



WISR 2022 ANNUAL OUTCOMES ASSESSMENT REPORT

1. STUDENT ACHIEVEMENT MEASURES:

MFT Exam Passage Rates.

INQUIRY: What is the percentage of MFT graduates surveyed who choose to sit for MFT licensure exam in California and who pass the MFT licensure exam?

BENCHMARK: minimum average of 70 percent of students who pass first and second of two exams. Less than 70% triggers a review by faculty and the Faculty Executive Committee.

FINDINGS: The percentage of MFT graduates that were reached who since 2016 choose to sit for MFT licensure exam in California and who passed the MFT licensure exam is 100% for the first exam and 100% for the second exam. This exceeds the benchmark minimum average of 70% of students who pass first and second of two exams.

Graduation Rates.

INQUIRY: What are WISR's graduation rates by program.

BENCHMARKS:

- MS Program: 54% (DEAC benchmark). Less than 54% triggers a review of related WISR systems by faculty and the Faculty Executive Committee.
- MFT Program: 62% (DEAC benchmark). Less than 62% triggers a review of related WISR systems by faculty and the Faculty Executive Committee.
- EdD Program: 40% (DEAC benchmark). Less than 40% triggers a review of related WISR systems by faculty and the Faculty Executive Committee.

FINDINGS (2022): WISR substantively revised its programs in 2018 to be offered entirely online. Because of this, graduation rate data is calculated for this new program approach for 2019 forward. Based on graduation rate calculation for 150% of "normal time" for part-time students, the first 100% online graduation rates are not yet available: The first online MS cohort graduation rate will be available 2025 and the first MFT and EdD cohorts will be available 2028.

However, graduation and retention trend data from 2019 to present has yielded the following:

- The 2019 MS program cohort (including new enrollments in 2019 and prior year students who were still studying) is projected to 25%. This low rate is largely due to small enrollment figures, which yield an outsize impact when one or two students withdraw.
- The 2020 MFT program cohort already completed their studies and yielded a graduation rate of 50%. This is slightly below the required DEAC benchmark, but would have met requirements if even one more student had begun enrollment in 2020.



- The EdD 2019 cohort is comparatively small (2 students) but may yield a graduation rate of 100%. Currently one student graduated in 2022 and one is still studying.

Persistence* = SAP Persistence Rate by Program.

INQUIRY: What percentage of students in each program are making Satisfactory Academic Progress (SAP) semi-annually? What is the rate of students in each program maintaining SAP semi-annually while accounting for those being placed on leave of absence for failure to maintain SAP? BENCHMARK: 80%. Less than 80% triggers a review of related WISR systems by faculty and the Faculty Executive Committee.

FINDINGS: For the last two Semi-annual Review of Student Progress, 100% of all students not on leave in each program have maintained SAP. During the same period, no students have been put on leave of absence due to failure to meet SAP requirements. SAP persistence rate = 100%. For example: If the number of MFT students in a six-month cohort was 9 and the number meeting SAP was 8 due to one student being placed on leave for failure to maintain SAP, the SAP persistence rate would be: $8/9 = 89\%$. The percentages can fluctuate significantly due to small enrollment figures, which yield an outsize impact when one or two students are placed on leave.

* Note: Persistence is the percentage of the total number of students who progress from one course to the next. Yet at WISR, persistence rate is not applicable to its programs because students are not held to a specific term schedule for their courses. To account for this, WISR's existing SAP measures monitor student progress more frequently than the annual retention rate (twice per year during the Semi-annual Review of Student Progress) which is conducted separately for each program. The key measure evaluated and benchmarked is the percentage of students in each program who are maintaining SAP and how many are not.

Retention Rates.*

INQUIRY: What are the retention rates in each program?

Benchmark: Benchmark: 70% for all programs. Less than 70% triggers a review of related WISR systems by the faculty and the Faculty Executive Committee.

FINDINGS:

- MS Program: 33%
- MFT Program: 65%
- EdD Program: 63%

* Note: WISR defines retention as the percentage of the total number of students who progress from one year to the next. More precisely, retention is the percentage of students who were enrolled in a prior calendar year, that are still enrolled in the following calendar year or who graduated. For example: MFT's 2021 Retention rate was 73%: $2021 \text{ Graduated} + \text{Still Studying} / 2020 \text{ New Enrollments} + \text{Still Studying} + \text{Graduated} = 8/11$. The percentages can fluctuate significantly due to small enrollment figures, which yield an outsize impact when one or two students withdraw.



Student and Alumni Performance Rating by Supervisors, Co-workers and Clients.

INQUIRY: What is the average rating of students by supervisors, co-workers and clients in response to the question: “How satisfied are you with this person’s performance?”

BENCHMARK: minimum average of five on a scale of 1-7. Less than minimum average of 5 triggers a review by faculty and the Faculty Executive Committee.

