

2021 NECHE Accreditation Self-Study



Prepared for the New England Commission of
Higher Education



**WILLIAM JAMES
COLLEGE**

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Institutional Characteristics Form

Institutional Characteristics Form Revised September 2009

This form is to be completed and placed at the beginning of the self-study report:

Date 1/19/2022

1. Corporate name of institution: William James College
2. Date institution was chartered or authorized: December 1974
3. Date institution enrolled first students in degree programs: September 1977
4. Date institution awarded first degrees: December 1980
5. Type of control:

Public

State

City

Other

(Specify) _____

Private

Independent, not-for-profit

Religious Group

(Name of Church) _____

Proprietary

Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?

Massachusetts Board of Higher Education authorizes PsyD, MA/CAGS, MA, MS, BS

7. Level of postsecondary offering (check all that apply)

Less than one year of work

At least one but less than two years

Diploma or certificate programs of at least two but less than four years

Associate degree granting program of at least two years

First professional degree

Master's and/or work beyond the first professional degree

Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

A doctor of philosophy or equivalent degree

Four- or five-year baccalaureate degree granting program

Other doctoral programs

Other (Specify): **Bachelor of Science Completion Program**

Doctor's Degree Professional Practice (PsyD)

8. Type of undergraduate programs (check all that apply)

Occupational training at the crafts/clerical level (certificate or diploma)

Liberal arts and general

Occupational training at the technical or semi-professional level (degree)

Teacher preparatory

Two-year programs designed for full transfer to a baccalaureate degree

Professional

Other Bachelor of Science Completion program

9. The calendar system at the institution is:

Semester Quarter Trimester Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

a) Undergraduate 12 credit hours

b) Graduate 9 credit hours

c) Professional 9 credit hours

11. Student population:

a) Degree-seeking students, Fall 2021:

	Undergraduate	Graduate*	Total
Full-time student headcount	17	545	562
Part-time student headcount	20	243	263
Total Degree-Seeking	37	788	825
FTE	30.25	928.33	958.58

*Include graduate certificates. FTE = UG Registered Credits/12; GR Registered Credits/9

b) Number of students (headcount) in non-credit, short-term courses: 21 unique students.

Note: There are 398 unique students enrolled in non-credit (zero credit) courses. Of these, there are 21 unique students who are only taking zero credit courses.

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Clinical Psychology (PsyD)	American Psychological Association	1987	2021	Awaiting decision
School Psychology PsyD	APA / NASP	2016	2021 for accredited, inactive status	2021 Submitted Annual review request to maintain inactive status for another year. Done annually until last student completes the program
School Psychology (MA/CAGS)	National Association of School Psychologists	2009	2021	2028

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations	N/A	N/A	N/A
B. Out-of-state Locations	N/A	N/A	N/A

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” **Do not include study abroad locations.**

Name of program(s)	Location	Headcount
N/A	N/A	N/A

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate’s, baccalaureate, master’s,

professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
MA in Organizational Psychology (MAOP) ONLINE	Masters	100%	19.33
MA in Organizational Psychology (MAOP)	Masters	75%	10.78
Graduate Certificate in Executive Coaching (GCEC)*	Certificate	75%	9.00
Graduate Certificate in School Leadership (GCSL)*	Certificate	95%	1.00
PsyD in Leadership Psychology	Doctoral	85%	50.44
MA in Applied Behavior Analysis (ABA) – online option	Masters	100%	2.67
Certificate in Applied Behavior Analysis (CABA)	Certificate	100%	0
Bachelor of Science in Psychology and Human Services (BSPHS)	Bachelors	80%	30.25
MA in Psychology (MAP)	Masters	100%	9.00
MA in Clinical Mental Health Counseling (CMHC)	Masters	65%	29.78

*Not a Title IV eligible certificate.

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
Massachusetts Transfer Guarantee for Community College Students	Various Massachusetts Community Colleges	Bachelor of Science in Psychology and Human Services (BSPHS)	Bachelor's Degree	Up to 60 transferred
Mount Wachusett Community College.	Gardner, MA	Bachelor of Science in Psychology and Human Services (BSPHS)	Bachelor's Degree	Up to 60 transferred

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Ann Carter	Chair, Board of Trustees	2021
President/CEO	Nicholas Covino	President	2002
Executive Vice President	N/A		
Chief Academic Officer	Stacey Lambert	Vice President for Academic Affairs	2019
Deans of Schools and Colleges Academic Department Chairs	Stacey Lambert	Chair, Clinical Psychology Department	2013
	Joseph Toomey	Associate Chair, Clinical Psychology Department	2019
	Jason Kaplan	Interim Chair, School Psychology Department	2020
	Nilda Laboy	Chair, Counseling and Behavioral Health Department	2009
	Suzanne Devlin	Chair, Organizational and Leadership Psychology Department	2021
Chief Financial Officer	Dan Brent	Vice President of Finance and Operations	2014
Chief Student Services Officer	Josh Cooper	Dean of Students	2014
Planning	N/A		
Institutional Research	Vera Mauk	Director of Academic Data, Development, and Institutional Effectiveness	2021
Assessment	Vera Mauk	Director of Academic Data, Development, and Institutional Effectiveness	2021
Development	Wendy Dillion	Director of Development	2021
Library	Julia Clement	Head Librarian	2017

Chief Information Officer	Jeff Choo	Director of Information Technology	2010
Continuing Education	Kelly Casey	Managing Director of Forensic and Clinical Services	2021
Grants/Research	Sonia Suri	Director of Program Development, Monitoring and Evaluation	2013
Admissions	Joanne Thomas	Associate Vice President of Enrollment Management	2021
	Mario Murga	Director of Admissions	2000
Registrar	Sonji Paige	Registrar	2016
Financial Aid	Hilary Baxter	Director of Financial Aid	2017
Public Relations	Anne Wilson	Director of Communications	2019
Alumni Association	Lynn Alberding	Director of Alumni Relations and Annual Giving	2020
Other	Gloria Noronha	Director of Diversity, Equity and Inclusion	2019
	Gemima St. Louis	Associate Vice President for Workforce Initiatives & Specialty Training	2020
	Jill Bloom	Co-Directors, Center of Excellence for Multicultural and Global Mental Health	2016
	Natalie Cort		2020
Jason Osher	Director, Office of Educational Development and Innovation	2019	

	Brian Ott	Director, Center for Psychological Science	2021
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18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
 - d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.
19. Record briefly the central elements in the history of the institution:
- 1973: American Psychological Association (APA) sponsors a conference on “Levels and Patterns of Professional Training in Psychology” (aka “The Vail Conference”). This sets the stage for development of PsyD degree programs on the Practitioner-Scholar Model.
- 1974: Massachusetts School of Professional Psychology (MSPP, now William James College) is chartered in the Commonwealth of Massachusetts.
- 1975: MSPP sponsors professional development continuing education courses; announces preliminary curriculum for Clinical PsyD program; opens an office in preparation for development of full graduate degree program.
- 1976: Clinical PsyD curriculum is developed and pilot tested.
- 1977: First class of 47 students is admitted, taught by 16 faculty members. Dr. Bruce Weiss served as first Dean and later became the first President of the college.
- 1980: MSPP authorized by the Commonwealth of Massachusetts to award the PsyD degree; first degrees are awarded in December.
- 1981: MSPP awarded candidacy status by NEASC.
- 1984: Full accreditation granted by NEASC.
- 1987: Clinical PsyD program is awarded provisional accreditation by the American Psychological Association (APA).
- 1991 Full accreditation by APA for Clinical PsyD program granted (has been continuously maintained).

- 2002: Dr. Nicholas Covino appointed President; ushers in a period of substantial and significant growth for the College. (New graduate programs initiated in counseling psychology, organizational psychology, school psychology).
- 2009: The National Association of School Psychologists (NASP) gives approval to the CAGS degree in School Psychology.
- 2011: Consortium internship granted APA accreditation.
- 2012: Move to new campus building at 1 Wells Ave, Newton, MA.
- 2012-2021: Continuous growth and maturation of the institution in term of size of student body, size of staff/administration, and diversity of program offerings.
- 2014: College receives first of a series of large HRSA training grants.
- 2015: Name change from MSPP to William James College (WJC).
- 2016: School Psychology PsyD program granted APA accreditation.
- 2016: Center for Multicultural and Global Mental Health (CMGMH) established.
- 2017: Bachelor's completion program initiated.
- 2018: Clinical Psychology PsyD program placed on probation (effective September 2018) by APA; Probation status removed October 2018.
- 2018: Formal partnership with Teachers21, leading to collaboration with degree program offerings.
- 2019: Hired Director of Diversity, Equity and Inclusion
- 2019: Office of Educational Development and Innovation (formerly Center for Faculty Development) initiated
- 2020: Institutional Response to COVID-19 involved transition to remote delivery for all programs as a time limited adaptation
- 2020: Appointed Associate Vice President for Workforce Initiatives and Specialty Training
- 2021: Center for Psychological Science launched

Board of Trustees
 Director, Office of the President
Lilly Manolis
 President
Nicholas Covino

VP, Academic Affairs & Chair, Clinical Psych. Dept.
Stacey Lambert

See next page for continuation

Director, Ctr. for Psych. Science
Brian Ott

Director, Office of Ed. Design & Innovation
Jason Osher

Assoc. Chair, Clinical Psych. Dept.
Joseph Toomey

Director, Field Ed
Shellee Robbins

Director, Ed. Tech
 TBD

Director of Academic Data, Dev & Institutional Effectiveness
Vera Mauk

Head Librarian
Julia Clement

Chair, Org & Leadership Psych. Dept.
Suzanne Devlin

Interim Chair, School Psych. Dept.
Jason Kaplan

Dean of Students
Josh Cooper

Director, ARC
Joan Axelrod

Asst. VP Academic Affairs & Chair, Counseling Dept.
Nilda Laboy

Director, Military & Vets Psych & Director MAP Online
Jenny D'Olympia

Director, Undergrad. Studies
Kerri Augusto

Director of Program Dev, Monitoring & Eval
Sonia Suri

Program Director for Ind. QE/CAB Services
Katrina Colistra

Juvenile Court Clinic Operations
Pooja Khilani

Executive Director, Ctr. of Excellence for Children, Family & Law
Jessica Greenwald O'Brien

