

**Saybrook University Institutional Report to the
Western Association of Schools and Colleges
Senior College and University Commission**

NAMI KIM

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President's Message

On behalf of the Saybrook University Board of Trustees, I am pleased to submit our Reaffirmation for Accreditation Institutional Report in preparation for the WASC Senior Colleges and University Commission (WSCUC) off-site review scheduled for October 5-6, 2017, and visit scheduled for March 14-16, 2018.

Building upon the 2008 self-study as well as the March 2016 Interim Report and a number of sub-change submissions, this document examines and assesses WASC Standards of Accreditation and Criteria for Review (CFRs) through the lens of educational effectiveness, demonstrable learning outcomes, and student success. Preparing this document represented an opportunity for the entire University community to engage in an active self-study process, assessment of strengths and opportunities for growth. Our focus has been on addressing each area with great transparency where challenges emerge while also celebrating the many successes we have seen in the last two-and-a-half years.

Since our last full accreditation in 2008, Saybrook University has gone through several evolutions, traversing what has been for the entire higher education sector difficult (even treacherous) waters. Our institution has survived these challenges as a result of a sterling commitment by the Board of Trustees, faculty, staff, alumni, and students to ensure our legacy and mission remain for generations to come. We firmly believe that our humanistic mission is greatly needed both in higher education and in our communities. Our survival and drive toward sustainability suggest that we have something powerful that those seeking a transformative graduate education will find in Saybrook University.

Consider for a moment the mere fact that over several years, the university was struggling to enroll students and teetering on financial insolvency. Today, we are pleased to say that our future is brighter as a result of the myriad changes we have put into place, including joining The Community Solution (TCS) Education System; crafting a viable strategic enrollment management plan, making

significant progress on the institution's strategic plan (Saybrook 2020), and significantly improving our institution's financials. All of these changes, made since 2014, have culminated in what is now a healthier university with blossoming new academic programs, increasing community engagement opportunities in Oakland and in Bellevue, improving alumni relations, and fostering new partnerships with local and regional organizations such as Leadership Eastside located in Redmond, Washington.

While much has been accomplished, much remains to be done to ensure a sustainable institution for years to come. Yet, today as we look ahead, I am inspired by the people who make up this great institution, all of whom are dedicated to the highest levels of service with the goal of transforming society one individual, one organization, one community at a time.

Nathan Long, EdD
President

Reference of Key Terms (Acronyms)

AALC	Academic Affairs Leadership Council
APA	American Psychological Association
APH	Applied Psychophysiology
APR	Academic Program Review
AY	Academic Year (Fall through Summer Semesters)
B, I, A	Basic Level, Intermediate Level, Advanced Level
CACREP	Council for Accreditation of Counseling & Related Educational Programs
CAO	Chief Academic Officer
CE	Continuing Education
CIMHS	College of Integrative Medicine and Health Sciences
CLO(s)	Course Learning Outcomes
COA	Commission on Accreditation
CP	Clinical Psychology
CSS	College of Social Sciences
CTFP	The Office of Clinical Training and Field Placement
DQP	Degree Qualifications Profile
DPC	Degree Program Committee
ED	Department of Education
EdD	Doctor of Education
FTE	Full-Time Equivalent
FY	Financial/Fiscal Year (June 1 to May 31)
GPA(s)	Grade Point Average(s)
HCP	Humanistic and Clinical Psychology
IEEI	Inventory of Educational Effectiveness Indicators
IFN	Integrative Functional Nutrition
ILO(s)	Institutional Learning Outcome(s)
IPEDS	Integrated Postsecondary Education Data System
IRB	Institutional Review Board
IT	Information Technology
IWC	Integrative Wellness Coaching
KSI	Key Strategic Initiative
L&M	Leadership and Management
LCs	Learning Communities
LMS	Learning Management System
MA	Master of Arts
MAM	Master of Arts in Management
MBM	Mind-Body Medicine
MS	Master of Science
MQID	Meaning, Quality, and Integrity of Degrees
NPSC	New Program Support Committee
OIR	Office of Institutional Research
OS	Organizational Systems
PC	President's Cabinet
P&L	Profit & Loss

PhD	Doctor of Philosophy
PLO(s)	Program Learning Outcomes
PMR(s)	Program Modification Request(s)
PRC	Program Review Committee
PsyD	Doctor of Psychology
SLC	Student Leadership Council
SLO(s)	Student Learning Outcomes
SME(s)	Subject Matter Experts
TA	Teaching Assistant
TCS	The Community Solutions Education System
TSC	Transformative Social Change
VA	Veterans Affairs
VPoEM	Vice President of Enrollment Management
WSCUC	Western Association of Schools and Colleges Senior College and University Commission
YTD	Year to Date

Component 1: Institutional Context

Saybrook's History

Saybrook University is a private, not-for-profit institution offering graduate degrees and post-graduate professional development certificates in the field of psychology, clinical psychology, counseling, organizational leadership and management, transformative social change, mind-body medicine, coaching and integrative health and nutrition. Originally founded in 1970 as the Humanistic Psychology Institute within Sonoma State University (SSU), Saybrook University is a product of the idealistic aspirations of Abraham Maslow, Rollo May, Carl Rogers, and other late 1960's psychologists. These innovative clinicians and thinkers were instrumental in developing a humanistic vision focused on the potential to live full and meaningful lives as individuals and creative community members. In 1974, Saybrook separated from SSU and was established as an independent educational institution offering primarily classes in psychology and, human science. By 1984, the Humanistic Psychology Institute was renamed The Saybrook Graduate Institute and Research Center and achieved regional accreditation from WASC. Over the years, the programs remained largely intact with slight variations made to the residential conference and curriculum delivery. Organizational Systems, as a degree was then offered in 2000. Renamed as Saybrook University in 2009, the president at the time charted a new vision for the future, outlining his concept of a humanistic university that housed several colleges with innovative academic programs. Beginning in 2009, these new programs grew to include mind body medicine, clinical psychology, leadership, and counseling. From the beginning, Saybrook has provided a hybrid form of education, including a combination of face-to-face residential gatherings, written papers, dialogues and audiovisual conference calls. Later, as the field of online education grew, the university sought to remain competitive by expanding its virtual online course and meeting offerings. Currently, Saybrook offers an at-a-distance, learning-centered environment devoid of geographic limitations for non-traditional students and life-long learners interested in advanced graduate studies. After 40 years in San Francisco, Saybrook moved from its main headquarters to Oakland, California in 2014, while

maintaining an additional campus location in the State of Washington (WA). The WA campus, which housed the former Leadership Institute of Seattle (LIOS) programs moved from Kirkland to Bellevue in February 2016.

As this report will show, the faculty, students, staff, administrators, and board members at Saybrook University are committed to continuing the original humanistic mission focused on making positive change in both self and others throughout their personal, professional, and academic lives.

Mission and Values

Saybrook University endeavors to become the nation's premier humanistic university, with academic integrity and rigor among scholar-practitioners, embodying our core principles values in everything we do, all-the-while focusing on the central question: "What does it mean to be human in the twenty-first century?" Saybrook University is guided by its mission, which states:

Saybrook University provides rigorous graduate education that inspires transformational change in individuals, organizations, and communities, toward a just, humane, and sustainable world.

Saybrook's core values include:

- Valuing life
- Facilitating the full potential of every human
- Seeking and applying knowledge for problem solving
- Fostering social transformation
- Living with integrity
- Honoring commitments to ourselves and others
- Insisting on operational and academic rigor

Inherent to Saybrook's humanistic values is a focus on the relationship, one that is built on empathy, positive regard, respect, authenticity, accountability, presence, deep listening, reflective awareness, support, and challenge. In committing to serve Saybrook, the administration, Board of Trustees, faculty, staff and students also commit to honoring diversity, a multiplicity of perspectives, innovation, and the interconnection of all things. Saybrook supports creative, risk-taking leaders and encourages a celebration of life. The Saybrook mission, values, principles, and an innovative vision continue to guide the university to provide a relevant and rigorous graduate education that produces

engaged, competent, and caring community members capable of cultivating transformative change.

(CFR 1.1)

Affiliation with The Community Solution Education System (TCS ES)

To address the changing academic environment, an increasingly competitive field of online institutions, and its own financial sustainability, Saybrook affiliated with The Community Solution Education System (TCS ES). This relationship was approved by WSCUC in February 2014 through the WSCUC Structural Change process and was finalized in March 2014 ([Attachment I.A](#)). Saybrook has benefited from this affiliation in a variety of ways including improvements in its financial sustainability, academic quality, and expansion of the institution's humanistic mission and vision through programmatic growth. Greater attention to these institutional priorities is possible through the operational efficiencies and robust infrastructure offered by TCS in the areas of finance, recruitment and admissions operations, legal and compliance services, library resources, student academic support, academic and accreditation expertise, marketing, human resources, information technology, online course development, instructional design services, institutional research, and international outreach. Saybrook has benefited from TCS's four unique, affiliate institutions (Pacific Oaks College, Dallas Nursing Institute, The Santa Barbara and Ventura Colleges of Law, and The Chicago School of Professional Psychology) and their esteemed faculty, staff, and administrative members. Together, the five affiliates have prioritized cross-institution collaboration and academic opportunities among stakeholders throughout TCS. In the last year, Saybrook faculty and staff have collaborated with affiliate partners on two study abroad courses, one in Berlin focused on immigration and the Syrian refugee crisis and one in Krems, Austria with a focus on global business leadership. Saybrook students have responded positively to these new learning opportunities to travel and exchange ideas with their international colleagues. Some of our other cross-affiliate collaborations include hypnosis training CEs, initiatives on student retention, Cuban education and health care partnerships, improved library database licenses, leadership peer committees, and system-wide leadership training.

College Structure and Academic Programs

Saybrook University is organized into two colleges, the College of Social Sciences (CSS) and the College of Integrative Medicine and Health Sciences (CIMHS). CSS offers the MA and PhD in Psychology, MA in Counseling, MA and PhD in Organizational Systems, MA in Management, MA and PhD in Transformative Social Change, and PhD and PsyD degrees in Clinical Psychology. CIMHS offers MS and PhD in Mind-Body Medicine, MS in Integrative Functional Nutrition, and MA in Integrative Wellness Coaching. Saybrook program offerings are found in the [Academic Catalog](#). A few new programs are in various stages of development and include the recently WSCUC approved PhD in Applied Psychophysiology (CIMHS) and the face-to-face Counseling program (CSS) at the Bellevue campus. The NOLS/Saybrook MA in Leadership (CSS) is currently in the WSCUC substantive change process.

Students

Saybrook University is committed to providing a variety of academic opportunities to a diverse student population. Geographic diversity is found among Saybrook students, who, in fall 2016 lived in 43 states and 14 countries ([Attachment I.B](#)). In that same semester, the average age of a Saybrook student was 42.9 years with women constituting 73%. The range of ethnic diversity among Saybrook students includes 7.4% students who self-reported as Hispanic/Latino, 51% as White, 9% as Black/African American, and 2.8% as Asian. As adult learners, Saybrook students frequently have family obligations such as children, spouses, partners, grandchildren, and elder care. In most cases, Saybrook students maintain part or full time employment and often volunteer in their communities. Currently, 477 students are enrolled in CSS and 168 are enrolled in CIMHS for a total student headcount of 645 ([Attachment I.C](#)).

With accessibility as a goal of the institution, the delivery of academics includes programs that offer online only courses, face-to-face teaching, and residential conferences in combination with online teaching. In spring 2017, 576 students enrolled in online courses and 70 students enrolled in the face-to-

face MA in Psychology with Counseling Specialization program at Saybrook's Bellevue campus.

[\(Attachment I.C\)](#). (CFR 1.4)

Faculty, Staff, Administrators

Currently, the university has 21 administrators and 10 staff members, four of which are budgeted positions for the 2018 fiscal year. Saybrook University also has 26 core full-time faculty positions, ten core part-time faculty, two recently hired for the management and organizational systems programs, and two that have been newly added to the counseling program in Bellevue. Saybrook hired 71 adjunct faculty members to teach over the fall 2016 and spring 2017 semesters, with 19 openings for new adjuncts. In efforts to continue to strengthen the learning experience and student scholarship, Saybrook is hiring a Writing Lab Director (fall 2017), director of the Research Department (fall 2017), and an On-line Learning Specialist (spring 2018). Similar to Saybrook students' geographic diversity, the university's faculty live and work across the United States. [\(Attachment I.D\)](#)

University Leadership

Soon after the 2014 affiliation with TCS, the Saybrook Board of Trustees appointed its ninth president, Dr. Nathan Long. (CFR 3.9) That fall, Dr. Long spent over 100 hours in listening sessions with alumni, students, faculty, staff, community members, and the Board of Trustees. Armed with community input, historical data, WSCUC recommendations, and best practices, Dr. Long developed and implemented a new strategic plan, Saybrook 2020 [\(Attachment I.E\)](#), which included restructuring the University from four schools to two colleges, the College of Integrated Health Sciences (CIMHS) and the College of Social Science (CSS). Since his appointment, some of Dr. Long's key initiatives and successes have included budget transparency, program alignment, fiscal responsibility, successful affiliation with TCS, improved regular communication with student, faculty, and staff through town halls, meetings, and newsletters, Board and donor growth and development, and key staff and leadership changes. (CFR 3.6)

In October 2014, Dr. Carol Humphreys, a former Saybrook faculty member, was hired as Interim Provost until March of 2015, when she was named Provost and Accreditation Liaison Officer (ALO).

Under her leadership, the Office of Academic Affairs (AA) has received WSCUC approval for four substantive changes, two desk reviews and the 2016 Interim Report ([Attachment I.F](#)). This office has further developed and implemented a summer session, standardized academic policies and procedures, institutionalized assessment and program review, increased class sizes, improved faculty responsiveness to students, addressed faculty workload expectations and concerns, and upgraded student and faculty gateways for university services. The Office of Academic Affairs has also led the charge to improve collaboration and communication across the university, reducing silos and isolated programs. Initiatives to move towards an integrated university include restructuring the Institutional Research Board, Director of Clinical Training, and Research Department to serve the whole university rather than in separate colleges. In addition, AA created and delivered an online Student Welcome Center ([Attachment I.G](#)) for onboarding all students. and one university-wide residential conference to unite the entire Saybrook community for increased collaboration and cross disciplinary opportunities.

In spring of 2015, concurrent with WSCUC feedback about improving financial sustainability, Saybrook hired the Vice President of Enrollment Management (VPoEM) Elizabeth O' Brien. (CFR 3.8) With over 20 years of experience, the VPoEM renewed the focus on the entire life cycle of the student, built a team of well-trained admissions counselors, implemented a comprehensive Strategic Enrollment Management Plan ([Attachment I.H](#)), developed and implemented retention initiatives, addressed student support, created consistent policies, developed a financial appeals process, and worked to standardize tuition and fees across the university. (CFR 3.6)

Accreditation and Response to Previous WSCUC Actions

Recent WSCUC History

Saybrook was first granted WSCUC accreditation in 1984. While it has maintained its accreditation since then, it has had a number of Special Visits and has been required to submit regular Interim Reports. It was most recently reaffirmed in 2008 to be reviewed in seven years. A timeline is

attached that outlines the various actions and changes that have occurred since Saybrook's last full accreditation review ([Attachment I.I](#)).