FINDINGS: The average rating of students by supervisors, co-workers and clients in response to the question: “How satisfied are you with this person’s performance?” was 6.6 (94%). This exceeds the benchmark minimum average of five on a scale of 1-7.

2. WISR MISSION PERFORMANCE MEASURES:

(Includes all Student Achievement measures listed above because those too reflect WISR’s effectiveness in carrying out its mission.)

A. WISR Mission Performance Overall:

Student Perception of Mission Fulfillment.

INQUIRY: What are the average ratings on student/alumni surveys, Faculty and staff surveys and Board of Trustees Survey on the question: Rate WISR’s success in fulfilling its mission?

BENCHMARK: minimum average: five on a scale of 1-7. Less than minimum average of 5 triggers a review by faculty, the Faculty Executive Committee and the Administrative Executive Committee.

FINDINGS: The average ratings on student/alumni surveys, faculty and staff surveys and Board of Trustees survey on the question: “Rate WISR’s success in fulfilling its mission,” are as follows:

Student Alumni: 6.4 (6.4/7 = 91%); Faculty/staff: 6.7 (6.7/7 = 96%); Board: 6.7 (6.7/7 = 96%). Each exceeds the benchmark minimum average of five on a scale of 1-7.

B. Measures of Mission Achievement: Component Values of Mission Statement

Mission Statement Phrase: “Community-involved adults”

Prospect Lead Generation Rate.

INQUIRIES: 1) What are the sources of qualified prospective student leads? 2) What is the degree to which each source generates students who value community involvement?



BENCHMARK: minimum average of 50%: Average percentage of students who on initial post-enrollment survey rate five, six or seven as the level of importance of “community involvement” to them. Less than minimum average of 50% triggers a review of related systems by the Administrative Executive Committee.

FINDINGS: Since the end of fiscal year 2022, all lead sources were tracked, and an analysis of qualified leads shows that all came from only one type of lead source (MFT web portal). Of those leads, the average percentage of students on the initial post-enrollment survey who rate the level of importance of “community involvement” to them as 5, 6 or 7 is 50% ($n=4$). This percentage meets our benchmark minimum by lead source.

Admissions Conversion Rate. (“Community Involved Adults”)

INQUIRY: What is the number of prospective students WISR attracts who, after an initial qualifying conversation, meet admissions criteria and apply?

BENCHMARK: minimum threshold of 30% = rate at which “qualified” prospects meet criteria for admission and apply. Less than minimum threshold of 30% triggers a review of related systems by the Administrative Executive Committee.

FINDINGS: Since the end of the fiscal year 2022 (June 30), the number of prospective students that WISR attracts who, after an initial qualifying conversation, meet admissions criteria and apply is 40%. This exceeds our minimum benchmark of 30%. $n = 10$ prospective students

Mission Statement Phrase: “High quality, personalized, learner-centered”

Rate of Student Satisfaction. (“High quality”)

INQUIRY: What is the composite average rating from all satisfaction questions in the annual student/recent alumni survey.

BENCHMARK: 85% minimum average. Less than minimum average of 85% triggers a review by faculty, the Faculty Executive Committee and the Administrative Executive Committee.

FINDINGS: The composite average rating from all satisfaction questions in the annual student/recent alumni survey is 91% which exceeds our benchmark minimum average of 85%.

Mastery Learning: Student-Faculty one-on-one time per program, per student. (“High quality” and “Personalized/learner centered”)

INQUIRY: What is the average amount of time spent per student per program in one-on-one faculty meetings?

BENCHMARK: minimum threshold: 90 hours EdD, 90 hours MFT, 50 hours MS in Education. Less than minimum threshold of hours triggers a review by faculty and the Faculty Executive Committee.

FINDINGS: The average amount of time spent per student per program in one-on-one faculty meetings by program since 2019 is as follows: EdD = 121 which exceeds benchmark minimum of 90 hours; MFT 109 hours which exceeds the benchmark minimum of 90 hours; the MS in Education program did not have enough graduates to calculate an average.



Student Rating of Faculty Contribution to Student Learning. (“High quality”)

INQUIRY: What is the average student rating of faculty in response to the survey question: “How much did faculty contribute to your learning?”

BENCHMARK: minimum average of seven on a scale of 1-10. Less than minimum average of 7 triggers a review by faculty, the Faculty Executive Committee and the Administrative Executive Committee.

FINDINGS: The average student rating in response to the question: “How much did faculty contribute to your learning?” was 9.2. This exceeded the benchmark minimum of seven on a scale of 1-10.

Student and Alumni Performance Rating by Supervisors, Co-workers and Clients. (“High quality”)

INQUIRY: What is the average rating of students by supervisors, co-workers and clients in response to the question: “How satisfied are you with this person’s performance?”

