

**SUMMARY OF STUDENT/RECENT ALUMNI SURVEY
RESULTS, 2021
TABLES AND LISTINGS OF RESPONSES AND COMMENTS,
along with HIGHLIGHTS AND ANALYSIS
And Summary of Recent Survey of Employers, Coworkers
and Clients of Advanced WISR students and recent alumni**

I. Survey of Students and Recent Alumni

Response Rate:

A total of 39 students/recent alumni from all degree programs received the survey. A total of 31 students/recent alumni from all degree programs answered the survey. **A total of 80% response rate.**

Doctoral Program:

Twelve (12) doctoral students/recent alumni received the survey; nine (9) answered. 75% response rate.

MFT Program:

Twenty-one (21) MFT students/recent alumni received the survey; seventeen (17) answered. 81% response rate.

MS-Ed and Com Leadership Program:

Five (5) MS students/recent alumni received; five (5) answered. 100% response rate.

Bachelor Program*:

One (1) BS students received the survey; zero (0) answered. Zero percent response rate.

*This program was discontinued several months ago.

Question 1(a):

Two-thirds said that their satisfaction with their WISR experience is Very High, and the other third said their satisfaction is quite high or somewhat high.

100% are satisfied, and over 80% say they are very satisfied or quite satisfied.

Please rate on a scale of 1 to 7 (from very dissatisfied, to very satisfied) your experience at WISR in terms of WISR's support of your personal learning goals and objectives.

Category of Students	Doctoral Students	M.S. in Psychology Leading to LMFT/LPCC Students	M.S. in Education & Community Leadership Students	BS in Community Leadership and Justice Students
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1 = Very Low				
2 = Quite Low				
3 = Somewhat Low				
4 = Medium				
5= Somewhat High		2	5	
6 = Quite High		5		
7 = Very High	9	10		1

Question 1(b):

Over 90% said that their satisfaction with WISR’s support of their professional and career goals and objectives is quite high or very high. (6 and 7 on a scale of 1 to 7).

Please rate on a scale of 1 to 7 (from very dissatisfied, to very satisfied) your experience at WISR in terms of WISR’s support of your professional and career goals and objectives.

Category of Students	Doctoral Students	M.S. in Psychology (leading to MFT/LPCC) Students	M.S. in Education and Community Leadership Students	BS in Community Leadership and Justice Students
1 = Very Low		1		
2 = Quite Low				
3 = Somewhat Low				
4 = Medium		1		
5= Somewhat High				
6 = Quite High		5		
7 = Very High	9	10	5	

Question 1(c):

90% indicated that they are very satisfied or quite satisfied with WISR’s support of their goals and objectives for contributions to their communities and the larger society.

Please rate on a scale of 1 to 7 (from very dissatisfied, to very satisfied) your experience at WISR in terms of WISR's support of your goals and objectives for voluntary contributions to their communities and/or the larger society (if applicable).

Category of	Doctoral	M.S. in Psychology	M.S. in Education	BS in Community
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Students	Students	leading to MFT/LPCC Students	and Community Leadership Students	Leadership and Justice Students
1 = Very Low				
2 = Quite Low				
3 = Somewhat Low				
4 = Medium		2		
5= Somewhat High		1		
6 = Quite High		4	5	
7 = Very High	9	10		

Question 1(d):

Even though 80% came to WISR with somewhat to very high expectations (see question 1e below), over 75% stated that their satisfaction with their WISR experience exceeded their expectations.

Please rate on a scale of 1 to 7 (from very dissatisfied, to very satisfied) your experience at WISR in terms of your satisfaction in relation to your initial expectations when enrolling at WISR (1= much lower than expectations, 4 = met expectations, 7 = much higher than expectations).

Category of Students	Doctoral Students	M.S. in Psychology (leading to MFT/LPCC) Students	M.S. in Education and Community Leadership Students	BS in Community Leadership and Justice Students
1 = Very Low				
2 = Quite Low				
3 = Somewhat Low				
4 = Medium		2	1	
5= Somewhat High		2	2	
6 = Quite High	2	8	1	
7 = Very High	7	5	1	

Question 1(e):

Please rate how high your expectations were when enrolling (1 = very low, 4 = modest, 7 = very high).

Category of Students	Doctoral Students	M.S. in Psychology (leading to MFT/LPCC) Students	M.S. in Education and Community Leadership Students	BS in Community Leadership and Justice Students
1 = Very Low				
2 = Quite Low				
3 = Somewhat Low				
4 = Medium	3	3		
5= Somewhat High		4	1	
6 = Quite High	1	6	2	
7 = Very High	5	4	2	

Question 2:

In discussing what, specifically, has been of value to them—students often mentioned things directly related to WISR’s mission (see the blue highlighting), and they often referred to the quality of faculty and staff, and the mentoring and support they have received. They also often mentioned the value of collaboration with other students and the value of the seminars, as well as WISR’s overall collaborative and open atmosphere. They often mentioned the valuable and challenging content (readings, assignments) of the courses.

Briefly state and highlight the main things that have been of value to you, in terms of your experience at WISR (one to three things):

- Cohort, Course Material. Professors
- personalized graduate education, action research expertise, social justice focus
- The mentoring from my professors and the quality of the coursework have been especially valuable. Additionally, the program context in general is helping me ask new and important questions about my area of research.
- The learner centered environment, the social justice focus, and multicultural focus
- Self paced learning and timely input
- The Staff have been amazing.
- Maximum flexibility in pace, schedule, and learning details. Being treated like a thinking adult.
- The WISR way of maintaining awareness of context and the bigger picture while studying the details.
- I have learned to trust my inner voice and my own experiences as a frontline-worker to build knowledge in a subject matter that I have worked in. I've learned to write in my own voice and tell my story and rely on my own intuition to document my expertise in a

subject matter. I've **learned to treat others as collaborators** in my learning, even if they oppose my views and sabotage my practices; I find that dealing with opposition forces me to look deeper.

- The MFT collaboration meetings.
- The learning style, seminars, professor interactions
- Faculty support
- experience/wisdom of faculty, commitment of other students, openness to diverse ideas
- **Love the social justice focus**, the community of learners and teachers are dedicated and very inspiring, the **self-paced and learner focused** program
- The encouragement for creative projects I wanted to undertake, and being connected to useful resources and exploring different ways of thinking about issues.
- The support of nature of all of the faculty and the emphasis on collaboration
- I love that I am **free to pursue topics that are of interest to me**, and the **support in my developing my unique style of being a therapist, and my unique voice as a writer and researcher.**
- **Learning to write in my own voice.**
- **Learning to do "action research"**
- Mutually benefitted from WISR's wholistic and pacifistic values and community (Board, administration, teachers, students, guest speaker, and guests) by sharing profound perspectives on social, political, and psychological issues.
- (1) The educational experience was directly related to my professional needs. (2) The **educational experience could be "customized" to make it as challenging as I had hoped it would be.** (3) WISRs size makes it nimble in terms of adapting and providing education that is inclusive of the most updated theoretical models and learning options.
- So far I have really enjoyed the content of the courses. I appreciate that **studies are self-paced and that I have flexibility in terms of the course material with the option to focus on my personal interests.** I appreciate the feedback I have received for the coursework handed in and the conversations I've had with my supervisors.
- I appreciate the **self-guided learning.** I've also learned so much via the seminars.
- The cohort dynamic, the responsiveness and insights of faculty members and peers from other departments, the **agency to work on personal interests** and read chosen articles to reflect on
- I appreciate the communication and collaboration with the team.
- The support from faculty and the community of students. It's like family.
- I have been happy that the seminars and group cohort experiences have been more involved than I expected them to be. **I like that the feedback that I get on my writing is personalized** and is not based on a grade assignment which holds both people (me and my advisor) accountable to write honestly and completely and be read and responded to beyond a passing interest by the reader.
- The support of faculty, convenience of distance learning, and most of all **the ability to design my program of higher education.**
- (1) **Support to direct my own experience** with guidance and encouragement to stretch further. (2) **Acknowledgement of what I already know and how to expand and deepen**

that knowledge base. (3) Emphasis on social justice and how that is woven into all parts of the curriculum.