The WSCUC recertification of accreditation and review were subsequently rescheduled to spring 2018 by Commission action at its spring 2015 meeting. This occurred following Saybrook's affiliation with TCS, and an August 2014 Special Visit combined with a Structural Change Follow-up Visit. Even with the numerous changes and visit since 2008, Saybrook's challenges have consistently related to concerns about strategic planning, financial sustainability, enrollment management, leadership stability, and siloing of programs. The Commission issued an action letter dated March 6, 2015 ([Attachment I.J](#)), that called for an Interim Report focused on three specific areas for improvement: implementing the strategic plan, strengthening financial stability, and improving enrollment management.

In March of 2016, Saybrook's Interim Report was submitted to WSCUC. In their response to Saybrook, the Interim Report Committee (IRC) acknowledged significant progress in May 2016 ([Attachment I.K](#)). They commended Saybrook's strategic planning and academic prioritization. The IRC recognized that Saybrook's reorganization into two colleges had led to "eliminating redundant courses among programs; coordinating required and elective courses across programs; standardizing, as much as possible, university policies and procedures; moving to larger, more cost-effective class sizes; synchronizing academic calendars; and in general, creating a more cohesive academic program" (CFRs 4.1, 4.3, 4.6, 4.7). An additional commendation focused on Saybrook's improvements in financial stability as the IRC responded, "Since the affiliation with TCS ES in 2014, Saybrook has strengthened its financial position; reviewed and implemented cost containment strategies; invested in a philanthropic infrastructure that could lead to larger reserves; improved faculty productivity; put in place small increases in tuition; phased out some academic programs; set realistic enrollment projections; and realigned existing resources by maximizing the TCS ES affiliation." The IRC noted that "Saybrook's enrollment management plan wisely includes strategies for outreach, recruitment, registration,

orientation, retention and graduation of students.” The IRC further commended Saybrook’s efforts to identify at risk students, provide advising, and address attrition (CFRs 2.10- 2.13, 3.4).

In the 2016 WSCUC response, the IRC encouraged Saybrook to “continue to be aggressive in addressing the issues identified by the commission (strategic plan implementation, financials sustainability, and enrollment management) so as not to lose any momentum on its path to achieving its goals.” The IRC further recommended that at the time of the 2018 reaffirmation, Saybrook provide an update on enrollment management with a focus on retention and graduation of students. (CFRs 2.10, 3.4). Additional updates on the status of Saybrook’s on-going efforts to build “a collaborative, cohesive university...so that it doesn’t default to a university of silos---an assortment of individual programs and activities” were also requested (CFRs 3.6, 3.7, 3.10).

These WSCUC commendations and recommendations ([Attachment I.I](#)) have guided the institution’s continued development, reorganization, and growth since Saybrook’s new leadership and affiliation with TCS took place in 2014. These areas were addressed in depth in the 2016 Interim Report. A brief summary of actions taken to address these recommendations and the current status of each area is presented here with supporting evidence.

Implementation of the Strategic Plan

The Commission has noted Saybrook’s historical challenges in implementing strategic change. However, under the leadership of President Long, a new strategic plan, Saybrook 2020, was presented in 2015 and over the last three years, the university has completed much of the plan. The plan addresses Saybrook’s growth and sustainability, as recommended by the last WSCUC team, and sets forth four key strategic initiatives (KSI) along with objectives, methods to measure progress, and working groups to implement and monitor progress. (See also Component 7).

Saybrook’s current state of implementation is such that there has been completion or near-completion of various tactics outlined under each Key Strategic Initiative (KSI) of the Saybrook 2020 strategic plan. Highlights are as follows:

- KSI 1: Alignment
 - Completed restructuring and realignment of the university;
 - Prioritized academic programs, phase out of several programs and specializations;
 - Restructured tuition and fees, resulting in shift from flat rate to per credit tuition model
- KSI 2: Growth
 - Creation of an institute that is in the final development stage;
 - Created and deployed new, mission-aligned programs including MA and PhD in Transformative Social Change and Integrative Wellness Coaching;
 - Improved financial position as set forth above, moving from several years of deficits to a small surplus for FY 2017 and projected larger surplus for FY 2018;
- KSI 3: Engagement
 - Expanded higher education partnerships within TCS;
 - Alumni engagement has increased substantially, including new email fundraising campaigns and a new outreach plan underway for FY 2018;
 - Community engagement has been successfully initiated through alignments/affiliations with several external groups including Leadership Eastside (Bellevue, WA), National Outdoor Leadership School (NOLS); implementation of the Saybrook Presidential Fellows program that connects Saybrook with individuals throughout the Bay Area who are doing transformative work in their communities; and, the implementation of President's Advisory Think Tanks, incorporating small panels of leaders and alumni from across various sectors to provide guidance on new and existing strategies.
- KSI 4: Academic Excellence
 - Currently refining retention and graduation rates as outlined in the Strategic Enrollment Management Plan; realizing increases in retention of the master's and doctoral students. Graduation rates are still a focus of attention.

Financial Sustainability

In the 2016 IRC response, Saybrook was commended for its improvement in financial stability. Over the preceding years, the university's financial condition placed it in perilous form. Beginning in FY 2016, significant progress was made at reducing our deficit. As of this writing, Saybrook's unaudited financials point to a strong surplus position. In addition to its affiliation with TCS and with assistance from a skilled finance team, Saybrook was able to improve its financial condition through prioritization of underperforming programs and a reinvestment of those resources in the programs that are core to the institution. While there is room for process improvement going into the future, these initial decisions

appear to have created the foundation for consistent and sustainable growth in enrollment. In addition, leadership has been able to manage expenses through a budgeting process that provides transparency and ownership to each academic and non-academic department. The IRC reviewers recognized as much and wrote, “A transparent budget process that is inclusive of administrators, deans, department chairs, faculty, students and staff was noted as resulting in all members of the Saybrook community engaged and invested in financial stability.” (CFR 3.4) Furthermore, since 2014, Saybrook’s investment portfolio profile has leveraged assets with tiered risk profiles, allowing for increased returns while providing adequate access to liquidity. Following are the preliminary results (unaudited) for the full year FY 2017:

- FY 2017 operating surplus of \$0.3M is slightly favorable to budget and \$0.6M favorable to prior year ([Attachment I.L](#))
- Spring 2017 and Summer 2017 enrollments have exceeded budget and are showing strong growth YoY
- May Balance Sheet shows Net Assets of \$6.4M, an increase of \$0.4M over May 2016 ([Attachment I.M](#))

Highlights of the budget for FY2018 are as follows:

- FY2018 Budget projects operating surplus of \$0.7M, which is \$0.3M favorable to FY2017 and \$1.0M favorable to FY2016 ([Attachment I.N](#)). There is currently a \$2.2M increase in revenue projected for Saybrook which is partially offset by \$1.8M increase in expenses.

Enrollment Management

Saybrook's enrollment has stabilized and been steadily increasing over the past two years with enrollment targets being met or exceeded. Fall 2016 saw 147 new students and 474 continuing students (up from 119 and 440 respectively from fall 2015). Saybrook exceeded new and continuing enrollment and had record high enrollment in spring 2017 with 100 new students and 545 continuing students (up from 87 and 500 respectively from spring 2016). These positive enrollment trends can be attributed to strategic and focused retention efforts and a strong and stable admissions department. ([Attachment I.O](#))

To guide these efforts and chart a path forward, Saybrook's Strategic Enrollment Management Plan (SEMP) was implemented in October 2016. The development of the plan was led by the VPoEM and included input from faculty, students and staff. The process for writing the Strategic Enrollment

Management Plan (SEMP) was driven by the Key Strategic Initiatives (KSI's) and objectives outlined in the Strategic Plan. The identified KSI's and objectives fall under some aspect of the Enrollment Management Division and were the guiding factors in the SEMP. From these KSI's, seven priorities for the SEMP were established, with strategies and deliverables supporting each of the priorities. These priorities were presented to and approved by all members of the President's Cabinet. (CFRs 2.10, 3.4)

Also under the leadership of the VPoEM, the admissions department is now staffed with the Associate Director of Admissions and three counselors at the Oakland campus, an Assistant Director of Admissions and one counselor at the Bellevue campus. This staffing plan was a contributing factor to Saybrook exceeding new student enrollment numbers for spring 2017. While there was substantial year-over-year new student growth over the past two years (20% increase from FY 2016 to FY 2017), the plan is to budget growth at 12% a year. Anticipated increases in inquiries through digital marketing efforts as well as yield rates realized this past academic year were factored into the stretch goals.

Saybrook has also expanded its recruitment efforts and brand awareness by hiring the Director of Community Engagement and Strategic Partnerships to lead outreach. He has developed an outreach plan ([Attachment I.P](#)) that supports the goals and initiatives outlined in both the Strategic Plan and the Strategic Enrollment Management Plan and includes developing events across the country where prospective students, continuing students and alumni can meet and engage, holding more campus admissions events at both the Bellevue campus and the Oakland office and increasing visibility with local community and non-profits whose missions align with Saybrook's.

A strong strategic enrollment management plan is vital for the long-term health of the institution, which includes insulating the institution when new enrollment challenges occur due to unanticipated circumstances outside of the institution's control, such as employee attrition, market disruptions, or sudden economic changes. With the current plan guiding these university-wide efforts,

Saybrook has made great strides in stabilizing its enrollment. It also stands better prepared to address any fluctuation in the increasingly competitive field of higher education.

Pivoting towards the future, the university may experience some periodic fluctuations in enrollment as we adjust to increased market competition, unexpected shifts in admissions staffing, and identify ways to increase prospective student leads beyond online inquiry sources. In addition to initiatives implemented as recently as May 2017, our VPoEM is creating a growth task force comprised of trustees, students, alums, faculty, and System colleagues who will identify recommendations for implementation beginning FY 2018 and beyond. By further supplementing our enrollment management plan, we believe these recommendations will lead us to a more sustainable, thriving organization.

An Integrated University

Saybrook has taken a number of steps to encourage and sustain the cohesion and collaboration across both colleges and all programs. Among these are 1) standardized policies and procedures across the university including an aligned [calendar](#); 2) standardized faculty hiring practices and salaries; 3) increased collaboration among university leaders; 4) development of shared research courses and resources across programs; 5) shift from 11 different tuition rates to a per credit model with three different rates; and 6) consolidation of three separate residential conferences and commencement ceremonies into one attended by all students. A few key policy changes that have been standardized include the revised [Satisfactory Academic Progress, Leave of Absence \(LOA\) policy, the Incomplete grade policy](#), and [Student Code of Conduct and grievance policies, Financial Appeals policy](#), and refined add/drop policy. The university has also aligned its calendar with one shared start date in comparison to previous multiple start dates. On an administrative level, faculty are now all paid at the same rate across colleges based on the same Full Time Equivalent (FTE) configuration for salaried and enrollment or class size for adjuncts. Core faculty and adjunct faculty are now able to teach across the university and receive the equal pay. Students are also able to enroll in courses across the colleges when interested or as a part of their program plan.

Whereas in the past, programs frequently developed in isolation from others, increased communication across leadership has improved standardization and shared resources. For example, the two college deans meet on a regular basis to identify opportunities for standardization or collaboration. Working together, they co-lead task forces and propose new initiatives to further unite, integrate, and strengthen academics. The Academic Affairs Leadership Council (which includes the provost, assistant provost, college deans, director of academic affairs, co-directors of research, director of IRB, director of clinical training, department chairs, registrar, and faculty senate representatives and invited guests) also meets once a month to discuss academic needs and continuity across the university. This council addresses matters such as calendar deadlines, course schedule development, academic catalog revisions, policy review, residential conference planning, commencement planning, etc. Their purpose is to lead and execute on learning assessment, program review, support WSCUC self-study and continuous improvement process, review and approve institutional academic policies that emanate from the President's Cabinet or University Leadership Council, and to review and ensure progress related to strategic plan and university goals. Other monthly university-wide meetings created to facilitate an integrated community of decision makers are the President's Cabinet Meeting (with staff, administration, and leadership across both campuses), and the University Leadership Council (with senior faculty and staff leadership).

Within the College of Social Sciences (CSS), the Academic Leadership Team (ALT) meets twice monthly to discuss issues, policies and procedures to support a culture that is consistent across departments and continues to honor the unique identities of each program. The CSS ALT includes department chairs from all four departments (Counseling, Humanistic & Clinical Psychology, Leadership & Management, and Transformative Social Change).

In CIMHS, the Academic Leadership Team (ALT) meets twice monthly alone and twice monthly with all CIMHS salaried faculty to address issues, procedures, policies and challenges college-wide. The

CIMHS ALT includes the department chairs for the three departments (Mind-Body Medicine, Integrative and Functional Nutrition and Integrative Wellness Coaching). To optimize communication beyond the colleges, the CSS ALT and the CIMHS ALT meet monthly in separate meetings with Academic Affairs and the Department of Research to ensure the sharing of information in support of students and the future of Saybrook. These internal meetings continue to facilitate communication between at distance educators and providers, thus breaking down previous silos.

With a foundation built on excellence in research, Saybrook's new research department serving students and faculty across the university was created in 2015. The department has worked collaboratively with leadership and faculty to develop a shared research curriculum and competencies for core research classes thus reducing redundancy resulting from separate programs each offering their own basic research courses, each with low enrollment and content overlap. Building shared courses due for implementation in spring 2018 is intended to enrich students' research experiences, knowledge, and cross-disciplinary engagement and to further integrate the whole university.

Plans to further reduce program silos and isolation included the re-envisioning of Saybrook residential conferences. Rather than holding three separate conferences in various locations, the need to bring RC students together in one location at least once a semester was identified. The Saybrook Residential Conference (RC) in January 2017 in Monterey, CA was not only a change of venue for the university but the first time in many years that there were not three, separate conferences and graduations. CIMHS and CSS students, faculty, and staff shared evening activities, ate daily meals together, and attended daytime presentations opened to all. Highlights included a well-attended drum circle, presentations on Human Trafficking and Trauma Work in Rwanda, and a Social Justice film series. Student leadership led a social hour and community gathering to include all students over the course of the week. A town hall for students and faculty was held by the president, provost, and VPoEM. These

practices will continue with the August 2017 conference in Monterey, which will also include, for the first time in recent memory, a united, all-university graduation ceremony. (CFRs 3.6, 3.7, 3.10)

Preparation for the Accreditation Review and Report

Under the leadership of its president and provost, this Institutional Report was prepared by the Office of Academic Affairs with the assistance of many individuals within Saybrook and TCS. Initial planning began during the writing of the May 2016 Interim Report with a new shared website, timelines, shared involvement, identification of tasks, self-study assessment and writing.

The self-study began with the Office of Academic Affairs (AA) in collaboration with the deans and faculty senate to identify strengths and opportunities for growth in the area of assessment and program review. A known and trusted alum consultant was hired who met individually with faculty members and program directors across the university to discuss the current state of assessment. With the assistance of TCS office of institutional research, data were collected and reviewed as the process of institutionalizing a more standardized approach across the university to outcomes focused delivery of education began. College subcommittees included salaried and adjunct faculty, Saybrook staff, and TCS staff. The committee met quarterly and then monthly to assess progress, problem-solve, and work through evolving findings. Education for all community members was offered through WSCUC trainings, sessions at RCs, webinars, meetings, and in emails and newsletters. A website (Assessment Center) in our Faculty & Staff Gateway was created for storage of and access to essential evidence (CFRs 1.1, 1.8). After attending a variety of WSCUC trainings, the assessment coordinator, college deans, provost, various faculty members, leadership committee members, and members of the AA office began writing the report. Throughout this process, a collaborative and relational approach that reflects Saybrook's humanistic mission, values, and vision was taken. The steering committee, co-chaired by the provost and faculty senate provided the organization, coordination, and communication central to the process. Drafts of this Report were then reviewed by faculty, staff, executive leadership, TCS staff and leadership,

and the Saybrook Board of Trustees. The attached detailed list is an acknowledgement of the many contributors to this Institutional Report ([Attachment I.Q](#)).

