention and commitment. It has been aided by the inclusion of assessment expectations into program review, student handbooks, and, soon, placement on the website. This area of focus is not a problem to be fixed but rather an ongoing cycle of reflection and action.

Diversity in the Curriculum and Campus Climate

CIIS has a diverse student body, composed of 29% persons of color, 10% international on F-1 visas, and an average age of 37. Numerous initiatives have been launched to maintain a spotlight on Institute diversity and to engender curricular enhancement and campus climate enrichment. Among these are:

- Within the broad goals of the CIIS Strategic Plan to increase ethnic and racial diversity to 35% of total Institute student enrollment (currently at 29% of those choosing to self-report, having risen from 19% in 2006) (*see Attachment K*), and to increase the proportion of international students (F-1 and J-1 visa statuses) to 15% of total Institute student enrollment (currently at 10%). Higher target diversity goals have been set by the Community Mental Health program and the School of Undergraduate Studies.
- Since 2010 has added to the diversity of the core faculty with new hires in seven academic programs (CMH, EXA, ICP, IHL, SOM, SUS, WSE) and with staff hires in seven academic programs (CMH, EXA, ICP, MCP, TID, WCC, WSE).
- The Registrar's Office revised forms, class lists, and student system records to clearly show a “preferred name” field, addressing a concern of sensitivity to transgender and intersex students.
- Two gender-specific restrooms in the Mission Building were converted to gender-neutral status, to supplement two existing unisex bathrooms as options for transgender and intersex students. The process for considering and approving these changes, as well as the fact that these restrooms are open to all, has helped to educate the broader campus community about issues of equal access, security, and identity.
- All faculty and staff searches now conform to guidelines and monitoring for inclusion.

- All Masters of Counseling Psychology (MCP) concentrations now have active diversity committees encompassing collaborative faculty-student-administration efforts to revise curricula in order to transcend the separation between mainstream and marginalized perspectives and to educate faculty and staff in modalities and techniques for addressing diversity concerns and establishing inclusion and understanding.
- Themes of diversity, inclusion, social justice, and interreligious dialogue have been prominent in “Conversations That Matter” (series of presentations and discussions sponsored by Public Programs & Performances in collaboration with the Dean of Students and Director of Diversity, with speakers presenting public talks as well as visiting classrooms to engage in dialogue with students and facilitate clinical training); Public Programs & Performances’ sponsorship of “Compassion In Action: A Buddhist-Muslim Dialogue” with Roshi Joan Halifax and Daisy Khan; and the “ChicaChic” exhibit and related discussions sponsored by CIIS and the Arts. A Spring 2012 lecture series, *Bending Toward Justice: Exploring Individual and Social Transformation*, will feature six prominent presenters including Joy Degruy, Nikki Henderson, and Eduardo Duran.
- Public Programs & Performances has sponsored two national conferences, *Expanding the Circle: Creating an Inclusive Environment in Higher Education for LGBTQ Students and Studies*, which has positioned CIIS as an international leader in addressing LGBTQ issues and broadening the context of sexuality and gender in colleges and universities.
- The Arts at CIIS is dedicating 75% of its programming to multicultural themes captured and explored through photography.
- The “Principles of Community” have been posted in CIIS classroom spaces and faculty have been encouraged to discuss them with students.
- Two workshops, each lasting 3 days, on *Diversity, Inclusion, and Social Justice (DISJ)*, led by facilitators from the National Training Labs, have brought together 60 faculty, staff, and students in dialogue to more deeply understand DISJ issues and to address these issues with action items for a shared vision built on trusting relationships. Future similar workshops are planned for each semester over the course of the next few years, with a goal of 90% faculty and staff participation and 100% of students in the School of Professional Psychology. The primary objectives of these workshops are to develop and articulate a shared vision of diversity at CIIS, to create a common understanding around the language of diversity that is relevant for CIIS, and to build greater capacity within CIIS faculty and staff for facilitating dialogue and addressing conflict across difference within our classrooms and clinics and in our broader CIIS departments and communities.
- Regular diversity retreats for faculty have continued as has the Drama Therapy program’s *Theater for Change* which dramatizes diversity issues occurring at CIIS as a way to induce better understanding and positive change. Theatre for Change presentations have been well-received both within the CIIS community and at national professional conferences. Video showings of these productions have been used to raise consciousness and promote dialogue about diversity at new student orientations.
- The Diversity Action Team (DAT) has been reestablished under the new name of Diversity, Inclusion and Social Justice (DISJ) Action Team, with the chair of the Somatic Psychology program and the Dean of Students co-chairing.

