Institutional Report of
California Institute of Integral Studies to WSCUC
Fall 2016

Chapter 1: Introduction to the Institutional Report: Institutional Context;
Response to Previous Commission Actions (CFRs 1.1, 1.8)

CIIS History, Mission, and Values

In 1968, the California Institute of Asian Studies (CIAS) was founded as the educational center of

the Cultural Integration Fellowship, a non-profit, non-sectarian, religious, cultural, and educational

organization. In 1974, CIAS was incorporated separately as a private, non-profit, non-sectarian, graduate

school. In 1980, the name was changed to California Institute of Integral Studies (CIIS). In 1993, the

Institute introduced a Bachelor's degree completion program. The American College of Traditional

Chinese Medicine (ACTCM), founded in 1980 as a private, independent graduate school, integrated within

CIIS on July 1, 2015.

CIIS has always been a pioneer in integral teaching and learning. Its stated mission (Exhibit 1.1) is

to expand the boundaries of traditional degree programs with transdisciplinary, cross-cultural, and

applied studies with face-to-face, hybrid, and online pedagogical approaches. Offering a personal learning

environment and supportive community, CIIS provides an excellent multifaceted education for people

committed to transforming themselves, others, and the world. (CFRs 1.1, 2.10)

The University's *Seven Commitments* (Exhibit 1.1) are aspirational statements intended to

advance the stated *Mission* and *Purpose*. The Commitments reflect the university-wide values that derive

from the Mission.

CIIS has been continuously accredited by the Commission for Senior Colleges and Universities of

the Western Association of Schools and Colleges since 1981. The clinical psychology program was

accredited by the American Psychological Association from fall 2003 through summer 2012. ACTCM (now

ACTCM at CIIS), and its Master of Science of Traditional Chinese Medicine, has been continuously

accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) since 1991

and its Doctor of Acupuncture and Oriental Medicine (DAOM) degree since receiving Candidacy in 2010.

CIIS Snapshot in 2015 [1] [2]

CIIS currently conducts its operations in university-owned facilities at 1453 Mission Street in the Mid-Market area of San Francisco, and leased facilities at two sites in the nearby Potrero Hill neighborhood (455 Arkansas Street and 555 De Haro Street). Five counseling centers ("clinics") are located in various leased locations throughout San Francisco; and one, the Clinic Without Walls, is located in a housing authority complex in the Mission district. Acupuncture services are offered in a public clinic on the ACTCM campus and ACTCM interns practice at five affiliated clinical sites located in San Francisco and Berkeley. An acupuncture clinic is currently under construction in the CIIS Mission Street building, due to open in 2016. Public Programs & Performances events and workshops are offered in various venues in San Francisco Bay Area as well as at the Mission Street building. (CFR 3.5)

Program delivery is primarily face-to-face, with three programs offered online, and many programs increasingly utilizing a hybrid format. Several programs employ a cohort model. Fall 2015 enrollment is 100 (95 FTE) students at the undergraduate level; 1,414 students (1,283 FTE) at the graduate level (Exhibit 1.2 & Exhibit 1.3). CIIS has set a strategic goal of increasing enrollment to 2,000, to be reached by offering new programs, increasing enrollment in current programs with excess capacity, and retaining enrollment in programs at capacity. In addition, the University plans to offer more courses online and to explore options for additional facilities to accommodate growth. (CFR 2.1)

Since CIIS's last WSCUC review (Educational Effectiveness) in 2008, the university has experienced remarkable growth and maturity characterized by increased enrollment, expanded academic programs, stabilized finances, and enhanced community alliances. Founded roughly 50 years ago as an institution grounded in alternative ways of knowing and integration of mind, body, and spirit, CIIS has maintained its alternative approach to learning while adapting it to the fundamental disruptions taking place in 21st century higher education. A snapshot of CIIS in 2015 provides a significantly altered picture

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[1] *Institutional website: Please note that the ACTCM website is still in process of being merged into the CIIS website*

[2] *Legend for Program Acronyms (Exhibit A)*

from that of 10, or even five years ago, yet one of a university remaining true to its founding vision. It is

an exciting time to attend, work, and engage with the University, albeit one with increasingly complex

administrative and economic challenges. (CFRs 3.4, 3.6)

The University has undertaken and completed a successful strategic plan (years 2010 to 2015)

since the last major WSCUC review, and is in the initial implementation stage of its latest strategic plan

(years 2015 to 2020) (Exhibit 1.4), discussed in greater detail below. As CIIS has become more thoughtful

in planning its future, it has actively engaged its faculty, staff, and trustees in assessing institutional

strengths, opportunities, and challenges so that these can be related to the changing higher education

landscape as well as national and global dynamics. As the University has sought to define and create a

sustainable economic and programmatic model, CIIS has incorporated more evidence-based decision-

making, assessment of curricular and operational effectiveness, and shared responsibility for attainment

of enrollment and income generation goals. (CFRs 3.4, 3.6, 3.8, 3.9, 4.6, 4.7)

Among significant indicators of growth and improvement since 2008, CIIS has increased

enrollment 21%, increased core faculty 40%, increased female core faculty 49%, increased core faculty of

color 85% (Exhibit 1.5), increased total operating budget 34%, increased non-tuition revenue 15%,

increased reserves to $11 million, improved the U.S. Department of Education Financial Composite Score

from 0.8 in FY 2008-09 to 2.2 in FY 2015-16 (calculated at the end of December 2015), increased faculty

and staff salaries 10%, held steady the undergraduate graduation rate (two-year graduation rate weighted

average for years 2008 to 2013 is 85.37%) (Exhibit 1.6); and increased scholarship funding 100% [while per

unit tuition rose between 28% (BA and PhD) and 30% (MA)]. (CFRs 3.1, 3.4)

Institutional Strengths

The accomplishments cited immediately above have built on existing institutional strengths and

engraved new ones. They have ripened in a culture characterized by what many CIIS stakeholders

consider to be the University's primary strength: faculty and staff members, administrative leadership,

Board of Trustees, and student body abundant with creative curiosity and innovative spirit. (CFRs 3.1, 3.6,

3.8, 3.9) CIIS's core values inform the University's mission and shape its unique portfolio of academic

programs. (CFRs 1.1, 2.1) These values also entice individuals to choose CIIS purposefully as the place

where they want to work and study, even when other options may be more convenient, less expensive, or more prestigious. Accomplished faculty members not only pursue scholarship, publishing, and consulting activities, but also demonstrate a deep commitment to pedagogy that values personal transformation and lifelong learning. They recognize that students cannot be expected to grow and improve if the faculty does not do likewise. Teaching is not only about what students need to know but also about how graduates will utilize that knowledge to shape a world that is more humane and sustainable. (CFRs 2.5, 2.10, 3.1, 3.2)

The relatively small size and relatively young age of CIIS combine with its holistic values to encourage an uncharacteristic freedom: a freedom *from* entrenchment, stagnation, and rigidity, and a freedom *to* experiment, be adaptable, and be entrepreneurial. Interdepartmental collaboration prevails and transdisciplinarity is viewed as essential for addressing contemporary complex issues in holistic and creative ways. Though the meaning of "integral" in the CIIS context is the subject of continuing and nuanced discussion, there is widespread agreement that it characterizes the University's commitment to academic rigor, personal growth, mindfulness, and wellness. Knowledge is accessed through multiple ways of knowing, and disciplines are assumed to possess an inherent intersectionality. Students are encouraged to bring their whole selves into the learning environment: physical, emotional, and spiritual welfare is regarded as a necessary complement to the development of the mind. The learning community is distinguished by a culture in which students support other students and faculty learns from each other. The competitive nature of faculty and student cultures, so indicative of many U.S. institutions of higher education, is largely absent at CIIS. Widespread participation in organizational reform is encouraged; three recent examples are University President Joseph Subbiondo's leadership to engage all faculty and staff in revising the University's statement of Mission and Commitments, in defining a role for all faculty and staff in addressing the initiative on diversity, and in bringing together a far-reaching corps of faculty and staff to create an improved performance appraisal and appreciation process for the staff. (CFRs 1.4, 3.6-3.10)

Also absent is a compulsion to get bigger for the sake of institutional aggrandizement.   CIIS has grown remarkably in the past decade and has strategically identified continued growth, but only that

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which resonates strongly with its mission, core values, and academic niche. Growth is desired to further the University's external engagement and to strengthen its fiscal posture, with the ultimate aim of enhancing the student experience. The most recent example is the merger with ACTCM, motivated by the prospects of global leadership in aligning Western and Eastern health and wellness modalities. (CFR 1.1)

The Institutional Review Process and Related Strategic Planning

True to a university valuing integral and innovative governance, the process deployed to develop this report and to prepare for the WSCUC review has been one characterized by widespread engagement of the various institutional constituencies. Guided by a "WASC Steering Committee" composed of approximately two-dozen faculty and staff members, researching and writing began at the start of the spring 2015 semester. Each chapter was assigned to two or three primary writers. Initial drafts were circulated to the wider campus community for feedback and were finalized at the start of the spring 2016 semester.

The preparatory process for WSCUC coincided fortuitously with a University-wide strategic planning process launched at the annual Faculty/Staff Gathering in August 2014 with a community-wide discussion of a vision for CIIS in the year 2020. Seven planning teams were formed, each facilitated by a faculty member and an administrator. Each team had faculty, staff, and in some instances student representation. The co-facilitators of each team comprised a Strategic Planning Committee, which along with the President, Dean of Academic Planning & Administration, and Director of Institutional Effectiveness, guided the process. (CFRs 4.5-4.7)

A SWOT (strengths, weaknesses, opportunities, threats) analysis followed the initial vision conceptualization, and the teams then developed their overarching goals, related specific objectives, and strategies for goal attainment. In spring 2015 these team plans were consolidated into a Master Strategic Plan that included identification of the resources necessary for implementation. The final plan, *CIIS 2020: Integral Roots, Seeding the Future*, ([Exhibit 1.4](#)) was reviewed by the entire campus community in fall 2015. (CFR 4.6)

Several additional parallel and complementary processes to the report preparation and strategic planning took place over the course of the 2014 and 2015 academic years. The Academic Vice President

led the academic program chairs in discussing and identifying unifying student learning outcomes for the varying levels and types of degree proficiencies, articulating the specific markers of attainment for undergraduate, research and professional Master's, fine arts Master's, research doctoral, and professional doctoral proficiencies (the undergraduate proficiencies are listed and discussed in Chapter 4; the graduate proficiencies can be found in Exhibit 1.7). (CFRs 2.3, 4.3-4.6)

Keying off the proficiencies discussions, and modeled on work already completed by the School of Undergraduate Studies, the other schools began examining how the programs housed within the same school could unify elements of educational philosophies; approaches to teaching, learning, and research; and goals for student attainment. This process was especially useful for the School of Professional Psychology & Health to bring greater clarity to its programmatic similarities and differences, and for the School of Consciousness & Transformation to articulate its unique approach to knowledge discovery and career options. (CFRs 4.3, 4.4, 4.6)

In spring 2015, the President led a University-wide discussion to update the CIIS mission statement and statement of ideals, now called commitments. This process began with discussion by the Academic Vice President and core faculty at a Faculty Retreat in January 2015, and then expanded to involve all faculty and staff. The revised mission and commitments more accurately and fully portray the University's key obligations and aspirations. (CFRs 1.1, 4.6)

Recent WSCUC Recommendations

CIIS has had the following recent interactions with WSCUC:

1) The last major Commission reaffirmation (Educational Effectiveness Review) in June 2008 and subsequent Interim Report in July 2012

2) The structural change approval of the recent merger with American College of Traditional Chinese Medicine and related substantive change proposals for the DACM (Doctor of Acupuncture & Chinese Medicine) and DAOM (Doctor of Acupuncture & Oriental Medicine) (all three approved November 2014)

3) Three other recent substantive change proposals:

- Online PhD in Integral & Transpersonal Psychology (approved June 2015)

- MFA in Theatre – Performance Making, joint program with the University of Chichester in the U.K. (approved March 2015)
- PhD in Human Sexuality (approved June 2013)

Issues raised by WSCUC as a result of these visits cluster in the following areas, with the first three being of primary importance:

1) Educational effectiveness (including assessment and program review) Diversity (including curriculum and climate)
2) Financial (including growth, sustainability, and budgets)
3) Faculty and staff (including workload, development, and support) Integration of ACTCM into CIIS (including faculty, academic policies, and culture)
4) Clinical sites and professional placement outcomes
5) Doctoral culture and research

Responses to these issues are described in detail in Exhibit 1.8.

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Chapter 2: Compliance with WSCUC Standards

Review under WSCUC Standards

In keeping with the instructions set forth in the Handbook of Accreditation, CIIS has conducted a self-review under the Standards (Raw results – Exhibit 2.1; WSCUC Form – Exhibit 2.2). This process involved surveying 23 managers, directors, and faculty members who represent both academic and nonacademic areas. The *Inventory of Educational Effectiveness Indicators* is included as Exhibit 2.3. This inventory was completed and is maintained by the Office of Institutional Effectiveness, which works closely with all academic departments to support assessment and program review and to conduct institutional research.

In the following sections, areas of strength and challenges identified in this process are highlighted. In some cases, this discussion is abbreviated because the areas cited are covered in depth elsewhere in this report.

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

Institutional Purposes (CFRs 1.1-1.2)

CIIS has a distinctive and clear mission that is well understood by the community. This conclusion is supported by nearly 100% of the respondents, who agreed that that CIIS's distinctive mission is an area

of strength. The mission and commitments were recently re-affirmed as part of the strategic planning process. (CFR 1.1)

More than half the respondents indicated that CFR 1.2 needs attention, and more than one-third said that this area should be a priority. This finding reflects the need for information about educational objectives and outcomes to be more widely distributed. CIIS is addressing this need in several ways, including: to increase capacity to conduct institutional research, to centralize the collection and maintenance of learning and student achievement data, and to share the results on a regular basis with the CIIS community and the public. This work is being led by the Office of Institutional Effectiveness, established in 2014, and described in Chapter 6 of this report.

Integrity and Transparency (CFRs 1.3-1.8)

As an established institution, CIIS has a full array of policies and procedures covering all areas mentioned in this section of the Standard, including academic freedom and policies to ensure fairness and equity for the students, faculty and staff, and accurate information to the public. CIIS strives for collaboration across all segments of the institution and seeks to be transparent in its decision-making and communications, as seen in the institution-wide collaboration on this report and in the CIIS Strategic Plan 2020. The self-review revealed especially high ratings for transparency, integrity, and relations with WSCUC (CFRs 1.3, 1.6-1.8).

One area that CIIS has identified for development is diversity, which is confirmed by the results of the self-review showing that about 50% of the respondents found that diversity needed attention and about 70% rated it as a high priority. As noted elsewhere in this report, in fall 2014 the Board of Trustees adopted the "President's Initiative on Diversity, Inclusivity, and Intercultural Sensitivity," which set forth five areas of focus: curricula; student recruitment and financial aid; faculty and staff recruitment, training, review, and promotion; student advising and mentoring; and university structure and finances. Although strong support for diversity has been in place at CIIS for many years, the new initiative has created greater visibility than in the past and sets specific goals and objectives. The Initiative is tied to one of the major goals in the Strategic Plan: "to embody and model a diverse, inclusive, socially just and interculturally sensitive learning community." A new Dean of Diversity & Inclusion, who has been with CIIS for seven

years as a faculty member and led successful diversity work in her department, has been appointed by the President to lead the initiative and to work in collaboration with the existing Faculty Diversity Committee and each academic and nonacademic unit (CFR 1.4). See Exhibit 2.4 for more on this initiative.

Standard 2: Achieving Educational Objectives Through Core Functions

Teaching and Learning (CFRs 2.1-2.7)

CIIS offers 25 programs within its four schools (Exhibit 2.5). CIIS has one baccalaureate-level degree completion program, and all the other programs are masters and doctoral level and all clearly flow naturally from CIIS's distinctive mission. Each program has at least one qualified full-time faculty member and some adjunct faculty members. Admission standards and curricula meet expected standards for programs of the types offered, and rigor is embedded into instruction and evaluation practices. The self-review revealed very high ratings in all these areas.

The programs all have stated learning outcomes, assessment plans, and standards of performance that are embedded in rubrics and grading criteria. As noted in this report, CIIS has built its capacity to assess student learning and recognizes that additional work on student learning outcomes, assessment, and student achievement is needed by building greater expertise and infrastructure, and using the results of assessment for improvement of student learning. CIIS has extensive academic policies and standards, including program review. The results of licensing examinations in programs that lead to licensure are excellent. (See Exhibit 2.6 and Exhibit 2.7 for results.) Teaching and learning, as expressed in CFRs 2.1 to 2.7, are covered in depth in the essays in Chapter 5 and 6.