Managing Director of Clinical & Forensic Services & The Brenner Ctr.
Kelly Casey

Organizational Chart Continued

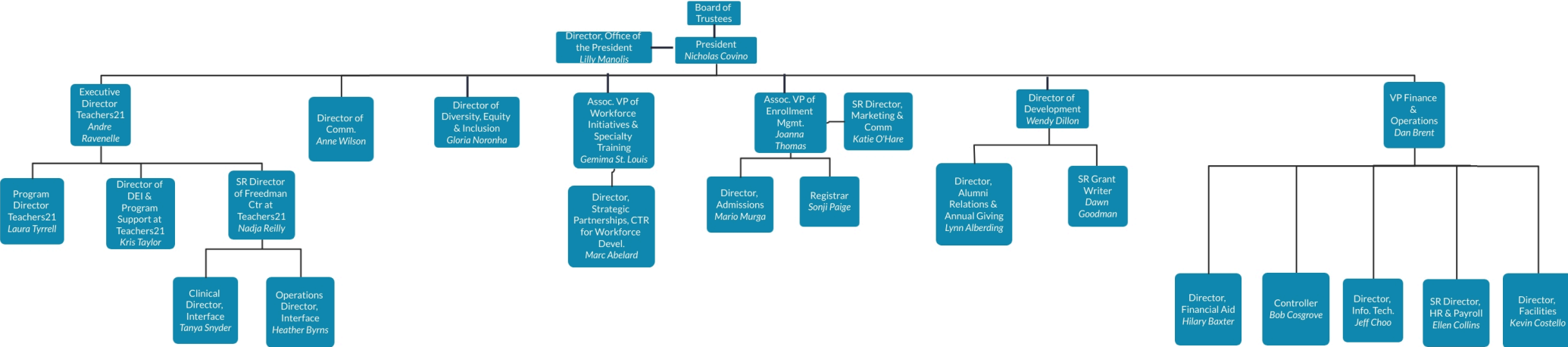


Table of NECHE Items of Special Attention

Date of NECHE letter	Item of special attention	NECHE standards cited in letter	Self-study page number
April 11, 2017	Ensuring adequate oversight and improvement of online programs	3.14 4.5	20-22 26
	Securing financial stability, with emphasis on achieving fundraising goals and managing debt	7.4 7.5	65-66 69
	Assessing student learning with evidence of using the results for program improvement	2.7 8.8 8.10	11-12 77 77
March 28, 2019	Achieving enrollment, retention, and revenue goals for the BS completion program	5.6 7.6	45-46 75
	Implementing planned changes to the general education curriculum and the course numbering system for the BS completion program	4.14 4.18 4.36	26, 28 29-31 35

Acronym Glossary

Acronym	Full Title
ABA	Applied Behavior Analysis
ACES	Academic Councils Engaging Students
ADDIE	Academic Data, Development, and Institutional Effectiveness
A&P	Assessment and Planning Conference
APSC	Academic Policies and Standards Committee
ARC	Academic Resource Center
BHSC	Behavioral Health Service Corps
BSPHS	Bachelor of Science in Psychology and Human Services
CABA	Certificate in Applied Behavior Analysis
CAN	Corrective Action Notice
CC	Curriculum Committee
CMGMH	Center for Multicultural and Global Mental Health
CFD	Center for Faculty Development (now renamed Office of Educational Development and Innovation (EDI))
CMHC	Clinical Mental Health Counseling
CPS	Center for Psychological Science
CRC	Curriculum Review Committee
DC	Diversity Committee
DCE	Department of Community Engagement
DEI	Diversity, Equity and Inclusion
DGI	Data Governance Initiative
EDI	Office of Educational Development and Innovation (formerly CFD)
FAC	Faculty Advisory Committee
FSC	Faculty Stewardship Committee
GCEC	Graduate Certificate in Executive Coaching
GCSL	Graduate Certificate in School Leadership
GSEL	Graduate Certificate in School Climate and Social Emotional Learning
HRSA	Health Resources and Services Administration
LEAD	Leading Excellence Across Departments
MAP	Master of Arts in Psychology
MSPP	Massachusetts School of Professional Psychology (former name of William James College)
PDM&E	Program Development, Monitoring and Evaluation
SRC	Scholarship and Research Committee
OLP	Organizational and Leadership Psychology Department
WJC	William James College

Introduction

William James College undertook the 2021 NECHE Self-Study in a reflective, inclusive, comprehensive, and data-informed manner. The process was organized with a Self-Study Steering Committee, and a sub-committee for each of the nine Standards. The Steering Committee was chaired by the Vice President for Academic Affairs, Dr. Stacey Lambert, and included each of the nine Standard chairs. Sub-committee groups were comprised of faculty, staff, students, alumni, and trustees, as detailed on the membership chart below.

A small monitoring group was established to oversee all aspects of the project and ensure adherence to both quality control and timely completion. This group was comprised of VPAA Lambert; Dr. Shellee Robbins, Director of Field Education; Vera Mauk, Director of Academic Data, Development, and Institutional Effectiveness; and Mary Yasuda, Assistant to the VPAA. This group began meeting in October 2020 and has continued to meet weekly throughout the self-study process.

At our kickoff meeting in November 2020, Standard chairs were oriented to the NECHE process and granted access to our Microsoft Teams site which houses important documents and materials, including the NECHE Standards for Accreditation, Self-Study guide, WJC's 2011 Self-Study, the 2012 Site Visitor Evaluation report, and our 2016 Interim Report to NECHE, among other resources.

We were grateful to have had Dr. Carol Anderson from NECHE provide our community with an additional orientation at our virtual All-Staff meeting in December 2020. Select Board of Trustee members joined alongside the faculty and staff who regularly attend this meeting.

Low turnover of faculty and staff meant a good number of our college community members had participated in our previous 2011 NEASC Self Study. At the same time, significant growth of the College enrollment accompanied by increased hiring created a nice blend of people new to WJC and the NECHE accreditation process working alongside more seasoned participants. We believe the work product benefitted greatly from both the historical knowledge and the fresh perspectives.

Over the course of a year, members of each of the nine Standard sub-committees assessed the College relative to their assigned Standard. Documents and the Data First Forms were examined; faculty, staff, students, trustees, and alumni were consulted; surveys seeking input were administered, refinements made, draft reports developed, and final chapters completed. Two drafts of the report (initial and final) were submitted to NECHE for review.

Notably, much of the completion of the self-study occurred during various stages of lockdown due to the global COVID-19 pandemic. This created both opportunities as well as challenges. Participation was particularly high given our newfound familiarity with video conference calls which allowed input from stakeholders who previously might not have joined an in-person conversation in such a regular fashion. At the same time, it has not been business as usual in higher education and we were simultaneously piloting and revising long-standing practices to reflect the new reality of the world. The self-study has been a wonderful chance to reflect on the College's past, focus on the best practices that have been so much a part of the WJC culture that we value and seek to maintain, and consider new ways of operating and making quality

improvements to propel our institution into the future. Special attention on areas of emphasis from prior reviews and the impact of COVID-19 is included under each relevant Standard.

We sincerely thank the staff at NECHE for their ongoing support in times of review and all the work “in between.” The Standards are a constant guiding force along with our mission.

NECHE Self-Study membership chart

Chair: Stacey Lambert, Vice President for Academic Affairs

Committee	Members BOLD indicates Standard Chair	Title/Role
Standard One: Mission and Purposes	Gemima St. Louis	Associate Vice President for Workforce Initiatives & Specialty Training
	Laura Bourgeois	Department Coordinator, Field Education Department
	Shani Dowd	Trustee
	Craig Murphy	Faculty, School Psychology Department
	Jessica Sharp	Student, Organizational and Leadership Psychology Department
Standard Two: Planning and Evaluation	Suzanne Devlin	Chair, Organizational and Leadership Psychology Department
	Carly Clark	Student, Clinical Psychology Department
	Neesha Daulat	Faculty, Organizational and Leadership Psychology Department Associate Director of Field Placement, Organizational and Leadership Psychology
	Lotanna Dike	Research Associate
	Hayden Ferguson	Alumnus, Counseling and Behavioral Health Department and student Clinical Psychology Department
	Andrew Garibaldi	Trustee
	Amanda Omalek	Department Coordinator, Organizational and Leadership Psychology Department
	Andre Ravenelle	Executive Director, Teachers21
	Don Siegel	Trustee
	Latikia Simpson	Administrative Assistant, Teachers21
	Kathryn Stanley	Former Chair, Organizational and Leadership Psychology Department
	Sonia Suri	Director of Program Development, Monitoring and Evaluation
	Standard Three: Organization and Governance	David Haddad
Meridith Apfelbaum		Assistant Dean of Students
Catherine Colinvaux		Trustee
Lilly Manolis		Director, Office of the President; Assistant Clerk to the Corporation
Ellie Svenson		Trustee
Standard Four: The Academic Program	Nilda Laboy	Assistant Vice President for Academic Affairs; Chair, Counseling and Behavioral Health Department
	Jay Toomey	Associate Chair, Clinical Psychology Department
	Felicia Agbanyo	Student, Bachelor of Science in Psychology and Human Services program
	Gene D’Angelo	Trustee
	Jason Kaplan	Interim Chair, School Psychology Department
	Paige Laich	Student, School Psychology MA/CAGS program