- The Dean of Students and her staff have incorporated sessions on “Building Beloved Community” into orientation programs for new students. A “Beloved Community” Training with a focus on Diversity, Inclusion and Social Justice was conducted for all incoming first year Somatic Psychology students, giving them the foundation to engage in the sometimes “difficult” dialogues. Similar trainings are being launched for Transformative Inquiry and Bachelor’s completion students.
- The Bachelor’s Completion Program has initiated a focus in Critical Psychology which emphasizes liberatory practices for well-being, transformative social action, impact of modernity on psyche, and decolonizing research methodologies. Compared to traditional psychology’s focus on the individual, critical psychology focuses on the impact on the individual of economic, social, and political institutions.
- A collaborative program has been launched to encourage employees of the San Francisco Department of Public Health, the largest and most diverse administrative unit within the City & County of San Francisco, to attend the CIIS Bachelor’s degree completion program.
- The Clinical Psychology Department has revised its curriculum to include 9 units of coursework: *Culture and Ethnicity in Clinical Practice*, *Gender and Sexuality in Clinical Practice*, and *Religion and Spirituality in Clinical Practice*. A monthly discussion group, sponsored by the Clinical Psychology Department, is focused on the interface between Buddhism and psychology. CIIS stands to broaden the diversity of its Clinical Psychology student body as it successfully defines the constructive intersection of spirituality and science. The American Psychological Association (APA) has noted that diversity concerns have been successfully addressed by the program.
- CIIS has been awarded a contract with the California State Department of Mental Health to administer stipends to students in the Clinical Psychology Program through the Mental Health Services Act (Prop 63). The grant of \$373,898 makes available five annual stipends of \$20,772 each over academic years 2012 through 2015. The stipends support doctoral students from underrepresented racial and ethnic minorities; lesbian, gay, bisexual, transgendered and queer students; and students who themselves are consumers of public mental health services or have family members who are consumers of public mental health services. The Clinical Psychology Program will be revising its curriculum to incorporate key aspects of the Mental Health Services Act (MHSA), including cultural competency and client-centered models of care, that prepare students for work in the public mental health sector.
- The ICP program was awarded a \$300K grant to attract and support students of color within the program. In Summer 2011 the ICP programs, which have the largest enrollment of any CIIS programs, conducted a diversity task force to identify strategies for addressing issues of cultural competence within the ICP curriculum. One outcome has been the formation of a People of Color (POC) group that meets on every cohort weekend of the ICP Weekend program.
- The EXA program initiated an expressive arts-based retreat focused on diversity and social justice in therapy and is requiring that the retreat be attended by all first year EXA students.
- The EXA program has forged a collaborative arrangement with the Janice Mirikitani Family Youth Childcare Center (MFYCC) at Glide Memorial Church in San Francisco. Second- and

third-year EXA students are providing long-term care and a whole-systems approach working with all of the staff of FYCC as well as with children and families.

- A new cross-disciplinary center being created within CIIS, the Chaudhuri Center for Contemplative Practice, Interreligious Dialogue, and Social Justice, includes a focus on social justice in its core functionality.
- CIIS joined Campus Compact and is surveying existing community service engagements and targeting new or expanded engagements. Campus Compact awarded CIIS a \$10K grant to address economic and social justice needs arising from community trauma. A *Center for Community Service* is currently in the formation stages.