One aspect of a CIIS education that is not covered elsewhere in this report is the opportunity for specialized clinical experience. Students in the acupuncture and psychology programs are required to have supervised placements in clinical settings. CIIS students can be found in agencies throughout the Bay Area as well as in clinics operated directly by the University. The University operates seven clinics (counseling centers and acupuncture clinics) in San Francisco, providing low-cost psychotherapy and acupuncture to the public. The clinics are each linked to a particular degree program in Counseling Psychology (one is tied to Somatic Psychology, one to Community Mental Health, and three to Integral Counseling Psychology), the Clinical Psychology doctoral program, and the Acupuncture and Traditional

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Chinese Medicine Master's and doctoral programs. The mission of the clinics and their role in supporting students' career preparation are described in further detail in Exhibit 2.8. Assessment results for Master's in Counseling Psychology practicum students in external placements are provided in Exhibit 2.9, and show that 98.8% of the students evaluated were rated by external site supervisors as performing "as expected" or "above expectations," with 76% of students performing "above expectations." (CFRs 2.2b, 2.3 and Guideline to 2.3)

Scholarship and Creative Activity (CFRs 2.8-2.9)

CIIS has set clear expectations for research, scholarship, and creative activity that are reflected in policies stated in the Faculty Handbook. The policies highlight the importance of scholarly work for CIIS and describe expectations for different categories of faculty. Generous sabbatical policies and other support for scholarship are provided. The CIIS faculty has a strong record of scholarly output, as evidenced by Exhibit 1.8.8. As the ACTCM faculty becomes fully integrated into CIIS's academic practices and culture, the ACTCM full-time ranked core faculty will be supported and mentored so that they can meet these expectations. (CFR 2.8)

Research is a part of all of the degree programs. The nature of that work and the emphasis on it depends on the level and type of program in which the students are enrolled. CIIS offers both research doctorates (e.g., PhDs in Anthropology and Social Change and in Asian Philosophies and Cultures) in which extensive research and new knowledge creation are expected, and professional practice doctorates (e.g., PsyD and Doctor of Acupuncture and Chinese Medicine) where applied research and professional practice in extensive clinical work are the norm. (CFR 2.9)

While about one-third of reviewers thought this area needed some attention, few thought it needed significant development or indicated that it should be a priority.

Student Learning and Success (CFRs 2.10-2.14)

Extensive data on student characteristics, learning, and success are provided in Chapter 5. The Office of Institutional Effectiveness, which conducts institutional research, is responsible for collecting, storing, analyzing, and disseminating data about CIIS's students, their progress through the program, and their learning. As noted above, capacity for IR and assessment has recently been increased with the

creation of the OIE, and its systems and practices are still being built. This explains the findings from the review that more than 50% of respondents cited CFR 2.10 as an area for improvement. Retention and graduation data are readily available now, learning data are starting to be centrally collected, and plans are underway to collect such data more systematically as annual assessment reports and program reviews are conducted. See Chapter 6 for more details.

About half of the reviewers identified student understanding of requirements and support services for students as areas for improvement and relatively high priorities. (CFRs 2.11-2.13) The array of student services and co-curricular activities is covered in detail in Chapter 5. Enhancements to these services are being addressed as part of the CIIS Strategic Plan 2020, in the form of both improved and better-coordinated support (also discussed in detail in Chapter 5). The self-review confirmed that the handling of transfer students is a strength, primarily into the undergraduate degree completion program (CFR 2.14).

<u>Standard 3: Developing and Applying Resources and Organizational Structures
to Ensure Quality and Sustainability</u>

Faculty and Staff (CFRs 3.1-3.4)

CIIS has 232 well-qualified faculty members, including 66 full-time core faculty, 18 part-time core faculty, and 148 adjunct faculty. The staff includes 158 people in central administration and the four schools. Faculty and staff are diverse with 35% from underrepresented groups (Exhibit 2.10). The student-faculty ratio is 121 FTE faculty to 1,378 FTE students, and the average class size is 13, with a maximum class size of 33.

More than half of the reviewers thought that sufficiency of faculty and staff needed attention, with the greatest emphasis on staff insufficiency. CIIS added 4.0 FTE new faculty positions and 7.2 FTE new staff positions over the course of summer 2015 and fall 2015 (exclusive of ACTCM); the merger brought in 9.0 FTE additional new faculty positions and 27.8 FTE additional new staff positions. And though its ratios of faculty and, to a lesser degree, staff to students are good by comparison with most institutions, CIIS has a very student-centered model, which involves extensive one-on-one and small group interaction, and there are relatively few teaching assistants, thus placing significant advising and

mentoring demands on faculty and staff. Changes are also likely to be made in the ACTCM faculty, as the faculty in these important programs becomes more fully integrated into CIIS's culture and practices.

CIIS has well-developed policies and practices for faculty and staff that are included in the Core Faculty Handbook ([Exhibit 2.11](#)), Adjunct Faculty Handbook ([Exhibit 2.12](#)) and Staff Handbook ([Exhibit 2.13](#)); these Handbooks are being revised to bring ACTCM and CIIS policies and practices together. Two areas identified for attention in the self-review are evaluation practices and professional development. A substantial majority of reviewers cited these areas as needing at least some attention and a majority indicated that they are priorities (CFRs 3.2 and 3.3). Shortly after the self-review was conducted, a new staff-developed employee evaluation process was adopted, which should be helpful in addressing concerns about performance reviews.

By comparison to other small institutions of higher education, CIIS's benefits are good and its support for faculty in terms of sabbaticals is high (faculty are eligible for a sabbatical every seven semesters). Workloads and teaching loads continue to be subjects for discussion and attention. Staff development budgets were trimmed to ensure a balanced budget in recent years, and these are slowly being restored. Faculty and staff responded favorably when, in fiscal years 2012-13 and 2013-14, salaries (for those above $50K/year) and retirement contributions (for all) needed to be reduced; all lost salary has since been restored and retirement contributions have been reinstated. (CFR 3.2)

Fiscal, Physical and Information Resources (CFRs 3.4-3.5)

CIIS's financial status, management, integrity and planning are addressed in depth in Chapter 7. Like many small institutions, CIIS has struggled financially at times in its history but has now reached a period of equilibrium because of improving enrollment, increasing external support, careful program diversification and management, and sound financial planning and oversight. About half of reviewers indicated that financial sources needed some attention although none indicated that this is an area needing significant development. (CFR 3.4)

CIIS has a main campus and ACTCM is housed in two locations nearby. A number of remodeling and other campus projects have made the main campus more inviting and the environment more conducive to study and learning, highlighted by a sparkling new library, attractive new office and meeting

spaces, and a modern and inviting main entrance and lobby that doubles as an art exhibit and events space. Plans are underway for a new university store (bookstore) off the lobby, as well as an acupuncture clinic in the lower level of the Mission building. Other projected campus improvements include expanded and redesigned classrooms and consolidated student services areas.

CIIS recently upgraded its LMS to Canvas, which positions it for more robust online and hybrid instruction. The introduction and adoption of Canvas was exceedingly well planned and evidenced by extensive training and frequent communication. The response from students and instructors has been overwhelmingly enthusiastic, as verified by a special December 2015 survey of all users (Exhibit 2.14). Survey respondents (both students and faculty) identified a need for enhanced instructor training, so "best practices" workshops have been implemented. Despite the positive reception of Canvas, more current information technology was cited as an area needing improvement by a substantial majority of the respondents (more than 70%) who also thought it should be a high priority (two-thirds) (CFR 3.5). Although CIIS is retaining internal management of its technology operations, it has nonetheless recognized the need for external support and has accordingly recently finalized a contract with USWired to update and expand its network infrastructure and services. The University is also considering adding new systems and/or increasing its software so that that it can more robustly and efficiently manage the client relationship processes and reporting capabilities incumbent on a growing and diverse institution.

Organizational Structures and Decision-Making Processes (CFRs 3.6-3.10)

CIIS has a high degree of integrity, accountability, and performance. The self-review indicates that this area is strong (75%) and no reviewers stated that it needed attention (CFR 3.6). The President, administration and the governing board are considered to be great strengths, providing sound and thoughtful leadership and guiding CIIS in keeping to its mission and goals. More than 80% of reviewers cited these areas as strengths (CFRs 3.8-3.9). CIIS has an active faculty and a well-developed role for the faculty in oversight of the academic programs through the Faculty Council and program committees. Well over a majority of the reviewers thought faculty leadership is a strength although ACTCM reviewers thought this area needed attention, especially because ACTCM historically relied more heavily than CIIS on adjunct faculty, which will change over time as ACTCM integrates more deeply with CIIS (CFR 3.10).

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One area for attention surfaced under governance in the self-review: a substantial majority of reviewers indicated that organizational structures and decision-making processes needed attention, and most thought this should be a priority (CFR 3.7). This is expected to improve with the formation of the President's Council and a more clearly identified path for decision-making through the four vice presidents who sit on the Council. Efforts are also underway to coordinate communications and planning among the other major governance groups: Faculty Council Executive Committee, the Directors Council, and the Staff Council, along with academic program chairs/directors.

<center>Standard 4: Creating an Organization Committee to Quality Assurance,</center>

<center>Institutional Learning and Improvement</center>

Quality Assurance Processes (CFRs 4.1-4.2)

CIIS has a full array of policies to assure quality, to utilize data for decision making and planning, and to evaluate and improve. These include program review, annual assessment reports, new program approval, and, more recently, assessment of student services and co-curricular activities (see Administrative Units Assessment in Chapter 6). (CFR 4.1)

As noted earlier, CIIS has invested in building a more robust institutional research function by creating an Office of Institutional Effectiveness and staffing it with high-level experts. Because this office is still new and in a building stage, the self-review revealed that about 40% of respondents thought this area needs attention and is a priority (CFR 4.2). See Chapter 6 for a detailed discussion of CIIS's quality assurance processes, program review, institutional research, and culture of evidence.

Institutional Learning and Improvement (CFRs 4.3-4.7)

CIIS's leadership and faculty have demonstrated a strong commitment to evaluation and improvement by investing considerable time and resources to support these areas and by prioritizing them in plans and ongoing work. More than half of reviewers found this area to be a strength (CFR 4.3). As reflected in Chapter 6 and in our closing chapter, CIIS recognizes that it has more work to do in this area – continuing to build the expertise of faculty and staff, reaching higher levels of sophistication in our use of assessment tools and in our analysis of learning, and systematizing the processes involved. The

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need for further work is reflected in the self-review, with more than half of respondents citing this as an area for attention (CFR 4.4).

As described in Chapters 1 and 7, and noted throughout this report, CIIS has recently adopted Strategic Plan 2020 (Exhibit 1.4), and is in the process of creating implementation plans with metrics and timelines. The planning process was highly collaborative and institution-wide, and began with the identification of areas for improvement and a deep analysis of the changes taking place in the external environment and looking to the future. The self-review shows that nearly half of reviewers see this as a strength and a larger majority recognizes that CIIS considers the changing landscape of higher education as it plans (CFRs 4.6-4.7).

Inventory of Educational Effectiveness Indicators

The Inventory of Educational Effectiveness Indicators attached as Exhibit 2.3 shows all degree programs by school and provides detailed information about outcomes, where they are published, when and how assessed, etc. As can be seen on this document, all programs have and publish student learning outcomes and have plans to assess them. They have either conducted or are scheduled to conduct a program review on a regular cycle. Extensive information on student learning and educational effectiveness is provided throughout this report, especially in Chapters 4, 5 and 6, and is documented in the exhibits.

Conclusion and Reflections

The results of the self-review under the Standards that was conducted as part of the self-study process are consistent with our ongoing self-reflection and analysis at CIIS. These findings point to an institution well-grounded in its clear and distinctive mission, with creative faculty, staff, and students; a climate and culture that are transparent and collaborative. While having a long history of commitment to diversity and inclusion, that commitment has still not brought the University community to the level of actualization it seeks.

The faculty engages deeply with questions of educational quality; its work in this area will benefit enormously from automating and systematizing the collection and use of learning data. Enhancements to

this area will strengthen the effectiveness of quality assurance processes and result in more and better data being made available to the public.

As a relatively small but complex organization, leadership is always attentive to questions of sufficiency of faculty and staff and to salary levels. Much of the integration of ACTCM into CIIS has been accomplished, and the next stage is to bring fully together the two communities and cultures and to integrate faculty policies and procedures so that expectations are shared.

The University recognizes that it needs to continue to pay close attention to finances and to keep strengthening institutional infrastructure, especially in the technology area. Most recently, CIIS upgraded its online learning platform, and the attention now is on a CRM system and strengthening the network. CIIS is guided by a new strategic vision and plan that bode well for a bright future, including new program development and increasing enrollment.

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Chapter 3: Meaning, Quality, and Integrity of Degree (CFRs 1.2, 2.2-4, 2.6, 2.7, 4.3)

This chapter looks at the dimensions of Meaning, Quality, and Integrity of Degree (MQID) at CIIS along the following three key dimensions:

1. Learning and Being at CIIS: The distinctive educational experience

2. From Mission to Proficiencies and Skills: The framework for degree coherence

3. Quality and Rigor: Ongoing assessment and communication of quality, rigor, and standards of performance

CIIS is a distinctive and visionary institution that provides students with rigorous and unique degree options that optimally prepare them to meet contemporary challenges. This section reflects analytically on how well CIIS meets this goal. (CFRs 1.1-1.2) Examples from various programs illustrate how the three dimensions above inform the meaning, quality and integrity of education at CIIS.

1. Learning and Being at CIIS: The Distinctive Educational Experience (CFRs 1.1-1.2, 2.2)

Three foundational words appear in the CIIS Mission Statement and as key terms in many course descriptions: "integral," "learning community," and "transformative."

Integral Education

As discussed in the CIIS Educational Effectiveness Report submitted to WASC in 2007, "integral" derives from an Indic tradition of rigorous education honoring multiple perspectives, approaches, and practices in developing the potential for individual and societal transformation. Integrality includes transdisciplinarity, comprehensive and integrative thought, and multiple ways of knowing. This kind of education connects fields, practices, domains of experience, and forms of knowledge into a meaningful and organic whole that arises from plurality rather than artificial imposition of single theories or models of truth. The concept of integrality provides the framework for understanding the meaning and integrity of CIIS degrees. Questions of meaning, of what we do and why we do it, are taken seriously and readily debated. The University and program missions, the degree proficiencies, and the program learning outcomes all reflect aspects of CIIS educational principles.

Given the importance placed on integrative learning, CIIS programs include a culminating course or project that provides a space for students to reflect on their learning over the course of the program and to integrate that knowledge. Students delve deeply into how they learn as well as reflect on what they have learned and what they need to continue to learn. Programs address this culminating reflection in varied ways. For example, Master's students in the East-West Psychology program (EWP) are introduced in the very first course to the integrative seminar that they will attend at the end, a seminar in which they review what they have learned and connect it to future educational and career prospects. Because students are introduced to this idea at the beginning of their degree program, they can think about integration throughout their education, not just at the end. The Drama Therapy Program (PDT) relies on exercises in which students enact actual psychologically challenging situations in order to study them from experience, not just from books. In the self-revelatory performances that culminate the degree, students dramatize such situations in a manner that is psychologically sound and also reveals their healing. Doctoral students in all programs complete research projects that require them to integrate the knowledge and skills to create new knowledge or understandings. (CFR 2.6)

Integration is also sought through different ways of knowing and experiencing knowledge. Also, in EWP, "ecology" does not mean only scientific theories about nature, although they are included: it also

means, for example, hearing about the properties and lore of a plant pointed out by an instructor as the class gathers on a hillside. Students have opportunities to experience the environment while they learn about it. People skills do not end with therapy training in the Integral Counseling Psychology program (ICP); they include off-site retreats at the Integral Counseling Centers and attentiveness to self-healing. For the Integrative Health Studies (IHL) program, "health" goes beyond considerations of disease and nutrition to include whole-person practices like meditation, yoga, breath work, exercise, stress management, and personal health planning, looking ahead toward creating a healthy lifestyle instead of just fixing "what went wrong." Courses in the Philosophy, Cosmology, and Consciousness program (PCC) focus both on the science of the cosmos as well as its awe and wonder.

ACTCM's professional degree programs emphasize more than hands-on technical, clinical training.   Students are introduced early on to the theoretical and cultural basis of acupuncture and Chinese medicine, leading them to gain an understanding and appreciation of the depth of the medicine and its flow from ancient philosophical traditions. The educational objectives and competencies emphasize clinical skills and professional competencies in every course and clinical practicum. Students are guided toward integrating the immense amount of information they learn within the dynamic environment of the clinic. They are also guided to explore both classic Chinese medicine and modern research while reflecting on patient care from these two different scholarly perspectives.

"Integral" also connects past and present, as when students learn Sanskrit so they can read and work to preserve ancient wisdom tradition texts or when students learn medical Chinese to connect traditional concepts. In EWP, dissertation literature reviews are seen as opportunities for putting one's intellectual ancestors in conversation with each other in the context of current research. The Women's Spirituality (WSE) program examines how current social structures that either empower or disempower women originate over time in various historical contexts. Courses in ancestral healing prompt students to ask: Who were my ancestors, what were their struggles, and how have these struggles impacted me inter-generationally and reappeared thematically in how I live today, or who were my client's ancestors and how have their experiences impacted my clients in the issues they are confronting today? (CFR 2.2b)

Collaborative Learning (CFR 2.5)

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"Learning community" refers to integral education in environments that support both collaborative knowledge and individual achievement. These environments include classrooms, meeting halls, ceremonial spaces, conferences, wilderness and other retreats, and seminars where students present topics and introduce speakers. The Transformative Inquiry Department (TID) creates an online learning community where students in their Master's and doctoral programs make connections between courses, support each other in their writing and research, and seek help when troubled or blocked in their work. The School of Undergraduate Studies (SUS) uses a cohort model that encourages collaboration and links three of the core courses taken in a semester; at the closing ceremony students often refer to the power of learning community in building confidence and keeping them in school. Group activities that instill knowledge and practice connect many kinds of experience: art techniques practiced in small groups (Expressive Arts Therapy program), group therapy supervision (ICP), counseling-style problem-solving (EWP), students giving each other feedback on assignments (Anthropology and Social Change program), visiting an organic farm to learn about sustainable agriculture (Ecology, Religion, and Spirituality program), and movement and dance as an experiential learning modality (Somatic Psychology program). Not only do the programs offer retreats and intensives that bring together students and faculty for academic and community learning experiences, many courses also have day-long intensive experiences designed to ground the students more deeply into the learning.

