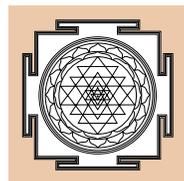# Educational Effectiveness Report of
California Institute of Integral Studies

Submitted to the
Western Association of
Schools and Colleges
November 2007

CIIS
California Institute of Integral Studies

1453 Mission Street, San Francisco

Educational Effectiveness Report

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Introduction

The CIIS Context

> What happens at CIIS is very nearly unique in the world of higher education. It is also revolutionary and probably has more revolutionary potential than those of us who are dedicated to this form of education may realize. You graduates need to carry this revolutionary seed out into the world with a depth of commitment, passion, skill, and knowledge that will allow this very important revolution to gain greater traction in the world and start making more headway, more difference.
>
> And what is the revolution I have in mind? It's an intellectual and cultural transformation that takes the reality and power of the inner world just as seriously as our culture takes the reality and power of the outer world. It's a revolution that links inner and outer, that rejoins soul and role, that understands that the world we live in is constantly being cocreated by the interplay of what is within us and what is around us. It's a revolution in which we understand that no one is truly educated until heart and mind have been joined with action and we have learned to think and act the world together rather than think and act the world apart. (Parker Palmer, Commencement Address, 2007)

This Educational Effectiveness Review is firmly grounded in CIIS's commitment to education that is integral. The Institute chose to use the Review to engage deeply with the meaning of integral education and to emphasize approaches to assessment of student learning that would strengthen and support such education. While the integral education inquiry for this review has intentionally been an internal dialogue, it has also been accompanied by an external dialogue in which CIIS faculty and administration engaged with the larger higher education community about the nature of integral education as practiced at CIIS. Parker Palmer's comments at the CIIS 2007 commencement are cited above as an example of a viewpoint that has been part of the external dialogue. We will come back to it in an essay on integral education that is part of this report.

As was stated in the CIIS Proposal to WASC, the overarching goal of the review process was to facilitate reflection on, and discussion of, integral learning. CIIS has achieved this through a combination of faculty retreats, colloquia, questionnaires, focus groups, scholarly articles and presentations, and a national conference. The dialogue has enabled the Institute to more clearly articulate its understandings of integral education and the variations among academic programs in the aspects of integral education that are emphasized. The work on integral education will be discussed extensively in the first essay; integral education also provides a foundation for the work on dissertation proposals and capstones addressed in other essays.

As is generally true in higher education, CIIS is an institution rich in data. Consistent with its mission, the Institute wanted to emphasize for this review its approaches to assessment of student learning that would advance understanding of effectiveness in reaching its educational goals. Accordingly, the focus is on capstone experiences at the BA and MA levels of education and dissertation proposals at the doctoral level as two places in which we would be able to consider the extent to which students were able to bring together the learning from disparate parts of their academic experience at CIIS.

Campus culture at CIIS has traditionally been decentralized around individual academic programs. This has enabled programs to create curriculum and co-curriculum that readily responded to their unique disciplinary and interdisciplinary contexts. It has also made it challenging to work across units to develop consistent understanding of, and approaches to, educational effectiveness. The first step in facilitating this was the appointment of a Director of Academic Assessment (DAA) in fall 2003 to work with the faculty to build understanding of assessment and to ensure that each program had developed learning outcomes; incorporated a capstone experience, if it did not already have one, into its curriculum (MA and BA); developed appropriate, systematic assessment measures; and analyzed and reflected upon its data. The DAA was attentive to the cultural differences among the academic programs while facilitating their entrance into the larger dialogue about integral education and assessment. The educational effectiveness work has also been supported by the program review process, which includes the expectation that each program will have articulated learning outcomes and will have developed systematic ways to examine the extent to which those outcomes are being achieved.

Approach to the Educational Effectiveness Review

We began to prepare for the Educational Effectiveness Review immediately after WASC accepted the CIIS Institutional Proposal. While the initial WASC Steering Committee focused on preparations for the Capacity and Preparatory Review, other groups began the Educational Effectiveness work. A preexisting Research Committee (composed of one faculty member from each PhD program and the Academic Vice President) was expanded to include a faculty member from the Doctor of Psychology program; this committee developed the dissertation proposal rubric and exercised oversight over the research in this area. A Capstone Committee (composed of one faculty member from Undergraduate Studies and each MA program) was set up by the DAA to monitor and share information on the capstone inquiry, but the DAA soon found the size of the Committee to be cumbersome; most capstone work was done in programs working with the DAA and electronically sharing with the group. An Integral Education Committee was organized to conduct the inquiry in this area. All of the committee work began during the 2003-04 academic year and has continued through fall 2007.

The work in these areas was supplemented during the 2006-07 academic year by two research projects that were designed and carried out under the auspices of the Integral Education Committee and the Research Committee. The research results are incorporated into the appropriate sections on this report. They served as a way to supplement and deepen our understanding of where the various campus constituencies stand in regard to these issues.

At the end of spring 2006, a reconstituted Steering Committee was established to guide the Institute through the last stages of its self-review process: analyzing data, revising and finalizing the essays and report, finalizing recommendations for the future, and keeping the faculty attentive to the upcoming visit. The Steering Committee includes representatives of the groups that have been conducting the specific inquiries:

> Cindy Shearer, faculty, Integral Education Committee
> Daniel Deslauriers, faculty, Research Committee
> Gary Raucher, faculty, Capstone, School of Professional Psychology
> Carol Whitfield, faculty, Capstone, School of Consciousness and Transformation

Matthew Bronson, faculty and Director of Academic Assessment
Judie Wexler, Academic Vice President/Dean of Faculty

The essays that make up this report were subject to extensive review, discussion, and revision by the committees involved and by the Steering Committee. In addition to posting drafts for campus discussion, the report was the topic of the August 2007 Faculty Retreat and a Staff Association meeting, and on the agenda for the October Board Meeting. The goal was to have documents that accurately reflected the experience and thinking of the institution. The essays substantively address Standards 1, 2 and 4. Standard 3 was extensively addressed in the Capacity and Preparatory Review and is returned to in Appendix B. The essays are accompanied by a CD that provides more detailed information and analysis of the academic programs and examples from the work of individual faculty members and programs.

Highlights Since the Spring 2006 Visit

Purchase of the 1453 Mission Street Building. CIIS has rented space in San Francisco since it was founded, changing location as it grew or as a particular rental became unavailable. It has long been a concern that rental instability along with skyrocketing rents in San Francisco could undermine the long-term security of the Institute. With these concerns in mind, in fall 2006 President Joseph Subbiondo entered into discussions with the owners of the building that houses most of the Institute and authorized studies to determine the feasibility of CIIS buying the building. The Board of Trustees, in approving the purchase agreement recognized that it would place short-term financial pressure on the Institute but concluded that those pressures would be outweighed by the long-term benefits and the security posed by owning rather than renting. CIIS was able to obtain financing for the purchase and is now conducting a feasibility study in preparation for a capital campaign. As CIIS continues to grow, it can take over space currently rented to other organizations. More information on the building purchase can be found in the CD.

***Uncovering the Heart of Higher Education* Conference.** In February 2007, CIIS and the Fetzer Institute cosponsored a national conference, *Uncovering the Heart of Higher Education*: *Integrative Learning for Compassionate Action in an Interconnected World,* focused on integral education and spirituality in higher education. A number of significant organizations were also partners: Asian Art Museum, Associated New American Colleges, Association of American Colleges and Universities, Council of Independent Colleges, Jossey-Bass, League for Innovation in the Community College and Student Affairs Administrators in Higher Education. Two central questions were addressed:

> Do current education efforts address the whole human being—mind, heart, and spirit—in ways that contribute best to our future on this fragile planet? What steps can we take to make our colleges and universities places that awaken the deepest potential in students, faculty, and staff?

Keynote speakers Parker Palmer, Alexander and Helen Astin, Robert Kegan and Diana Chapman Walsh addressed the dimensions of human experience that are systematically and routinely excluded from education to the detriment of students and society. Pumla Gobodo-Madikizela spoke eloquently of the process of reconciliation through dialogue enacted in the aftermath of the fall of apartheid in South Africa. A full roster of world-class sessions on

everything from contemplative education to fostering interdisciplinary inquiry was available to the 615 attendees (from 298 different organizations and higher education institutions). Mary Ann Sheehan of the University of Colorado wrote afterward:

> I cannot thank you enough for what might be the best Conference I have attended in over 30 years as an educator. There is an alliance between me and the themes of the conference, of course, and yet the power of the sessions—Parker, Kegan, Sharon, Pumla and others—left me knowing that I have found an intellectual community. There were times when my heart welled up so much I thought I would have to go to my room, but the power of the intellect was strong enough to help me stay in the session. (Fetzer Report, p. 3).

The Institute believes that engaging with other educators strengthens CIIS and the larger higher education community, providing opportunities for renewal, intellectual dialogue, and affirmation of their deepest sense of what education can be. We are now starting to see higher education sessions being organized that are grounded in the participants' experience at the February conference.

Institutional Identity Research and Marketing Planning. As institutional data make clear, CIIS has experienced growth in applications and enrollment at the undergraduate, master's, and doctoral levels. The Institute has also been increasing the number of people working in Admissions and the amount of money spent on outreach. It has not, however, kept systematic records of changes in approach or generally studied the effectiveness of its various approaches. In fall 2006, Valerie Bush, the new Director of Marketing and Communications, recommended that CIIS hire a consultant to assess the effectiveness of marketing and outreach, recommend changes as needed, and help better develop a brand identity for the Institute. CIIS hired EM2 to provide leadership and research in developing a brand identity and an integrated marketing plan. EM2 began its work by surveying current students, faculty, alumni, and prospective students about their views on CIIS. Some of the survey information is relevant to integral education and will be cited in that essay. The data have been used to develop a coordinated look and message for CIIS materials and an interim marketing plan and are part of the process for developing an integrative marketing plan. Benchmark data will enable the Institute to assess the impact of its new marketing and outreach initiatives and to make adjustments accordingly.

Bruce Mazet Bequest. In spring 2007, CIIS received nearly $1.5 million after legal expenses from the Bruce Mazet bequest. These funds are unrestricted and will provide reserve funds for the building renovation.

New Programs: Concentration in Community Mental Health and Certificate in Spiritual Counseling. CIIS's new concentration in Community Mental Health was developed in consultation with therapists working in community and public settings to address concerns about the preparation of graduates of MFT programs who intend to work in such settings. The program is designed to help build a culturally competent and diverse mental health care workforce specifically trained to provide effective therapeutic services to populations in the public sector. Like all of the CIIS Counseling Psychology programs, this is a 60-unit program that meets the academic requirements for taking state licensing exams to become a Marriage and Family Therapist. It will be offered in evenings and weekends so

students can continue full-time employment. The core concentration courses will also be offered to students in the other Counseling Psychology concentrations as a certificate and to the Doctor of Psychology (PsyD) students as an emphasis.

The Spiritual Counseling Certificate is a two-semester program offered by the East-West Psychology program that provides mental health professionals and pastoral counselors with the foundational background and skills in East-West spiritual counseling. The certificate program enables therapists to broaden the scope of their practice to include the central role of spiritual and religious experiences and beliefs.

Strategic Planning Update. The update (available in the CD) produced in 2006-07 describes and assesses the Institute's implementation of its planning goals and objectives. This document is the first implementation assessment produced by CIIS and, as can be seen, there has been considerable progress.

In the 2007-08 academic year, CIIS will be working to update the strategic plan as well as to connect it more closely to the budget process. The Institutional Planning and Budget Committee will oversee this process.

Organizational Restructuring. CIIS has made a number of significant changes in organizational structure and personnel over the last two years. An Associate Dean for Academic Administration position was created early in 2006-07; the position reports to the Academic Vice President. Admissions, Financial Aid, Registrar, academic technology, and institutional research now report to Chip Goldstein, the Associate Dean, rather than to the Academic Vice President. The previously combined areas of alumni and student services were separated to enable more attention to each area. Richard Buggs, who had been the Dean of Alumni and Students, stayed in the alumni area, and Shirley Strong was hired as Dean of Students, taking over an expanded student life area. Seeking to enhance the work done at CIIS in support of diversity, L'esa Guilian was appointed Director of Diversity and Human Resources, and a new position was added to the Human Resources Office to be responsible for the tasks previously performed by Dr. Guilian.

Responses to the July 2006 Commission Letter and Major Team Recommendations

The Commission identified a number of areas to be highlighted for the next review: financial planning and the development of nontuition revenue, faculty and staff growth and workload, diversity, and assessment and educational effectiveness. Assessment and educational effectiveness are the major focus of this report. The other issues and the major recommendations of the Capacity and Preparatory Review Team are addressed in Appendix B.

Integral Education Essay
[Standards 1, 2 and 4]

Introduction

That CIIS offers a distinctive approach to higher education is a viewpoint that is well recognized and often heard, both internally and externally. The quote from Parker Palmer at the beginning of this report represents one view of the nature of that distinctiveness, encapsulating its essence from the perspective of an expert in higher education considering the Institute from the outside. The inquiry on integral education that has been central to this Educational Effectiveness Review has corresponded to the Institute's attempt to consider systematically the nature of the education we strive to provide and so to understand better our achievements and challenges. In pursuing this inquiry, the intent has not been to bring everyone to consensus nor to provide a template for all of the academic programs. Instead, the goals have been:

- To encourage dialogue and the sharing of ideas to move programs, and CIIS as a whole, toward a more explicit understanding, and better public communication, of the education we seek to provide.

- To consider the diverse perspectives and models that claim a space under integral education and see if they can be formulated into a working model broad enough to encompass the Institute's range of practices and perspectives and focused enough to be meaningful.

- To identify dimensions of integral education and see how they inform different academic programs and the pedagogy used by faculty.

- To consider how integral goals impact the learning environments provided to our students.

- To understand how the programs and the institution as a whole enact in practice what is espoused philosophically.

- To better articulate CIIS's distinct vision and so be better able to assess how it is being achieved.

After seven faculty retreats, numerous colloquia and written articles (see the CD for some of the articles), and extensive formal and informal discussions, a fruitful dialogue has been created. We believe that dialogue has enabled us to better describe CIIS to the world, including prospective students, and to better understand our internal agreements and differences. These impacts can be seen in the *Uncovering the Heart of Higher Education* conference held last spring, in the participation of faculty and administrators in the national dialogue on integrative learning, in the approaches to assessment reported elsewhere in this report, and in the changes currently being made in the CIIS website and marketing materials.

This inquiry has, since its inception, honored the contested nature of the term "integral" and the corresponding necessity for CIIS to specify a pluralistic approach as explicitly as possible without generating a new dogma. CIIS has its roots in the integral yoga of Haridas Chaudhuri, its founder, and the teachings of Aurobindo and the Mother (Ryan, 2004). These thinkers emphasized the value of paradox and of multiple perspectives, approaches, and practices in

developing the potential for individual and societal transformation. Ken Wilber and his followers have more recently provided a comprehensive taxonomy and philosophy for the integration of multiple levels of human experience in education. Numerous other groups use the term "integral education" in an eclectic fashion, meaning roughly to include aspects of the whole person beyond the rational. Courses and curricula at CIIS include aspects of all three strands—which, is in itself a feature of how integral education is practiced here. CIIS stands out as an institution that is willing to engage a variety of perspectives on integral education without a perceived necessity to agree on a single theory of the world, norm, or standard. The possibility of engaging the third space, where dialogue occurs between seemingly incommensurable truths, is implicit in the original mission (Ryan, 2005). In this way, CIIS distinguishes itself from the many spiritually or religiously inspired colleges that claim to educate the whole person based on a priori revelation and a hermetically sealed ideology of truth.

CIIS as an institution neither desires to add another fundamentalism to public discourse nor to reflexively replicate the status quo of separation between disciplines, between theory and practice, and between intellect and spirit that characterizes and continually recreates a world in crisis (Bronson, 2004: Bronson & Gangadean, 2004). The vision is not merely a rejection of what is, for this would place CIIS in the unfortunate situation of being merely another alternative school, one where integral means simply "not mainstream" (Montuori, 2004). What we are naming integral education at its best encompasses what is normally sought in a good education with an added emphasis on personal and societal relevance, transdisciplinarity, and a mutual honoring of the modes of knowing glossed under mind, body, and spirit and inner and outer (or subjective and objective) realities (Ferrer, 2007). Integral education, like this inquiry, highlights metacognition, the ability to reflect critically on one's own thinking, identify limitations and address gaps by accessing multiple models and perspectives. It is not meant to be a static approach; faculty members are already suggesting that the next stage will include an ecological emphasis.

