

Exhibit 6.1_Appendix B

B. Survey of Students and Recent Alumni, Summer-Fall 2020

HIGHLIGHTS

Yellow = Noteworthy Outcomes

Green = Effective Practices

Purple = Recommendations, Needed Improvements

Consistently high student/alumni satisfaction. Even though the vast majority of students enter WISR with high expectations (see question 1e), still, 19 of 23 students and recent alumni said that their satisfaction with the WISR learning experience was quite high or very high, even in comparison with their initial high expectations! Further, in every category of satisfaction, 19 or 20 of the 23 students and recent alumni said that they are *very* satisfied with WISR's contribution to personal goals, professional goals, and community involvement.

Fifteen of those responding (about two-thirds) said that WISR's contributions to their current job skills has been "quite high" or "very high." The three indicating that WISR's contributions have been low are probably those who are changing careers or jobs.

When discussing how WISR has helped them to build bridges to the next important things that they wish to do in their lives, the comments by students and recent alumni did not emphasize any several themes, but instead were varied and underscore how WISR's personalized approach works for many, many different people, in different ways, and for different reasons.

In terms of what students and recent alumni value about WISR, some of the key words consistently highlighted from student comments include faculty accessibility, support, guidance and knowledge; seminars and collaboration with students and faculty; positive feedback and rigorous accountability/structure along with freedom to pursue one's own interests and goals; the learner-centered, multicultural, social justice, and action oriented and practically relevant research emphasis.

There are a number of **specific suggestions**, and among these, the **major themes** and topics of greatest impact are: attaining accreditation, increasing student enrollment and funds in order to hire more staff, document the WISR of current WISR and faculty staff for the future, and improvements in the "look" of the website. [Except for doing a major "makeover" of the website, all of these suggestions are current priorities which faculty and staff are actively working on. And, the more specific suggestions made by individuals will be referred to faculty, staff and Board for further consideration.]

Consistent with what faculty and Board have noted, students and recent alumni emphasize that we need to address the long-term challenges of growing, by continuing to enroll more students and looking for supplemental funding, but also to do so, without sacrificing out strength of being personalized in our approach to working with students.

Students and recent alumni frequently mentioned collaborating with other groups, making use of social media to recruit students, and once accredited, promoting WISR’s distinctive mission and learning methods which are now well-developed and available online, and for an extremely affordable tuition.

Respondents were unanimous in their enthusiasm for how well WISR has been successful in fulfilling its mission. As evidence of this, students and recent alumni frequently referred to the quality of each student’s academic work, and the knowledge, commitments, and accomplishments of WISR’s alumni. They also often commented on the combination of values and methods distinctive to WISR—learner-centered, multicultural and inclusive of all kinds of diversity, social justice oriented, and a focus on helping people to learn and use action-research. Respondents also referred to the quality of the people attracted to WISR and the high level of collaboration at WISR, which helps students to learn and faculty to continue to develop. Two quotes are worth re-iterating:

- “Profound alignment between the mission, vision, values and methods described by the institution in its literature and what it actually offers in its program.” And—
- “I had no idea I could complete this curriculum and I am still amazed at its leadership, and what it has taught me. The people associated with this institution and its seminars are immeasurable as far as positive experiences are concerned. This institution has provided ample learning experiences, prominent speakers, seminars, web-based learning, phone consultations, google support, peer to peer support, books online and in hand reading, and other styles preferred. This institution understands that learning is not one size fits all and does a great job accommodating its students.”

Responses:

A total of 28 students/recent alumni from all degree programs received the survey. A total of 23 students/recent alumni from all degree programs answered the survey. A total of 82% response rate.

- **EdD Program:** Fourteen (14) doctoral students/recent alumni received the survey; eleven (13) answered. 93% response rate.
- **MFT Program:** Seven (7) MFT students/recent alumni received the survey; four (4) answered. 52% response rate.

- **MS-EDU Program:** Five (5) MS-EDU students/recent alumni received; five (5) answered. 100% response rate.
- **BS Program/Non-Degree Studies:** The BS student responded, the Non-degree undergraduate studies student did not. 50% response rate.

Question 1(a):

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.

Twenty out of 23 students and recent alumni said that their satisfaction with their learning experience in pursuing personal goals at WISR is very high!

| 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 |
|----------------------|-------------------|--|---|---|
| 1 = Very Low | | | | |
| 2 = Quite Low | | | | |
| 3 = Somewhat Low | | | | |
| 4 = Medium | | | | |
| 5 = Somewhat High | 1 | | | |
| 6 = Quite High | | | 2 | |
| 7 = Very High | 12 | 4 | 3 | 1 |
| No Response | | | | |

Question 1(b):

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.

Nineteen of 23 students and recent alumni said that they are very highly satisfied with how their learning at WISR has contributed to their professional and career goals.

| 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 | | | | |
| 5 = Somewhat High | | | | |
| 6 = Quite High | 2 | | 2 | |
| 7 = Very High | 11 | 4 | 3 | 1 |
| No Response | | | | |

Question 1(c):

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).

Nineteen of 23 students and recent alumni said that their satisfaction was WISR support of their community involvements is 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 | 1 | | | |
| 5= Somewhat High | | | | |
| 6 = Quite High | | 1 | 2 | |
| 7 = Very High | 12 | 3 | 3 | 1 |
| No Response | | | | |

Question 1(d):

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).