<u>Transformation of Self and Society</u> (CFRs 2.2, 2.6)

"Transformative" refers to learning that enriches and deepens consciousness by making or revealing new connections between areas of life fragmented or compartmentalized by unmanageable floods of new information and unprecedented rates of social change. Collisions between worldviews and their competing value systems take on new meaning when framed as the growing pangs of a planetary era in which humanity becomes conscious of itself as one species among many (PCC). A photography project that enlists the public invites viewers to ally themselves with appeals against unchecked police brutality (MFA program). Last year faculty from EWP and IHL spoke at Highground Hackers events sponsored to highlight dangers of gun violence; these presentations linked mental health and social justice. In the Clinic Without Walls, students learn to bring psychological work into the community to deal

with urgent issues like poverty and domestic violence. TID courses reveal how change shows up personally, culturally, economically, politically, and relationally as revealed in such fields as social science, complexity theory, creativity research, and developmental psychology.

Students come to CIIS because its degree programs are integrally, collaboratively, and transformatively different from those at most universities. (CFR 1.1) ICP offered the first East-West focused transpersonal psychology graduate program in the world. The MA and PhD in EWP exist nowhere but at CIIS, where they place Asian and indigenous wisdom traditions in conversation with Western psychologies. The Anthropology and Social Change MA and PhD degrees focus not only on how people live, but how they could live, in societies of justice and belonging. The EXA program combines art with activism for social justice. The Clinical Psychology (PsyD) program's whole-person approach to mental health combines the latest science with insights from the world's wisdom traditions. The MA in Counseling Psychology's Concentration in Community Mental Health (CMH) combines education in trauma management, public health, and social justice; the concentration in Drama Therapy is one of the few in the world endorsed by the North American Drama Therapy Association. As one of only three accredited somatic psychology programs in the U.S., the Somatic Psychology concentration focuses on body-oriented psychotherapy research, scholarship, practice, and experiential learning. The PhD in Human Sexuality uniquely connects the clinical, policy, and health dimensions of sexuality and gender. The MA in Transformative Leadership integrates self-reflection with practical education for leaders in a world of rapid change, and the PhD in Transformative Studies seeks to educate the change agents and thought leaders of our time. The MA and PhD in Ecology, Spirituality, and Religion bring these fields together in service to personal and collective renewal of our relationship with nature, culture, and Earth. The MA in Women, Gender, Spirituality, and Social Justice is the only such interdisciplinary program anywhere. The degrees in acupuncture and Chinese medicine have brought greater breadth to the CIIS existing portfolio of programs, while aligning with the CIIS values of integral, collaborative and transformative learning. They provide a unique opportunity to participate in an innovative and dynamic curriculum that focuses on integrative care, including advanced doctoral studies in specialty areas such as Chinese medical classics and sports medicine. (CFRs 2.1, 2.2)

Each CIIS program has its own mission statement that addresses not only what the program provides but also why it does so ([Exhibit 3.1](#)). The meaning of a CIIS degree is reflected in these goal statements at the university and program levels. These statements reflect a deeply thoughtful values-based community. The aspirations are high, but in setting them high we keep a vision of excellence before us. (CFRs 1.1, 1.2)

2. From Mission to Proficiencies and Skills: Setting the Framework for Degree Integrity and Coherence

Learning Outcomes (CFRs 1.1, 2.2-2.4)

The CIIS mission statement is accompanied by seven commitments:

- Practice Integral Approaches to Learning and Research
- Affirm Spirituality
- Commit to Inclusion and Diversity
- Foster Multiple Ways of Learning and Teaching
- Advocate Sustainability and Social Justice
- Support Community
- Strive for Integral and Innovative Governance.

Although learning outcomes and assessment are addressed in depth in Chapters 4 and 6, it is noted here that degree and program outcomes join with proficiencies and skills to state what is expected of students in accord with the University's Mission and Seven Commitments. These strands flow through all of the degree programs. For example, the EWP MA includes as learning outcomes:

> "Describe, analyze, critique, compare, and integrate knowledge from a variety of Eastern, Western, and indigenous psychological and spiritual traditions."

This outcome flows from the mission's "transdisciplinary, cross-cultural" component.

> "Demonstrate professional skills corresponding to one's chosen career path."

This outcome implicitly flows from the goals of service and application as reflected in the portfolio projects presented in the final synthesis class. The PhD outcome requirements include conducting research on, and thinking critically about psychological, cultural, and spiritual perspectives in dialogue with one another. Programs throughout CIIS share this cross-cultural and transdisciplinary emphasis while encouraging deep, ongoing, and regenerative reorganization of the self within society. (CFRs 2.3-2.4)

Updated Graduate Degree Proficiencies (CFRs 2.2b, 2.3, 2.4)

In 2014, CIIS department chairs and the Academic Vice President began reexamining and revising degree proficiencies for Master's, doctoral, and professional practice degrees (those with specific career outcomes). The results, finalized by faculty vote, appear in Exhibit 1.7. Every degree requires applied scholarly and research skills, and professional practice degrees require adherence to ethical practice and demonstrated expertise in the craft of one's discipline.

The degree proficiencies align with the CIIS Commitments (Exhibit 3.2). While all of the proficiencies align with the commitments, some commitments are not reflected in degree proficiencies, most notably the Integral Governance commitment, which reflects the way that CIIS seeks to organize itself rather than a student learning outcome. While many CIIS programs incorporate spirituality in some form, it is expressly understood that students can graduate without affirming spirituality in their own work.

As all the proficiencies demonstrate, doctoral programs require a higher level of intellectual development and sophisticated mastery than the Master's programs: more work, more difficult assignments, more expertise, greater demonstration of intellectual and professional skills. Master's students learn how to evaluate research and how to practice professional skills; in addition to these capabilities, doctoral students are expected to make original contributions to their discipline and to achieve the status of experts in their fields. The differentiation of levels of learning demonstrates both the quality and the integrity of the degrees: quality is reflected in the high expectations for student performance, which is raised at each level, and integrity is reflected in the sequencing of learning within the degrees and as a student moves from one degree to a higher degree.

Some CIIS degree programs (e.g., BA, MFA, MSTCM, DACM, and PsyD) are highly organized into sequential courses that move students through increasingly complex levels of work. The tightly interwoven core curriculum of the School of Undergraduate Studies is described in Chapter 4. This approach also describes the first professional master's and doctoral degrees in Traditional Chinese Medicine. In both of these programs the curriculum builds upon courses taken in the previous years. Comprehensive exams offered at the end of each year also assess a student's mastery and readiness to more into the next year of work.

The approach to degree integrity in the counseling psychology programs reflect a different sequential organization, focusing on courses that students need to complete prior to entry into practicum. The organizing questions are about the knowledge and skills students need before moving into the clinical setting and before graduating. Each program undertakes a comprehensive evaluation of its students prior to advancing them to a clinical setting.

3. Quality and Rigor: Assessment of degree quality, rigor, and standards of performance (CFRs 2.1-2.7, 2.11, 4.1, 4.3, 4.4)

For a university to remain viable, evaluation and quality improvement must be ongoing. From the earliest stages of matriculation through the various stages of students' program progression, multiple instruments are employed to assess readiness, performance, and mastery: clarification of student expectations (Exhibit 3.3); student annual academic assessment and professional planning (Exhibit 3.4); practicum readiness evaluation (Exhibit 3.5); comprehensive exam rubric (Exhibit 3.6); dissertation proposal rubric (Exhibit 3.7); and dissertation rubric (Exhibit 3.8). Samples from two programs of improvements implemented as a result of analyses of these assessment measures are described in Exhibit 3.9; further quality assurance processes are discussed in depth in Chapter 6. Septennial program reviews are administered on a methodical schedule; these reviews include assessment by two external evaluators and oversight by the Curriculum and Academic Review Committee (CARC) and the Academic Vice President. The program review process and results are discussed further in Chapter 6.

In addition to the instruments listed above, CIIS collects a broad range of data, uses a variety of tools to assess these data, and employs various strategies to make meaning of its assessment. Primary sources of data are student papers and other class assignments (submitted in class and online); student interactions in class; pass rates on licensure exams taken by professional program graduates; MA final projects, including written work and oral presentations; clinical case studies in courses, at practicum sites, and in capstone courses; staged comprehensive exams; career updates provided by alumni (through surveys, focus groups, alumni gatherings); performance at community fieldwork projects and at CIIS-sponsored co-curricular events; and proposal defenses and dissertations defenses.

The tools used to assess these data include review by classroom faculty; assessment of skills and clinical training by instructors and TA's, supervisors, peers, and self-report; dissertation proposal review by the dissertation committee, department chair, and AVP; rubrics filled out by the dissertation committees and reviewed by the committee chairs; and dissertation defenses. CIIS makes meaning of these assessments through faculty meetings in which student performance is discussed and evaluated, along with student review by supervisors and counseling center directors at practicum sites.

The quality assurance practices promote improvement and accountability and are evidence that CIIS strives to ensure the quality of our degrees. Additional information about quality assurance processes is provided in Chapter 6.

Reflections and Conclusions

The CIIS educational experience is distinguished by the integral positioning of knowledge and ways of knowing, translated to practical application via experiential- and research-centered curricular components. Integral denotes the interplay of mind, body, spirit, and increasingly also characterizes academic content and positioning that are transdisciplinary. Initial emphases in CIIS's earliest years on Eastern philosophy and Western psychology have evolved to encompass traditions and practices from around the globe. Academic programs are creating alignment with each other to explore common approaches to the application of human potential. As CIIS has solidified and clarified its core curricular objectives it has become easier to communicate these to potential audiences, a message made even more compelling by society's growing embrace of the principles and values that CIIS has always embodied.

The personalized and transformative education that CIIS provides is also one infused with rigor, rigor and personal transformation being seen as interconnected in a truly excellent education. Added to this are commitments to social justice, diversity, and spiritual growth. This is not easily undertaken; it demands of both students and faculty a commitment to self-exploration and critical analyses that can be intellectually challenging and emotionally disconcerting. That CIIS's programs are able to negotiate these learning spaces and processes is verified by students' documentation of their experiences and the creative ways that they thrive after graduating. CIIS knows this from continually improving assessment measures and will learn even more as it continues to refine its ability to evaluate the achievement of desired

learning outcomes and to benchmark these to outcomes in comparable academic programs at other universities.

CIIS is especially strong in its thinking about teaching, learning, and the meaning of the education it offers. The opportunity to do this is, in part, what draws faculty to the University. Discussions about mission and meaning are intense, lively, and deeply theoretical. The faculty works hard to translate these goals and aspirations into integrated curriculum and courses. Program review and assessment have strengthened the connections between program missions and student learning. Moving forward, the University needs to adopt software that will support more nuanced and timely review of student learning.

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Chapter 4: Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation (CFRs 2.2, 2.4, 2.6, 2.7, 4.3)

NOTE: Chapter 4 is focused on the undergraduate program and Chapter 6 on graduate level programs.

Introduction: School of Undergraduate Studies and Bachelor of Arts Completion Program

The School of Undergraduate Studies (SUS) provides a liberal arts education for social change using integrative, interdisciplinary, and collaborative learning approaches. In alignment with the University's mission, SUS encourages students to embrace a variety of ways of knowing, such as kinesthetic, creative, spiritual experience, alongside the traditional academic, intellectual modes of engagement. We co-create learning environments that reflect values of equity and justice; that recognize the unique perspectives and lived experiences of each participant as sources of knowledge; that build collective and community-based knowledge; that challenge oppressive assumptions and structures; and that expose participants to new ways of thinking, through contact with new knowledge, belief systems, theories and community practices. (CFRs 1.1, 2.2a, 2.5, 2.10)

SUS currently offers a BA degree in Interdisciplinary Studies, with an option for a minor in Critical Psychology. A degree completion program, it is an upper-division, four-semester, cohort-based, hybrid-online and weekend intensive curriculum that integrates multiple disciplines, with a focus on the humanities and social sciences. Prior to entering the program, students must have earned a minimum of 60 units (up to a maximum of 84 units), and have completed the majority of the general education

requirements. The major curriculum is supplemented by general education required courses (humanities, social sciences, math, natural sciences, expository writing, oral communication and experiential art) and elective courses that students have not yet completed prior to transferring. (CFRs 2.2a, 2.14)

The 36-unit, upper-division major curriculum is focused on three established themes, set forth in the section below, during each of three semesters. Core courses are taught from an interdisciplinary and interrelated perspective; each semester builds on the next, adding to the critical frameworks from which students examine themselves and their relationship to the world. Through this process of situating themselves and their studies within a larger historical, social, and global context, students develop the academic competencies, critical skills, agency, and confidence to interface within various communities, scholarships, and professions. (Guideline to CFR 2.2a)

Interdisciplinary Studies Curriculum

The Interdisciplinary Studies curriculum reflects the BAC Program's emphasis on the importance of multiple perspectives and ways of thinking and knowing. Universities typically compartmentalize studies into distinct academic departments. In contrast, the CIIS curriculum and student outcomes are focused on developing students' capacities to engage subject matters through multiple disciplinary lenses, not as competing models but as complementary (if sometimes contradictory) ones. Each discipline reveals something different about the object of inquiry, and the intersections of the different methods and perspectives provide opportunities for more complex understanding. While the research on the impact of interdisciplinary education is limited (Spelt, et al.)[3], several studies do reveal a positive and relevant impact. As Gilkey and Earp concluded in their assessment of a health training program at the University of North Carolina, "Effective interdisciplinary training goes hand in hand with five elements identified from the community capacity literature: participation, training in group skills, information sharing, networking,

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[3] Spelt, J., Biemans, H., Tobi, H., Luning, P., & Mulder, M. (2009). Teaching and learning in interdisciplinary higher education: a systematic review. Educational Psychology Review, 21, 365-378.

and critical reflection." (Gilkey & Earp 2006)[4] These are indeed among the key skills we want our students to acquire. (CFRs 2.3, 2.4)

In the first semester, students examine the self and its relationship to our larger society and to our particular historical context; they also reflect upon and ask questions about approaches to teaching and learning as they take an active role in their own education and learning community. Students are exposed to the sets of questions, frameworks, histories and ideological orientations of varying disciplines: sociology, critical theory, anthropology, literature, psychology, history, and philosophy, to name a few. This inquiry helps students determine where they are more deeply aligned in order to better identify future scholarly or professional interests. It also supports students in developing their ability to critically place and analyze a variety of material regardless of discipline. In addition, the intersection of self and society with modern perspectives is constantly re-informed vis-a-vis the social and historical construction of the self through history. (CFR 2.2a)

In the second semester, students focus on understanding the dynamics of culture and community, and engage in critical inquiry around the production of knowledge. Interdisciplinarity is central in the BAC program's engagement with research methods in the second semester. Orienting students toward different paradigms of research, ranging from post-positivism to more contemporary methods of the social sciences such as Constructivism and Critical Theory is crucial for them to understand how different disciplines define and create knowledge. This orientation enables them to be more discerning consumers of research and to refine their approaches to bibliographic inquiry, which are assessed in the information literacy requirement. Students begin to develop this skill in the second-semester literature review and it is further defined and mastered in the third semester through their senior project. (CFR 2.2a)

During the third semester, students have the opportunity to build substantially on the skills and interdisciplinary inquiry from the previous semesters and to focus on global studies and social change

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[4] Gilkey, M., & Earp, J. (2006). Effective interdisciplinary training: lessons from the University of North Carolina's student health action coalition. Academic Medicine, 81(8), 749-758.

while also working on a culminating senior project. It is in the senior projects that we see students making the connections between what they are learning and what they hope to enact, create, continue, build upon, or re-envision in a larger context beyond the classroom. (CFR 2.2a) (click here - Exhibit 1.8.3 - to see the curriculum map, sample syllabi, and sample assignments.)