As this essay will show, the CIIS community actively works to "rejoin soul and role," to connect the search for personal meaning with work in the world. An aspiration "to think the world together rather than apart" (Palmer, 2006) is apparent in its sustained efforts to connect disciplines, communities, perspectives and cultures in diverse academic programs. Moreover, the inquiry into integral education, which is reported on here, has generated active self-reflection among a broad constituency of students, faculty, and staff across programs and functions. The research and institutional action associated with this theme has contributed to a revitalization of the CIIS academic culture and to raising its profile as a unique institution of higher learning. This report will showcase how the Institute is progressing towards a more tangible and robust understanding of the specific challenges and possibilities in the area of integral education and the assessment of integral education outcomes.

Integral Education and the Academic Programs

After several years of laying the groundwork, having the faculty look at integral education from different perspectives and through different experiences, the August 2006 faculty retreat was designed to focus the work more firmly at the program level. Working in program groups, faculty members were asked to connect program goals and integral education, to provide examples of integral education and identify types of student work that would be illustrative of how well the program was achieving its integral goals. It is important to note

here that elements of integral education have been implicit in many programs (such as Asian and Comparative Studies) and explicit in others (like Bachelor of Arts Completion) since their founding; integral education is certainly not new to CIIS programs.

Materials for the retreat noted that integral education could appear as:

- Subject matter that presents integral theories, research, or themes
- Approaches that emphasize integrative thinking: making connections between disciplines and part of disciplines; connecting the educational experiences of the student; connecting academic and applied work; connecting body, mind, and spirit
- Teaching practices that engage the whole student through: experiential learning; self-reflection; artistic representations; meditation; role playing; simulations
- Interventions that connect the student with real-world communities: internships; community projects; co-curricular activities; service learning

Data generated during the day revealed how each of these dimensions was, or was not, part of each academic program. The responses indicated that faculty perceived the academic programs, with few exceptions, to be inclusive of all four dimensions. The examples of integral education included on the CD show the variety of approaches.

> In Brant Cortright's Transpersonal and Integral Psychotherapy Class, students are required to write a 20- to 30-page paper in which they research and explicate a clinical topic through an integral lens. Some examples are: eating disorders viewed integrally, integral treatment modalities for addiction, wilderness therapy from an integral perspective. Brant has also just published a book on Integral Psychology.
>
> A student wrote on integrating therapy with wilderness experiences; in his research, he began to draw on different spiritual traditions as well as psychotherapeutic benefits. He has gone on to create a major organization in Marin County that offers vision quests to adolescents and adults. His paper allowed him a chance to put together his ideas about body, heart, mind, and spirit to create a therapeutic approach that is highly successful.

When asked about student work that would best inform understanding of how well the program is achieving its integral education goals, two-thirds of the programs responding identified the integrative papers, presentations, or portfolios now required of students in the context of the MA or BA capstone or the comprehensive examinations as the best assessment point. Faculty at CIIS have focused on culminating courses as the place to assess the achievement of integral learning outcomes, designing culminating projects that assume integration to have occurred. Integral education has at its core an emphasis on creating meaningful connections, on thinking the world together. Thus, the culminating experiences themselves are an important place for that to happen and the associated work products produced by students are critical sources of data for assessing how well this overarching goal is being achieved. This point will be discussed in detail in the essay on capstones. It is important to note that the work on culminating projects and on assessment have been mutually reinforcing.

As the East-West Psychology faculty noted,

> We are now working on developing the portfolio of student work. In our first
> read, the capstone portfolios have led us to look more closely at our curriculum
> and goals. It's become a surprisingly effective feedback mechanism.

Ascertaining Student and Faculty Experiences

With the exception of one event for students, most of the work with the concepts of integral
education has been done by faculty in retreats, meetings, and conferences. In seeking to
understand integral education as it is experienced at CIIS, the Integral Education Committee
was well aware that it needed to ascertain students' perceptions and experiences. Accordingly,
in fall 2006 the Committee began to design a two-pronged approach to gathering such data:
an electronic survey of all students and a series of focus groups with student organizations. For
comparative purposes, it was also decided to use the same instrument to survey the faculty.
The Bachelor of Arts Completion (BAC) program piloted the instrument with 97 percent of
students enrolled in their program and 100 percent of the core faculty to yield a rich and deep
portrait of integral education in practice (see BAC report). Integral Counseling Psychology
(ICP) also piloted the instrument. Both pilots found that students rated the program highly
on most of the dimensions reflective of integral education (the CD includes reports on these
pilots). Based on the productive discussions that were evoked and the promising results, the
Institute-wide inquiry was launched.

The survey included some relatively open-ended questions and a series of specific elements
whose presence in their program respondents were asked to assess. The idea was to see if
responses to the relatively open-ended questions converged with the delineated elements and
to identify gaps in the emergent working definition of integral education represented by the
elements. The results of this inquiry would eventually be reflected back to the community
and the committees who can act on the new knowledge.

Open-ended survey questions

1. What was the educational promise that brought you to your program and to CIIS?
What parts of the promise, if any, do you consider to be part of an integral education?

2. Where does your program practice these aspects of integral education and how well?

3. What three things do you want to say to the faculty or your program about the
education you are receiving?

Listing elements of integral education was an attempt to construct a broad but specific
characterization of the aspects of an integral education. Integral education at CIIS is like
Wittgenstein's family portrait, where no one feature is emphasized across all programs, but all
programs embody a family resemblance to one another. The working assumption was that
CIIS programs emphasize to varying degrees the following elements in their curriculum, co-
curriculum, and teaching and learning practices:

Congruence: *Program theory generates practices.*
Synergy: *Program practices support and enhance each other.*
Personal Growth: *Academic work fosters personal growth.*

***Difference**: Program provides space for difference to live in curriculum and classes.*
***Social Relevance**: Course material is connected meaningfully to social context.*
***Interface**: Bridges academic study and work in the world.*
***Multimodal**: Values diverse ways of knowing and being in the world.*
***Holistic**: Strives to honor the whole person (body, mind, spirit).*
***Interdisciplinary/Transdisciplinary**: Values inquiry that mindfully draws from and transcends disciplinary discourse as necessary.*

Well over 200 students responded to the face-to-face and online surveys, and 27 faculty members responded to the online survey. This represents approximately 18 percent of the student body and 44 percent of the core faculty, a robust sample. However, the size and distribution of the sample did limit the possibilities for examining differences among programs.

The Promise of a CIIS Education. Most of the student respondents specified multiple aspects to the promise that led them to CIIS, with a considerable emphasis on aspects of what we have been calling integral education. As can be seen in Table 1, 69 percent of the student responses corresponded to elements of integral education. Another 11 percent referred to the promise of a rigorous or professional education that also included aspects of integral education. Thus, most students indicated that they had specific expectations about the distinctiveness of CIIS that brought them to the Institute. One of the clearest and most complete articulations of the integral promise was from an Asian and Comparative Studies student:

> I was attracted by the promise of learning new ways of "touching" each other. I am using this term in the sense(s) elaborated by Jacques Derrida and Jean-Luc Nancy in the text *On Touching*, published in English in 2004 (first in France in 2000, Editions Galilee). As this text deals extensively with matters of the heart, with the relationship between the "I" and "the Other," I am referencing it as illustrative of the overall promise that CIIS seemed to offer—that of approaching education from this stance of hospitality, giving a welcoming and radical deep listening to issues of difference, community, and personal, as well as professional, development. My understanding of an integral education is that it honors the uniqueness of the individual within the inclusive community, another way of saying "acceptance of difference." Part of that promise also concerns a focus on community building through honoring the uniqueness of the individual. Finally, personal and professional development would be aspects of an integral education in terms of the interface between academic study and work in the world.

This student anticipated most of the dimensions that followed in the questionnaire, suggesting that the instrument was generally on the right track, at least with respect to this student's perceptions of the Asian and Comparative Studies program.

Table 1. Student and Faculty Descriptions of the Promise That Brought Them to CIIS

	Student	Percentage	Faculty	Percentage
Program specific characteristics	26	12.5	1	3.0
Attention to the whole self and personal development	19	9.1	3	9.1
Attention to transformation and multidimensional growth	13	6.3	0	0.0
Holistic attention to mind, body, spirit	25	12.0	7	21.2
Honors the uniqueness of the individual	1	0.5	0	0.0
Builds community	3	1.4	0	0.0
Attends to the intersection of the academic with work and the world	3	1.4	1	3.0
Education that is deep and broad	1	0.5	0	0.0
Incorporates multiple ways of learning	27	12.9	7	21.3
Includes spirituality	25	12.0	3	9.1
Multiple disciplines are in interaction	14	6.7	8	24.2
Is cutting edge in approach and content	2	1.0	0	0.0
Brings together East and West	10	4.8	2	6.1
Rigorous and professional plus integral aspects	23	11.1	1	3.0
Honors varied viewpoints	1	0.5	0	0.0
Attention to diversity and cultural inclusivity	3	1.4	0	0.0
The founding philosophy	1	0.5	0	0.0
Combines thought and social action	5	2.4	0	0.0
Feminist	2	1.0	0	0.0
Open minded	1	0.5	0	0.0
Small classes	2	1.0	0	0.0
Would be able to follow my agenda	1	0.5	0	0.0
	208	100	33	100

"Integral" for many students meant that CIIS had an approach that was holistic, honoring mind, body and spirit. As one student in the Clinical Psychology (PsyD) program wrote:

> The promise that brought me to CIIS was to take a holistic approach to psychotherapy. That is, an approach that embraces the spirit and the body as well as the mind and emotions. I think this is incredibly important and needed. I was also drawn by the promise of an experiential process-oriented education that helps us grow as individual beings, as well as informing our minds of intellectual information.

For others, "integral" meant the inclusion and honoring of multiple ways of knowing:

> The promise of an education that respects and incorporates diverse and varied ways of learning, understanding and knowing brought me here —particularly the experiential aspects of learning. I think an integral education should incorporate these qualities. I came to CIIS for its solid education (I didn't want some flaky

program), its location (i.e., in San Francisco, a progressive, life-transforming town), and most importantly, the focus on Eastern ideas and spirituality in psychology (the ICP program). To me, integral education is combining all people have learned about psychology and science in the West with what we have learned about psychology; in other words, the mind and emotions from the East, including experiential ways of understanding them in order to get a broader understanding of the human mind, emotions, and soul and how to guide those in need.

The Integral Counseling Psychology (ICP) student just quoted also referred to several other common themes: the inclusion of spirituality and the importance of the combination of an excellent professional program with these other characteristics.

It is important to recognize that aspects of integral education were not a primary motivating factor for all students. Some students came to study with individual faculty members or in a specific program or to learn particular material and perspectives without any thought of an encompassing notion of an integral education:

> I was most attracted by two things: the emphasis on paradigm change in the PCC program and the idea that EWP represented a leading exponent of Transpersonal Psychology. I was also excited by the association of Grof and Metzner with the school. I am in EWP and, although Metzner is gone, I am happy and impressed with the faculty I have found; I have also discovered the opportunity to pursue entheogen studies, anyway. I have some experience of PCC classes and am satisfied with their orientation. While I consider these elements "cutting edge," I didn't have an idea about integral education when I came, and I'm not sure that what I've described amounts to integral education, though certainly liberal and pluralistic . . .

The students described expectations of the nature of the education they would experience at CIIS in ways that were quite similar to the characteristics ascribed by faculty. Both groups emphasized the importance of holistic approaches incorporating mind, body, and spirit and multiple ways of learning. The faculty put relatively more emphasis on the importance of multiple disciplines than did students, while students were more apt to speak to the importance of spirituality.

The Suggested Elements of an Integral Education. Overall, there was considerable overlap between the aspects of integral education mentioned by the students and the elements listed in the survey. There were two major differences. Spirituality had a higher profile in the open-ended responses than in the list of elements where it was subsumed under holistic. That neither congruence nor synergy emerged from the open-ended responses about the promise that brought people to CIIS warrants further discussion about these terms and their meaning. They may be more descriptive of how effective a program is in being integral than of an element of integral education, per se. Although they did not mention it in the open-ended questions, the table below indicates that students found both elements largely present when prompted by the survey.

Table 2. Assessed Presence of Elements of Integral Education,
Percentage Distribution of Student and Faculty Responses

Dimension	Students		Faculty	
	Strongly Agree or Agree	Strongly Disagree or Disagree	Strongly Agree or Agree	Strongly Disagree or Disagree
Congruence	75.5	15.7	80	4
Synergy	71.3	11.5	92.3	0
Personal Growth	91.1	5	92.3	0
Difference	68.8	13	92.3	0
Social Relevance	80.4	7	84.7	3.9
Interface	63.7	16.6	96.2	0
Multimodal	80	9	92.3	0
Holistic	75	11.5	100	0
Interdisciplinary	72.4	9.2	80.8	3.9

Overall, the student respondents tended to agree or strongly agree that the delineated elements of integral education were reflective of the education they were receiving. As can be seen in Table 2, personal growth scored the highest with 91 percent of student respondents believing that it was built into their program. In all cases, the faculty more often perceived these elements to be reflective of their program than did the students. It should be noted that, on several elements, a significant minority of students, 11-17 percent, did not agree that their program provided that element in practice: interface, congruence, difference, synergy, and holism.

Some of the same factors came up in the parallel but independent survey that was conducted by EM2, the Institute's marketing consultant, in January 2007 (before the integral education survey was conducted). Among other things, that survey asked current students to define "integral." The 162 students who responded identified the following as elements of an integral education:

- Connecting and integrating mind, body, and spirit
- Multidisciplinary, interdisciplinary, multicultural
- Experiential
- Multimodal ways of learning and understanding
- Holistic
- East meets West

The EM2 research resulted in the drafting of an institutional promise designed to guide all marketing in its various manifestations. It reads as follows:

CIIS is a pioneering, student-centered academic community that integrates multiple ways of learning with inner experience to transform individuals, communities, and the world.

Note that it encapsulates aspects of integral education foregrounded in this essay and evoked in the Parker Palmer quote at the beginning of the report.

We were originally a degree in Integral Education, and although we have transitioned to a degree in Interdisciplinary Studies, we still practice Integral Education in each of our cohort weekends. For example, a cohort weekend (15 hours of face time on a Friday and Saturday) will almost always incorporate experiential work, visual or movement exercises, discussion on the readings, and small group work—introducing and reenforcing concepts and themes of the semester from multiple perspectives. A more specific example, I work with text Ecopsychology in our global studies curriculum. After reading 12-15 of the essays, students spend 5-6 hours out in the world on an experiential exercise examining their relationship to the urban and the "natural." I give them a 4- to 5-page handout, a sort of guide outlining where to go, what to look at, and pull out quotes/concepts from the text. Before returning to CIIS, they meet in small groups to discuss. After returning to CIIS, we have a large group discussion. I also hand out 12x12 collapsing white cardboard boxes and ask them to pick up material along the way. A visual assignment for the following week is to use the box as "container" to capture/re-present/synthesize the readings, discussion, experiential exercise in relation to contemporary ecology. (BAC faculty member)

Locating the Integral Elements. The faculty, in their responses to the questions about where and how well they practiced elements of integral education, tended to describe the integral aspects of their programs as being found in the curriculum as a whole and/or as emphasized in specific courses. The student responses were somewhat more diffuse, noting the curriculum, pedagogical approaches, and specific courses. It is important to note that an almost equal number of students indicated that their program was doing very well in meeting the promise of integral education as indicated that their program could do better. The small number of respondents in each program limits the analysis, but one observation that merits further

Table 3. Student and Faculty Description of the Practice of Integral Education in Academic Programs

	Student Responses	Percentage	Faculty Responses	Percentages
Very Well	30	17.15	5	20.00
In Specific Courses	21	12.00	7	28.00
In Pedagogical Approaches	23	13.14	0	0.00
In the Committment of Faculty	14	8.00	2	8.00
In the Structure of the Curriculum Structure	28	16.00	8	32.00
In Specific Assignments	7	4.00	2	8.00
Techniques	6	3.43	0	0.00
Could Do Better	29	16.57	1	4.00
Based on Student Input	1	0.57	0	0.00
In Allowing Classes to be Taken Outside	4	2.29	0	0.00
Other Concerns Expressed	7	4.00	0	0.00
Sometimes Goes Too Far	1	0.57	0	0.00
Student Can Use All of Self	1	0.57	0	0.00
Don't Know	1	0.57	0	0.00
Not Integrated with Other Programs	1	0.57	0	0.00
Guest Speakers	1	0.57	0	0.00

	175	99.99	25	100.00

attention: none of the responses from PsyD students described the program as doing very well on integral education and one-third noted that there was a need to do better. The struggle to meet the challenge of bringing together integral education and the professional expectations for a PsyD program have not been easy. Nevertheless, it is a worthy challenge as it promises to enrich both in the best spirit of the vision of the founders of CIIS. Professor Kaisa Puhakka, a faculty member in the program and member of the Integral Education Committee, has suggested that this tension would be most profitably addressed in the context of planned ongoing colloquia on the themes of integral education (e.g., personal growth, transdisciplinarity). See the essay "How can we have an APA-accredited PsyD Program in an Institute of Integral Studies?" on the CD for further insight into these issues.