Strengths, and Opportunities

Although Saybrook has made substantial gains in the implementation of the strategic plan, financial sustainability, enrollment management, and integrating the entire university, ongoing vigilance in these areas will continue to assure long-term success. With the advent of a variety of innovative new programs, Saybrook has also made great strides in expanding its vision beyond psychology to a number of related disciplines.

However, with the changes necessary to ensure Saybrook's future comes the challenge of continued refinement of the new structures, partnerships, and growth (e.g., new leadership, restructured university, new programs, the affiliation with TCS, fiscal responsibility and accountability, increased enrollment, a new summer session, and standardized policies). It is recognized that the rapid changes at Saybrook have affected faculty, staff, and students. As a result, the administration continues to address faculty and staff morale, faculty engagement and responsiveness, and the use of the latest online technology. Saybrook administrators and faculty governance continue to identify areas for improvement such as in communication, workload, morale, and fully institutionalizing a culture of assessment that is faculty-led. As for Saybrook students, they too have been introduced to new faculty and staff members, revised programs, RC events, the new tuition model, new course offerings, some reduction in older class offerings, and firmer policies regarding leaves of absences and a revamped incomplete policy. As enrollment per core classes has increased from an average of three students to eight, faculty members have requested additional research and writing support for students. The creation of the university's writing lab and the hiring of the Online Learning Specialist are important investments in support for our growing student population. Furthermore, Saybrook is seeking to expand its higher education partnerships to institutions outside the System through dual-degree programs, on-site offerings, and other innovative delivery techniques. Finally, the administration is working to add a

strong career services-alumni component to the cadre of services in development that support our graduates in their research, community work, and professional lives. Component 1 presents both the history and current state of Saybrook University. It describes its mission-driven foundation and the changes in operations and infrastructure that have taken place since its last accreditation review. These changes have led Saybrook to improved sustainability of finances while improving the delivery of quality, relevant education for an increasing pool of non-traditional graduate students. Future plans include continued financial vigilance, focus on retention and enrollment, an institutionalized culture of assessment, improved faculty morale, refinements in shared governance, relevant digital improvements, increased writing support for students, and faculty workload negotiations. Since its last WSCUC visit, Saybrook has demonstrated that it is responsive to the changing field of higher education and the needs of its students who are seeking a quality education.

Component 2: Compliance with WASC Standards and Federal Requirements

Saybrook's campus constituencies (faculty, staff, leadership, and administration) completed the Self-Review and Compliance checklist ([Attachment II.A](#)) and the Inventory of Educational Effectiveness Indicators (IEEI) ([Attachments II.B](#)). The IEEI identifies all programs, learning outcomes, the assessment cycle, accrediting bodies, and external evaluators. It was completed by department chairs and specialization coordinators in collaboration with their deans and the office of Academic Affairs. Information was compiled by those who worked at the program level to identify strengths and address genuine areas for growth. As evident in these documents, Saybrook is committed to assessing learning and educational effectiveness across the university. With a new administration, the affiliation with TCS, and implementation of Saybrook 2020, Saybrook has also made gains in addressing areas of opportunities from the past.

To inform the Self-Review and Compliance Checklist, Saybrook conducted a WASC Compliance Under the Standards survey, in which 34 respondents identified areas of strength and opportunities for growth ([Attachment III.C](#), [III.D](#)). Of note, many of the respondents identified themselves as adjunct faculty and not all respondents completed the survey. However, their responses informed Saybrook's ongoing discussion in department, college, and university assessment and program review as new efforts were made in the broader community for engagement and participation in the process. Soon after completing the survey in 2016, a steering committee was formed and worked closely on these issues with academic leadership and in Cabinet Meetings and Executive Team meetings. Representatives included faculty senators, faculty members, Deans, staff, the assessment consultant, and administration. Discussions originated from the respondents' experiences and perceptions. Changes since 2014 that may have affected responses, such as affiliation, program prioritization, FTE reductions, and budget cuts were discussed. Informational meetings for students and faculty were provided at the residential conferences in spring 2016, fall 2016, and spring 2017 with a portion of the discussions focused on the

self-review. Town Hall Meetings open to students, staff, and faculty were held and included discussion on the self-review process, content, and timeline. During the Fall 2016 and Spring 2017 Saybrook Board of Trustees meetings, agenda items included updates on the WSCUC self-review process ([Attachment II.E](#)). The goal of this collaborative process was to actively engage the Saybrook community in addressing WASC recommendations, reviewing degree programs and learning outcomes, improving performance standards, and institutionalizing assessment and program review.

Areas of Strength

(CFRs 1.1, 1.3, 1.4, 1.5, 1.8, 2.2, 2.5, 2.9, 2.12, 2.14, 3.5, 3.9, 4.7)

As Saybrook has long defined itself as mission driven, it is not surprising that one area of strength identified in the Self-Review under the Standards according to respondents remains its ability to define and execute its institutional purpose. Saybrook's commitment to the public good and the meaning and quality of its degrees remain front and center in university discussions, administrative decisions, and academic course content. The creation and deployment of new programs such as Transformative Social Change demonstrate Saybrook's active and applied approach to social justice. Saybrook's humanistic philosophy is perceived as consistent and coherent and is shared with students, faculty, staff, administrators, and Board of Trustees. Survey respondents and steering committee members further recognized that throughout the affiliation process, Saybrook has remained autonomous with its own president and Board of Trustees while still serving as strong partners with TCS.

Academic and institutional integrity are essential characteristics of a humanistic education and institution. Saybrook has a strong commitment to maintaining academic freedom for both students and faculty. This policy is reflected in the faculty handbook. Saybrook practices shared governance and administrators have regular meetings with the faculty senate. The provost meets twice a month with the faculty senate co-chairs and by invitation with the larger faculty senate. The president meets with the faculty senate co-chairs and a student representative quarterly and by invitation with the larger senate. The deans also meet regularly with the faculty senate where shared governance remains a topic of

focus. Student leadership is also of importance and reflects a genuine commitment to student centered learning, transparency, and academic freedom. Students are encouraged to provide feedback in the student satisfaction survey ([Attachment II.F](#)) as well as contribute feedback to individual professors for course improvements at the end of each semester. The Student Leadership Committee (SLC), a recent development with its creation encouraged by senior administrators in 2015, is university-wide and has taken an increasing amount of interest in active engagement as demonstrated by regular internal meetings, a strong presence at the RCs, student delegate representation at Board meetings, and commitment to a number of student sub-committees that mirror the faculty senate committees. In cases where students have a complaint, access to clearly outlined fair [student grievance policies and procedures](#) is in the catalog. The deans and administrators often join the director of student success in attending SLC meetings.

Saybrook's strengths also include faculty contributions to scholarship which are evident in various scholarly articles, book chapters, and course development ([Attachment II.G](#)). The clinical faculty members remain engaged in public service and offer services at hospitals, clinics, and schools. The organizational systems department and transformative social change department faculty are equally engaged in consultation work with non-profit organizations and government agencies within their fields. The 2015 Saybrook workload document ([Attachment II.H](#)), equates value to both scholarly research and clinical work.

Saybrook community members have further recognized the university's commitment to making change in the areas of financial sustainability, enrollment management, implementation and execution of strategic planning initiatives, uniting the university, and building cohesion across the university. By providing transparency in the budgeting process to deans, department chairs, faculty members, staff, and students, there has been an increased awareness of the financial gains Saybrook has experienced. Saybrook's focus on being good stewards of students' dollars while remaining transparent throughout

the process has resulted in two years of clean audits (CFR 1.7). Saybrook's growth in strategic planning, as well as ownership and sound management of the budget by all leaders reflect a broader involvement in and commitment to financial sustainability.

Standardizing and streamlining tuition, policies, procedures, and creating clear descriptions of degree policies and requirements are evidence of Saybrook's commitment to student and faculty success as well as University-wide cohesion. These updates are clearly communicated at the recruitment stage and can be found in the [academic catalog](#). Although, Saybrook's commitment to diversity has been noted as improved by faculty and students in recent months, there is an institutional awareness that additional work is further warranted. Though geographic diversity has long been present at Saybrook, recent hires have further diversified faculty and staff by age, gender, race, ethnicity, and sexuality.

Integrity and Transparency

For Saybrook and, in particular, the new administration, transparency has been of value in making change over the past few years. The use of fair, open, and inclusive practices has allowed many to receive the information, understand the context and process, share a voice in providing feedback or in decision-making, and support Saybrook's transformation. President Long's initial 100 + hours of listening to a wide variety of students, faculty, staff, Board Members, alumni, and community members set the stage for the inclusion of many voices in the process. Cabinet and leadership meetings have included a wider group of members including faculty and student members. In the case of the Board Meetings, both a student and faculty member are invited and present updates. For a number of months, a once a week Huddle included members of the TCS community so as to share information, increase dialogue, and build relationships. In addition to these meetings, newsletters are sent by leadership to their constituencies, including one from the president as well as the college deans. Furthermore, the president and members of the leadership team have leveraged social media in pushing out key information to various stakeholders as a means of staying connected. Not only do students have access to administrators in meetings, via social media, and through email, RCs include various opportunities for

face to face meetings. (CFR 1.7) An adjunct member representative has been added to the Faculty Senate. Task forces and think tanks have included Saybrook faculty members, Presidential Fellows, leadership, and community members with areas of expertise or interest. The library, clinical director, and IRB director offer alternative open office hours over weekends and at night so as to support and include working students' voices. Saybrook has also developed an open and honest relationship with accrediting agencies, often calling for advice or meeting with its liaisons prior to making decisions on sub-changes or potential partnerships. Since 2008, Saybrook has actively participated in an ongoing relationship with WSCUC through a variety of substantive changes, special visits, interim reports, and a structural change. In all areas of operations and academics, Saybrook has consistently addressed and abided by all commission policies and procedures. (CFR 1.8)

Areas for Growth and Development

(CFRs 1.2, 1.6, 2.3, 2.4, 2.6, 2.7, 2.8, 2.10, 2.11, 2.13, 3.2, 3.3, 3.4, 3.7, 3.8, 3.10, 4.1, 4.2, 4.3, 4.4, 4.5)

The 34 respondents of the 2016 Self-Review under the Standards survey further identified a number of areas of growth for Saybrook. With additional information and input from the Compliance Checklist and the community, the areas for opportunity include publication of student data, clarity in faculty workload, faculty morale, the institutionalization of ongoing and consistent assessment and program review, use of data to inform future strategic planning, and co-curricular activities and student services including writing support.

One area of opportunity that Saybrook has made progress in is consistency in the generation and evaluation of the institution's stated purposes in public data. However, through the affiliation with TCS, Saybrook has migrated from an out-of-date online data collection system built specifically for Saybrook to CampusVue, a more modern and reliable data system. In 2016, Saybrook's new website was launched and now includes public access to student achievement data. In addition, the VPoEM and the new registrar's office have worked with the Office of Institutional Research (OIR) to generate and

publicize student achievement data. These efforts continue as Saybrook plans to migrate to Student Workday™ which has the capacity to improve on the collection and storage of student data.

The 2015 implementation of Saybrook 2020 which included a university restructure, program prioritization, and strict fiscal responsibility resulted in a number of staff cuts, across the board reduction in FTEs, and the decision to not contract with 3 former faculty members. Though change was necessary at the time, these decisions were difficult and affected both faculty and staff morale. The reduction in FTEs, implementation of a summer session, and an increase in class size from 1:3 to 1:8 over the course of 2 ½ years has also affected faculty workload and morale. In July 2016, the Saybrook Faculty Senate (FS) initiated a faculty wide survey ([Attachment II.I](#)). OIR and FS produced a consolidated report of the findings ([Attachment II.J](#)). Their introductory statements are as follows:

Due to a need to establish financial stability and an increasingly rational business model, there was a reduction of FTEs and salaries, and this has contributed to job insecurities, financial pressures, and some faculty questioning their individual value to the institution. Saybrook does not have a tenure or ranking system, employs faculty only on yearly contracts, and there are pressures to adhere to a workload formula which exacerbates faculty uncertainties about ability to contribute to meaningful work and recognition as teachers and scholars. Minimally invested faculty can impact student satisfaction posing a risk to revenue, reputation, and ultimately the university community and culture.

This report presents findings with FS recommendations for each area as follows:

1. *Work/position at Saybrook*. Recommendation: Annual faculty survey.
2. *Workload manageability/expectations*. Recommendation: Create a user-friendly, relevant workload document and review pedagogy, and student surveys.
- 3 and 4. *Legacy in humanistic psychology*. Recommendations: Deepen engagement with Humanistic foundations in faculty, research, and education recognition and validation.
5. *Faculty research*. Recommendations: Define what research means and incorporate it into the annual faculty survey, the workload document, the ranking system, the pedagogy, and student surveys.
6. *Shared governance*. Recommendations: Clearly define meaning, include in the workload formula, offer compensation, and include both salaried and adjunct faculty.
7. *Increased workload, stagnant compensation, and effect on teaching and curriculum*. Recommendations: Revise workload to adequately reflect instruction, shared governance, scholarship, research, and development.

The FS has committed to leading a faculty driven effort to examine pedagogy, the workload formula, instructional best practices with an assessment plan to be implemented to provide faculty members (salaried and adjunct) with feedback.

The administration acknowledges the faculty's concerns with workload and morale. They have committed to seek collaborative resolution for the future. Indeed, as the institution has grown healthier, these concerns have been or are being addressed in a variety of ways. After offering faculty one year of reduced FTE (.75, .83. and .1.0), salaried faculty were all offered a 1.0 FTE contract in 2016. However, this 1.0 FTE included expectations of summer engagement (teaching or committee work) which was not received well by some faculty members who had previously not worked in the summer. Additional hires of core faculty in Counseling, Clinical Psychology, and Transformative Social Change have been budgeted. Saybrook increased faculty development funds from \$750.00 to \$3000.00 per year per salaried faculty member in 2016. In 2016, 7% of faculty and staff salaries has been automatically placed in their 403b with no matching expectation. Furthermore, after many years without an increase in pay for adjunct faculty, increases in course payments and dissertation payments occurred. With the support of the provost, the college deans have led a workload committee during summer 2017 with faculty participation to discuss these concerns and craft a proposal. Saybrook administration looks forward to negotiating a fair and clearly articulated workload expectation for its salaried faculty members.

Furthermore, although Saybrook faculty had previously chosen not to support a ranking process, the administration recognized that with a changing workforce (new hires) and new professional norms of the field, interest in ranking and promotion was growing. Therefore, the president and provost initiated discussions with the FS asking them to develop an option ranking system tied to performance evaluations and increases in pay. Examples were provided and the FS has since worked on a proposal that will be discussed at future meetings.

Throughout this process, Saybrook administration and the FS have adopted a collaborative and focused approach to addressing faculty workload, morale, promotion, and ranking. This approach includes reflection and discussion on pedagogy, standards of practice, and both academic and administrative goals and perspectives.

