

CIIS
California Institute of Integral Studies

Student Satisfaction Survey
May, 2008

Administered and analyzed by the Dean of Students Office

Dear Students,

Thank you for taking the time to participate in and review the results of the 2008 CIIS Student Satisfaction Survey. The Dean of Students Office and others in the administration take student feedback very seriously and consider it a reflection of our continued efforts to improve the student experience.

This year, the survey was coordinated by a former student leader in dialog with representatives from several CIIS student demographic constituencies. The information has been compiled into a 42-page report which has been shared with our President, Joe Subbiondo, our Academic Vice President and Dean of Faculty, Judie Wexler, and the CIIS Board of Trustees.

The Survey Report is also being shared with all academic and administrative offices addressed in the survey and posted on the CIIS Dean of Students webpage, <http://www.ciis.edu/students/deanofstudents.html>. Additionally, bound copies will be kept in the Library and the Student Affairs Office, room 401, for student review.

I'm pleased to announce some of the actions already underway as a result of the findings in the report:

- In response to student concerns about academic advising, CIIS administration will plan and conduct a faculty training on academic advising.
- In response to student requests for improvements in scholarships and funding, we are planning to increase the amount available to students through the Student Emergency Loan program and are researching additional sources of external funding for students.
- Also, while it is clear that recent diversity programming has been beneficial to the community, the need for continued improvement is also apparent. The Dean of Students office, together with Diversity and Human Resources and others in the administration, will continue to pursue the admission and hiring of a more diverse CIIS community while supporting efforts to diversify the content of CIIS curricula.

Please review the Executive Summary of the 2008 Student Satisfaction Survey Report and the student response data for more information and continue to participate in campus groups and surveys. Also feel free to drop by my office, room 407, with any questions or concerns.

Sincerely,

A handwritten signature in black ink that reads "Shirley Strong". The signature is written in a cursive, flowing style with a large initial 'S'.

Shirley Strong
Dean of Students
California Institute of Integral Studies

CIIS Student Satisfaction Survey Report

May, 2008

Background

The Dean of Students Office created the Student Satisfaction Survey in March of 2008 based on prior survey questions designed with input from members of the Academic Administrators Group (composed of student services personnel and faculty representatives) and, for the first time this year, with input from specific demographic constituencies of the CIIS student body. The survey contained items that asked students to rate their agreement with statements about their experiences in both academic and administrative areas. Students were also given the opportunity to write brief narrative comments about their perceptions of CIIS as well as specific suggestions for improvements.

This year, 334 students completed the survey online¹. A link to the survey website was sent via email to all active, matriculated students (approximately 1200) in the student database (Jenzabar). The link was also posted online on the student portal, Pathway, and in printed fliers around the school. Approximately 28% of the student population responded to the survey. The survey was open from March 18-30.

The data in this report is organized in the following categories:

- Demographics
- Academic Quality
 - General
 - Advising and Feedback
 - Overall Experience
- Student Services
 - Course Meeting Times
 - Offices
 - Bookstore
 - Library
 - Pathway Student Portal
 - Financial Aid
- Student Life
 - General
 - Ideal of Diversity
 - Campus Groups
- Special Constituencies
 - Distance Students
 - International Students
 - Students Identifying as LGBTQQI²
 - Students of Color
 - Students with Disabilities
- Qualitative Data

¹ Some participants did not answer all questions.

² LGBTQQI stands for Lesbian, Gay, Bisexual, Transgender, Questioning, Queer, or Intersex.

Executive Summary

Introduction

“Assessment in higher education primarily responds to two forces: external demands for accountability and internal commitments to improvement... Assessment is a tool through which institutions accomplish important purposes and goals (Banta, 2002)... [The] motive for assessment [is to] promote student success, use resources effectively, [and] provide a sound student experience.”¹

Changes in this Year’s Survey

The Dean of Students Office added new questions this year in collaboration with campus group leaders. These special questions were designed specifically to address student issues that relate directly to the following groups: distance students, international students, students of color, students identifying as lesbian, gay, bisexual, transgender, queer, questioning, or intersex, and students with disabilities.

Another new component was also added to the Student Satisfaction Survey Report this year: the Survey Index. This number has been calculated for every question with “Excellent,” “Very Good,” “Good,” “Fair,” and “Poor” answer options by quantifying the choices as follows: E = 5, VG = 4, G = 3, F = 2, P = 1 and averaging the responses. This number represents an average of all of the responses and so is a more accurate assessment of student responses than simply reviewing the answer choice of the majority. This number can also be compared with Survey Indices from prior surveys (which can be still be calculated from data available) to evaluate changes in student experience. Our Institute goal is to generate consistent improvement across all survey question categories.

Survey Correlation to Student Body

This year we compared specific survey response data with actual enrollment statistics in order to evaluate how representative of our student body survey respondents were. As in the 2006 survey, the majority (74%) of the respondents were women. This amount corresponds fairly well with the 70% of the enrolled population who are women. The average age of respondents was approximately 36, whereas the average age of the enrolled population is 39. A higher percentage of MA students responded to the survey than there are enrolled, and a lower percentage of BA students responded. Overall, responses seem generally well-representative of the student body when compared across gender, age, and degree type.

¹ Keeling, R. P., Wall, A. F., Underhile, R., and Dungy, G. J, *Assessment Reconsidered: Institutional Effectiveness for Student Success*. International Center for Student Success and Institutional Accountability, 2008.

Demographics

- Nearly half of the respondents were in their first year of study.
- Over half indicated being married or in a committed relationship.
- The majority indicated that they are working, with over 40% employed part-time, off-campus.
- Over half indicated that they commute 10 miles or less (one way) to attend CIIS.
- Many indicated that they use some kind of public transportation.
- When asked to self-identify ethnically, 74% identified as “White, Non-Hispanic,” and the second highest response was “Other/Mixed Race,” totaling 13% of responses.
- Nineteen percent identified as a person of color.
- Distance students made up 19% of the respondents.
- International students made up 8%.
- Students with a disability made up 13%.
- Twenty-six percent of students identified as LGBTQQI.

Improvements in Student Satisfaction

This year, the responses to overall experience at CIIS improved from a Survey Index of 3.60 in 2006 to 3.69 in 2008, with 85% of respondents selecting “Good,” “Very Good,” or “Excellent.” A new question addressing sense of career potential upon graduation was added to the survey and received an Index of 3.38, and 75% of respondents selected “Good,” “Very Good,” or “Excellent.”