Some of the elements of integral education have as their natural locus the curriculum as a whole rather than just a particular course or class that has an integral flavor. The boundaries of disciplines can be strategically challenged by a program without every class having to be inter- or transdisciplinary, per se. Congruence and synergy are also programmatic or curricular elements rather than dimensions of teaching. Some of the other elements depend mostly on the proclivities and orientations of instructors as to how they are expressed in classroom practice. This point will be taken up further under next steps.

By and large, the integral education dialogue has been about the formal academic setting: programs, teaching and learning, and classes. However, this is not to imply that integral learning and experiences only take place in the context of the classroom. One of the reference librarians, Eahr Joan, provides an example of the use of multiple ways of learning to build understanding of, and excitement about, library research.

> This integral mind-body-spirit worldview is symbolized and illustrated by the interrelationship of the ancient Celus Library at Ephesus, Turkey, and the deities Sophia and Episteme. Deity Episteme symbolizes epistemology or cognition, Sophia represents embodied wisdom, and the library is the arching spiritual sanctuary or temple where these deities come together and merge.

Attentiveness to Difference

Difference is included among the listed integral education elements, and in that context is described as something that is part of CIIS programs even though it only rarely emerged as part of the CIIS promise in the open-ended response data. Face-to-face inquiry with student groups generated considerable discussion of the element and a recognition of the importance of being more explicit about where and how it is honored in the curriculum. Discussants in these groups emphasized that the pursuit of integral does not mean a denial of difference in an attempt to impose a particular holistic, integrative viewpoint. For integral education to be truly responsive to a diverse world it must start "at home," with opportunities for ongoing, jointly designed inquiry and action among faculty, students, and staff on the issues that matter most.

In a context in which personal growth is emphasized, where intimate sharing among faculty

and students is often a way of enacting the formal curriculum, disclosing and engaging with difference mindfully are essential. In light of stories that faculty and students have related, bringing the personal into the classroom can be a greater challenge to the extent that those present are not genuinely mindful and respectful of the diverse experiences and backgrounds of everyone in the classroom. Faculty and alumni have shared experiences in this arena at the 5th Thursday Diversity Retreats, and examples of the disconnects that have occurred in classes and elsewhere have been presented in *Theater for Change*, an ongoing series of sociodramatic presentations based on diverse students' experiences at CIIS. Faculty members have asked for more support and more examples of how to successfully negotiate the challenges of responding to students' expressed concerns about difference. The imperative to build capacity in this area is obvious given our mission to prepare citizens, professionals, and leaders to work in a world increasingly recognizing its diversity.

It is perhaps not surprising that, of all the dimensions of an integral education, student groups constructed around difference found difference to be the most salient component, and they were even willing to commit to a substantial rethinking of CIIS practices towards this priority. A series of in-depth meetings and interviews with 31 student members of these campus groups from at least 10 academic programs were conducted and documented by a student researcher during spring of 2007. The students asked for continuing cross-program discussion on curricular issues, with faculty and students involved. They asked for attention as to how administrative and assessment processes (e.g., class evaluations, faculty recruitment, contract renewal, and promotion) could better be aligned with the commitment to the difference element of integral education. They considered difference a multidimensional concern that spans the content, method, and approach embodied in a program's curriculum and practices. The addition of this student research has opened promising new lines for dialogue and joint action across program, faculty, and student constituencies and is an index of the continuing institutional engagement that is the hallmark of a learning organization.

Summary and Recommendations

CIIS moved into this work on integral education out of a need to articulate better its educational vision and to involve faculty more across the Institute in a shared and deep dialogue about quality in education. This has been successful and has brought CIIS to the attention of the larger higher education community in new ways. By engaging the community around a CIIS vision of higher education, faculty in programs have been encouraged, and perceived themselves as able, to articulate learning outcomes that have reflected their real goals rather than generic ones. Discussing with and challenging each other about goals and academic quality are inherent to improvement. The work on integral education has honed our understanding of what we do and honored our origins in the work of Aurobindo, and Haridas Chauduri, without pushing us to a required definition or model of integral education. At times that possibility has seemed desirable, but in the end it seemed like it would be a diversion from our more basic goal: creating a context for a dialogue that will encourage continued improvement in education at CIIS. By articulating elements and dimensions of integral education, we have identified areas on which to focus attention that we believe will be fruitful in generating deep reflection and ongoing improvement. The unmanageably large arena of integral education has been organized into a working set of fractals, to use the term of Integral Education Committee member Alfonso Montuori, that is of units of theory and practice that are amenable to reflection, research, and action.

The Integral Education Committee, which has been an offshoot of the WASC process, has been a creative and intellectually vibrant group. It is ready to move into new areas. Among them is the establishment of regular colloquia each semester on specific integral dimensions and topics where students and faculty can present research and work toward publication. The first two events have been planned on personal growth and transdisciplinarity, reflecting a movement into dialogue focused on specific elements of integral education.

The years of sharing ideas, passions, and practices as well as the recent research projects, have made clear that individual faculty have approaches to integral teaching and learning that are exciting and should be shared. CIIS is looking at developing a Teaching Commons approach to support that sharing, further disseminate integral approaches to teaching and learning, and help move forward the work on difference.

The student groups have brought the topic of difference into the integral education dialogue, challenging us to think about some of our most cherished practices in terms of their meaning across differences. This dialogue needs to be encouraged, sustained, and broadened. The discussion with students about integral education has generated tremendous enthusiasm and energy and quick follow-up is in order to build on this momentum. The relevant standing committees (Curriculum and Academic Review Committee, Faculty Diversity Committee, Faculty Evaluation and Promotion Committee, and Faculty Executive Committee) seem to be the appropriate place to ensure focused attention on the various issues addressed by the students.

Even though CIIS emphasizes approaches to teaching and learning that integrate diverse bodies of knowledge, and it has not organized programs along traditional disciplinary lines, the organizational structure has been experienced as making it difficult for faculty in different programs to collaborate in their teaching. We are looking at setting aside funds each year to support university-level courses that would encourage cross-program and transdisciplinary dialogue through teaching teams from different programs and different integral approaches.

The integral education inquiry is central to the vision of CIIS. However, any inquiry becomes stale and unnoticeable if the same process is continually done. New approaches need to be developed. One possibility the Institute is considering is to create a program to bring groups of faculty to India to study the CIIS integral origins and to experience the Indian mix of spirituality and praxis. Another approach is the creation of task forces focusing on specific areas highlighted as central to the CIIS mission by both faculty and students: personal growth, transdisciplinarity, multiculturalism, education and social action, etc. These task forces will be led by faculty and include students, with a view to researching these areas and developing white papers, which would be discussed in public fora and eventually published.

CIIS has no shortage of capacity to reflect critically and deeply on its teaching and learning practices. Like many institutions we are challenging ourselves to demonstrate the long-term commitment required to initiate and sustain a genuine culture of evidence, transparency, and accountability. CIIS intends to continue to build its capacity to inquire systematically into its practices and then to act upon what has been found. Strong evidence has been presented in this report of a substantive, meaningful, and engaging inquiry into the core concerns of our community. This inquiry must be steadfastly connected to the real concerns of students and faculty and occur in a context that assures that it will result in positive change for its full

value for our community to be claimed.

Assessing Dissertation Proposals
[Standards 2 and 4]

In any academic year, CIIS has between 44 percent and 49 percent of its students enrolled in doctoral programs; thus any discussion of Educational Effectiveness at this institution has to consider the effectiveness of education at the doctoral level. As was noted in the Proposal submitted to WASC in 2004,

> Doctoral programs typically have a number of culminating experiences: qualifying examinations, dissertation proposals, and dissertations. Each of these reflects the student's increasing mastery of the subject matter and ability to work on an independent piece of scholarship. We have decided to focus particular attention at the present time on dissertation proposals as a way to improve the quality and consistency of the dissertations themselves and to create a link between proposal and program assessment (p. 9).

PhD programs require a doctoral dissertation as a central component of the work for the degree. The dissertation, however, is qualitatively different from the other degree requirements (e.g., courses, comprehensive exams). While the more structured study preceding the dissertation should help prepare a student to undertake the independent scholarship inherent to the dissertation, students face a significant transition as they move from coursework to the dissertation. The development of the dissertation proposal requires the student to plan how s/he will conduct the scholarly inquiry, and thus it serves as a support toward completing the process. By focusing attention on assessment and improving the quality of proposals, the intent has been to improve the quality of the final dissertation and to increase the likelihood of its being completed.

Creating the Dissertation Proposal Rubric

As was described in the Capacity and Preparatory Review Report (Essay 2b), the dissertation proposal rubric was created by the CIIS Research Committee after its members read and discussed one sample dissertation proposal from each doctoral program. The proposals were selected by program faculty from among those deemed to be excellent. The rubric thus was developed organically from dissertation work done by CIIS students and discussion that made explicit faculty quality standards. The intent was to create a way to articulate Institute-wide standards for dissertation proposals (and thus for dissertations); to focus faculty attention on all aspects of proposals; to assess the extent to which proposals were meeting CIIS standards; and to support the provision of systematic and formative feedback to students at a point in the dissertation process that could improve the final product. Having many interdisciplinary programs without a long history of disciplinary or established dissertation expectations, the creation of Institute-wide standards was particularly important to CIIS as was having a way to examine the extent to which doctoral students were being prepared for dissertation work. In the rubric, the faculty articulates standards across multiple characteristics for the purpose of assessing learning outcomes, but the goal is to have faculty consider dissertation proposals in their totality, not simply as an aggregation of parts.

The process of reviewing and discussing dissertations and developing the rubric led to important learning for the Committee: for example, members found, to their surprise, that all could add to the discussion of a proposal even when the topic was outside their fields. While all programs expected proposals to cover the same material, they differed in the extent to which they provided written guidelines for their students, and programs differed in the aspect of the dissertation proposal that was emphasized the most when evaluating proposals.

As can be seen in the written guidelines (available on the CD), dissertation proposals at CIIS are quite extensive. All programs expect a proposal to include a significant part of the dissertation: topic and research question, literature review, methodology, and expected outcomes. Additionally, there are other components required by some programs, such as Social and Cultural Anthropology, which ask the student to describe his/her engagement with the community being studied. The sharing of written expectations led some faculty to return to their programs with recommendations to improve the guidelines provided to students. All doctoral programs now have written guidelines.

Although every proposal discussed by the Research Committee had been chosen because it was considered by the program to be excellent, committee members always found aspects that could be improved. This experience is reflective of the holistic way in which proposals and dissertations are considered and particular components emphasized by each program. In creating the rubric, the Committee wanted to ensure that attention would be placed on all components, believing that this would lead to a better final dissertation and would aid the student in finishing the project. The Committee did not seek to have the rubric change the different emphases of each program.

The initial plan was to use the rubric to review doctoral dissertations in all PhD programs and in the PsyD program. With time, the scope was narrowed to the PhD programs. The PsyD program participated in the development of the rubric and includes it in its Handbook to help students understand faculty expectations for dissertation proposals. However, program faculty chose to focus their assessment efforts on approaches already put into place before adding another assessment vehicle. A report on PsyD assessment activities is provided on the CD.

The Broader Context

Considerations of quality in graduate programs most often focus on input measures rather than on output or student learning measures. However, a research project using focus groups of faculties in 74 disciplines at nine doctoral/research extensive universities provides criteria that compare to the CIIS rubric (Barbara Lovitts, 2006). Faculty participants described dissertations and their components in terms of four quality levels: *outstanding, very good, acceptable,* and *unacceptable*. The resulting lists of characteristics were not organized into a rubric, but there was considerable similarity between the characteristics identified with *outstanding* dissertations in the Lovitts work and those identified in the CIIS rubric with *excellent* dissertations. However, the characteristics identified in the CIIS rubric under *acceptable* were more similar to those identified with *very good* dissertations in the Lovitts study. Similarly, the CIIS characteristics under *poor* seem to describe a higher quality than did those in the Lovitts *unacceptable* list, more a combination of *acceptable* and *unacceptable*.

These differences seem to be a reflection of the differences in approach and goal. In creating the *acceptable* category, the CIIS committee was describing what it most often sees in dissertations; Lovitts' respondents indicated that the dissertations they most often see are those that can be described as *very good*. The Lovitts research suggests that CIIS standards are at least as high as those at more conventional doctoral universities.

Dissertation Proposals and Quality Control Processes

Over the last three academic years, (fall 2004 to summer 2007), 67 dissertation proposals have been approved at CIIS. As can be seen in Table 4, most programs had a relatively small number of dissertations proposals approved, limiting the possibilities for program-specific analysis.

Table 4. Number of Dissertation Proposals Approved by PhD Program, Fall 2004 to Summer 2007

Program	Number
Anthropology	5
East-West Psychology	11
Individualized Studies	5
Integral Studies: Traditional Knowledge*	1
Integral Studies: Women's Spirituality*	1
Philosophy and Religion	
Asian and Comparative Studies	6
Philosophy, Cosmology, and Consciousness	8
Women's Spirituality	5
Transformative Learning and Change*	22
Transformative Studies	3

*Programs under teach-out

The list of proposal topics and methodologies on the CD provides a good reflection of what the Research Committee meant in its introduction to the proposal rubric when it wrote:

> The School of Consciousness and Transformation supports and encourages a broad vision of scholarship, including the knowledge of existing research methodologies and/or the creative development of new ones. We frame our scholarly expectations within an integral view of education that strives to embody spirit, intellect, and wisdom in service to individuals, communities, and the Earth.

From the perspective of the Research Committee, it has also been useful to see the range of methods, as one of the Committee's goals is to ensure that CIIS offers a sufficient number and variety of research courses (a discussion of the methods and topics by Daniel Deslauriers, faculty member and chair of the Research Committee, is on the CD).

CIIS has long had a number of quality control mechanisms built into its PhD dissertation process. Every dissertation committee includes an external member with expertise in the specific area who considers both the proposal and the final dissertation. External members must be approved by the dissertation chair, the program director, and the Academic Vice President. The external member brings to the work his/her expertise, standards, and expectations. The external members for the fall 2004 to summer 2007 proposals, represented

35 different universities in addition to research and other organizations, as well as individuals in private practice. The dissertation proposal itself also has to be approved by the program director and Academic Vice President (AVP). The AVP reports that the rubric has been an important aide to her in this process (a completed rubric must be submitted with the proposal). It provides a comparative framework and a clear basis with which to discuss concerns about the few proposals (three) she has been unwilling to sign. In those cases, having an agreed-upon set of standards moved the disagreement out of one of personal difference and provided a basis for coming to consensus and developing a plan to address the concerns.

The Rubric Results

The rubrics from the 34 dissertation proposals approved during the 2005-06 academic year and the 20 approved during 2006-07 were aggregated and the results analyzed. The aggregate numbers are available by program (see report on the CD), but most of the numbers are too small to allow for program specific analysis. Completed rubrics were submitted when the committee chair signed off on the proposal and moved it forward to the program director and AVP. The evaluations thus take place after the student has been working with faculty on the proposal for some time.

For the most part, the evaluations were distributed between acceptable and excellent. Nothing was rated as poor in the inquiry/topic and research question areas; no more than one rating of poor was found in the other categories. Many faculty members believe that a proposal could not, or should not, be approved if it was rated as poor in any area. The fairly equal distribution between the excellent and acceptable categories raises the question of whether there has been a tendency to inflate the evaluations. A number of faculty members have suggested that more than three categories are needed; a finer delineation might provide a more nuanced response. Given the size of the proposals, the Research Committee did not try to train faculty to use the rubric; future use would benefit from training and reaching consensus on how to rate proposals.

Although in most areas the evaluations were evenly balanced between *excellent* and *acceptable*, there were three criteria in which proposals were more often rated as *excellent* than as *adequate:*

> Inquiry/Topic: Unique and creative (31 excellent, 18 acceptable)
> Inquiry/Topic: Multiple levels of relevance (35 excellent, 15 acceptable)
> Methodology: Systematically suited to question (30 excellent, 19 acceptable)

Similarly, there were eight areas in which proposals were more often rated as acceptable than as excellent:

> Review of Literature: Sophisticated relationships (17 excellent, 29 acceptable)
> Review of Literature: Multiple citations (18.5 excellent, 30.5 acceptable)
> Review of Literature: Reframes existing controversies (17 excellent, 28 acceptable)
> Review of Literature: Clearly articulates rationale (17.5 excellent, 29.5 acceptable)
> Methodology: High level of critical thinking (19.5 excellent, 25.5 acceptable)
> Methodology: Cogent, elegant, transparent (20.5 excellent, 26.5 acceptable)
> Limitations (13.5 excellent, 32.5 acceptable; 9.5 excellent, 34.5 acceptable)
> Expected Outcomes: Answers "so what?" (21 excellent, 31 acceptable)

This list suggests that further work should be done on preparation for literature reviews and

for discussing the limitations inherent in research projects and in the guidelines for these sections of the proposal.