- The WISR community has been a friendly and welcoming group where I have been able to get support and have deep and inspired discussions. Through this community I have also had great opportunities to collaborate in my learning and research with students and professors. I have also really appreciated how the courses and learning is so personal and individualized. It has allowed me to learn at the pace and through methods that work best for me.
- WISR encouraged me to explore topics within my field of study that were particularly interesting to me.
- The personal attention to my professional aspirations through the program has been the most beneficial aspect.
- You get what you give, if you have the time to make a great effort, the school will be supporting you the whole way. The readings were stimulating and the discussions about the reading ensured that we all had a deep understanding and how we could apply what we were learning to our life and projects.

Question 3:

In discussing the most important qualities of WISR that should be retained and supported, again, students consistently made reference to key values articulated in WISR's mission—especially personalizing education, and also the emphases on social justice, multiculturalism and inclusiveness, and action-research (see the blue highlighting). They also frequently talked about the importance of the collaboration among students and faculty at WISR, the challenging courses, and the experience, wisdom and support they receive from WISR's faculty.

Briefly state the most important things about WISR that are important qualities and should be retained and supported as WISR continues to develop (one to three things):

- Integrity
- personalized education
- The individualization/flexibility of the program and the level of personalized attention is enormously valuable to me. I deeply appreciate the focus on multiculturalism, inclusivity, social justice, the balance between quantitative and qualitative research.
- All the above
- Self-paced learning and timely input
- Slightly more structure and clear expectations.[this was a suggestion it seems]
- Large leeway in source selection toward course objectives. Encouraging regular reviews with advisor.
- It is vital that WISR continues to develop personalized education that is rooted in the interest and life of each student. Students that are attracted to WISR are looking for education that is uniquely individualized.
- WISR is a learners' laboratory; professors help students build knowledge from students' own personal and work experiences. WISR values the learnings from frontline workers, not just managers, and helps frontline workers develop their expertise in their work.

WISR is diverse; we have professors and students who are combat veterans/active military career soldiers; we also have professors and students who are pacifists. WISR is all about people and making connections versus procedures and management; WISR is extremely accommodating to students, almost to a fault.

- see above
- Learning style, modules, seminars
- Participatory Action-Research
- Critical Thinking and the Scholarship that supports it
- Individualized learning
- experience/wisdom of faculty, commitment of other students, openness to diverse ideas
- self-paced and getting to choose projects and articles to read.
- Encouragement to pursue creative solutions to social issues. This I think is done by not having rigid cookie cutter programs.
- The emphasis on how our work can improve society as a whole
- The encouragement of collaborative engagement with other students. The many great seminars, but especially the practicum process group. The many opportunities for students to pursue topics of specialized interest.
- Action research (it makes research go beyond theory forcing it to be both alive and wholistic - as compared to theory, which operates in a vacuum of reality and context)
- Writing in one's own voice (it develops one's self-awareness, which, in turn, develops one's powers of expression)
- Provides resources for work in and a community of people for social justice
- The adaptability of their programs to make them relevant for mature learners who are already engaged in their professional lives.
- I think WISR focus on inclusivity and cultural diversity are one of the things that has greatly enhanced my learning experience here. In my previous studies I have found little to no emphasis on the ways societal factors such as poverty/racism/lack of resources affect mental health whereas at WISR this conversation is present every step of the way. I also appreciate the focus on action research, collaboration, empowering individuals to pay attention to the world around them and giving the tools to make valuable contributions to the knowledge field. I also greatly appreciate how affordable the course is.
- I've really gotten a lot of out the self-directed learning. I feel like I understand the material better because I have been able to connect it to my own life and interests.
- personal agency on topic research and study within each module and course
- I like the community perspective and the process of them working with students financially.
- Keep the collaborative learning
- The respect towards individual learning style/ writing style and the personal journey towards learning is very important to me as an aspect of WISR. The care put into inclusion and multicultural acceptance and awareness is really key--there is walk to the talk.

- The individualized learning plans, The ability to write in your own voice and draw from your personal and professional experiences to formulate research question you will pursue answers to in your advanced studies,
- (1) Emphasis on action learning (2) Focus on multiculturalism and social justice (3) Self-directed learning with supports
- I hope WISR continues its efforts create a collaborative environment while still allowing for individualized learning. I also deeply value WISR's commitment to multiculturalism and social justice. The lessons and perspectives I have been exposed to and encouraged to explore deeper will help me as a therapist to better empathize with a wider range of clients. I also think understanding the issues of social justice are important for everybody to learn as members of the society.
- Writing in your own voice is the best part of WISR.
- Individualized education, creative freedom within the structure of the program
- The ongoing communication with faculty and students, the high expectations, and the course content.

Question 4:

Students made a number of valuable, specific suggestions—all of which will be referred to faculty to consider in meetings over the next six months, including the semi-annual assessment of student progress and the curriculum, and the review of each degree program once for a few months out of every two years. The main themes were: the importance of accreditation, some added clarity about details and sequence of steps to be done in each course, the value of slightly more structure in the courses and seminars, but also a bit less redundancy with some of the assignments, streamlining some of the paperwork requirements, and an improved website.

Briefly state the most significant, needed improvements at WISR (one to three things):

- Website
- structure and mechanisms to facilitate student interaction
- Accreditation would be wonderful.
- Get through accreditation, possibly a website update
- Redundancy in assessment and evaluations - repeating the same information
- More structure.
- Include easier checklists for assignments per module
- WISR would benefit from a broader collection of guest educators to come share ideas with the WISR community. I believe this could inspire and challenge students to explore ideas they had not considered.
- WISR needs money to run its operations.
- Each module has one brief lecture. I would recommend that those be expanded and each course have a combination of required and optional reading. Since most readings/videos are chosen by the learner, there is no way to make sure that students get the same content.

- Perhaps a training on how to go about approaching and completing modules for new students
- The organizational culture that matured in the first 45 years can be expected to be disrupted by the at-a-distance learning culture of students who matriculate here on out.
- Easier/simpler access to written course materials
- Some seminars need more clear structure, sometimes there are no breaks
- Would like there to be more cohort community building like check ins to build safety and connection
- I think in person classes would be good for those who do not want to do online classes.
- More midweek online classes
- A more streamlined bureaucratic process--meaning that the paperwork for the evaluations and completion of courses is handled more quickly and formally, so it is clear when a course is done.
- Deadlines (too much of a good thing can be bad (freedom and ice cream)
- Democracy (some radicals can become just as dogmatic and judgmental as some Believers)
- Free speech (while this is one of WISR's greatest assents, it hasn't perfected it, yet - "politically correct" is a relative thing subject to the times)
- A more organized structure for supporting learners in their development and completion of programs.
- I don't feel like I've been enrolled long enough to answer this question yet. I do feel like the WISR main website could be updated to make it more attractive/look newer.
- I wish there was a graduation flow document. I tend to get lost when things are over explained, and sometimes I long for simplicity.
- website UI / UX, redundancy of written assignments
- None
- Need more space.
- Organization and better structuring of the courses is needed. What I am referring to is that there are many key pieces of instruction for assignments that get repeated in different places in slightly different words and it can be confusing to sort out what is the same assignment or task and what is different. The more words used, the more confusing it gets.
- WISR needs to complete the accreditation process so it can continue to develop professionals committed to equity, excellence and social change.
- I have not been as involved with WISR since graduation as I'd hoped due to an unforeseen family situation, so I don't feel knowledgeable about what is currently happening. From my own experience of a few years ago, improvements would include stable funding, the accomplishment of accreditation so that those energies could be utilized differently, effective recruitment of students, and a wider online presence.
- Though the reading selection has been great, I would also enjoy having more video options integrated into the courses where appropriate.
- It took a bit of work to figure out what assignments were required for each course.

- Some of the explanations for course requirements are a little vague, but it's not a huge issue.
- To be in person again

Question 5(a)

Most students are employed, some of them (e.g., therapists and life coaches) are self-employed. A few are unemployed. A number are teachers; quite a few are either therapists or somatic practitioners. Some work on non-profit agencies and at least one is the CEO of an agency, and one a program director. One is an author; one owns and operates a restaurant, and one is retired but still does some freelance work.