	Adam Lurie	Student, Clinical Psychology Doctoral program
	Christine O'Brien	Alumna, Leadership Psychology Doctoral program and Organizational Psychology Master's program
	Natania Perlman	Student, Clinical Mental Health Counseling Master's program
	Nicole Poulter	Student, Clinical Psychology Doctoral program
	Miranda Ralston	Former faculty, Organizational and Leadership Psychology Department
	Jessica Sharp	Student, Leadership Psychology Doctoral program
	Jess Stahl	Faculty, Counseling and Behavioral Health Department
	Rose Turner	Student, School Psychology MA/CAGS program
	Leigh Wilmot	Student, Organizational Psychology Master's program
Standard Five: Students	Josh Cooper	Dean of Students
	Joan Axelrod	Coordinator of the Academic Resource Center
	Hilary Baxter	Director of Financial Aid
	Mario Murga	Director of Admissions
	Sonji Paige	Registrar
	Elana Wolkoff	Faculty, School Psychology Department; Associate Director of Field Education, School Psychology Department
Standard Six: Teaching, Learning, and Scholarship	Jason Osher	Faculty, Clinical Psychology Department; Director, Office of Educational Development and Innovation
	Sunny Dutra	Faculty, Clinical Psychology Department
	Lance Lewis	Former Director, Online and Professional Education
	Darlene Piva	Faculty, Organizational and Leadership Psychology Department; Associate Director of Field Education, Organizational and Leadership Psychology Department
	Jennifer Stockwood	Student, Clinical Psychology Department
	Robert Schachter	Alumnus, Organizational and Leadership Psychology Department
Standard Seven: Institutional Resources	Dan Brent	Vice President of Finance and Operations
	Jeff Choo	Director of Information Technology
	Julia Clement	Head Librarian
	Ellen Collins	Senior Director of Human Resources and Payroll
	Kevin Costello	Director of Facilities
	John Zona	Trustee
Standard Eight: Educational Effectiveness	Vera Mauk	Director of Academic Data, Development, and Institutional Effectiveness
	Lynn Alberding	Director of Alumni Relations and Annual Giving
	Jenny D'Olympia	Assistant Chair, Counseling and Behavioral Health Department
	Shannon Kelley	Faculty, Clinical Psychology Department
	Yacihuilca Moni	Student, Clinical Psychology Department
	Brian Ott	Faculty, Clinical Psychology Department; Director, Center for Psychological Science
	Reed Serna	Alumnus, Counseling and Behavioral Health Department; Student, Clinical Psychology Department
	Narine Hakobyan	Research Data Analyst
Standard Nine: Integrity, Transparency, and	Katie O'Hare	Senior Director of Marketing and Communications
	Melissa Koen	Director of Field Education, Counseling and Behavioral Health Department
	Anne Wilson	Director of Communications

Additional Members

CRITIQUE GROUP	Stan Berman	Faculty, Clinical Psychology Department
	Christopher Coles	Department Coordinator, Clinical Psychology Department
	Gloria Noronha	Director of Diversity, Equity, and Inclusion
DESIGN	Anne Wilson	Director of Communications
EDITORS	Shellee Robbins (chief editor)	Director of Field Education
	Dan Kason (assistant editor)	Professional Writing Tutor, Academic Resource Center
LOGISTICAL SUPPORT	Denise Feeley	Development Associate
	Maura Kiley	Facilities Coordinator
	Marice Nichols	Office Manager
	Steve O'Connor	IT Assistant
RESOURCE ROOM	Marc Gaughen	IT Helpdesk Manager
	Mary Yasuda	Assistant to the VPAA

Institutional Overview

William James College (WJC), formerly the Massachusetts School of Professional Psychology (MSPP), was founded in 1974 as a professional school with a small, single degree program. The institution's aim was to prepare clinical psychologists in a manner consistent with the training model developed at the 1973 Vail Conference on Training in Professional Psychology. MSPP offered the first Doctor of Psychology (PsyD) degree program in New England, with the first of these degrees being conferred in December 1980. In 1981, the school was granted candidacy status by the New England Association of Schools and Colleges, and initial accreditation was awarded in 1984.

Now boasting over 900 enrolled students across four academic departments (Clinical Psychology, Counseling and Behavioral Health, School Psychology, and Organizational and Leadership Psychology), we offer degree programs that range from the bachelor's completion level to the doctoral level. In all, we offer nine degree programs and four post-master's certificate programs. In-person, online, and blended modalities are utilized. While there is variety among our academic offerings, all share a commitment to our [core values](#) of experiential education, social responsibility, and personal growth and to our mission: "William James College strives to be a preeminent school of psychology that integrates rigorous academic instruction with extensive field education and close attention to professional development. We assume an ongoing social responsibility to create programs to educate specialists of many disciplines to meet the evolving mental health needs of society."

Our campus sits on over seven acres of land with one building of approximately 83,000 sq/ft, which was purchased in January 2016. Having formerly occupied space in nearby West Roxbury, we moved to this location at One Wells Avenue in Newton, Massachusetts in 2012. The move to a new campus increased the visibility and significance of an organization that has evolved from a professional school with a geographical moniker into a comprehensive College of Psychology tied to the legacy of the first American psychologist, William James.

In addition to our NECHE accreditation, we have several degree programs with specialized accreditation, which we believe attests to the quality of education offered at WJC. The Clinical Psychology doctoral program is accredited by the American Psychological Association (APA), the School Psychology MA/CAGS program is accredited by the National Association of School Psychologists (NASP), and the PsyD in School Psychology, though phasing out, is also APA-accredited. The Graduate Certificate in Executive Coaching is a member of the International Coaching Federation, and coursework for the Applied Behavior Analysis Master's program is verified by the Association for Behavior Analysis International for eligibility to take the Board Certified Behavior Analyst® examination.

As an organization, WJC has made a commitment to advancing the state of mental health in Massachusetts and beyond, with an emphasis on cultural competence and workforce development. The College engages in advocacy and community outreach through our extensive Department of Community Engagement, which ensures we contribute to the communities and

region we reside in. This advocacy and outreach additionally benefit our students who train at these community centers. Since experiential education is a core value and one of the hallmarks of our institution, most WJC programs place students in the field in their first semester of study. We believe in educating the next generation of providers who will resemble the populations they serve and reflect the evolving demographics of our society.

The beginnings of this commitment can be seen in two of our earliest institution-wide training initiatives in Latino Mental Health and Military and Veterans Psychology. The College's success in these educational concentrations led to further endeavors such as our Black Mental Health Graduate Academy, an academic pipeline program designed to recruit, mentor, and support Black students into master's and doctoral degree programs. We also developed a strong Center for Multicultural and Global Mental Health (CMGMH), which houses additional concentrations in African and Caribbean Mental Health, Asian Mental Health, and Global Mental Health. William James College began a Behavioral Health Service Corps program in 2020. This initiative was designed to attract new professionals, particularly those with an understanding of underserved minority communities, into behavioral healthcare. The College continues to expand our academic emphasis on diversity, equity and inclusion through a new concentration in LGBTQIA+ studies launching in Spring 2022 as well as a strong commitment to ongoing faculty, staff, and administrative professional development in this area.

In keeping with our commitment to social responsibility and with our strategic plan, the College has made significant strides in becoming a key stakeholder in advancing behavioral health awareness and access in our surrounding community and region. The acquisition of Teachers21, a non-profit that provides training to K-12 senior administrators, allowed the College to reduce tuition dependence while simultaneously positioning us to become an important contributor to healthy school environments through our provision of trainings in Social and Emotional Learning with a specific emphasis on cultural competence.

As the institution evolved over the past ten years from a professional school to a College of psychology, increased attention has been paid to strengthening our research emphasis. This growth allowed us to recruit a faculty with greater research credentials and experience. In support of our faculty, we developed a Center for Psychological Science in 2021 which coordinates research efforts and fosters faculty research. The College has been extremely successful in securing several large Health Resources and Services Administration (HRSA) grants that support training through providing sizable scholarships and stipends for work in integrated behavioral health care, substance use interventions in medically underserved areas, and in the recruitment and retention of students from underserved backgrounds. In total WJC has been awarded over \$14.5 million in HRSA grants to date.

Teaching has remained central to our mission. One way the College has demonstrated our commitment to delivering a high-quality educational product is through the establishment of our Office of Educational Development and Innovation. Similarly, our Dean of Students Office has developed a stronger [Academic Resource Center](#) to better support the learning needs of our student body. Innovative teaching combined with stronger academic supports and co-curricular offerings foster personal growth another core value and skill acquisition for our students.

During the early spring of 2020, our Organizational Leadership Department, with several years of experience in delivery of online education combined with our Office of Educational Development and Innovation, positioned the College well for the rapid adaptation to remote delivery of education necessitated by the COVID-19 pandemic. We were able to pivot quickly and support faculty in learning to teach in a novel format. Similarly, as most of our field work migrated online, we provided trainings in telehealth for all our students responsible for behavioral healthcare. A well-established advising structure that has long been a strength of the College served as an important holding environment for our student body. Student engagement remained a priority. Supporting infrastructure was provided by our Information Technology, Office of Academic Data, Development, and Institutional Effectiveness (ADDIE) and the Library. Human Resources and Facilities assisted with staffing policies and safety protocols and our Marketing and Communications professionals made sure the public stayed informed. The strong systems already in place allowed the College to transition almost seamlessly, retaining staff and students while recruiting a typical size entering class in both 2020 and 2021. Crisis brings opportunity, and much was learned in terms of increasing accessibility to our educational product that will be maintained going forward. Changes related to the pandemic are highlighted under each relevant standard. Partnership with our Diversity, Equity and Inclusion (DEI) office was also crucial to our adaptation during this time.

By virtually every measure, WJC is a different institution than it was at the time of the last comprehensive NECHE evaluation. We acquired a new name, the designation as a college by the Massachusetts Department of Higher Education) and purchased a new building. The growth came with concomitant resources such as a new educational technology department, Student Affairs Office, Communications professionals and grant writing staff. The College launched a small undergraduate program which represents a new frontier in academic offerings for us, as well as recruited a more proficient and diverse faculty and a larger, more diverse support staff including a Director of Diversity, Equity, and Inclusion. Evaluation of student outcomes has been improved and remains an area of focus for the College. At the same time, we increased the diversity and cultural competence of our student body, developed important academic support systems such as our Academic Resource Center, expanded our reach further into the community with Teachers21 and Department of Community Engagement programming, and secured several large HRSA grants. Notably, the College achieved a reduction in tuition dependence and a review of NECHE financial indicators shows us to be a healthy institution. With all the expansion, we continue to hold fast to our mission of training an array of specialists of many disciplines to meet the evolving mental health needs of society, while doing so within a context of a strong sense of community that has been the hallmark of the school since inception. The name recognition, positive reputation, societal impact, and sphere of influence of the College has grown in recent years. William James College is a larger, and more stable, diverse, and significant institution than ever before.