While the rubric was developed as an aid in the review of dissertation proposals, the doctoral programs quickly acted to make it widely available to students as well as to faculty. It was seen as a way to help students know and understand the standards by which their dissertation proposals would be evaluated. As such, it became a learning tool as well as an assessment tool. The rubric was posted on the Internet (see pathway.ciis.edu/ics/ Academics) and included as part of the *School for Consciousness and Transformation Thesis and Dissertation Policies and Procedures Manual* and the *PsyD Dissertation Manual*. The seven doctoral programs decided to give the rubric to their students before they began work on their dissertation proposals (see "Modes of Distribution" on the CD).

Program directors have found the rubric to be helpful as a way to delineate standards, help students have more focus in their proposal and dissertation writing, and reduce the number of anxious questions, and perhaps anxiety, about proposal expectations. In the East-West Psychology program, the rubric was used in the program review self-study and has been a tool for talking about expectations and academic rigor. In the Social and Cultural Anthropology Program, it has been used for curriculum review to reflect on where each criterion is included in the curriculum.

Given the wide distribution of the rubric, the Research Committee hypothesized that it might be serving as a way to help students to develop an internalized understanding of excellence as an independent scholar. Accordingly, the Committee developed a research study to better understand the impact of the rubric on student work and understanding.

Spring 2006 Research Project

In considering the rubric, the Research Committee recognized that it had become more than an assessment instrument and needed to be considered as an intervention as well as a tool for formative assessment. The large-scale distribution of the rubric has made the evaluation of dissertation proposals more transparent and has, perhaps, played a role in the development of doctoral students into independent scholars, a transformation that requires the student to internalize scholarly standards. In order to consider this hypothesis, the Research Committee designed a project to interview three students from each PhD program (18 in total were selected, but 14 consented to be interviewed) who were at the proposal stage in 2006-07 and to survey the 60 PhD students who were enrolled in proposal writing courses during 2006-07.

The interview protocol asked the 14 students to speak in depth about their understanding of what is an excellent dissertation. Their descriptions were consistent with the standards explicated by the rubric, often adding specifics that connected to the impact the work would have in the world:

> [The work] has to push the envelope—offer something new and innovative; it must consider race, gender, sexuality, class, time, space. (Philosophy, Cosmology, and Consciousness student)

> [A good dissertation] should help institutions run better, be applicable, and should have an impact, affect people's lives . . . contribute to the alleviation of human

suffering. (Philosophy, Cosmology, and Consciousness student)

> It has to impact on the way people do things, address something actually going on in the world, taking a critical approach to the social context of where the dissertation is written, attentive to social power structures, and able to address the mechanisms of resistance to the content of the dissertation. (Transformative Studies student)

Other comments addressed attributes that were specific to the nature and goals of the student's program:

> [A good dissertation] has a clear understanding of who I am and what my stance is, that there isn't "objective" scholarship; it must be able to discuss the controversies in the field, articulate the differences between a womanist and feminist [methodologies]. (Women's Spirituality student).

Not all of the interviewed students were equally aware of the rubric. It appears as though those students who were in proposal writing courses prior to fall 2006 had less exposure to it than did students enrolled in fall 2006. The key variables associated with the usefulness of the rubric to students seem to have been: (a) how and when the student was introduced and engaged with the rubric by the instructor(s); (b) the frame in which it was introduced by the instructor(s) (i.e., as an assessment tool, as a tool for learning); and (c) whether its use was modeled through application to specific exemplars with subsequent discussion (as occurred in East-West Psychology and Women's Spirituality classes). When the rubric was introduced late in the process, its value as a learning tool was more minimal. Students have been more apt to use the rubric in support of their dissertation work when it was introduced as a learning tool with appropriate modeling and with use over time in the context of feedback. Without such actions the rubric was more apt to function solely as an assessment at the final stage of the proposal-submission process.

Relevant to the value of the rubric as an intervention, five of the 14 students who were interviewed noted that the rubric helped them to reflect critically on the process of thinking and writing in ways that they wouldn't otherwise:

> The rubric helped me to focus on the structure of the dissertation and not only on the content, [for instance], I worked harder on doing a good literature review. I came to understand how important it was to my work. In the area of methodologies, I had methodologies coursework with A. Chatterji (postcolonial, anthropological), L. Birnbaum (womanist methodologies), and J. Ferrer (transpersonal), which helped me more than any class I took. Because of these classes and faculty, I felt stronger in methodology and theory; worked more with multiplicity, difference, diversity; and worked with the idea of the sacred as contextualized and localized [in my dissertation research]. (Philosophy, Cosmology, and Consciousness student)

The other students spoke more to the impact of specific faculty members in helping them become better scholars.

The range of responses and the key factors apparently at work indicate that CIIS doctoral

students will benefit by being introduced to the rubric more formally as a learning tool as well as a tool for formative and summative assessment. The Teaching Commons as described in the last essay would be useful here as a way for programs to share their work. For example, Professor Jorge Ferrer of East-West Psychology, who bore no formal relationship with the rubric development, apparently embraced its use to the point of applying it to his own work in a modeling exercise with students. The Teaching Commons would be a place for him to highlight more publicly how he finds value in its use as a way of encouraging faculty members to explore how they might enhance their own attempts to make the implicit explicit.

In general, the students responding to the online survey and face-to-face interviews (n=22 or 33 percent of a total possible population of 66) considered themselves to have been well prepared to write their dissertation proposals (see Table 5 below). The reported weakest area of preparation was to "prepare documents that meet scholarly norms in format and organization," with 15.8 percent of the respondents indicating that the preparation was very poor in this area. Such difficulties become even more important in finalizing the dissertation; CIIS has required students to engage a technical editor to ensure that the final document meets format norms. The Director of the Library has been an advocate for much earlier introduction to issues of style and format in classes, and her unit has significant firsthand experience with students' problems in this area at all stages of dissertation work. It would be useful if the faculty, technical editors, and library staff jointly discussed how to prepare students in this area. The two areas in which students most often indicated that they were very well prepared (finding their own voice and choosing an appropriate methodology or theoretical framework) are also noteworthy.

Table 5. Student Evaluation of Preparation for Dissertation Writing

Question: How well did your programs prepare you to:	Very Well	Well	Neutral	Poorly	Very Poorly	Skipped Question
Frame a research question or inquiry?	57.1% (12)	19.1% (4)	9.5% (2)	9.5% (2)	4.8% (1)	1
Conduct a review of literature (drawing from relevant sources to establish an intellectual context and background for the research)?	47.6% (10)	38.1% (8)	4.8% (1)	14.3% (2)	0% (0)	1
Choose and implement an appropriate methodology (or theoretical frameworks by which knowledge will be constructed)?	61.9% (13)	19.1% (4)	4.8% (1)	14.3% (3)	0% (0)	1
Discern and articulate the limitations of the proposed research?	40% (8)	25% (5)	15% (3)	20% (4)	0% (0)	2
Anticipate potential significance of outcomes and results?	25% (5)	50% (10)	10% (2)	15% (3)	0% (0)	2
Prepare documents that meet scholarly norms in format and organization?	35% (7)	25% (5)	20% (4)	5% (1)	15% (3)	2
Find your own voice and a scholarly style that is authentic and esthetically satisfying?	57.1% (12)	19.1% (4)	14.3% (3)	4.8% (1)	4.8% (1)	1

Conclusions

CIIS's work with its dissertation proposal rubric has served to give the Institute a set of clearly articulated standards for dissertation work. In meeting the standards of the rubric, students design and write to all the aspects of the proposal. The faculty believes that this discipline is invaluable when students enter the data-collection and analysis phase; it clarifies what is needed to complete the dissertation.

Thus far, the aggregation of rubric results suggests that students are well prepared to successfully undertake dissertation proposal work while more attention needs to be given to preparation for literature reviews and discussing study limitations. Although not reflected in the aggregated rubric results, an additional area for attention emerged from the percentage of students reporting a need for better preparation to meet scholarly expectations for format and organization. It is important to recognize that the rubric does not allow for discrimination between those who write an acceptable or excellent proposal easily and those who require more time and faculty support to do so.

The Research Committee will consider whether adding more categories on the *excellent, acceptable, poor* continuum would lead to faculty making finer discriminations in the quality of proposals or whether this can be achieved by providing training for faculty in the use of the rubric. Discussion is also needed as to whether too many criteria have been included in some categories; would all of the cells more often be filled if there were fewer criteria? In addition, the rubric's use would benefit from a written set of instructions to accompany the packet sent to external reviewers and made available to faculty.

In order to claim greater value from the rubric as an intervention as well as an assessment tool, there is a need to reintroduce the rubric to students and faculty as a tool for facilitating learning as well as for assessment. The formal recognition of its importance as a support for students in making the transition to independent scholarship will help faculty members develop and share creative and effective ways to bring it to students. Archived rubrics over time can provide programs with data for their periodic program-review process and should be listed in possible data sources in the Program Review Manual. The rubric can also help programs establish common understandings across diverse faculty of what the dissertation should be. Successful stories should be more widely collected and disseminated internally.

One of the first steps in considering an institution's educational effectiveness is to determine the type and level of learning that is expected. In creating the rubric, the CIIS Research Committee members were able to step out of the frameworks of their programs and engage educational goals across programs. This has been important both to support student learning and to assess it.

Capstone and Assessment Essay
[Standards 2 and 4]

Introduction: Framing the Capstone Process at CIIS in Practical and Intellectual Terms

> In the capstone course, students disengage (i.e., separate) from the undergraduate status and existential condition and reemerge (i.e., incorporate) as graduates prepared to assess critically and act responsibly in civil society. Thus, the capstone course provides the liminal threshold at which students change their status. (Durel 1993, 223)

While the above quote pertains to undergraduate education and is directly relevant to the Bachelor of Arts Completion Program, the same may be said for capstone courses and experiences in a graduate context, with an emphasis not simply on preparation for citizenship but on preparation for specific professional work within a community-of-practice. For CIIS, however, the capstone is this and more. It is the quintessentially integral component in an integral education. It is the place where the student is asked to bring together his/her learning; it is a symbol that communicates that the student will be expected to undertake this kind of integration. The capstone is also a privileged site for assessment and reflection on how well each program is achieving its stated learning outcomes and preparing students for their next steps. As a group of faculty wrote at the fall 2007 retreat, "There is a strong commitment to assessment and reflection among students and faculty; the capstone is one critical place where this occurs."

This essay is a report on the efforts at CIIS to examine how programs provide for a culminating, integrative experience at the BA and MA level beyond completing coursework. Using the criteria inherent in the WASC rubrics for the Educational Effectiveness Review and the professional literature, we assess the relevant curriculum and assessment efforts that have been enacted within programs over the past few years. At the same time, it is important to remember that these courses have been chosen as a focal point for assessment because of their importance to an integral education. As the syllabi for these courses make clear (see the CD), program faculty have developed a variety of ways to bring together not only cognitive learning but also personal development, meta-understanding of self-growth, community support, diverse ways of knowing, and social relevance. The capstones and assessment activities can be, and are, evaluated in terms of standards conventional to higher education but would not be considered successful at CIIS if they addressed only those standards without also advancing integral goals.

According to Wagenaar (1993), an effective capstone depends integrally on the design of the entire curriculum, of which the capstone is only a part. The capstone should be inherently interdisciplinary, requiring application of theory and method and building on prior knowledge taught within the program. The ideal format is the seminar, ideally with fewer than 15 students (as is usual at CIIS). There can be occasional lectures, but the instructor should "play the role of a coach and the students play the role of instructor for each other. The experience itself becomes as important as the products contributed by students." (Wagenaar 1993, 211-212). The process of course design should include the entire faculty in the program (Wagenaar 1993, 212).

Activities suggested as appropriate to the capstone curriculum include: reviewing journals;

comparing and contrasting the inquiry processes of journal articles with authors from other disciplines; writing research papers; keeping a journal; writing what Wagenaar calls "what if" papers; critiquing and rewriting papers; presenting work to the class; reading and critiquing the work of other students; and designing and implementing group projects (Wagenaar 1993, 2l3; Durel 1993, 224). A key component in integrating knowledge or, in Durel's words, "creating a rite of passage" is the experience of presenting one's work. It is through this process of sharing and receiving critiques that knowledge is integrated and made active.

Supporting documents on the capstone process (See Capstone Reports and Integrative Seminar Syllabi on the CD) show that CIIS programs generally include these opportunities at an appropriate degree of rigor for BA and MA programs (for example, the requirement to write a paper publishable in a peer-reviewed journal rather than just a synthesizing paper). All programs at CIIS involved the entire core faculty in the design/redesign of capstone courses and experiences. Most incorporate collaborative teaching (East-West Psychology; Social and Cultural Anthropology; Philosophy, Cosmology, and Consciousness; Women's Spirituality; Integrative Health Studies; Bachelor of Arts; and Drama Therapy have decided to move to a collaborative approach). Many require students to report on research undertaken in the course of the program or to document and present professional case studies or community action projects (Social and Cultural Anthropology; Transformative Studies; Integral Counseling Psychology; Somatic Psychology; Expressive Arts Therapy; Drama Therapy; and Integrative Health Studies). Peer review of drafts and final products is routine (Social and Cultural Anthropology; East-West Psychology; Philosophy, Cosmology, and Consciousness; Somatic Psychology; Transformative Studies; and Women's Spirituality).

Professional portfolios have been in use for eight years in one program (Social and Cultural Anthropology) where the faculty and students have found them to be extremely effective in integrating past learning and framing a plan for next steps as a professional. One MA graduate of the Social and Cultural Anthropology program received a tenure track position at a major Brazilian university (from a field of 500 mostly PhDs) in 2002 based solely on the contents of his portfolio and professional presentation. Portfolios also provide a built-in archive by which to document and analyze trends in student achievement over time and to enact and then assess curricular adjustments based on what has been learned.

With the portfolio launched as a cultural meme, other programs have followed suit and are in various stages of piloting and implementation in AY 2007-2008. Assembling and presenting the portfolio has shown itself to be a substantive educational experience and a workable alternative to the disappearing Master's thesis and defense (Philosophy, Cosmology, Consciousness; East-West Psychology; and Somatic Psychology). The drafting of portfolio elements offers ample opportunity for mentoring and formative feedback (as in the Somatic Psychology program, where a substantial draft of the integrative paper is carefully reviewed and returned for complete rewriting as an element of the portfolio). Elements of the portfolio are ideal for assessing the aggregate performance of students on key learning outcomes and are being employed in this capacity in programs (Social and Cultural Anthropology, East-West Psychology; Somatic Psychology; Philosophy, Cosmology, Consciousness; Somatic Psychology; Philosophy, Cosmology, Consciousness; Integrative Health Studies; and Expressive Arts Therapy). The portfolio option is being revived or offered on a pilot basis in other programs (Women's Spirituality and Integral Counseling Psychology).

The element of public performance and the rite of passage have been institutionalized for some time in some programs. Thus, in Somatic Psychology, students present a professional case study to a public audience; in Expressive Arts Therapy, students have an arts presentation; in Drama Therapy, they can choose a self-revelatory performance or a paper that must also be presented in public; in Social and Cultural Anthropology, students reflect publicly on their portfolios and what they have learned as anthropologists. In programs where portfolios are the final product, the public presentation of the portfolio takes the place of the thesis defense and allows the graduating student to perform the role of professional before a community of peers (Social and Cultural Anthropology; East-West Psychology; Philosophy, Cosmology, Consciousness; and Integrative Health Studies).

In addition to the features that Wagenaar has identified, the CIIS approach to the capstone experience includes an emphasis on elements of an integral education explicitly valued within each program (personal growth, social relevance, etc.—see "Integral Education" essay). The excitement and robustness of individual and group learning that routinely occurs in the context of the culminating experience is hard to capture in a report focusing on formal assessment. For example, Professor Carol Whitfield reports that in the East-West Psychology integrative seminar, students engage in a visioning process congruent with the experiential emphasis in the program to see their next steps as people and professionals. A parallel consideration of the associated syllabi and program assessment reports supplement this essay with important details to counterbalance the admittedly wide-angle view taken here. The faculty respondents to an earlier draft of this essay wanted to highlight how the assessment process was valuable to them only inasmuch as it initiated a collaborative, focused, and sustained discussion of student work with respect to their desired outcomes. CIIS faculty is reluctant to create a regime of assessment that does not hold at its core the spirit and values that make this community possible.