Even though the vast majority of students enter WISR with high expectations (see question 1e), still, 19 of 23 students and recent alumni said that their satisfaction with the WISR learning experience was quite high or very high, even in comparison with their initial high 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 | | | 1 | |
| 5= Somewhat High | 2 | | 1 | |
| 6 = Quite High | 6 | 1 | | |
| 7 = Very High | 5 | 3 | 3 | 1 |
| No Response | | | | |

Question 1(e):

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

Nineteen of 23 students and recent alumni enrolled at WISR with high 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 | 3 | 1 | | 1 |
| 5 = Somewhat High | 3 | 1 | 2 | |
| 6 = Quite High | 4 | 1 | 1 | |
| 7 = Very High | 3 | 2 | 2 | |
| No Response | | | | |

Question 2:

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):

Highlights: Some of the key words consistently highlighted from student comments include faculty accessibility, support, guidance and knowledge; seminars and collaboration with students and faculty; positive feedback and rigorous accountability/structure along with freedom to pursue

one's own interests and goals; the learner-centered, multicultural, social justice, and action oriented and practically relevant research emphasis.

- The learner centered, social justice, multiculturalism, action research aspects. Expanded thinking and exploration of learning objectives. Truly allows you to approach coursework on a larger scale utilizing ideas, theories, and facts from a variety of sources.
- Intellectual stimulation
- (1) Abundant staff support (2) Freedom to go at my own pace (3) Getting familiar with other students who I can really respect professionally
- Ongoing feedback and the seminars. I will also be able to use a lot of the WISR model with my own students in the future.
- Learning the WISR way!!
- WISR is excellent at making the learning process directly relevant to professional needs. I really valued the ability to design my program within the guideline of meeting the requirement for my doctorate in education. My ultimate goal is to use the research for my dissertation and for a service manual for professionals working with foster youth. Looking at my past clients retrospectively with the aid of their insight will give birth to other options for service.
- I'm appreciating a context for learning that is so accepting, collaborative and reflective which also supports my pursuit of academic interests that draw from multiple disciplines. I'm also quite grateful for the unexpected access to highly prepared faculty at every stage of my program. I've had probably 25 private meetings with faculty in my first year.
- WISR is a learning institution with great attention to valuing the students and their achievement by adequate, consistent, positive support and accountability.
- "I liked the academic rigor combined with the freedom to think and postulate concepts that were meaningful to consider in order to stimulate new ideas and approaches that were purposeful in completing assignments.
- I felt enriched by the faculty interaction and student cohort engagement that encouraged us to collaborate and consciously experiment in further developing our own skills in a community driven, learner-centered, multicultural experience that was built around a socially responsible approach to higher education
- The mentorship from faculty and the attention given to helping me be a leader in my field.
- (1) Access to professors one-on-one. Addressing professors on a first-name basis. Familiarity with professors' professional work as well as their personal life stories. An intimate working relationship with professors. Professors are very accessible on an intimate professional level. This has not been my experience at other universities. (2) I can rely on my own personal life experiences to formulate my own learning outcomes and design my own projects, and reach my own conclusions. My experiences as a rank-and-file employee are being studied by me with the help with my professors; and my experiences, once analyzed, become knowledge that I can use to further my work and to teach others. (3) I find my own voice and become confident of my own life experiences and my own work experiences as a rank-and-file employee. I tell my personal stories and my work stories in a purposeful manner, to give value to, and to give effect to lessons learned from everyday living and working as a rank-and-file employee and how these lessons can have an impact on society.

- The faculty at WISR are very supportive and accessible, which is a disadvantage at larger universities and institutions. Each session is clearly mapped out to discuss academic goals.
- the pedagogy and mentorship
- (1) True caring and consideration re: the relationship between this education and my actual life, and the relevance of this education. (2) Support and guidance from faculty, from finding sources for research to getting through humps in the dissertation process. (3) Being able to directly link studies to my interests and passions while being grounded in the required research theories and approaches.
- 1.- Faculty Members are well known in their field of studies as well as their involvement with community and social changes whom I respect, and I would love to be one of them.
2.- The Method of Learning Subjects present and unique that moves to challenges any other format of transforming the educational tools to help others. 3.- Meeting classmates and faculty on seminar classes teaches me about the WISR quality of mentors who are there to help

Question 3:

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):

Highlights. Similar to the above comments, students emphasized the following themes as important qualities at WISR to continue to support:

- Personalized education.
- Action-research, practical community engagement.
- Multiculturalism and openness to diversity of views and backgrounds.
- Faculty competence, support and guidance.
- And, something that, just a year or two ago, was in need of great improvement—collaboration among students. As noted elsewhere in these Summer 2020 surveys, this collaboration has been greatly aided by: the new online curriculum which places greater emphasis on seminar participation and the online forum, the effective use of zoom, and greater encouragement for students to form their own, informal study groups.
- Support for student's involvement in their communities.
- Emphasis on Action Research, Multiculturalism, Social Justice, and Individualized Learning
- Openness to diversity of viewpoints and freedom of discussion
- Individualized educational attention
- Personalized education, social justice focus, action research.
- Independent studies
- All of the above. WISR is amazing!
- multiculturalism and wide/variety of lenses to approach work with.
- The personalized nature of the educational program. The focus on practical knowledge. The approach of going back and forth between depth and looking at the bigger picture.