Many sections received significant improvement compared to results in 2006:

- Computer availability for student use rose from 3.10 to 3.57.
- Research help from the Library rose from 3.70 to 3.95.
- Library resources rose from 2.89 to 3.08¹.
- Pathway Student Portal email response time rose from 2.99 to 3.12.
- Service in the Dean of Students Office rose from 2.91 to 3.11.
- The level of safety felt in and around CIIS rose from 3.00 to 3.38.
- Student Alliance and other campus groups’ efficacy in providing a voice for students rose from 3.04 to 3.24.
- And the leadership that Student Alliance and other campus groups have provided in facilitating student initiatives rose from 2.95 to 3.30.

Additionally, over 90% of respondents rated the overall quality of education at CIIS as “Good,” “Very Good,” or “Excellent,” and 90% rated the quality of instruction in the class room as “Good,” “Very Good,” or “Excellent.”

¹ The Library has been implementing a new methodology for serving students and faculty called Integral Research and Labyrinth Learning that involves integrating library use into courses through outreach to professors as well as initiating one-on-one tutorials with students. More details on Library improvements will be included in the WASC report.

Challenges

Academic Advising remains an issue for improvement. Over half of the respondents indicated that they have rarely or never met with their advisor, and the amount of time provided for academic advising received a Survey Index of 2.69. Faculty training in academic advising was done a couple of years ago, but it is clear that this should be done again. The administration is also considering implementing qualitative, annual evaluations of advising to help further identify needs for improvement.

While Financial Aid responses regarding service in office increased from 2.99 to 3.17, responses regarding explanation of deadlines for financial aid applications dropped from 3.00 to 2.83. Financial aid has undergone complete re-staffing within in recent months, and other improvements are already underway: more information is going online, and notification of awards is happening sooner, so we anticipate improvement in this area.

One of the lowest Indices in the Survey results was for satisfaction with the Student Health Insurance Plan: 2.09. Though it is difficult to find health insurance for a school of our size, we have been successful in securing a plan with UnitedHealthCare's Student Resources, which offers a PPO co-payment plan and wellness visits in addition to all of the services of our prior plan for only a minimal increase in cost to students. This will alleviate students from having to pay in advance and be reimbursed, and so we anticipate improvement in satisfaction.

Special Constituencies

Distance Students responded quite favorably with Indices of 3.98 for availability of professors and TAs, 3.57 for connection to Academic Advisor, and 3.62 for quality of the online interface.

While International Students responded generally well (averaging an Index of 3.40 for Dean of Students Office support on Visa requirements and language and ESL needs), they did rate support around language and ESL needs from their programs at 2.61.

Student identifying as LGBTQQI responded well, with an average Index of 3.45. Internal knowledge and acceptance of LBGTQQI identities and issues needs most improvement.

Students with disabilities responded with an Index of 3.36. We learned from this group that we have to improve student awareness of Disability Services.

Students of Color responded with the lowest ratings of the five constituency groups with 2.98 for experience as a person of color in the classroom at CIIS, 3.11 for support received as a person of color, and 2.65 for inclusion and reflection of people of color in the curriculum.

Exploring the Ideal of Diversity

The lower ratings from Students of Color were in contrast with responses from the full survey sample, which showed improvements in all indices for questions related to the CIIS Ideal of Diversity. Inclusivity of multi-cultural perspectives in the curriculum rose from 2.95 to 3.24; the level of awareness and sensitivity to diverse issues in the classroom rose from 3.10 to 3.27; the level of awareness and sensitivity to diversity in students' programs rose from 3.24 to 3.44; and the level of awareness and sensitivity to diversity in the larger CIIS community rose from 3.05 to 3.36.

These disparities make sense when we consider potential differences in student needs and levels of awareness regarding issues of diversity. Students who are well-versed in these issues (because of experience and/or training) may require greater depth and complexity of engagement than students who may feel that they are being exposed to adequate levels of discourse because they have had less experience. Members of under-represented or marginalized groups may also have specific concerns and need different types of support with respect to diversity issues compared to the general student population. Increased awareness does not necessarily mean cultural competency, and this discrepancy can continue to manifest as dissatisfaction for Students of Color.

On the survey, Students of Color indicated that they turn most often to staff and faculty for support around issues of diversity. Having personnel who are trained in addressing issues of diversity is crucial. Students of Color also indicated that changes in curriculum and course materials would help to make CIIS a more supportive environment. While faculty may be incorporating books or articles about diverse groups into the curriculum, students of color seem to be asking for a deeper paradigm shift toward seeing diversity as an integral part of all course material. Responses from Students of Color challenge us to broaden our perspectives about what diversity in education really means.

Other Findings

As in the past, students indicated that they were attracted to CIIS's integral/alternative approach, unique programs, spirituality, mission/philosophy, and faculty. This year, respondents also indicated that online learning options, other students' recommendations, diversity, small class sizes, and APA accreditation also played a role in their decision to attend CIIS.

Also as in the past, students would like to see more scholarships and other funding assistance and increased connection across programs. This year, respondents showed significant interest in teaching and research opportunities, flexibility of course scheduling, and having PsyD moved to the main campus.

Conclusion

Overall, the 2008 Student Satisfaction Survey has been a useful tool. There was greater student participation this spring than in 2006. We received affirmation on improvements already made for students, such as in health insurance, diversity education, financial aid service, library outreach, and computer availability. And we know where to focus our continued efforts for improvement in student experience: faculty and staff diversity, curriculum, academic advising, scholarships, teaching and research opportunities, and more opportunities for connection and community.

Demographics of Respondents

Degree Currently Sought	Total	%
B.A.	14	4%
M.A.	188	57%
Ph.D.	83	25%
Psy.D.	45	14%
None	1	0%
Total	331	

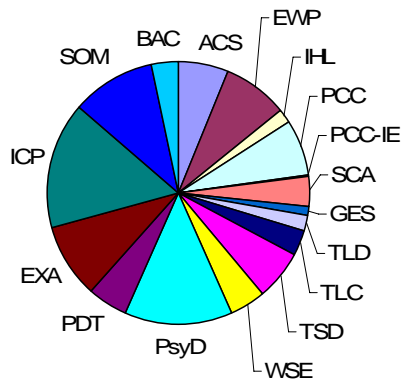
Number of Years in Program	Total	%
1	134	41%
2	91	28%
3	55	17%
4	23	7%
5	10	3%
6+	14	4%
Total	327	

Degree Program	Total	%
School of Consciousness and Transformation		
Asian & Comparative Studies (ACS)	20	6%
East West Psychology (EWP)	27	8%
Integrative Health Studies (IHL)	5	2%
Philosophy, Cosmology, and Consciousness (PCC)	23	7%
Integral Ecology (PCC-IE)	1	0%
Social and Cultural Anthropology (SCA)	12	4%
Gender, Ecology, and Society (GES)	3	1%
Transformative Leadership (TLD)	7	2%
Transformative Learning and Change (TLC)	10	3%
Transformative Studies (TSD)	20	6%
Women's Spirituality (WSE)	15	5%
Total SCT	143	43%

(Degree Program continued on next page.)