The distinctness of the challenges for assessment for the School of Consciousness and Transformation and the School of Professional Psychology programs should also be highlighted. Simply put, the School of Professional Psychology programs have built-in benchmarks and measures of effectiveness as required by the Board of Behavioral Services, the California Board of Psychology, and the American Psychological Association (APA). Information on the rates at which CIIS graduates pass the Marriage and Family Therapy and Clinical Psychology licensure examinations (see the CD for these data) are a matter of public record. Students' progress in practica sites are systematically documented and routinely reviewed by clinical supervisors and faculty. A specialized accrediting agency (APA) oversees the doctoral program housed in the school. By contrast, the School of Consciousness and Transformation programs do not have a clear set of externally established validated benchmarks by which to guide their capstone assessment efforts, i.e., there are no established norms for what an MA in East-West Psychology should consist of.

Assessing the Assessment: Report on Capstone Research

As CIIS proposed to WASC, beginning in 2003 all BA and MA programs were required to review their current capstone or existing culminating experience, if any, and to describe how they would assess the integration of student learning beyond coursework. They were asked to do so in the context of their articulation of student learning outcomes for each degree level. This in and of itself proved to be a substantial intervention. Two programs used the opportunity to design a capstone course where there was none before (Philosophy,

Cosmology, Consciousness; East-West Psychology). Another program (Integral Counseling Psychology) completely redesigned an integrative seminar in a collaborative process that involved all core faculty members. The new faculty member originally assigned to take the lead in the redesign consulted extensively with the Director of Academic Assessment and the chair of the Somatic Psychology Department. Integral Counseling Psychology ended up aligning its capstone syllabus with that of its sister program, Somatic Psychology, which has extensive experience with its capstone and with assessment, generally. (The new Integral Counseling Psychology course began in summer 2007). New programs were launched in the School of Consciousness and Transformation, with the integrative components already in place (Integrative Health Studies, and Transformative Leadership), and faculty in these programs benefited from hearing and seeing what others had already done. This initiative helped generate institutional impetus and capacity to make needed changes to bring new faculty into the evolving culture of assessment. These are some early indications that the hoped-for Teaching Commons has begun to take shape and that a culture of assessment has begun to take hold at CIIS.

These observations are in the present context accompanied by a more rigorous evaluation of where individual programs stand in their assessment efforts. This evaluation will optimally occur with an eye as to how assessment can be strengthened in each category. A list of criteria, distilled from WASC's documents and our forementioned literature review, was created to serve as the basis for evaluation of the assessment projects completed or underway. Faculty were asked to rate their programs and the institution as a whole at the fall 2007 faculty retreat, using the WASC rubrics, and to identify what steps they would take to advance their programs to the next stage in the developmental rubric. A description of the six criteria is available on the CD.

Authenticity. From the beginning, CIIS administration (Director of Academic Assessment; Academic Vice President) and the Curriculum and Academic Review Committee (CARC) have encouraged programs to ask questions of themselves that are meaningful and grounded in their own sense of what is most important in their practice as faculty and mentors. As a result, the efforts described so far reflect a genuine willingness to take on the big questions in many programs with real creativity emerging. For example, the Expressive Arts Therapy, Drama Therapy, and Bachelor of Arts Completion programs have all developed innovative ways of assessing nontextual student work (art, performance) that is essential to their programs' ability to assess achievement. Social and Cultural Anthropology is asking how well its students are being prepared as scholar-activists through a systematic review of an integrative paper that requires all graduating students to connect theory and practice in the world as they reflect on their placements in community service settings.

CIIS has a range of responses to the institutional imperative to assess student learning at the BA and MA levels that range from Asian and Comparative Studies, which is at the pilot stage, and Bachelor of Arts Completion and Somatic Psychology, which have demonstrated the benefit to their faculty and have viable ongoing protocols for the collective review of culminating student work according to established (if evolving) criteria. The challenge for CIIS will be to help the programs that are strong in capstone assessment get stronger and to showcase their work (see Teaching Commons below) as models for programs that are still finding their way. The lack of sufficient faculty mentors is a limiting factor here.

Appropriate Data Sources and Triangulation. CIIS programs have emphasized the collective review of student work as the core inquiry for the capstone research project (Transformative Studies; Philosophy, Cosmology, Consciousness; Social and Cultural Anthropology; Somatic Psychology; Expressive Arts Therapy; Drama Therapy; Integrative Health Studies; and East-West Psychology). Student work at this culminating stage is the most reliable and authentic index of cumulative student learning available to programs. In addition, surveys have been collected from Expressive Arts Therapy alumni and Philosophy, Cosmology, Consciousness students in order to assess learning in the integrative seminars and to elicit possibilities for improving the curriculum. Rubrics have also been employed to conduct a comprehensive evaluation of student presentations and written work (Transformative Studies; Integrative Health Studies; East-West Psychology). In one case (Drama Therapy), professional outside reviewers were included in the sampling.

Somatic Psychology and Expressive Arts Therapy leading the way in the use of multiple sources. Student papers and final presentations are assessed separately in Somatic Psychology, with the presentations rated by students and faculty present at the public event; the results are compared and aggregated. Expressive Arts Therapy correlates the assessments of group supervisors with ratings of final papers and presentations. Videos of student work and presentations are jointly analyzed by faculty in Somatic Psychology and Drama Therapy.

Somatic Psychology has discovered that augmenting its system of ratings for integrative theoretical papers to include other data sources has led to a thicker and deeper record of student learning:

> By tracking and aggregating student difficulties in the learning processes of the Integrative Seminar (through a system of note taking by instructor), gaps in learning in the program as a whole can also be identified. Student scores on the evaluation form (for presentations and paper) are aggregated. These scores are then compared to the aggregations on practicum supervisor evaluations. All of this is reflected upon as program curriculum and pedagogies are reviewed. (Somatic Psychology Report, p. 3)

Somatic Psychology has clearly developed a mature and robust research process involving multiple data sources, one that provides a solid platform for ongoing evaluation of how the program is achieving its goals.

CIIS programs with integrative seminars have plenty of appropriate and authentic data to work with and they have displayed creativity in addressing some novel assessment problems (e.g., "How do you assess a self-revelatory performance as evidence of the candidate's capacity to work as a drama therapist?" See Drama Therapy report.).

Appropriate design and instruments. Overall, CIIS is beginning to realize its potential for self-study and improvement through the systematic assessment of learning outcomes. The practice of deep reflection on program and individual success has been part of the CIIS culture, but that reflection has not always been formal and systematic. As a result, initial assessment efforts reported here vary in design and methods, in how well they are documented, and in the evolving quality and sensitivity of instruments employed such as rubrics and surveys.

A majority of programs employ some kind of rubric or skills survey to rate and aggregate assessments of student work (Social and Cultural Anthropology; Philosophy, Cosmology, Consciousness; Expressive Arts Therapy; Drama Therapy; Bachelor of Arts Completion; Somatic Psychology; Integrative Health Studies; and East-West Psychology). Other programs have such rubrics under development based on open-ended, qualitative evaluations currently in use (Women's Spirituality; Philosophy, Cosmology, Consciousness; and Transformative Studies). Several programs have already revised the forms they were using as a result of experience in multiple iterations (Drama Therapy; Bachelor of Arts Completion; and Expressive Arts Therapy). Others have identified the need to do so. The program director of Integrative Health Studies discovered that virtually all but one of her eight students were "excellent or nearly excellent" on virtually all rated dimensions in a recent pilot of a peer evaluation form. She writes:

> We will improve our evaluation forms with further data analysis once we have a larger sample. We may drop some questions and add others, and we will continue to explore what areas of assessment these peer evaluations can support. (Integrative Health Studies Assessment Report, p. 3).

In technical terms, she is recognizing the need to redesign her instrument to be more ecologically and internally valid, perhaps, as she mentions later in the report, by including more subscales in order to derive a meaningful deviation in results across students. These efforts would also benefit from a more explicit discussion about what is being evaluated and an attempt to establish some kind of norming or inter-rater reliability for survey items.

Not surprisingly, the programs in the School of Professional Psychology whose faculty have more of a social science research background have designed and refined some of the most sophisticated instruments being used to assess student learning at CIIS outside of the dissertation proposal rubric (e.g., Somatic Psychology's rubrics for assessing students' integrative papers "Towards a Theory and Practice of Somatic Psychotherapy," Expressive Arts Therapy, and Drama Therapy's work in assessing nontextual work).

Expressive Arts Therapy writes:

> In 2006, we expanded the capstone assessment. In addition to the aggregated data from the Integrative Seminar, we asked the Expressive Arts Therapy faculty who lead group supervision to rate each student and then aggregate that data. We then had a comparison between the two measures. This spring we will be entering our third year of Capstone Assessment (p. 2)

Expressive Art Therapy's assessment of student work is now being triangulated with the group supervisors' evaluation of students' work in the practicum setting, greatly thickening the research record. Expressive Arts Therapy assessment efforts encompass more than just accumulating and aggregating rating of students' written and nonwritten work (an important but preliminary step). They also have at hand documentation on the preparation of students to actually work as therapists in clinical settings prepared by their own core faculty according to agreed-upon standards.

Participation/Inter-rater Reliability. CIIS has a common challenge with other universities in recruiting faculty to do the work of assessment. Too often, assessment ends up being the work of one or two people in a department and the rest of the faculty are relieved to not be involved. On a technical level, best practice requires an accounting of inter-rater reliability, which in turn requires multiple raters and a process for reconciling and aggregating their responses.

CIIS has done reasonably well in this regard, given the small size of most programs and the many constraints on faculty time, especially that of program directors who are usually most impacted by such administrative initiatives. Participation of most, or the entire, core faculty and sometimes students in the capstone assessment process is the norm (Somatic Psychology; Social and Cultural Anthropology; Women's Spirituality; Integrative Health Studies; Somatic Psychology; Expressive Arts Therapy; Drama Therapy; East-West Psychology; and Transformative Studies). In one program, adjuncts are intimately involved (Bachelor of Arts Completion). Some programs, as noted, do not have assessment protocols in place that attend to inter-rater reliability (Asian and Comparative Studies; Philosophy, Cosmology, Consciousness; Women's Spirituality). This is because they are in the early stages of developing rubrics for their various culminating projects (The Bachelor of Arts Completion program is also moving from a qualitative questionnaire to a more rubriclike instrument). Formal attention to norming and inter-rater reliability of ratings is occurring routinely in some programs (Social and Cultural Anthropology; Drama Therapy; Expressive Arts Therapy; Somatic Psychology; and East-West Psychology).

Aggregation. As is generally true, one of the more difficult concepts for some faculty to accept has been the idea that they must transcend the student as the unit of analysis and begin to think of achievement in aggregate, i.e., at the program level. In some cases, small sample size (n<5) makes formal aggregation relatively moot because any trends observed would be hard to disentangle from the unique learning trajectories of individual students and may not be reliably connected to the curriculum.

Nevertheless, programs are being encouraged to keep trying different approaches for assessing students' capstone work that will converge on a program-level profile of how well they are achieving their goals. Even with a small sample size, the aggregate perspective is essential for programs as they assess their educational effectiveness and will continue to be emphasized as a point of development moving forward.

Several pilots and ongoing assessment efforts have included aggregation as part of their design (Social and Cultural Anthropology; Somatic Psychology; and Drama Therapy), although thus far the aggregation has tended to foreground problems with the design of the instrument rather than findings that emerge from the aggregation, per se. Thus, the Bachelor of Arts Completion program reports that its current set of forms (that depend on narrative evaluations without scales of rubrics) are difficult to aggregate and analyze for meaningful patterns across an entire cohort. Nevertheless, meaningful program-level concerns have emerged, such as the need for a clearer set of standards for how adjuncts evaluate student work (Bachelor of Arts Completion). Somatic Psychology is building a rich student-level profile that is then being aggregated to look for meaningful patterns.

Closing the Loop: Using Data and Analysis for Improvement. As noted in other parts of this report, CIIS as an institution has been rich in informal reflection about its teaching and

learning practices. There are also many opportunities for direct authentic assessment, especially given the recent movement to strengthen integrative seminars and capstones, generally. There is no lack of material to evaluate; programs like PsyD are, in fact, very rich in data suitable for assessment and institutional research purposes. For CIIS to be judged as mature in the area of institutionalized assessment and continuous improvement, it must show how it is closing the loop, i.e., designing appropriate inquiries for key learning goals, gathering and analyzing data, and interpreting the results so as to inform judgment and action in curricular planning and subsequent assessment.

Not surprisingly, the programs with more mature efforts have made the most progress on this criterion. At present many examples of closing the loop involve recognition of the need to further refine instruments or processes. Drama Therapy reports:

> We, as a core faculty, also realized in our qualitative discussion that we were experiencing a deficiency in our current questionnaire. This came about because each agreed that the linguistic framing of some of the questions in the current instrument prompted us to evaluate at a higher score than we felt was subjectively warranted. We also experienced that some important dimensions of assessment were not yet specifically addressed (Drama Therapy Program Capstone Assessment Report, p. 5).

They decided to redesign the form during fall 2007, declaring that their assessment process was a work-in-progress.

While they do not report on a specific curricular change, Drama Therapy notes:

> In response to differences we noted between performances in which students were dealing with varying degrees of traumatic history, we began to correlate student approaches in working with their own material and the way they approached work with clients in practicum, as evidenced by their progress in case seminar. On an informal basis and with this very small sample (of five performances from this cycle) we noticed enough correlation to suggest that this would be a fruitful line of inquiry for deepening our understanding (Drama Therapy Program Report, p. 5).

This important insight occurred in the context of interpreting the data on student performances, although it was not tied to any specific feature being evaluated. This is an example of how the real value of assessment comes from drawing faculty together for a discussion focused on the joint review of student work. The insight that the faculty gained during the review opened a promising new line of inquiry. It will be important for CIIS assessment efforts to emphasize such examples; they highlight how the point of systematic assessment is not simply to create new processes that make more work for faculty; rather it is to stimulate faculty's thinking about new ways to improve the student experience and enhance learning.

The Integrative Health Studies; East-West Psychology; and Philosophy, Cosmology, Consciousness programs have changed the curricula in their newly launched seminars as a result of what they learned from students' feedback on the initial iterations of the courses

gathered as part of the design process and subsequent debriefing. Integrative Health Studies moved one of their 3-unit courses up one semester so that it would not interfere with the students' final preparations for their portfolios and not overlap with their writing of their meta-analytic papers. They changed their internship class syllabus as well to focus the paper assignment specifically on organizational assessment and community development, thus more directly linking the assignment to their student learning outcomes (Integrative Health Studies Assessment Report, p. 6).

Examples of closing the loop are often the result of simply responding directly to expressed students' needs rather than digesting findings from formal assessment. As East-West Psychology writes:

> …we don't have a large sample to draw from, but the feedback on both (integrative) courses has been positive. Both courses (being reported on so far) were very small, the first having four students, the second having only three. Because of this, we don't have a large sample size, but the response has been very positive. Students in both courses were grateful to have the opportunity to reflect on their course of work and to organize their accomplishments in a portfolio that they will carry with them. The work on their c.v. and individual projects was also considered to be very helpful. Students in the first course suggested that the East-West Psychology community be invited to the final celebration, which we did institute for the spring 2007 course. (East-West Psychology Assessment Report, p. 2)

East-West Psychology demonstrates in this quote its responsiveness to students' needs and willingness to change on the basis of feedback; the integrative seminar is clearly an open-ended work in progress to which much faculty attention and personal one-on-one work with students is being devoted. The program has become saturated with a concern for the capstone experience; for example, the integrative seminar syllabus is provided to first-year students so they can be collecting the elements of the portfolio during their coursework. First-year students are invited to the culminating presentations of graduating students.

Formal assessment occurs in parallel to the day-to-day work of responding directly to students' expressed needs. East-West Psychology has developed an initial rubric for its integrative portfolio and presentation and is continuing to attend to systematic review of student work in a process that includes some inter-rater reliability. Over time, they will be in a position to aggregate results and discern patterns in the archived portfolios and assessment data that they have begun to gather and analyze. They could benefit from further refinement of their rubric as they themselves have noted.

In a similar vein, Expressive Arts Therapy writes:

> As is evident from the many assessment measures discussed above, over the 11 years since the MA began, we have been in a continual informal process of program review. While we have not changed the overall design of the program, we have made many improvements to the content and format of our teaching, as well as to the policies and procedures of the program. (Expressive Arts Therapy Assessment Report, p. 2).

Expressive Arts Therapy is an example of how CIIS programs are closing the loop as the criterion is broadly construed.

Examples of closing the loop in its stricter sense of using systematic inquiry to enact specific curricular improvements which are in turn assessed are still limited. Somatic Psychology is a notable exception. The Somatic Psychology Assessment Report indicates that, in response to what is being learned from assessment, the format of the seminar has been changed to give students feedback on an earlier draft of the key paper. A new element was added in the last iteration of the course to explore prior learning in the area of basic clinical theory. Other programs can see from Somatic Psychology how they have developed a relatively painless way to gather data they need and how they find the time they need to actually act on what they are learning.