CIIS has devoted considerable attention, time, and resources to improving diversity on campus. The impact of this work is seen in the changing numbers and curriculum. We are proud of our innovative programming in this area and of the commitment shared by so many at CIIS. However, all groups within the CIIS community do not yet experience campus climate in equivalent ways; attentiveness to diversity is work that must be ongoing.

Financial Growth and Sustainability

A Growth Story

In concert with the Institute's enrollment expansion by 21% from 1,180 students at the time of WASC's last review in February 2008 to 1,432 students in Fall 2011, its fiscal operations have further solidified. The budget has grown from \$18.7 million to \$25.0 million, a growth of 34%. This reflects a sustained pattern of growth from 1,000 students and a budget of \$10.6M in 2001-02. Over the same period, non-tuition income has grown from \$2.6M to \$3.0M, an increase of 15%. In terms of Institutional scholarships, CIIS provided \$856K or 5.3% of gross tuition in 2007-08; the current budget of \$1.713M is double of that amount and in percentage terms is 7.1% of gross tuition. The salary increase (COLA) history is as follows: 2008-09: 0%, 2009-10: 3% to 5%, depending on hire date; 2010-11: 1% and 2011-12: 3%. In addition to these general increases, equity adjustments for staff, and faculty rank and step adjustments, have also been funded.

The operating budget for 2011-12 is complemented by a \$1.7 million capital plan that includes the construction of a new 7,000 sq ft Library, encompassing a Computer Lab and Writing Center on the 2nd floor in the Mission Building to be completed this summer. Other significant developments have included the purchase of the Institute's primary 83,000 sq. ft. building at 1453 Mission (the Institute had purchased a smaller 6,000 sq ft building in 2002). This acquisition improves the organization's stability and sustainability by providing a permanent home for its activities. Currently we are exploring options for refinancing of the loans on the real estate; rebuilding reserves in compliance with Department of Education (DOE) requirements for a satisfactory Financial Composite Score (FCS); increasing institutional funding for scholarships; and raising salaries for core faculty, adjunct faculty, staff, and practicum and internship supervisors (see the table on page 18 for an overview of some of these indices). The

lower interest rate environment will further strengthen finances by reducing the interest costs to CIIS over the next five years (with a fixed-rate financing option). In the words of CIIS Board of Trustees Chair Prasad Vepa, the Institute is thriving on a foundation of “conservative planning, focused execution, and vigilant monitoring.”

Sustainability

The 2010-11 fiscal year ended with an addition to the reserves of \$1.06M (that exceeded the budget of \$650K by \$410K); roughly half of this amount was designated for a building reserve fund, as directed by the Board of Trustees. By virtue of this improved reserve position, the Institute’s FCS improved substantially and was at 1.87 as of June 30, 2011, well above the satisfactory level of 1.50. It should be noted that the Institute had a FCS of 3.0 (the maximum possible) prior to the Minna purchase in 2002 and thereafter it fell to 1.6. It kept improving and reached 1.85 in 2006-07 but fell again and reached the lowest level of 0.83 subsequent to the Mission purchase in 2007. The ratio is affected negatively through the assumption of large debt. We have taken a proactive stance and even though our ratio is healthy at the moment, we have listed the Minna property for sale this month following a Board resolution to divest of this asset. A sale will have a positive impact on our cash reserves and boost the FCS due to the infusion of about \$1M in cash and the anticipated gain on the sale. We will also be able to consolidate operations in the one location at Mission Street (excluding the clinics) with resultant economies.

The independent review of the fiscal year 2010-11 operations resulted in an unqualified audit report with commendation for our planned growth and no material or significant deficiencies. The four minor concerns identified by the external auditors are being worked on and all will be addressed by year-end of June 30, 2012. The Trustees have now read and acknowledged their need to comply with a *Fraud and Whistleblower Policy* and the document will be provided to all faculty and staff for their written acknowledgement.

We intend to continue on the path of growing our reserves by \$550K and maintaining a decent FCS at or above 1.6 through the 2011-12 fiscal year in spite of some challenges this Fall due to issues in two particular programs, Social and Cultural Anthropology, and Clinical Psychology, both of which are discussed in the *Identification of Other Changes and Issues Currently Facing the Institution* section. The Spring 2012 new student target has been exceeded.