DATA FIRST FORMS
GENERAL INFORMATION

Institution Name:	William James College		
OPE ID:	02163600		
		Annual Audit	
		Certified:	Qualified
Financial Results for Year Ending:	05/31	Yes/No	Unqualified
Most Recent Year	2020	Yes	Unqualified
1 Year Prior	2019	Yes	Unqualified
2 Years Prior	2018	Yes	Unqualified
Fiscal Year Ends on:	5/31	(month/day)	
Budget / Plans			
Current Year	2021		
Next Year	2022		
Contact Person:	Stacey Lambert, Psy.D.		
Title:	Vice President for Academic Affairs		
Telephone No:	617-327-6777 Ext. 1288		
E-mail address	stacey_lambert@williamjames.edu		

Standard One – Mission and Purposes

Description

Founded in 1974 as the Massachusetts School of Professional Psychology, William James College (WJC) has been on the forefront of educating and preparing leaders and behavioral health professionals to address our society's evolving needs for high quality, culturally competent mental health care. In 2005, the school's Strategic Plan called for a "Restatement of Core Values and Expansion of the Mission" of the institution. The Strategic Planning Group felt that the extant mission, geared toward psychology practitioners only, needed greater breadth as well as a set of accompanying core values to help WJC move forward with a clearer vision. Thus, a new mission and three core values were developed and adopted in January 2006 by the Board of Trustees. In 2011, the school revised its Strategic Plan and in 2016 successfully rebranded itself as WJC. The College has now grown to include four academic departments with nine degree programs and four post-master's certificate programs that reflect our mission and core values. These strategic steps highlight why students attend WJC and drive the College's future academic programs and initiatives.

Mission Statement: WJC strives to be a preeminent institution of psychology that integrates rigorous academic instruction with extensive field education and close attention to professional development. We assume an ongoing social responsibility to create programs to educate specialists of many disciplines to meet the evolving mental health needs of society.

Core Values:

- **Experiential Education:** Integrate rigorous academic instruction with substantial clinical experience.
- **Social Responsibility:** Educate providers to meet a diverse society's evolving mental health needs including cultural and language competence. Develop programs and partnerships to ensure access to mental health care for all persons.
- **Personal Growth:** Foster a supportive, challenging, and stimulating learning environment that pays careful attention to personal and professional development.

WJC's Mission and Core Values are clearly stated and promoted through a variety of internal and external avenues. The three core values are engraved on the stairs in the entryway of our lobby, so that all who enter our campus literally see our commitment to these values. Internally, the mission is defined in the [Non-Academic Employee Handbook](#), the [Faculty Handbook](#), and the [Graduate](#) and [Undergraduate Student Handbooks](#). From the very first contact with the College, prospective applicants are introduced to our mission and values, which are further emphasized during new student orientation. Each program's specific objectives feature WJC's core values. For students in the Clinical, Counseling and Behavioral Health, and School Psychology departments, the core value of "Personal Growth" is particularly highlighted during annual Assessment and Planning Conferences, where students discuss with their advisors and field site supervisors their successes and growing edges. For the broader student body, personal growth is the focus of most events hosted by the Dean of Students Office, Admissions Office, and the Diversity, Equity, and Inclusion (DEI) Office. "Experiential Education" is actualized in all

departments through the immediate and simultaneous engagement of students in both coursework and field education upon enrollment. The core value of “Social Responsibility” is woven into the College’s commitment to recruit and train behavioral health professionals and leaders from culturally diverse backgrounds, partnerships with field training sites in medically underserved communities, and advocacy for culturally appropriate and accessible mental health care for vulnerable populations. Furthermore, new programs must meet this core value by demonstrating how the initiative would address the needs of underserved groups before the program is approved for implementation.

Externally, the mission is prominently featured on the College’s [website](http://www.williamjames.edu), www.williamjames.edu. It is also conveyed through the College’s donor, friends, and family publication, [Rapport Online](#). For prospective students, the mission and core values are clearly articulated during Open Houses and Interview Days, and the essence of our mission and core values are weaved through our programmatic companion brochures, and via our virtual events and social media forums. WJC has created several promotional [videos](#), available online, which pay attention to our core value of social responsibility, particularly with regard to diversity. Our community service events, and communication efforts feature our mission driven tagline, “Meeting the Need . . . Making a Difference.”

COVID-19 Implications:

Several virtual community events and social gatherings have been held throughout the course of the COVID-19 pandemic as well as other meetings that include representatives from the faculty, staff, and administration. Due to COVID-19, all recruitment opportunities shifted to virtual. Customary exhibiting at career and graduate fairs became Handshake or Zoom events. On-campus open houses moved to a virtual platform with little difficulty. Virtual open houses allow registrants to select videos from an especially designed library to gain knowledge on their program of interest at their own pace 24/7. Registrants are encouraged to attend the LIVE virtual open houses for which they registered to meet faculty, field education representatives, and admissions. Conferences and conventions also became virtual with a concomitant reduction of travel and registration costs. Our traditional on-campus interview days that normally took place on selected Fridays and Saturdays changed to virtual due to the pandemic. This took an involved process to plan and execute however we were able to include applicants from distant states who would not have considered us in the past.

Appraisal

Throughout the College’s history, it has actively engaged in periodic reviews of its mission to ensure that it remains relevant to the evolving needs of society. WJC evaluates its mission and core values on a systematic and ongoing basis as part of the Strategic Planning process. This occurs every five years, and is led by the Board of Trustees, the Office of the President, and Strategic Planning Committees. In the interim, the mission and core values continue to be evaluated, often driven by changes in the mental health needs of the community and/or changes in local and national health care policies. These interim evaluations are led by the Office of the President, in collaboration with the Vice President for Academic Affairs, Department Chairs, Associate Vice President of Enrollment Management, the Dean of Students Office, the DEI Office, the Admissions Office, the Marketing Department, ADDIE, and the Program Development, Monitoring & Evaluation Office.

The current iteration of WJC's mission statement was arrived at collaboratively through multiple strategic planning sessions that included all relevant stakeholders. This inclusive process served as the foundation for the WJC community's profound sense of ownership and commitment to upholding the College's mission. Students, faculty, staff, and administrators have a palpable sense of pride in the institution based on the mission's high relevance to meeting the needs of today's society. There is a strong sense of community surrounding the shared belief in the importance of the College's mission. This is one of the greatest strengths of the College.

The Mission Statement represents a significant expansion of focus from prior mission statements in that it moved the College away from its formerly singular aim of training clinical psychologists to educating an array of behavioral health professionals and organizational leaders to meet community needs. This change in mission has allowed the College to experience substantial growth in the variety of programs offered, as well as heralded changes in the staff, the faculty, and the student body. As a result, facilities and student services have likewise expanded so that WJC is now able to provide greater resources to all members of the WJC community. Students are exposed to a wider range of professional disciplines, and more opportunities exist for cross fertilization of ideas through open course enrollment across many of the programs. There is increased multicultural representation of the staff and faculty, and there are enhanced learning resources and [career development supports](#) at the College. Additionally, both faculty and staff enjoy a greater array of employee benefits such as retirement contributions and sabbatical opportunities that are more consistent with compensation packages associated with larger universities. This, in turn, allows for greater recruitment and retention of the most qualified educators, thus contributing to the overall quality of the institution. Moreover, the local community has benefited from the increased amount of public service provided by the large student body through field placements and the ultimate increase in the supply of competent providers committed to making a difference through working in the public health sector.

Notably, WJC has been a pioneer in the fields of organizational leadership and behavioral health, offering undergraduate and graduate students critical and novel opportunities for specialized training with persistently underserved populations. Consistent with its mission and core values, the College has been on the forefront of creating a learning environment to diversify the behavioral health field and equip providers with the knowledge and skills to deliver culturally responsive mental health care. Over the past decade, WJC has taken bold and strategic steps to assess the training needs of the behavioral health workforce; implement best practices for recruiting and retaining students and faculty from culturally diverse backgrounds; create academic concentrations with a focus on underserved communities (e.g., [Latino Mental Health](#), [Military & Veterans](#), [Geropsychology](#), [Forensic, Children and Families of Adversity and Resilience](#)); secure funding to provide scholarships to students who are underrepresented in the field; and build sustainable partnerships with local, state, federal, and community-based agencies. These efforts have produced a sizable number of linguistically and culturally competent practitioners, thus addressing an important community need given the national shortage of clinicians from culturally diverse backgrounds. Virtual interviews provided a more relaxed atmosphere for the interviewees and no travel expenses.

WJC's mission is highly relevant, clearly articulated, and has served as a guiding force for all program development that has taken place over the years. In a survey conducted for this report, 78% of respondents (including students, faculty, staff, alumni, and trustees) accurately identified our mission. This mission and our core values are visible in public materials and pervasive in the College's

recruitment activities. Admission criteria are inclusive of a demonstrated commitment to social responsibility. The immediate assignment of an advisor and field placement coordinator highlight the College's commitment to personal growth and experiential education. Significant growth accompanied the challenge of balancing expansion with the commitment to maintain the personalized attention to student development and a unified sense of community that is among the College's hallmark features. Consequently, WJC has paid careful attention to faculty to student ratios, thus maintaining appropriate class sizes and opportunities for faculty mentorship. While each program hosts its own faculty meetings, there are combined faculty meetings across all programs twice yearly.

WJC community events that typically only drew the internal community became more accessible to prospective students. Community events are hosted throughout the year by the Dean of Students, Center for Multicultural and Global Mental Health, Center for Workforce Development and the Office of Diversity, Equity and Inclusion. Many of these events are recorded and posted on our You Tube channel. These events reflect our mission and commitment to serving the needs of underserved populations. A virtual tour video was also developed and disseminated broadly, resulting in more than 3,000 views. These efforts have resulted in the College's ability, through purposeful action, to maintain the best attributes of the WJC tradition while experiencing the benefits of growth and managing the impacts of a pandemic. The technologically-based strategies and innovative methods of communication that are described above will continue to be implemented and were expanded recently to include institution-wide governance committees and academic leadership groups.