Initial results are promising enough to suggest that the overall trend is in the right direction, but following through on assessment projects is difficult under the best of circumstances. The pilots that were launched early in the inquiry like those in Somatic Psychology, Bachelor of Arts Completion, and Expressive Arts Therapy have clearly moved beyond the pilot stage as they incorporate multiple faculties, ever more sensitive instruments, and multiple data sets into their now routine processes. Real improvements in curricula have been documented that have occurred in response to faculty action on what is being learned through research in these programs. Other programs (Social and Cultural Anthropology; Integrative Health Studies; Philosophy, Cosmology, Consciousness; and East-West Psychology) have just begun to tap the potential of systematic review of elements of their culminating MA portfolios. The ultimate goals should be to incorporate more transparent and usable assessment schemes into the assessment work that faculty are already doing, to generate results that converge on an overall profile of program and institutional-level performance, and to create ways to give faculty more direct and systematic feedback on how well their students and program are achieving the core of the stated goals.

Scholarship of Teaching

> Teaching is … a dynamic endeavor involving all the analogies, metaphors, and images that build a bridge between the teacher's understanding and the students' learning. Pedagogical procedures must be carefully planned, continuously examined, and relate directly to the subject taught. (Boyer, 1990, pp. 23-24 cited in Huber and Hutchings, 2005, p. 3).

This criterion explicitly evokes Boyer's desire to more directly connect the rigor and sense of inquiry faculty value in their work as scholars to their work as teachers. As a direct result of the inquiry into integral education, CIIS faculty have published 15 articles in two different peer-reviewed journals (*Journal of Transformative Education* and *ReVision*). A forthcoming volume *Participatory Epistemologies* (in press, SUNY Press) by East-West Psychology professor Jorge Ferrer is being published out of a related strand of inquiry. Two of the articles are being widely circulated in programs for discussion in courses. CIIS faculty and administrators have presented at several AAC&U and WASC annual meetings, reporting, among other things, on interim findings from institutional research on the dissertation rubric and pedagogies for instilling metacognition in students through assessment and integral education.

The work on capstone assessment thus far highlights how there is a need for a CIIS "Teaching Commons" (Huber and Hutchings, 2005), where programs can learn from each other and connect with similar communities-of-practice that are grappling with the same issues. The Teaching Commons is a virtual space where faculty could construct viable inquiry processes and disseminate actionable intelligence to improve teaching and learning in general at CIIS (and eventually to share with the wider world of academia).

There is also an opportunity for genuine scholarship of teaching for wider dissemination in higher education of what is being learned by CIIS through the capstone research process. Given a national push toward accountability and assessment of student outcomes, and the nearly wholesale abandonment of the thesis at the MA level within higher education in general, there is a need for case studies of successful implementations of MA capstone courses and assessment protocols in post-graduate education. As CIIS learns to address its own internal challenges in the area of assessment through systematic inquiry, an associated program of scholarship undertaken by its faculty would also begin to address an obvious and critical gap in the extant literature at the graduate level. To the extent that assessment can be framed as a process of creative inquiry rather than compliance—to use the WASC terms—the possibility is maximized for harnessing faculty's intellectual passions and integrating a culture of evidence into the everyday work of programs.

Moreover, the CIIS capstone effort is particularly well positioned to grapple with some of the less traditional elements of an integral education; for example, how well does a given integrative essay reflect personal transformation? Over time, CIIS could be in a position to contribute to a particular branch of the scholarship of teaching, a body of work that could help other institutions assess their goals in connecting theory and practice in the world; for example, (as in Social and Cultural Anthropology and Expressive Arts Therapy), in developing student's spirituality (Women's Spirituality) or in connecting theory and personal experience (East-West Psychology). An editor for Jossey-Bass felt that this would be a viable volume, as many institutions are struggling with qualitative assessment of integrative essays and performances as evidence of cognitive, spiritual, and emotional development.

Conclusion: Summary Recommendations

In this essay, we have attempted to consider both the capstone experiences to CIIS students and the assessment of student learning attached to these capstones. The capstones themselves are examples of the creativity of CIIS faculty as well as of the values underlying integral education. There is an impressive array of assignments, formats, and learning activities directed at helping students reflect on their experience of learning at CIIS and at further developing their capacity for learning and growth. However, this work continues to take place largely within programs, with too little known about how other programs are addressing commonly held goals and problems.

The relatively hands-off approach being attempted in capstone assessment at CIIS has allowed programs to be free to design their own processes and instruments resulting in real capacity-building within each program and a high sense of ownership. While many programs are finding real value in what they have done so far, more direct guidance is now in order for programs that are finding their way to a culture of evidence and assessment. More opportunities for sharing would benefit all.

For optimal progress in this, there must be a space, a Teaching Commons, as noted previously, in which the faculty can routinely engage in an Institute-wide discussion. CIIS programs need a context in which to improve continually on their own initial research designs and to celebrate their successes publicly in designing and rethinking the curriculum. Routine integral education and assessment bulletins from the Director of Academic Assessment are in order, telling the story of both at CIIS in digestible chunks.

To further advance the assessment work, programs need a group of faculty members who are responsible for shared processes, findings, and learning. This could occur under the proposed Assessment Committee whose ongoing mandate will be to evaluate programs' interim reports, aggregate results, and fashion from the pieces of the assessment puzzle at CIIS a coherent and systematic protocol for advancing the quality and impact of the various projects. The list of criteria already advanced here could serve as a beginning point to be applied systematically across all capstone assessment programs over the next two years.

The proposed Assessment Committee will aid the work of the Institute's Curriculum and Academic Review Committee in evaluating programs' self-studies because a review of student learning outcomes and assessment reports is a key component of the program review process. To the extent that the ongoing work of capstone assessment prepares programs to design and document their own inquiries, there will be an overall effect of advancing a culture of evidence and accountability. Assessment will be more effectively institutionalized at CIIS to the extent that it approximates the work cycle of scholars who have already been socialized within a specific community-of-practice. Thus, well designed institutional inquiry, peer-review of associated research drafts, collegial consultation over time, and dissemination of final products aligned with the scholarship of teaching need to become the norm in matters of assessment at CIIS. The Assessment Committee should be in charge of this effort.

While this essay has emphasized the formal assessment of capstone learning at CIIS, it will be important to keep in mind the reason we assess in the first place. The most important "measures" of success for the capstone effort at CIIS will be the scope, meaningfulness and depth of student learning that is actually occurring and the robustness of the discussion and reflection among the faculty who are mentoring them through this important transition.

Retention and Graduation at CIIS
[Standard 4]

In this essay, we will discuss retention and graduation at CIIS by focusing on the data we currently have, the meaning of these data, the next steps to understand better the extent to which CIIS and the academic programs have been successful in retaining and graduating students, and actions that have been taken or planned to improve retention and graduation.

The current analysis of graduation, retention, and attrition data begins with the students who entered CIIS in fall 2000 and relates only to fall admits except for the Bachelor of Arts Completion Program, where spring admits have also been studied (a full BAC class is admitted each spring). Prior to fall 2000, changes in the Institute's information system make the analysis unreliable.

An ad hoc Retention Committee was formed during the 2006-07 academic year. Because CIIS has so many committees relative to its size, the Institute is considering whether to fold the work into existing committees. The Committee of Program Directors and the Administrative Effectiveness Committee will be examining this question during fall 2007 to determine if the work can be absorbed by these two committees.

The task of trying to interpret retention and graduation data is made difficult by the lack of national benchmarks for program levels offered at CIIS. The doctoral data cited in this essay became available only in July 2007; comparable data for the Master of Arts and the Bachelor of Arts Completion Program are still lacking.

A Council of Graduate Schools 2004 publication, *Ph.D. Attrition and Completion*, has been very helpful in guiding the initial work on retention and graduation. The report delineated the following factors associated with better completion: a good match between student and program, students having complete program information, students being mentored as well as advised, students having a sense of belonging, financial support, informal opportunities to participate in the department, programs in the natural and physical sciences, a qualifying exam process that advances the dissertation, and formal annual evaluations. The Retention Committee decided to focus its attention on the extent to which students had complete and accurate information about CIIS programs prior to deciding to enroll. The plan was to conduct focus groups with students in programs that were relatively high and relatively low in retention and to interview program coordinators about retention practices and concerns. Given the amount of institutional research being conducted last spring, the focus group effort was not successful. However, the marketing survey and the integral education study both included information relevant to understanding retention and attrition.

Exit information from students who withdraw from CIIS tells us that the most common reason is financial (personal, health, family, and job-related issues are also cited). Some of the students who leave do not intend permanent withdrawal but instead plan to stop enrollment in order to rebuild financial resources or deal with other immediate issues. CIIS has worked to increase the gift aid it provides to students using institutional funds and has been seeking donor funds designated for scholarships. Unsponsored scholarships have been increased from $352,447 in FY 2000-01 to $799,600 in FY 2007-08. Thus funds devoted to scholarships

increased by 126.9 percent during the period, outstripping the growth in total revenues. This is a significant investment of institutional funds; at the same time, CIIS is well aware that there is unmet need and that students are graduating with considerable debt. We believe that many students decide to attend part-time so they can work; part-time attendance increases the time to graduation and may result in an increase in attrition.

Academic programs at CIIS have developed a number of ways to build community and communication among students and faculty, including retreats and intensives, cohort scheduling, regular town hall program meetings with students, student membership on program committees, social events, and student works in progress presentations (details are provided on the CD). All of these have been developed to strengthen the academic experience for students; at the same time, they are important supports to retention.

Current students were asked in the marketing survey to evaluate the importance of various factors in choosing a program and to evaluate CIIS's performance on those factors. Table 6 presents the results on the most highly ranked factors (those that averaged responses of above four on a five-point scale). While students were, in general, indicating their satisfaction, the data indicate that there is room for improvement. The Program Directors are being asked to take the lead in working with faculty on plans for improvement.

Table 6. Factors Current Students Saw as Important in Choosing a Program

	Importance in Choosing Program	Satisfaction with Experience
Quality of Faculty as Teachers and Mentors	4.5	3.9
Quality of the Academic Program I want to Pursue	4.5	
Opportunity for Personal Growth	4.5	4.2
Atmosphere that Encourages Intellectual Development	4.4	4
Academically Stimulating Environment	4.4	3.9
Quality of the Faculty as Experts in their Field	4.3	4
Opportunity to Integrate Intellectual and Spiritual Inquiry	4.3	4
Interdisciplinary Nature of Programs	4.3	3.8
Faculty and Staff are Responsive to Me	4.3	3.5
Faculty and Staff are Accessible to Me	4.2	3.6
My Personal Experience is Valued in the Program	4.2	3.7
Opportunity to Learn in Integral Approach	4.2	4

The Integral Education survey also provided data useful in better understanding of the student experience at CIIS. Students took the opportunity posed by the open-ended questions to speak to their satisfaction with their program:

> I am blessed. I am challenged. I am ready. (Drama Therapy student)

make specific suggestions:

> I appreciate that every professor in the program and in the courses I took is involved with their hearts as well as their minds. They deeply care about the material that they teach and made great efforts towards being accessible and personal and inclusive. I felt seen as a person and encouraged to make my education truly "for me" and not just to fulfill outer expectations. I feel like CIIS

has everything (or almost) that it needs for true integral education, but the programs themselves aren't integrated with each other (particularly the philosophy and religion department). More communication and overlap and shared goals and support among the programs would go a long way towards actualizing the aims of integral education. (Philosophy, Cosmology, and Consciousness student)

and air substantive concerns:

> Cultural considerations need to be integrated into the fabric of the curriculum, rather than "checked off" by including one 2-unit course. As a person of color, I do not experience racism at CIIS, but I do feel that the majority of classes are conducted in a "race-blind" atmosphere, which is experienced by me as a white atmosphere. Nonwhite people in the classes are expected never to bring up race since no one else does, conforming to an unspoken agreement that white American is normal. I know that sociopolitical issues can be carried out to an extreme, but right now they are not really out in the open enough. This needs to begin with each and every professor learning how to sensitively address racial and ethnic diversity in his/her own class instead of ignoring the topic, since it's not in the syllabus. (Integral Counseling Psychology student).

While the concerns were quite varied, diversity, the need for better, and timelier, feedback on papers, and improved mentorship emerged often enough to warrant further attention. The Program Directors will be addressing this as a group and considering the responses specific to their programs (e.g., the concern of the Integral Counseling Psychology students that they cannot all have practicum placements at the program's three clinics) with the other faculty.

The Retention Committee found that it was not able to explain the differences between programs in attrition and graduation rates by readily apparent programmatic differences (e.g., cohort vs. noncohort programs, small vs. large, community building activities vs. little community building). Discussion with program coordinators suggested that CIIS could do better in tracking and contacting students who stop out for a semester and those who get into academic difficulty. In recent years, CIIS has invested in expanding the student life area and in improving operations and response in student services offices; work continues to be needed in these areas.

Undergraduate Studies. CIIS offers a degree completion Bachelor of Arts degree in Interdisciplinary Studies that operates on a cohort model. Students entering the program must have completed at least 54 semester units of college work. The program is organized around a three-semester core curriculum of linked courses on the themes of self (semester one), culture and community (semester two), and global studies (semester three). Students move through the core curriculum as part of a cohort that builds community and emphasizes the connections between courses. In fall 2006 CIIS added a second option to the Bachelor of Arts program that reduced the number of linked units in the core curriculum and allowed for more electives. The Institute has also increased the number of electives it has been providing for the BA students and thus reduced the reliance on Credit for Prior Learning, recognizing that the extensive Prior Learning Portfolios have often been difficult for students to complete.

Students who come to the CIIS Bachelor of Arts completion program have generally studied at

many colleges over an extensive period of time. Accordingly, that the 242 students enrolled in the program between fall 2000 and spring 2006 have had an average 62.0 percent graduation rate after one year of study and an average 76.2 percent graduation rate after two years of study can be viewed as a success. There have been very few students who have graduated after more than two years of study. However, this may change as students who have stopped out of the program are now being allowed to reenter by joining a different cohort. To put these data in some perspective, the University of California reports that 79.6 percent of transfer students who entered in 1997 graduated after attending UC for four years (Office of Strategic Communications, 2003) and the California State University System reports that fall 2000 junior transfers have a 39 percent graduation rate in two years and 73 percent within three years (CSU Accountability Process, 2004).

Given the small size of the program (between 15 and 35 students enter each fall and 15 to 26 students enter in spring) it is difficult to analyze graduation rates by race. However, the data in Table 7 suggest that self-identified white students and self-identified students of color (except for the self-identified black students) have been very similar in the rate at which they have graduated. Unlike many undergraduate programs, race does not appear to have had a significant impact on success as measured by graduation. The diversity of the Bachelor of Arts program is underrepresented by the self-reported data; the program is seeking to have a more diverse student body.

Table 7. Graduation and Enrollment of Bachelor of Arts Students Self-Identified by Race, Fall 2000 to Spring 2006

	Number Entering	Graduation Rate After One Year	Graduation Rate After Two Years
Black	8	50%	42.9%
American Indian	1	100%	100%
Asian	18	76.9%	77.8%
Hispanic	13	62.5%	78.5%
White	136	63.6%	76.8%
Unknown	66	62%	76.2%
Total	242	62%	76.2%

In December 2006, the Integral Education survey instrument was piloted with the Bachelor of Arts students who were about to graduate. Of course, these were students who stayed with the program, but the overwhelming finding was that they came seeking an integral learning experience. They believed that is what they had experienced, and they found the experience to be powerful and transformative. Thus, in part, the success of the programs lies in recruiting students seeking the type of education it offers and in making good on that promise.

We are aware that the program has an attrition rate of 13.3 percent after one year of study and 20.6 percent after two years of study. Program faculty members believe that attrition is more apt to occur among students who apply late to the program; this has led them to require earlier application. The Program Director has also undertaken a study of those students who have left CIIS to see if we can better understand the reasons for the attrition and to ascertain whether some of it has been due to students stopping out while they worked on their life experience portfolios. We also intend to formalize our exit interview to systematically capture data on why students leave.

Master of Arts Programs in the School of Professional Psychology. The School of Professional Psychology offers a Master of Arts in Counseling Psychology with four (now five) concentrations. This is a 60-unit Master's degree leading to licensure as a Marriage and Family Therapist. A student attending full-time can be expected to graduate in two and one-half years. The programs have some flexibility that enables students to not attend full-time each semester; the graduation rates indicate that many students take advantage of this option.

The students entering the program since fall 2000 have had an average graduation rate of 51.7 percent after three years of study, 73 percent after four and five years of study, and 79 percent after six years of study. After six years of study, most students have either graduated or have left the program without completing.