The improvement in the FCS at year end 2010-11 was a major milestone for CIIS and has been recognized by the Department of Education (DOE). The Institute has been removed from the DOE watch list by virtue of having its FCS go over 1.5. This has a significant positive impact on finances. It has freed up \$2.2M in deposits that the Institute had to provide to secure a standby letter of credit to the DOE.

As an external acknowledgement of our planned growth, several banks have committed themselves to work with CIIS for the refinance of the Mission Building; some banks have offered CIIS 75% loan to value which is the highest percentage available for commercial real

estate. The banks have all commented that our planned growth and increased reserves over the past decade are very impressive.

Attached are the Audited Financial Statements for FY 2010-11 (*Attachment V*), the Management Letter of June 2011 (*Attachment W*), and the Year-to-Date Financial Statement (*Attachment Z*).

Fiscal Discipline

CIIS is currently developing projected budgets for the upcoming three fiscal years with these guiding principles:

- Keeping the FCS at or above 1.6 will be the primary goal
- Growing reserves
- Keeping tuition in line with competing schools in California (tuition increases to average 4%)
- Keeping our tuition discount ratio below 7.5% for institutional scholarships
- Maintaining the goal of 15% non-tuition income
- Continuing with salary increases to bring the institution to the 60th percentile in terms of national salary benchmarks for faculty and staff in graduate schools

Budget Process

The Budget is developed by an Institute Planning and Budgeting Committee (IPBC) comprising staff and faculty representatives, the Controller, the President, the Academic VP, the VP for Finance & Administration (Chair), the Dean of Academic Planning & Administration, and the Director Human Resources. It has a total membership of 18 and meets monthly to develop the annual budget based on institute-wide priorities. The meetings are open and minutes are circulated to all members and are posted internally. All information, excluding individual salary details, is shared and debated.

In order to improve the capital planning process and take a view over a longer time horizon, we have just instituted a new Capital Planning Committee to be chaired by the VP for Finance & Administration and with a membership of six staff and faculty, including the Directors of IT and Facilities and the Dean of Academic Planning & Administration. This committee will work in concert with the IPBC.

Governance and Board Oversight

The Faculty Council has appointed a member as the liaison to the Institution Planning and Budget Committee. In addition, the VP for Finance & Administration meets with the Council a few times each year. He also attends Staff Association meetings from time to time.

The Board Finance Committee approves the annual budget and monitors compliance with the budget and broad financial targets. A comprehensive package with enrollment performance, KPIs (Key Performance Indicators), YTD budget performance report, significant budget adjustments (if any), FCS status, financing updates, audit findings, and other financial matters of import are reported by the VP for Finance & Administration at these meetings that are held three times each year.

Fundraising

In February of 2008, CIIS received a report from Chicago-based consulting firm, Campbell & Co., following a fundraising feasibility study. The report established a five-year \$6 million goal for cumulative fundraising between academic years 2008-09 and 2012-13. A \$3 million goal was recommended for the first three years, and CIIS exceeded that goal by \$186,000, raising a total of \$3,186,000. The goal for the 2011-12 academic year is \$1,375,000, and at mid-year CIIS has raised 60% of that total.

In addition to success on meeting and exceeding fundraising dollar goals, CIIS has also implemented several other key recommendations in the report including engaging trustees actively in fundraising through the creation of a Major Gifts subcommittee, and implementing a Public Programs Advisory Council.

In this time period, CIIS has received two major government contracts. These include a six-year \$1 million contract from the City and County of San Francisco to be used to recruit students from ethnic minority and LGBTQ backgrounds, as well as students with experience dealing with mental illness either in their own lives or in the lives of family members, into CIIS' five MFT Programs. Additionally, this contract provides CIIS \$57,000 per year to help make the campus more knowledgeable about and welcoming of these student populations. A second five-year contract of \$373,898 was received this year from the State of California to provide \$20,000 stipends to Clinical Psychology students who are committed to employment upon graduation in a county public mental health agency or a community-based organization under contract to a county public mental health agency.