- Learning at **my own pace** with no judgment. **Collaboration and peer engagement** as requirement. Entire curriculum is reading and writing. **Focus on second careerists** and professionals and our needs, internally and practically.
- Personal support and dialogue
- Self-direction. Flexibility of courses
- **Flexibility** in learning so individual learners can approach their learning in ways that fit both their professional goals and learning needs.
- The independence of developing your own curriculum with **the guidance of your primary advisor** is important for the type of student that is attracted to pursuing higher education at WISR. Wiser students come to the school bring a wealth of knowledge from the careers and diverse work experiences. Most WISR students have developed a research question that they hope to fulfill a need in the community.
- Significant access to **high quality mentorship** to assist in skill development, a **highly collaborative** context that supports the necessary latitude for the pursuit of my very specific academic interests, a thoughtfully crafted approach to learning that embodies legitimate excellence in learning. As a teacher for 20 years, I'm ever so grateful to have found an institution with such an effective yet novel approach to learning.
- Wide range of educational access through different media. **Ongoing communications.** Every aspect of the support provided is important, not one simple learning choice can be isolated.
- "WISR's image as a socially progressive learning institution was always very appealing to me and reputation was of central importance for my enrolling.
- I like the 'European style' open learning format WISR offers. While conventional schools value obedience, conformity, and grade average scoring, **WISR values independent thinking, relationships, and deep learning.**"
- Individualized learning, meetings with staff, and a community that **supports curiosity.**
- (1) **One-on-one access to professors.** Students have direct emails and phone numbers to reach professors directly. (2) Professors and students **learn together** as equals. All of my professors have told me that they have learned from me. (3) I design my own learning **projects based on my own life experiences**, and my professors help me to legitimize my experiences into researched and analyzed works.
- **The faculty's respect for people from all walks of life** is very valuable. Today's social climate permits a level of racism that is nauseating and it's amazing to feel welcomed in the WISR space.
- The pedagogy and community engagement
- (1) **Social action research.** As the world seeks to recalibrate in terms of power, this is ESSENTIAL. (2) Allowing individual expertise, interest, and experience to guide our courses and research. This makes the **education RELEVANT.** Which means we can be useful in this world. (3). The variety of expertise available through such **diverse range of faculty experience.**
- 1.- The research method of **learning new subjects**, allows us to gain perspectives to enhance and embrace the various lectures and thesis on any subject. Things are there open as the reality is open. Inviting Lecturers helps a lot. 2.- The content to study and the readings are good to **reflect deep** on any topic. 3.- To **form teams among the students** to discuss thoughts, ideas and to share sources of sources of information.

Question 4:

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

Highlights. There are a number of specific suggestions, and among these, the major themes and topics of greatest impact are: attaining accreditation, increasing student enrollment and funds in order to hire more staff, document the WISR of current WISR and faculty staff for the future, and improvements in the “look” of the website. [Except for doing a major “makeover” of the website, all of these suggestions are current priorities which faculty and staff are actively working on. And, the more specific suggestions made by individuals will be referred to faculty, staff and Board for further consideration.]

- I look forward to my dissertation to being useful for the collaboration aspect of at-a-distance learning.
- I have been away from WISR for two years and am not sure what the most significant needed improvements are at this point.
- Ban power point.
- Just some typos in the course content descriptions.
- Attaining accreditation.
- Many of the required Modules and reflections overlap.
- Not sure
- n/a
- With the necessity of more distance learning and on line focus, creativity encouraging deeper dialogue. Zoom allows more people to participate but, it also creates a different dynamic for participants compared to talking in the same room. I think WISR needs to experiment with different ways to engage participants with the topics.
- I'm really looking forward to the shift to Google Classrooms. Second to accreditation, this should be a MAJOR focus as it will save time spent tracking, double-checking, and copy-pasting to make sure I'm doing my assignments as instructed for that module and course. Know at a glance where I left off and what's the next step will be so helpful.
- Make the intro class shorter - Discussion of notes rather than reflecting on metacompetencies that have been improved upon (what if they haven't improved much but you're supposed to write about how they have?)
- There could be more structure in the seminar schedule.
- More focus on support for completion of degree programs; clarity of expectations of learners, in particular so those expectations don't become moving targets as the program progresses
- WISR is doing well with its current direction of education.
- Accreditation.
- No suggestions
- "Providing Scholarships or Support Tuition Funding
- It will be nice for WISR in the future to tie into socially progressive organizations and foundations that perhaps would be encouraged to grant full/part scholarships for tuition with apportions for area housing.
- Evolution to a growing student body & budget so more staff can be hired

- It would be ideal when a doctoral candidate submits a project, thesis, or dissertation worthy of publication in a peer-reviewed journal that there would be someone designated as an adjunct support to help the student get published or offer recommendations, editing for submission, etc.
- A bigger library
- (1) WISR needs an updated, modern website. The current website looks dated, is very dense in texts, and is sometimes hard to navigate. (2) WISR needs better online survey tools. Google Forms is not a reliable tool for long surveys. It's okay for short surveys, but not for long surveys. (3) WISR needs to grow its student enrollment. WISR is a very small school and for a long time it has been successful as a small school. For the future, WISR needs to grow; needs more students, more professors, more staff.
- N/A
- Accreditation
- (1) More staff. John B is amazing, and I think if he had more administrative support, could be even more amazing. And the program could reach more prospective students which would benefit the academic world and the working world very much. We need more people trained in this very solid academic and humanitarian way. (2) I hope all of John B.'s wisdom is being documented for the future. If not, this is an essential need. #1 could support this. (3). The website.
- 1.- The website to be "clean" as the Graphic Designers explain. The virtual and Internet demand could improve.

Question 5(a)

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.

Highlights. WISR students and recent alumni have a variety of jobs—schoolteacher, psychotherapist, county agency, private massage therapy practice, union organizer, life coach, Microsoft, Col. U.S. Air Force, self-employed, legal secretary, and non-profit community agency, among others.