If you are currently employed, what is your role/job and the name of the agency where you are employed (or self-employment)? (If more than one job, state each job and each role). For each job, state how long, and your salary (optional—we are required to ask, you are not required to answer). State your total salary from all jobs. State the total number of hours per week that you are paid.

- I am not currently employed.
- 10 years/ self employed
- Principal Program Manager, Machine Teaching Innovation at Microsoft
- Self-employed variable income I have been self-employed 16-17 years.
- Instructor - Adult Schools and Owner of HE Company
- Behavioral Therapist
- Massage therapist, self-employed, net income 70-100K, work 50+ hours a week including non-massage tasks
- I am a Program Director responsible for two volunteer projects in the County of Sacramento. I've worked for the county in volunteer services for 10+ years. Salary is over \$100K and hours are over 40 per week.
- I am a legal secretary with a governmental entity.
- I am currently employed full time. I chose not to provide the rest of the information.
- 5th Grade Teacher + Intern MFT at Liberation Institute in San Francisco
- Self-employed - psychotherapist since 1991; clinical supervisor, 1995
- Author since 2014
- CEO Info Power To The People, Inc. since 2004
- Not currently employed
- somatic practitioner part-time
- I am a teacher at Basira
- I am not employed
- I am retired. However, I do some freelance work and I am the "representative payee" with the Social Services Administration for an elder woman who has dementia, i.e., she cannot manage her own finances. Her sister, who lives on the East Coast so is not here to care for her sister, hired me to care for her (she is the "supervisor" to whom I sent your reference-request form).

- Self-employed as a professional development trainer (40 years); Senior Faculty at the Somatic Experiencing Institute (20 years)
- not employed
- Not currently employed.
- Executive Assistant at the Ella Baker Center for Human Rights, 40 hrs a week
- N/A
- Owner of falafel corner restaurant, salary is about 150k per year and I work 60 hours per week.
- Generally, I am employed as a Spanish teacher at Hickman charter school for the last year, average 6 hours a week/ \$25/hr.
- Childbirth Educator at Bay Area Birth Education 10 hours every two months/ \$70/hr.
- I have a private practice Abundant Life Family Therapy located in Berkeley. I have been in practice since August of 2016. I am also employed as a Behavioral Health Clinician at Roots Community Health in Oakland. I am a clinical supervisor for Second Chance Recovery Services in Hayward. \$102K. I work 60 to 65 hours a week.
- I am self-employed as a Somatic Experiencing (SE) psychotherapist and am involved in the SE trainings as a training assistant, small groups facilitator, and SE supervisor.
- I am currently unemployed, however I have been working on my practicum towards my degree with the Center for Child and Family Development. I worked with them from September to June, working 15-20 hours per week.
- I start a full-time associate position in September. I'm still in the Air Force until then.
- I am a self-employed recovery and relationship coach. I have been in private practice for 4 and 1/2 years. I consistently see approximately 30 clients per week, which translates to approximately 30 hours per week. I'd prefer not to state my total income.
- Secondary school teacher, all day every day during the school year, I think my salary is a little over \$60k before taxes.

Question 5(b).

Only two indicated that they are looking for employment. Some are not seeking employment because of their significant family responsibilities. Most are employed.

If unemployed, are you looking for employment? Why or why not?

- N/A
- N/a
- Yes. Looking for career in More in alignment with future goals
- No
- Not unemployed
- No.
- -
- N.A
- Not applicable
- Yes - looking for employment
- no

- d/a
- I am a full-time parents with three children two of whom are adopted with severe behavioral needs
- I am not looking for employment so I can focus on completing my studies.
- Not looking for employment at this time due to health challenges but hope to rejoin the work force in the future.
- At the moment I have a young toddler so I'm focusing on that.
- Yes, to start my associateship.
- Unemployed/underemployed due to covid health issues and school schedules. Not looking for more work because of family care issues, upcoming practicum commitments, coursework time.
- I have completed my practicum hours towards graduation so I am not currently looking for for a new placement. However, I will be looking for an associate position for after I get my degree.
- I am employed.
- I am not looking.

Question 5(c).

A few are looking to change jobs, to do work more in line with their career choice (and related to their WISR studies in most of these cases).

Are you currently looking to change jobs? If so, why?

- No
- no
- Yes. Looking for career in More in alignment with future goals
- Yes, I would like to find a better paying position in the same field.
- Eventually something involving psychology or at least not as physically demanding
- Yes. I enjoy analytical work more than program operations.
- No.
- Yes. Current position is not a good fit.
- N.A
- Not applicable
- n/a
- Not until I graduate.
- Yes and no. Being a "rep payee" is not my career choice; working as a therapist and/or teaching psychology or psychotherapy is and so that is the field I will be trying to reenter.
- Once I have completed my studies I plan to work as a therapist.
- No
- I am always looking for new contracts
- No, I'm not looking to change jobs. I may need to retire due to family circumstances.
- I am not looking to change jobs.
- I leave the Air Force in Sept for an associate therapist position.

Question 5(d):

At least half of those responding describe their involvement in significant volunteer work in the community (see blue highlights). This volunteer work is often aimed at providing assistance, education and/or support to marginalized and underserved groups.

If you are involved in any significant, unpaid community, voluntary work or leadership, please state the names of the group(s) and the role(s); please state how many hours per week, and how many months of the year.

- N/A
- No
- City of Angels orphanage. After school enrichment program, mentor to freshmen
- I teach a course on Designing Artificial Intelligence to underrepresented students in NYC. This is the first month and is based on my work at WISR, 20 hours per month.
- Although technically I am not an employee, I have been an educational administrator and faculty at Andrew University for about 6 years now. I work about 30-40 hours per week.
- Mostly at WISR
- I used to work at School of Imagination/Happy Talkers working with children with ASD, ADHD, Sensory Processing, or other developmental disorders.
- Not currently
- I am developing a Legal Secretary Vocational Training Program to help clients of the Salvation Army to become gainfully employed in the legal sector. This is voluntary work and at times requires 10 hours per week of my time.
- I volunteer on a crisis line and my church.
- Liberation Institute unpaid internship 7 hours per week
- Not applicable
- n/a
- no
- I consult for religious organizations for free. The time is about 10 hours a month.
- I guess my work with my children could be considered community work
- I have put all my volunteer work on hold.
- Since I am trained as a therapist, I often volunteer to with different projects relevant to my field. For instance, right now I am helping a high-school student with a Girl Scout project on mental health in her school. In the past I have given free counseling to individuals and couples who are friends of my friends or my family members who need immediate consultation. I also serve on the Board (Secretary) of two non-profit, social service organizations, one for refugees and one for my religious community and that position keeps me in the loop of social service work.
- I serve on the Governance Committee of the Somatic Experiencing Institute (a nonprofit organization that provides education and services related to recovery from trauma, including mass disaster events)
- none at the moment.

- I have been the co-president of the parent board for the School of Theater at Oakland School for the Arts for the past five years, but am stepping down from that position. I often spent 30 hours a month working for this group because I made the sets and costumes and organized the volunteers for the many productions of the school year.
- Black Repertory Group Theater, Board of Directors, CAFE Center for Age Friendly Environment, Board of Directors, Senior Pro Home Health agency Board of directors
- As stated above I recently completed my work as a school based counselor trainee with the Center for Child and Family Development (CCFD). I worked between 15-20 hours per week.
- I still do three hours a week of therapy work via Zoom for the Salvation Army in San Francisco, 12 months per year.
- Not at this time
- Not right now

Question 6:

About 75% say that WISR’s contribution to their professional expertise and job skills is “high”, and almost all of these rate it as “quite high” or “very high.” Another 12% say that WISR has made a “medium” contribution—so, almost 90% total indicate that WISR has contributed more than “low” to their professional expertise and job skills. We will do further analysis with specific students, but it is likely that a few students, who are early in their WISR studies, are currently relying on what they learned in their undergraduate studies or graduate studies prior to WISR—for the work they are doing right now. How much did your experience at WISR contribute to your professional expertise and/or current job skills? Please rate your experience with a scale of 1 to 7, with 1 being very little, and 7 being extremely large and valuable.