The Development Office maintains an ongoing focus on raising money for scholarships from every segment of the CIIS community including alumni, trustees, faculty and staff, and foundations. Major gifts of scholarships in this time period include \$300,000 from the JC Kellogg Foundation for Diversity Scholarships for the Integral Counseling Psychology Program; \$210,000 from the California Wellness Foundation for scholarships to minority students in the Community Mental Health Program; and \$160,000 from The Lisa and John Pritzker Family Fund for scholarships to students in the Community Mental Health Program.

An additional area of focus for the Development Office is raising money for academic programs; sample gifts received this year include \$30,000 from the Aetna Foundation for a project coordinated by the Integral Health Studies (IHL) program benefitting the low-income families at 10th and Mission Family Housing, and \$10,000 from the MCJ Amelior Foundation for Theater for Change and scholarships in the Drama Therapy Program. Significantly, both of these projects,

and the majority of projects for which the Development Office seeks funding, benefit low-income and minority populations; this is the first time that integrative wellness coaching is being applied to families in subsidized residency.

With the active involvement of the President and Trustees, especially those on the Major Gifts subcommittee, CIIS has raised nearly \$700,000 over three years for the Library Relocation and Renovation Project including gifts of \$100,000 each from two trustees and their families, and a third recent gift of \$100,000 from a recipient of the Chaudhuri Award for Distinguished Service, an award presented each year at the annual Chaudhuri Dinner.

A new focus for the Development Office is raising funds for Public Programs and Performances and The Arts at CIIS. In January of 2011, CIIS' first Development Officer for Public Programs and the Arts was hired, charged with creating membership programs for individuals and corporations, and creating and staffing the Public Programs Advisory Council, a group of influential Bay Area individuals who will advise on programming and marketing, as well as help raise funds, for Public Programs.

The Development Office hosts a variety of donor cultivation events each year including the annual Chaudhuri Dinner, Friends of the Arts and Friends of Public Programs salons, Consciousness Forums, and receptions and community educational panels for The Arts at CIIS. The Arts at CIIS exhibition series reports to the Development Office and each year offers 12-15 exhibits and related programming, 75% of which feature the work of multicultural photographers. A major catalog project representing the work of these multicultural photographers will be launched in Spring 2012 with regional and national distribution.

Facilities

Corresponding to the growth in student enrollment and employees, expanded physical space has been created in CIIS' main building (Mission Street), with construction of new classrooms, offices, and student lounges. Construction is currently in progress for a totally new Library which will include a student computer lab, collaborative study spaces, and the recently launched Center for Writing and Scholarship.

Public Programs & Performances

As the organizer of external arts and educational events, P3 (as it is called internally) now annually hosts over 100 workshops, lectures, certificate programs, and concerts by traditional and contemporary artists. The *San Francisco Chronicle* in February 2012 stated that "CIIS has become a major Bay Area music presenter focusing on international artists." At the time of the last WASC review, CIIS had just hosted its first-ever international conference, *Uncovering the Heart of Higher Education: Integrative Learning for Compassionate Action in an Interconnected World*. Since that time CIIS has hosted two other highly successful conferences, *Expanding the Circle: Creating an Inclusive Environment in Higher Education for LGBTQ Students and Studies*, attracting educators from around the nation and the world. The 2011 conference was co-

sponsored by AAC&U (Association of American Colleges and Universities) and AAUP (American Association of University Professors), along with 8 other professional associations. In June 2012 CIIS will sponsor an *Expanding the Circle* Summer Institute.

Community Engagement

CIIS expanded its number of clinics in San Francisco offering low-cost psychological counseling services to 6 with the opening of a Clinic Without Walls. This latest counseling center takes its services directly to clients at various community locations. Plans are underway to offer a special Bachelor's degree completion program for employees of the City and County of San Francisco, with special emphasis on those working in the Department of Public Health. A new initiative is also in process to partner with the Indian Cultural Center in the South Bay, potentially offering counseling services and/or workshops focused on consciousness and ethics within the hi-tech milieu.