- Private psychotherapy and training practice,
- I work 40 hours per week for the Air Force. I have been on active duty for 21 years.
- I am a self-employed recovery and relationship coach. I have been self-employed for 3 years; however, I have been in this industry for 9 years. I'll decline on the salary questions. I maintain a client load of approximately 30 clients per week.
- Principal Program Manager at Microsoft
- Health Education Instructor
- Self-employed and faculty at WISR

- St. Anthony's School SF, Teacher 35 hrs a week/ Liberation Institute MFT Intern 15 hrs a week
- My role is program director for the County of Sacramento. Several years now and reasonably well paid
- Massage therapist, private practice. Last year was about \$72K net profit. Was normally at the clinic about 40 hrs/week.
- I'm a new middle school teacher. Last year I was salaried at \$56k before taxes. The hours/week were usually 60 - 70.
- AFSCME 3399- admin asst. 2, 5 years. \$36/hr. Unpaid Intern at Pacific Center
- Self-employed and employed by a non-profit, in both cases offering professional development trainings. I have been self-employed for 39 years, employed by the non-profit for 20 years. I work more than full time each week.
- I have a combination of employment incomes. I work full-time at Roots Community health as a behavioral health clinician. I have two contract positions, one is at Street Level Health Project, where I provide clinical supervision to their pre-licensed behavioral health intern; the other is at Second Chance Recovery Services. I started a private psychotherapy practice in 2016. I have also been on the faculty at WISR and San Francisco state university. My salary range for cumulative income is in the range of 70 to 100K a year. I work 50 hours a week>
- I work as an independent contractor and donate most of my time to a small university in Berkeley as a faculty member and administrator.
- Lodi Unified School District
- NA
- Self-employed, coach
- I am a legal secretary with a government agency.
- Kaiser Permanente, 14 Years, 40 Hours per Week. I choose not to disclose my salary.
- I teach 4th grade for San Leandro Unified School District. I have been at my current school for 7 years.
- Between 65-120K a year consulting on: (1) Refugee mental health and torture treatment. (2) Adapting Dance and creative arts therapies for work with survivors of trauma—especially human rights abuses. (3) Staff care and self-care programming and processes. Since COVID I am doing online work and have maintained between 20-60% of my usual work and salary. It's really up and down.
- Oakland Catholic Worker, Staff Director (a volunteer organization which provides an stipend with free room and board) \$27,000 per year. The agency is allowing me to find a part time job to increase my monthly income due to the limited funds they couldn't get back in June, when they told me that I was going to get more. But still waiting. I do think my situation will improve financially soon.

Question 5(b).

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

Highlights. Most students and recent alumni are employed. Most of those who are not are not actively looking for employment; however, two are considering career/work transitions, and one has been negatively impacted by COVID.

- Not applicable.
- N/A
- no.
- Not unemployed
- I am employed.
- N/A
- Not unemployed
- n/a
- N/A
- Technically unemployed waiting to reopen with COVID.
- N/A
- Na
- n/a
- N/A
- I'm an independent contractor who is neither unemployed nor employed. Employment is a different legal jurisdiction than independent contracting.
- n/a
- "I am looking at becoming a social entrepreneur and can imagine a couple of approaches given the times we are living. I am considering launching a Social Issues podcast and would benefit from sponsorships.
- I am also into expanding my research into 'Community Conversations' into an online initiative that would be a timely fit into localities and localized topics that could be done on Zoom for instance."
- n/a
- No. I prefer being self-employed.
- N/A

Question 5(c).

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

Highlights. At least two students are in active and intentional career transition, but most are not currently looking to change jobs.

- Not applicable.
- N/A
- I want to be a therapist after my military career.
- No
- I am not looking to change jobs.
- No
- Not really
- no

- Maybe, if I find something interesting.
- No. Will do massage therapy until I can work as a psychotherapist, and transition.
- No.
- No
- No
- no
- I'm an independent contractor and not seeking employment, only further contracting.
- Yes, I would like to work in the field most associated within the concentration of my degree
- No
- no
- No
- No.
- I plan to continue to teach.
- No. Just trying to adapt to the times.
- N/A

Question 5(d):

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.

Highlights. More than half of the 23 current students and recent alumni responding said that they are volunteering with one or more community groups—in a variety of areas of endeavors to help others.

- There is not consent of client organizations to disclose.
- Not at this time
- I work as a volunteer therapist trainee at Harbor Light SF, 10 hours per week.
- I am not involved in any of those at this time.
- Bay Area Christian Church (approx. 10 hours per week)
- Feeding homeless.
- I volunteer at WISR and I have pro bono and low fee clients
- Liberation Institute MFT Intern, 15 hrs a week
- I'm on the board of a local foundation. It's not very time consuming.
- Nothing big. Have a post-op elderly buddy via Berkeley Mutual Aid. I was attracted to WISR in part because of how connected and community-oriented it is, and I'm keeping an eye on opportunities that I might be interested in.
- Not right now....
- NA
- I volunteer time for the non-profit organization, the Somatic Experiencing Institute. I also volunteer support for the overall trauma community by offering low or no-cost practitioner support and community education. I typically work 1-5 hours per week on volunteer work. In current circumstances, that has increased to about 5-10 hours per week.
- Yes, I lead a process group for young people at a homeless shelter for youth Dreamcatcher.

- See above. Andrew University. Dean of Students and Associate Professor. 40 hours per week, 12 months per year.
- Western Institute for Social Research - Behavior research project, currently approx. 3 hours per week.
- I worked with the Zeidler Group's team of 400+ professional facilitators in training and participating in group dialogues they facilitated. I was involved in facilitation, team building, strategic planning and community engagement services, working with organizations, neighborhoods, businesses and faith communities across a range of issues putting in about 100 hours so far since 2017. The programs are infrequent and offered at different venues.
- n/a
- I was volunteering as an interpreter at the Wiley W. Manuel Courthouse's Low-Income Landlord Clinic, in Oakland, CA. Since the Pandemic, the Clinic has been suspended. I was volunteering 4 hours per week. I held this volunteer position, on and off, for four years.
- N/A
- I currently serve on our school's leadership committee and I am in a voluntary 3 year science partnership training program with Cal State East Bay University, both are year round endeavors
- Currently volunteering 10-20 hours per week to monitor elections. Through COVID I volunteered 2-6 hours/week shopping for elders who could not leave home. I always volunteer about 10 hours/week to dog rescue.
- Oakland Catholic Worker 40 hours per week started on January 1st. 2020

Question 6:

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.