Degree Program (continued)	Total	%
School of Professional Psychology		
Clinical Psychology Doctorate (PsyD)	43	13%
Drama Therapy (PDT)	17	5%
Expressive Arts Therapy (EXA)	30	9%
Integral Counseling Psychology (ICP)	51	16%
Somatic Psychology (SOM)	34	10%
Total SPP	175	53%
School of Undergraduate Studies		
Interdisciplinary Studies (BAC)	11	3%
Grand Total	329	

Current Degree Program



Age	Total	%
20-25	24	7%
26-30	104	32%
31-35	55	17%
36-40	39	12%
41-45	23	7%
46-50	18	6%
51-55	25	8%
56-60	28	9%
61+	5	2%
Total	321	

Relationship Status	Total	%
Committed	92	29%
Divorced	20	6%
Married	76	24%
Other (specified below)	13	4%
Single	115	36%
Widowed	1	0%
Total	317	

Other Specified Relationship Statuses:

Polyamorous (3)	Single (1)
Domestic Partnership (3)	Separated (1)
Engaged (2)	Celibate (1)
Dating (2)	

Do you have dependent children living with you?	Total	%
Yes, 1	16	5%
Yes, 2	8	2%
Yes, 3	3	1%
Yes, 4+	1	0%
No	293	91%
Total	321	

Are you currently employed?

Yes, part-time on campus	40
Yes, part-time off campus	128
Yes, full-time on campus	11
Yes, full-time off campus	72
No	74
Total Responses	317

Note: Respondents were able to pick multiple answers for this question.

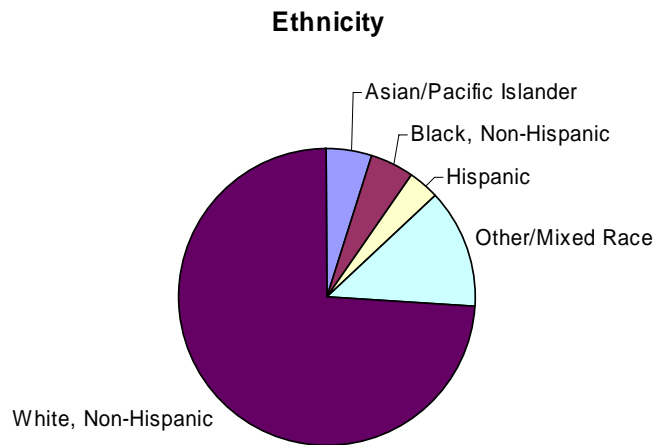
Are you an international student?	Total	%
Yes	24	8%
No	295	92%
Total	319	

Note: Students who answered "Yes" to this question were asked the three questions listed in the Special Constituencies section: International Students.

Ethnicity	Total	%
Asian/Pacific Islander	15	5%
Black, Non-Hispanic	15	5%
Hispanic	10	3%
Other/Mixed Race (specified below)	40	13%
White, Non-Hispanic	228	74%
Total	308	

Other Specified Ethnicities:

Multi-Racial (25)	Jewish (4)
Caucasian/Euro American, specifying that white is not an ethnicity (2)	Indian (1)
Middle Eastern American (2)	White Latino (1)
Chicano (1)	Prefer Not to Specify (1)
Filipino (1)	
Only Left Comments/Uncategorizable Response(2)	



Do you identify as a person of color?	Total	%
Yes	57	19%
No	250	81%
Total	307	

Note: Students who answered “Yes” for this question were asked the five questions listed in the Special Constituencies section: Students of Color.

Do you have a disability (physical/mobility, psychological, learning, etc.)?	Total	%
Yes	42	13%
No	276	87%
Total	318	

Note: Students who answered "Yes" to this question were asked the questions listed in the Special Constituencies section: Students with Disabilities.

Are you a distance student?	Total	%
Yes	62	19%
No	267	81%
Total	329	

Note: Students who answered "Yes" to this question were asked the three questions listed in the Special Constituencies section: Distance Students.

How far do you commute (one way) to attend CIIS?	Total	%
0-10 miles	158	51%
10-20 miles	65	21%
20-50 miles	28	9%
50+ miles	20	6%
Distance student (do not commute)	38	12%
Total	309	

Primary commute method(s):	
Walk	71
Bike	40
BART	92
MUNI	85
Caltrain	3
Other Public Transportation	10
Drive Alone	79
Carpool	28
Other (please specify)	31
Total Responses	296

Other Specified Commute Methods:

Distance Student - Do not commute (11)	Motorcycle (4)
Airplane (4)	Train (4)
Car (4)	Bus (2)

Note: Respondents were able to pick multiple answers for this question.

Academic Quality

General

Based on my experiences, the overall quality of education at CIIS is:

	Total	%
Excellent	71	23%
Very Good	132	43%
Good	77	25%
Fair	27	9%
Poor	1	0%
Total	308	

2008 Survey Index: 3.80

2006 Survey Index: 3.73

Overall the quality of instruction in the classroom is:

