

DISTANCE EDUCATION ACCREDITING COMMISSION

STUDENT ACHIEVEMENT DISCLOSURE FOR THE PUBLIC

DEAC accredited institutions offer a broad array of instructional programs and student support services to meet varied educational and professional goals of a highly diverse student population. Institutions determine appropriate performance criteria to measure the success of their students in achieving their goals in the context of the institution's specific mission and scope. You will find below (1) a summary of how this institution measures student achievement in the context of the institution's mission and educational programs, and (2) student achievement metrics which the institution believes best reflect student and program performance. For more information about DEAC standards and requirements, please visit www.deac.org.

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Summary of Institution Mission and Student Achievement

Institutional Mission Statement: "WISR provides community-involved adults with high-quality, affordable, personalized, learner-centered online graduate education and degrees in a collaborative, multicultural learning community with a commitment to community education and to being a model for improvements in higher education. WISR has an emphasis on action-oriented inquiry that combines theory and practice to achieve community improvement, educational innovation, and social justice."

WISR offers an MS in Psychology, Marriage and Family Therapy specifically designed (and approved) to meet the State of California's academic requirements for the MFT (Marriage and Family Therapy) and LPCC (Licensed Professional Clinical Counselor) licenses. WISR also offers a Doctorate in Higher Education and Social Change (EdD) as well as an MS in Education and Community Leadership.

WISR publishes its annual student achievement as annual school achievement data in this report as well as its School Performance Fact Sheet. Links to these data on WISR's website can be found on the Consumer Disclosures page of WISR's website: <https://wizr.edu/home/consumer-disclosures/>.

Aggregated Institutional Data on Student Achievement

Graduation Rates (2025)

INQUIRY

What are WISR's graduation rates by program for the most recently completed cohort?

BENCHMARKS (as established by DEAC)

- **MS in Psychology, Marriage and Family Therapy (MFT):** 62%. Graduation rates below 62% trigger an administrative review of related institutional systems by faculty.
- **EdD in Higher Education and Social Change:** 34%. Graduation rates below 34% trigger an administrative review of related institutional systems by faculty.
- **MS in Education and Community Leadership:** 62%. Graduation rates below 62% trigger an administrative review of related institutional systems by faculty.

FINDINGS

WISR transitioned its academic programs to a fully online delivery model in Fall 2018. Accordingly, graduation rate data aligned with this program structure is reported beginning with cohorts established in 2019.

Graduation rates are calculated for cohorts that have reached the observation period defined by median time to completion (MTC). Students who remain enrolled at the end of this period are excluded from the calculation in accordance with DEAC methodology.

MS in Psychology, Marriage and Family Therapy (MFT)

The 2021 MFT cohort yielded a graduation rate of 87.5%, exceeding the DEAC benchmark of 62% by 25.5 percentage points. One student from this cohort remains actively enrolled and is excluded from the calculation in accordance with DEAC methodology.

EdD in Higher Education and Social Change

- Since 2019, no cohort has yet reached the observation period at which a complete graduation rate can be calculated. This is consistent with the program's structure, enrollment history, and longer expected time to completion.
- Prior to accreditation in 2023, annual enrollment ranged from zero to three students.
- The median time to completion for doctoral programs typically ranges from six to eight years, and recent cohorts remain within this expected timeframe.
- Program activity includes:
 - 2018: One student graduated.
 - 2019 cohort: One student graduated; one remains enrolled.
 - In 2020, one student enrolled and subsequently withdrew. From 2021 through 2023, the program had no new enrollments.
 - Since accreditation in 2023, enrollment has increased from one to five students.
- These trends indicate an early-stage cohort pattern, followed by enrollment growth after accreditation.

MS in Education and Community Leadership

- Since 2019, no cohort has yet reached the observation period at which a stable graduation rate can be calculated.
- The single student in the 2020 cohort withdrew, resulting in a graduation rate of 0%.
- Given the program's very small cohort sizes, individual student outcomes have a disproportionate effect on calculated rates.
- From 2021 through 2024, there were no new enrollments. In 2025, enrollment resumed with one student.

