

Progress and Completion Rates for WISR Students Enrolling Fall 2018 – Fall 2021

Assessing Student Progress Through the Programs, according to Benchmark Degree Program Timetables, and for those Students Enrolling at WISR on, or after September 1, 2018, When We Instituted Our Online Curriculum

Report Completed October 1, 2021

INTRODUCTION

In accordance with DEAC requirements, we have gathered data on the completion rates and progress of WISR student who have enrolled since we instituted our online courses in September 2018. This data adds to the completion rates we previously computed for a cohort group of students starting in all of our degree programs over a six-year period from 2009 to 2015. (The highlights of this previous report are included as an Appendix to this Report.) Furthermore, because of our small size and personalized approach to working with students, we have detailed and accurate qualitative information on the circumstances of the few students that we excluded from our analysis in this report, as well as details about several students who are making progress, but doing so at rate that makes their completion of their studies within the expected benchmark periods uncertain at this point.

Below, we provide statistical summaries for each degree program, as well as brief individual analyses for WISR students first enrolled on or after September 1, 2018. We group and analyze the data according to four categories:

1) Those students making **good progress**; that is, those who have, or are very likely to finish, within the following benchmark periods of time—4 years for the MS in Education and Community Leadership; 6 years for the MS in Psychology/MFT; and 6 years for the EdD in Higher Education and Social Change.*

*NOTE: Based on past experience, many WISR students start off at a much slower pace during the first four months of their studies, even those who end up finishing at pace much faster than the minimum expected. Consequently, we use the following formula to gauge each student's progress. We take the # of months the student has been enrolled, subtract four months, and then divide that # by four months less than the maximum # of months expected for that program. So, for example, a student who has been enrolled for 12 months in the MFT program (with an expected maximum time of 72 months) would be expected to have completed the following proportion of the required 71 semester units: $12 - 4 = 8 / 72 - 4 = 68$ or $8/68 = 11.8\%$ of the program or

71 x .118 = 8 semester units. Based on these calculations, we determine whether or not the student is making good progress.

2) Those students making only "fair" progress. These are students who are not currently moving at a pace that makes it likely that they will graduate on time. However, for these few students there have been challenging circumstances that they have had to deal with thus far, that are not likely to continue, and further, the student has shown some substantial progress in their studies *and* have consistently met with faculty and participated in collaborations with other students.

3) Two students who have withdrawn, or who are on leave, whom we are excluded from our calculations, because of the especially challenging life circumstances which caused them to withdraw or take a leave.

4) There is one other student who has withdrawn, whom we have not excluded, and who is considered a person who failed to complete.

5) New students who have been enrolled 4 months or less are listed but not computed as part of the calculations because they are becoming oriented and just starting, as expected on their first one or two course.

We compute the "on progress and/or completion" rates for those students who have completed, or who are clearly on progress to complete in a timely fashion, by dividing this number of students (in each degree program) by the total number of students enrolling since September 2018, less the two students excluded (see #3 above). We note that in each degree program, there are one or two students making "fair progress" which might very well ultimately increase the completion rate. And, we briefly discuss these students, with each of the other students in the individual, qualitative analyses, below.

MS in Education and Community Leadership

One student making fair progress (enrolled June 2019), having completed 31% of the program.

One making good progress (enrolled May 2020), having completed 29% of the program.

Completion/Good Progress Rate: 1 / 2 = 50%

MS in Psychology/MFT

One student enrolled, 11/18 and withdrew.

One student enrolled 1/21 making good progress, having completed 14% of the program.

One student enrolled 6/20 making good progress having completed 58% of the program.

One student enrolled 4/21, on leave for COVID-related financial challenges—only enrolled for 4 months before taking leave—excluded from calculations as “new student.”

One student enrolled 9/18 and graduated 3/21.

One student enrolled 7/21 and excluded from calculations as “new student.”

One student enrolled 10/20, making good progress, having completed 27% of the program.