Highlights. Fifteen of those responding (about two-thirds) said that WISR's contributions to their current job skills has been "quite high" or "very high." The three indicating that WISR's contributions have been low are probably those who are changing careers or jobs.

| 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 | 1 | | | |
| 3 = Somewhat Low | | 1 | | |

| | | | | |
|------------------|---|---|---|---|
| 4 = Medium | | | 1 | |
| 5= Somewhat High | 3 | | | |
| 6 = Quite High | 3 | | 1 | |
| 7 = Very High | 4 | 3 | 3 | 1 |
| No Response | 1 | | | |

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.

Highlights. These comments describe in detail the variety of ways in which WISR has helped these individuals, from a variety of backgrounds, and with a variety of goals, to build bridges to what they want to do next. More than emphasizing any several themes, these comments underscore how WISR's personalized approach works for many, many different people, in different ways, and for different reasons.

- I am meeting people through WISR with whom conversations have been very helpful. In the networking model of development that I use, establishment of new relationships is a cornerstone. The content of course materials is being integrated in my community-based work, some of which I have already written for course assignments; and some of which has already informed choices that I am making as I develop ideas for my dissertation.
- I am a more effective trainer and writer.
- I found my current practicum position through WISR. Things I have learned at WISR have contributed to my work in the military as well.
- I have an expanded understanding of human dynamics that I am actively applying to conversations with clients. Because of much of the relevancy of the material content, I have shared quite a bit of information learned with clients. Feeling more knowledgeable also contributes to a sense of self-confidence, which is palpable in sessions.
- The work that I have done in my first year at WISR has been so material to the work I do at Microsoft Research that my team paid for the first year tuition out of its operating budget as WISR tuition was not reimbursable through the standard Microsoft programs due to lack of accreditation.
- N/A
- WISR has taken me on as a faculty member where I am continually building skills, knowledge, learning, motivation, effectiveness, and creativity
- WISR has contributed to my knowledge of psychotherapy, the skills associated and required to contribute within therapy, and the motivation to continue forth.

- My position in the organization is very unique. There are few of us, WISR is one important brick of support for me to explore ideas to relevant to my work. Sometimes WISR helps me step back and take a different look at issues faced on the job.
- Nothing yet. New to program. Massage Therapy daily skills aren't very relevant to psychotherapy or schoolwork, beyond what I already know like building rapport.
- “Dr. Paloma helped me out significantly in finding the middle school position. I would have taken a different job offer prior to my interviewing with the school that I'm now at.”
- I will be able to answer this question more comprehensively in the future.
- WISR helped me to figure out my internship placement. This was critical in my selection process.
- Not only did WISR support my specific professional skills development, I've also found as time has passed after graduating - that I am influenced also by the learning structure and history of WISR. In the current intense focus on social justice and social change, I have been inspired by WISR's long commitment to inclusion, social change, and equity. I find myself increasingly referencing WISR's work as a model of grassroots, impactful agents of change.
- I completed my Masters in Psychology with WISR and my training at WISR prepared me for many of the community service positions I have held, and hold today.
- Providing support in training for accreditation and introductory learning in effective strategies for education.
- When I was a new student WISR was always there to support me when I would experience any trouble understanding concepts. Along the way to completion staff at WISR proved itself to be never ending about meeting the student's academic needs. This institution is above the rest in providing a proper education, supporting the student in the process and ensuring the student reaches their academic goals.
- My research work at WISR focused on impacts of facilitated dialogue, enabling people to come together to increase understanding, and leading to a more healthy exchange of ideas and changes in behavior that will improve the lives of those who live in our community as a whole.
- WISR's purpose complimented some shared insights into society:
- As a whole, we share the concern that the current US social atmosphere that I termed 'Metasphere' is one of division and mutual distrust. Groups in society seem increasingly polarized.
- My reporting found avenues for conducting public discussion are either unknown to the public or not satisfying in clarifying community needs and building cooperation. Local discussion “ trademark of an open and democratic society and a potential showcase for WISR “ rarely takes place across the US.
- I came to believe through my experiences observing and writing about Community Conversations that trained facilitators can provide ways to open discussions on social issues, enabling citizens to discuss issues of the common good in fresh ways indicative of tremendous learning.
- My conclusions found in my dissertation showed that by supporting all efforts to improve community discussion of public issues, more groups will collaborate. Producing a base of informed and involved citizens will work to improve the existing climate of alienation and blame.

- I learned how to see different sides of arguments really well at WISR. Also, I learned how to research.
- I want to become a trainer of legal secretaries. I am creating a legal secretary vocational training program to help people in transition get jobs skills and become gainfully employed. I am going to work with "people in transition," for example, people coming out of prisons, battered women coming out of women's shelters, disabled and unemployed veterans, homeless people, emancipated youth, people recovering from addictions. I have recorded 8 classes which I will use as online tools for teaching legal secretarial skills. I was going to teach in-person classes at the Salvation Army Harbor Light Residential Facility, but the Pandemic halted that program. I am now going to offer my program online for a wider audience.
- WISR's methods have taught me to think more critically about my life's goals.
- WISR has given me the courage and the language I needed to go beyond my classroom. I am now on the leadership team since enrolling and learning about my potential and value as a community member who can help directly make the school and neighborhood communities better serve our members.
- WISR is giving me the opportunity to learn research methods to study the Central American Migrants on their human geography. My position at the Oakland Catholic Worker was offered to me independently from WISR. But, I believe, WISR Doctoral Program is helping me to envisioning future studies and research between Central American living in the Bay Area and their development.