Student Demographics

The majority of CIIS undergraduate students are older adults (age: X=35), have completed at least two years of undergraduate work, and are already contributing to society in meaningful ways. Given these factors, many students enter the program having worked on the competencies reflected in the CIIS student learning outcomes in a variety of ways (e.g., previous higher education, workplace responsibilities, and community activities). It is not uncommon to have students who are activists, directors of non-profits, skilled facilitators, counselors, educators, writers, artists, and business professionals. The varied life experiences and diversity in age of our students influence the BAC program's approach to teaching, learning, and assessment. This distinct student demographic fits well with the CIIS pedagogical commitment to multiple ways of knowing, and critical and integral pedagogies that recognize that knowledge is co-created, socially mediated, dynamic, and context dependent. (CFRs 2.5, 2.10)

Assessment and Program Review

SUS, has made it a priority that students engage in a sustained process of articulating and reflecting on student learning outcomes on multiple levels, making sure to integrate the core competencies with Bachelor's-level degree proficiencies, Interdisciplinary Studies program learning outcomes, and course outcomes. It has been a fruitful and rich process involving core faculty, adjuncts and administrators, and it has supported faculty in being even more intentional and reflective in linking the levels, from the broader set of skills and proficiencies our undergraduates must demonstrate to earn their BA degree, down to specific assignments in particular courses. (CFRs 2.2a, 2.3, 2.4, 2.6)

For the past four years, SUS has been creating an integrated culture of Teaching-Learning-Assessment that understands that the three components are inextricably interconnected. SUS is fortunate to have a committed group of faculty members who share responsibility for developing and

implementing assessment practices. As faculty members develop their assessment skills via professional development opportunities, process ownership emerges, as do creative and effective ways for assessing student learning. (CFRs 2.4, 3.3, 4.1, 4.3, 4.4)

The core faculty members rotate in serving as the lead coordinator for teaching, learning, and assessment projects. In addition, program meetings have dedicated time to address teaching, learning, and assessment, and to address and document programmatic changes and changes in process. One significant change is to switch methods of collecting data from periodic data collection that coincides with program review to collecting data on a regular ongoing basis. SUS now has a schedule of assessment activities that notes direct and indirect assessment measures and programmatic changes that reflect an ongoing commitment to teaching, learning, and assessment, while also continually documenting curricular and program changes that occur during program meetings (Exhibit 4.1). Although data collection is now ongoing, SUS has coordinated Program Learning Outcomes (PLOs) and Curricular Map evaluation to coincide with the seven-year program review, providing a more dedicated time to consider more substantive program changes. Much in this chapter is from more recent program review, which was completed in February 2015. The resulting Memorandum of Understanding (MOU) (Exhibit 4.2) that was collaboratively developed identified five areas in which we will remain actively engaged or that require more concentrated efforts. (CFRs 2.7, 4.1, 4.3, 4.4)

Core Competencies and Program Learning Outcomes

In summer and fall 2014, the faculty worked on revising the program learning outcomes and articulating degree proficiencies to align more clearly with the five WASC core competencies. (CFRs 2.2a, 2.3, 2.4) During this review process they recognized that the senior project, and corresponding rubric (which was developed in fall 2012 and then tested for reliability in spring 2013) served as culminating evidence of student learning for four out of the five core competencies: written communication, oral communication, critical thinking and information literacy. (Exhibit 4.3)

The development of the BA Degree Learning Outcomes listed below were informed by WASC Core Competencies, LEAP Essential Learning Outcomes, Lumina Degree Proficiency Qualifications, CIIS Seven Commitments, School of Undergraduate Studies Mission Statement, and in consideration of future

growth in the way of additional majors. *Alignment of core competencies with degree proficiencies is noted in brackets.*

Upon graduation, CIIS students will be able to reflect critically upon, synthesize, apply, and co-create knowledge in chosen fields of study and will be able to:

- Critically understand the scholarship in the chosen fields of study. **[Critical Thinking]**

- Analyze the social, cultural, political, global, and historical context in which knowledge is produced and situated within fields of study. **[Critical Thinking]**

- Demonstrate information literacy skills including the ability to navigate, access, evaluate, interpret, and situate information from a variety of sources and to locate that information in relation to bodies of knowledge. **[Information Literacy]**

- Write and orally communicate in a manner that is clear and cohesive, situated in bodies of knowledge, and use appropriate citations and sourcing. **[Written and Oral Communication]**

- Represent, evaluate, and communicate quantitative or symbolic information as appropriate to the fields of study. **[Quantitative Reasoning]**

- Apply principles of integral education by thinking critically and deeply across paradigms, traditions, worldviews, and ways of knowing. **[Critical Thinking]**

- Critically analyze the dynamics of power, privilege, and marginalization within their fields of study and society. **[Critical Thinking]**

- Co-create a collaborative learning environment and experiment with dynamics of group collaboration skills.

- Examine how different people and communities attempt to change social structures, institutional systems, and value systems in local communities and around the world. (CFR 2.2a)

As part of the program review process, faculty reviewed alignment between Degree Proficiencies and the Core Curriculum to determine areas for improvement (Exhibit 4.4). Changes to be made are noted at the bottom of the grid in Exhibit 4.4 and as part of the larger summary of findings found in Exhibit 4.1). (CFRs 2.7, 4.4)

In addition to the Degree Proficiencies listed above, students in the BA Interdisciplinary Studies program will also be able to:

- Synthesize and apply interdisciplinary knowledge. **[Critical Thinking and Information Literacy]**
- Analyze how knowledge is produced and situated. **[Critical Thinking]**
- Clearly and cohesively write using appropriate citations and sourcing. **[Written Communication and Information Literacy]**
- Clearly and cohesively communicate orally. **[Oral Communication]**
- Critically analyze social justice and social change. **[Critical Thinking]**
- Engage in collaborative learning and projects.
- Apply integral education principles. (CFRs 2.2, 2.2a)

A curricular map reflecting alignment between Program Learning Outcomes and Core Curriculum was also created. (Exhibit 4.5) Although our Program Learning Outcomes contain almost all of the Core Competencies, we did a third curricular map aligning core competencies with core curriculum for a crosscheck. (Exhibit 4.6) (CFRs 2.3, 2.4)

In the following sections we address results of assessment of student learning in the five core competencies identified by WASC in CFR 2.1a.

Written Communication (CFR 2.2a, 2.6)

SUS defines competency in written communication skills to include the ability to write clearly and cohesively in a way that situates a field of inquiry in a body of knowledge, includes the writer's relationship to subject matter, and includes appropriate sourcing. Written communication is first assessed during the admissions process. Transcripts are reviewed for successful completion of writing courses by staff, and admissions essays are reviewed by faculty for clarity, cohesion, and program fit. Because many SUS students are older and may have not been in school for a number of years, the admissions essay is an important indicator of a student's current writing skills even if they previously met writing requirements. Students whose essays do not meet expectations are admitted conditionally and are required to take a writing workshop offered through the Center for Writing and Scholarship before the start of the semester, even if they previously took a writing course at a community college or university elsewhere. Students transferring in without a writing course are required to meet the expository writing general education requirement by enrolling in an upper-division writing course in their first semester.

A recent analysis showed that of the 55 students entering fall 2014, five students did not meet minimum standards for writing competency, based on their admissions essays, even though they had met writing requirements through course completion at a previous institution. Consequently, the students were admitted with the condition that they attend a writing workshop prior to the start of the semester. Summative assessment of their senior project demonstrated that four of the five students met minimum standards for written communication, averaging 2.1 on a three-point scale (with a sd=.20). The fifth student is still working on completing the senior project, so data are not available. In comparison, students who did not enter with conditional status and the requirement of a supplemental writing workshop averaged 2.47 with a sd=.50. Of these students 93.4% met or exceeded standards and only 6.6% did not meet standards. The students who did not meet the writing standards did not pass the Senior Project course and are currently retaking the course. For students entering spring 2015, five of 32 students did not meet minimum standards for writing competency and were accepted on the condition that they attend the writing workshop prior to the start of the semester. At the time of this report, data was available for only one student. Three students had taken leaves of absence and one student was still "in progress." The one student for which we had data for was meeting standards as demonstrated in their senior project paper.

In the first semester, students produce their first extended academic paper, which is submitted in stages with multiple drafts and revisions. Because students are required to submit multiple drafts, we are able to identify concerns with writing skills that may have not been evident through transcript evaluation or admissions essays. If a faculty member determines that a student needs writing support, the student may be required to seek writing support from the Center for Writing and Scholarship. However, it is not uncommon given our low student-faculty ratio, for faculty to provide students more personalized and focused support. During second and third semesters, writing remains central to the curriculum. The same forms of support are available as in semester one; however fewer students need individual support and they more likely to go to the Writing Center for help. These multiple levels of support have resulted in the vast majority of students, including conditionally admitted students, demonstrating success in

written communication as determined by the Senior Project Rubric (see Table 2 in Exhibit 4.7). (CFRs 2.8, 2.10, 2.13, 4.3)

Oral Communication (CFRs 2.2a, 2.6)

SUS defines oral communication skills to include the ability to communicate in a manner that is clear and cohesive, situated in bodies of knowledge, and uses appropriate citations and sourcing. During our program meeting conversations we recognized that although students present work orally, we did not have an explicit learning outcome with clear standards and expectations. During the fall 2014 semester Senior Project Pilot, a formal class presentation was required, prior to the formal community presentations. Oral communication skills were assessed using a rubric with a three-point scale. Of the 19 students who presented their work, 55.6% did not meet standards for oral communication, and 44.4% met standards with mean=1.58 and sd=.69. As a result of this finding, time in class was designated for instruction on and development of oral communication skills. The final public presentation demonstrated a significant improvement in students' demonstrated competency in oral communication skills with 85.2% meeting or exceeding standards, 15.8% not meeting standards, with a mean=2.16 and sd=.69. Although these data were from one class, the results confirmed what we were already experiencing and provided us with an opportunity to make changes in other sections of the same course and across the curriculum.

The programmatic changes made included: (1) a clearly articulated program learning outcome for oral communication; (2) addition of oral communication to the Senior Project Rubric; and (3) revision of our general education requirements to include three units of oral communication that students could meet by transfer of previous coursework. For students who did not meet this requirement on admission, an upper-division oral communication course (BIS 1589-Art of Communication, 3 units) was developed. (CFRs 4.1, 4.3, 4.4)

The faculty now introduces standards for oral communication starting in the first semester and has developed a rubric for assessing group presentations. Since implementing these changes, students have demonstrated significant improvement in oral communication, as reflected in their Senior Project Presentations. For summer 2015, 93.3% of students met or exceeded standards and only 6.7% of students did not meet standards (with a mean=2.53 and sd=.62). For fall 2015 students, 97% of students

were meeting standards and 3% were not meeting standards, with a mean=2.82 and sd=.42. (See Table 3 in Exhibit 4.7 for a summary table of results.) (CFR 4.4)

Information Literacy (CFRs 2.2, 2.6)

SUS defines information literacy skills to include the ability to navigate, access, evaluate, interpret, and situate information from a variety of sources and to locate that information in relation to bodies of knowledge. Working closely with library staff, the faculty ensures that students have basic skills in using electronic bibliographic databases and understand the standard markers of validity, such as peer review. In the literature reviews or field readers that students are required to submit, students are expected not only to have identified key theories and theorists but also to demonstrate an understanding of the issues and controversies in the field of their choice. Evidence for information literacy is found in student writing, which includes academic conventions (APA or MLA) for citing sources in a particular field of study.   Students' primary entry into information literacy takes place the second semester with the requirement to produce either a literature review or a field reader that will lead to a senior project. Since data were first collected in fall 2014, the majority of students consistently demonstrate competency. In fall 2014, 83.3% of students met or exceeded standards (with a mean=2.33 and sd=.57). In summer 2015, 92.2% of students met or exceeded standards (with a mean=2.39 and sd=.54).   Fall 2015, 96% of students were meeting or exceeding standards with a mean=2.39 and sd=.54. (See Table 4 in Exhibit 4.7) for a summary table of results.)

There are several factors for the high success rates for the written, oral, and information literacy outcomes. First, our faculty to student ratio is quite low (10:1) allowing for substantial individual support of student learning. Our faculty identifies students early on who need support and often initiate one on one meetings with students. Meetings are easily available on Skype and via phone in addition to in person meetings. Second, the faculty and the academic advisors connect students early in their program with academic support services such as the writing center and library services. Third, our cohort model fosters an academic learning community where students come to see each other as teachers and learners, supporting one another in their respective academic growth.

Quantitative Reasoning (CFRs 2.2, 2.6)

The SUS program faculty has held substantive conversations about the role of quantitative reasoning in an interdisciplinary studies program that does not include sciences in its core curriculum and heavily emphasizes critical thinking and writing. Perhaps more than the other core competencies, quantitative reasoning looks different in different disciplines. SUS utilizes the definition of quantitative literacy drafted by the Association of American Colleges and Universities (AACU) in teaching this core competency. The AACU VALUE rubric (Valid Assessment of Learning in Undergraduate Education) defines quantitative literacy as a "habit of mind, competency, and comfort in working with numerical data." Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a variety of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate these arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc. as appropriate). (Exhibit 4.8)

Currently, SUS offers several courses which fulfill quantitative reasoning requirements: Research Methods and Data Analysis (3 units); Mathematical Archetypes of Art, Science, and Nature (3 units); and Sacred Geometry (3 units). Students who opt for a minor in Critical Psychology or students who have not taken a higher-level math course are required to enroll in one of these courses. Students who have already met the math general education requirement through transfer units are not required to take the above courses, as experience has confirmed that these students have gained sufficient math mastery to successfully proceed through and complete the BAC program. Although we are not systematically addressing quantitative reasoning in this cycle, SUS has been grappling with the question of how to ensure that the quantitative outcome is met without necessarily adding another course requirement. SUS is currently considering identifying a key assignment in the second semester curriculum that would involve analyzing data graphs where students would work with existing data presented via social media/internet to verify numbers and address assumptions.

Critical Thinking (CFRs 2.2, 2.6)

As evident in the discussion of degree outcomes, the development of critical thinking is infused into virtually all activities and products. Much of our approach to critical thinking is rooted in the work of Stephen Brookfield on assumption analysis.[5] SUS supports students in developing the capacity to identify both their own underlying (and often unconscious) assumptions and the assumptions behind the texts we are engaging and the utterances and actions of faculty and co-learners. Students demonstrate this in a variety of ways. For instance, while students are expected to read first for comprehension, we also expect students to engage in critical reading. This means not simply grasping content, but also ferreting out authors' underlying assumptions, biases, and positionality, eventually, for students to place their understandings in relationship with larger bodies of knowledge as well as their own experience. Classroom and online discussion as well as the Critical Reflections provide ample opportunity for showing their development these skills, and to encourage them to deepen the practice. Students challenge and support each other in the classroom, and faculty provide feedback to papers and other products in this regard. Critical Reflections are also assessed by a faculty on a co-created rubric for writing that includes students' ability to articulate assumptions, name positionality, analyze how knowledge was constructed and situate it. Major assignments such as the Field Reader/Literature Review and the Senior Project must clearly demonstrate the application of critical thinking and are assessed on that basis.

Future Directions

CIIS has been enhancing assessment capacity and effectiveness for the past four years. In the SUS, we have been attending to core competencies in a more consistent manner with faculty members taking responsibility for leading efforts in one of five core competencies. Now the faculty will turn its attention to electives and courses addressing general education requirements. These courses will be reviewed for student learning outcomes (SLOs), course alignment with SLOs (mapping), and evidence of student learning.   One faculty member takes the lead for supporting assessment work, receiving three units of release time each year; this role rotates among faculty members every two to three years.

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[5] Brookfield, S. D. (1987). What it means to think critically. In Developing critical thinkers: challenging adults to explore alternative ways of thinking and acting (pp. 3-14). San Francisco: Jossey Bass.

The Bachelor's Completion Program is identified in the University's strategic plan for ongoing growth, both in terms of students in the current Interdisciplinary Studies degree program and through the addition of new undergraduate majors. New Bachelor's degree programs being considered would either utilize our existing hybrid format (in person and online) or would be solely online programs. In addition to exploring potential new academic programs, SUS is strengthening the pipeline for its undergraduate students to enter into graduate programs in the School of Consciousness and Transformation. Starting fall 2016, it will be offering an accelerated BA/MA or BA/MFA program.

In order to grow while maintaining its high retention and graduation rates, SUS needs to strengthen and restructure its advising model. The current advising model, although highly effective, is not scalable with the anticipated student growth. Currently, all undergraduate students are assigned an academic advisor (either the Dean or the Senior Program Manager), who provide each student with an individualized educational academic plan that outlines all the degree requirements needed to complete the degree. The academic advisor works closely with the faculty member in identifying students who may need additional support. The advisor coordinates with faculty and other academic support services (i.e., Center for Writing and Scholarship; Library Services; Dean of Students Office) to provide resources for students to be successful in the completion of their degree. To serve a larger number of students, we need to a more efficient and scalable model of advising.

Chapter 5: Student Success: Student Learning, Retention, and Graduation
(CFRs 1.2, 2.7, 2.13)

An Overview of Student Success at CIIS

Student success at CIIS is defined as students achieving their educational goals in a timely way, including both academic and personal achievement, and as evidenced by persistence in continuing their education, advancement to successive levels, and graduation. The following indicators are considered in evaluating student success: retention rates; achievement of student learning outcomes; student metacognition in integrative seminars; passage of key milestones (e.g., practicum readiness approval, comprehensive exams, dissertation proposals, capstone research projects, and dissertations); graduation

rates and time to degree; licensing examination pass rates; and student reflections and perceptions in surveys and self-evaluations. (CFRs 1.2, 2.10)

As emphasized throughout this report, CIIS's programs seek to actualize the University's mission by embodying spirit, intellect, and wisdom in service to individuals, communities, and the earth. CIIS expands the boundaries of traditional degree programs with transdisciplinary, cross-cultural, and applied studies conducted in face-to-face, hybrid, and online pedagogical formats. Many CIIS faculty and students cite an institutional culture that succeeds in supplanting the traditional student/professor divide with more collaborative and interactive student and faculty roles. CIIS's pedagogical approach resonates with students who seek a "whole-person" learning environment, as borne out by annual survey results (see survey results discussion below and in accompanying exhibits). (CFRs 1.1, 2.10, 2.13)

Student Support Services

In support of student success, and particularly its measures of retention and completion, CIIS provides a broad array of curricular and co-curricular services and has been endeavoring in recent years to expand the scope and enhance the quality of these services. They are discussed in detail below, and include the Library, Digital Commons, Center for Writing & Scholarship, Center for Career & Community Engagement, Disability Services, International Student Services, Mental Health Services Act project, technological support, weekend services, student-led organizations, new student orientation, and student wellness services. (CFRs 2.11, 2.13)

First and foremost, the **Laurance S. Rockefeller Library** at the Mission Street campus works closely with faculty and staff to ensure that resources in support of syllabi and instructional activities are readily available to students, whether they are physically present on campus or require virtual assistance. The CIIS Library moved into spacious, efficient, and visually appealing facilities in 2013. A comprehensive of merging of the resources of the CIIS and ACTCM libraries is underway, addressing integration of cataloging, staffing, reference services. (CFR 3.5)

Closely tied to the Library is the implementation of **CIIS Digital Commons**, launched in Fall 2015. This hosted institutional repository will enable students, faculty and staff to manage, display, and publish scholarship on the web in an attractive, highly visible, and easily accessible showcase. The Commons is an

especially welcome and useful tool for students to create, manage, and promote their education-related artifacts and accomplishments, both while matriculated and after graduating. (CFR 3.5)

The Center for Writing & Scholarship (CWS), established in 2012, assists students, staff, and faculty (with students as the primary client) in their development as writers, scholars, critical thinkers, and integral learners—regardless of skill level—through in-person and online consultations, community workshops, and access to resources on academic writing, research, and pedagogy. In the most recent semester (Fall 2015), CWS served students with over 200 individual tutoring appointments, 40 attendees at workshops on writing and research, and 140 students with course-related writing projects. CWS services are delivered primarily by a corps of Fellows, selected through a rigorous and competitive application process and subsequently provided with extensive training in tutoring and workshop facilitation focused on the pedagogical aspects of research and writing. The CWS annual Report, published in February 2016, documents the tremendous progress realized since the Center's inauguration (Exhibit 5.1). (CFR 2.13)

Similar to the fellowship program in CWS, the Integral Teaching Fellowship (ITF) in the School of Undergraduate Studies, launched in Spring 2014, provides an opportunity for CIIS graduate students who are interested in exploring teaching at the college level. With an emphasis on critical pedagogy, integral education, and liberatory teaching methods, the program aims to prepare graduate students to teach in the college classroom using innovative approaches to teaching and learning.