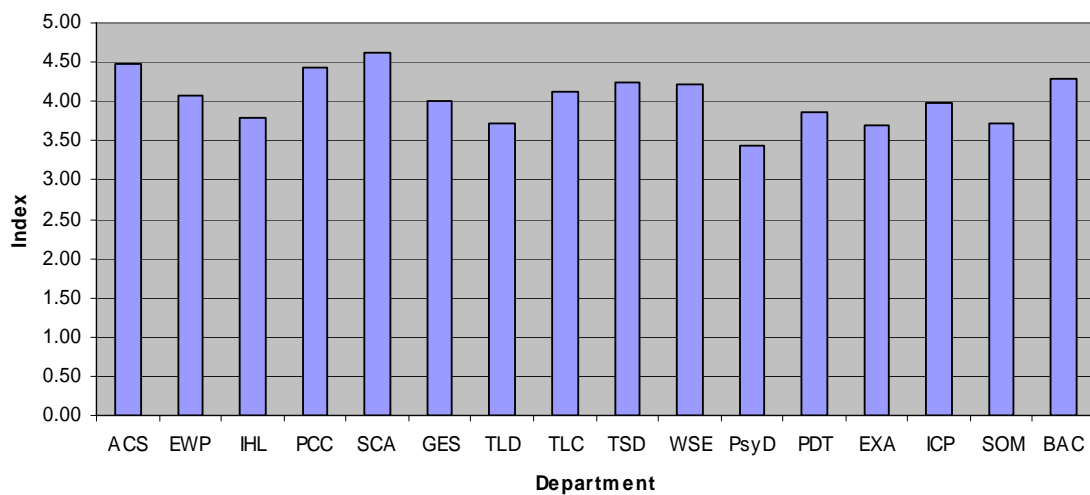
	Total	%
Excellent	65	21%
Very Good	132	43%
Good	79	26%
Fair	27	9%
Poor	3	1%
Total	306	

2008 Survey Index: 3.75

2006 Survey Index: 3.64

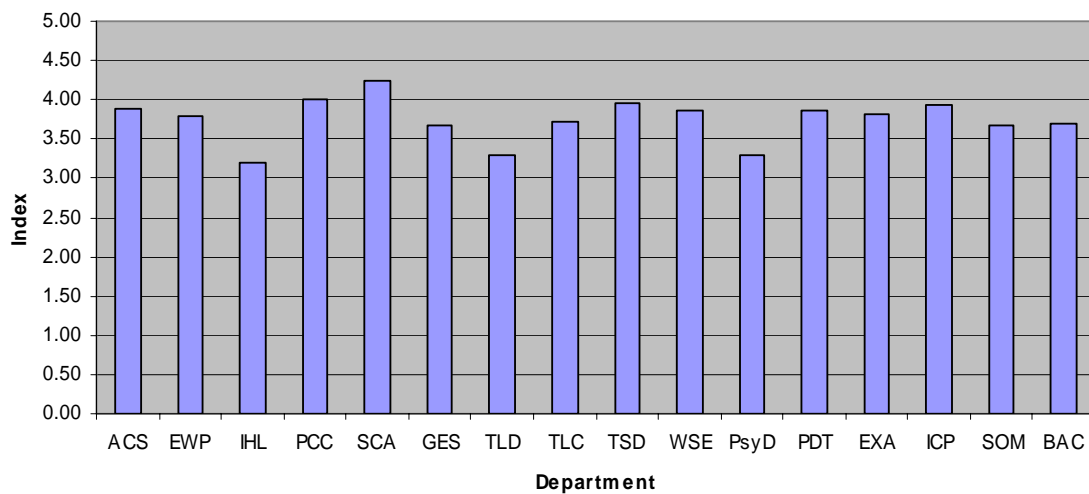
The quality of faculty in my major area of study is:	E	VG	G	F	P	Tot	Index
Asian & Comparative Studies (ACS)	11	3	3			17	4.47
East West Psychology (EWP)	10	9	3	1	1	24	4.08
Integrative Health Studies (IHL)	1	2	2			5	3.80
Philosophy, Cosmology, and Consciousness (PCC)	14	6	2	1		23	4.43
Social and Cultural Anthropology (SCA)	6	1	1			8	4.63
Gender, Ecology, and Society (GES)		3				3	4.00
Transformative Leadership (TLD)	1	3	3			7	3.71
Transformative Learning and Change (TLC)	4	2	1	1		8	4.13
Transformative Studies (TSD)	12	3	4		1	20	4.25
Women's Spirituality (WSE)	7	3	4			14	4.21
Clinical Psychology Doctorate (PsyD)	3	17	17	3	1	41	3.44
Drama Therapy (PDT)	3	6	5			14	3.86
Expressive Arts Therapy (EXA)	4	14	6	3		27	3.70
Integral Counseling Psychology (ICP)	13	27	5	3	1	49	3.98
Somatic Psychology (SOM)	8	12	9	4		33	3.73
Interdisciplinary Studies (BAC)	5	3	2			10	4.30
All Respondents	102	114	67	16	4	303	3.97

Faculty Quality



In general, I would rate my program experience as:	E	VG	G	F	P	Tot	Index
Asian & Comparative Studies (ACS)	6	6	4	2		18	3.89
East West Psychology (EWP)	5	11	4	3		23	3.78
Integrative Health Studies (IHL)	1		3	1		5	3.20
Philosophy, Cosmology, and Consciousness (PCC)	10	6	4	3		23	4.00
Social and Cultural Anthropology (SCA)	5	1	1	1		8	4.25
Gender, Ecology, and Society (GES)		2	1			3	3.67
Transformative Leadership (TLD)	1	1	4	1		7	3.29
Transformative Learning and Change (TLC)	1	4	1	1		7	3.71
Transformative Studies (TSD)	9	5	3	2	1	20	3.95
Women's Spirituality (WSE)	4	5	4	1		14	3.86
Clinical Psychology Doctorate (PsyD)		18	17	6		41	3.29
Drama Therapy (PDT)	2	10	1		1	14	3.86
Expressive Arts Therapy (EXA)	5	14	6	2		27	3.81
Integral Counseling Psychology (ICP)	13	26	6	2	2	49	3.94
Somatic Psychology (SOM)	9	9	10	5		33	3.67
Interdisciplinary Studies (BAC)	1	6	2	1		10	3.70
All Respondents	72	124	71	31	4	302	3.76

Program Experience



Advising and Feedback

The feedback I've received on research skills development is:	Total	%
Excellent	26	9%
Very Good	67	24%
Good	95	34%
Fair	71	25%
Poor	24	8%
Total	283	

2008 Survey Index: 3.00

2006 Survey Index: 2.99

The feedback I've received on my writing skills is:	Total	%
Excellent	40	14%
Very Good	93	31%
Good	95	32%
Fair	53	18%
Poor	15	5%
Total	296	