Assessment and Program Review

In 2014, Saybrook made a commitment to implementing consistent, institutionalized assessment and program review. Since then, Saybrook has sought to change the culture of assessment, program review, and self-study. Through combined efforts with faculty senate, faculty, staff, and TCS, progress has been made. Rather than having a small team of support staff addressing these processes as a form of institutional compliance, the community has shifted its focus to the full integration of assessment into daily teaching, student learning, and shared ownership of the process and outcomes. Assessment has been integrated into the pedagogy that faculty choose to use and has resulted in more accurately telling the story of the educational journey Saybrook students expect and deserve. This shift has not been without challenges and more work remains. However, much has been accomplished.

Initial discussions and education focused on assessment and program review among the community members. was provided. This was done in partnership with the WSCUC liaison, consultants, WSCUC trainers, and through providing increased opportunities for faculty and staff development in assessment. A shared assessment site was created with access for all organizational units and leaders. Tough this process, Saybrook has grown mindful of not relying solely on a specific taxonomy of demonstrable behavior. In fall 2016, the syllabi project began and all learning outcomes for all courses were reviewed and revised using both Bloom's Taxonomy and Krathwohl's taxonomy of the affective domain. Learning outcomes were also embedded in standards for faculty to evaluate. New rubrics were developed by faculty in some programs and others are in the process of being revised and updated. This process has been largely faculty-driven with only minor assistance from the office of academic affairs.

(CFRs 2.3, 2.4, 4.5, 4.6)

Both colleges now have regular, monthly syllabi review and degree program meetings (CFR 2.3). Colleges and programs have created sub-committees and a rotation schedule for the review of existing programs. New programs were entered into the rotation following approval through the WSCUC Substantive Change process (CFR 2.7).

The FS is also reinvigorating their Standing Committee on Academic Process and Review. The Saybrook FS has sought to re-establish and re-energize this committee to further demonstrate renewed commitment to ongoing assessment and evaluation.

Though essential to our assessment of their education, Saybrook faculty, staff, and administration recognize that student success is more than retention and graduation rates, or a collection of course units. Saybrook's student success is grounded in high-quality learning environments ensuring that students are prepared in their professional, personal and civic lives. This opportunity for growth remains a priority as Saybrook continues to standardize processes for assessment and program review across the university. Despite agreement on the earlier areas for opportunity, during the self-review process and the completion of the Review under the WSCUC Standards and Compliance with Federal Guidelines Worksheet, it became apparent that there was a lack of awareness (or rather discrepancies in opinion) regarding the improvements that had been implemented since 2014. Whereas, the survey completed in 2016 had suggested that some aspects needed attention, committee members argued that improvements in certain standards had already occurred. The steering committee and various stakeholders recognized that there was work to be done in addressing areas for growth and opportunity as well as informing the larger community as to the various changes that had occurred in the institution. These areas of discrepancies included publicizing student data, the use of data to inform strategic plans, published policies on grievances, clearly stated PLOs, and faculty developed PLOs.

Though the use of data was identified as an area of growth (CFRs 2.7, 4.2), since Saybrook's affiliation with TCS, the university has increasingly made use of OIR. OIR generates and analyzes

institutional data to support the reporting, and decision-making needs of all TCS affiliates. OIR does this by providing both custom and cross-affiliate services including:

- Program Review Data Reports
- Student Experience/Satisfaction Surveys and Reports
- New Student Surveys and Reports
- Alumni Surveys and Reports
- Ad Hoc Custom Surveys, Reports, Data Requests
- Accreditation Support
- Administration of Course Evaluation Surveys
- Production of the Official Student Census
- IPEDS and Other Mandated Reporting

OIR supports TCS affiliate institutions by providing regular student census reports and course surveys through fulfillment of ad hoc data requests. In recent years, OIR has grown to provide a more robust set of services including the creation of program review data reports, data analytics, and various additional surveys and reports. As the affiliation has solidified, Saybrook has increasingly examined this data to reflect and plan for new programs, course development, student interest. (CFRs 4.1, 4.2, 4.6)

[\(Attachment II.K\)](#)

Strengths and Opportunities

Saybrook's recent growth and increased stability is in large part due to its continued commitment to its mission and values, student centered learning, faculty scholarship, new leadership, strategic planning, fiscal responsibility, revised and standardized policies, and increased transparency. These areas are viewed by respondents to the Self Study and Review survey as evident strengths. Areas of opportunity include faculty morale and workload, continued assessment improvements and program review, and a consistent use of assessment data. With the assistance of TCS, OIR, the FS, college deans, department chairs, and the faculty, these opportunities will be examined and prioritized.

Component 3: Meaning, Quality and Integrity of Degrees (MQID)

Saybrook University has a long tradition based in humanistic psychology, its values and mission focused on interdisciplinary learning with transdisciplinary application. Saybrook's values challenge the community to strive to facilitate the potential of every living being to thrive in a just, inclusive and sustainable world. Though Saybrook's mission and values are aspirational to its students, faculty, staff, and administration, they also challenge community members to apply that which they have learned and to walk the humanistic talk in their academic journeys. In other words, they are encouraged to volunteer, serve, and become involved in their communities. As the average age of a Saybrook student is almost 43 years old, they generally have families, careers, and active, engaged roles in their communities. Their commitments to both the local and global community are demonstrated in coursework, internships, volunteer work, practicum sites, and employment. Members of the Saybrook community are asked to keep alive the spirit of innovation and creative approaches as they confront the complex challenges (political, environmental, philosophical, social, applied, etc.) of our time.

Our instructional values are deeply embodied in humanistic psychology, which as a discipline provides a holistic view of the world. Saybrook content focuses on the whole person, including living compassionately and sustainably, the human elements of healing, humane organizations, spirituality, coaching, community co-creation, transformative social and action-oriented dialogue. (CFR 1.4)

Curricula enable students to acquire the needed skills, methodologies, analytical tools, and resources to reach proficiency in a subject area. Curricula are further characterized by an integrated balance of theory and practice as relevant to the discipline. However, with a focus on its mission and values, a Saybrook degree goes beyond theories and skills. There is a sincere commitment to ethical reasoning, effective communication, diverse perspectives, and the application of all that a student has learned. Therefore, Saybrook University aims to prepare students in critical thinking and reflective practice skills so that they are empowered to be active change agents in a variety of fields: healthcare, psychology, clinical psychology, counseling, leadership and management, and transformative social

change. Degree program curricula are structured to address the commitment to application of skills, professional advancement, career transition and personal development (CFR 2.8). As a culture of assessment has been increasingly institutionalized at Saybrook, regular course revisions have been established on a yearly basis, with PLO rubrics used for assessment of student learning.

With the express goal of articulating the meaning, quality, and integrity of a Saybrook degree, Saybrook's faculty formed Degree Review Committees in early 2016 across the institution. They initiated the syllabi project in fall 2016 which involved reviewing 175 syllabi across all academic areas. Faculty, program directors, deans, and assessment staff evaluated learning outcomes (LOs) at the weekly/module, course, degree program and institutional level. As a result of this self-study process, LOs were revised to incorporate demonstrable, behaviorally-oriented outcomes, utilizing Bloom's and Krathwohl's taxonomies as guides (CFR's 2.2, 2.3, 2.4). The guiding critical questions were as follows:

1. What do Saybrook students need to do in order to demonstrate proficiency and mastery of curriculum content?
2. What does a degree from Saybrook say that its students are capable of doing?
3. What are the distinct experiences and learning outcomes of an education at Saybrook?
4. What quality assurance processes guide continual improvement?
5. To what extent are all the parts of a "Saybrook experience" coherent, aligned and intentional?
6. How do we know?

External reviewers were then invited to provide feedback on the revised Saybrook PLOS. In 2017 nine content experts in their fields provided narratives identifying both strengths and areas for opportunities ([Attachment III.A](#)). These reviews were disseminated to department chairs who are addressing areas for improvement with their faculty. In addition, Saybrook has invited these reviewers to remain on an advisory committee for future reviews of learning outcomes. This review of PLOs across the university was in addition to the Counseling Department's thorough review and revisions of their learning outcomes and syllabi due for their application to the Council for Accreditation of Counseling & Related Educational Programs (CACREP) in July 2017.

At the January 18, 2017 Residential Conference over 40 attendees participated in a faculty workshop on Meaning, Quality and Integrity of Degrees (MQID). The faculty, deans, president, provost, program directors, and administrative staff discussed MQID elements and examined the Saybrook degree using the Degree Qualifications Profile (DQP) ([Attachment III.B](#)). This joint workshop marked a significant improvement in the way that the Saybrook community works together as a collaborative, cohesive university as participants came from across the institution to examine and make recommendations to eliminate educational, program review, and assessment silos (CFR 2.4, 4.3, 4.4, 4.5).

The Meaning of a Saybrook Degree

The meaning of a Saybrook degree is defined by clearly articulated Institutional Learning Outcomes (ILOs), sets of expected student Learning Outcomes (LOs), Program Learning Outcomes (PLOs) and themes that are vital to promoting humanistic values and traditions. Additionally, the meaning of a Saybrook degree also takes into consideration WSCUC's Core Competencies - critical thinking, oral and written communication skills, information literacy, and quantitative reasoning (CFR 2.2b), and qualitative research methodologies, and civic and global collaboration. With this in mind, faculty members on degree program review committees focused on the following ILOs to create and foster:

1. Leaders for life enhancing change who interpret and hold multiple ideas.
2. Self-reflective scholars/practitioners who differentiate themselves as they practice humanistic values in their professions.
3. Systems thinkers who move beyond disciplinary and paradigmatic boundaries to discover and initiate research and practice.
4. Professionals who place their work within an expanded geopolitical, temporal and socio-environmental context integrating core humanistic values.
5. Persons who experience and display intra- and interpersonal authenticity and compassion and demonstrate a commitment to ethical practice, as evidenced by their ability to revise judgments and change behavior in light of new evidence.

As a result of revising and strengthening our ILOs, not only were faculty members actively engaged in reviewing the selection and sequencing of content that build a body of knowledge reflecting

professional industry-stated proficiencies, but in articulating to a wide variety of constituencies the answer to the pertinent question: What does a Saybrook degree "mean?"

The Quality and Integrity of a Saybrook Degree

The quality and integrity of a Saybrook degree is a result of the faculty's commitment to well defined learning pathways and pedagogies that create in-depth and frequent student-faculty engagement with didactic and experiential components. Courses are reviewed to ensure they are of the appropriate length, contact hours, and credits that are expected by accrediting bodies and professional organizations. Quality is measured by on-going assessment of student learning outcomes at the module, course, programmatic degree, and institutional levels. Integrity is measured by the alignment of all learning outcomes with the expectations of professional proficiencies. For example, counseling and clinical psychology programs have continued to align all courses with accrediting bodies such as CACREP and APA, respectively, for licensure purposes. Further, integrity is maintained by a specific sequence of courses, adherence to rigorous standards for admission, advancement to candidacy and graduation. Students must maintain satisfactory academic progress as outlined by our SAP policy. Last, quality and integrity are supported at multiple levels across the institution including narrative evaluations by instructors at semester's end, subject matter mastery, comprehensive exams, practicum and internship evaluations, and the written and oral defense of academic work (CFR 2.5).

The Meaning, Quality and Integrity of Degrees (MQID) revisions that emerged from this reflective, two-year review process resulted in a strengthened selection and sequencing of program content. In addition, what also emerged across the university is one area of academic quality that has been reprioritized by the faculty senate, as the older Saybrook pedagogy is inadvertently shifting. What was once a pedagogy rich in written feedback provided for at least three lengthy writing assignments per semester for only a few students in each class is now an increased interactive dialogue with frequent weekly responses in the online courses in addition to written feedback on papers. Faculty have

identified this shift as due in part to increasing classroom sizes with an average of 1:3 to 1:8 and some core classes now enrolling 16 students.

This shift has also occurred as Saybrook's use of technology and virtual teaching has improved with the support of TCS IT Applications and Instructional Design services as well as the newly-appointed AVP of Digital Teaching and Learning. To address some of these pedagogical shifts, Saybrook faculty and leadership representatives attended a cross affiliate Academic Assembly titled The Future of Online Education in June 2017 (CFR 4.7). A goals and initiatives report with identified action steps was completed as a working document with a finalized timeline due after the hire of a Saybrook Online Learning Specialist budgeted for January 2018 ([Attachment III.C](#)). The faculty senate has prioritized a goal to lead faculty discussions on revising aspects of Saybrook's online pedagogy in the 2018 academic year in part due to new expectations in online courses.

Saybrook students and graduates are expected to generate research that can be applied to real world dilemmas in their unique fields of study. This commitment is modeled by faculty who actively engage students in professional development and research (CFR 2.9). One example of such a commitment is evidenced by a large number of participants (organizers, presenters, attendees, and volunteers) at the APA Division 32 conferences in 2015 at The Chicago School of Professional Psychology, 2016 at San Francisco State, and in 2017 at Point Park University in Pittsburg. Not only were Saybrook administrators, faculty, and students in key leadership positions (conference director, conference coordinators, CE coordinator, volunteer coordinators, organizers, and on-site staff), they were presenting current research at both poster and paper sessions. The total number of Saybrook participants averaged 1/3 to 1/2 of all participants at each conference. Other examples include a Saybrook doctoral student who traveled to Egypt to co-teach workshops on hypnosis led by two CIMHS faculty members, and students who regularly attend and present at conferences focused on psychophysiology, integrative health, nutrition, mindfulness, spirituality, and trauma and dissociation.

Over the past two years and with the hire of a new Institutional Review Board (IRB) director, numerous changes have been made in the Saybrook IRB process. These updates have included standardized procedures and compliance practices, a new IRB handbook, training sessions for faculty and committee members, frequent student call-in sessions titled Happy Hours, one-on-one appointments with the IRB director, and regular full board reviews. From September 2015 to May 2017, there were a total of 277 reviewed applications to the IRB, 24 of which required full board approval ([Attachment III.D](#)).

New Program Approval and Review

All new Saybrook programs go through a proposal and approval process. Faculty content experts develop new program proposals in collaboration with department chairs and deans (CFR 1.3, 2.4). The proposals are sent to the assistant provost who works closely with the director of academic affairs to refine the projects. The deans of the two colleges meet regularly and share new program information so as to eliminate redundancy and increase collaboration across the university. The internal approval process must also be completed prior to submission to WSCUC. The substantive change process and state authorizations, when applicable, also occur after internal approval and before the changes are made in CampusVue and to the catalog via the Program Modification Request process ([Attachment III.E](#)).

In addition to the Saybrook process, the TCS New Program Support Committee (NPSC) brings together the Chief Academic Officers (CAOs) of each affiliate and additional staff or faculty responsible for new program development for monthly consultation and collaboration. This advisory board and process is beneficial for Saybrook as team members in academic and functional expertise assist and advise in sharing resources and coordinating project plans for the implementation of new programs. Once new programs are approved, they enter into the individual college's program review cycle. The MA and PhD in Transformative Social Change (TSC), MA in Integrative Wellness Coaching (IWC), and PhD in

Applied Psychophysiology (APH) have all undergone the new program development and approval process since Saybrook's involvement with the NPSC.

Informing Planning

At each program level, the faculty address the results of program reviews. They make recommendations for improvement and often address them during the process. These findings assist in guiding annual, strategic, long term planning as seen in 2015 when the New Program Design Task Force was created in response to Saybrook 2020 and was charged with identifying new programs and specializations with the goal of establishing sustainable growth. The committee worked closely with faculty leadership who presented a report in May 2016 ([Attachment III.F](#)) with recommendations. Almost a year later, in 2017, the provost requested revised new program recommendations aligned with the Saybrook 2020 Key Strategic Initiatives (KSIs) and focused on alignment, growth, engagement, and academic excellence. The college deans worked closely with department chairs and faculty as updated recommendations were presented ([Attachment III.G](#)). Results of program review cycles from each college informed these recommendations, generating a thoughtful, realistic, and strategic growth plan.