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.

Highlights. As was the case above, there were many different specific comments about the skills or knowledge students developed through their studies at WISR. However, there are some themes, including: improved performance in writing and research, especially learning how to do participatory action-research; learning to collaborate, look at many different views of things, connect better with people, and learn knowledge and skills specific to their chose area(s) of endeavor.

- The amount and pace of writing in the various formats, (i.e., module assignments, final papers, course assessments, Action-Research Labs, and discussion forum) are en toto contributing to my skills as a writer. These skills are essential to a core direction of my career.
- See answer above
- My writing has improved since I enrolled at WISR. This is more important than ever in a remote-work environment.
- Deeper understanding of current events, ability to make more impactful connections with clients, and the awareness of sharing relevant information that is being utilized to elicit deeper understandings for clients in their processes
- My group at Microsoft Research innovates a research area called Machine Teaching where teaching techniques like lessons and curriculum are used to train AI to perform helpful

tasks. WISRs teaching innovations have directly inspired and contributed to this body of research.

- The research and studies in higher education with help with my career
- All of the above, plus the CEUs and collaborative learning environment help to take these skills into my world of work.
- communication, assessments, and thinking style.
- I think WISR has helped develop my ability to explore multiple perspectives. I already had an inclination towards this. However, with the influence of WISR I learned to articulate this as a valuable skill.
- N/A. Degree not relevant to current job, but future career.
- It's too early to really tell...
- My education at WISR is making me an awesome therapist!
- My professional perspective has been broadened in very positive ways through my work with WISR. I'm much more knowledgeable about action research and experiential learning, which has influenced my work very directly. I also have more well-developed research and writing skills, and a greater focus on doing my due diligence of examining multiple perspectives in relation to any topic I'm studying.
- The skills I developed in action research have served me as the community healing team was developing a dynamic psychoeducation presentation. Every 4 weeks our groups developed curriculum that addressed stress management, coping skills, and trauma.
- I am learning how to advance my teaching skills in well-being studies through research and expert training in advanced curricular models and the acquisition of skill-development. My rating of "2" in question number six above reflects the fact that I am just starting my program.
- I had the desire to make a positive contribution in my community on a larger scale by becoming more influential in my community. I already owned and operated a business, but I wanted to accomplish more. I attended seminars, and learning academics that increased my working understanding and confidence about leading community concerns and understanding the process of justice on many levels. With this knowledge I grew from owning a business, to working as an educational liaison, to sitting on a board, then being nominated into the leadership role of running for office.
- "I learned many things and benefited in different areas" - specifically I can highlight the ability to:
 - Prepare people of all backgrounds for new encounters and conversations approaching critical issues
 - Reflecting on one's own and other's perspectives,
 - Using shared agreements that guide the conversation
 - Encouraging curiosity, listening and honest questions
 - Structured conversation that prevents old, unproductive patterns
 - Coaching and understanding people. I picked those up from staff members Larry Loebig and Ronald Mah.
 - Writing and research skills. WISR requires lots of writing. Observation skills. WISR trained me to be a mindful and intentional observer. WISR has taught me that any experience, even those from a rank-and-file employee, when put through a rigorous and systematic analyses, can become knowledge that can benefit others.

- I have examined my membership on various committees that I serve on and have become more or less involved.
- Collaborative work is essential in schools. WISR WAY of participatory action research involving and valuing all stakeholders' contributions. Facilitating and participating in negotiations and decision making for multilevel participants, from students to school board recommendations. I know my WISR experiences have prepared me to step into this level of engagement.
- the knowledge and research methods as well as sharing ideas is helping me to enhanced my experience at WISR, and hopefully to have WISR in my daily work is helping WISR to learn new dimensions of the migration pattern in the Bay Area

Question 9.

Do you authorize us to report your answers to this survey to DEAC (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.

The respondents authorized us to report their answers to DEAC, although one failed to respond but still did not say “no” to the question.

| 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 | 12 | 4 | 5 | 1 |
| No | | | | |
| No Response | 1 | | | |

Question 10:

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

Students and recent alumni were essentially unanimous, and enthusiastically so, in saying that WISR's has been successful in fulfilling its mission is "very high" with just three saying "quite high" and one failing to respond.

| 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 | | | | |
| 5= Somewhat High | | | | |
| 6 = Quite High | 2 | | 1 | |
| 7 = Very High | 10 | 4 | 4 | 1 |
| No Response | 1 | | | |

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.

Students and recent alumni frequently referred to the quality of each student's academic work, and the knowledge, commitments, and accomplishments of WISR's alumni as strong evidence of WISR's success in fulfilling its mission. They also often commented on the combination of values and methods distinctive to WISR—learner-centered, multicultural and inclusive of all kinds of diversity, social justice oriented, and a focus on helping people to learn and use action-research. Respondents also referred to the quality of the people attracted to WISR and the high level of collaboration at WISR, which helps students to learn and faculty to continue to develop. Two quotes are worth re-iterating:

“Profound alignment between the mission, vision, values and methods described by the institution in its literature and what it actually offers in its program.” And—

“I had no idea I could complete this curriculum and I am still amazed at its leadership, and what it has taught me. The people associated with this institution and its seminars are immeasurable as far as positive experiences are concerned. This institution has provided ample learning experiences, prominent speakers, seminars, web-based learning, phone consultations, google support, peer to peer support, books online and in hand reading, and other styles preferred. This institution understands that learning is not one size fits all and does a great job accommodating its students.”