2008 Survey Index: 3.30

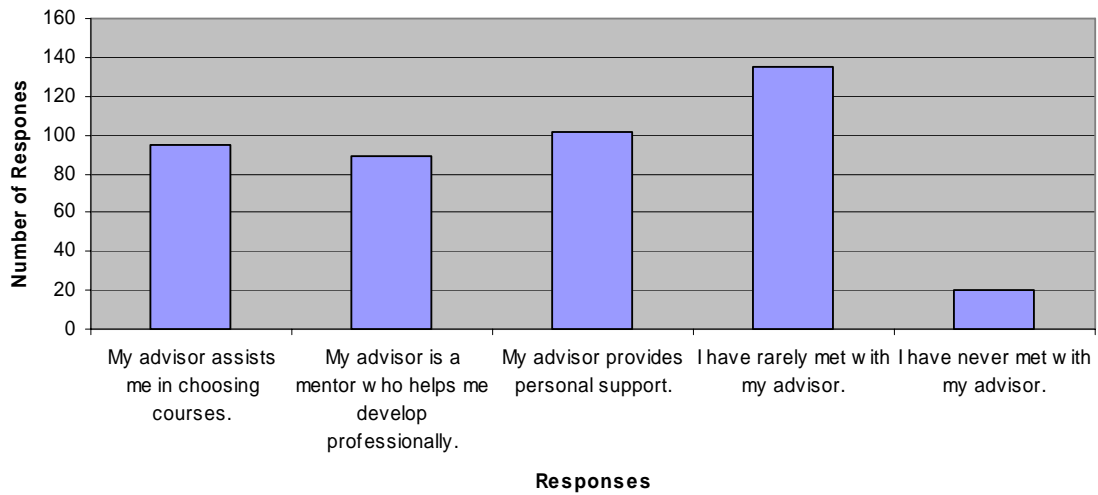
2006 Survey Index: 3.21

Which items describe your experience with Academic Advising?

My advisor assists me in choosing courses.	95
My advisor is a mentor who helps me develop professionally.	89
My advisor provides personal support.	102
I have rarely met with my advisor.	135
I have never met with my advisor.	20
Total Responses	302

Note: Respondents were able to pick multiple answers for this question.

Academic Advising Meetings



The amount of time that is provided for my academic advising is:

	Total	%
Excellent	27	9%
Very Good	46	15%
Good	79	26%
Fair	70	23%
Poor	58	19%
N/A	23	8%
Total	303	

2008 Survey Index: 2.69

2006 Survey Index: 2.62

The quality of the academic advising I've received is:	Total	%
Excellent	33	11%
Very Good	60	20%
Good	82	27%
Fair	71	23%
Poor	40	13%
N/A	18	6%
Total	304	

2008 Survey Index: 2.91

2006 Survey Index: 2.98

The help I've received in the thesis/dissertation process has been:

	Total	%
Excellent	24	8%
Very Good	28	9%
Good	22	7%
Fair	25	8%
Poor	16	5%
N/A	188	62%
Total	303	

2008 Survey Index: 3.17

2006 Survey Index: 3.21

2008 Survey Index for MA students: 3.04

2008 Survey Index for PhD students: 3.19

2008 Survey Index for PsyD students: 3.25

Overall Experience

The value of education I receive at CIIS compared to its cost is:

	Total	%
Excellent	41	14%
Very Good	77	26%
Good	100	34%
Fair	60	21%
Poor	14	5%
Total	292	

2008 Survey Index: 3.24

This question was not asked in 2006.

I feel that my career potential upon graduation from CIIS will be:

	Total	%
Excellent	54	19%
Very Good	90	31%
Good	71	24%
Fair	62	21%
Poor	13	4%
Total	290	

2008 Survey Index: 3.38

This question was not asked in 2006.

Overall, I would rate my CIIS experience as:

	Total	%
Excellent	75	26%
Very Good	102	35%
Good	71	24%
Fair	38	13%
Poor	6	2%
Total	292	

2008 Survey Index: 3.69

2006 Survey Index: 3.60

Student Services

Course Meeting Times

My preferred course meeting times are:

Weekday mornings	121
Weekday afternoons	175
Weekday evenings	78
Weekend days	52
Weekend evenings	20
Total Responses	274

Note: Respondents were able to pick multiple answers for this question.

Offices

Service in the Admissions Office is:	Total	%
Excellent	59	20%
Very Good	78	26%
Good	94	31%
Fair	21	7%
Poor	7	2%
N/A	42	14%
Total	301	

2008 Survey Index: 3.62

This question was not asked in 2006.

Service in the Registrar's Office is:	Total	%
Excellent	50	17%
Very Good	93	31%
Good	91	30%
Fair	40	13%
Poor	18	6%
N/A	11	4%
Total	303	

2008 Survey Index: 3.40

2006 Survey Index: 3.45

Service in the Business Office is:	Total	%
Excellent	46	15%
Very Good	90	30%
Good	96	32%
Fair	34	11%
Poor	13	4%
N/A	23	8%
Total	302	

2008 Survey Index: 3.44

2006 Survey Index: 3.46

Service in the Career Development and Field Placement Office is:

	Total	%
Excellent	13	4%
Very Good	18	6%
Good	41	14%
Fair	24	8%
Poor	17	6%
N/A	187	62%
Total	300	

2008 Survey Index: 2.88

2006 Survey Index: 2.77

Computers

Computer availability for student use is:	Total	%
Excellent	44	14%
Very Good	91	30%
Good	76	25%
Fair	25	8%
Poor	8	3%
N/A	60	20%
Total	304	

2008 Survey Index: 3.57

2006 Survey Index: 3.10

Bookstore

I use the CIIS Bookstore for:

Selling books	37
Buying textbooks	230
Special ordering non-textbooks	15
Buying cards or other non-book items	63
I don't use the bookstore	69
Total Responses	303

Note: Respondents were able to pick multiple answers for this question.