Strengths and Opportunities

Students have long been drawn to Saybrook's commitment to relational and humanistic ways of being in the world. A degree from Saybrook represents more than book knowledge, rather it is a commitment to authenticity, student centered learning, care for the other and social justice. However, although the philosophical foundation of Saybrook has long been considered a strength of the university, as Saybrook grows and offers new, unique programs, there may be the need to expand our understanding of how to apply that philosophy while remaining sustainable. Maintaining Saybrook's identity through its affiliation with TCS was of importance to the Saybrook community. However, with changes in higher education, the implementation of new and relevant programs, revision of old programs through program review, improvements in technology, a shifting pedagogy, and broader student interests as enrollment increases, transformation is inevitable. Continued dialogue on the

relevance or adaptation of the traditional humanistic mission in relation to sustainability may continue to challenge the university in the days to come. What is certain is that one of Saybrook's greatest strengths is its willingness to face change in a genuine, humanistic, dialogical way.

Component 4: Educational Quality: Student Learning, Core Competencies, Standards of Performance at Graduation

Scholarship of Teaching and Learning

Since Saybrook's inception in 1971, it has been a priority to ensure excellence in education for graduate students. Its foundational pedagogy included a strong focus on student-centered learning as defined by Carl Rogers and the humanistic psychology movement of the 70s. Saybrook's commitment to a rigorous graduate education that transforms self and others has also been central to its mission and one that has guided the curriculum development, alignment, and, more recently, its renewed focus on assessment. (CFRs 3.3, 3.4).

The Saybrook community, led by both faculty and leadership, engages in dialogue and inquiry into the process of teaching and learning. A long-held tenet essential to the core of the Saybrook community has been its dialogical processes of discussing ideas, theories, course offerings, competencies, relevant and historic practices, and academic standards. Since its affiliation with TCS in 2014, Saybrook has reflected on its identity, goals, mission in practice, competencies, and purpose. These dialogues and reflections contribute to the design of new program curriculum, revitalization of old programs, practice of pedagogy, revitalized PLOs, and the need for improved evaluation and assessment (further detailed in Component 6).

Though the commitment to a rigorous, quality graduate education was shared by faculty and leadership at Saybrook, it was determined that its programs worked somewhat independently in how they achieved and measured such rigor. During the restructuring of the university in 2015, it became evident that many programs maintained unique processes of assessment and review. As was recognized in the IRC 2016 review, Saybrook has made considerable efforts to reduce silos and increase integration into the larger community. (CFR 3.7, 4.1, and 4.3-6). Integrating all programs into one university with increased levels of shared assessment procedures and resources became a high priority. To accomplish

this goal, Saybrook initiated a number of new activities, processes, and resources for institutionalizing a culture of assessment across both colleges beginning in 2015.

With the goal of faculty driven assessment and program review, consultants known to the community were hired, committees were created, information and resources were shared, and dedicated funds and trainings were made available. As a result, administrators and faculty across the university have increasingly been engaged in co-developing a shared systematic process to assess the quality of teaching, curriculum design, and student learning. Key priorities included a) evaluating the curricular alignment of program and course learning outcomes, b) investigating the utilization of grading rubrics to assess student learning, c) establishing a consistent protocol by which syllabi and supplemental materials are developed and revised, and d) investing in faculty trainings and development to support ongoing teaching effectiveness and scholarship. These efforts helped to break down program siloes, integrate programs into the whole university, increase standardization and shared resources, while supporting faculty driven assessment, and a changing culture across the university.

Program Learning Outcomes (PLOs)

The assessment of student successes begins with Saybrook's PLOs and CLOs. Utilizing Bloom's Taxonomy and Krathwahl's taxonomy of the affective domain, department chairs and faculty collaborate to create and finalize degree PLOs. As subject matter experts (SMEs), faculty members design the course learning outcomes, curricular maps, and syllabi. Curricular maps are used to organize courses methodically to demonstrate competency and skill progression (e.g., Introduced, Developed, and Mastered) ([Attachment IV.A](#)). Additionally, faculty and administrators collaborate on designing and updating program planning maps ([Attachment IV.B](#)). Curriculum maps specify the connections between the ILOs, PLOs, and CLOs and identify the PLOs that are taught in each course and also identify the relevant outcome level ([Attachment IV.C](#)). PLOs have benefited by external reviewers who have commented on the PLOs match to professional competencies and standards for career development

(Attachment IV.D). (CFR 2.4) In online courses, subject matter experts (SMEs) work with the TCS instructional design team to build course components.

In each college, degree program committee faculty members meet once per month to develop new courses, PLOs, review existing curricula, seek consistency across programs and colleges, and discuss the effectiveness of teaching strategies and materials in the online and residential setting. Student performance concerns or outcomes are further discussed.

Programs that adhere to accreditation requirements incorporate the standards of performance for the credentialing organization as part of the PLOs and CLOs. For example, as counseling program faculty have been preparing their self-study document for initial CACREP accreditation, they have integrated specific CACREP Standards within field-relevant PLOs and CLOs. Other examples of programs meeting external accreditation requirements are as follows:

- Clinical Psychology, although not an American Psychological Association (APA) accredited program, their curriculum and training is APA equivalent to assist with licensure requirements. As a result, all Clinical Psychology students have been successfully licensed in the states that they have been eligible.
- College of Integrative Medicine and Health Sciences courses have been designed to align with external certification standards.
- Three courses in the integrative wellness coaching (IWC) sequence, which is basic to the MA in IWC, the PhD mind-body medicine with specialization in IWC, and the Certificate in IWC, has been approved by the International Coaching Federation and the International Consortium for Certification of Health and Wellness Coaches.
- Similarly, the three course sequences in hypnosis and biofeedback were developed to cover the required elements of skills and knowledge for certification by the American Society for Clinical Hypnosis and the Biofeedback Certification International Alliance.

These programs and their PLOs were created with professional norms in mind. (CFR 2.3)

Standards of Performance

Coursework

Saybrook faculty members and college leadership set the standards for students' mastery of PLOs and CLOs. These decisions, like most at Saybrook, occur in dialogue and with collaboration. Faculty work together to determine and articulate the level of success that students must demonstrate in their

courses. Student learning is assessed by comparing the students' performance outcomes (e.g., grading rubric results from course assignments, course narratives, and program level evaluations) to the standards of expected outcomes identified in the curricular map. Grading rubrics are used to assess how well students demonstrate acquired knowledge and skills through academic papers, skill development, practicum evaluations, on-line discussions, and professional presentations ([Attachment IV.E](#)). Comprehensive exams, capstone essays, research projects, theses or dissertations, and internship evaluations are all considered culminating assignments and reflect mastery of the graduate degree. Faculty members tailor the rubrics to the course objectives and learning outcomes, assignment goals, and criteria of performance. Online courses include end-of-term or semester narrative evaluations for faculty to assess overall student performance. The final grades and narrative evaluations are then exported into the student record system used by Saybrook (SIS/CampusVue).

The review of student progress identifies whether the students' entry-level competencies were where they are expected to be at matriculation, whether students' progress toward learning outcomes are as expected after the first semester, and whether students' understanding of the program and its outcomes align with those intended by the faculty. On an annual basis, degree program committees calculate an average rating of PLO achievement across students. This evaluation process will be utilized to make decisions regarding curricular or pedagogical adjustments that need to be made. Drawing from selected student artifacts and engagement (on-line posts, papers, projects, presentations, participation), faculty members will use a rubric to assess the level of competency achieved by students and compare that to the level of competency expected (CFR 2.7). As a result of each assessment, a change or intervention may be implemented. The outcome of change for the student will be assessed at the end of the following year when the next outcome is also assessed.

Student Learning and Assessment

As Saybrook was created to offer only a graduate education, its ILOs, PLOs, and SLOs are built entirely on the expectations and standards of performance for those holding MA's and PhD's in their

prospective fields. Not unlike Lumina's Degree Qualification Profile (DQP) which identifies five essential areas of learning (Specialized Knowledge, Broad and Integrative Knowledge, Intellectual Skills, and Applied and Collaborative Learning) for associate, bachelor's, and master's degree, Saybrook's ILOs focus on five areas of learning for graduating MA and PhD students. These ILOs as seen in Component 1 focus on the development of the whole person and generate from Carl Rogers' philosophy regarding student-centered learning. They reflect mastery of broad knowledge, collaboration with others, strong intellects, and applied learning. However, in expanding beyond the DQP framework, the Saybrook ILOs identify the independent initiation of research and practice, genuine self-reflection, authenticity and compassion, and ethical practice as valuable components of a Saybrook degree. Through emphasizing each student's unique skills, experiences, abilities, and voices, student-centered learning views the faculty as a facilitator of learning. Student centered teaching serves to support and encourage students to own their education, seek out alternative perspectives, become critical thinkers, use their voices, and actively make a difference through creative and collegial problem solving in their lives and professions.

Narrative remarks in the student satisfaction survey have commented on the freedom students experience at Saybrook to build, in part, their own degrees ([Attachment IV.F](#)). Saybrook students have flexibility in choosing electives outside of their identified specializations and across the university. They also have a great deal of personal choice in determining their research methodologies, topics, and committee members for their theses and dissertations. Unlike many graduate programs, students are not limited to pursuing a faculty's specific area of research, rather they identify and pursue their own areas of interest.

Throughout this process, Saybrook University, both independently and in collaboration with the other four affiliate institutions throughout the System, offers a variety of support measures/mechanisms to ensure high educational quality for students. Given the university's primarily at-a-distance learning format, several support mechanisms are in place to support student learning online. Face to face

learning at the RCs and in the Seattle counseling program are equally supported. These support services include IT help desk, financial aid counselors, advising, writing resources, graduate colloquiums, virtual and face to face meetings with faculty, and evening and weekend office hours and group presentations by the Saybrook librarian, DCT, and IRB director. (CFRs 2.3, 2.5, 2.8, 2.9, 2.13, 3.1, 4.3) Therefore, student interventions might include increased faculty mentoring or contact, an after-office hours call from an IT professional, advising support, referrals to the online writing resources, and appointments with support staff. Department chairs and college deans also work closely with students. It is not uncommon for them to meet with or email students who are not demonstrating course mastery or meeting SLOs.

Standards of Performance at Graduation

As Saybrook students engage in their culminating academic experiences (comprehensive exams, master's projects, qualifying essays, essay oral exams, theses, or dissertations), they integrate and organize information gained through earlier coursework, and apply these skills to substantive research, clinical practice, and written and oral reports. Students may explore any area of research in their culminating projects, essays, and dissertations by way of disciplined inquiry, which applies a clearly defined methodology. As a result, through the process of clinical development and writing, a student becomes the independent expert of his topic. A student's mastery of a topic is then assessed by clinical supervisors and committee members' in the oral and written defenses. See also Component 6 for further details. Upon graduation, in addition to completing all coursework and practicum or internship requirements, Saybrook students have demonstrated mastery of the research competencies needed to do independent research and contribute to the discipline of the master's or doctorate degree.

Strengths and Opportunities

Saybrook is committed to the continual assessment and improvement of its educational quality. Through its most recent efforts over the past three years to standardize policies and procedures, limit redundancy across programs by reducing silos, and institutionalize faculty-driven assessment and

program review, Saybrook is achieving a higher level of consistent quality across the university. This is evident as a number of Saybrook programs have aligned their standards to those of external accreditors. PLOs, CLOs and a new program review process have also been developed by Saybrook faculty over the past three years. Faculty have invested in setting solid standards of performance within a student-centered learning environment and assess students through both coursework, and the successful completion of culminating academic experiences. Students demonstrate both competence and mastery in the program PLOs and Saybrook ILOs as they progress through their MA or PHD degree programs. Saybrook faculty remain engaged across the life of their programs, from new program development to implementation, to review, assessment and modifications. Finally, Saybrook's affiliation with TCS has allowed for additional student support services and improved resources.

However, even with these positive improvements, there remain opportunities for growth. Perhaps, most importantly, Saybrook recognizes it has room to grow in the standardization of the assessment of student learning. The provost and deans have prioritized professional development and education for its faculty and FS members focused on online teaching, assessment, and program review. (CFR 3.3) Furthermore, in the spring, 2018 budget, there is a position for an online learning specialist who will assist and support faculty in making pedagogical changes online. Further priorities include the development of a consistent student review process across all programs to proactively identify individual students who need further academic support. Finally, although in development for over a year, the integration of the new research curriculum has not yet occurred. The acceleration of this university-wide change is necessary as the updated research curriculum will better prepare students to successfully initiate and complete capstone projects (thesis, essays, MA projects, dissertation) in support of meeting final graduation requirements. Saybrook's dedication to these improvements is essential to assuring students, faculty, and the community of its institutional quality.

Component 5: Student Success: Student Learning, Retention and Graduation

As outlined in the Saybrook 2020 Strategic Plan, student retention and graduation constitutes one of the Key Strategic Initiatives (KSI). In support of the strategic plan, strategies for improving retention (including the Retention Task Force) and graduation rates are detailed in the Strategic Enrollment Management Plan ([Attachment V.A](#)). This enrollment management plan signaled a strategic shift from a focus on only new student recruitment to an emphasis on both recruitment and retention. Embedded in this decision was a commitment to support all Saybrook students throughout their educational journey with one goal in mind—to provide them with the tools and support they need to persist and graduate. (CFR 2.10) Beginning in AY 2015-2016, the approach stabilized enrollment and then increased enrollment as projections were being met or exceeded (20% growth). The Strategic Enrollment Management Plan, which was finalized, approved and deployed in October 2016 now serves as the institution's roadmap to ensuring enrollment growth and stability.

Student Support and Retention

After the work of the Saybrook Retention Task Force was completed and a series of recommendations were compiled, the Retention Committee was formed and includes broad representation with staff, faculty and students. The position of Director of Student Success is an expanded role for the previously titled Director of Student Affairs and includes leading the retention initiatives that were launched in March 2016. (CFRs 2.13, 3.1) This work includes chairing the Retention Committee which is responsible for evaluating the recommendations of the Retention Task Force and developing action items for implementation that will support student success and persistence. The Director of student success focuses on 1) creating a process for identifying and connecting students to resources prior to considering taking a leave of absence or withdrawing from Saybrook; 2) implementing an early-alert system, in which the registrar – working with faculty – identifies students who are struggling before they decide to step away from the university; 3) identifying students who are

registering for ADA accommodations and identifying support mechanisms for these students. Among these new supports is the creation of an ADA sub-committee from students in the Student Leadership Council; offering career resources to current students and alumni.