Another relatively recent creation has been the Center for Career and Community Engagement (CCCE), which concentrates on careers and professional development for social impact. The center offers career coaching, consultation, and development focused primarily on careers for social justice, non-profit and social enterprise leadership, and social change oriented advocacy. The center is also developing academic community partnerships by creating and managing academic program partnerships and projects with local community organizations in conjunction with students' academic pursuits. The community experience is used as a reference for personal transformation and learning, and projects are designed in an effort to meet identified community needs and incorporate activities for reflection that help individuals link academic and civic objectives of the curriculum.

Student Disability Services (SDS), a division of the Dean of Students Office, works in partnership with students who identify as having permanent or temporary disability status. Together, in conjunction with documentation from an appropriate healthcare provider, SDS staff members identify reasonable accommodations that will provide students with the opportunity for full access to and participation in the academic environment. A student's disability status is only communicated to other faculty and staff with a student's written permission, and the nature of a disability is never disclosed by the office. SDS approaches its role as one of partnership with and advocacy for students. As of the end of the Fall 2015 semester 80 students were registered for disability accommodations (60 with active student status, 20 with inactive student status). (CFRs 2.10, 2.13)

As CIIS seeks to expand its proportion of international students (currently 101 students from 39 countries), its **Office of International Student Services**, led by a full-time International Student Advisor, assists not only with the visa process and immigration regulations, but with ESL and academic writing workshops, assistance with securing housing and insurance, and adjustment to life in the U.S. To ease the transition to the US and to CIIS and to jump-start the formation of a supportive community of peers, international students are required to participate in a two-week Summer Bridge Program prior to the start of the fall semester. (CFR 2.10)

Enabled by grant funding from the City and County of San Francisco, and administered by the CIIS office of Diversity & Inclusion, the **Mental Health Services Act** project provides support for students in the five Master's in Counseling Psychology (MCP) programs through the opportunity to increase their knowledge and awareness about issues that historically marginalized or underrepresented communities face. By offering trainings, workshops, and events that supplement the education MCP students receive in their respective programs, the MHSA Project helps to ensure that future clinicians will bring the right skills and knowledge to their diverse client populations. Among the MHSA Project's primary functions are to support, train and recruit students from historically underrepresented populations; to increase the awareness about specific cultures and populations or issues of concern in society as they relate to marginalized and oppressed populations; and to promote the healing potential that exists for everyone. The MHSA Target Populations are: 1) multicultural, ethnic, and linguistic minorities (People of Color); 2)

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lesbian, gay, bisexual, transgender, queer, two-spirited (LGBTQ2S): and 3) mental health consumers and family members demonstrating recovery and resiliency. (CFR 2.13)

CIIS is expanding and strengthening its **technological support** to students. After many years of utilizing a learning management platform that efficiently facilitated dialogue and the generation of strong online communities, but that had become increasingly deficient in enabling evolving video and conferencing capabilities, a platform change to Canvas was initiated in Fall 2015. Canvas, with its state-of-the-art features and functionality, not only serves as the Learning Management System (LMS) for online classes and hybrid (blended) classes, but also provides a course space for face-to-face courses, enabling easier and more robust sharing of course readings and resources, student submission of papers, and instructor feedback on papers and assignments. Faculty and student support for the LMS is provided by a staff of two full-time on-campus experts and a Manager of Educational Technology and Online Programs and her assistant, both of whom work collaboratively with the Director of Online Learning. CIIS has contracted with Canvas to provide 24/7/365 support to students and instructors. A new **Student Technology Center** opened in Fall 2015, providing both PC and Apple computers with word processing, spreadsheet, PowerPoint, Internet access, and printing capabilities. The Center also houses the new offices and private consultation rooms for the Center for Writing & Scholarship. A second computer lab, under construction in spring 2016, will serve as a training facility for students, faculty, and staff. All CIIS facilities (Mission Street building and the two ACTCM buildings) have free Wi-Fi access. (CFRs 2.8, 3.5)

To serve a non-residential population, **weekend services** support students who are not on campus during normal business hours or who are in distance programs. CIIS has one undergraduate, three doctoral, and four Master's programs that operate in a mix of hybrid or online formats meeting virtually, or face-to-face on weekends, or in combination of the two. Weekend services are provided regularly by the library, the café, and the bookstore, and at key times during the semester by the Registrar's Office, Financial Aid Office, Bursar's Office, and Student Affairs Office. (CFRs 2.10, 2.13)

Student Alliance is a student-run organization that supports students' needs by promoting their involvement in all levels of the CIIS community. Its mission is to facilitate communication, sponsor events, and distribute funds to promote the good of the community within CIIS. Listening to student voices, this

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group builds alliances, cultivates student leadership, and promotes a wide array of student-led organizations that advocate for social change. Student groups include AWARE (Awakening to Whiteness and Racism Everywhere), ERIE (Entheogenic Research, Integration, and Education Student Group), Integral Taiji & Qigong and Spiritual Emergence. (CFR 2.13)

In addition to programming planned and delivered by student groups and lectures and conferences organized by academic programs, an extensive schedule of lectures, performances, and workshops is offered by **Public Programs & Performances (P3)**, with discount rates available to students and many events provided free of charge. P3 is implementing a major initiative to record and distribute event content as an audio podcast, which will broadcast the best of CIIS to a global audience, enabling programing to have a greater and more lasting impact as it is documented, archived, and distributed.

A desired enhancement not only for students but for the entire campus community would be a master calendar where all of these events and activities can be tracked, where conflicting scheduling can be identified and avoided, and where students can subscribe to notifications about calendar items of interest. Such calendar functionality would not only benefit the internal CIIS community, most especially students, but also promote University offerings externally and more easily enable external constituents to learn about events. The supportive technology for a master calendar is on the list of technological enhancements to be addressed in future budget allocations.

At the start of each semester, CIIS offers **New Student Orientation** (NSO) sessions for its student populations. Aimed to introduce new students to the University's history, philosophy, and resources, NSO serves as a half-day welcome for students prior to their subsequent academic program orientations. With the goal of creating better avenues for orienting the students in our growing weekend and online programs and better coordinating NSO with program-specific orientations and intensives, new ways of incorporating all of the relevant information into our general orientation framework and new means for delivering NSO are being explored. (CFRs 2.10-2.13)

A significant addition to CIIS's support services is in the development stage during the 2015-2016 academic year – the creation of wellness services to support the student experience. Starting initially as counseling services, but to be expanded into a larger slate of services for mental and physical health,

Student Wellness Services aims to provide students with holistic, integrated, and supportive programs that may include individual and group psychological counseling, acupuncture, and health education and referrals. Initial counseling services are scheduled to be offered in 2016-2017. (CFR 2.13)

Retention, Completion, and Student Satisfaction

The student support services elaborated above contribute to a generally high rate of retention and graduation. One of the primary reasons that rates are high is that many students purposefully choose CIIS because of its particular institutional mission and values and its distinctive academic programs. CIIS does not have students drifting into higher education following high school; the Bachelor's completion students are very purposeful about completing their undergraduate degrees and have usually made a life-altering adjustment in their work and family commitments to pursue their educational dreams and to complete their degrees, often after interruptions and unsuccessful attempts at other colleges and universities. Students entering our graduate programs are largely focused on particular professional and/or personal goals and, even though these may not necessarily be connected to a specific career outcome, they are determined to succeed. When students come up short in persisting or graduating, it is usually not for lack of academic commitment but because of unforeseen financial or health circumstances, which is typical for working adult students everywhere, or because they feel that they have met their personal goals prior to completing the degree. (CFRs 2.6, 2.10)

The results of the CIIS annual Student Satisfaction Survey (optional) and the mandatory Graduation Survey prior to degree conferral show an overall high level of satisfaction with students' academic and co-curricular experiences. According to the CIIS institutional definition of student success, and corroborated by students' self-reports, they are succeeding (see Exhibit 5.2). Coincidentally, these results are corroborated by the responses on the 2015 Alumni Survey (Exhibit 5.16), discussed in greater detail later in this chapter.   Nevertheless, CIIS has identified a goal of seeking to understand students' experiences in a far more comprehensive way. The current Student Satisfaction Survey is difficult to disaggregate because it poses questions that are broad in scope and because the survey instrument is not designed to drill down to further detail depending on how certain questions are answered. The Director of Institutional Effectiveness has begun collaborative work with program chairs and administrative

directors to improve the methodology, item selection, and item wording of the survey, with the goals of eliciting constructive feedback rather than purely subjective responses, and data that are more directly related to curricular and administrative outcomes and objectives. Under consideration is use of specific population-focused instruments for more nuanced feedback, including refinement of ethnic and gender identity categories, so that responses can better guide us to programmatic improvements. (CFR 2.10)

Where the survey results do differentiate the experiences of students of color (see Exhibit 5.3), the results have triggered special attention from the senior administration, from the Student Life Committee of the CIIS Board of Trustees, from the University-wide Diversity, Inclusion, and Social Justice (DISJ) team, and from the Faculty Diversity Committee. Despite faculty and staff attentiveness to issues of diversity and inclusion, student survey results and anecdotal evidence collected by the Dean of Students paint a picture of a reality for some students of color, and most especially African-American students, of: experiencing inaccurate and/or inappropriate classroom material and discussions; being singled out to represent ethnic and cultural perspectives beyond their individual identities; lacking a significant pool of advisors, mentors, and role models; feeling isolated in classroom and social settings; and finding financial assistance inadequate to support their educational goals. CIIS is engaged in multiple efforts to ameliorate this situation through faculty diversity training; educational programming for faculty, staff, and students focused on white privilege and racial micro-aggressions; special-invitation receptions and focus groups for African-American students, faculty, and staff; efforts to increase the diversity of applicants and finalists in faculty searches; attention to "aspirational" vs. realistic descriptions and pictures in recruitment materials; and greater transparency about finances and the limitations of financial aid. (CFRs 1.4, 2.10, 2.13, 3.1)

Another area related to degree completion that has received attention is time-to-degree and the related concerns about student loan debt. As a result of an analysis of retention and graduation rates conducted in spring 2010, the CIIS Board of Trustees adopted a resolution at its February 2011 meeting directing the University 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. A summary of the data is provided in the following paragraphs and detailed data are provided in Exhibit 5.4 and Exhibit 5.5. (CFR 2.10)

While the 36-unit PhD graduation rates were found to be comparable to national rates in the humanities and social sciences (7.7 median years for social science doctorates nationally), there was nonetheless concern that the CIIS median of seven years was too high and should be reduced -- a target of six years was set. Numerous measures, detailed in previous reports to WASC, most notably the 2012 Interim Report, have been undertaken to reduce the time that doctoral students take to proceed through the post-coursework phases of comprehensive exams, proposal preparation, and dissertation completion. The efforts are succeeding, as the most recent time-to-degree measures show a 22% decline in the last three years (2011-2014) from a median 7.3 years to 5.7 years (Exhibit 5.6) (due to changes in the methodology a direct comparison of time-to-degree rates from 2008 to 2015 cannot be generated). (CFR 2.10)

Except for the doctoral programs in the School of Consciousness & Transformation, time-to-degree is very positive by comparison to similar programs and degree levels and matches equally favorable overall rates of retention and completion, as evidenced in the most recent University-wide analysis. (CFR 2.10)

The factors contributing to a high rate of retention and completion (85.37% graduation within two years, weighted average for years 2008-2013) in the Bachelor's Completion Program are discussed in detail in Chapter 4. Most noteworthy as success indicators are: the timely progress from matriculation to completion, equating to completing a full Bachelor's degree requirements in four years had all of the work been completed continuously in a four-year program; and comparably favorable time-to-degree and completion rates for Pell Grant recipients, indicating academic success for the significant racial, ethnic, and socio-economic diversity reflected in the program's cohorts. (CFR 2.10)

As a broad grouping of programs, the six 60-unit Master of Arts in Counseling Psychology (MACP) programs share the spotlight with the Bachelor's level for favorable retention and completion (66% within three years, improving over time to 81% within four years and 87% within six years). The completion

trend line has been steadily increasing, although a concerning related trend is the slightly lengthening

time-to-degree for what are designed as "three-year programs." (CFR 2.10)

Less impressive, but still favorable by national standards are the completion data for the broad

grouping of ten 36-unit Master's programs, with 63% within three years, improving to 71% within the last

four years. A significant factor in analyzing these group statistics is the wide variance among programs,

with, for example, one (Creative Inquiry) at the high end of 80% completion after three years, and another

(Women's Spirituality) at the low end of 48% completion after three years. (CFR 2.10)

The broad grouping of eight 36-unit PhD programs has a completion rate of 29% within six years,

31% within eight years and 44% within 10 years. As with the 36-unit Master's programs, there is

significant variance in the graduation rates among the PhD programs, from ten-year median rate highs of

57% (Asian & Comparative Studies), 50% (Philosophy, Cosmology, & Consciousness), and 50%

(Transformative Studies), to lows of 29% (Anthropology & Social Change) and 27% (Women's Spirituality).

(CFRs 2.2b, 2.10)

The two doctoral programs with low graduation rates (Anthropology & Social Change, formerly

Social & Cultural Anthropology; and Women's Spirituality) have undergone or are planning major

programmatic realignments that bode favorably for improvement in future completion rates. Social &

Cultural Anthropology's transformation of its curriculum, faculty, and student culture has been nearly

total. Women's Spirituality has had a large percentage of students who are older and experiencing ill

health, family stressors, and financial exigencies. Modest success has been realized by the program in

improving student support and time-to-degree. The Master's program has recently been revised to offer

a more contemporary focus. Plans to extend online delivery will make the program more accessible for

students who need to stay close to home to deal with personal and family needs. The change in delivery

mode, combined with the previous curricular updating, is also expected to attract younger students.

(CFRs 2.2b, 2.10)

Comparisons with national data from the Council of Graduate Schools (CGS) show that CIIS's six-,

eight-, and 10-year PhD completion rates are roughly comparable (respectively, 29% CIIS vs. 29.2%

national; 31% vs. 38.5 % national; 44% vs. 48.7% national), yet the rates are nonetheless concerning,

especially given their connection to the problem of student loan indebtedness. CGS surveys of PhD

students have documented that the three leading factors affecting time-to-degree and completion are

financial support, mentoring/advising, and family support (*PhD Completion and Attrition: Findings from*

Exit Surveys of PhD Completers, CGS, 2009). CIIS cannot do much to control the level of family support,

but has and will continue to strive for enhancements to financial support and mentoring/advising. (CFRs

2.10, 4.1)

The 90-unit PsyD program has completion rates of 28% within five years, 61% within seven years

and 63% within 10 years. The elapsed time-to-degree has improved slightly in recent years (2011-2014)

from a median of six years to a median of 5.5 years.

Under the leadership of Academic Vice President, a bright spotlight has been directed to

implementing strategies for improving retention and completion and concomitantly reducing time-to-

degree and student loan debt. The importance of improving retention and completion rates has been

infused into the consciousness of the board, and all faculty members, especially program chairs/directors

and dissertation committee chairs (Exhibit 5.7).

One notable strategy deployed to improve time to degree has been stricter enforcement of time

limits. If a student does not meet the University-specified deadline for advancing to candidacy or

completing their program, an extension must be approved by the student's committee chair and program

chair, and by the Dean of Academic Planning & Administration. If the extension deadline is not met, the

student's case must be reviewed by the Academic Standards Committee (ASC), which can grant an

additional extension or forward a recommendation for dismissal to the Academic Vice President. A

summary of statistics of these extensions and ASC reviews is in Exhibit 5.8.

Vision for Student Success in our Strategic Plan

The CIIS Strategic Plan 2020 (Exhibit 1.4) sets as an overarching goal for student support: "Create

and provide outstanding services and resources responsive to student input and attuned to students'

diverse range of needs." CIIS faculty and staff will endeavor to strengthen our student-centered culture by

expanding and refining student-related institutional assessment and feedback processes. Chapter 6

discusses a recent initiative to expand and improve administrative effectiveness assessment, which will be

paired with enhanced training and skills development for staff to ensure a student-service orientation.