Continuous Quality Improvement (CQI) note: WISR continues to monitor cohort progression and enrollment growth as part of its administrative review (CQI processes). Administrative review occurs whenever findings fall below established benchmarks, with the expectation that additional cohorts will reach the DEAC observation period in upcoming reporting cycles.

Retention Rates (2025)

INQUIRY

What are the annual retention rates for each program?

BENCHMARK

70% for all programs. Rates below 70% trigger a review of related WISR systems by faculty.

FINDINGS

- MS in Psychology, Marriage and Family Therapy (MFT): 75%
- EdD in Higher Education and Social Change: 100%
- MS in Education and Community Leadership: Not reported due to insufficient cohort size

DEFINITION AND CALCULATION

Retention is defined as the percentage of students enrolled in one calendar year who are either: still enrolled in the following calendar year or have graduated during that period.

Retention is calculated as: (Students who graduated in the current year + students still enrolled in the current year) ÷ (students enrolled in the prior year).

Example (MFT Program): The 2025 retention rate was calculated as: (Graduated in 2025 + Still Enrolled in 2025) ÷ Students enrolled in 2024 = $24 \div 32 = 75\%$.

METHODOLOGICAL NOTE (SMALL COHORTS)

Because WISR's programs enroll small numbers of students, retention rates may fluctuate significantly from year to year. The withdrawal or continuation of one or two students can affect the calculated percentage. For this reason, retention rates are interpreted alongside SAP persistence data to provide a more complete and stable understanding of student progression. Retention rates are not reported where cohort size is insufficient to yield a meaningful or statistically stable measure.

Persistence Rates (SAP-Based) (2025)

INQUIRY

What percentage of students in each program are maintaining Satisfactory Academic Progress (SAP), and how are students not meeting SAP identified, monitored, and supported?

BENCHMARK

80% of students meeting SAP, including those meeting SAP with structured support through the "Marginally Meeting SAP" category. Rates below 80% trigger a review of related WISR systems by faculty.

FINDINGS

MS in Psychology, Marriage and Family Therapy (MFT):

- **Clearly Meeting SAP + Marginally Meeting SAP – Monitored/Supported: 100%**
 - Clearly Meeting SAP: 87.5% (28 students)
 - Marginally Meeting SAP – Monitored/Supported: 12.5% (4 students)
- **Not Meeting SAP – On Leave of Absence (LOA): 0%**

EdD in Higher Education and Social Change:

- **Clearly Meeting SAP + Marginally Meeting SAP – Monitored/Supported: 100%**
 - Clearly Meeting SAP: 75% (3 students)
 - Marginally Meeting SAP – Monitored/Supported: 25% (1 student)
- **Not Meeting SAP – On Leave of Absence (LOA): 0%**

MS in Education and Community Leadership:

- **Clearly Meeting SAP + Marginally Meeting SAP – Monitored/Supported: 100%**
 - Clearly Meeting SAP: 100% (1 student)
 - Marginally Meeting SAP – Monitored/Supported: 0%
- **Not Meeting SAP – On Leave of Absence (LOA): 0%**

DEFINITION AND METHODOLOGY

Because WISR's programs are individualized, self-paced, and do not follow a fixed academic term structure, traditional term-to-term persistence measures are not applicable.

To address this, WISR evaluates persistence through Satisfactory Academic Progress (SAP), which serves as a policy-aligned proxy for persistence. SAP is assessed twice annually through the Semi-Annual Review of Student Progress (SAR) for each program. Faculty meet collectively to review each student's academic progress, drawing on both quantitative indicators and qualitative faculty experience. Rather than relying solely on a single quantitative metric, this approach enables a holistic, faculty-informed evaluation of student progress and appropriate planning for continued success.

SAP determinations are made only for actively enrolled students. Students on Leave of Absence (LOA) for non-academic reasons are excluded from SAP evaluation and are not categorized within SAP performance statuses.