In addition to the work of the Retention Committee, policies have also been implemented to support student persistence. These include a revised leave of absence policy, which significantly reduced the number of allowable LOAs. Previously all students were allowed one LOA every 365 days which meant students were often unnecessarily stepping away from the university, increasing the likelihood that they would not return to complete their degree. The new policy states that master degree students are allowed two LOAs and doctoral students three LOAs over the course of their degree, which encourages persistence among the students. It also gives Saybrook an improved ability to manage and forecast enrollment since fewer students are unexpectedly taking a leave of absence. The VPoEM also identified that financial hardship was one of the major factors in students withdrawing from the university. In the beginning of fall 2016, a financial appeals process was implemented allowing students who are facing extenuating financial circumstances to appeal for institutional aid to help bridge financial gaps so that they can continue their studies. In FY 2016, the VPoEM and enrollment management team implemented priority registration (encouraging students to register early) for the first time. Prior to 2016, the culture at Saybrook had been for students to delay registration until after the start of the semester at the Residential Conference. Once priority registration has begun, an assembled team of staff members then review those students who have not registered to identify potential issues and assign them to an appropriate staff member for follow up. This proactive approach resulted in Saybrook meeting its continuing student enrollment budget for the spring 2017 semester before the start of the semester. During the implementation of these initiatives, the overall institutional retention rates have remained consistently at approximately 89%. The master's level new student Fall cohort retention rate for Fall 2015-to-Fall 2016 also saw an increase of 6.3 percentage points climbing to 81.8% while the

doctoral level programs new student Fall cohort retention rate also saw an increase of 4.7 percentage points to 82.3% from the previous academic year ([Attachment V.B](#)).

Recognizing the relationship between advising and student retention, Saybrook University has instituted a central academic advisement structure within the Office of the Registrar. The assistant registrar/academic advisor provides the main point of contact for all advisement questions and services, ranging from basic registration support to in-depth support of “at-risk” students in partnership with the faculty, department chairs and college deans. In addition, a robust communication plan has been designed and implemented which includes targeted monthly messages along with periodic general messages (i.e. term kick-off, registration announcements, term closure) keeping students informed of important deadlines and information. (CFRs 2.12, 3.1)

Saybrook University is in the process of implementing the degree audit functionality of its student information system. This will provide both students and staff with a real-time, on demand view of a student’s progress towards degree completion. In partnership with their department chairs, academic advisors, and peer mentors, degree auditing will help ensure that our students, remain on track for graduation and are able to develop a comprehensive and adaptable multi-semester program of study. (CFRs 2.10, 2.12)

Peer Mentor and Advising

Mentoring and advising are key resources available to Saybrook students and this support is offered in a number of ways. Ongoing collaboration with faculty leads and work-study students provides program specific mentoring throughout enrollment. In addition, coordinated outreach and open videoconference call meetings provide students with strategies for academic and professional success. Students are also enrolled in graduate colloquiums where the faculty, students, and advisor are present to provide support. As the advisor is a member of the registrar’s office, he is consistently accessible and engaged in students’ academic plans. Of further support, Peer Mentoring is a growing program that is meant to serve both mentors and mentees in their academic journeys. Mentors are advanced students

who have requested federal work study and benefit from part time employment within a university setting. Their role is both as coach and mentor as they work to support their assigned mentees in making satisfactory academic progress toward the completion of their degrees. Student mentors help to ensure that their assigned mentees are prepared to successfully navigate graduate school by providing regular contact and guidance through email, phone conversations, video conference calls and the Graduate Colloquiums. The primary responsibilities of both the Academic Advisor and Peer Mentor are:

- Support students in identifying the program specialization they want to pursue
- Assist students with designing a program plan that meets their degree requirements
- Meet regularly with students to discuss progress and update program plans
- Facilitate the online Graduate Colloquium and/or Community Groups during the first semester that the student is enrolled in their graduate program
- Attend regular mentor meetings
- Serve as a liaison between mentee and academic advisor if issues arise

The Peer Mentor program at Saybrook University is intended to assure an exceptional academic experience for each student enrolled in the program.

Student Solutions is another valuable service which supports efforts to improve student retention. It provides all students and their dependents a variety of free resources and referrals, ranging from temporary counseling services, to financial assistance information, to housing referrals, and legal support. New and returning students are notified about the program in the Welcome Center, via email reminders, at the RO and RC, and throughout the academic year.

In addition to Saybrook's internal efforts, TCS has established a system-wide student retention task force. This group has been charged with developing solutions that are applicable across the system and serve all five of the affiliates. Members from the affiliates participated in two in-depth phone meetings and a day-long retreat, which resulted in recommendations that are now being integrated into each institution's strategic enrollment management plan.

Graduation and Completions

As Saybrook University continues to implement its enrollment and retention strategies (e.g., streamlined communication with the Office of the Registrar, priority registration, Peer Mentoring), there is also the concurrent goal of increasing completions and graduation rates. With the retention of students successfully progressing through the degree program, there should be an increase in the number of completions per academic year and a potential decrease in the average time to completion. Although, there was a decrease in the number of completions in AY 15-16 compared to previous three years, improved data collection techniques with the Office of Institutional Research (OIR) will ensure reliable counts of completers. OIR has also improved processes in establishing and tracking cohorts of students; thereby reliably calculating cohort graduation rates from Fall 2014 and ongoing. Currently, OIR has calculated a two-year graduation rate for master's programs of 57.1% for the Fall 2014 cohort ([Attachment V.C](#)). This initial master's graduation rate will serve as a benchmark for the degree level. In Saybrook's newest master's degree, the MS in IFN, the initial cohort is on target to graduate all of its original students. As data reliability and validity continues to increase, cohort graduation calculations will continue to expand.

Saybrook Completions and Average Time to Completion ([Attachment V.D](#))

	2012-2013	2013-2014	2014-2015		2015-2016	
Degree Type	Completions	Completions	Completions	Average Time (Years)	Completions	Average Time (Years)
Graduate Certificates	0	0	2	2.8	2	1.9
Master of Arts	80	73	61	2.0	42	2.2
Master of Science	4	2	7	2.5	12	2.3
Doctor of Philosophy	34	49	55	6.0	38	5.1
Doctor of Psychology	1	6	1	5.8	1	7.7
Total Completers	119	130	126	3.8	95	3.4

Enhanced Support for Clinical Training and Field Placement

The Office of Clinical Training and Field Placement (CTFP) supports and advises clinical psychology and counseling students on issues related to professional licensure and practicum/internship

placement, and to mind-body medicine, psychophysiology and integrative and functional nutrition students in their practicum placement and experience. Specifically, this office advises and supports students regarding their individual state licensing regulations, works with admissions on licensure questions from applicants, reviews and updates listing of viable licensure states, conducts follow-up calls with doctoral accepted applicants, executes licensure disclosure forms for all accepted clinical students, coordinates with TCS on international practicum/internship placements, maintains contact with training sites, training directors and supervisors, and contributes to the on-going development of clinical psychology and counseling program, policies, procedures, curriculum and faculty training. (CFR 1.6, 2.13, 3.1)

Strengths and Opportunities

Saybrook has focused on increasing awareness, accessibility, and the use of a variety of student support services. The strategy of providing this support is shared across the institution and is widely disseminated to all students at periodic RO/RCs, online, and in campus formats. The University-wide adoption of a philosophy of enrollment management emphasizes optimal support from the first inquiry to the date of graduation and beyond. Enhancements to the academic advising process, the use of peer mentors, the Student Solutions service, and the establishment of the Director of Student Success should continue to improve retention and degree completion rates. The increased availability of management information reports from the OIR is now providing earlier information on the engagement of both instructors and students in the online Canvas course platform. Expanded training for instructors in online instruction, as well as orientation of instructors to the availability of student support services is improving educational effectiveness and providing earlier referrals of students for support services.

However, continued vigilance in the area of retention, time to completion, and enrollment management (including alumni services) is necessary as Saybrook continues to grow its programs and reach out to newer student populations. It is also important to remain flexible with proactive planning and creative responses to the highly competitive and changing higher education environment.

Component 6: Quality Assurance and Improvement: Program Review, Assessment and Use of Data and Evidence

Saybrook University assures the quality of its programs via a continuous improvement process of assessment and evaluation. Saybrook faculty and leadership were charged in 2015 with developing a newly structured and formalized program review process. Therefore, the dean of the College of Integrative Medicine and Health Sciences (CIMHS), dean of the College of Social Sciences (CSS) and faculty representatives from the University Assessment Committee created a program review cycle from 2016-2020 to review degrees. An infrastructure was created that included the University Assessment Center created in SharePoint for each College to manage and share documents. A separate Canvas site was generated specifically for faculty members of the self-study review committee to review selected courses. (CFRs 2.1, 2.2, 2.2b, 2.3, 2.4, 2.5, 2.7, 4.1, 4.3, 4.4)

New Process and Structure for Academic Program Review

Led by both college's assessment review committees, Saybrook initiated its new program review process in summer 2016. It was supported by an infrastructure and evaluation rubrics to map institutional learning outcomes, program learning outcomes, and course level student outcomes. Each committee approached the self-study process in the same way (with the exception of the MA Counseling program as their self-study process was developed to meet the CACREP standards) resulting in action plans representing findings and recommendations that impact future program development, selection and sequencing of curriculum sequences. Additionally, academic deans, faculty and academic affairs identified common concerns that can be addressed at the institutional level. In this manner, a culture of on-going assessment is being built into the organization, in ways that have not been accomplished heretofore. This represents an improvement in collaboration and shared governance across the university as Saybrook shifts from individual silos to an integrated university.

The Process

CIMHS focused its program review on the MS in Mind-Body Medicine, a two-year degree program launched in September 2009, and the CSS dean and faculty identified the PhD in Psychology program as the focus of the program review. Five faculty reviewers from the CIMHS Degree Program Committee (DPC) and six faculty reviewers from the HCP Programs' Review Committee (HCP PRC), respectively, implemented the new program review process. They followed these steps: a) for CIMHS, identifying six courses that all MS students in the mind-body medicine program are required to take, and for CSS, identifying three representative courses from the PhD in psychology program; b) creating a review site in Canvas with instructions, assessment tools, and separate modules for each course and its relevant documents to be evaluated each month; c) monthly (and bi-weekly, as necessary) DPC and HCP PRC meetings to engage review-and-improvement-oriented discussions and to examine individual and collective (including Survey Monkey ratings for CIMHS) course review results; and d) collaborating with (for CIMHS) and preparing for (for CSS) collaborative engagement with OIR, to generate a summary report with the data to support and to inform the evaluation and improvement process as well as decisions for future growth ([Attachments VI.A](#), [VI.B](#), [VI.C](#))

Outcomes and Opportunities

After members of the CIMHS DPC and the HCP PRC completed the first round of course reviews, both Committees identified three opportunities to address with respect to then current MS MBM and PhD in Psychology Program Learning Outcomes (PLOs) and the self-study processes. They found that the original PLOs were largely philosophical, excessively wordy, and often ambiguous, insufficiently oriented to the assessment of observable behaviors, confounding due to multiple characteristics that made it very difficult to provide a single rating, and not differentiating between the MS and the PhD in MBM degree programs and between the MA and PhD in Psychology programs. Reviewers felt the PLOs had limited reliability, and most courses required two or three assignments to review. Furthermore, the

CIMHS DPC observed the MS MBM Capstone Seminar Grading Rubric provided minimal evidence supporting PLOs 6 through 8, and some deficits associated with academic writing skills (e.g., critical thinking, synthesis, APA formatting, and writing style). In addition, the HCP PRC observed that (a) locating historical HCP assessment/evaluation records and resources was challenging and time-consuming and (b) the review and improvement process needs to be embedded in the life of the programs in an on-going basis, with supportive technology and administrative resources ([Attachments VI.D, VI.E, VI.F](#)).

Shared Action Steps

Both committees identified a number of specific and general action steps in moving forward. They included revisions to PLOs differentiating between MA and PhD degrees, assessing observable behaviors, adding the discussion forum responses and skill development exercises in the process as they increased inter-rater reliability, and the creation of a grading rubric for a capstone seminar. Additional recommendations included exploring opportunities to support students across both colleges with academic writing skills. Currently, students have access to a self-study Writing Resource Center in Canvas, which offers different tools to support scholarly writing needs but the committees both felt additional student support is needed due in part to this recommendation, Saybrook has budgeted for the hire of a director of writing lab position in fall 2017.

Interestingly, the review and improvement process began playing an important role in the life of the faculty. During various faculty meetings, the faculty initiated discussions focused on the program review process, asked program specific questions as they worked to align PLOs, and provided additional information on their courses and program.

The faculty and leadership walked away from this exercise reiterating that collaboration between colleges is desirable and beneficial in creating comprehensive, cohesive approaches to university-wide program review processes and practices. The HCP PRC and the CIMHS DPC continue to share and to examine self-study processes and procedures, benefiting from the working procedures and

experiences of each group. In January, during the RO/RC, representatives from both committees prepared and offered a WASC Reaffirmation Workshop to the university faculty and assisted with promoting programs' review and improvement awareness among faculty and students.

Shared Strengths

At the end of the program review process, CSS and CIMHS identified several strengths related to program review, course development, and quality improvements. They felt that the faculty engagement and collaboration from multiple stakeholders throughout the overall review process was beneficial. The committee referred to the administrators' leadership and sound guidance; dedicated administrative support; and faculty participation throughout the program review process as commendable. The ongoing training, education, and support that was offered to representatives was also seen as a strength.

Counseling Program CACREP Review and Changes

In addition to the two colleges overall program review process, Saybrook began to review two previously separate and independent counseling programs (MA Psychology: MFT/PCC Specialization online and the MA Psychology: Counseling Specialization at the Seattle campus). This resulted in work towards the alignment with national standards and an integration of programing across counseling curricula and faculty.

In 2014, WASC approved a substantive name and curriculum change for the MFT-PCC specialization within the MA in Psychology degree online program., The primary impetus for this degree name change to MA in Counseling involved recent changes in licensure requirements by California legislature and the California Board of Behavioral Sciences as well by licensing boards in most other states responsible for licensing master's-level practitioners, such as LPCs, LPCCs, LMFTs, and LMHCs. In addition, the current trends among professional organizations, such as ACA, CACREP, CAMFT, and AAMFT strongly support differentiation of professional development and professional identity of professional counselors from that of clinical and counseling psychologists. Therefore, establishing MA

Counseling as its own separately designated degree better reflected the distinctive curriculum, pedagogy, and clinical training Saybrook offered to counseling students. This also reflected Saybrook's commitment to fostering the professional identity and development of our counseling students along the current trends and requirements of the professional organizations of master's-level licensed professionals, such as CACREP – whose accreditation Saybrook is currently seeking for this program.

As part of the CACREP process, the program faculty developed and implemented an assessment process that involves multiple measures, over time. These include an annual assessment report posted online and distributed to stakeholders. While data numbers are small, it provides a look at progress. The full assessment process includes analysis of the PLOs, Key Performance Indicators, external survey data, graduate exit survey, and supervisor exit survey. Thus far, the university is on schedule for CACREP accreditation, has completed the self-study, and submitted the application in July 2017 ([Attachment VI.G](#)).

At the Seattle campus, the MA Psychology: Counseling Specialization program was designed to meet licensing standards in the state of WA only. At 51 credits, the program is behind in the trends in licensure across the country, and students who leave the state of WA have a difficult time getting licensed in their new state. To address this issue (and other areas), a new (and separate) 60-credit MA Counseling program is currently in development at the Bellevue, Washington site. Faculty and the academic affairs team submitted the Substantive Change Program Screening Form on May 22, 2017, and a desk approval was granted on May 31, 2017. We are currently seeking approval from the Washington Student Achievement Council. If approved, the new program will replace the current MA Psychology: Counseling Specialization program in 2018.