(CFRs 2.10-2.13)

The strategic vision for academic support services is to not only expand existing services and create new services but to coalesce many of these services under the rubric of "Integral Skills and Resources Services." This would bring into better alignment the services provided by the Library, CWS, CCCE, and a proposed Center for Integral Teaching & Learning, as well as some other services and programming currently being offered stand-alone such as the International Students Editing Services and the Integral Teaching Fellowship. (CFRs 2.10-2.13)

Specific strategies in the Strategic Plan are identified for improving the effectiveness of academic advising by providing clear and easy-to-navigate advising information to both students and academic advisors; for centralizing support for critical co-curricular needs such as assistance in identifying affordable housing, health and nutritional care, child care, and employment opportunities; and for expanding academically related opportunities, such as student research, teaching assistantships and fellowships, publication, and conference presentation. (CFRs 1.6, 2.8-2.10, 2.12, 2.13)

Student Financial Assistance

CIIS has historically had, and currently maintains, a very favorable default rate, as reported by the National Student Loan Data System (NSLDS) ([Exhibit 5.9](#)). The most recent "official three-year rate" (as of July 2015) is 3.2%, comparing favorably to the national average of 12% for the category "somewhat selective four-year colleges and universities" (2010 cohort, as reported by Adam Looney of the Treasury Department and Constantine Yannelis of Stanford University, *New York Times*, September 10, 2015). The CIIS Financial Aid Office collaborates with U.S. Department of Education servicers to perform default management by very carefully tracking the delinquency rate and encouraging students to borrow wisely. Eighty percent of all CIIS students receive financial assistance in the form of scholarships, grants, and loans. Students are admitted need-blind. The portion of the institutional total expenses devoted to scholarships and Federal Supplemental Educational Opportunity Grants (FSEOG) is 6.8%, and in the most recent budget year (2015-16) was increased by 8% over the previous year. (CFRs 2.10, 3.4)

CIIS recognizes that students increasingly need assistance to finance their education and is executing a multi-faceted approach to providing this assistance. In addition to devoting a greater portion of the budget to scholarships, Federal Work Study wages were recently increased (to $14/ hour for on-campus, $16/hour for community service, and $18/hour for the Reading Partners program tutors), and the number of fellowships in the Center for Writing & Scholarship and in the School of Undergraduate Studies (Integral Teaching Fellowship) is continually expanding. Objectives contained in the 2020 Strategic Plan call for targeted fundraising in order to create additional fellowships in other centers and programs; increase teaching and research assistantship opportunities; and provide annual, renewable partial-tuition diversity scholarships and five to eight full-tuition scholarships per graduate program for those in need, and 30 annual, renewable full-tuition scholarships for first-generation students from economically disadvantaged backgrounds in the undergraduate programs. (CFRs 2.10, 2.13, 3.4)

The Students Affairs Office and Student Alliance sponsor an emergency cash advance program through which a student can obtain up to $1,000 for unanticipated and unplanned expenses. This advance often makes the difference in students having sufficient financial resources for daily living expenses at the start of the semester prior to the date of financial aid disbursement.

Post-Graduation Success & Alumni Engagement

Recent annual Graduation Survey data (2012-2015) (Exhibit 5.10), along with the most recent Alumni Survey (2015) (Exhibit 5.11) indicate that CIIS graduates believe that their education has reflected the values that attracted them to the University. As can also be seen in these survey results, the overwhelming majority agreed or strongly agreed that they had experienced the dimensions of integral education. The strongest validation by graduates is in areas related to facilitating personal growth, facilitating intellectual development, preparing for interdisciplinary and transdisciplinary inquiry, and developing capacity for lifelong learning. The weakest area (at 74% agreement, three-year weighted average 2012-15) is on preparation for work in the chosen field. Not surprisingly, graduates in the School of Professional Psychology and Health (SPPH) are more likely than those in the School of Consciousness and Transformation (SCT) and the School of Undergraduate Studies (SUS) to see their education as preparing them to find work in the chosen field. Exhibit 5.12 shows the results of the most recent

Graduation Survey (2014-15) in response to a question about career preparation and Exhibit 5.13 shows

the results for the same question averaged over three years, 2012 -2014. The SCT program chairs have

identified career preparation as an area of concern and have been considering how to better address it, in

part by identifying the work alumni are doing and how that work connects back to their graduate

education. In working on degree proficiencies, they have also identified as a priority the development of

professional skills, especially at the Master's level. Courses are offered throughout the school that are

focused on professional development; attention is being placed on ensuring that students know about

these courses and that they are encouraged, or required, to take units in this area. (CFRs 2.6, 2.10, 2.13)

Many CIIS programs prepare students for careers requiring state licensing, and thus the curricula

are designed in part to prepare students to pass the qualifying examinations. CIIS pass rates on a

multitude of state and national licensing exams are highly favorable (Exhibit 2.6), including the proud

statistic that CIIS has the highest pass rate in California on the Board of Behavioral Sciences exam for

graduates of counseling psychology programs that have more than just a handful of students taking the

exam (Exhibit 2.7). (CFRs 2.6, 2.10, 4.1)

CIIS graduates who do not intend to become psychologists or psychotherapists plan careers in a

variety of professions, predominantly as writers, teachers, and administrators of nonprofits. Among

graduates of all programs, 82% "strongly agreed" or "agreed" that their CIIS education made meaningful

connections between theory and practice, and 87% "strongly agreed" or "agreed" that their CIIS

education instilled a capacity for lifelong learning, reflection, and inquiry (Exhibit 5.14).

CIIS, like many other universities, is recognizing the increasing importance of maintaining contact

with alumni and methodically collecting intelligence about their post-graduation activities, professional

development, and perspectives on their educational experiences and career preparation. CIIS conducted

a comprehensive alumni survey in Spring 2011 and more recently surveyed alumni in fall 2015. In 2011,

2,562 alumni received the survey and 463 returned it (18% response rate). The 2015 survey (Exhibit 5.15)

was sent to 3,526 alumni, spanning 29 countries, and returns were received from 559 (16% response rate,

considered to represent a "normal distribution" and high validity). The 2015 report is included as Exhibit

5.16. Among the rich intelligence provided by the survey results, two aspects of particular interest are the

employment rate of our graduates, found to be higher than California and national averages, and the income level of our graduates, which is at or above the national averages. These finding are especially reassuring given the disciplinary orientation of CIIS's academic programs and their "alternative" pedagogical approach.

In addition to the efforts of the Alumni office to engage with graduates, many academic programs have launched efforts to both stay in touch with alums and to involve them in CIIS endeavors (see Exhibit 5.17 for one example, the Expressive Arts Therapy program).

ACTCM participated in a comprehensive alumni survey in 2012 along with 20 other acupuncture and oriental medicine colleges. The results (111 respondents) showed 88% actively practicing acupuncture and oriental medicine and 86% in private practice. On a five-point scale (with five being the highest level of satisfaction), satisfaction indices ranged from a high of 4.57 to a low of 3.04 on various indicators of professional preparation and achievement; see Exhibit 5.18.

One concerning finding from the 2012 ACTCM survey, reaffirmed by a more limited survey in 2014, is that net earnings for ACTCM graduates are not particularly high, especially given the educational costs of attaining the professional degree. The 2012 survey showed 85% of respondents earning less than $60,000 a year; the 2014 survey (71 respondents) showed 84% earning less than $65,000 a year. National results in 2012 were comparable (showing that 84% earned less than $60,000 a year). It seems obvious that this factor is the result of how acupuncture and oriental medicine are viewed within the totality of medical and health approaches (as reflected in the associated reimbursement rates set by insurance companies and employee assistance programs). It can be reasonably predicted that this situation will improve with changes now underway: as the established degree level for entering the profession rises from a Master's to a doctorate, and as non-Western health modalities become more accepted and demanded in the U.S. health care system.

Another survey of ACTCM alumni in 2014 was sent to 831 graduates, of whom 203 responded (24.4% return rate). Asked about satisfaction with their career after graduating, the average response was 7.22 (on a 10-point scale, with 10 being the highest level). Eighty-four percent of the respondents

were currently practicing in an allied health modality, with 78% of those in sole proprietorship, and 74%

practicing a clinical specialty of pain management. Some additional relevant results:

Attended a continuing education course at ACTCM	64%
Attended an ACTCM sponsored alumni event	45%
Donated to ACTCM	19%

The full 2012 survey report is included as Exhibit 5.19 and the full 2014 survey report is included as Exhibit

5.20. Alumni success stories are documented in Exhibit 5.21. ACTCM utilizes LinkedIn to track alumni

through their ACTCM University Page and they also communicate with alumni on LinkedIn through an

ACTCM Alumni group (this group is private). In addition, there is a tool on the ACTCM website so that

visitors can find ACTCM alumni through a global map. (CFRs 2.6, 2.10)

Alumni giving has been a mixed picture, with the dollar amount increasing in the last three years,

but the number of alumni donors and gifts remaining steady or decreasing, and the percentage of total

alumni donating decreasing (Exhibit 5.22). The recent CIIS alumni-giving rate of four to five percent

compares to a national average of eight percent. Concerted efforts are underway to increase the number

of alumni donors by actively engaging with them via one-on-one contacts from former academic advisors

and instructors; invitations to free or low-cost programs, many presented by fellow alumni; expanding the

benefits of participating in the members-only alumni online community; and organizing social media

affinity groups. (CFRs 2.10, 3.4)

CIIS has not had systematically collected data about the career trajectories and professional

development of its alumni. CIIS is beginning to assemble this information through regular post-graduation

surveys and also are recognizing the need to utilize social media, such as Facebook and Linkedin, to keep

abreast of alumni accomplishments.

Reflections and Conclusions

In ways appropriate for a university with a non-residential, working adult student population, CIIS is

continually endeavoring to provide academic support services and cocurricular opportunities that

strengthen the collegiate experience and help ensure success in degree completion. Retention is generally

high, pass rates on licensing and credentialing exams are commendable, and alumni indicate overall

satisfaction with their academic experience. Interactions with administrative offices and availability of technological capabilities are cited as areas of lesser satisfaction. It is worth noting that no student attends CIIS without prior attendance at other colleges and universities, so their experiences are shaped not only by what transpires at CIIS but are also influenced by comparisons with their prior institutions. Considering that many of those other institutions have more substantial financial resources available to support their student populations, it is gratifying that CIIS fares well in satisfying so many of its students' needs and expectations, but also understandable that there are other areas where challenges remain to provide exemplary support. If those challenges can be successfully met – specifically, improved coordination of student support services and administrative processes, expanded financial support for students beyond loans, enhancement of technological systems, and continued improvement in time-to-degree in specific programs – then CIIS will be well positioned to continue to provide a valued educational experience.

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**Chapter 6: Quality Assurance and Improvement; Program Review; Assessment;
Use of Data and Evidence (CFRs 2.4, 2.6, 2.7, 2.10, 4.1-4.7)**

Overview

This chapter examines how effectively CIIS ensures educational quality through its ongoing assessment processes and periodic comprehensive program reviews. It includes information about our institutional research function, use of qualitative and quantitative data, rubrics, and other measures, and is organized into three main sections: 1) Program Review, 2) Institutional Research, and 3) Assessment and Quality Assurance.

Program Review

CIIS program review processes have been instrumental in guiding key programmatic enhancements, ensuring continuous quality improvement, and increasing the participation of stakeholders (faculty, students, staff, alumni, and community members) in decision-making. In this report evidence is provided about the effectiveness and impact of the CIIS program review process via consultations with the Curriculum and Academic Review Committee (CARC), a survey of faculty

who led recent program reviews, and interviews with the Institutional Effectiveness team. (CFRs 2.7, 4.1)

Oversight and Assessment of Program Reviews

As noted in the Capacity and Preparatory Review of CIIS that was submitted to WSCUC in December 2005, academic program review at CIIS was revitalized in 2002. At that time, CARC, charged with overseeing program reviews, developed a collaborative and comprehensive process for programs to utilize. CARC developed a comprehensive program review manual; shifted the external review process to include two reviewers rather than one external reviewer; and developed an "outcomes-based, rigorous, collaborative, and empirical approach to program assessment." Perhaps most importantly, the new process encouraged program administrators to engage in a meaningful inquiry about their program's strengths and challenges and to gather data in concert with multiple stakeholders. (CFRs 2.7, 4.1, 4.4, 4.5)

As a result of faculty evaluation and reflections about program review in 2005, significant improvements have been made in CIIS's program review process (a copy of the Program Review Manual, updated in 2015, can be found in [Exhibit 6.1](#)):

- The program review handbook has been updated and expanded.
- Each program is assigned a liaison, a member of the CARC committee who provides additional support and resources through the program review process.
- CARC has begun scheduling "zero semester" workshops for programs the semester *prior* to when a program review is done to prepare program faculty for the process.
- The initial meeting between the program undergoing review and CARC is now carefully documented in the CARC minutes.
- The scheduling of external review visits has been improved to ensure that meetings can be held between reviewers and multiple stakeholders, such as students, faculty, the chair of CARC, the AVP, and key staff such as librarians.

These improvements have had a very positive impact on the quality and value of program reviews by better preparing departments to undertake the process, clarifying expectations, and ensuring that input from more stakeholders is included in the final review document. (CFRs 2.7, 4.5)

In developing this report, a focus group was held with three faculty members who recently led program reviews. Each participant indicated that CARC's handbook and communications with programs were clear and effective. However, they also shared two challenges about the program review process:

adhering to timelines and experience of CARC liaisons, given the rotations on that committee. These areas will be addressed in 2016. In addition, some programs are challenged to find external reviewers with relevant expertise.

During the preparatory workshop, CARC emphasizes the importance of conducting the review as a collaborative process involving all the core faculty members. Release time is available for a faculty member taking on the major responsibility for the review. The chair of CARC and the Academic Vice President are also available to answer questions and provide guidance to supplement the CARC liaison as needed.

The Impact of Program Reviews (CFRs 2.7, 4.1)

Program reviews have been highly instrumental in not only highlighting areas needing attention and development, but in facilitating the conversation among key stakeholders – primarily core faculty within a program, but also including adjunct faculty, students, staff, and educators outside the program – that has led to further investigation and identifying curricular enhancements. Recent programs reviews and examples of these improvements are listed in detail in Exhibit 6.2; a sampling:

- EXA redesigned its curriculum to be more integrated and developmental and to incorporate skills building both horizontally across courses and vertically through all three years of the program.
- IHL reinforced diversity as a central focus within all of its courses, and improved preparation for students entering internships in multicultural sites.
- EWP strengthened its commitment to diversifying its faculty and curriculum.
- WSE re-calibrated its MA degree to include a meaningful focus on social justice and to deliver these courses with a face-to-face initial phase that then continues online, thus replacing one-unit residential courses with two- and three-unit "hybrid" courses.

Institutional Research

Building Systems for Assessment Data (CFRs 4.1, 4.2)

The institutional research (IR) functions at CIIS are carried out by the Director of Institutional Effectiveness with support from a part-time Institutional Research Analyst. The Office of Institutional Effectiveness (OIE) was developed in 2014; it builds upon and expands what was previously the Office of Academic Assessment. Dr. Peter Jones was appointed Director of Institutional Effectiveness in 2014. He has been streamlining data collection and working closely with each program to ensure that each has up-

to-date SLOs, PLOs, curricular maps, and other assessment protocols in place. He plays a key role in communicating the importance of robust assessment to programs, and in helping program administrators and faculty to develop meaningful and effective assessment measures. (CFR 2.4, 4.3, 4.4)

IR at CIIS produces reports for state and federal compliance, such as IPEDS, and for accrediting agency self-studies and other reports. It also supports the major administrative offices such as the President, Academic Vice President, Dean of Academic Planning and Administration, and Dean of Students generating reports necessary for their work. These include an annual Fact Book and reports aimed at understanding student success at the institution, such as graduation rates, time-to-degree, retention rates, and administrative reporting necessary for everyday operations such as workload distribution. (Exhibit 6.3). (CFRs 2.10, 3.5, 4.2)

Beyond the traditional IR functions, the OIE has begun the process of building a data structure to manage the records it needs to organize its institutional responsibilities. This is an ongoing developmental process. A cluster of servers has been established to provide database, web interface, and file server platforms. These servers are housed at a state-of-the-art external cloud-based network specifically designed to support these utilities for institutions. This structure will enable CIIS to better organize and track institutional and assessment data that were previously maintained in paper and Excel files. (CFRs 3.5, 4.2)

A *primary core* data structure, designed to support the storage and analysis of CIIS institutional data, has been implemented at this point. Included in the data structure are school, department, program, degree, employee, course, student, and document tables. All records within this structure have been inter-related, allowing for extraction of records using any unit-of-analysis as a basis for reports. Included here are degree proficiencies, program learning outcomes (PLO), student learning outcomes (SLO), syllabi, curriculum maps, program reviews, external reviewer reports, and MOUs. (All of these records, along with an explanation of their interconnection, are accessible by clicking here- Exhibit 1.8.3, with an explanation of the hierarchy and organization of these records explained here- Exhibit 6.4). (CFRs 3.5, 4.2-4.4)

A second phase of this process has begun, directly aimed at building the data structure necessary to support individual program data collection needs. This part of the data structure is designed to append to the *primary core* data structure *program modules*. This design allows modules for each of the individual programs to be developed and appended to the *primary core*. During this process any *sub-modules* developed within a *program module* can be shared with other programs. The first module being developed is for the Clinical Psychology (PsyD) program to enhance its ability to meet APA requirements for re-accreditation. Many of the *sub-modules* developed for the PsyD program will be directly useful to all of the Masters in Counseling Psychology (MCP) programs. For instance, the functionality for clinical supervisors to record their observations of candidates online can be shared across many programs. Likewise, the systems functionality to record placement of students within clinics can also be shared. In this way the University can capitalize on the efficiencies of each program module as it is being implemented. (CFRs 3.5, 4.2)