- DEAC is welcomed to look at anything that I have submitted as I have completed doctoral program courses. I have put tremendous thought and care into the production of these materials, and it would be a disservice to my presentation of self to pluck out of context an observation or snippet at this time. I appreciate the evaluation underway; and indeed, I hope that some of my work is used to verify that WISR is fulfilling its mission exceptionally well.
- The creation of a place where innovative education, multiculturalism, and individualized learning can occur within the larger perspective of social justice.
- I think the quality of discussion on the WISR discussion board is the strongest evidence.
- In seminars with alumni from WISR, there is a great deal of positive action and contribution taking place from experiences shared by those people. It is clear that the resource that WISR presents has been and continues to be an incredibly important contributing factor to all that success.
- I think that the alumni and their action research projects are the best evidence of WISR's success against its mission. However, when I read the research papers by John Bilorusky, Cynthia Lawrence, Harry Butler, and others, I am amazed at the depth on insight about teaching and education.
- Learner centered, independent studies with guidance and support
- The student work is outstanding
- The coursework and my completion of it. Completing the coursework requires dedication and commitment.
- I've met several WISR alumni. Many of them have done and do amazing work in their communities. Others are just recognized for their knowledge. The work of two of them was the foundation for a legal case that when before and prevailed in the supreme court. Another dedicated his life to promoting literacy in adults further encouraging them to share the stories of their lives. Still another was featured in a documentary to provide expert

historical insight. Each of these examples illustrate evidence of the caliber of WISRs impact, grand, personal or educational.

- Its focus on *actually learning* in a way that will make me a great future therapist is unparalleled compared to traditional education, in part thanks to repeated reflection assignments to prove my learning. It fulfills a rare-to-find opportunity for full-time professionals to earn a degree due to learning at your own pace. It manages to fulfill that while also offering multiple fruitful connections and platforms for connection with other students/professionals.
- I'm still new in the program, but I would imagine that it will be the research and the conclusions and questions that we derive from the action-research.
- The students are knowledgeable and practiced in living the WISR way.
- There is tremendous diversity in WISR's student body as well as graduates - both cultural diversity and professional diversity. Graduates are consistently contributing to the community and culture at large in meaningful ways.
- One of my professional goals is to continue to teach at the university level. Many of the WISR alumni hold position at universities I would like to teach at such as San Francisco State University, San Diego State, San Jose State to name a few.
- Extraordinary frequency and amount of access to highly prepared faculty who display immense diversity of learning that allows for expert consultation and mentorship in multiple fields of endeavor. Profound alignment between the mission, vision, values and methods described by the institution in its literature and what it actually offers in its program. A thoughtfully articulated approach to education which demonstrates excellence in educational philosophy and praxis and which provides students the autonomy they need for full self-expression, autonomy and the development of metacompetencies e.g., curiosity, reason and leadership, in an academic and social context of unspeakable inclusion of perspective, ethnicity, gender, values and needs of the individual and society.
- My experience and success. Me! I had no idea I could complete this curriculum and I am still amazed at its leadership, and what it has taught me. The people associated with this institution and its seminars are immeasurable as far as positive experiences are concerned. This institution has provided ample learning experiences, prominent speakers, seminars, web-based learning, phone consultations, google support, peer to peer support, books online and in hand reading, and other styles preferred. This institution understands that learning is not one size fits all and does a great job accommodating its students.
- Over the many years of my association, WISR has repeatedly realized one critical portion of its mission to provide a creative and supportive learning environment for faculty development and student learning a place where faculty can collaborate and consciously experiment in further developing their own skills in learner-centered, multicultural and socially responsible approaches to higher education. Rare that this element is found elsewhere, and I have attended four other colleges where I enrolled in search of this.
- The diversity of the students it attracts and how much they love WISR.
- Satisfied students. Loyal alumni. Loyal faculty and staff. WISR has a small but very loyal and committed following of alumni, faculty, staff and volunteers. WISR has operated as a small school for almost 50 years.
- The material that students are exposed to feels authentic and doesn't look to serve mainstream platforms. The heart of the people is evident in the faculty, student population and material.

- WISR's longevity, the caliber of participants, students, faculty, administration, board members and supporters, all speak to WISR's commitment and ability to continue to fulfill its mission toward quality, valuable higher education and social betterment.
- The Action Research Method as well as the praxis of applying knowledge into a work context, provoke transformation on the educational system. Teaching to community leaders like myself assures WISR to creatively uses the critical thinking and transform the reality of learning

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?

Highlights. Consistent with what faculty and Board have noted, students and recent alumni emphasize that we need to address the long-term challenges of growing, by continuing to enroll more students and look for supplemental funding, but also to do so, without sacrificing out strength of being personalized in our approach to working with students.