The new MA Counseling Seattle Campus program will be offered in a predominately on-campus (face-to-face) structure with a complementary online component. This will allow the university to offer two nationally aligned programs with two distinct delivery options. Both programs will be based in the

same national curriculum requirements. The new MA Counseling Seattle Campus program will support portability for our students, and will allow the program to align with national standards for counselor education. The university is pursuing CACREP accreditation, which will require this design.

Assessment of Student Learning

Saybrook views the assessment of student learning as essential to our mission and values. It is necessary for student satisfaction and success, program development, and academic and institutional improvement. Student learning includes the systematic alignment of PLOS with ILOs, identification of student progress over the duration of the academic program, and new program review for the purposes of quality assurance that leading to continued academic excellence (CFR 4.1). Content expert faculty members work together to create both formative and summative measures of student assessment in their specific programs. Formative data is collected from lengthy written assignments, discussion post responses, early research projects, practicum experience evaluations, and capstone assignments. Narrative feedback along with Credit/No Credit or, if opted for, letter grades, are provided by faculty members. Culminating experiences such as theses, comprehensive exams, final research projects, supervisors' internship evaluations, and dissertations are examples of summative data that is collected. This data has been used to inform and improve student learning. Data collected from IRB pass rates and recent dissertation rewrites have led the university to budget a writing lab director for the fall of 2017. The continual assessment of student performance in individual courses serves the dual purpose of ensuring student progress and reinforcing the standards set in the faculty handbook for engagement and responsiveness.

Evaluation of Program Effectiveness

The Office of Institutional Research (OIR) supplies each affiliate program with a variety of program related information including enrollment data (collected by semester and annually), student retention and completion rates, student satisfaction ratings, grade point averages, and alumni rating. (See components 2 and 5). This data is shared with leadership, faculty, and the faculty senate. It is also

used for program and college improvement, review and strategic planning. In the case of retention and enrollment, the data led to the hiring of a VPoEM. It also resulted in the development of the retention committee and a number of new initiatives meant to support students while increasing retention. In structuring new policies and revising old ones, the data provided by OIR has been instrumental in making positive change. For example, the data on withdrawals informed the crafting of the new leave of absence (LOA) policy. It was also used to craft a preregistration policy which was new to Saybrook.

Support for Program Effectiveness Data Collection

OIR, IT department, registrar, VPoEM, IRB, DCT, and finance department provide program effectiveness data for each program in addition to the student achievement data reported in the WSCUC Annual Report. These data include admissions and enrollment data, demographics, retention rates, course size, preregistration rates, internship placement rate, graduation rates, and financial performance.

Quality Assurance Across the University

Technology Improvements for Students

Since the affiliation in 2014, Saybrook's technology infrastructure has been supported by TCS, which provides Internet services, Microsoft 365 online services including email, cloud storage, and online applications, and provides administration of our learning management system (Canvas), student management system (CampusVue), and web-based human resources application (Workday). With the Microsoft 365 subscription, students download desktop applications such as Microsoft Word, Excel, and Outlook to up to five devices for free. Help Desk support is available every day from 5am to 7pm Pacific Time; a voicemail can be left for afterhours support. Password reset can be done online 24/7. The IT Manager employed by TCS is stationed at the main campus in Oakland but travels to the Bellevue location several times a year to provide in-person support to faculty, staff, and students as well as for general maintenance or upgrades to systems in the Bellevue office. The eLearning survey results suggest that these resources are invaluable to Saybrook students. Of 131 responses, 90% reported conducting

research online and 56% read articles related to their coursework ([Attachment VI.Q](#)). (CFRs 2.5, 2.13, 3.1,)

Training and Development for New and Continuing Faculty

Data from the student satisfaction survey revealed faculty development is critical to the overall quality and integrity of degrees ([Attachment VI.R](#)). To ensure the quality of online instruction, new and continuing faculty have ongoing learning opportunities to support their development.

Faculty members receive mentoring support from department chairs, specialization coordinators, and program leads. Faculty training opportunities occur in small groups at residential conferences, online with TCS IT support, and over the phone in one-on-one sessions with Saybrook learning support staff. In addition, the university's Faculty and Staff Gateway includes various training guides and tutorials on a) Canvas, the primary learning management system (LMS), b) Office 365 and Microsoft Office Suite, and c) GoToMeeting videoconference technology. Moreover, both colleges created, actively utilize, and continue to enhance Faculty Community Resource Centers in Canvas designed to support new and continuing faculty growth, development, and community engagement. Faculty members who need access to admissions-related activities receive training and technical support in Perceptive Content and CampusVue, a student management database. (CFRs 3.3)

Curriculum Development and Evaluation of Online Instruction

An ongoing peer review process with salaried and adjunct faculty within and across college departments includes discussions of course syllabi as they are developed and evaluation of student progress in courses during faculty meetings. Throughout the semester, directors and the deans schedule and hold Academic Leadership Committee meetings and all-faculty meetings that include salaried and adjunct instructors. Beyond cultivating faculty-governance practices and communicating general faculty members' expectations and reviewing academic policies, specialization directors also coordinate focused meetings on curriculum-specific needs. For example, approximately one month before the start of a new semester, all faculty members scheduled to teach are invited to attend a videoconference

training that involves welcoming new faculty, a basic orientation to Canvas, reviewing the steps involved in course preparation, and discussing best practices. The meetings are recorded and posted in the Faculty Community Resource Center. Specialization directors and leads assist adjunct instructors with syllabi preparation, course set up, and ongoing support throughout the academic semester. The documents listed below include one example of steps taken to verify online course preparation, set-up, and quality instruction ([Attachments VI.H, VI.I](#)).

Department chairs and specialization coordinators, reporting to the two college deans, will continue to examine and discuss university-wide adoption of best practices. Saybrook uses available technologies and resources while consulting with faculty committees and cultivating faculty-governance approaches and practices. There are ongoing course development efforts with faculty committees to ensure that courses are developed, set up, and delivered in ways that support optimal learning, engagement activities, and intended outcomes. The university is integrating these reviews into a new university-wide Educational Effectiveness Review process currently in development. The LMS, Canvas, has the functionality to generate reports on course activity that will be viewed by department chairs and specialization coordinators, and the Office of Academic Affairs. In addition, administrators and supervisors have access to all course shells to ensure timely engagement, hands-on support, troubleshooting, and responsiveness by faculty members. (CFR 1.7, 3.2, 4.3, 4.4)

Across the university, a shared method of evaluating the quality of instruction includes ongoing student feedback, student recommendations, and student ratings of instructors in the SmartEvals Course evaluation. At the end of each term or semester, every student is invited to rate and provide narrative feedback on his or her faculty by submitting a Course Instruction Survey for each completed class. One of the questions on the survey focuses on the student's experience of faculty responsiveness. This data was less favorable than Saybrook had hoped. As a result, this became an identified area of improvement which led to clearer expectations being written into the faculty contracts and syllabi.

Whereas each faculty instructor receives his or her individual report, the Office of Academic Affairs, deans, and program directors, receive the aggregated ratings results and narrative feedback for supervisees across relevant courses, faculty, and students. Department chairs, in consultation with their respective dean, meet with instructors to discuss and review the ratings results, for the chairs to provide a summary of narrative feedback, and for the instructor to develop a plan for improvement as needed. Supervisors address course evaluation data with faculty during evaluations ([Attachments VI.J, VI.K, VI.L](#)). (CFRs 3.6, 4.3)

The Role of Faculty Senate in Quality Assurance

Saybrook embraces a shared governance model where faculty and administrators actively participate in decision making and the assurance of academic and institutional quality. The members include salaried faculty representing all departments and include one adjunct faculty member. The FS operates under the Faculty Handbook ([Attachment VI.M](#)). (CFR 3.2) The Faculty Senate (FS) works in tandem with the Board of Trustees, administration and staff, deans and program directors on fundamental areas of student success, curriculum, subject matter and methods of instruction, research, and faculty status and those aspects of student life, which relate to the educational process. In the co-chairs bi-weekly dialogues with the provost, quarterly meetings with the president and the SLC representative, and their monthly meetings with faculty, the FS co-chairs continue to discuss and plan improvement based on data, evidence, and experience. This was recently seen in their faculty driven faculty survey and report (See Component 1). In addition, the FS meets with the Student Leadership Council (SLC) to promote collaboration and support student governance, and participates in the Board of Trustees meetings to contribute faculty input to university oversight.

Each year the FS prioritizes relevant topics. This past year (2016-2017) the topics included: a faculty survey to help the senate identify key issues, development of a proposed faculty ranking policy and process, and marketing. The FS is now (2017-2018) in the process of prioritizing ongoing important issues including clarifying faculty governance, refining the ranking process, and addressing topics raised

by the faculty survey (especially faculty morale concerning work load and salary). To address this last concern, and in collaboration with the College deans, the FS is represented on the six-member University Task Force to examine workload that is meeting over the summer 2017 ([Attachment VI.N](#)). (CFRs 2.2b, 2.4, 4.3, 4.4, 4.5, 4.6, 4.7)

Research Quality and Improvement Process

Since 1971, Saybrook University has been a pioneer in teaching human science approaches to research and scholarship. Initially the research curriculum was built on qualitative methods that have explored various aspects of human experience, such as creativity and healing. For decades, all programs used the same sequence of research courses, but as Saybrook grew, creating additional programs and differentiating into Schools and Colleges, three research sequences were offered for five different PhD programs, managed by research coordinators in each program. Although this model had some benefit, it was also problematic in several ways, such as creating unsustainably small class sizes, limiting research-related resources for each program, solidifying program silos, and generating inconsistent policies and procedures across the university. Concurrent with a new IRB process and a changing faculty and student population, data demonstrated that some students were struggling to get through the dissertation process in a timely manner. With an increase in students requiring dissertation rewrites, some difficulty passing the IRB without additional support, and delayed time to completion, it was evident that change needed to occur in the area of research. To resolve these issues and to address WSCUC's recommendation to reduce silos and create an integrated university, Saybrook created a single department of research in 2015 led by two of Saybrook's research coordinators, one from the College of Integrative Medicine and Health Sciences (CIMHS) and the other from the College of Social Sciences (CSS). One of the first charges for the co-directors was to take the best practices of the research curricula in the different programs and integrate them into a core research curriculum to be used as a foundation across the University. The benefits of this include:

- Additional Research Courses, Faculty and Expertise. Pooling research courses and faculty into a single department that will teach across the university enables Saybrook to offer a wider variety of courses to students. Students will also have more faculty members to choose from when forming Thesis, Essay, and Doctoral Committees.
- Elimination of Duplication and Enhanced Financial Sustainability. Combining research courses across the colleges will eliminate needless duplication and will lower cost. For example, rather than have a course in Case Study Research in CSS with only four students and in CIMHS, three individually mentored students, one course will be offered for seven students.
- Enhanced Learning. By combining classes as described above, Saybrook creates a more robust learning community. Students not only benefit from increased interaction, but also are exposed to the kinds of research questions and methods used in other disciplines, fostering more interdisciplinary ways of thinking. Residential Conferences will also provide a richer learning experience, with expanded seminar and workshop options and networking opportunities. Faculty members also benefit from this interaction.
- Sharing On-line Resources. Combining on-line resources, such as articles, data analysis programs, exemplary student essays and research reports, and presentations and videos will support student learning and success.

Though all current Saybrook programs will share beginning curriculum, a few programs may require discipline specific research courses. In those cases, there will be some exceptions made based on the equal delivery of core competencies.

Other Research Improvements

In addition to the creation of a new university-wide research curriculum, the Department of Research has initiated other improvements in the curriculum, and in the areas of student/faculty resources, the Residential Conferences, the Institutional Review Board, and University infrastructure ([Attachment VI.O](#)). These include:

- A new style handbook, to supplement the *Publication Manual of the American Psychological Association, 6th edition*. This took effect in the Spring of 2017
 - Obtaining data analysis software that is accessible to the entire student / faculty body,
 - An on-line Research Resources site, with links to articles, lectures, data bases, forms, methodology guidelines, etc.,
 - Standardizing research related forms and processes across the University
- Saybrook University is committed to continuing our legacy as pioneers in Human Science

Research and Scholarship. By strengthening our capacity in all research-related activities, we hope to

create skilled consumers and creators of knowledge in the service of humanity. (CFRs 2.1, 2.2b, 4.3, 4.4, 4.7)

Strengths and Opportunities

As Saybrook has made changes over the past few years due to the TCS affiliation and changes in leadership, one area that was targeted for improvement was its use of data in a systematic way in relation to assessment and program review processes. Though much has been accomplished over a short period of time and both colleges now have systematic, faculty driven program review processes, there is still work to be done. Saybrook has used OIR data collection and analysis to seek CACREP accreditation for its counseling program, support a faculty senate survey, and accelerate its involvement in data driven evaluation and results. In addition, data has provided support for improving technology training and new criteria for the evaluation and responsiveness of faculty. Finally, based on data suggesting the need for more research knowledge and practice, the research department has developed a new sequence created to improve student success. Quality assurance is important to Saybrook and, increasingly, assessment in all areas is becoming institutionalized. Transparent collection, analysis, and report supports our mission of providing students a rigorous graduate education. This commitment to student success will serve Saybrook and its students well as it continues to improve its assessment and program review processes.

Component 7: Sustainability: Financial Viability, Preparing for the Changing Higher Education Environment

Financial Position Update

Since its last full accreditation in 2008, Saybrook University has addressed a number of WSCUC concerns regarding financial sustainability. Previous Saybrook administrations consistently sought both stability and enrollment growth with varying results. However, since its affiliation with TCS in March 2014 and with new leadership, Saybrook’s financial health and viability has improved. Its current positive state demonstrates Saybrook’s determination and commitment to prepare for a future in which many small specialized educational institutions will continue to be challenged.

Through the implementation of the Saybrook 2020 strategic plan, transparent budgeting, long-term financial planning, appropriate cuts, and focused priorities, Saybrook’s total surplus/deficit went from a budget deficit of \$1.5M in 2015 to a full year FY16 total deficit of \$0.33M, and full year FY 2017 preliminary total surplus of \$0.3M. Saybrook revenue has been climbing since FY 2015 from 10.6M, FY 2016 11 M, to FY 2017 12.9M. Saybrook Revenue climbed from 10.6 to 12.9 in two years and is projected to increase to approximately \$15.0M for FY 2018 ([Attachment VII.A](#)).

Saybrook’s financial stability is further reflected in its Department of Education (ED) composite score history over the course of the past nine years. Per ED guidelines, Saybrook has maintained an acceptable set of composite scores since 2008. Concerns began to mount beginning in FY 2013 through 2014 as the institution experienced sizeable deficits that impacted its endowment. The aforementioned changes enabled Saybrook to turn these composite scores toward a positive upswing beginning FY 2016. (CFR 3.4)

Saybrook Department of Education Composite Scores								
FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
2.5	2.5	2.6	3	2.5	2.5	2.2	2.2	2.5

Student Enrollment

Over the course of the past 10 years, Saybrook has experienced variability in student population with a high point in 2010, a downturn in 2012 and 2015 and a revival in 2017 with a total final year enrollment of 645 students as of Spring Census:

Fall enrollment trends 2008-2017								
Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
482	603	607	605	581	604	587	558	621

Through its realigned program offerings, improved student services, focus on academic quality and the humanistic mission, TCS data, support, and systems and the implementation of more effective enrollment management strategies that provided applicants with high-touch service, Saybrook enrollment grew in 2017 by 11 %. The effectiveness of Saybrook's current enrollment management can be seen in a 25-32% start rate. As Saybrook continues to add new and relevant programs, build community partnerships, expand its internal outreach program, solidify its Strategic Enrollment Management Plan over the coming year and complete all Saybrook 2020 Strategic initiatives, student enrollment is projected to grow at a moderate to aggressive rate.