Projection

As the College continues to evolve, it will be important that all new initiatives remain consistent with our mission. New program development procedures will be implemented, which articulate a review process for these endeavors that includes Board and Academic Leadership approval as well as involvement of the various constituencies. These procedures include an assessment of goodness of fit with the College's mission as a major factor in consideration of new program development and grant seeking. The ad hoc research workgroup will implement a required form to be completed by anyone seeking to design a new academic program or seek a research grant so that administration can review the various efforts for consistency with mission and sufficiency of resources to pursue. Prior to the pandemic the form and procedures were developed but with staff changes and COVID-19 response attention shifted, and this was never actualized. The ad hoc research committee is in the process of revising the protocol with intent to implement by Fall 2022.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	https://www.williamjames.edu/about/welcome/mission-and-values.cfm	May 2009

Mission Statement published	Website location	Print Publication
Academic Handbooks (Graduate; Undergraduate)	https://www.williamjames.edu/academics/academic-affairs/index.cfm	
Faculty Handbooks	https://www.williamjames.edu/about/profiles/human-resources/upload/wjc-faculty-handbook.pdf	
Employee Handbook	https://www.williamjames.edu/about/profiles/human-resources/upload/wjc-employee-	
Strategic Plan	https://www.williamjames.edu/about/consumer-information/upload/wjc-strategic-plan-2017-2022.pdf	Strategic Plan 2017-2022
Commencement Program (Pre-COVID)	https://www.williamjames.edu/about/commencement/archives.cfm	Commencement Program pamphlet
Viewbook (for prospective students)	https://www.williamjames.edu/marcom/upload/viewbook-fall-2021-final.pdf	
Rapport Magazine (Alumni and Donors)	https://www.williamjames.edu/news/index.cfm	

Related statements	Website location	Print Publication
Mission Statement	https://www.williamjames.edu/about/welcome/mission-and-values.cfm	
	https://www.williamjames.edu/about/consumer-information/upload/wjc-strategic-plan-2017-2022.pdf	
	https://www.williamjames.edu/about/consumer-information/upload/wjc-inclusive-excellence-strategic-plan-2020-2023.pdf	
	https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf	
	https://www.williamjames.edu/academics/academic-affairs/upload/wjc-undergraduate-student-handbook.pdf	
Core Values	https://www.williamjames.edu/about/welcome/mission-and-values.cfm	The three core values are engraved on the stairs in the entryway of our lobby, so that all who enter our campus literally see our commitment to these values.
Center for Multicultural and Global Mental Health (CMGMH)	https://www.williamjames.edu/academics/centers-of-excellence/multicultural-and-global-mental-health/index.cfm	
Office of Educational Development and Innovation	https://www.williamjames.edu/about/profiles/faculty/jason-osher.cfm	

Please enter any explanatory notes in the box below

The mission and core values are woven into all of our work through our news stories, academic programs and our promotional efforts. The mission is clearly stated on the website, handbooks and in our strategic plan.

Standard Two – Planning and Evaluation

Description

Planning

William James College (WJC) undertakes systematic planning and evaluation to ensure we achieve our mission to educate specialists of many disciplines to meet the evolving mental health needs of society. WJC devotes significant resources to accomplish the plans set forth, with many stakeholders involved to assess the effectiveness of these efforts.

WJC utilizes an array of plans to guide the work. As we grow and mature, some of these are more formally developed than others. We have an Academic Program Review plan, a Workforce Development plan, a Student Life and Resources plan, an Inclusive Excellence plan, Financial plan, and an overarching Institutional Strategic Plan. In 2020, WJC created a Pandemic Response plan to respond to current events. Given the new hire of an Associate Vice President for Enrolment Management, a Strategic Enrollment plan is forthcoming. Each is described briefly below.

Academic Program Review Plan:

All academic departments conduct regular self-studies/program evaluations of each degree program based on an assessment of student learning outcome data, faculty evaluations, student and alumni surveys, and external review reports that guide planning. Please refer to the E-Series for outcome indicators used to assess and plan for each of the academic programs (and see [program-specific self-studies located in the workroom](#)). Programs with discipline specific accrediting bodies such as the American Psychological Association and National Association for School Psychologists are reviewed at intervals determined by those accrediting bodies. Our remaining programs are reviewed every five years through engaging an external consultant. These reviews drive the planning process as they represent regular, and comprehensive data-driven reflection and significantly influence program improvement goals.

Workforce Development Strategic Plan:

In July 2020, President Covino appointed the College's first Associate Vice President for Workforce Initiatives & Specialty Training to lead and provide administrative oversight of WJC's Workforce Development Initiatives (WDIs). With the primary aim of building and sustaining a diverse behavioral health workforce equipped with the knowledge, skills, and expertise to meet the demand for culturally competent behavioral health services across the nation, the College's WDIs include (1) academically-focused concentrations on unserved groups and underserved communities -- namely, African & Caribbean Mental Health, Asian Mental Health, Global Mental Health, Latino Mental Health, Military & Veterans Psychology, and Substance Use & Addiction Programs; (2) career ladder and pipeline programs (e.g., Behavioral Health Service Corps, Child & Adolescent Mental Health Initiative, Community Health Workers Training Program); (3) mentorship programs (e.g., Black Mental Health Graduate Academy); (4) the Center for Multicultural & Global Mental Health; and (5) the ADEPT Center.

In September 2021, under the leadership of the AVP for Workforce Initiatives, the Center for Workforce Development (CWD) was established at WJC to foster greater cohesion and collaborations among academic and training programs with a focus on underserved communities; position WJC as a leader in behavioral health workforce development; expand partnerships with city, state, federal, and community-based agencies committed to diversifying the behavioral health workforce; secure scholarships, stipends, and other financial resources to recruit, train, and retain students who are underrepresented in the field; and ensure that all workforce development programs and activities are aligned with the College's broader institutional strategic goals.

The Office of the Associate Vice President for Workforce Initiatives and Specialty Training created a 5 year [Workforce Development Strategic Plan](#) in December, 2020. In an effort to recruit, train, and prepare professionals to address health disparities in unserved and underserved communities, the Workforce Development Strategic Plan lays out the following five pillars of Workforce Development Initiatives: Pillar 1: Systemic Recruitment & Retention Strategies; Pillar 2: Culturally-Focused Education & Training; Pillar 3: Leadership and Innovation; Pillar 4: Community Engagement & Partnerships; Pillar 5: Sustainable Commitment to Workforce Development Efforts. These pillars are supported by a mission, vision, guiding principles and core values as well as specific goals and objectives, strategies and metrics.

Strategic Enrollment Management Plan:

In September 2021, William James College created and filled the new role of Associate Vice President of Enrollment Management. The primary responsibility of this position is to build a strategic enrollment plan informed by a thorough and complete analysis of available internal and external data and guided by best practices in higher education marketing, recruitment, admissions, and financial aid.

Students Life and Resources Strategic Plan:

The Dean of Students office created a Five-year [Student Life and Resources Strategic Plan](#) in June 2016) which clearly outlines initiatives for student development, engagement, and advocacy. The plan includes the following goals: 1) Build opportunities for student development, 2) Promote student engagement and community involvement, and 3) Build and enhance student support and advocacy resources. The Dean of Students office is in the process of planning the next 5-year Student Life Resources Strategic Plan, though this process has been delayed due to demands that have arisen during the COVID-19 pandemic.

Inclusive Excellence Strategic Plan:

The Office of Diversity, Equity and Inclusion established an [Inclusive Excellence Strategic Plan](#) for 2020-2023 that focuses on four goals: 1) Create an inclusive and equitable campus climate; 2.) Recruit, retain, and develop faculty and staff from underrepresented populations; 3.) Enhance effectiveness of curriculum and educational programs with regard to DEI; and 4.) Increase outreach and engagement with external communities and stakeholders.

Financial Plan:

In terms of financial planning, our [annual budgeting](#) process focuses on enrollment, revenues, required capital expenditures and contingencies, and available financial resources. Increasing community awareness of the College and its mission and donor base is an ongoing focus which aligns with our strategic goal to create alternate sources of revenue to decrease tuition dependence. The amount of government and charitable grants WJC has attained has increased significantly over the past few years. Much of the increased funding is available for scholarships to support the College's initiatives in workforce development and educating students with a commitment to working with and in underserved minority communities. Through the Bachelor's Completion program, expanded Counseling programs, including an initiative to develop and train a Behavioral Health Service Corps, the College works together with agencies in the affected communities, and expands master's level counseling training. Long-Range Financial Planning accompanies strategic planning to ensure the feasibility of implementation of the initiatives. Annual budget meetings are held with the Vice President of Finance and Operations, VPAA and each Department Chair, providing departments the opportunity to articulate the resources needed to implement their plans.

The College also engages in contingency planning in the event of fiscal shortfalls. If enrollment or overall revenues do not meet the operating budget, the College can postpone hiring new positions as most faculty start in August, a few months after the fiscal year begins. The College maintains a student to faculty ratio of 12:1 so enrollment can be forecasted before new faculty are hired. Some core faculty members cross-teach in multiple departments, enabling the College to redeploy faculty to departments where enrollment is stronger. If there is a more severe shortfall, the College may choose to withhold the annual 3% cost of living salary increase, withhold the annual employer retirement plan contribution, or in unusual cases, reduce positions. From a financial perspective, a financial risk analysis is conducted annually, focusing on NECHE metrics.

Institutional Strategic Plan:

On a macro level, every five years the William James College community undertakes strategic planning to create a viable map to guide academic programming, mission advancement, and resource planning for the future. The planning process utilizes outcome data from both ADDIE and Program Development Monitoring and Evaluation (PDM&E), external indicators such as peer institutions, and contemporary trends in the field of psychology from the Bureau of Labor Statistics and the National Association of Colleges and Employers.

Planning for the [WJC Strategic Plan 2017-2022](#) brought to light, among other issues, Massachusetts' struggle to develop a substance disorder workforce in response to the current substance use disorder crisis and the shortage of professionals available to care for those with serious mental illness. Additionally, research showed projected staff shortages in the behavioral health field and a lack of training and requisite knowledge and skills needed to deliver culturally and linguistically appropriate mental health care to an increasingly diverse population in the US.