At the time of the last WASC visit CIIS had already changed its budgeting processes to achieve transparency. We have been successful in maintaining that transparency working with the Vice President for Finance & Administration, budget managers, and the Institute Planning and Budget Committee. The institute has remained committed to holding tuition increases to 4%, increasing scholarship aid (100% increase in institutional funds between 2008 and the present), and improving salaries. There have been difficult choices to make as CIIS has moved forward to secure our future in San Francisco by buying a building and acted on other strategic initiatives. We continue to monitor our financial resources and commitments with care and vigilance.

Faculty/Staff Support

Recognition

CIIS was cited in 2009 as one of The Chronicle of Higher Education's "Great Colleges to Work For." In a category of comparable institutions based on enrollment size, CIIS placed in the "Top 10," scoring over 75% positive in 7 different categories.

Faculty/Staff Integration

At the start of Fall semester 2009 CIIS held its first faculty/staff retreat to discuss the draft strategic plan and to better integrate faculty and staff into a community. The very positive evaluations of the combined retreat have led the Institute to start each of the following academic years with a faculty/staff retreat. Using Open Space Technology these retreats have become a place where anyone can raise issues and ideas for discussion and action. They have been a helpful way for the Institute to hear from all segments of faculty and staff and for nascent issues to become apparent.

Staffing

Over the course of the last two years, the Human Resources Department, in consultation with the office of the Academic Vice President, undertook an extensive project to redesign and upgrade most of the positions that provide primary administrative support to the academic programs. This project entailed extensive needs analysis, widespread consultation with faculty and staff, and benchmarking to other universities' compensation scales and best practices. The project has resulted in increases in salaries, FTE, and several upgraded positions to more effectively support the staff and workflow in the academic departments.

Human Resources has also reviewed positions across the Institute to ensure that positions are described and classified accurately with proper compensation levels. This general review has required that some positions be retitled or changed, and new positions have been selectively added as needed to better support the infrastructure of the Institute as it grows.

Faculty

The number of core faculty members has increased since 2008. Searches are currently underway for two new core faculty billets, one in Integral Counseling Psychology, and one in the School of Undergraduate Studies.

Faculty workload is designated at 18 units per year or its equivalent. Workload units are given for chairing academic departments and for chairing or serving on dissertation committees. Workload has also been adjusted to reflect faculty involvement in assessment and program review activities. CIIS faculty members are eligible for a one-semester sabbatical every seven semesters. This is the primary way in which the Institute has been supporting time for faculty research, a matter of ongoing discussion and exploration.

Survey data and discussion at staff and faculty meetings suggest that overall morale is high at CIIS. We have clear guidelines for faculty workload and a generous sabbatical program. Nonetheless, rapid growth has meant changes in how work is done and ongoing adjustments are needed. As a community we are conscious that change has been needed and never easy.

Identification of Other Changes and Issues Currently Facing the Institution

In the time period since WASC's last review, CIIS has witnessed significant growth. Key performance indicator comparisons are listed in *Attachment M*.

Attachment M

<i>Indicator</i>	<i>2008</i>	<i>Current</i>	<i>% Increase or (Decrease)</i>
Total student enrollment	1,180	1,432 (Fall 2011)	21 %
Total student FTE	1,005	1,337 (Fall 2011)	33 %