However, the University's success over the past few years must be contextualized to challenges it has faced for many years, most acutely the time between 2010 and 2015. Ripple effects of the 2008 recession were being felt by institutions of higher learning in different ways and actual enrollments experienced extensive variability.

Affiliation with TCS Education System

By 2014, Saybrook University had spent down nearly \$4.5M from its once \$10M in reserve funds to cover deficits. Given this situation, the previous president and the Board of Trustees made the decision to affiliate with TCS, a non-profit system of colleges and universities that supports student success through offering key services across a range of areas including human resources, legal, financial

aid, finance, accounting, etc. This affiliation model allows each institution to maintain a large degree of autonomy while sharing in the common mission of the TCS (CFR 1.5).

Setting the Stage: 2014-2015

In 2014, the president conducted listening sessions across the institutions, convened a strategic planning advisory task force and in January 2015, the Board of Trustees adopted Saybrook 2020 that focused on the key areas of growth, financial sustainability, community engagement, and academic excellence (CFR 3.9). Following adoption of the plan, a major restructuring of the university took place, including:

- Staffing reductions and realignment
- Creation of the Division of Enrollment Management, including hiring of VPoEM
- Phase-outs of several academic programs and specializations
- Consolidation of several academic units into two colleges
- Bringing faculty-student ratios into alignment, moving them from 1:3 to 1:5

Knowing that it would take time to realize the benefits of these changes, Saybrook had a planned loss of approximately \$1.5M dollars for FY 2015, but also had more hopeful enrollment projections prior to affiliation ([Attachment VII.D](#)).

Gaining Ground: 2015-2016

By fall 2015, the enrollment management function was working to drive toward a breakeven or surplus goal. Focusing on fundamentals of student recruitment and diligent cost containment resulted in a stronger financial picture at the end of the fiscal year. Additionally, the president of the institution implemented a university-wide collaborative budgeting process, utilizing zero-based budgeting to empower various academic and student support units with a stronger voice and greater accountability in managing their budgets going forward. Following the close of FY 2016, Saybrook had achieved its primary goal of reducing the financial losses, closing the fiscal year with a relatively small \$0.33M deficit while also making key investments in new programs, faculty and staff. (CFRs 1.1, 1.2, 2.10, 4.6, 4.7)

Towards Resiliency: 2016-2017

Investments in new programs, both academic and non-academic (i.e. organizational partnerships) have begun to provide Saybrook with greater visibility in our communities and to create opportunities for increased revenue stream diversification. The first official strategic enrollment management plan grounded in best practices was implemented and a new registrar and assistant registrar were hired, supporting the retention of continuing students. These actions have resulted in Saybrook's largest ever student enrollment: 645 student headcount as of spring 2017.

FY 2016-2017 has also marked the first definitive attempts to lay the foundation for fundraising beyond alumni. In February 2017, the Board of Trustees had several discussions about board participation at the 100% level beginning in FY 2018, thus enabling the president to state to potential donors that the institution has the full financial and moral support of the Board. The Board of Trustees' Institutional Advancement Committee supported the university's proposed improved fund-raising infrastructure, including an office for alumni and development activities to begin in FY 2018 ([Attachment VII.C](#)). Other innovations occurring this fiscal year include planning for the hire of a Senior Director for Business Operations who will serve as the institutional CFO, drive new initiatives, offer project planning and development, and serve as the direct connection to TCS's Department of Finance.

Collaborative budgeting continues, with deans, directors and department chairs taking noticeably greater control of the process, driving to include more voices at each level. Along with significant efforts currently underway, Saybrook is currently projected to achieve a breakeven or slight surplus position for the year ending May 2017. This outcome moves Saybrook from a stronger and more stable position to one of resilience. (CFRs 1.1, 1.2, 2.10, 4.6, 4.7)

Towards Sustainability: FY 2018 and Beyond

Current conventional wisdom suggests that institutions under 1,000 enrollments are in significant danger. Indeed, Saybrook University falls into this category and while our enrollment targets

are slated to improve, we must tend each incoming class and all current students carefully with attention paid to a variety of factors. In 2018, Saybrook's focus includes the following:

- Addition of several new academic and non-academic programs in 2018 and 2019 that are in demand, distinctive, and mission-centric
- Continued financial breakeven status and surpluses beginning FY 2018
- Increasing enrollments, breaking 925 by FY 2020; 1000 by 2021
- Significant community engagement/involvement resulting in mutually beneficial opportunities for partner institutions/organizations and Saybrook. (CFRs 1.1, 1.2, 2.10, 4.6, 4.7)

Strengths and Opportunities:

2014 was a pivotal year for Saybrook University. The affiliation with TCS (March 2014) and the change in leadership paved the way for the development and implementation of Saybrook 2020. As a community, we have actively committed to positive changes in the areas of growth, financial sustainability, community engagement, and academic excellence. Staffing reductions and realignment, the creation of the Division of Enrollment Management, phase-outs of appropriate academic programs and specializations, consolidation of several academic units into two colleges, implementation of a university-wide budgeting process, and bringing faculty-student ratios into alignment has allowed Saybrook to move toward increased levels of sustainability.

Investments in current and new programs (academic and non-academic), improved student support, implementation of best practices in enrollment and retention have resulted in Saybrook's largest ever student enrollment of 645 students as of spring 2017. While always mindful of the challenges faced by smaller institutions of higher education, we look to the future as we welcome a Senior Director for Business Operations, new academic and non-academic programs based in our humanistic mission in support of student excellence, increased enrollments and meaningful community engagement with existing and new partners.

Component 9: Conclusions: Reflection and Plans for Improvement

Saybrook University has made strong progress since the March 2016 Interim Report in addressing the concerns conveyed by WSCUC in three distinct areas: implementing the strategic plan, strengthening financial stability, and improving enrollment management. Additionally, Saybrook has met or exceeded enrollment goals, made accurate projections, and prioritized programs for growth, consolidation or elimination.

In the last two years of rebuilding, Saybrook has continued to strengthen ties across the university so it is not two separate and distinct colleges, but rather one cohesive whole. New policies and practices have institutionalized an assessment culture and mindset where faculty, administrators, staff and students work in concert to meet the needs of students. Improved support services, infrastructure, shared governance, and commitment to this reaffirmation process have resulted in a renewed vision for moving Saybrook forward.

Recognizing that much still needs to be accomplished, Saybrook faculty, senior leadership and staff, and the Board of Trustees are committed to the success of students and alumni building toward 2025. In the academic arena, Saybrook's faculty and leadership have identified and committed to the delivery of a number of exciting new program growth initiatives ([Attachment IX.A](#)) They have also committed to innovative program delivery in a virtual environment that is accessible to students unbound by geography.

International and Virtual RCs and Study-Abroad

Saybrook University has joined the Institute of International Education's Generation Study Abroad initiative to help more Americans gain an international experience through study abroad programs. Under the new partnership, Saybrook will take concrete, action-oriented steps to expand opportunities for study abroad.

- December 2016: Saybrook partnered with TCS's Global Engagement to successfully launch a cross-affiliate study abroad course to Berlin, which included Saybrook's CSS Dean Kent Becker as lead faculty.

- March 2017: Saybrook faculty lead Saybrook students to study abroad in Austria in a collaboration with Krems University's Business Week. This program is planned to be offered again in summer 2018, fall 2018 and spring 2019.
- December 2018 will have cross-affiliates study abroad program in South Africa.

Tuition Alignment

The university has moved from a flat rate to per credit tuition and fee structure creating more flexible, affordable options for new and continuing students. Average per credits are being closely monitored in order to ensure Saybrook meets the budgeted target. Fall, 2017 will be the first semester the new structure will be operationalized. Presidential Fellows have been initiated as of fall 2016. These individuals help bridge alumni to current students.

Community Outreach and Alumni

The newly hired (May 2017) Director, Community Engagement and Strategic Partnership is currently developing a marketing outreach plan, including new social media to extend Saybrook's message to potential students. The outreach plan is designed to uphold the mission as well as the core principles and values of the University, and is developed in response to key strategic initiatives outlined in the Saybrook 2020 strategic plan, as well as the direct call for a robust outreach plan detailed in the strategic enrollment management plan. This plan supports enrollment on several fronts and helps to ensure that Saybrook is a leader in the competitive market of distance-learning and online education in 2020 and beyond. A major component of this outreach plan is to coordinate with TCS.

Community outreach also includes reinvigorating and engaging Saybrook alumni as there is an identified need for improvement in this area. Since 2010 when a Director of Alumni Affairs' position ended, these Saybrook community members have been less engaged. In the 2016 alumni survey, only 73% of respondents agreed or strongly agreed that they were satisfied with their overall academic experience at Saybrook. Only 58% of alumni respondents would recommend Saybrook University to family and friends. This is an area that the current Saybrook administration has committed to improving. Recent efforts to reengage alumni have included two years of alumni surveys (2015, 2016),

one-on-one interviews during the development of Saybrook 2020, invitations to serve on task forces and think tanks, plans for an alumni and career office, and inclusion in the annual appeal ([Attachment IX.B](#)).

In addition, the president has traveled to meet alumni and potential students in New York, Chicago, and Florida with plans for future alumni meet and greets.

Reflections and Plans for Improvement:

As Saybrook University begins making the pivot to a more sustainable and thriving university, we are beginning to leverage our mission with the goal of empowering students to create a more just, humane, and sustainable world. Clearly, we are also aware that in this ever-changing higher education environment, we must remain steadfast in our commitment to operating efficiently, adjusting course as necessary to ensure Saybrook's financial health and well-being. We believe both are necessary as is taking informed risks that will broaden our reach. Thus, beginning this year, we have outlined five institutional goals along with three major areas of transformation that lay the groundwork for achieving the aforementioned, while also completing Saybrook 2020. Our commitment to these initiatives will better position the institution as we launch the next strategic planning process that begins in late 2018.

Goals

The institution's five goals, approved by the Board of Trustees in April 2017, emphasize sustainability, driving towards helping the institution thrive long-term. Each of these goals feed into Saybrook 2020, helping advance the institution's initiatives. To these ends, in FY 2018 Saybrook will:

- 1) Strengthen the financial base with a new tuition and fee structure, greater financial surplus, and investments in improving student experiences.
- 2) Drive FY 2018 enrollment with emphasis on continuing new student growth, cultivating enrollment in signature programs, building grassroots outreach, and retaining current students.
- 3) Implement innovative strategies that prepare for bold enrollment opportunities and educational delivery models empowering students to learn however, whenever, and wherever they choose.
- 4) Grow in our communities with expanded international partnerships, community relationships, institutional advancement and trustee recruitment and engagement.
- 5) Advance academic endeavors by launching newly developed programs, bolstering existing programs, and reaffirming WASC standards through reaccreditation review

Transformations

Lastly, the president and trustees discussed the importance of Saybrook seeking to truly develop out its commitment to our mission vis-à-vis statements that can be turned into action for the benefit of the communities we serve (CFR 4.7). Over the next two years and beyond, Saybrook will drive transformation in three key areas:

- We will embrace and revolutionize the virtual classroom through person-centered, holistic approaches that advance the learning experience. These innovations include expanding our virtual presence through international residential conferences, improving the quality of the virtual teaching-and-learning through bold pedagogy and unique experiences, leveraging our humanistic ethos.
- We will transform the health and wellbeing of individuals and families by advancing multiple new pathways in holistic health for the 21st Century in such a way that is informed by humanistic approaches, powered by evidence-based practice, all with the aim of improving individual and family health regionally, nationally, and around the globe; and,
- We will transform the health of organizations, communities, and society by preparing next-generation citizen leaders who are advancing new methods that promote sustainable, resilient and socially responsible practices leading to a state of “thrival” from the individual to society-at-large.

Today, Saybrook University is proud that it is emerging stronger, increasing its capacity to expand its footprint for the good of our students and of society. We have made critical steps to ensure our future success, not least of which have been the bold steps take in 2014-2015 as well as our affiliation with TCS. These key actions, buttressed by the incredible efforts of our community these last few years now enable us to focus more intently and intensely on expanding our academic mission. Furthermore, as we renew our community’s commitment to a culture of continuous institutional learning, improvement, and student-centeredness, Saybrook greatly improves the odds that this fine institution – grounded in humanistic philosophy – will both realize its own potential and continue empowering students to change the world one individual, one organization, one community at a time for years, even generations, to come.

Required Data Exhibits

[Required Data Exhibit A: Saybrook Organizational Chart July 2017](#)

[Required Data Exhibit B: WSCUC Summary Data Form Eligibility](#)

[Required Data Exhibit C: Saybrook Financial Audit Report FY16 Final](#)

[Required Data Exhibit D: Saybrook Inventory of Educational Effectiveness Indicators \(IEEI\)](#)

[Required Data Exhibit E: Saybrook Review under WSCUC Standards and Compliance Worksheet](#)

Attachments List

Component 1: Institutional Context

[Attachment I.A WSCUC Structural Change Letter to Saybrook Feb 2014](#)

[Attachment I.B Saybrook Student Map](#)

[Attachment I.C Saybrook Fall 2016 and Spring 2017 Census](#)

[Attachment I.D Saybrook Faculty Map](#)

[Attachment I.E Saybrook 2020 Strategic Plan](#)

[Attachment I.F Saybrook Interim Report to WSCUC](#)

[Attachment I.G Student Welcome Center](#)

[Attachment I.H Strategic Enrollment Management Plan](#)

[Attachment I.I Saybrook WSCUC Timeline and Recommendations](#)

[Attachment I.J WSCUC Commission Action Letter to Saybrook March 2015](#)

[Attachment I.K WSCUC Interim Report Letter to Saybrook May 2016](#)

[Attachment I.L Unaudited Preliminary Income Statement May 2017](#)

[Attachment I.M Unaudited Preliminary FY 2018 Balance Sheet May 2017](#)

[Attachment I.N Saybrook FY2018 Budget Income Statement Detailed](#)

[Attachment I.O Program Review Data from OIR](#)

[Attachment I.P Saybrook Outreach Plan FY 2018](#)

[Attachment I.Q List of Contributors](#)

Component 2: Compliance with Standards: Review under the WSCUC Standards and Compliance with Federal Requirements:

[Attachment II.A Saybrook Review under WSCUC Standards and Compliance Worksheet](#)

[Attachment II.B Saybrook Inventory of Educational Effectiveness Indicators \(IEEI\)](#)

[Attachment II.C Saybrook WSCUC Compliance Under the Standards Survey](#)

[Attachment II.D Saybrook WSCUC Compliance Under the Standards Survey Results](#)

[Attachment II.E Saybrook Board of Trustees Minutes February and April 2017](#)

[Attachment II.F Saybrook Student Satisfaction Survey](#)

[Attachment II.G Saybrook Faculty Accomplishments and Publications](#)

[Attachment II.H Saybrook Faculty Workload and Full Time Equivalency](#)

[Attachment II.I Saybrook Faculty Senate Survey Fall 2016 Report](#)

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[Attachment II.K OIR Department](#)

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[Attachment III.D IRB Report May 2017](#)

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Component 7: Sustainability: Financial Viability, Preparing for the Changing Higher Education Environment

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Component 9: Conclusions: Reflection and Plans for Improvement

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[Attachment IX.B Saybrook Alumni Survey Results 2015 and 2016](#)