Ten strategic planning committees, including Finance, Facilities and Operations; Advancement; Student Resources; Academic Programs and Resources; Admissions and Marketing; Business Development; Technology; Community Services; Diversity; and Public Relations, recommended the College focus on the following four goals:

1. Support WJC's greatest strengths - Faculty, Students, and Field Supervisors
2. Own the Northeast Market for Professional Psychology Education
3. Become the expert at educating a multi-cultural mental health workforce
4. Develop alternative sources of revenue

Progress toward achievement of the Strategic Plan is monitored continuously by the College's President, the Vice President of Academic Affairs, and the Vice President of Finance and Operations in concert with the various Department Chairs. In addition, the Board of Trustees holds four meetings annually to monitor WJC's progress and challenges. To prepare for each meeting, board members get detailed minutes of prior Board and Committee meetings, financial information (including the NECHE financial metrics data), a written report from the President, and other relevant materials. At the meeting, the Board receives an oral report from the President on all aspects of college activities, operations, enrollment, accreditation issues, updates on the current year's plans and periodic reviews on how the College is meeting the goals outlined in our strategic plan. The board also receives presentations or reports from College officials as needed.

COVID-19 Implications:

Pandemic Response Plan:

WJC's response to the pandemic included planning by Senior Management in concert with a COVID-19 response team that met regularly during the pandemic. The planning focused on allowing for remote work for faculty and staff, providing teaching tools for faculty to deliver all courses remotely, remote learning for students with additional supports for pedagogical techniques, enhanced facilities cleaning, upgrading air filtration system, and upgrades in IT infrastructure to support virtual work. Planning efforts continued after the initial adaptation to the pandemic in that ADDIE administered [several surveys](#) between March 2020 and March 2021 to assess factors such as staff, faculty, and student needs, preferences, and readiness to return to campus. The data gathered allowed WJC to take student, faculty, and staff sentiment into account when planning revisions to our grading policy and delivery method as well as student service needs. Similarly, a post-pandemic planning group was established in early 2021 to create a [post-pandemic plan](#) for an effective return to campus. Both planning groups were representative of key stakeholders and proved highly valuable in the institution's managing of the crisis and opportunity created by the pandemic. More recently, in Fall 2021, students were allowed to opt into a high-flex model (HFM) for course attendance. A brief faculty survey during Fall 2021 indicates that the HFM posed pedagogical challenges for faculty. In Spring 2022, the College plans to return to the delivery method traditionally associated with each program.

Evaluation

The College has made ongoing refinements to our evaluation function and has evolved in its approach to data management significantly since our last comprehensive review.

Twelve years ago, to acquire a one-stop measure to track our students' success, a team of key stakeholders selected and leased a comprehensive evaluation software, TK20. TK20 (acquired by Watermark in 2017) is a data management system that allows students to be active online participants in multiple domains of their college experience including course evaluation, field experience, learning

outcomes assessment, academic advising, and career portfolio management. The TK20 system is utilized by several other colleges in the USA. After two years and investing a significant amount of time and money to launch this platform with disappointing results, the team ultimately decided to cancel the project. While TK20 covered many of the features needed in all the critical domains, it fell short in each domain when comparing to the “cream of the crop” software solutions, such as course evaluation and field education management. It was determined that the College would not be able to continue working with TK20 and be ready to fill in requirement gaps in the platform without extensive further investments. Additionally, TK20 was not flexible enough to accommodate all the unique measures and requirements among different domains needed to meet our accreditation requirements.

Subsequently, the College pursued a series of separate software solutions for each of the identified domains. The following other platforms, each covering a specific domain, were then utilized to track student performance and success:

1. Course Evaluation by Campus Lab (Now Anthology Course Evaluation): for student and course evaluations;
2. Qualtrics: for various surveys;
3. Canvas LMS by Instructure: for Learning Management;
4. Time2Track: To track student clinical hours;
5. SONIA by QSR International: for Field Education and Student Placement Management;
6. Symplicity CSM: for Career Service Management;
7. Campus Nexus CRM / Apply Yourself (Now Anthology Apply): to manage student applications and admissions process; and
8. Campus Nexus Student (Now Anthology Student): as the new Student Information and Advising System.
9. EverFi: trainings for Title IX and HIPAA

While each software solution/platform works sufficiently in each of the relative domains, this disparate system has not been without its challenges. We have identified issues with data being siloed in each relative system, which makes it difficult to review data when crossing-platform. For the next few years, William James College is aggressively pursuing solutions in various channels (see [Technology Plan](#) and [Data Governance Initiative](#)) to tackle this challenge and are moving to a more comprehensive business process to integrate communication among systems.

In support of our attempts to refine our evaluation function, the Office of Research, which historically collected and analyzed all data to inform our evaluation and planning activities, was divided into two distinct entities with additional resources so that each has a designated Director and support staff. The Office of Academic Data, Development, and Institutional Effectiveness (ADDIE) is housed in the Office of Academic Affairs, and the Office of Program Development Monitoring and Evaluation (PDM&E) is housed in the Department of Community Engagement (DCE). Together, they support our College’s various planning and evaluation activities.

The College has a wealth of data it utilizes to plan and evaluate. ADDIE is responsible for supporting the ongoing assessment of educational outcomes and conducting alumni surveys for each academic program and the College as a whole. Large scale alumni surveys are conducted every three years, and this data regarding satisfaction and outcome indicators such as rates of professional licensure, and

employment positions and settings are monitored as essential sources of program feedback. More frequent surveys of graduates are administered for certain academic programs to comply with accreditation requirements.

ADDIE coordinates with the Office of Information Technology (IT) to maintain centralized record-keeping through our databases, which are used for analysis and planning. As the collection occurs in real-time, administrators can track developments and adjust for timely, continuous improvement. These data are extremely useful to our Admissions department, for instance, as they allow the office to follow each applicant's enrollment status. Timely follow-up calls can be made to enhance recruitment efforts to highly desired minority candidates who were offered admission but have yet to enroll. Additionally, the Admissions department tracks the overall number of applicants to each program from year to year, including student demographics and qualification information, all of which influence the school's planning process, especially given its sizable growth. Similarly, data on course registration numbers allow Program Directors to determine when additional course sections are needed and if additional faculty need to be hired. The strong connection between evaluation, planning, and implementation contributes to our success in committing to our core value of attention to personal growth through maintaining appropriate faculty-to-student ratios.

The office of Program Development Monitoring and Evaluation (PDM&E) provides research support for the Department of Community Engagement and all grant-funded programs, evaluating program implementation to measure program reach, goals, objectives, and outcomes and ensures the program's efficiency, effectiveness, and relevance. Working closely with Project Managers and clinical trainees providing services, the team articulates case flow, key indicators, and target objectives. PDM&E is responsible for developing and designing data collection tools and methods and conducting complex quantitative, qualitative, and mixed-method data analysis in line with program goals. This group highlights data trends, monitors performance target achievement, and pays critical attention to identifying areas requiring further attention. PDM&E provides quarterly reports to Program Managers to monitor case-level data entry compliance and accuracy. The team is also instrumental in facilitating record-keeping and provides analytical services to perform data analysis that generates reliable results. Besides providing relevant, specific, precise, and timely data in a format accessible and useful to managers, PDM&E offers training and hands-on consultation to help key personnel access, interpret, and use the data for quality management and quality improvement. PDM&E also works with our Information Technology (IT) staff and database developers to establish secure, encrypted, online databases that collect, process, and track data which monitor, manage, and improve program implementation.

Appraisal

Planning

The College has effective planning mechanisms which guide the work in all areas. Below are examples of how each of the formal plans were utilized to accomplish the various goals.

Academic Planning:

Academic programs regularly use data-driven feedback to evaluate their effectiveness. For instance, in the last five years, data from alumni surveys as well as licensing board and faculty feedback indicated that the Clinical Psychology doctoral program needed to enhance its research training, which alumni rated as a relative weakness in their training. The trend also appeared on the [license exam reports](#) as lower performance in this domain relative to the other competency ratings by our graduates. To address this, we added an increased focus on research training to the new curriculum that took effect in the Fall of 2019. Additional research coursework was developed for first year students, while a revamped approach to the doctoral project experience and creation of research labs was accomplished. The clinical psychology department has also increased their focus on hiring new faculty with strong records of research and scholarship. Similarly, data revealed that our [internship match rates](#) at APA accredited programs were lower than the national average for similar programs. Based on this data, the program made application to APA-accredited internships mandatory, implemented portfolios to enhance the competitiveness of our students, and initiated required preparatory coursework on how to secure an accredited internship. The program also enhanced advising and support to students in response to [attrition data](#) and implemented a department-specific diversity committee to recruit and retain more diverse students and faculty based on data provided on our demographic trends.

In the School Psychology department, [2020 NASP accreditation feedback](#) noted an underrepresentation of students and faculty from diverse backgrounds within the program. This feedback led to the program's actively recruiting and hiring a faculty member of color with expertise in Diversity, Equity and Inclusion (DEI). The College's administration has also taken measures to recruit students and faculty from underrepresented groups, for instance by creating a college-wide Council for Inclusive Excellence to examine current practices and make recommendations for improvement. Additionally, DEI issues are now a regular topic at the School Psychology department's bi-monthly faculty meetings.

The 2020 external evaluation of the [Organizational and Leadership Psychology \(OLP\) programs](#) found a need for more systemic inclusion of bias, diversity, and inclusion training. All courses implemented trainings in Spring 2021. The program has also hired a more diverse faculty and implemented a second leadership level to include program directors and associate directors for field sites to enhance the student experience. Consistent feedback reports allow the program directors and field placement office to track field placement quality in real-time. Based on course evaluations, increased support for capstone courses has been provided, and based on advisor survey report feedback, advising practices were enhanced to better support students.

Upon review of [field education evaluations](#), assessment and planning conference ratings, and their alumni survey, the Clinical Mental Health Counseling (CMHC) MA program revised credit allocation of courses and reconfigured the field experience and clinical seminar to better serve students' needs. In line with best practices in the field, CACREP (the Council for Accreditation of Counseling and Related Educational Program) standards were adopted into syllabi via course objectives. Assessment rubrics were also added into all courses, and a comprehensive examination was implemented. In response to data that showed a demand for more flexibility among individuals who work and cannot attend our on-campus CMHC MA program, an online version that is mostly asynchronous with required residencies was designed. This new program started in the fall 2020 semester.