Students of color (% of total) *	23 %	29 %	6 %
International students (% of total)	8 %	10 %	2 %
Total student applicants	666	971	46 %
Institute-funded scholarship recipients	246	715	190 %
Institute student financial support (non federal & state funding)	\$856 K	\$1.7 M	100 %
Core faculty	60	72	20 %
Core female faculty (% of total core)	48	50	4 %
Core faculty of color (% of total core)	22 %	28 %	6 %
Adjunct faculty	92	130	41 %
Adjunct female faculty (% of total adjuncts)	Not Available	56	
Adjunct faculty of color (% of total adjuncts)	Not Available	21%	
Student-faculty ratio (includes core & adjunct)	10.7 : 1	12 : 1	12 %
Average class size	12.91	13.78	8 %
Staff (100% FTE) (excludes temps, student workers)	94.55	106.41	13 %
Gifts and grants:	\$365 K	\$1.29 M	255 %
Alumni giving – percentage	4.9 %	4.1 % (2011)	(.8 %)
Alumni giving – amount	\$59 K	\$326 K (2011)	450 %
CIIS operating budget	\$17.8 M	\$24.3 M	37 %
Liabilities & Net Assets	\$23.8 M	\$25.3 M	7 %
Endowment	\$1.7 M	\$1.3 M	(23 %)
Non-tuition Revenue – percentage of operating budget	14.1 %	12.9 %	(1 %)

Financial Composite Score	0.83	1.87	(not applicable)
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- ** Note: Student ethnicity statistics do not match exactly to IPEDS categories because CIIS breaks out the ethnicity of its non-resident aliens.*
- *Note: Some statistics in the table above do not match to the statistics on the WASC Summary Data Form because the latter is based on IPEDS submissions, the most recent of which is for Fall 2010. Where more recent data is available it has been included in the table above and notated as Fall 2011.*

Significant administrative changes in the last four years:

- CIIS updated its Strategic Plan (*Attachment N*) for the period 2010-2015. The plan was developed and is being guided in its implementation by a team representing faculty, staff, and administration; the strategic planning process is co-chaired by the President and the Dean of Academic Planning & Administration. Progress on implementing the plan is noted in *Attachment O*.
- The business and finance functional areas were reorganized to create two separate positions of Vice President for Finance & Administration and Controller. Support staff was increased by 2 FTE. The new VPFA, Parminder Bajaj, assumed office in September 2010.
- The CIIS website (www.ciis.edu) was totally re-envisioned and re-engineered. Significant improvements were made to content volume, organization, search ability, and scalability. A comprehensive academic section of the website is in development so that students, faculty, staff, and prospective students will more readily be able to access policies, procedures, requirements, and contact information. A comprehensive section is also being organized for assessment and graduation data.

Issues Surrounding Two Faculty Terminated for Cause

A recent challenge to the Institute's standing and functioning emerged when current and former students in the Social and Cultural Anthropology programs came forth to describe experiences resulting from unprofessional and unethical conduct on the part of the Anthropology Department's chair and another core faculty member. Separate communications have been sent to WASC officials (as well as the Department of Education) concerning the findings resulting from the ensuing investigation conducted by CIIS senior administrators, and the actions taken by the Faculty Executive Council, the President, and the Board of Trustees to address the related personnel issues, student concerns, student academic progress issues, and legal ramifications.

The CIIS Faculty Handbook specifies that if a faculty member is under consideration for being fired for cause the Faculty Executive Committee (FEC) is to set up a Faculty Hearing Board of three full Professors. In July 2011 FEC was given a report prepared by the Academic Vice President and the Dean of Students and asked to constitute a Faculty Hearing Board. They

agreed to do so after reviewing the documents. Both the faculty members and the administration agreed to the composition of the Faculty Hearing Board. After extensive review of documents and two days of hearings on each person, the Faculty Hearing Board recommended to the president that the two faculty members be dismissed for cause. The two faculty members were ultimately dismissed from the Institute. Efforts are currently underway to rebuild the Social and Cultural Anthropology department. A new interim chair is in place and working with an active program committee; adjunct faculty hired in the Fall are continuing this Spring and next year (formal searches will be conducted in the next academic year).