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5= Somewhat High		1		
6 = Quite High	4	3	1	
7 = Very High	3	8	3	

Question 7.

What, if any, were WISR's main contributions to your learning and/or building bridges, either to your getting your current position and/or to your being effective/creative in that position? Please write a few sentences about this, if applicable. If you wish you may also comment on, what, if anything, WISR has contributed to your learning, knowledge, skills, motivation, effectiveness and/or creativity in any non-paid community involvements.

Students make reference to a wide variety of contributions, and we've highlighted below some that are either illustrative or especially noteworthy. A number of students talk about the value of the research and action-research skills they've learned at WISR, along with the confidence they've developed to follow their own "voice." Some students mention specific professional (e.g., clinical/counseling) skills they've developed through WISR, and some say that WISR has contributed to their being in their current job.

- More tools to work efficiently
- I attribute at least one of my promotions to the action research framework and curriculum at WISR.
- I continue to appreciate the learning structure which affords me an opportunity to pursue research in my area of interest in an open-minded, encouraging and accepting context. I appreciate as well the exceptional quality of my teacher's expertise and the degree to which they appear to live lives that are profoundly congruent with their commitment to the values of WISR. I'm touched by the compassion and maturity of the faculty and the student body. I'm also appreciating the focus on sociology and social psychology which operates in the background and is appropriate to the values of the school for it has opened my horizons in numerous ways.
- Helping me develop my writing and teaching skills as well as facilitating and presenting
- Research training and experience
- Personal & professional development where huge contributing factors
- Note that the psychology degree is barely relevant to massage work, but had helpful learning for my mental health in general to sustain good quality of life while working a lot
- A former WISR Doctoral student has a similar job in the City of Oakland. Our association began as fellow WISR students and has been very helpful in my progress at work. Programs like ours are unique and spread thinly across the country. We network and share many ideas about our different approaches to our work. At different times, we have considered doing WISR projects together.
- I have learned to trust my inner voice and my own experiences as a frontline-worker to build knowledge in a subject matter that I have worked in. I've learned to write in my own voice and tell my story and rely on my own intuition to document my expertise in a subject matter. I've learned to treat others as collaborators in my learning, even if they oppose my views and sabotage my practices; I find that dealing with opposition forces me to look deeper.
- Some of the content in the modules were helpful in my previous work with couples and families.
- Action Research skills, opened mindedness, skills connected to higher education, social justice oriented thinking and cultural awareness.

- The dissertation has been very valuable in terms of expansion of my knowledge and professional network, as well as possibilities for future activities. This is especially useful as I move into greater flexibility in my work, because I now receive Social Security income.
- Exposure to new ideas, experienced practitioners
- The course learning has inspired me with new info , especially the multicultural diversity approach
- Learning coaching with Larry Loebig was the best thing I learned.
- My studies have helped inform and enrich my work with my children on their behaviors
- I certainly wouldn't be in a practicum right now if not for WISR. The Practicum Process groups, course materials, seminars, and cohort meetings have all be extremely helpful to me in preparing for my practicum.
- I think I said most of it in 2 - 6. I would only add that I really enjoyed a teaching job (teaching psychology) that I had at a rehab center where I was a therapist. I think that the role-modeling that I got from my teachers at WISR contributed to the honing of my teaching skills.
- In addition, WISR provided me with a community of socially and political like-minded people, for the most part - something I would not have found so easily without WISR.
- WISR has made a significant contribution to the deepening of my skills and knowledge in my profession. The demands of completing the degree programs put a helpful pressure on me to fill in my knowledge gaps and further develop my expertise in areas of existing knowledge.
- Well I still feel like I'm just in the beginning of my studies so it's hard to answer this question yet.
- WISR has given me the foundational tools at being a great clinician. I feel like I am successful as a therapist because of my learning at WISR, in particular the self-directness and being able to connect the material to my lived experience.
- N/A
- N/A
- WISR gave me the education to turn this restaurant into a franchise.
- Since I am early in my degree for WISR, I can't say that the learning I am doing contributes to the work I have been doing. I imagine that the postpartum and childbirth education will be informed by what I have learned when I can get back to that job in the near future.
- WISR's training in action research has been instrumental in my professional career.
- WISR helped me to be more effective in many aspects of my work, including training design and facilitation, using action research to evaluate the impact of the group interventions, and in helping me to feel more confident as a teacher and supervisor.
- Between coursework, seminars, and meetings with faculty, I felt well prepared and supported throughout my practicum work. WISR's connections with the center also helped facilitate me finding the position.
- WISR helped me find my practicum placement and got me my associate registration for my associate placement.

- My experience through WISR so far has greatly helped to **build my confidence** and cement **my perspective on how I approach work with clients**.
- **I would not have known that the job position was available if it were not for WISR faculty.** I was about to accept a different job and then got them to extend my reply time so that I could interview for the position where I am now.
- I was given a lot of helpful advice and suggestions with this work through WISR courses meetings.

Question 8.

Specifically, what skills or knowledge used on your job (or in your work) were developed and/or enhanced at WISR? Please write a few sentences about this, if applicable.

As was the case with the responses to the previous question, students made comments about a number of skills and knowledge areas that they considered to be important. It is noteworthy that, as was the case with question #7, WISR students are generally able to note specific learning and details that have been valuable. The highlighting below notes some of this diversity and the themes.

- N/A
- **Communication**
- I've used and adapted **the Dreyfus Model of Skill Acquisition to innovate new ways to teach AI how to accomplish tasks. Blumer's sensitizing concepts also influenced the AI design principles that I use and teach.**
- Certainly I am **learning new ways of thinking about and conducting my teaching with adults**, new and engaging questions for myself as a teacher and for my students, and keep **being reminded of the welcoming role that community and collaboration can play in my work.**
- Same as above as well as **community building skills**
- Learning more about **social research and responsibility.**
- Not applicable to massage
- At different times, WISR has helped me approach challenges in my job differently, balancing the details with the broader perspective. At times, I've had as many as 6 funding sources with different specifications to balance. I work with different community based programs and individual volunteers. I have to get and keep everyone on the same page. **WISR's culture of recognizing the value of both the bigger picture and small or individual perspective has helped me develop my ability articulate this across various stakeholders.**
- I have learned to **trust my inner voice** and my own experiences as a frontline-worker to build knowledge in a subject matter that I have worked in. I've learned to write in my own voice and tell my story and rely on my own intuition to document my expertise in a subject matter. I've **learned to treat others as collaborators** in my learning, even if they oppose my views and sabotage my practices; I find that dealing with opposition forces me to look deeper.
- **Psycho-therapeutic techniques** and thought process, variety of experiences, **writing and research skills**, and overall competency.

- Writing skills that are geared towards specific, varied readership.
- Application of online resources for education of professional and lay audiences.
- n/a
- I am learning how to ask deeper questions and to inquiry beyond what I thought possible. This has deepened my personal and professional work and love that this program supports the community growth and social justice
- Coaching from Larry Loebig.
- I am learning so many insights and valuable tools that help me with shaping my children on their behaviors.
- Certainly I have learned a lot about particular therapeutic modalities and techniques. Beyond that I have been encouraged to develop my own unique style of therapy, and connect my work to larger social issues.
- Because I am religious, before studying psychology I thought problem solving was easy: just do what God Says. From studying psychology, I learned why we can't "just do what God Says", e.g., cultural programming, subconscious forces, cognitive dissonance - especially in addiction, unidentified cognitions/beliefs directing unwanted behaviors. The tool I like most as a therapist is the "reframe", i.e., to find positive "appreciations" for supposedly "bad" behaviors. I also learned non-faith-based therapies so I now have a more eclectic repertoire of skills as a therapist.
- Proficiency at finding and absorbing current research information; the discipline to write regularly (I have now completed and published three books during the time of completing my degrees with WISR); the use of both action research and experiential learning in my training programs - this has been one of the most significant contributions.
- Once I complete my studies at WISR I will be working as a therapist.
- See answer 7 :)
- N/A
- Curriculum development. This helped me put together the training manuals and everything else I needed to become a franchise.
- Not applicable.
- My professional career and volunteer work has all led me to the non-profit sector. I have aligned myself with organizations that are serving communities that have been historically marginalized. I consider myself at a conduit for change and helping folks remove Barriers in their lives. I gained many for those skills from WISR.
- See above answer
- Part of my work included strategizing treatment plans with my supervisor and implementing therapeutic modalities during sessions. At WISR they prepared me with a solid background of different theories and modalities. WISR also provided a background of case management and diagnosis, which was very relevant for the work I was doing. In addition WISR's curriculum and seminars gave me exposure to a variety of disorders which was helpful and relevant to the work I was doing.
- I am now an LMFT, thanks to WISR.