Assessment and Quality Assurance

<u>Using Assessment to Improve Student Learning (CFRs 4.1, 4.3, 4.4)</u>

Classroom instruction and assignments are designed on the basis of degree proficiencies and program learning outcomes. The curricular maps and PLO assessment plans described above ensure that programs and their faculty align their course and program learning outcomes. Further, all syllabi must indicate clearly defined learning objectives and are reviewed carefully by Program Chairs/Directors. At the beginning of this self-study process in 2013, each CIIS program had developed Program Learning Outcomes (PLO) and had incorporated Student Learning Outcomes (SLO) into their syllabi that were aligned with the PLOs. In most cases, however, the programs had not completed Curriculum Maps (CM) aligning PLOs with course offerings. In 2014, the OIE office asked each program to complete this process first. Some program faculty, while mapping their PLO to their courses, found that they needed to update their PLOs to align more precisely with their programmatic outcome objectives. This resulted in faculty members engaging in meaningful conversations about their philosophical understanding of their programs' purposes and resulted in PLOs more closely aligned with their philosophical underpinnings. Examples of refinements of our assessment processes in various programs follow. (CFRs 2.3, 2.4)

The School of Undergraduate Studies is moving from periodic assessment at the program level to ongoing assessment as part of a continuous and interconnected assessment cycle. For example, during the spring 2012 semester, the core program faculty and school dean came together to revisit major learning outcomes, which were reviewed, revised, and developed in light of the program's mission and in consideration of the most current directions in higher education, specifically the recommendations presented in the Lumina Degree Qualifications Profile. In addition to revising learning outcomes, the faculty aligned learning outcomes with core curriculum, aligned learning outcomes with Lumina DQP, and aligned existing learning components with learning outcomes (see Chapter 4 for further discussion). (CFRs 4.1, 4.3, 4.4)

Women's Spirituality core faculty meet regularly to discuss program learning outcomes and how these are being met in individual courses. The following curricular changes have come about as a result of this ongoing assessment of student work:

- Development of a Foundational Elements of Academic Research and Writing class to better prepare students for graduate-level writing.
- Increased collaboration with research librarians and development of library presentations in core classes during students' first year.
- Assessment of student dissertation proposals, which revealed the need to revisit means of preparation of doctoral students to do independent research and led to an increased focus on preparing students to use transdisciplinary research methodologies by revising the *Research Methodology* course, requiring a course called *Critical and Liberatory Methods of Inquiry*, requiring that one of PhD students' comprehensive exams demonstrate in-depth understanding of methodologies, and incorporating a discussion of methodologies into some core courses. (CFRs 4.1, 4.4)

The *Master of Science in Traditional Chinese Medicine* assessment is under the direction of the ACTCM Director of Academic Assessment in collaboration with the Dean's Committee and Program Committee. These two committees evaluate a variety of internal and external data to improve program outcomes, specifically, improved student outcomes in both didactic and clinical courses, and pass rates on state licensing and national certification exams (Exhibit 6.5). Specific changes resulting from this assessment work are:

- The Program Committee has worked over the last several years to improve internal comprehensive and graduation exams by increasing the number of test items for each subject

domain and level of exam, increasing the number of test items that rely on analysis rather than recall, and revising or deleting outdated exam items or items that have had excessive exposure. The faculty learned that some test items were developed for content that is no longer part of the MSTCM curriculum. An effort has been made to ensure that all test items are keyed to current texts and that test preparation information includes an up-to-date textbook list.

- A detailed analysis (Exhibit 6.6) of the outcomes of faculty-led and teaching assistant-led preparation classes for comprehensive exams suggested that these courses were poorly attended and did not improve student performance. In response, the faculty-led courses have been discontinued and an eight-student minimum participation level mandated for teaching assistant-led courses. The TA-led courses were maintained at student request. (CFRs 4.1, 4.4)

All PhD Programs have been improving assessment protocols for doctoral students through the development of comprehensive exam rubric (Exhibit 3.6) and dissertation rubric (Exhibit 3.8). Program directors met regularly throughout the 2014-15 academic year to discuss what it means to have a PhD from CIIS and how faculty assess and ensure academic quality. Comprehensive examinations represent a significant milestone in a doctoral student's academic career, demonstrating that the student has in-depth knowledge of their field and is prepared to undertake the independent research for the dissertation. Although each program had an assessment process in place for its students, until recently there was no CIIS-wide rubric to assess student learning for the comprehensive exam. A rubric was developed by the program directors in consultation with program faculty, the Director of Institutional Effectiveness, the Faculty Research Committee, and the Academic Vice President, and is currently in the earliest stages of use. In addition, CIIS instituted greater uniformity by requiring that one comp exam assess disciplinary or transdisciplinary knowledge and synthesis, while the second comp exam focus specifically on the intended research topic for the student's dissertation. An additional level of quality control on comp exams was embedded by requiring that all program directors review and sign off on them.

The dissertation is the culminating product of a PhD degree. It represents a student's mastery of a body of knowledge central to their discipline and demonstrates that the student has the ability to make an independent and significant contribution to their field. A CIIS dissertation, additionally, must demonstrate a graduate's integral learning. While CIIS has had a rubric to assess dissertation proposals for many years, until recently there was not one rubric that was consistently used across all PhD Programs.

Program Directors, in consultation with program faculty, the Director of Institutional Effectiveness, the Research Committee, and the Academic Vice President, approved a rubric in spring 2015. Faculty members began using the rubric in summer 2015. To help doctoral students further develop their own explicit understanding of scholarship expectations, dissertation students are also asked to evaluate the first draft of their dissertation using the rubric. The dissertation chair also applies it at this stage of the dissertation development as a way to discuss with students the changes needed to move forward to a final dissertation. (CFRs 2.2b, 2.6, 4.1, 4.4)

An analysis of 420 dissertation proposal rubrics completed between 2005-2013 shows particularly favorable scores on four of the eight categories rated, and somewhat favorable scores on three other categories. (Exhibit 6.7) The dissertation rubric is too new to be available for analysis of results at this time.

Administrative Units Assessment (CFRs 2.11, 4.1, 4.3)

In fall 2015 an initiative was launched to expand and improve administrative effectiveness assessment. This has begun with clarifying departments' mission and goals, setting action items for attaining the goals, and identifying assessment activities to solicit regular feedback on how successfully those goals are being met. Exhibit 6.8 lists these assessment measures for the eight departments that were identified for the initial stage of this endeavor (other departments will be added in the subsequent phase). It has been instructive to articulate the individual departmental missions and goals and it is anticipated that useful feedback upon which to base service improvements will result from the ongoing assessment of goal attainment. This kind of assessment has previously not been done at such a granular level and with specificity that moves beyond general assessment of constituents' satisfaction levels.

Reflections and Conclusions

With the leadership of the Academic Vice President and the OIE, program directors have made great strides in recent years in engaging program faculty in rigorous work to clarify curricular objectives, refine assessment measures, and utilize assessment results to improve learning outcomes. CIIS has established a clearly stated and understood commitment to a culture of learning, improvement, and use

of evidence. Ultimately, success with assessment depends not only on faculty and academic leaders reflecting on data from internal and external resources to enhance program outcomes and academic success, but also on integrating assessment data into program development via an effective and collaborative program review process. Our analysis suggests that improvements have been made in the program review process, including greater collaboration between CARC and the programs undergoing review, and the development of a more robust program review handbook. Areas still needing improvement in the program review process center on providing adequate time and resources to program leaders in order to develop a strong program review, and ensuring that annual reports are instituted to follow-up on program reviews.

A major change with this review is the addition of a fourth school -- ACTCM at CIIS, which brings approximately 200 new graduate students and three new programs (all accredited by a specialized agency), representing new data acquisition and program development needs. Additionally, as the new Office of Institutional Effectiveness becomes more established, it is bringing additional resources to support program and institutional assessment and improvement, promoting an understanding that assessment, quality assurance, and continuous institutional improvement are the core of academic, administrative, student support, and operational planning. In support of that function, OIE Director has established a cyclical monitoring and auditing function to ensure that recommendations and compliance requirements will move to the next level.

Despite the significant advances achieved in assessment functions, aggregation of data remains largely manual, dissemination of assessment information to the CIIS community is somewhat uneven, and the culture of evidence still needs to be clearly understood and applied by all programs. The merger with ACTCM is providing an opportunity to learn from, and join with complementary evaluative procedures. Systematically connecting resources to assessments, program reviews, and strategic objectives is still a work in progress. An infrastructure for assessment data is now in place and an online system is under development to enable better tracking and reporting. The Canvas LMS implemented within the past year also includes assessment tools that will support further automation of the processes. CIIS is becoming an institution in which evidence-based practices are more intentional and are having a real impact on the

University's efficiency and effectiveness. Our shared commitment to sound quality assurance processes and the use of evidence in planning and decision making will continue to solidify.

Chapter 7: Financial Viability; Preparing for a Changing Higher Education Environment
(CFRs 3.4; 3.7; 4.1; 4.3-4.7)

Fiscal Management, Integrity and Sustainability

CIIS and ACTCM have had unqualified financial audits in each of the last five years. (CFR 3.4) During this period there have been no major notes to the financial statements. CIIS has enjoyed a fund surplus in four of the last five fiscal years. ACTCM has shown surpluses over the last five years. In the year in which CIIS incurred a small deficit (FY 2012-13) CIIS was able to address the deficit in a timely manner and return to positive financial performance. During the last five fiscal years both CIIS and ACTCM also filed their required IRS 990s in a timely manner.

CIIS has also improved its performance in the areas of the WASC and Department of Education financial ratios (CFRs 3.4 and 3.7). The financial composite score used by the Department of Education has shown steady improvement growing from 0.8 in FY 2008 to 2.2 in FY 2015. In terms of the WASC ratios the return on net assets in FY 2013-14 was 5.2% and instructional expenses per student was $9,628, down from $10,347 in FY 2012-13.

The usual key financial ratios are outlined below:

	2009-10	2010-11	2011-12	2012-13	2013-14
Return on Net Assets Change in Net Assets / Total Net Assets at the beginning of the fiscal year	5.9%	27.4%	18.0%	-5.5%	5.2%
Net Income Ratio Change in Unrestricted Net Assets / Total Unrestricted Revenues	0.7%	4.4%	3.4%	-0.007	0.002
Operating Income Ratio Operating Income / Total Expenses	1.008	1.046	1.035	0.993	1.003

Viability Ratio Expendable Net Assets / Long Term Debt	0.154	0.216	0.316	0.268	0.299
Instructional Expense per Student	7,642	8,108	9,444	10,347	9,628
Net Tuition per Student	13,831	15,443	16,808	16,953	16,558

In concert with the University's enrollment expansion by 21% from 1,180 students at the time of WASC's last review in February 2008 to 1,279 students in fall 2015, its fiscal operations have further solidified. The budget has grown from $18.7 million in 2008 to $23.8 million in 2015, an annual compound growth rate of 3.5% 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 annual compound growth rate of 2.1%, and of which $9.5M was specifically raised through the Development office. In terms of institutional scholarships, CIIS provided $856K or 5.3% of gross tuition in 2007-08; in 2014-15 $1.5M in institutional scholarship was provided which amounted to 6.5% of gross tuition.

The cost of living adjustment (COLA) salary increase history is as follows: 2008-09: 0%; 2009-10: 3% to 5%, depending on hire date; 2010-11: 1%; 2011-12: 3%; 2013-14: 0%; 2014-15: 0%; 2015-16: 0%. In addition to these general increases, equity adjustments for staff, and faculty rank and step adjustments, have been funded.

With the WSCUC-approved merger of ACTCM, the University joins a partner with equally strong fiscal performance. Separately, over the course of each institution's history through fiscal year 2015, CIIS and ACTCM have built net asset reserves totaling $7.6 million and $2.1 million respectively. Additionally, prior to the July 1, 2015 merger, each entity developed its own strategic plan, which includes increasing reserves to a combined estimated $15.3 million by 2019 (CFR 4.7). The institutions have set aside approximately $450,000 to invest in the integration of back-office systems as well as integrating the two campuses under one network infrastructure. (CFR 4.1)

Combined operating expense as a percentage of revenue in FY15 is projected to be 98% of revenue (resulting in the $543,000 reserve noted above). In FY16, as integration and staffing attrition take

place, this percentage is expected to decrease to 97.3%. By FY19 this percentage is projected to be 92.1% of revenue.

Campus Facilities

CIIS currently owns and occupies an 80,000 square foot building at 10th and Mission streets in San Francisco. In June 2015 an independent third-party appraisal was undertaken and the building was valued at approximately $41 million. This valuation positions CIIS well in the event that there is a need to borrow against this high-value asset. CIIS also leases five small office spaces for counseling centers throughout San Francisco. ACTCM currently leases three spaces in San Francisco: a main campus, one clinic space, and a student housing location. Responsibility for managing and maintenance of all facilities has been absorbed within the existing centralized CIIS department of Facilities & Operations. Although there are no plans to consolidate the ACTCM campus with the CIIS campus, plans have been made with a donor to establish an acupuncture clinic at the 10th and Mission Street location.

Over the past four years CIIS renovated a large portion of its facilities at Mission and 10th to provide an entirely new and expanded library, an enhanced ground floor lobby and reception area, fifth floor offices and classrooms, art gallery, computer lab, and events space. In addition, most classrooms have been enhanced with audio-visual capabilities and new furniture. (CFR 3.4)

Financial Planning in Alignment with Mission

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

- Continued Improvement of the Financial Composite Score (FCS)
- Growing net asset reserves
- Keeping tuition in line with competing schools in California (tuition increases to average 4%)
- Keeping gross tuition discount ratio around 8%
- Maintaining the goal of 15% non-tuition income (development, public programs, rental income and clinic income)
- Increasing salaries with the intent of bringing the institution to at least the 70th percentile in terms of national salary benchmarks for faculty and staff in comparable graduate schools

In order to improve the capital planning process and take a view over a longer time horizon, in 2012, CIIS instituted a Capital Planning Committee chaired by the Vice President for Finance with membership of six staff and faculty, including the Directors of IT and Facilities and the Dean of Academic

Planning & Administration. This committee works jointly with the Institute Budget Committee (IBC). (CFRs 3.4, 3.6)

Financial planning and development activities are integrated at CIIS. A major goal in the CIIS 2020 Strategic plan is that:

Advancement will support CIIS' educational mission and attract new audiences through vibrant, relevant, and fearless programming in the Arts and P3; raise CIIS' profile and visibility; and increase non-tuition revenue to an aspirational goal of 30% of the operating budget.

Examples of this integration are as follows:

1. Undertake key initiatives to attract major gift support for scholarships, faculty and student research, digital and physical research collections, and global projects such as the China Initiative;
2. Implement key events designed to raise the profile of CIIS and attract new audiences and support such as receptions in the First Floor lobby space and CIIS' 50th Anniversary Celebration.

As noted in this report, the integration of CIIS and ACTCM strengthens the financial planning and budgeting processes of the merged entity. CIIS has continued to employ five other measures of effectiveness, including an annual Student Satisfaction Survey administered to all currently enrolled students and a Graduation Survey required of all graduating students. The results of these surveys are analyzed by the Institutional Research Analyst and disseminated to all faculty and staff leaders, and have formed the basis for discussion and action items in University committees including those of the Board of Trustees and the council of academic program chairs and directors. (CFR 3.5)

Financial Planning, Budgeting and Fiscal Oversight

The CIIS Board's Finance Committee reviews all elements of the budget and has responsibility for overseeing its progress throughout the fiscal year. Key elements of CIIS's financial results and projections are reported at each Finance Committee meeting. Prior to the start of the budget development period, the President, the Vice President for Finance, and the chair of the Finance Committee set targets and a framework for the budget. The Board of Trustees approves the budget on the recommendation of the Finance Committee. (CFRs 3.6 and 3.7)

CIIS develops its annual budget under a participatory process through the University's budget committee (IBC), which includes faculty representatives and key functional managers plus other staff. The

IBC and budget directors (program and departmental directors) go through two iterative reviews of the budget to ensure that all expenses support the annual operating plan.

An example of how effectively the institution responds to changing financial realities occurred in the spring of 2013 when CIIS experienced a downturn in enrollment. At the May 2013 meeting of the Finance Committee of the Board of Trustees, the IBC recommended that, with the exception of any salary below $50K, salaries be cut from one to six percent and the employer contribution (5%) to the Institute's 401K plan be suspended. These actions resulted in a budget surplus of $57K and a Financial Composite Score of 1.7 in FY14. The salary cuts have since been fully restored and institutional contributions to retirement plans have since been resumed. (CFRs 3.6, 4.3, 4.6)

Technology Resources

CIIS has a very robust back-office ERP system (Jenzabar) that integrates many of the functions necessary to run an educational institution effectively. Jenzabar integrates the application, enrollment, registration, course scheduling, student accounts, purchasing, financial reporting and budgeting functions all in one database. Separate systems used for processing employee payroll and attendance, room scheduling, and calendaring and appointments are increasingly being interfaced with Jenzabar. (CFR 3.5)

CIIS has also expanded the use of technology in other operational areas. In 2013, the Development Office improved functions in three areas of work: email communications, online donations processing, and events management. By integrating new internet and mobile platforms, Network for Good (online donations), Mail Chimp (email communications), and cVent (event management), the office is capitalizing on the latest technologies to work more efficiently, while heightening the security of donor data. Other benefits include: easy-to-navigate and university-branded user interfaces, responsive designs for viewing on multiple devices, integration with social media, ability to accept reoccurring gifts, customizable donations and designations fields, emailed receipts and acknowledgements, analytics, donor dashboards, guest tracking, donor confidence, and access to giving trends and best practices. (CFRs 3.4, 3.5)

Advancement Strategies

The CIIS Board of Trustees believes that the merger of CIIS with ACTCM will position the new CIIS better for philanthropic support. Development efforts for the individual programs will continue and will be integrated over time, with renewed outreach to entities and individuals who support the kind of mind, body, and spirit integration that this merger represents. Already capitalizing on the opportunity to increase and diversify revenue streams for the college, the Development Office hired a full-time fundraising officer for ACTCM at CIIS. Additional detailed strategies to be deployed by the Development department and Public Programs and Performances are contained in the CIIS 2020 Strategic Plan (Exhibit 1.4).