We perceive the graduation rates and the first-year attrition rates to be quite good. On average the fall admits over the last six years have had a 7 percent attrition rate after one year. There has been significant improvement in that rate starting with the fall 2002 admits.

Table 8. Attrition in the Master of Counseling Psychology Programs by Entering Year

Entering Year	Number Entering	Attrition First Year Number	Attrition First Year Percentage	Attrition Third Year Number	Attrition Third Year Percentage
2000	77	8	10.4	13	17.1
2001	83	12	14.5	16	19.3
2002	91	5	5.5	12	13
2003	70	5	7.1	6	8.3
2004	106	6	5.7		
2005	123	3	2.4		

It is expected that the recent improvements in the attrition rates will be reflected in higher graduation rates. The data in WASC Table 3.2 indicate that the four Master of Counseling Psychology programs vary in their retention and attrition rates. This is a matter for further discussion and analysis among the faculty.

Master of Arts Programs in the School of Conscious and Transformation. The School of Consciousness and Transformation offers Master of Arts degrees in:

- Cultural Anthropology and Social Transformation
- East-West Psychology
- Integrative Health Studies
- Philosophy and Religion with concentrations in
    - Asian and Comparative Studies
    - Philosophy, Cosmology, and Consciousness
    - Women's Spirituality
- Transformative Leadership

All are 36-unit degrees except for Integrative Health Studies, which is 40 units. In all

programs it is possible for students to attend full-time or part-time.

Since 2000, students entering these programs have had an average graduation rate of 62 percent after three years of study, 69 percent after four years, 72 percent after five years, and 74 percent after six years. While students start graduating more quickly from the SCT programs, we are not quite as successful in graduating them as we are with the SPP programs. It should be noted that the programs vary in the speed with which students graduate.

Table 9. Attrition in the School of Consciousness and Transformation Master of Arts Programs (Excluding Graduation) by Entering Year

Entering Year	Number Entering	Attrition First Year Number	Attrition First Year Percentage	Attrition Third Year Number	Attrition Third Year Percentage
2000	41	7	17.1	10	23.8
2001	36	6	16.7	10	27
2002	67	6	9	11	16.4
2003	37	5	13.5	7	18.9
2004	60	11	18.3		
2005					

We would like to see the average first-year attrition rate of 16 percent improve. This seems to be a program specific issue rather than a general school one in that there are two programs that have had first-year attrition rates of above 10 percent: East-West Psychology (16 percent) and Human Organization and Transformation (27 percent). The Human Organization curriculum was substantially revised and renamed Transformative Leadership and Change starting with fall 2004; the change saw the first-year attrition rate drop to 14 percent.

For the purposes of this report the retention and attrition data for all of the Master of Arts programs in the School of Conscious and Transformation have been considered in aggregate. However, each program is distinct from the others. WASC Table 3.2 provides data for each program.

Doctor of Psychology Degree. The CIIS Doctor of Psychology program with a specialization in Clinical Psychology is a 90-unit doctorate following the practitioner-scholar model. It leads to licensure in California and most other states. The program has been accredited by the American Psychological Association since 2003.

The PsyD program has a five-year graduation rate of 16.3 percent and a six-year rate of 34.8 percent. The five- and six-year graduation rates compare favorably with the social science rates of 20.5 percent and 31.1 percent presented by the Council of Graduate Schools in its recent report on completion and attrition trends in doctoral programs (Jaschik, 2007). With 51 percent of the entering students still enrolled in the program after five years, the percentage graduating can clearly be expected to continue to rise. The five- and six-year cumulative averages overestimate the extent to which students in the PsyD program leave without graduating. As can be seen in Table 10 (below), the 2001 entering cohort had an unusually high rate of attrition. We are heartened by the decline in attrition evidenced since 2004.

Table 10. Attrition in the PsyD Program by Entering Year

Entering Year	Number Entering	Attrition First Year Number	Attrition First Year Percentage	Attrition Third Year Number	Attrition Third Year Percentage
2000	23	2	8.7	5	20.83
2001	26	8	30.77	11	44
2002	28	4	14.29	5	18.52
2003	28	4	14.29	6	21.43
2004	30	1	3.3		
2005	38	0	0		

One of the areas for improvement identified by the PsyD students in the integral education survey was to better incorporate integral education into the program.

Doctor of Philosophy Degrees. CIIS offers the following PhD degrees in the School of Consciousness and Transformation:

- East-West Psychology
- Philosophy and Religion with concentrations in
    - Asian and Comparative Studies
    - Philosophy, Cosmology, and Consciousness
    - Women's Spirituality
- Social and Cultural Anthropology
- Transformative Studies

All of the programs require that applicants have completed a Master's degree prior to commencing study for the PhD. The programs are 36 units plus the dissertation.

Table 11. Attrition in the PhD Programs by Entering Year

Entering Year	Number Entering	Attrition First Year Number	Attrition First Year Percentage	Attrition Third Year Number	Attrition Third Year Percentage
2000	50	5	10	11	22
2001	42	3	7.14	8	19.05
2002	38	6	15.79	11	28.95
2003	45	8	17.78	10	23.26
2004	53	3	5.66		
2005	41	4	9.76		

The PhD programs have an average four-year graduation rate of 6.2 percent, a five-year rate of 18.5 percent and a six-year rate of 24.0 percent. These rates are lower than the rates in the Humanities (11.8 percent, 19.6 percent, and 29.0 percent, respectively) presented by the Council of Graduate Schools in their recent report on completion and attrition trends in doctoral programs (Jaschik, 2007). With 69.2 percent of the entering students still enrolled in the program after four years (59.8 percent after five years and 48 percent after six years), the percentage graduating can clearly be expected to continue to rise. As the Council of Graduate School study has been finding, it is not uncommon for students in the Humanities

to take 10 or 12 years to complete the PhD (Jaschik, 2007).

Summary and Conclusions

Retention, attrition, and graduation rates are complicated data sets to analyze. In part, they are assumed to be associated with the quality of the academic programs and of the overall experience provided by institutions of higher education. However, they are also significantly affected by such variables as the availability of funding, the job market in the particular field, and life events impinging upon the student. The rates at CIIS are generally satisfactory while having room for improvement. The next steps are to be more systematic and consistent about conducting exit interviews and following up with students who do not reenroll.

CIIS has made a significant commitment to providing institutional funds for scholarship support and is working to increase the amount of available scholarship aid. It also provides funds for teaching assistantships and student employment. While these resources are important in helping students meet their financial responsibilities, they do not cover all of the costs. It is to be expected that significant numbers of students slow their progress in completion of the degree to allow for more hours of paid, outside employment.

The research data suggest a number of areas for further attention and improvement: continued work on admission materials to maximize the connection between what we say about CIIS and what students find here; ongoing attention to creating an inclusive environment and incorporating diversity; improving faculty feedback to students; improving advising and mentorship; and continuing to assess the student experience. Because students spend so much of their time within their programs, much of the work needs to continue at the program level. It is also important to recognize that experiences outside the classroom and program influence the nature of the connection students make with CIIS. There is ongoing work to do to continue to improve services for students, a continuing focus of attention for the Administrative Effectiveness Group (a staff and faculty committee that meets twice each month).

Integrative Essay

Looking backward from the vantage point of fall 2007, we can see that the CIIS community has been able to sustain the upward trajectory noted by the Chair of the 2001 WASC visit, John Simpson. Moreover, that upward trajectory has been multifaceted, encompassing all aspects of the Institute. The progress owes much to the hard work and commitment of the faculty and staff at CIIS.

In this essay the intent is to look primarily forward to the new challenges and opportunities facing CIIS. In part, we do this by summarizing what we have learned as a result of the projects developed for this WASC review. To facilitate the work of the WASC team, this essay is organized into sections according to the WASC Standards.

Standard 1. CIIS has chosen to focus its attention on two aspects of Standard 1, mission and diversity.

CIIS was founded as an institution with a distinctive mission. Appropriately, that mission has evolved while a sense of connection with the founders and the founding philosophy has continued. Part of the current work on integral education has been designed to highlight that connection, pointing to the roots of the concept in the work of Aurobindo and Chauduri. The integral education dialogue has also significantly focused on making explicit the ideas about the nature and goals of a CIIS education that are held by faculty, and to a lesser extent by students, and that influence curriculum and pedagogy at the Institute. At a time when higher education institutions are being asked to attend systematically to the effectiveness of the institution and of student learning, it has been important that we at CIIS be able to place our understanding of effectiveness into a context created by the Institute's mission.

The integral education dialogue has helped build community and understanding of the commonalities and differences between programs and among the faculty. It has ensured that integral education is part of all program reviews, thereby institutionalizing attention to the concept and its impact at the program level. The dialogue has also facilitated CIIS's participation in the national higher education community in a leadership role, as seen in the 2007 conference *Uncovering the Heart of Higher Education: Integrative Learning for Compassionate Action in an Interconnected World.*

"Integral" remains a contested term and so continues to be a vehicle for dialogue about quality in education at CIIS. In some ways, this has been its strongest contribution as it has primed faculty members to think about their own understandings of quality and to engage vigorously with others about their differences and similarities. Many topics warranting further attention have developed out of the dialogue; the challenge for the future is to pick the most fruitful aspects of integral education for further work, without trying to do it all. The Integral Education Committee, originally created as part of the preparation for this WASC review, seeks to continue the dialogue, focusing particular attention on specific elements like personal growth and interdisciplinarity/transdisciplinarity rather than on the concept as a whole. Students have pointed to the need to bring together the work on integral education and difference, a possible place for collaboration between the Integral Education Committee and the new Faculty Diversity Committee. Faculty members have identified a need for ways to share pedagogies that come out of the commitment to integral education in

a Teaching Commons. These projects are underway. More program-specific initiatives are expected once departments have the opportunity to discuss the data from the integral education research.

CIIS continues to remain committed to increasing the diversity of its faculty, staff, and students and to further incorporating diversity throughout the curriculum. By creating a new position, Director of Diversity and Human Resources, the intent was to ensure greater institutional focus on all aspects of diversity. The Director has been working to build diverse pools for all faculty and staff searches; three of the five core faculty members who joined CIIS in the 2007-08 added to the racial/ethnic diversity of the faculty. She also has been working with the Directors of Admissions and Marketing and Communications to make sure the new marketing plans are attentive to building diversity among the student body. A new faculty Diversity Committee has been created to help focus faculty leadership and attention on diversity within the curriculum.

Standard 2. All CIIS degree programs have developed clearly defined educational objectives and learning outcomes. In light of the CIIS commitment to integral education, a decision was made to focus Institute-wide assessment attention on aspects that would best advance integral goals: capstones at the BA and MA levels, dissertation proposals for the PhD, and year-specific comprehensives for the PsyD. All these are points at which the student is asked to bring together his/her learning from disparate parts of the program of study. These practices also signal to the students that they are expected to be able to integrate their learning and help mark the transition from being a student. The capstone assessments have led to changes in curriculum and in the structure of the capstones themselves. Appreciation for the importance of having a culminating experience has been enhanced, and ways have been developed to support formative assessment at the capstone in addition to summative assessment.

Assessment of PhD dissertation proposals have led to discussion with students early in doctoral programs on the nature of quality in the dissertation. In creating the assessment vehicle, CIIS has simultaneously created a way to make dissertation standards explicit for the students. Two areas for further attention have been identified by the research: literature reviews and research limitations.

The assessment work has led to important sharing among programs about dissertation expectations, capstone organization, portfolio protocols, and ways to recognize and enhance students' self-understanding in their final work at CIIS. Changes have been made in curriculum and course organization based on this work. Equally significant, these projects have led to greater articulation to students of expectations for their performance, an important component of enhancing excellence. It has become clear that CIIS needs to ensure that there is more opportunity for faculty to share ideas and work as teachers and for greater attention to aspects of the development of students as writers.

Standard 3. With the purchase of the 1453 Mission Street building, CIIS is moving into a new era. The Institute is no longer subject to the vagaries of the San Francisco rental market. With a long-term commitment to this building, we can further design the space to reflect the nature of the institution. In the last two years, we have invested in more classroom and office space, more student space, and a wireless network for student access to the Internet. A capital campaign feasibility study is currently underway, and an architectural firm has been selected.

CIIS will continue with its current budgetary process, as it has been successful in annual budget planning and monitoring. Various ways to better connect strategic planning and budgeting are being considered. We expect to see a continued, careful growth in faculty and staff to support enrollment growth, along with continued monitoring of salaries so that they do not go below the national mean (and so that Full Professor salaries get to the national mean).

Standard 4. CIIS's approach to building an organization committed to learning and improvement has been to identify Institute-wide standards and initiatives while supporting the tradition of being decentralized around academic programs. Whether we are talking about program review, integral education, dissertation proposals, or capstones, it has been important for each program to identify the way to best work with the institutional priority. The goal has been to optimize creativity and academic excellence by supporting a decentralized approach to shared concerns.

Appendix A
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Appendix B
Response to Major Team Findings and Recommendations

This section of the report is organized around the major recommendations contained in the Capacity and Preparatory Team Report. Given the overlap between the team and Commission recommendations, all of the latter are also addressed.

1. **Sustain and improve CIIS's financial environment with the goals of diversifying income streams, addressing concerns about being located in rented and separated spaces, developing longer range models and plans, directing resources to highest priority items in the strategic plan, increasing the capacity to use data for financial decision making, maintaining control on expenditures, sustaining transparency and availability of information about the budget, and developing appropriate reserve and contingency funds.**

Student FTE growth coupled with improved budget management have resulted in four consecutive years of surpluses, including a surplus of $1.2 million in FY 2006-07. Even while generating operating surpluses, the growth of Tuition Revenue has also provided funds to areas that needed financial or resource support. Faculty and staff salaries needed to increase, and they have increased dramatically. Areas needing operational improvement, such as student life, received increased staffing. As the numbers of students, faculty, and staff were growing, we found and renovated new space. As the operating environment grew and evolved, we brought in new tools. While most of the cost of the recent growth has been funded by tuition, the amount of nontuition revenue has been increasing; and in 2006-07, the Institute achieved its strategic goal of 25 percent nontuition revenue. While this was due in large part to a bequest of $1.5 million, it also was due to a substantial increase in nontuition revenue in Public Programs. The Institute is focusing its attention in maintaining this 25 percent nontuition revenue by increasing fundraising initiatives, expanding Public Programs, and improving revenue from the counseling centers.

The institute has a strategic goal of increasing annual contributions to $1 million per year. To enable this, we increased staff over the past two years in Development and Alumni Services. In 2005, we appointed a full-time Grant Writer who is working with the academic programs to identify research and scholarship grants. In 2006, the Institute contracted with a development consultant to "step up" the level of Institute contact for potential major donors. Currently, the Institute has contracted with a consultant and is engaged in a feasibility study to launch a Building Campaign in FY 2007-08.

In 2006, CIIS created the Alumni Services Department, where previously the work was performed as part of the Dean of Students position. The work of Alumni Services will bring alumni back into the CIIS fold. Active engagement with alumni should generate increased annual gifts and also should enhance CIIS's outreach to and references for prospective students.

In FY 2006-07, the Development Program at CIIS raised a total of $1,581,123 in revenues. This total was raised from 265 donors representing every segment of the CIIS community, including alumni, students, faculty, staff, trustees, friends, corporations, and foundations. The goal of the Development Program at CIIS is to implement a comprehensive fund-raising

program with meaningful activity in each of the major areas of fund-raising: Annual Fund, Major Gifts, Planned Giving, Corporate, Foundations, and Sponsored Programs. This goal is being successfully met through such activities as direct mail solicitations of all key constituents, an annual phonathon, focus on trustee giving as well as giving from other key constituents, promotion of planned giving opportunities such as the one aimed to alumni aged 70 and over to encourage a gift from retirement accounts, and foundation grants for CIIS programs. Through friend-making activities as Breakfast for the Soul (Greens Restaurant, San Francisco), Lunch for the Soul (Gaylord India Restaurant, Sausalito), Conversations with Bokara (Gaylord India Restaurant, Sausalito), Spirit in the Arts exhibits, and the Friends of the Arts at CIIS, CIIS is reaching out to new nonalumni constituencies with the goal of engaging them in our programs and cultivating them as potential donors.

Another strategic goal is to generate $1 million in Public Program revenue. The business of Public Programs depends on volume to cover its overhead, but even with the slim margin, tremendous gain comes from the amount spent on advertising (roughly 30 percent of its revenue) by expanding CIIS in the consciousness of the Bay Area and beyond. Financial opportunities are being explored with nonacademic certificates, which combine multiple workshops for the public under a yearlong program commitment. In 2004, Public Programs launched the Yoga Certificate to mild financial success. In 2006, Public Programs launched the Sound Healing Certificate under a revised configuration, which resulted in a resounding financial success. We are researching to see if the Yoga Certificate can be reconfigured to duplicate the success of the Sound Healing Certificate.