- I feel more comfortable in the role of an educator. I feel like the knowledge I've gained through WISR has greatly assisted in my communication skills, ability to organize information, and ability to build more constructive thought patterns.
- I saw the internet course work from a different lens and was able to get feedback about my class. This was quite helpful.

Question 9.

All students authorized us to report their answers to the agency from which we are pursuing accreditation.

Do you authorize us to report your answers to this survey to the agency from which we are pursuing accreditation? In writing up the results of this survey for the WISR community and others, your anonymity in answering these questions will be protected by concealing details would reveal your identity, except in our reporting to DEAC, because they may require specific details, and may wish to look at individual survey responses.

Category of Students	Doctoral Students	M.S. in Psychology (leading to MFT/LPCC) Students	M.S. in Education and Community Leadership Students	BS in Community Leadership and Justice Students
Yes	9	17	5	
No				

Question 10:

Over 90% rate WISR's success in fulfilling our mission to be quite high (6 out of 7 in scale of 1 to 7), or very high (7 out of 7). Indeed, over two-thirds rated our success in achieving our mission as "very high." Of the two people assigning lower ratings, one person said "medium" and the other said "somewhat high."

Please rate WISR's success in fulfilling its mission on a scale of 1 to 7 with 7 the highest and 1 the lowest.

Category of Students	Doctoral Students	M.S. in Psychology (leading to MFT/LPCC) Students	M.S. in Education and Community Leadership Students	BS in Community Leadership and Justice Students
1 = Very Low				
2 = Quite Low				
3 = Somewhat Low				
4 = Medium		1		

5= Somewhat High		1		
6 = Quite High	3	2	1	
7 = Very High	6	13	4	

Question 11.

Based on your knowledge, what is the strongest evidence of WISR’s most important contributions in fulfilling its mission? Please be as specific and detailed as possible.

The answers to this question provide a rich body of valuable evidence, based on the experiences of the *variety* of learners at WISR. That almost all of the students were able to discuss, in some detail, what they see to be evidence of WISR’s fulfilling its mission provides not only a rich body of evidence about this, but also suggests that WISR students develop deeply reflective thoughts about this during their learning at WISR. Among the themes across these varied comments are that at WISR, people “practice what they preach” so to speak—that the practices at WISR embody and reflect the values of WISR’s mission *and* students see that to be evident in a number of ways. Further, students often mention that evidence of WISR’s fulfilling its mission is seen in their own accomplishments and/or the accomplishments of other students and WISR alums. Finally, most of the comments have a *tone* of enthusiasm, excitement and conviction—very few of the comments seem to be “matter of fact,” off-hand statements.

- Faculty is going above and beyond to meet the accreditation standards.
- The impact of the action research projects that WISR students lead is the best indicator of the effectiveness of the WISR education.
- WISR has structured its courses so that everything I'm learning relates in some respect to the mission and values of the institution as well as the goals of my degree program. It's so very obvious as I do my study. It really is remarkable what they have done. The faculty hiring process has created a faculty that has universally deep personal alignment with the values of the institution and this meets my needs for inspiration and motivation and modeling. The greatest and most clear evidence of all this is that I spend vastly more time in my studies than I ever have before because my personal values and my personal interests are so deeply aligned with the values of the institution and the entire community of faculty and students. This is unlike any learning experience I've ever had and I'm immensely grateful.
- The students and alumni are all very conscientious and driven to help create change for the positive.
- Multiculturalism, social change and community improvements are the most evident activities that I see WISR achieving, as part of their Mission Statement.
- They live and breathe it. Hold many seminars, talks and gatherings to support it.
- Students saying intelligent or insightful things connecting life experience and course learning
- WISR continues to innovate and find ways for students to explore. In this very difficult year impacted by COVID, WISR worked with students to find creative ways for students

to use media to supplement interactions that would previously be done in person or small groups.

- I have learned to trust my inner voice and my own experiences as a frontline-worker to build knowledge in a subject matter that I have worked in. I've learned to write in my own voice and tell my story and rely on my own intuition to document my expertise in a subject matter. I've learned to treat others as collaborators in my learning, even if they oppose my views and sabotage my practices; I find that dealing with opposition forces me to look deeper.
- I have nothing to add/contribute.
- My growth and success in psychology, within my practicum, and work/life.
- The curriculum for the doctorate program.
- Faculty involvement in individualized learning.
- Activities of the students in their communities as indicated by discussion forum posts and seminar participation.
- Success/growth of graduates
- I think they are fulfilling their mission very well with learner personalized education, multiculturalism and social change. It is a very inspiring place to learn and grow as MFT student. I have gotten to deeply study my topic of MFT, but with amazing articles that are multicultural based. I see that working as a therapist will be a way to effect social change. We have so many opportunities to explore this context. It is an excellent program.
- How WISR graduates become leaders in their communities.
- It's desire and effort to promote inclusivity and compassion within our communities
- In my cohort meetings I hear the focus other MFT students have on social issues, and I think that is a fantastic piece of evidence that WISR is producing professionals who genuinely care about mental health and the bigger picture of societal health.
- It was often said that WISR's Board, teachers, and alumni make up a "Who's Who" list of renowned people working the fields of education and social services. Because I am not good with names, I cannot be specific, but I was always impressed not only by what my teachers and counselors said but by their credentials and the positions they held in the community and in colleges/universities!
- I know a number of WISR graduates (including myself) who are contributing significantly to the community as educators, administrators of successful programs, and developers of innovative community projects. The multicultural focus that WISR has maintained is particularly relevant now as we are dealing with a global pandemic. WISR's graduates are especially well-prepared to step into leadership roles within this context.
- As a recent immigrant to the U.S. (ethnicity, middle east) with a young child, just the fact that I am able to be on this course shows that WISR's goals of being accessible/inclusive/multicultural are being met.
- I think that so much of the work is through a social justice lens.
- Providing seminars, discussions, and content that aligns with WISR- low cost education, personal contribution and openness to learning and sharing, redefining what research can mean in relation to community

- N/A
- WISR produces students who are critical thinkers, who are explorers, who have a vested interest in their community, who want to be the change they would like to see manifested in their community, and who are determined to acquire the wherewithal at WISR to bring about that change.
- I think the goals for an MFT student at WISR and the need to fulfill these goals for each student personally shows that WISR is contributing to the mission of providing individualized education in a self-directed program that ties the student to the social awareness and activism that has been part of WISR's original mission.
- The WISR graduates. WISR graduates can be found in leadership position in many institutions and agencies in the Bay Area and beyond. As I reflect on my own career I have worked at Adult Protective Services, a government agency, Center for Elders independence a national PACE model program and Roots Community Health a premier CBO promoting positive change in the community.
 - 1. Personalized, student centered learning
 - 2. Living out the commitment to multiculturalism
 - 3. Helping professionals to find their own expertise and translate that into their work in a collaborative and engaged way.
 - 4. Focus on action research and its applicability to most aspects of personal and professional endeavors
- I think WISR's frequent seminars are an excellent example of how WISR fulfills its mission. They provide a space welcome to everyone, where collaborative and deep discussions can take place on a wide range of topics from police brutality, sustainability to mental disorders like narcissism. I find these seminars to be very helpful for my specific degree work as well as eye opening to larger societal problems. I really appreciate that the seminars are open and welcoming to people from outside the immediate community. This means the information can reach a wider audience, and all participants benefit from a wider range of perspectives.
- I was able to complete my degree even while I was deployed for six months to Africa. WISR worked with me to make that happen.
- A multicultural and learner-centered environment has been something that I have experienced consistently throughout my time at WISR. WISR is committed to involving action-research methodologies with a personal and professional growth mindset, and I have experienced nothing outside of these wonderful values.
- I know that there are a lot of students doing a lot of interesting work. This is evidenced in what they share on Currents [the online forum] and in the lively discussions.
- Other evidence might be what the alumni is doing outside of WISR as well.