Library

Service in the Library is:	Total	%
Excellent	69	23%
Very Good	111	37%
Good	77	26%
Fair	13	4%
Poor	3	1%
N/A	24	8%
Total	297	

2008 Survey Index: 3.84

2006 Survey Index: 3.83

The research help I've received from the Library has been:	Total	%
Excellent	79	26%
Very Good	80	27%
Good	44	15%
Fair	16	5%
Poor	5	2%
N/A	75	25%
Total	299	

2008 Survey Index: 3.95

2006 Survey Index: 3.70

Library resources are:	Total	%
Excellent	34	11%
Very Good	67	22%
Good	83	28%
Fair	62	21%
Poor	25	8%
N/A	29	10%
Total	300	

2008 Survey Index: 3.08

2006 Survey Index: 2.89

Pathway Student Portal

Overall, my experience using the Pathway Student Portal has been:

	Total	%
Excellent	25	8%
Very Good	78	26%
Good	96	32%
Fair	60	20%
Poor	33	11%
N/A	9	3%
Total	301	

2008 Survey Index: 3.01

2006 Survey Index: 2.92

If used, the portalhelp@ciis.edu response time was:	Total	%
Excellent	19	6%
Very Good	42	14%
Good	47	16%
Fair	18	6%
Poor	22	7%
N/A	149	50%
Total	297	

2008 Survey Index: 3.12

2006 Survey Index: 2.99

If used, the portalhelp@ciis.edu quality of assistance was:	Total	%
Excellent	16	5%
Very Good	42	14%
Good	34	12%
Fair	23	8%
Poor	20	7%
N/A	160	54%
Total	295	

2008 Survey Index: 3.08

2006 Survey Index: 3.13

If used, I found the Student Getting Started Guide for Pathway to be:

	Total	%
Excellent	7	2%
Very Good	31	10%
Good	36	12%
Fair	32	11%
Poor	24	8%
N/A	167	56%
Total	297	

2008 Survey Index: 2.73

2006 Survey Index: 2.85

Financial Aid

I've found the financial aid loan application process to be:	Total	%
Excellent	27	9%
Very Good	53	18%
Good	85	28%
Fair	40	13%
Poor	23	8%
N/A	73	24%
Total	301	

2008 Survey Index: 3.09

2006 Survey Index: 2.97

I've found the financial aid scholarship application process to be:

	Total	%
Excellent	20	7%
Very Good	35	12%
Good	53	18%
Fair	30	10%
Poor	34	11%
N/A	128	43%
Total	300	

2008 Survey Index: 2.87

This question was not asked in 2006.

The explanation of deadlines for financial aid applications is:

	Total	%
Excellent	24	8%
Very Good	42	14%
Good	71	24%
Fair	51	17%
Poor	39	13%
N/A	72	24%
Total	299	

2008 Survey Index: 2.83

2006 Survey Index: 3.00

Information provided by the Financial Aid Office is:

	Total	%
Excellent	36	12%
Very Good	47	16%
Good	70	23%
Fair	50	17%
Poor	39	13%
N/A	59	20%
Total	301	

2008 Survey Index: 2.96

This question was not asked in 2006.

Service in the Financial Aid Office is:	Total	%
Excellent	46	15%
Very Good	53	18%
Good	65	22%
Fair	47	16%
Poor	29	10%
N/A	62	21%
Total	302	

2008 Survey Index: 3.17

2006 Survey Index: 2.99

Student Life

General

Service in the Dean of Students Office regarding issues related to Student Life (Orientation, Email Lists, Student Health Insurance, etc.) is:	Total	%
Excellent	26	9%
Very Good	36	12%
Good	58	20%
Fair	37	13%
Poor	16	5%
N/A	123	42%
Total	296	

2008 Survey Index: 3.11

2006 Survey Index: 2.91

My satisfaction with the Student Health Insurance Plan is:	Total	%
Excellent	2	1%
Very Good	10	3%
Good	29	10%
Fair	34	11%
Poor	44	15%
N/A	181	60%
Total	300	

2008 Survey Index: 2.09

This question was not asked in 2006.

The level of safety I feel in and around the CIIS campus is:	Total	%
Excellent	35	12%
Very Good	93	31%
Good	90	30%
Fair	45	15%
Poor	8	3%
N/A	30	10%
Total	301	

2008 Survey Index: 3.38

2006 Survey Index: 3.00

The number of campus-wide events for students to share ideas, have dialogues, and experience scholarship across programs is:

	Total	%
Excellent	27	9%
Very Good	56	19%
Good	82	27%
Fair	51	17%
Poor	22	7%
N/A	62	21%
Total	300	

2008 Survey Index: 3.06

2006 Survey Index: 3.01

Ideal of Diversity

The inclusivity of multi-cultural perspectives in the curriculum is:

	Total	%
Excellent	56	18%
Very Good	70	23%
Good	95	31%
Fair	69	22%
Poor	20	6%
Total	310	

2008 Survey Index: 3.24

2006 Survey Index: 2.95

The level of awareness and sensitivity to diverse issues in the classroom is:

	Total	%
Excellent	52	17%
Very Good	78	25%
Good	101	33%
Fair	59	19%
Poor	20	6%
Total	310	

2008 Survey Index: 3.27

2006 Survey Index: 3.10

The level of openness of my professors to questions of diversity is:

	Total	%
Excellent	73	24%
Very Good	100	33%
Good	89	29%
Fair	38	12%
Poor	7	2%
Total	307	

2008 Survey Index: 3.63

This question was not asked in 2006.

The level of awareness and sensitivity to diversity in my program of study is:

	Total	%
Excellent	71	23%
Very Good	80	26%
Good	88	28%
Fair	55	18%
Poor	16	5%
Total	310	

2008 Survey Index: 3.44

2006 Survey Index: 3.24

**The level of awareness and sensitivity to diversity in the larger
CIIS community is:**

	Total	%
Excellent	44	14%
Very Good	97	32%
Good	101	33%
Fair	52	17%
Poor	11	4%
Total	305	

2008 Survey Index: 3.36

2006 Survey Index: 3.05

Campus Groups

The efficacy that Student Alliance and other campus groups have shown in providing a voice for students is:	Total	%
Excellent	14	5%
Very Good	58	20%
Good	64	22%
Fair	27	9%
Poor	9	3%
N/A	122	41%
Total	294	

2008 Survey Index: 3.24

2006 Survey Index: 3.04

The leadership that Student Alliance and other campus groups have provided in facilitating student initiatives is:	Total	%
Excellent	19	6%
Very Good	50	17%
Good	67	23%
Fair	20	7%
Poor	9	3%
N/A	129	44%
Total	294	

2008 Survey Index: 3.30

2006 Survey Index: 2.95

The ease and efficacy of the Student Alliance funding process is:	Total	%
Excellent	6	2%
Very Good	26	9%
Good	44	15%
Fair	18	6%
Poor	8	3%
N/A	189	65%
Total	291	

2008 Survey Index: 3.04

This question was not asked in 2006.

I would like to see Student Alliance/other campus groups offer more...