One student enrolled 2/20 and took a leave on 11/20 due to COVID-related financial challenges, has completed 10% of the program, nevertheless, making good progress prior to leave. Plans to re-enroll in Spring 2022.

One student enrolled 7/20, making good progress, having completed 46% of the program.

One student just enrolled 9/21 and excluded from calculations as a “new student.”

One student enrolled 5/21 and is making good progress having completed 7% of the program in 4 months.

One student enrolled 2/21 and is making good progress, having completed 14% of the program.

One student enrolled 4/21 and is making good progress having completed 14% of the program.

One student enrolled 8/20, has been on leave for three months due to some major life challenges, but still has completed 10% of her studies thus far and is making good progress.

Completion/Good Progress Rate: 3 new students excluded, one withdrawn, 9 making good progress, one graduated on time = 10 / 11 or 91%

Students Taking Courses in the MFT Program, not Pursuing a Degree

WISR often enrolls two or three students at a time, who are “short” one to several courses to qualify for licensure for the LMFT or LPCC with the State of California.

We do not have any benchmark times for their completion. And, these students pay a flat tuition per course, rather than being charged by the number of months they are enrolled. Their main incentive to progress somewhat rapidly is to qualify for the license, however. *Further, these students invariably, with rare exceptions, do complete the courses.* We are not computing completion rates for these students but will only note that we have had three students enroll since 9/18 just to take one to several courses. One student enrolling 11/18 finished their one, five-unit course that they needed to take in 2/19. We currently have two such students enrolled who are progressing but who have not yet finished the two courses they each need to take. One enrolled 8/20 and one 2/21. (It is noteworthy that early in 2018, four such students enrolled—one took 6 months to complete 5 courses, one took eight months to complete two courses, and two each took three months to complete one course.)

EdD in Higher Education and Social Change

One student enrolled 11/18 and graduated 9/21.

One student enrolled 2/20 and has had a challenging and low paying job, and is now on a leave of absence after 12 months’ enrollment, but planning to re-enroll, but so far has made only fair progress, having completed only 7% of the program.

One student 6/19, and experienced some major life challenges, and decided not to take a leave, and has completed 18% of the program, and is making fair (but not good progress), but likely to make good progress with the life challenges behind them.

One student enrolled 9/19 and has completed 84% of the program and is making good progress.

One student enrolled 12/19 and withdrew 3/20 but had to withdraw due to some extremely challenging life circumstances and is excluded from the calculations.

Completion/Good Progress Rate: 1 graduated, 1 very good progress, 2 only fair progress, and 1 excluded due to extreme life challenges. 2 / 4 or 50% completion.

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FROM A PREVIOUS REPORT:

TABLE FOR COMPUTATION OF WISR COMPLETION RATES FOR EACH DEGREE PROGRAM— BASED ON THE PROGRESS AND COMPLETIONS/GRADUATIONS OF ALL STUDENTS ENROLLING BETWEEN 2009 AND 2015.

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	Non-Degree Students— taking one or several courses
# Enrolling	22	10	5	5	5
# Withdrawing	12	3	2	3	0
# Excluded—making progress but withdraw due to life crises or change in goals, not academically related	7	2	2	3	0
Effective # Enrolling: # enrolling minus # excluded	15	8	3	2	0
# withdrawing at least partly for academic reasons or doing so while not making good progress	5	1	0	0	0
# taking too long	2*	0	1**	0	0
% completion rate	8/15 = 53%	7/8 = 88%	2/3 = 67%	2/2 = 100%	5/5 = 100%

*One graduated doctoral student (see above) did outstanding work, and immediately had her dissertation published as a book, but took 8 years.

**Another doctoral student is currently doing excellent work and making good progress, but will likely take 8 years.

***One Master's student has done outstanding work, but took 5 years to finish his studies, during which time he and his wife had two children (see above).

Despite their successful achievements and outcomes, we are still counting the above three students as not meeting the benchmark standards for statistical purposes, here!