Question 12.

What are some of the biggest challenges that WISR faces as we move forward toward sustainability and greater success in achieving our mission on the current and/or larger scale?

The vast majority of comments about challenges talked about the importance of WISR achieving accreditation, and then along with that continued financial sustainability and

probably some growth. At the same time, many students noted that as WISR grows, a major challenge will be in preserving its strengths and distinctive qualities as an institution dedicated to personalized education. Most comments centered on these themes, and there were also a few specific comments about improving the integration of technology, improving the website or the organization of the online coursework, or expanding faculty. Still, three-quarters of the comments discussed the importance of accreditation, increased funding (partly through growth), and preservation of the WISR's strength in personalizing education.

- I'm not aware of any challenges they face at this time. Faculty and chair are in complete alignment in this mission
- Financial sustainability and either accreditation or alternate strategy that does not rely on accreditation
- I expect accreditation will lead to the opportunity to a more robust budget that can be used for marketing to support a gently expanding student body and yet further revenue.
- Accreditation and scrutiny from outside WISR
- The biggest challenge I see for sustainability is student access to funds for tuition
- Organization
- Organizing coursework including easy to follow checklists so minimal brainpower is spent on triple checking the details expected for each module
- WISR will need to grow to attract more faculty and students. While doing this it needs to maintain the individual nature of the instruction and high standards.
- WISR must become accredited.
- I have nothing to add/contribute.
- Accreditation and Maintaining its learning approach
- Accreditation
- Infrastructure, human and technological
- Organizational culture change associated with at-a-distance learning
- Technology integration; explaining WISR process/philosophy to mainstream audience
- I think the challenge will be to keep it as personal and one on one as more people find out about this amazing program that has a lot of integrity.
- Losing the individualized attention and programming.
- I hope that wiser continues to view each student as a unique learner with so many different experiences to bring to the table
- I think keeping the liberatory and individualized educational standard that WISR currently has may become a challenge as it grows in scale, and has to incorporate more bureaucratic and standardized measures of accomplishment. I have really appreciated the amount of individual attention I have received from faculty, which may also be spread more thinly unless more staff are retained as WISR grows.
- Accreditation!!!
- Once accreditation is in place, I think WISR could take off and grow exponentially!
- The expansion of enrollments, and the maintaining of the strong WISR culture within the pressures of current challenges for all educational institutions.

- In a way WISR's biggest strength is also its biggest challenge. Having a curriculum that is personal to each individual but which at the same times can satisfy the larger state requirements. Finding a way to ensure that each student really does leave with the necessary skills to make society are better place for all. Given everything that is going on in America right now (pandemic, racism, inequality, rising costs of living), there is such a desperate need for more educators, mental health workers, compassionate human beings.
- There needs to be more faculty and a bigger diversity of staff/faculty.
- aligning with accreditation needs and not detracting from WISR's original mission
- N/A
- Accreditation and Accreditation
- Accessibility to the website and better organization of the information is a challenge that will need to be worked on in order to have success on a bigger scale.
- Living in the Bay Area is expensive! Once WISR is accredited it will allow future students the benefit of financing their education with federal financial aid.
- Adequate funding, finding the appropriate students, and getting out WISR's unique message to a larger community.
- Because WISR is committed to addressing micro, mezzo and macro scale issues it can be hard to see their impact on a wide scale. However, at nearly every seminar and group discussion I have been to, I have seen the positive impact WISR has on individuals and communities. Therefore I think the biggest challenge is being able to track and measure this successes at a wider scale.
- WISR lives on the passion of the people who support it. Like other nonprofits, there is always a risk that things might fall apart. That being said, it's been around for enough decades that I think it will continue to thrive.
- I would imagine that it would be being able to provide the individualized educational experience that is so much appreciated but on a much larger scale.
- For me I need things to be in person again. This includes discussions and access to the library

Question 13

What are some significant opportunities that we at WISR might take advantage of as we move forward?

Many commented on how WISR's demonstrated competence (especially during COVID) in conducting online and distance learning will enable WISR to extend its reach to many other groups over time (especially once we have accreditation)—globally, to people who are differently abled, to prisoners and formerly incarcerated people, to those in the military, and to what may be a growing number of people who are looking for learning opportunities that will enable them to bring about constructive improvements in their communities and changes in the larger society. Indeed, a number of respondents mentioned WISR's strong mission and commitment to values of democracy, openness to different ideas, combining professional skill development with concerns for social issues. [Some illustrative comments have been highlighted.]

- Significant opportunities that wisr might take advantage of are being able to reach more therapists to create a positive influence on the community through their rich and extensive curriculum
- Teaching other agencies and companies its action research methods
- I think WISR needs to remain focused on the accreditation process until it is attained.
- A racial justice newsletter and other opportunities to bring in others outside of wisr
- Portals to access grants and student loans for tuition and/or books
- Possibly a wider range of students, as accreditation may be more appealing to them.
- The boom in interest in online activity and learning thanks to COVID
- More people are comfortable with working online after this year of isolation due to COVID. WISR can take advantage of this, promoting more of the distance and online aspects of the program that has been developed.
- WISR must become accredited.
- I have nothing to add/contribute.
- Not sure
- I would like to participate in such an inquiry after getting my doctoral degree.
- Distance learning facilities/methods could allow greater participation from students outside SF Bay area.
- I think wisr will be a model for other schools to follow on learner inspired education. they could help with teaching the action research and inquiry practices. Our world needs people thinking and feeling the change.
- Consistent feedback
- More round table, brainstorming sessions with the multitudinously talented and experienced students and faculty that we have
- I think there is going to be a sharp increase in online tools and techniques in education, and WISR is in a perfect position to take advantage of them.
- Egalitarianism
- Democracy
- Free speech
- Non-judgmental-ness
- Non-condemnation
- No hate
- Wholistic view points and values
- Pacifistic resistance to the opposite of all of the above
- Your global reach with your distance-learning opportunities. One of the silver linings of the pandemic has been people discovering a wide range of educational opportunities that do not rely on in-person attendance. WISR is already well-versed in this learning format.
- More people are open to learning online these days. More people are aware of social issues and the importance of activism. More young people desperately want to change their communities and societies for the better. I think WISR with it's focus on these issues is quite unique in what they have to offer.
- Unknown.

- hybrid learning with online platforms
- N/A
- I think there are tremendous opportunities with prisoners and formerly incarcerated people.
- The fact that nontraditional learners are more welcome at this institution than at other institutions could be a significant opportunity to bring higher education to people who are differently abled and have a lot to contribute to the world of therapy and social activism. The accessibility might need to be more personalized and inclusive of leaning styles, but there is already a philosophy in place that accepts peoples' differences.
- I cannot think of anything to add to the course they are already on.
- Greater online possibilities: a possible societal swing (in some sectors) towards understanding the impact of institutionalized oppression and the need for multicultural respect, appreciation, and understanding; and the possibilities that accreditation may bring.
- I think WISR has adapted incredibly well to COVID 19 with their shift to virtual education and events. I think WISR has an opportunity to take advantage of the online learning tools they have developed to reach more people and be more accessible to people who could not otherwise have attended events at the WISR location.
- I think WISR could serve the military community well once it gains accreditation.
- I look forward to seeing how WISR can grow and continue to have a positive impact in the field of higher education.
- The accreditation that the school deserves.

Question 14

Do you have questions, or any comments or suggestions you would like to add?

Many had nothing to add, and those who did say something mostly expressed appreciation for their experience at WISR. [see blue highlighting of portions of their comments].