The Bachelor of Science in Psychology and Human Services program represents the College's first experience with delivering undergraduate education. Based on our internal assessment, we have

standardized the online structure of all the academic courses, instituted more frequent faculty meetings, and are in the process of revising and revamping the advising component of the program. One recommendation from an external evaluation conducted in the fall of 2020 was to review the curriculum to include more human services courses, and to reduce the overabundance of psychology courses. Another recommendation was to hire faculty with social work or sociology backgrounds to round out the interdisciplinary nature of human services training. A third recommendation was to provide a greater number of smaller, more varied assignments which might tap into various learning styles, instead of fewer assignments. We are in the process of implementing these changes. In 2021, a Director of Undergraduate Studies was hired.

The College has successfully made greater use of technological resources and online record keeping, enabling better tracking of student outcomes. Upgrading from Campus Café, our 2019 migration to Campus Management software, proved challenging but well worth the effort. The new system provides more robust reporting and overall has improved WJC's ability to perform degree audits, registration, and transcript tracking. Additionally, the new system integrates various departments (finance, billing, financial aid, student records, etc.) into a centralized database that is better able to share data across departments, which has allowed for better communication and less siloed data. The SONIA database was acquired for field placement in 2020 to ensure more efficient tracking of field sites and matching students to sites. This software has proved more user friendly and polished than the prior system. Upgrading from Moodle, we have implemented a new learning management system (CANVAS), which allows for better monitoring of course delivery for remote and online learning courses. The intranet was upgraded from a home-grown system to Microsoft SharePoint with Teams and One Drive, allowing knowledge flow across the system. These upgrades have all contributed to improved quality assurance efforts. The addition of new systems just before and during a pandemic was challenging for our community.

The data still remains more siloed than we would prefer. We have also struggled with communication with our alumni and our surveys have sometimes been delayed or have not received the robust response rate we would prefer. Recently, we have a more robust alumni engagement office which will work collaboratively with ADDIE to ensure strong communication with and better alumni tracking. While the data transferred from old systems to new was carefully reviewed before transfer, more work needs to be done to ensure that we have the best quality data in terms of completeness and accuracy. In general, the human resource aspect of our research function has been remedied this year with new highly competent staffing however, we continue to refine our data management tools. ADDIE is working closely with IT, the Registrar, and Department Chairs such that data is far more readily available than it has been in the past. This represents a major step forward for the institution. We expect to see continued refinement in this regard as a new Data Governance Initiative comes to fruition. An example of the significant progress made in this area occurred in September 2021 when our largest academic program, the Clinical PsyD was reviewed by APA. The site visit team noted in the exit interview that they were particularly impressed with the quick access to data reports that ADDIE was able to provide to answer the teams inquiries in real time during the site visit.

Workforce Development Strategic Plan

To date, the coordinated Workforce Development Initiatives (WDI) efforts have led to an increase in the number of partnerships and over the past two years, the College has been awarded more than \$11M in

scholarships, stipends, and other workforce development grants by HRSA, Mass General Brigham, Boston Children's Collaboration for Community Health, the Commonwealth of Massachusetts and Blue Cross Blue Shield Foundation of Massachusetts.

In the past year, the Center for Workforce Development (CWD) has hosted two Forums, which convened providers, educators, researchers, policymakers and other key stakeholders to discuss the behavioral health workforce shortage, disseminate strategies for recruiting and retaining individuals from culturally diverse backgrounds, and address best practices for diversifying the behavioral health workforce and improving access to culturally informed mental health and substance use services. Additionally, the CWD has increased its infrastructure and capacity through the hiring of a full-time Research Administrator and an Associate Director of Clinical & Community Services as well as the promotion of two staff members to the positions of Director of Strategic Partnerships and Program Administrator.

Strategic Enrollment Plan

In September, 2021, WCJ appointed the first Associate Vice President, Enrollment Management to develop a strategic, data-driven enrollment plan. An assessment of current market demand, including workforce need and competition from peer and peer-plus institutions, is underway. The results will guide the determination of potential for new program development and alternative modes of delivery.

Student Life and Resources Strategic Plan:

The Student Life and Resources Plan achieved the various initiatives planned for student development, engagement, and advocacy, including 1) Build opportunities for student development, 2) Promote student engagement and community involvement, and 3) Build and enhance student support and advocacy resources. These strategic priorities were anchored by 15 broad-based goals; all of which were accomplished as the five years come to an end. As a subset of these goals, the plan enumerated 21 specific initiatives; 17 of those 21 initiatives have been completed with the remaining four in progress. The updated plan is behind schedule and is currently under development.

Inclusive Excellence Plan:

Examples of successful implementation of the College's Inclusive Excellence plan include the creation of a task force to create a Bias Incident Protocol and Climate concern process, the delivery multiple DEI trainings and developing relationships with external communities as described in the [September, 2021 Diversity, Equity and Inclusion Progress Report](#).

Pandemic Response Plan:

The College's agility at planning and evaluation is seen in part in how we responded to the pandemic. Beginning in March 2020, the Senior Management team established and held regular meetings with a COVID-19 Steering Committee to consider what adaptations would be necessary from Facilities and Human Resources to academic programming and support services. An example of our commitment to evaluate our practices is our successful implementation of telehealth training. Recognizing the COVID-19 pandemic was going to substantially change behavioral health service delivery, WJC quickly

provided a Telehealth training to all Clinical and Counseling students. The training was initially developed for students in two HRSA grant-funded programs which were focused on providing Telehealth training to students learning to provide prevention and treatment services. WJC quickly converted the original training into an online asynchronous module that was available for all faculty and students. Telehealth attitude and confidence [pre-](#) and [post-](#)surveys were developed and administered by PDM&E to all students. The [results](#) show that there was a significant increase in confidence to provide telehealth services. The post training mean was significantly higher than the pre-score ($p < .05$). There was also a significant change in the belief that telehealth can be as effective as face-to-face therapy. These results documenting the efficacy of this initiative influenced our decision to continue to provide this training to future cohorts of faculty and students given that we expect telehealth practices will remain for time to come given societal changes in expectations for accessibility of services (see the [Post Pandemic Planning Committee Report](#)). The workroom contains results of a variety of surveys implemented by ADDIE which provided the necessary data to guide administration in making decisions about teaching modality and how to support the needs of the students and faculty.

Financial Plan:

The College maintains a long-range financial projection model to support decision making and the strategic planning. The model illustrates how the College will be able to remain financially stable for the foreseeable future based on certain planning assumptions. The model forecasts revenue, expenses, and operating results. The model is updated annually after fall enrollments are reported and after the audited financial statements are finalized. The model considers projected enrollment, new programs, tuition rate changes, scholarships, marketing strategy, fundraising goals, investment returns, debt management, capital projects, compensation and benefit policies, space considerations, library and technology resources and general inflation. The model reflects the impact of College strategies to introduce new academic programs, expand existing offerings or fund new initiatives. Long range projections are presented to the Board of Trustees.

During the past ten years, the College successfully diversified its revenue base to include contracts from the state and local city governments, grants from the federal government and foundations, and private donations. We are proud to report that the percentage of tuition-based revenues has decreased from 91% in Fiscal Year 2011 to 76% in Fiscal Year 2020. Our success in this strategic goal can be seen, for instance, in our 2017 awarding of a contract from the Massachusetts Department of Mental Health to run the Juvenile Court Clinic in Norfolk and Suffolk County. This added about \$1.3 million in revenue to government contracts. The College has also been the recipient of several grants from the United States Health Resources and Services Administration (HRSA) totaling over \$14.5 million, which demonstrates our success in expanding alternate revenue sources. Additionally, guided by our plan to reduce tuition dependence and in keeping with our mission, William James College acquired Teachers21 in 2018, adding about \$1.3 million in annual fees for service revenues.

Institutional Strategic Plan:

William James College has been largely successful in its planning efforts through creating a relevant strategic plan that is well understood by staff and which, like the school's mission, serves as a guiding force for institutional decision making and review. WJC's progress towards the four main goals identified in the 2017 WJC Strategic Plan is addressed below.

Strategic Plan Goal 1: Support WJC's greatest strengths - Faculty, Students, and Field Supervisors

In support of this goal, the College established the Center for Faculty Development (CFD) as a resource for teaching, pedagogy, and research which in Spring 2021 was redefined as the Office of Educational Development and Innovation. This office has been particularly instrumental in preparing our faculty to deliver the academic offerings more creatively during the COVID-19 pandemic. In Fall 2019 WJC added a Diversity, Equity and Inclusion Office, which serves to support faculty, students, and staff. In Fall 2021, supporting our enhanced focus on research, WJC launched a Center for Psychological Science (CPS), which will provide faculty and students with research support. The CPS will now absorb the research arm of what was previously the Center for Faculty Development.

All academic departments provide regular training opportunities to field site supervisors through WJC's Continuing Education programs, meetings, and webinars.

Strategic Plan Goal 2: Own the Northeast Market for Professional Psychology Education

The Marketing and Communications Department has expanded outreach to local colleges within 60 miles of the campus. These presentations focus on Careers in Psychology and are coordinated through relationships with undergraduate faculty or Career Services staff. Over three years (2017-2020), 254 presentations were delivered to more than 4,500 undergraduate students. While these visits have not continued to be held "on-campus" during COVID-19, the Associate Director of Marketing and Outreach has leveraged the strong relationships with our contacts to deliver presentations online. The campus outreach strategy has made an effort to expand beyond psychology departments to raise awareness about psychology career paths from non-psychology majors. This outreach effort did not prove to be as effective as reaching out to psychology departments and increasing relationships in career centers to broaden the reach (See Applicant Feeder School Report in the workroom). We also make presentations at local community colleges to help support a pipeline to our Bachelor of Science in Psychology and Human Services completion program.