Cross departmental/Whole School Activities (14)	
Social Events (13)	Diversity Trainings (9)
Funding/Scholarships (10)	
Support for and Communication with Distance Students (8)	
Programs/Groups (7)	Community (3)
Speakers (5)	Free Workshops (2)
Leadership Development (4)	Health & Wellness (2)
Yoga (4)	Online Support (2)
Meeting Times (4)	Opportunities for Older Students (2)
Transparency (3)	Housing (1)
Conferences (3)	
Unsure/Nothing (12)	Other/Unable to Categorize (5)

I prefer to receive information about Student Alliance and other campus groups via:

Email	243
US Mail	5
Fliers around campus	76
Fliers in student mailboxes	32
CIIS website (ciis.edu)	53
Student Alliance website (saciis.org)	17
Pathway (pathway.ciis.edu)	47
Total Responses	291

Note: Respondents were able to pick multiple answers for this question.

My preferred Student Alliance and campus group meeting times are:

Weekday mornings	28
Weekday afternoons	76
Weekday evenings	111
Weekend days	28
Weekend evenings	10
Total Responses	201

Note: Respondents were able to pick multiple answers for this question.

I would be more likely to participate in Student Alliance/other campus groups if...

If I had more time/weren't too busy (61)	If it were closer to where I live (21)
If I had more information about services or if I knew what Student Alliance was (16)	
If I found their activities relevant (15)	If there weren't as much ageism (5)
If the atmosphere were more collegial and light (5)	
Other answers (12)	

Special Constituencies

Distance Students

As a distance learner, how would you rate the availability of professors and TAs by telephone or email or online?

	Total	%
Excellent	19	41%
Very Good	13	28%
Good	9	20%
Fair	4	9%
Poor	1	2%
Total	46	

2008 Survey Index: 3.98

This question was not asked in 2006.

As a distance learner, how would you rate your connection to your Academic Advisor?

	Total	%
Excellent	15	33%
Very Good	12	26%
Good	7	15%
Fair	8	17%
Poor	4	9%
Total	46	

2008 Survey Index: 3.57

This question was not asked in 2006.

As a distance learner, how would you rate the quality of the online interface?

	Total	%
Excellent	14	30%
Very Good	14	30%
Good	8	17%
Fair	7	15%
Poor	3	7%
Total	46	

2008 Survey Index: 3.63

This question was not asked in 2006.

International Students

The support I have received through the Dean of Students Office regarding Visa requirements is:	Total	%
Excellent	4	18%
Very Good	7	32%
Good	6	27%
Fair	4	18%
Poor	1	5%
Total	22	

2008 Survey Index: 3.41
This question was not asked in 2006.

The support I have received through the Dean of Students Office around language and ESL needs is:	Total	%
Very Good	10	56%
Good	5	28%
Fair	3	17%
Total	18	

2008 Survey Index: 3.39
This question was not asked in 2006.

The support I have received from my program around language and ESL needs is:	Total	%
Very Good	5	28%
Good	6	33%
Fair	2	11%
Poor	5	28%
Total	18	

2008 Survey Index: 2.61
This question was not asked in 2006.

Students Identifying as LGBTQQI

How is your experience identifying as a LGBTQQI person interacting with CIIS administrators or offices?	Total	%
Excellent	14	18%
Very Good	29	38%
Good	30	39%
Fair	4	5%
Total	77	

2008 Survey Index: 3.69

This question was not asked in 2006.

The level of faculty knowledge and acceptance of LGBTQQI identities and issues in the classroom (course content, faculty comments in classes, etc.) is:

	Total	%
Excellent	15	18%
Very Good	20	24%
Good	25	30%
Fair	15	18%
Poor	7	9%
Total	82	

2008 Survey Index: 3.26

This question was not asked in 2006.

The level of other students' knowledge and acceptance of LGBTQQI identities and issues is:

	Total	%
Excellent	11	14%
Very Good	27	33%
Good	25	31%
Fair	13	16%
Poor	5	6%
Total	81	

2008 Survey Index: 3.32

This question was not asked in 2006.

For those in a practicum, the level of knowledge and acceptance of LGBTQQI identities and issues of the supervisors and co-workers at my practicum site is:

	Total	%
Excellent	6	8%
Very Good	11	14%
Good	7	9%
Fair	7	9%
N/A	47	60%
Total	78	

2008 Survey Index: 3.52

This question was not asked in 2006.

What else (if anything) would make CIIS a more supportive environment for LGBTQQI students?

-
- Incorporate LGBTQQI issues into curriculum (19)
 - Training for faculty and staff (9)
 - Community changes (4)
 - Visibility of self-identified LGBTQQI and allied faculty (4)
 - Recruitment of self-identified students (2)
 - Don't know/Prefer not to answer (4)

Students of Color

My experience as a person of color in the classroom at CIIS is:	Total	%
Excellent	10	18%
Very Good	4	7%
Good	23	42%
Fair	11	20%
Poor	7	13%
Total	55	

2008 Survey Index: 2.98

This question was not asked in 2006.

The support I receive as a person of color at CIIS is:	Total	%
Excellent	10	18%
Very Good	8	15%
Good	20	36%
Fair	12	22%
Poor	5	9%
Total	55	

2008 Survey Index: 3.11

This question was not asked in 2006.

The inclusion and reflection of people of color in the curriculum at CIIS is:	Total	%
Excellent	9	16%
Very Good	6	11%
Good	10	18%
Fair	17	31%
Poor	13	24%
Total	55	

2008 Survey Index: 2.65

This question was not asked in 2006.

Where do you go for support as a person of color at CIIS?

Faculty/Staff (21)	Have not sought out support (5)
Cohort/classmates (15)	Unsure/Nowhere (5)
Fellow peers of color (8)	Family (1)
Campus groups (7)	Community (1)
Friends (5)	Other (4)

What else (if anything) would make CIIS a more supportive environment for students of color?

Curriculum/Course materials (18)	Community (4)
Diversity of Faculty/Staff (14)	Distance Student Representation (3)
Diversity of Student Body (12)	Financial Support (3)
Training (7)	Students (2)
Cultural Concerns (5)	Environment (1)
Other (11)	

Students with Disabilities

Are you currently receiving Disability Services support from the CIIS Dean of Students Office?

	Total
Yes	8

Note: Respondents who answered “Yes” to this question were asked the first five questions listed below. Those who answered “No” or did not answer this question but had indicated that they have a disability were asked the last question in this section.