- No
- no
- I have felt challenged and have learned so much already through the rich curriculum
- Though I understand the justifiably stringent requirements for college accreditation, I find it sad and even shameful that an innovative educational institution like WISR has had such difficulty attaining accreditation.
- Thank you for holding a vision for a school as exceptional as this. It's a dream come true and I'm immensely grateful.
- I love WISR!
- Nope! It's a great institution that deserves to be accredited ASAP!!
- No thank you.
- The board needs to work on raising funds for WISR.
- I have nothing to add/contribute.
- Love my experience at WISR. The learning process has been like nothing I have experienced before. It belittles my undergrad experience at SFSU, and I truly feel like I

have grown and achieved a higher education here. I have never worked this hard educationally, and have experienced immense personal growth and feel prepared for my future career.

- Thank you.
- Very happy to be starting at WISR, very happy with the people I have encountered so far.
- n0
- WISR is a great initiative and I am incredibly grateful for my time at WISR
- No
- No.
- Keep doing what you are doing but stand strong against any unidentified oppression, reverse racism, dogmatism, and judgmental-ness on the part of those who denounce those things but don't recognize it their passionate adherence to their causes.
- None.
- no.
- Not at this time.
- N/A
- None at this time.
- Not at this time
- NO
- Not at this time.
- Thank you for all your hard work!

Question 15.

Please help us to comply with accreditation requirements by giving the enclosed “Employer/Colleague/Client Evaluation,” (also available at: https://docs.google.com/forms/d/12x_LwrgejTpYrJO2nlCkx9x02DNad2qfKo7Zy4MINqU) to at least one person, and ideally, two or three people—for example, a supervising employer, a colleague or coworker, or a client or someone who has benefited from your efforts. PLEASE LIST THE "TYPES" OF PEOPLE TO WHOM YOU ARE GIVING THIS QUESTIONNAIRE (in filling out the questionnaire they will have the option of either giving their names or simply stating their roles or relationship to you). We realize that this is a long questionnaire, but remember that you can count the time in filling out this as part of your collaboration requirement in one of your WISR courses, and for students and alums, this effort is a contribution to WISR’s sustainable future!

- Yes
- Practicum Advisor
- colleague
- University President/Employer
- A.J. Seo
- Not Available

- Not really interacting with people relevant to psych outside of informal insights with friends
- I will ask
- yes
- I chose not to participate in this questionnaire.
- I do not like this request. There are numerous reasons. I will, once again as I have in previous years, do my best to complete the task. But I will need to think about whom I will ask . I cannot separate "types" from specific persons whom I might ask, and therefor will not respond to that part of the question.
- Colleague
- na
- employer
- I will give this to a friend who works as an investigator for a defense attorney but is also a foster parent and massive humanitarian
- Sorry, I am not employed or volunteering currently.
- What is this box for?
- The people to whom I sent your reference-request form are:
- Elin Weiss (my supervisor for job as rep-payee through Soc. Serv. Admin.)
- Osama Khalil (Board Principal of the Board I am on for REDA (Refugee Education and Development Agency))
- Samy Baaghil (Board Principal of the Board I am on for "The Islamic Bulletin", a documentation and radio media outlet on subjects relevant to Islam)
- Supervising employer; colleague
- At the moment I'm not employed.
- I sent it to my supervisor- David Ferguson
- will send to supervisor to fill out tomorrow
- N/A
- None
- I will when I have that opportunity.
- I will submit this to an employer.
- I am not in a position to give this to clients due to the nature of my work.
- Supervisor for practicum, form the CCFD.
- Counselors who worked with me at the Salvation Army
- I will work on finding someone who can complete the form.
- I would rather not ask this of my coworkers during summer, but I can assure you that I'm in good standing at my work.

II. Ratings of Students' and Alum's On-The-Job Performance—by Employers, Coworkers, and Clients, 2021

Responses:

We received a total of 27 Supervisor/Co-Worker/Client Evaluations; five (5) are evaluations from supervisors, fourteen (14) are evaluations from coworkers; and three (3) are evaluations from clients. In five (5) evaluations, the evaluators did not state whether they were supervisors, coworkers, or clients.

1. How long has this WISR Student/Alum been working with or for you?

Two-thirds of the respondents (18 out of 27) have been working with the WISR student or alumnus for a year or more.

- 2 years
- 3 months
- 1 year
- 1.5 years
- 3 years directly with me, many years for the organization
- 16 years
- 20+ years
- 22 years
- 1+ years
- 2015
- 9 months
- 4 years
- 3 years
- 1 year 6 months
- 10 months
- Six years
- Approx.. 2 yrs.
- 5 years
- for over a year and and a half
- 10 years
- I have been working with Adam for 9 years.
- 6 months
- I have worked with Ms.Young for ten years now.
- 04/23/2020

2. How satisfied are you with this person’s performance? (scale of 1 to 7—with 1 = very dissatisfied to 4= slightly satisfied to 7= extremely satisfied, with gradations in between)

Thirty (26) of the thirty-one (27) employers, coworkers and clients are Extremely satisfied with the WISR students and alumni performance. The other one said they are “quite satisfied.”

Category of Students	Doctoral Students	M.S. in Psychology (leading to MFT/LPCC) Students	M.S. in Education and Community Leadership Students	BS in Community Leadership and Justice Students
1 = Extremely Dissatisfied				
2 = Quite Dissatisfied				
3 = Somewhat Dissatisfied				
4 = Satisfied				
5= Somewhat Satisfied				
6 = Quite Satisfied		1		
7 = Extremely Satisfied	9	12	5	

3. Based on this professional’s work and your knowledge (of any of their learning at WISR), how would you rate WISR’s contribution to this person’s expertise, skills and performance? (scale of 1 to 7, with 1 = WISR’s contribution was very poor, to 7 = WISR’s contribution was very valuable)

Almost three-quarters (20 out of 27) indicate that WISR’s contributions to the students/alumni expertise and performance is “extremely good” or “quite good” (6 or 7 on a scale from 1 to 7). The others say that WISR’s contributions are “good” or “somewhat good.” This evidence (from this question and from #2 above) strongly suggest that WISR is achieving its mission of helping students “to build bridges to the next steps in their lives” by effectively preparing them for successful and competent performance as professionals.

Category of Students	Doctoral Students	M.S. in Psychology (leading to MFT/LPCC) Students	M.S. in Education and Community Leadership Students	BS in Community Leadership and Justice Students
1 = Extremely Poor				
2 = Quite Poor				
3 = Somewhat Poor				
4 = Good		2	1	
5= Somewhat Good	2	1	1	
6 = Quite Good	3	3		
7 = Extremely Good (Great)	4	7	3	

4.(a). Specifically, please rate this WISR Student/Alum as a professional and/or leader on a scale of 1 to 7 (from 1= very weak to 7 = very strong and expert) in "Overall professional or leadership expertise and skills"

About 85% indicate that the leadership skills of the WISR students/alumni are "extremely strong" (23 out of 27), and three others say their skills are "very strong," with one stating "somewhat strong." This suggests that not only are the EdD program and the MS in Education and Community Leadership program effectively preparing students to be leaders, as is articulated in those Program Learning Outcomes, but that the MFT program is also preparing leaders for that field, as well.

Category of Students	Doctoral Students	M.S. in Psychology (leading to MFT/LPCC) Students	M.S. in Education and Community Leadership Students	BS in Community Leadership and Justice Students
1 = Extremely Weak				
2 = Quite Weak				
3 = Somewhat Weak				
4 = Medium				
5= Somewhat Strong		1		

6 = Very Strong		2	1	
7 = Extremely Strong (Expert)	9	10	4	

4.(b). Specifically, please rate this WISR Student/Alum as a professional and/or leader on a scale of 1 to 7 (from 1= very weak to 7 = very strong and expert) in "Communications Skills"

Again, students and alumni receive very high ratings, and in the area of communication skills 26 out of 27 (over 90%) say that their communication skills are very strong or extremely strong (22 out of 27 say "extremely strong"). One says that the communication skills of the student/alum they work with is only "medium."