BENCHMARK: minimum average of five on a scale of 1-7. Less than minimum average of 5 triggers a review by faculty and the Faculty Executive Committee.

FINDINGS: The average rating of students by supervisors, co-workers and clients in response to the question: “How satisfied are you with this person’s performance?” was 6.6 (6.6/7 = 94%). This exceeds the benchmark minimum average of five on a scale of 1-7.

Mission Statement Phrase: “Collaborative, multicultural learning community”

Ethnic Diversity: Faculty and Board of Trustees. (“Multicultural Learning Community”)

INQUIRY: What is the degree of ethnic diversity within the faculty and Board of Trustees?

BENCHMARK: Minority Faculty Members = 30% minimum threshold

According to 2020 data from the National Statistics on Higher Education Staffing, the average percentage at US Universities for “faculty, all positions” is 26%. Less than minimum threshold of 30% triggers a review by the faculty and Faculty Executive Committee.

BENCHMARK: Minority Board Members = 40% minimum threshold. According to the Association of Governing Boards of Universities and Colleges (2019), the average percentage of Board members who are minorities is 24%. Less than minimum threshold of 40% triggers a review by the Board of Trustees.

FINDINGS: Thirty-eight percent of WISR’s faculty are minorities (8% over WISR benchmark. 12% over external benchmarks). Forty percent of WISR’s Board of Trustees are minorities (0% over WISR benchmark. 16% over external benchmark data.)

Gender Diversity: Faculty and Board of Trustees. (“Multicultural Learning Community”)

INQUIRY: What is the degree of gender diversity within the faculty and Board of Trustees?

BENCHMARK: Female Faculty Members = 40% minimum threshold. According to 2020 data from



the National Statistics on Higher Education Staffing, the average percentage at US Universities for “faculty, all positions” is 31%. Less than minimum threshold of 40% triggers a review by the faculty including the Faculty Executive Committee.

BENCHMARK: Female Board Members = 40% minimum threshold. According to the Association of Governing Boards of Universities and Colleges (2019), the average percentage of Board members who are female is 32%. Less than minimum threshold of 40% triggers a review by the Board of Trustees.

FINDINGS: Fifty percent of WISR’s faculty are female (10% over WISR benchmark. 19% over external benchmarks). Forty percent of WISR’s Board of Trustees are female (0% over WISR benchmark. 8% over external benchmarks).

Student and Alumni Performance Rating Re: Multicultural Awareness by Supervisors, Co-workers and Clients. (“Multicultural Learning Community”)

INQUIRY: What is the average rating of WISR Student/Alum as a professional and/or leader in the area of: Human Relations skills, including multicultural awareness?

BENCHMARK: minimum average of five on a scale of 1-7. Less than minimum average of 5 triggers a review by faculty, the Faculty Executive Committee and the Administrative Executive Committee.

FINDINGS: The average rating of WISR Student/Alum by supervisors, co-workers and clients as “a professional and/or leader in the area of: Human Relations skills, including multicultural awareness” is 6.6 (6.6/7 = 94%). This exceeds the benchmark minimum average of five on a scale of 1-7.

Mission Statement Phrase: “Community education and action-oriented inquiry that combines theory and practice”

Minimum Percentage of Action-Research Laboratories (ARLs) Per Program. (“Action-oriented inquiry that combines theory and practice”)

INQUIRY: What is the minimum average percentage of community education/action-oriented inquiry assessments students complete throughout each program?

BENCHMARK: minimum average of ARLs in each of the following programs: EdD: eight including the dissertation; MFT: nine including thesis; MS: three including the thesis. Less than minimum average of ARLs triggers a review by faculty and the Faculty Executive Committee.

FINDINGS: The minimum average percentage of community education/action-oriented inquiry assessments (ARLs) that students complete throughout each program are as follows: EdD: seven including the dissertation; MFT: nine including thesis; MS: three including the thesis. This meets the benchmark minimum standard for ARL’s per program.



Mission Statement Phrase: “Commitment to...achieve community improvement and social justice.”

Student and Alumni Rating WISR’s Support of Social Justice and Change Awareness. (“Achieve community improvement”)

INQUIRY: What is the average rating by student/alumni of WISR's support of their goals and objectives for voluntary contributions to their communities and/or the larger society?

BENCHMARK: minimum average of five on a scale of 1-7. Less than minimum average of 5 triggers a review by faculty, the Faculty Executive Committee and the Administrative Executive Committee.

FINDINGS: The average rating by student/alumni of WISR's support of their goals and objectives for voluntary contributions to their communities and/or the larger society is 6.3 (6.3/7 = 90%). This exceeds the benchmark minimum average of five on a scale of 1-7.

MFT Exam Passage Rates. (“Achieve community improvement”)

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For further school performance data, see WISR's *School Performance Fact Sheets* found on its Consumer Disclosures page.

Report compiled by the Office of Quality Improvement, 3/15/2023