Now that the hearing process is over and the personnel actions have been taken, the Academic Vice President is working with faculty and staff to ascertain what we have learned from this experience and where we need to make changes. She will be working on this with an ad hoc faculty committee and talking with all academic departments and relevant offices and academic committees. As you can see from the Hearing Board reports (*Attachment P*), the findings regarding the two faculty members included abusive relations with students, falsified grades, excessive use of incompletes and refusal to follow institutional policies and procedures. There is no reason to believe that other faculty have been involved in granting fraudulent grades (i.e., grades for courses in which students did not complete the work) but grading expectations and professional ethics will be reinforced in discussions with faculty. We do not want to treat everyone as though they are potentially engaged in fraud and require faculty to submit student work along with grades. However, we realize that we need to have all CIIS policies, procedures and protocols on the website for easy access and to improve understanding of expectations; we might well have learned of violations more quickly if policies, procedures and protocols were more visible (policies are in the CIIS catalog). The Registrar's Office will institute a regular review of grade distributions and probation data which would have highlighted the excessive use of incompletes and their consequences.

American Psychological Association Accreditation

Another challenge the Institute is addressing is the recent revocation of accreditation for the Clinical Psychology (PsyD) program by the American Psychological Association (APA). The revocation is currently in an appeal status. The Clinical Psychology department chair believes that APA made several significant errors in their analysis of the data and report that CIIS submitted (*see Attachment Q*). We continue to believe that the PsyD program addressed all of the issues identified by APA and that it improved in doing so. Internal and external assessments indicate that the students and graduates do well. Between 2006 and 2010, 62 graduates were licensed to practice in California. CIIS graduates have scored quite well on the California license examinations as shown in the 2010 data provided in Attachments R and S.

Regardless of the outcome of this process, the program is uniquely positioned to prepare professional psychologists. Although hopeful of full accreditation status being restored, the program is committed to infusing its science-based courses with the spirituality that is at the soul of the shared values that so powerfully define the CIIS community. We are committed to continuing to offer the PsyD program; many students come to it because of a particular interest

in CIIS and what we have to offer relative to the integration of psychology and spirituality. In Fall 2011 the state of California granted us a contract for the PsyD program because of their interest in the way we integrate psychology and community.

Concluding Statement

CIIS looks forward to a period of continued targeted enrollment growth, enhanced non-tuition revenue, technological and facilities improvement, and greater recognition and impact in the surrounding community. The Institute is positioned to succeed at these endeavors by harnessing the talents of an increasingly accomplished, professional, and dedicated corps of administrators, staff, faculty, and alumni, and by expanding support from foundations, community organizations, governmental entities, corporations, and individual sponsors.

With the requisite spotlight on financial sustainability, diversity enhancement, and curricular improvement, the Institute will sharpen the focus on strategies for improving and measuring retention and graduation rates, time to degree, and assessment of learning outcomes and institutional effectiveness. Specific to assessment, the guiding principles are: 1) clear identification and articulation of desired outcomes; 2) appropriate methodology for conducting the assessment and determining whether desired outcomes have been achieved; 3) utilization of the assessment results to discover and analyze impediments to success; and 4) realistic plans and timelines for ameliorating deficiencies.

List of Attachments

- A Institutional Assessment Instruments
- B Student Satisfaction Survey
- C.1 Graduation Survey
- C.2 Graduation Survey Summary – Fall 2010
- D Institute Effectiveness Survey
- E Analysis of Dissertation Proposal Rubrics, AY 2009-2010
- F Center for Writing and Scholarship Description
- G Retention and Graduation Rates
- H Board of Trustees Resolution on Time to Degree
- I Time to Degree Report
- J Time to Degree Plan
- K Student Ethnicity by School
- L Student Ethnicity by Admissions & Enrollment
- M Key Performance Indicators
- N Strategic Plan 2010-2015
- O Strategic Plan Progress Report
- P.1 Anthropology Hearing Board Report – Angana Chatterji
- P.2 Anthropology Hearing Board Report – Richard Shapiro
- Q American Psychological Association Appeal Letter
- R California Psychology Supplemental Examination (CPSE) Results, 2010
- S Examination for Professional Practice of Psychology (EPPP) Results, 2010
- T Current CIIS Catalog
- U Summary Data Form
- V FY 2010-11 Audited Financial Statement
- W Management Letter of June 2011
- X Organization Chart - Administrative
- Y Organization Charts - Academic
- Z FY 2011-2012 Year-to-Date Financial Statement