Category of Students	Doctoral Students	M.S. in Psychology (leading to MFT/LPCC) Students	M.S. in Education and Community Leadership Students	BS in Community Leadership and Justice Students
1 = Extremely Weak				
2 = Quite Weak				
3 = Somewhat Weak				
4 = Medium		1		
5= Somewhat Strong				
6 = Very Strong	1	2	1	
7 = Extremely Strong (Expert)	8	10	4	

4.(c) Specifically, please rate this person as a professional and/or leader on a scale of 1 to 7 (from 1= very weak to 7 = very strong and expert) in "Human Relations Skills, Including Multicultural Awareness"

There is strong evidence here that WISR is excelling in our mission of educating our students for multicultural awareness, with ALL employers, coworkers and clients stating that the student/alum's multicultural and human relations skills are either "very strong" or "extremely strong (expert)," with over 80% indicating "extremely strong" multicultural awareness.

Category of Students	Doctoral Students	M.S. in Psychology (leading to MFT/LPCC) Students	M.S. in Education and Community Leadership Students	BS in Community Leadership and Justice Students
1 = Extremely Weak				
2 = Quite Weak				
3 = Somewhat Weak				
4 = Medium				
5= Somewhat Strong				
6 = Very Strong	1	3		
7 = Extremely Strong (Expert)	8	10	5	

4.(d) Specifically, please rate this WISR Student/Alum as a professional and/or leader in the area of: Are their skills and knowledge up to date? Please rate this person as a professional and/or leader on a scale of 1 to 7 (from 1= very weak to 7 = very strong and expert).

The responses to this question strongly suggest that WISR is excelling in educating our students to achieve excellence in the Program Learning Outcomes related to expertise in their area of specialization and in professional leadership, with ALL respondents indicating that the student/alum’s skills and knowledge are “extremely strong (expert)” or “very strong” up to date, and indeed, 90% indicated the highest level (7 out of 7 for “extremely strong”).

Category of Students	Doctoral Students	M.S. in Psychology (leading to MFT/LPCC) Students	M.S. in Education and Community Leadership Students	BS in Community Leadership and Justice Students
1 = Extremely Weak				
2 = Quite Weak				
3 = Somewhat Weak				
4 = Medium				

5= Somewhat Strong				
6 = Very Strong	2	3		
7 = Extremely Strong (Expert)	7	10	5	

4.(e) Would you be inclined to hire or work with another student or alumnus/alumna of WISR, if you had the opportunity to do so in the future?

Over three-quarters of the respondents (21 out of 27) say they would be inclined to hire or work with another WISR student or alumnus in the future, with the others saying “maybe.”

Category of Students	Doctoral Students	M.S. in Psychology (leading to MFT/LPCC) Students	M.S. in Education and Community Leadership Students	BS in Community Leadership and Justice Students
Yes	6	12	3	
Maybe	3	1	2	
No				

5. Do you have any recommendations for what WISR might have done, or might do in the future, to better prepare our students/alumni for this kind of professional work?

Most of the respondents had no recommendations and many suggested that WISR should continue with what it is doing effectively. Only two people made recommendations—one for more group learning, and one suggesting that students could benefit from more contact with immigrant communities.

- None
- No
- Melvy is a mature professional with a high level of self-awareness and proven leadership skills. **Continue to provide exceptional individualized supervision and support.**
- No issues at this time
- No, wisr **does a great job of training students**
- Please **continue to support your students through reaching out to their practicum supervisors to inquire as to their current levels of performance.** So far, the two WISR students I have had the pleasure to work with have both been very mature and professional in their demeanor and performance.
- I don't have enough knowledge of how WISR has contributed to Gillian's work to be able to make a comment on this.
- Not really. The student is very driven and has many major accomplishments. She has managed to overcome obstacles and exceed her goals.

- In the design there appeared to be less opportunity for shared learning, interaction with other students, than most enrollees would expect. WISR proved to be an isolated learning experience, and either must prepare individuals for how independently they will study or create opportunities for more group learning.
- You have set a precedent.
- Based on my experience with Mrs. Liam you are doing an excellent job. Thanks
- none
- No. I felt fully supported
- None, he is an amazing therapist who our supervisor passes along many clients to.
- No recommendations at this time.
- Very satisfied
- David reports a tremendous level of gratitude for his teachers and colleagues at WISR. He also speaks very positively of the quality and consciousness of the faculty at WISR and the personalized education he is receiving. Endeavor to provide this same high level of education on an ongoing basis.
- n/a
- None at the moment
- I'm not sure specifically - I'd say Dalia did an excellent job preparing her legal secretary courses.
- I don't know enough about WISR to comment, However James is exemplary in his work.
- No, Trennell is a great leader and very helpful/knowledgeable in her field
- To expose the WISR students more often to the multicultural communities in our area, especially those with a high number of immigrant constituents.
- This student keeps updated on the new and current legal updates
- I don't have any recommendations right now.
- No I do not.

6. Do you have any comments on exemplary and outstanding ways in which WISR has helped to prepare this professional for this line of work?

There were a variety of comments here (see highlights below). Some focused on some of the details of the outstanding qualities of the WISR student and alumni, and others made reference to WISR's contributions. Some of the comments make reference to the support and the challenge provided by WISR to aid student learning. One commented on the contributions to the student's writing and community-building skills. One noted that WISR's personalized approach to learning motivates the student to learn more, and another commented on how WISR helped the student to interact with people from varied cultural backgrounds.

- No
- Melvy is a relatively new student at WISR. She remarks often of the extraordinary support and wisdom that she has received from the President.
- Kathy Kain is at the top of our faculty roster as to demand and popularity for our trainings. Her trainings quickly sell out and have long waiting lists. She is a consummate professional and a great servant leader to our organization. Thanks to WISR for your contributions to her professional expertise.

- Rosa is an amazing community builder and speaker. She is also an excellent writer. She seems to have honed her skills in these areas, at WISR.
- I have had the pleasure of supervising two WISR students, including Lisa. I believe WISR is doing a wonderful job preparing their students for a career in mental health.
- I don't have enough knowledge of how WISR has contributed to Gillian's work., but she has been an excellent employee, and is highly skilled at working with people of all ages.
- I believe WISR presented a challenge during its process that pushed Karen above and beyond her expectations. WISR has succeeded in creating a "Think Tank" for processing old , new and future concepts in dealing with change..
- No.
- Mr. Christensen will make an excellent addition to the field of Healing Arts.
- Stephen is an amazing therapist and has done great work in the agency. Highly empathetic and compassionate, competent and aware. Very educated and knowledgeable beyond what would be expected. Works with a wide variety of clients and builds amazing rapport.
- Mrs Dalia Liang skills and abilities are professional and the results of her work are excellent.
- none
- WISR has helped me to understand the collaborative nature of the work that we do and how important it is for our contributions to society in general
- Amazing awareness, open minded, and knowledgeable, who is able to work with a wide variety of people
- I think giving students the opportunity to self-select areas of interest and resources helps fuel their desire to learn, motivating their progress through the program and channeling their energies into what they feel most passionate about.
- Kudos on "work ethic," affinity for children, solid in her enquiry on germane issues
- WISR has supported David's commitment to education in new, innovative and exemplary ways that continue to positively affect those around him and in this community.
- Demi is a great listener, communicator, and intentional about the way they build community. They will be excellent at whatever they chose to do. It's been an honor to work with them.
- Not sure
- Dalia was very organized and prepared with her lectures. She practiced and made sure everything was set for the sessions. Her questions were engaging and her life examples were very helpful in demonstrating key topics.
- If WISR continues to help prepare their students to be this kind of professional (James), job well done!!!
- Trennell is very thorough, recites and implements terms to real life applications
- Definitely WISR has had a very important impact in the way the student interact with people of different cultural background.
- Follow up on her progress and keep in touch of any or current updates she may need.
- I appreciate the ways in which it seems that Adam's studies through WISR have contributed to his approach with clients and confidence in himself. Clients appear to

respond well to Adam's approach and I hear positive feedback from clients that we share or partners of Adam's clients that I see.

- The academic foundation and rigor of research and publicly presented work
- Ms.Young is a consummate professional and her exemplary service is a credit to all professional organizations; in which she as trained.