Public Programs also produces large venue performances related to the CIIS ethos. We are exploring affiliate sponsorships to underwrite some of the expenses of these events. As with the workshops, the exposure of these events to the public is hugely beneficial for CIIS.

In February 2007, CIIS hosted the *Uncovering the Heart of Higher Education* conference with funding of $375,000 from the Fetzer Institute. Not only was the conference a huge success in content and participation, but the funding underwrote academic participation and administrative activities for the conference for CIIS faculty and staff. We are exploring future conferences.

Investment returns have been improving due to an improved equities market (after the 2000-2003 doldrums) and higher unrestricted reserves and restricted funds. Because of our low reserves, we tend to invest conservatively due to the potential for near-term need of these funds. The growth of reserves and the endowment will serve to increase the returns on investments.

In May 2007, CIIS purchased the building that it had been renting for its main campus. The Institute occupies about half of the building; the other half is occupied by other tenants. The rental income from other tenants helps to pay the debt service, with the potential for increases to market-level rents as current leases expire. Currently, the net impact of owning over renting is a net cash flow increase of $200K per year. There is an additional $250K annual noncash depreciation expense that will be reflected in the financial statements.

From a financial perspective in the short-term, the purchase of the building merely exchanges rent expense for higher debt service. We are investigating a building campaign with the hope

that its success will eliminate a portion, or all, of the debt on the building. Since facility costs, whether rent or debt service, is about 5 percent of the Institute's budget, success in the capital campaign will be a huge financial benefit to CIIS's financial operations.

While CIIS has had a strategic plan for several years, its call for growth in the face of limited financial resources made it difficult to plan beyond a year or two. For the past four years, resources were allocated to the immediate needs of the Institute's operations to provide services for the current, and growing, student population.

By June 2006, the positive financial condition stabilized, which allowed CIIS to allocate resources to strategic investments. In October 2006, the Institute engaged a marketing consultant who specializes in higher education. With the work of the marketing consultant, the Institute is learning new techniques for understanding the market and how the market discovers and perceives CIIS. Regular review of market perceptions will illuminate the relevance of CIIS to the potential students' quest for learning.

In May 2007, the Finance Committee of the Board of Trustees asked management to develop key performance measurements. We will align these measurements with the goals and objectives of the Strategic Plan. This will help communicate the progress of the strategies throughout the Institute.

For 2007-08 the Institute established a full-time position for Institutional Research. Previously, IR activity was part of a part-time position within the office of the Registrar and focused on the immediate needs of academic reporting. With the new IR position, regular reporting will be applied to much broader business measurements.

In 2007-08, the Institute is convening a strategic leadership group to focus and coordinate the activities and resource requirements for ongoing strategic implementation. Strategic leadership will identify resource requirements needed to fulfill objectives of the strategic plan and communicate these needs to all areas of the Institute. The Institute Planning and Budget Committee, which establishes the annual budget, will ensure that annual plans and budgets are kept within the focus of the strategic plan.

The Institute Planning and Budget Committee (IPBC) is a broad-based committee composed of faculty and administrative directors who meet regularly throughout the year. IPBC is involved in setting the high-level priorities for resource allocation for the following year. IPBC regularly reviews the budget reports at the Institute level and discusses underlying issues of any major variance from budget.

Each month Academic Program and administrative department directors receive a Budget Variance Report for their department. These reports show progress by revenue and expense accounts for the month and year-to-date against budget; it also shows a comparison to the prior year results and budget.

The Business office works with each department to ensure appropriate and regular process of bill payment and ensures that all expenditures are recorded in line with the budget. In early 2007, the Institute added a full-time position for Accounts Payable coordination to improve the oversight of vendor management, budget management, and cash management.

Weighing the balance between a healthy cash reserve and owning its campus building has been much debated within CIIS over the past two years. With the encouragement from the WASC recommendation, the Trustees of the Institute decided that it would be best to purchase a building now. The Institute was further uncertain about its presence in San Francisco, with which it is keenly identified, if it were to continue to rent. In 2006, CIIS created the opportunity to buy the building that houses its main campus. The trustees and administration recognized that the rapid economic development of business and real estate in San Francisco was spreading out from downtown, particularly to the South of Market area, where CIIS is located. There was clear evidence that CIIS would need to own in San Francisco if it wanted to remain in San Francisco.

The recent financial surpluses, plus settlement of a major bequest, provided the Institute with its strongest level of cash reserves in early 2007. At that time, the Board of Trustees voted to approve the purchase of its main campus building, which significantly reduced the level of cash reserves. Even with the purchase, the level of cash reserves is higher than it was in 2002-03, and the Institute is in a much stronger financial position. Purchasing the building was a bold, strategic move that compels the Institute to further its financial discipline while it enhances operational planning and fund-raising possibilities for improved financial performance that will replenish its cash reserves.

2. **Increase, to the extent possible, support for students. Of particular concern is financial support. A variety of mechanisms (e.g., higher fees combined with higher return to aid, research positions from externally funded projects, clinical work, donors scholarships, state and federal programs, loans forgiven for subsequent work in targeted areas or populations, and alternate scheduling of courses and advising so that students can work) should be examined and used in combination to improve the financial circumstances of current students and reduce the debt load of graduates. Although desirable in its own right, this may have the additional benefit of increasing student retention, given that financial issues were raised as a major reason for students not continuing at CIIS. Another concern is space. Students need access to more space that is available more of the days and hours they need it in order to carry out research, study, prepare reports and other materials, and collaborate. The library is a typical site for such space, but it need not be there. Other student support issues should be attended to, taking account of institutional trade-offs, when and if they surface.**

CIIS has a goal of providing 10 percent of its Tuition Revenue for scholarships. This target will be achieved through gifts and grants, earnings on endowments, and Institute funds. In addition, CIIS is considering deeper Institute scholarships to prospective students for programs with underutilized capacity. Currently, scholarships comprise 5 percent of Tuition Revenue; most of these awards are Institute-funded. With the rapid rise of revenue at CIIS, increasing the percent of tuition for scholarships has been a challenge.

CIIS currently awards annual scholarships from three endowed scholarship funds–the Kranzke Scholarship Endowment, the Auen-Berger Scholarship Endowment, and the Asia Cummings Memorial Scholarship Fund. These three funds combine to $800K of endowments. In early 2007, the Development Department secured $140K to complete the

half-million-dollar pledge for the Kranzke Scholarship Endowment after a five-year lapse.

In FY 2006-07, the Development Department raised a total of $277,820 for student support. This total represented 17.5 percent of all development revenues raised for the year. Of the $277,820 raised for student support, $239,918 (or 86 percent) was for scholarships; the other $37,902 (14 percent) was for research fellowships. The scholarship revenues were both unrestricted ($44,298), restricted ($4620), and endowed ($191,000).

In addition, a number of grants were submitted for scholarships that did not result in gifts, including a request of $150,000 for Community Mental Health Scholarships to the California Wellness Foundation, $100,000 to the William Randolph Hearst Foundation for School of Professional Psychology Diversity Scholarships, and $50,000 to the Bernard Osher Foundation for Community Mental Health scholarships. These key foundations will be reapproached for scholarship support in the 2007-08 academic year. Furthermore, CIIS is submitting major six-figure requests to both the state and county for Prop 63 (Mental Health Services Act) funds supporting full scholarship stipends for therapists and psychologists training for public sector careers.

Given that seeking foundation and sponsored program grants in a systematic way is relatively new at CIIS, it is anticipated that such major grant requests will be funded in the future as CIIS establishes name recognition and relationships with foundation and state/county/federal funders.

The majority of CIIS is contained within 1453 Mission Street. Just before the summer term of 2006, CIIS began to concentrate more of its classroom and faculty offices within its main campus. In doing so, the Institute created a stronger campus identity for its students and increased the amount of space dedicated to the administration of its programs. Four new classrooms have been added, and 11 new program offices have been built, providing faculty and program staff with more space for student advising and other student resources. The Field Placement Office for the School of Professional Psychology has gained a resource lounge area specifically for students. CIIS also has completed a rooftop Zen garden, as a joint project between CIIS and Student Alliance, which has quickly became a student focal point. A commodious quiet room to supplement the library has been added, providing space in which to study or do research. Also a large meeting room has been acquired that is not scheduled for classes in order to be available as meeting space for student groups or dissertation committees.

Currently the Institute has engaged an architectural design team with experience in space planning and space redesign for schools of higher education to help create a master plan for CIIS facilities. The project is expected to be highly collaborative, involving all Institute stakeholders, including students. The outcome will be to establish a long-term plan for all future space acquisition within 1453 Mission and any redesign of current space inclusive of Institute goals and priorities and an analysis of the overall building constraints and issues (ADA issues, maintenance issues, etc.). Ultimately, the impact of this plan will be to increase the functionality of the Institute's space.

3. **Examine the current responsibilities (e.g., teaching, advising, committee service, community, scholarship) and workload of staff and core faculty and the projected responsibilities and workload under various initiatives (e.g., enrollment growth,**

research centers, taking CIIS to more mainstream institutions and venues) and, as needed, develop mechanisms, including increasing the numbers of core faculty and staff, to ensure that with each new initiative faculty and staff are able simultaneously to meet all their responsibilities and keep workload within manageable limits. CIIS faculty and staff are very dedicated to the Institute, its mission, and its culture. They work long and hard, often for less compensation than could be obtained elsewhere. It is in their own and the Institute's best interests to anticipate and avoid circumstances in which there will be negative consequences from too great an imbalance between responsibilities and resources to meet them.

Budgeting at CIIS has tried to walk a careful line between adding positions as needed to accomplish the work, raising salaries to appropriate levels, and exercising caution to keep the budget in balance.

Since 2001-02 (see WASC Table 4.2), CIIS has increased core faculty FTE from 44.42 to 55.25, an increase of 24.4 percent. During the same time period, student headcount increased from 972 to 1,149 (see WASC Table 2.1), an increase of 18.2 percent. Mean faculty salaries between 2001-02 and 2007-08 increased by 31.9 percent for Full Professors, 32.5 percent for Associate Professors, and 24.1 percent for Assistant Professors. The goal of bringing faculty salaries to the national mean for comprehensive universities was achieved for Associate Professors in 2006-07. The present estimate is that the Assistant mean is off by $254 and the Full Professor mean is off by $2,476. That CIIS has managed to increase both the size of the core faculty and the salaries in such significant ways is a measure of the commitment to improving working conditions. Growth in the core faculty has exceeded the growth in student enrollment. As new programs are added, or old ones expanded, the needs for additional faculty are always considered.

A faculty Workload Committee was appointed in late spring 2007. The Committee is chaired by the former Chair of Faculty Council. It is currently reviewing all aspects of faculty workload. At present, CIIS core faculty members have a workload of 18 units or its equivalent. In addition to classroom teaching, faculty members are given workload units for dissertation committee work, supervision of practicum students, oversight of comprehensive examinations, special projects assigned by the Program Director, and administrative responsibilities. Faculty members who have funds for research projects are able to buy out teaching time at the replacement cost, a policy designed to make it easier for faculty members to reduce their teaching to support research activities. In order to further support faculty, the Institute has been increasing the number of staff positions in academic departments.

There has also been growth in staff positions, especially in the most recent years. In 2001-02 (see WASC Table 4.31), CIIS employed 50 full-time staff members and 24 part-time. In 2007-08, the full-time staff has increased to 77 people; there are also 18 part-time staff members. Full-time CIIS staff work a 40-hour workweek, which includes one hour for lunch; therefore, working hours are 35 hours per week. With the exception of a few positions and at the start of the academic year, staff members seldom work beyond their regular work schedule.

Since 2003, staff salaries have been reviewed annually for fair market value; across the board, staff salaries for the midlevel and entry-level administrative positions are consistently above the national average and in general are within the range of state and private universities in the San Francisco Bay Area. Director level and above positions, while often below the areas state

and private schools average, are generally within the range for universities of a similar size.

4. **Promote diversity as a high priority in every aspect of CIIS. Issues to be considered include the Institute's conceptions of diversity, given its unique mission and heritage, the need for a sufficient body of diverse groups of students, staff, and faculty, and promotion of multicultural awareness, respect, and competence.**

CIIS has made many positive changes in the area of diversity. AY 2006-2007, the Human Resources office was reconfigured and renamed the Office of Diversity and Human Resources. An HR Generalist was hired to provide more human resources support and to allow the Director of Diversity and Human Resources more time to devote to focus on leading the diversity efforts within the Institute. A new Dean of Students, Shirley Strong, was appointed who has an extensive background working with students and diversity efforts. While the People of Color Group at CIIS has been active for the past seven years, more student groups have flourished and become active and proactive. The groups Queer@CIIS, the People of Color Group, MULTIpeoPLE, and White People Working Against Racism are constructively working together and with the administration to promote positive changes. They host cultural events they feel are important to their group and actively engage in faculty recruitment efforts.

New student orientation during years 2006-2007 and 2007-2008 has included diversity training. Staff and faculty diversity training have also been provided quarterly during this time. With these positive changes in place and the creation of a faculty diversity committee, CIIS has dissolved the Institute's Diversity Action Team in order to integrate the responsibility of improving diversity throughout the Institute.

Defining diversity at CIIS has been an ongoing struggle. The Institute has historically resisted attaching a restrictive definition to diversity for fear of excluding some groups or individuals, at the same time recognizing that, without a clear definition, it becomes difficult to identify priorities and impossible to measure progress and instill realistic expectations in the minds of students (prospective and current), faculty, and staff. With this in mind, a working definition of diversity has been created:

CIIS Working Definition for Diversity

CIIS is committed to provide opportunities and an open, fair, inclusive, nondiscriminatory environment for all individuals regardless of race, religion, sexual orientation, gender identity, national origin, socioeconomic status, ethnicity, age, physical ability, or medical condition. We also seek to increase the presence, representation, and inclusion of historically underrepresented people of color (in the United States), international, bilingual and bicultural students, faculty, and staff. We continue our commitment to attract and retain individuals identified as lesbian, gay, bisexual, and transgender.

In order to center our diversity efforts, we are in the process of finalizing a three-year diversity plan covering academic years 2007-2010. The plan adopts a three-pronged focus on diversity: (1) recruitment, (2) retention, and (3) inclusivity.

Recruitment and Retention—Our recruitment and retention focus is to increase the presence, representation, and cultural inclusion of historically underrepresented racial and ethnic minorities. We also choose to increase the visibility of bilingual and multicultural individuals

in the student body, faculty, and staff. We will make efforts to continue an environment that attracts and retains individuals identified as lesbian, gay, bisexual, transgender, intersexed, and questioning.

Inclusivity—In accordance with the Seven Institute Ideals, CIIS commits "to promoting a dialogue of difference, the curriculum reflects a commitment to the diversity of the world's cultures and spiritual traditions while seeking their holistic integration."

Consistent with this ideal, we strive to offer an environment that is inclusive, engaged, and engaging for all students, faculty, staff, and the broader community regardless of race, religion, gender, gender identity, sexual orientation, socioeconomic status, national origin, ethnicity, age, disability, political affiliation, marital status, or medical condition.

5. **Continue to develop and implement academic assessment plans that effectively link school/program philosophy, desired program outcomes regarding student learning and competencies, the processes for achieving these outcomes, and the multiple ways of measuring these outcomes. This requires that individual units use assessment data to monitor and enhance their continually evolving programs and to provide evidence of program success to external reviewers. The program reviews are an important means of assessment for the Institute and its individual units; the continued improvement of these reviews and of use of their information for decision making is encouraged. The Institute is also encouraged to maintain actively its assessment of students' perceptions and satisfaction as an important part of institutional assessment, and to actively use the findings to improve the academic programs, campus services, and campus climate in meaningful ways.**

CIIS faculty has continued to focus its attention on developing student learning outcomes and assessment plans and on understanding what the assessment measures are conveying about the students and the programs. Much of this work is discussed in the body of this report and specific examples are included with the supporting materials. The standing Assessment Committee currently being recommended to Faculty Council is an important mechanism to increase attentiveness to assessment as an ongoing process.

CIIS is close to completing its current cycle of program review. The Curriculum and Academic Review Committee (CARC) believes that the current cycle has increased faculty awareness and understanding of assessment and program evaluation and has had a positive impact on program quality. The Committee has worked hard to have program review be seen as a formative process rather than as the punitive experience that has been part of the remembered culture. Prior to commencing the next round of program review, CARC will assess the effectiveness of the current process and consider the changes that should be made. Plans for the assessment are being developed during fall semester 2007.

The Dean of Students Office has been conducting an annual Student Satisfaction Survey since the 1999-2000 academic year. The data from the survey, created with input from members of the Academic Administrators Group (composed of student services personnel and faculty representatives), has been used to focus institutional attention on areas needing improvement. Besides rating their agreement with statements about their experiences in both