- My dissertation might very well be useful to efforts by WISR to more fully leverage at-a-distance learning for collaboration. Please stay tuned!
- Financial challenges, becoming more widely known.
- It's hard to maintain a climate where academic discussion can take place and diverse voices can be heard.
- I anticipate that it will be tricky to maintain the one-on-one educational attention that I enjoy so much with the expansion of the school. But I imagine WISR can figure it out.
- WISR will be challenged to scale by definition. It insists on staying small to better execute its personalized education philosophy and I am so much better for it. I worry though, and I hope that WISR will be able to continue to offer this quality of personalized education to aspiring social justice revolutionaries.
- Classroom instruction skills - Workshop, seminars and presentation should have more use of visuals like PowerPoints and short video
- Finances
- accreditation I would imagine, online promotion
- I think the biggest challenge faced by WISR is maintaining the unique character of providing an environment of quality individualized academic exploration while growing to meet the demands of serving more students.
- Refining curriculum even further into the Google Classroom format I've heard is in the works.
- I'm not sure yet, but an end to the pandemic would be helpful! Oh, maybe more students so that the opportunity for collaboration is greater. Honestly, I kinda wish I had a buddy to do all of this with and that seems unlikely.
- I think keeping the faculty accessible

- Attracting students to WISR. As a small school, it's not easy to do sufficient outreach to the potential student population.
- Many students need to have some type of financial assistance in order to pursue higher education. Once WISR has completed the accreditation process this will open up more opportunities for students to attend, because they will now be able to apply for federal student aid.[This person does not realize that we do not intend to apply for Federal Aid, but do hope to develop a partial scholarship fund.]
- Expansion of its ability to give access of its valuable education to more students.
- No suggestions
- Making the conversion to online learning, structuring tailored education opportunities in time of Covid-19 and economic downturn.
- Training and outreaching to the next generation of leaders to embrace WISR
- Find a community of sustainable funders and well-respected educators and researchers to come onboard and contribute in some form."
- I do not know.
- WISR needs to apply for funding, such as grants. WISR needs funding for its staffing operations. WISR needs to recruit more students.
- N/A
- Financial resources and DEAC critical criteria.
- A loss of appreciation and tending to a more thorough, slower, depth and "old fashioned" way of doing things. WISR has stayed very current with technology, etc. and still maintained its value in terms of high faculty, writing, research skills, and communication. Also relevance to current social issues—social, political, environmental, justice, social change all of it. As the world gets more tech crazy, superficiality tech-driven and corporate, WISR may fall behind. Yet, its approach and philosophy is the medicine and the direction for these times.
- WISR needs to advertise our degrees internationally this way worldwide students could apply as any other university.

Question 13

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

Highlights. Students and recent alumni frequently mentioned collaborating with other groups, making use of social media to recruit students, and once accredited, promoting WISR's distinctive mission and learning methods which are now well-developed and available online, and for an extremely affordable tuition.

- Once accreditation has been achieved, the clinical program formerly associated with USF has been integrated, and John's book has been published, I will be better able to offer an insight into opportunities; and I expect my dissertation to be relevant. I can say that there is a group of persons who understand the potential for AI at WISR. I am one. I suggest the formation of a development cohort.
- Greater acceptance and innovations in distance learning.

- WISR could branch out into psychological education for the population at large.
- Continuing to be on the leading edge of individualized educational opportunities.
- I would very much like to see WISR collaborate with large academic and corporate research organizations, like the one I work for at Microsoft. WISR has much to contribute in fields related to advanced teaching methods. On July 26, 2020 we kick off an official collaboration with Microsoft to build technology that enables education and non-profit institutions to use AI for social good.
- Social Media
- Providing CEUs seems like a good way to have WISR becoming more visible.
- accreditation
- WISR has an opportunity to create a new unique distance learning model again. WISR was already unique in this way for decades. The creativity that led to the formation of WISR can now create WISR 2.0.
- The move to tele-education... Market to that. WISR is perfectly poised and experienced in this.
- Not sure...accreditation?
- Unknown
- Creating affiliations with other organizations so there can be greater awareness of WISR, and so WISR can contribute its depth of educational knowledge and experience to those other organizations.
- N/A
- WISR provides the highest value of educational quality to tuition that I have ever seen. I would also like to see the development of a financial model that ensures its ability to expand well beyond its walls.
- No suggestions
- WISR in the future, after accreditation I would suggest (and involve support) ought to offer professional facilitation, team building, strategic planning and community engagement services, working directly with progressive organizations, conduct Community Conversations in student researched neighborhoods across a range of issues.
- I don't know
- Funding, apply for grants.
- I think utilizing different platforms could help. Perhaps looking into streaming services where snippets are featured online, and new students are intrigued and may want to enroll.
- The great outcry for social justice and the need for people to know how to achieve those ends.
- Marketing through social media. Get students and faculty out there to teach and share and impress others. Networking with other institutions and universities.
- the careers offered to help us find new jobs here and internationally

Question 14

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

- None at this time. Thank you for the opportunity to submit a few ideas.
- N/A

- no
- Not at this time.
- Though I understand many of the reasons why WISR does not fit into the pattern of many accreditation agencies, I find it very dissatisfying for a school that makes such material contributions to educational research and displays such excellence in individualized education has such difficulty attaining accreditation. I considered attending a school like Bennington College and was accepted into NYU's program where you design your own major as an undergraduate. After attending more traditional undergraduate programs, it is so refreshing to find these things that I was looking for, in WISR.
- No
- No
- n/a
- No thank you
- Excellent school and program. Above-and-beyond deserves to be accredited.
- The methodical manner in which we're tackling the MS 511 Modules as a group is far better for me than the lonesome piecemeal of "Learning the WISR Way."
- I am so happy I found WISR, other students in my cohort complain about their institutions and I have nothing but good things to say about WISR!
- No
- no
- I'd like to understand why you haven't designed more questions that sort between initial expectation and the degree to which expectation has been met and exceeded. Last time I looked, based on my training in Continuous Quality Improvement, research suggests that exceeding customer expectations is linked and enhanced likelihood of customer referral and repurchasing behavior.
- Keep up the good work
- Just was a great experience through the association of fine minds and eager bodies to make the impossible happen.
- no
- NO.
- N/A
- Just I am proud to be a member of the WISR community.
- Just thank you.
- I love the WISR Logo and the Faculty Members as well as my classmates. I love the zoom sessions and discussions being carried by John Bilorusky