The availability of Disability Services at CIIS is:	Total	%
Excellent	2	29%
Very Good	1	14%
Good	2	29%
Fair	1	14%
Poor	1	14%
Total	7	

2008 Survey Index: 3.29

This question was not asked in 2006.

The responsiveness and accommodation of professors to my particular needs is:

	Total	%
Excellent	2	29%
Good	4	57%
Fair	1	14%
Total	7	

2008 Survey Index: 3.43

This question was not asked in 2006.

The responsiveness and accommodation of staff and administration to my particular needs is:

	Total	%
Excellent	2	29%
Very Good	2	29%
Good	1	14%
Fair	2	29%
Total	7	

2008 Survey Index: 3.57

This question was not asked in 2006.

The timeliness and sufficiency of responses to my requests for Disability Services is:	Total	%
Excellent	1	14%
Very Good	3	43%
Fair	2	29%
Poor	1	14%
Total	7	

2008 Survey Index: 3.14
 This question was not asked in 2006.

Are there any aspects of CIIS logistics that have been particularly challenging to you as a disability status student?

Scheduling (2)	Not enough resources and expertise (1)
Payments and payment deadlines (2)	Applications (1)
Professors/staff understanding (2)	

Is there a reason that you are not receiving Disability Services support from the CIIS Dean of Students Office?

Did not know disability services were available (11)
Do not require disability services at this time (9)
Lack of documentation/funding for testing (5)
Distance Student (1)

Qualitative Data

What attracted you to CIIS?

Integral/alternative approach (103)	Recommendation, reputation (12)
Academic programs, courses (64)	APA accreditation (12)
Faculty (36)	Transpersonal (8)
Spirituality (26)	Feeling or calling (5)
CIIS ideals/mission/philosophy (21)	Community (3)
Flexibility, distance learning option (18)	Social justice/activism (3)
East/West approach (18)	Small class sizes (2)
Location (14)	Rigor (2)
Openness, progressiveness (14)	Small school (2)
Diversity (13)	Other(8)

What has been the highlight of your CIIS experience so far?

Courses/Curriculum (118)	Cohort/Classmates (49)
Faculty/Staff (85)	CIIS Community (35)
Personal Process, Growth Transformation (22)	
Holistic/Integrative Approach (20)	Other (7)

What has been your most difficult or trying experience at CIIS so far?

Curriculum (46)	Non-academic departments/offices (37)
Diversity/Cultural Awareness/Discrimination/Appropriation (30)	
Financial Struggles/Cost of Program (30)	Advising/Mentoring (20)
Professors/Teaching (29)	Personal Issues (19)
Registration/Scheduling (25)	Academic Departments (17)
Practicum, practicum process (21)	

What are two ways CIIS could enhance students' lives?

Finances and Funding (<i>scholarships and grants, lower tuition, paid teaching opportunities</i>) (63)	
Connection and Community (<i>increased community, new student support, interdepartmental connection, on-campus counseling and support</i>) (42)	
Space Improvements (<i>shared building for all programs, library space, physical activities room, more natural setting</i>) (41)	
Academic Improvements (<i>improve curriculum, faculty, program, advising</i>) (68)	
Practicum/Internship, Career Development, Placement support (22)	
Better student benefits (<i>health-related benefits, student E-mail address</i>) (21)	
Non-Academic Department Improvements (17)	
Scheduling (14)	
More weekend classes, improvements for distance students (10)	
Better organization (10)	Student Participation (5)
Technology (9)	Increase Diversity (3)
Better communication (8)	Others (4)

What are the most important steps CIIS can take to enhance diversity?

Teach diversity in all courses (55)
Recruit a more diverse student population (45)
Make tuition more affordable/provide more scholarships (39)
Better diversity training (for staff, faculty, students) (36)
Hire more diverse faculty (36) Enough is being done (11)
Building Alliances (28) Define Diversity (4)
Unsure (15) Other (3)

In what religious tradition(s) were you raised?

Catholicism (60) Lutheran (5)
Combination (35) Hinduism (4)
None (30) Buddhist (3)
Christianity, unspecified (26) Mormon/Latter Day Saints (3)
Judaism (24) Agnostic (2)
Protestant (18) Jehovah's Witness (2)
Baptist (13) Unitarian Universalist (2)
Methodist (7) Other (8)
Atheist (6) Prefer not to answer (4)
Episcopalian (6)

Is there a religious or spiritual tradition that is part of your current path?

Multiple (70) Yoga (7)
Buddhism (36) Ecological/Earth-based (4)
No (28) Judaism (4)
Yes, did not specify (21) Diamond Approach (2)
Open Spirituality, Searching (20) Wicca (2)
Christianity (11) Other (22)
Personal Connection/Personal Practice (9) Prefer not to Answer (6)
Mediation/Mindfulness (6)

What do you plan to do upon graduating from CIIS?

Therapist/Psychologist internship or practice (111)
Enter academia: Researcher/Professor/Teacher (63)
Work for community/non-profit/government (39)
Writer (36) Take a break, travel, retire (15)
Work, unspecified (34) Unsure (13)
Doctoral studies (15)
Public Speaking/Life Coach/Spiritual Teacher: Meditation, Yoga, Preacher, etc. (11)
Masters Studies (8) Build family (3)
Further studies/training, unspecified (8) Other (6)
Create Art (5) Comments (6)

Is there a question you wish we would have asked on this survey, and how would you have answered this question?

Dissatisfaction with administration/non-academic offices (17)	
Emotional Support/Community (11)	Course Dissatisfaction (3)
Professional Support/Preparedness (8)	Professor Dissatisfaction (3)
Expressing Overall Dissatisfaction (7)	Academic Support/Curriculum (3)
Departmental Dissatisfaction (7)	Concerns about the Survey (3)
Comments on Cost (6)	Professor Appreciation (2)
Expressing Overall Appreciation (6)	Other (5)
Support for Doctoral students (4)	

For the Next Survey...

Many interesting responses came from this last question and also from internal discussions about the Survey results. In the next Survey, new questions could include:

- How can CIIS provide better support for doctoral students?
- How can CIIS improve career support for students?
- How can CIIS better support incoming students?
- Do you have a computer of your own that you use at school?
- The ease of use of the Awarenet wireless network is:
- What can your department do better to serve students?
- How would you rate the communication of available resources at CIIS?
- How would you rate the communication of events happening at CIIS?