The role and active involvement of alumni from both CIIS and ACTCM will also be critical to the success of these development efforts. CIIS has 5,800 alumni and works closely with them through its Dean of Alumni and Director of Travel Studies. While there is no separate legal entity for the alumni association, all alumni are given automatic free membership in the CIIS alumni association. CIIS regularly holds meetings with alumni locally and nationally, operates an Alumni University that features classes taught by alumni, has an online alumni newsletter, maintains an alumni Facebook page, and showcases prominent alumni on its website and in alumni publications.

ACTCM has about 1,100 alumni and has an active Alumni Council (currently with six members) that meets regularly to plan activities that support ACTCM and its alumni. ACTCM alumni matters are handled by the Director of Student Affairs and Alumni Relations, who communicates extensively with alumni about events, continuing education, job announcements, and other aspects of professional development. (CFR 4.5)

Adapting to Changes in the Higher Education Landscape

CIIS has a long history of utilizing institutional planning processes to support mission-driven strategic planning. The most recent CIIS Strategic Plan, covering the years 2010-15, was declared closed and an Implementation Report was shared with the CIIS community in September 2014. The plan was composed of four major goals and 28 strategic objectives. As detailed in Chapter 1, the goals and objectives for a new strategic plan, projecting to the year 2020, have been finalized and are now being operationalized.

In developing its latest strategic plan CIIS took into consideration a number of challenges facing the institution and the higher education community including:

- Increasing demand for more college/masters educated workers
- The increasing debt burden on students and their families
- The increasing ethnic and economic diversity of the communities served by CIIS and ACTCM
- The importance of outcome based education and the need to support student learning and achievement
- The increasing role of globalization and the need to meet the needs of students from other countries
- The role of technology in delivering and supporting education in multiple formats including both online courses and degree programs

CIIS has already made progress in addressing the demand for more college-educated workers. It has moved expansively into the health care arena with its integrated health programs and with its merger with ACTCM and is well positioned to make additional progress. CIIS expertise in psychology will also enable it to expand and grow its existing programs and to add additional programs in health-related areas. (CFR 4.7)

Providing adequate financial support to students has been a longstanding priority of both CIIS and ACTCM. In the 2015-16 budget eight percent of tuition revenue was allocated for CIIS-funded scholarships and another two percent was covered by privately funded scholarships. In addition, recent fundraising efforts have focused on providing more financial assistance by increasing the institutional endowments dedicated to student financial support. The CIIS 2020 Strategic Plan identifies initiatives to further increase financial aid.

An example of a program that aligns CIIS commitment to community engagement and support for the economically disadvantaged is the Arc of Justice Scholarship Award. Launched two years ago, this program allows formerly incarcerated students to finish their BA degrees in interdisciplinary studies. (CFRs 1.4, 4.7)

CIIS has been a leader in online doctoral programs at a time when other institutions have been hesitant to invest in these initiatives. As noted elsewhere in this report, CIIS has acquired in a new state-of-the-art online learning platform (Canvas). With the deployment of Canvas, CIIS will more easily meet the challenge of determining the optimal mix of courses taught online, face-to-face, or as hybrid. CIIS is determined to maintain an integral focus and a personal touch while embracing new technological

capabilities, including maintaining face-to-face interactions for any programs that are conducted primarily in a virtual environment. (CFRs 3.5, 4.7)

Through its China Project, CIIS has recognized the increasing role of globalization in higher education. In November 2013, the CIIS leadership traveled to China, and building on established relationships fostered in great part by a trustee, visited Zhejiang University (ZJU), in Hangzhou, and Beijing University of Chinese Medicine, where they explored academic collaborations to attract students from China to study psychology at CIIS, and to create opportunities for CIIS faculty research. Ascertaining the great and growing need for the education and professional development of counseling psychologists in China, CIIS began envisioning a way for it to contribute to that development and facilitate dialogue about mental health across cultural contexts. The result was the China Initiative (the Initiative), now being supported by a CIIS alumnus living in China who assists with student recruitment and develops collaborative opportunities for faculty.

Conclusion

As noted above, CIIS has demonstrated its ability to respond to challenging financial situations and to take advantage of opportunities to both strengthen its existing programs and to capitalize on new initiatives. The merger with ACTCM opens up new areas of academic inquiry and community service that will build on the strengths of these two communities of scholars and practitioners.

As demonstrated by its deployment of the Canvas system and applications such as *Jenzabar*, *Mail Chimp,* and *Network for Good*, CIIS is committed to strengthening its fiscal and administrative structures through prudent management and the use of technology. Further investments made in administrative and development systems and integration will enable CIIS to reach wider and more diverse audiences; to improve interactions with prospective students; to better serve the needs of its students, employees, and other major stakeholders; and to facilitate enhanced cultivation of its donor community. We will remain vigilant in balancing the delicate interdependencies of enrollment management, non-tuition revenue support, technological enhancement, and fiscal pragmatism that are critical to the University's sustainability and success.

Supporting exhibits for Chapter 7:

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Chapter 8: Conclusion: Reflection and Plans for Improvement

The convergence of four substantial undertakings over the last several years (the merger with

ACTCM; the development of a new strategic plan; the Presidential Initiative on Diversity, Inclusivity, and

Intercultural Sensitivity; and the self-review for WSCUC) has meant that this has been a period of constant

institutional reflection and planning. Starting from a somewhat different set of questions, all four have

required us to consider our mission, values, the contemporary and projected higher education setting,

serving the needs of our students, and strengthening CIIS and the quality of our education. These years of

work have helped us recognize and articulate our strengths and start to make changes that enhance our

ability to continue to move toward envisioned levels of excellence.

From its earliest days, CIIS has been a creative institution, committed to advancing scholarship,

pedagogy and community service and offering a unique portfolio of interdisciplinary programs. The

mission and commitments form guiding values without the kind of orthodoxy that can constrain ideas.

The wealth of ideas and opinions leads to lively debates and sometimes disagreements, managed within a

system that is open and solid. The long tenure of the leadership at the top and of many of the faculty (28

of the core faculty have been at CIIS for over 15 years) has provided a continuity that has strengthened

the University. The addition of new programs has broadened the financial base, grown the student

population, and extended the institutional commitment to service to the wider community.

Concurrent with the conduct of this self-reflection for the WSCUC review, the CIIS community

reviewed and revised its mission and commitments statement. While the University's statement of

purpose (CFR 1.1) has long been perceived as a strength of CIIS, the community recognized that its

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language had become dated and no longer adequately expressed institutional commitments. The revision began with the faculty, and the first draft of the revision was widely circulated among the CIIS community. The lively online discussion not only brought multiple voices into the crafting of the statements, but it also helped expand community understanding of the mission and commitments.

The most significant initiative in recent years has been the merger with San Francisco neighboring institution, the American College of Traditional Chinese Medicine (ACTCM), making ACTCM the fourth school of CIIS and incorporating two existing programs (Master of Science in Traditional Chinese Medicine; Doctor of Acupuncture and Oriental Medicine) and one new program (Doctor of Acupuncture and Chinese Medicine). This merger strengthens the financial posture of CIIS and positions it to be a global leader in preparing practitioners of integral health services that combine contemporary Western psychological praxes and traditional Chinese medical practices. The merger has also positioned CIIS to forge formal agreements and informal alliances with universities, educational organizations, professional associations, and corporations in China. It has created new opportunities in student recruitment, faculty development, public programs, and fundraising, including a summer workshop in integral psychology techniques for Chinese mental health practitioners and other interested professionals that was launched in summer 2015.

Another significant initiative of 2014-15 is the presidential initiative on "Diversity, Inclusivity, and Intercultural Sensitivity," with goals for improvements in curricular content; student advising and mentoring; student recruitment and financial aid; faculty and staff recruitment, hiring, training, review, and promotion; and campus climate. This comprehensive look at diversity for the 21st century led to the creation of a new leadership position, Dean of Diversity and Inclusion, which is held by a faculty member for two-year terms. The Initiative builds on work begun over a decade ago but in a more comprehensive and holistic way. CIIS, like most higher education institutions, seeks to broaden its scholarly community with members of historically underrepresented groups; to respond with competence and compassion to the particular needs of faculty and students from these groups; to present curricular content that includes the distinctive voices and contributions of these groups; to prepare graduates for success in interacting with cultures of difference; and to provide leadership for the larger national and global societies striving

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to create multicultural communities grounded in mutual understanding, respect, and support. The Presidential Initiative summons the entire community to collaborative efforts to achieve these goals. Expectations for success in addressing these issues are particularly high at CIIS because of the University's history, mission, and core values. Many students come to CIIS expecting to find an already-achieved ideal state where the frictions of the larger society have been resolved and the paths of intellectual inquiry have embraced all traditions and cultures. CIIS seeks to meet this expectation, providing training of different types to bring the entire campus community into a high level of intercultural competence and humility.

Also contributing to the strengthening and diversification of the University have been the inauguration of new academic programs: Master of Arts in Counseling Psychology with a concentration in Community Mental Health; Master of Arts and PhD in Philosophy and Religion with a concentration in Ecology, Spirituality and Religion; PhD in Human Sexuality (clinical and policy leadership concentrations); MFA in Theatre – Performance Making (joint program with the University of Chichester in the U.K.); and PhD in Integral and Transpersonal Psychology (online). The further expansion of a number of current programs into an online format is currently in the design phase. Additionally, seven new centers have been established, or are being designed, to provide focused fiscal and human resource support for research, student support services, and community engagement: The Center for Writing & Scholarship (CWS); The Academic Technology Center (ATC); The Center for Student Wellbeing (CSW); The Center for Consciousness Studies (CCS); The Center for Psychedelic Therapies and Research (CPTR); The Center for Art & Social Justice (CASJ); and The Center for Career and Community Engagement (CCCE).

Further self-reflection and concerns about the cost of doctoral education have led to evidence-based analysis of retention and time to degree in PhD programs. A resulting initiative to improve time to degree focused on such actions as: reforming the content and administration of comprehensive exams; instituting earlier conversations about intended dissertation topics and earlier program progression assessment and related interventions; improving proposal and dissertation completion tracking; monitoring progress more closely and enforcing deadlines via the Academic Standards Committee; standardizing the length of proposals and dissertations; clarifying role expectations for committee

members; developing assessment rubrics for student and faculty use; and constructing virtual community support groups to connect students during the dissertation phase.

Another important change has been the redesign of the staff professional performance assessment process to focus on records of accomplishment and to ensure adequate support for successful job performance and professional growth. This change was a result of the President's work with the newly structured Staff Council. The reimagined process is grounded within a common University-wide framework while still allowing for variation among individual departments. Perceived benefits are increased staff motivation, morale, and investment to the University; cultivation of shared responsibility for goals and values; and identification of opportunities for positive organizational change.

Besides working to strengthen the University from within, CIIS has maintained the practice, begun by the President, of hosting higher education conferences to continue to increase the visibility of CIIS within higher education and to highlight the importance of scholarship within our community. In recent years, this series of conferences has included sponsoring the first annual international conference on indigenous knowledge, and continuing to sponsor the annual Expanding the Circle Institute (first begun as an international conference in 2010), "expanding LGBTQ initiatives in higher education, from the classroom to the campus quad." CIIS is currently planning to co-sponsor, with Harvard and Stanford Universities, international Society for Acupuncture Research conferences in 2016 and 2017.

Additionally, CIIS continues to bolster its online learning community through the adoption of new technologies. An early adopter of online education, CIIS had been working with the same small technology company to deliver online learning over nearly four decades. This system was intuitive, comfortable, and easy to use, was compatible with a seminar approach, and was much appreciated by the faculty, but it had lagged behind significant advances in the technology being used in higher education. After extensive discussion, an *ad hoc* committee recommended that CIIS adopt Canvas for online and hybrid teaching. With six months of lead time for faculty training, teaching on Canvas began in fall 2015. The careful planning, training, and 24/7 support services paid off in a relatively seamless transition. In our online and hybrid work, programs have maintained an integral focus and a personal touch and are committed to doing so in future.

Commitments for the Future

A major commitment for the immediate future is the continued integration of ACTCM into CIIS. The University has stayed on target with its ambitious merger plan, completing the essential changes and obtaining the required approvals by July 1, 2015. As of this writing CIIS has received final approval from the U.S. Department of Education and the mandatory six-month follow-up visits from the two accrediting agencies have been successfully conducted. Legal, financial, payroll, registration and calendar, academic policy, financial aid, and admissions conversions have been completed, as has the ACTCM conversion of its academic calendar from quarters to semesters. Still in process are the library integration and merging of the faculty and staff manuals. Much of the remaining integration now is cultural, getting to know each other and building a shared understanding of the ways in which our expectations are similar and dissimilar.

CIIS has completed a new institutional strategic plan and has in hand a school plan for ACTCM. The nine areas in the CIIS strategic plan mirror our commitments to excellence and growth in: academics; administrative services; advancement; collaborations and partnerships; diversity and inclusion; ecology and social justice; enrollment; student life; and technology. These plans now move to the implementation stage. A plan is being developed by the School of Undergraduate Studies. Development of plans for the other two schools (SCT and SPPH) await the appointment of deans for those schools.

Continuing to develop institutional assessment capabilities remains a priority. CIIS has come a long way in developing its assessment capabilities with clearly defined degree proficiencies, program learning outcomes, curriculum maps, exemplar student assignments, and assessment plans and actions. The Director of Institutional Effectiveness has been working to create a database for the storing and aggregation of assessment data. CIIS continues to be too reliant upon paper compilation of data, a costly and time-consuming process.

As with most institutions of higher education, CIIS has to be attentive to the particular challenges that lie in the realm of economics. As a university with a relatively small endowment and a high level of tuition dependence, CIIS needs to maintain and grow its tuition revenue and to expand donations, grants, and auxiliary revenue so that it can meet its aspirational goals for expanding academic program support;

launching new programs; enhancing student support services; providing more student financial assistance via scholarships, fellowships, and teaching and research assistantships; increasing faculty and staff salaries; expanding administrative support; and meeting the rising costs of conducting business in one of the most expensive urban regions in the world.   Marshaling and building institutional resources, as always, are a primary commitment as CIIS works to build income and reserves and to plan and monitor expenditures carefully. Moving thoughtfully, CIIS has been able to purchase, and subsequently to refinance, the University's main building, freeing CIIS from the unpredictable and potentially debilitating effect of rising rental costs. The appraisal value of the Mission Street building has tripled in the five years since time of purchase, from $15M to $45M. While the initial purchase was accompanied by a dip in the University's Department of Education composite score, CIIS has been able to move the score back to a level indicating sufficient reserves (1.81 in FY2015) and, concomitantly, to build reserve funding to provide a margin against unforeseen contingencies. The Board of Trustees has mandated that CIIS budget increasing amounts for reserves each year. Supporting the improved financial picture has been Advancement work that has resulted in CIIS surpassing the $1 million dollar mark in annual non-tuition revenue in FY 2009-10, and sustaining this achievement in each succeeding year ($1.37 M in FY 2014-15).

At the same time, CIIS has moved carefully to begin to renovate facilities, including an entirely new and expanded library, a new and expanded bookstore/herbal pharmacy, and a new and expanded ground floor lobby, reception, art gallery and events space. Seismic retrofitting of the Mission Street building has begun, to be completed in phases over 10 years. A 3,000 square foot acupuncture clinic is being constructed in the lower level of the Mission Street building. Most Mission Street classrooms have been enhanced with audio-visual capabilities and new furniture more appropriate for our student population and participatory pedagogy.

Finally, keeping pace with technological innovations and continuing to grow and strengthen infrastructure is a major priority, and also not unique to CIIS. As CIIS has made more and better use of its technological systems, it has also become more dependent upon them. It is essential that CIIS support the infrastructure, keep up-to-date on new developments and technology, and train staff and faculty to utilize technological innovations and meet internal and external expectations for supporting

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administrative and pedagogical needs. Enhancing efficiency in communication and work processes is essential, especially as CIIS moves to more online and hybrid delivery.

CIIS is realistic about the challenges that it faces in ensuring that the University remains fiscally sustainable and programmatically relevant for the foreseeable future. Through the two most recent strategic planning processes, the University's community has scanned external threats and assessed internal liabilities to identify and analyze the challenges most relevant to CIIS as it is situated in the global, U.S., and local higher education contexts. The University has made significant strides in administrative effectiveness, with the recruitment and retention of experienced and competent administrators and the implementation of consistent policies and efficient processes. Further work remains to be done in distributing workload so that realistic expectations are assigned to program chairs, department directors, and program coordinators and managers. Most importantly, CIIS needs to be attentive to maintaining its integrative, creative, distinctive culture and values as it fits into a largely traditional higher education landscape. CIIS's distinctive pedagogical and research culture endeavors to stay true to conventional values of scholarship – rigorous critical thinking, empirical research, precise polices, exacting requirements, and meticulous assessment – that endow the University with conviction and stature, while concomitantly pushing against traditional boundaries to invest the academic culture with innovation, authenticity, and relevance.