At each review point, all enrolled students are evaluated and categorized into one of three statuses:

1. Clearly Meeting SAP

Students demonstrating satisfactory academic progress based on both quantitative indicators and faculty evaluation of their academic work and engagement.

2. Marginally Meeting SAP – Monitored/Supported

Students who do not fully meet quantitative SAP benchmarks but are determined, through holistic faculty review, to be making sufficient academic progress to continue enrollment with structured support. These students are assigned targeted monitoring and support by designated faculty, including increased engagement, progress tracking, and individualized guidance, with the goal of supporting full return to clearly meeting SAP.

3. Not Meeting SAP – On Leave of Absence (LOA)

Students whose progress is determined to be insufficient to continue active enrollment are placed on a Leave of Absence (LOA). WISR does not maintain a category of students who are not meeting SAP while remaining in active enrollment. This ensures that all actively enrolled students are either meeting SAP or meeting SAP with structured support.

Students placed on a Leave of Absence (LOA) for SAP reasons continue to receive structured institutional support consistent with WISR's learner-centered mission. While not actively enrolled, these students are provided with access to WISR seminars and events, access to course materials for review (without submission of academic work), and the opportunity to meet with faculty on a monthly basis. These supports are designed to facilitate successful re-entry and continuation of academic progress.

PERSISTENCE CALCULATION

SAP-based persistence is defined as the percentage of actively enrolled students who are either:

- Clearly Meeting SAP, or
- Marginally Meeting SAP with structured support

at the time of each semi-annual review.

This approach ensures that persistence rates reflect current academic performance among actively engaged students, while allowing for early identification and support of students at risk.

Students categorized as Not Meeting SAP (LOA) are included in the total population but excluded from the count of students meeting SAP. This approach ensures that persistence rates reflect both current academic standing and emerging academic risk.

HOLISTIC REVIEW PROCESS

Holistic review is conducted for students identified as Marginally Meeting SAP or Not Meeting SAP. This review includes:

- Academic progress and pace, including the quality of completed academic work and alignment with course and program requirements
- Engagement with faculty, including regular meetings, responsiveness to feedback, and participation in academic activities
- Individual circumstances affecting progress, with attention to whether challenges are short-term or ongoing

Based on this review, students may either:

- Continue enrollment with targeted support and monitoring (Marginally Meeting SAP), or
- Be placed on a Leave of Absence (LOA) when continued enrollment is not appropriate

This process ensures that SAP determinations are not solely mechanistic but reflect individualized academic performance within the context of each student's circumstances.

LEAVE OF ABSENCE (LOA) CONTEXT (NON-SAP)

Consistent with WISR's learner-centered mission, students placed on an administrative LOA for SAP continue to receive structured institutional support. This includes access to WISR seminars and events, access to course materials for review (without submission of academic work), and the opportunity to meet with faculty monthly. These supports are designed to facilitate successful re-entry and continuation of academic progress.

Some students may be placed on or request a Leave of Absence (LOA) for reasons unrelated to academic performance, including personal, professional, or health-related circumstances. These students are not evaluated for SAP during their LOA period.

RATIONALE FOR SAP-BASED PERSISTENCE MEASUREMENT

At most institutions, persistence is defined as progression from one academic term to the next. Because WISR does not operate on a fixed term schedule, such measures would not accurately capture student progress.

SAP provides a consistent, policy-aligned, and frequently assessed indicator of student progression that reflects WISR's individualized program structure. The inclusion of the "Marginally Meeting SAP" category allows for early identification of students at risk and the implementation of targeted interventions prior to attrition, while the structured support provided during an administrative LOA for SAP reasons facilitates successful re-entry and continued academic progress.

This approach enables:

- More frequent assessment (semi-annual rather than annual)
- Earlier identification of students requiring support
- Targeted, faculty-driven intervention
- A clear and supportive transition pathway for students requiring temporary interruption of enrollment