Consistent with our Strategic Planning goal, we have prioritized our marketing and outreach efforts to the New England area. In addition to our college outreach program, we attract new students to our programs through a multi-channel campaign including radio, outdoor advertising, organic social media efforts on Facebook, Twitter, Instagram, LinkedIn, YouTube, and a robust paid digital marketing presence on search and social media. In 2019-20, we had approximately 322,000 visits to the website, with 41% from locations in Massachusetts and more than half from New England. The Clinical Psychology PsyD and Clinical Mental Health Counseling MA programs show a reliable trend in enrollment numbers in terms of admissions. While the Clinical Psychology PsyD has realized its potential, the Clinical Mental Health Counseling MA program shows the momentum we have been hoping for in a very competitive market. Enrollment grew from 93 students in Fall 2018 to 146 students in Fall 2021 showing a 57% growth (See Data First Form 4.4). While most of our efforts are in the New England area, we have also expanded our digital reach nationally for our online programs (See Advertising Report in the workroom).

Strategic Plan Goal 3: Become the expert at educating a multicultural mental health workforce

WJC implemented various training and educational opportunities for students from underrepresented communities through scholarships and retention programs as described in the [Clinical PsyD Diversity Implementation and Evaluation 2021 Final Report](#). WJC also implemented training, workshops, and rubrics with clear objectives for faculty and staff that address diversity, equity, and inclusion and how these concepts should be incorporated into the curriculum and/or department goals (See the [Diversity, Equity and Inclusion Progress Report](#)). To ensure this goal's progress, WJC created two new roles – a Director of Diversity, Equity and Inclusion, and an Associate Vice President for Workforce Initiatives and Specialty Training.

Strategic Plan Goal 4: Create alternative sources of income

The Department of Community Engagement (DCE) has successfully supported several initiatives that have helped to secure many Federal and State contracts which have increased WJC's non-tuition-based revenue from \$298,239 in 2012 to over \$2,000,000 in 2020 (see Figure 1). This shows a 256% change in gross value for these revenue sources over the same 8 years (Figure 2).

Figure 1: Dollar Value of Grants and Contracts from F.Y. 2012 to F.Y. 2020

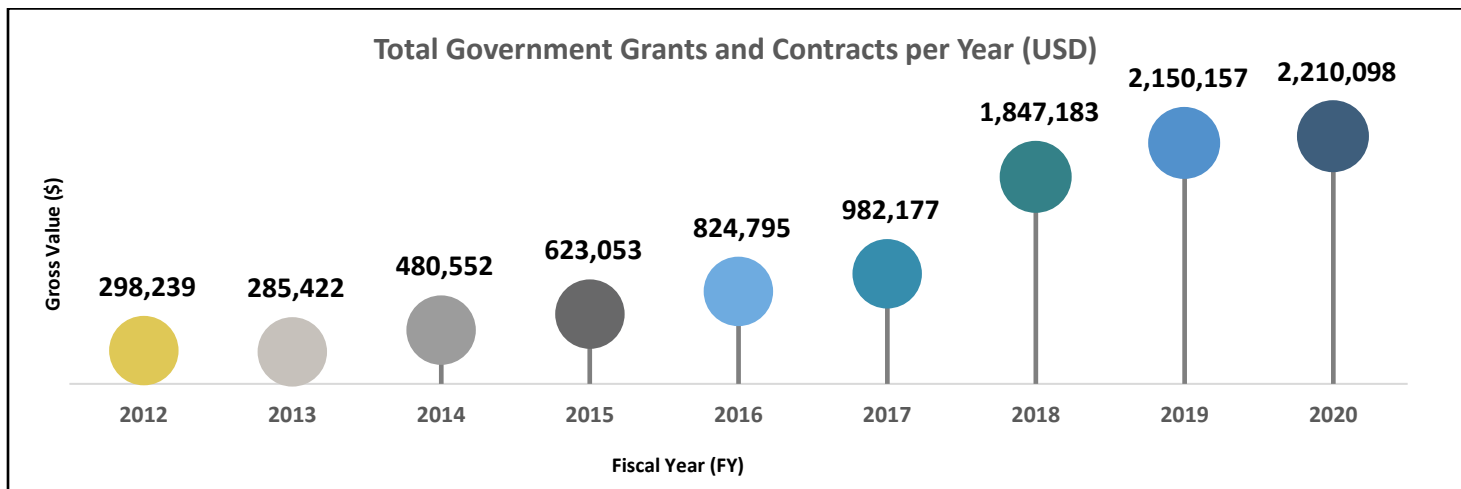
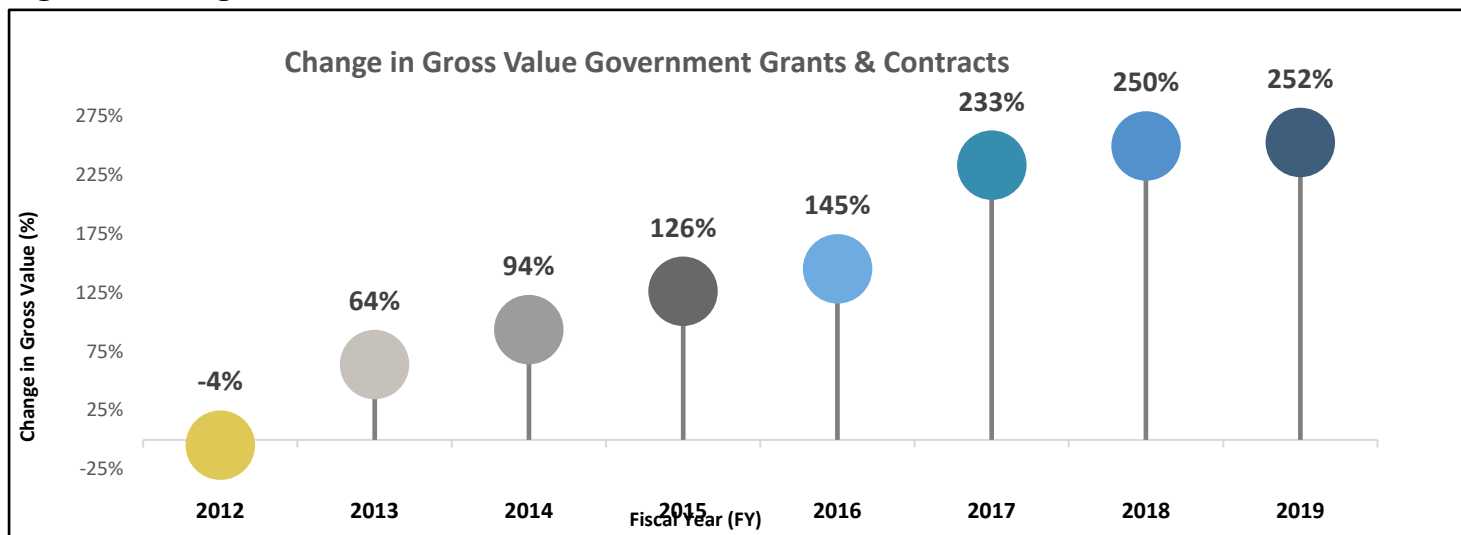


Figure 2: Change in Gross Value of the Grants and Contracts



Evaluation

The College has grown in sophistication in our approach to data collection and dissemination since our last comprehensive review. Refining our data systems and staffing patterns to accomplish our institutional planning and evaluation needs has been a multi-year process. The College engaged a consultant to assist our evaluation of ADDIE function. ADDIE and PDM&E together serve as the powerhouse behind the WJC's data-driven quality management approach for all WJC's programs. The quality, integrity, and effectiveness of our academic programs are the central focus of ADDIE. The College has increased the annual budget for both institutional and sponsored program evaluations to ensure that the school's two research and evaluation units are adequately resourced to support basic functionality. WJC's evaluation efforts use a complex mix of qualitative, quantitative, and mixed methods. We have changed our technology more than once in an effort to find a platform that serves our needs optimally. While this has been an ongoing challenge, we believe that our latest acquisition is serving our needs well. However, as with any new system, some problems remain and require work. Particularly, we have identified a need for a Data Governance Initiative to streamline and coordinate many different silos of data that exist across the College. This initiative is critical to the institution and as such is overseen by the President, Vice President for Academic Affairs, and our Vice President of Finance and Operations. We are currently in Phase One which includes creating an inventory of data collected at WJC with a common set of descriptions for collected data across all departments is underway. The project ran behind projection given a change in staff in ADDIE and is on target to recommence in Spring 2022. Each piece of data will be categorized, and Data Ownership of each category will be identified or assigned with Data Owners' role and responsibility clearly defined. An ad hoc research workgroup comprised of key stakeholders was also convened in Fall 2021 to achieve good communication between the various research functions of the institution. Planning is highly participatory, which is facilitated by our small size. Regular reports are shared with key constituents. The various departments of the College desire increased access to data to inform decision making. In addition to a strong and mission based strategic plan, we have many departmental plans that guide our functions. There are numerous examples of our College using data to inform planning and resource allocation.

Projection

Planning

The College is in the process of updating our Strategic Plan for the next five years. The comprehensive and candid assessment of the College that we are experiencing as part of this NECHE ten-year review is highly informative to the strategic planning process. President Covino convened senior administrators and other key constituents in Fall 2021 to develop the next strategic plan and an updated institutional strategic plan consistent with our mission and values will be completed by late spring 2022 and subject to a board vote by June 2022.

A new Enrollment Plan will be developed by the end of the Spring semester, 2022. The Student Life and Resources Plan is underway and will be completed by the end of the 2022/2023 academic year.

Evaluation

In July 2021, a new director of ADDIE joined William James College bringing with her significant skills and experience in higher education that we expect will allow us to better achieve our evaluation

goals. We are in the early stages of implementing a critically important Data Governance Initiative (DGI) which will have standardized procedures for inputting, processing, verifying, retrieving, archiving, and restoring data, and which will achieve the established goals of compliance, accessibility, and integrity and security of data. This will reduce the time it takes for ADDIE to efficiently produce reports that aid in institutional planning. Once leadership is firmly established (within approximately 6-9 months), phase two will commence which includes standardizing data collecting processes at WJC, and Phase three will involve establishing a Data Resource Center to integrate all institutional data in one place. This will entail evaluating whether a Data Warehouse is required to house institutional data or if current data storage is sufficient for long term data archiving and reporting, as well as reviewing established Data Governance Program for modification and improvement.

Standard 2.1: Planning and Evaluation

PLANNING			
Strategic Plans			
Year approved by governing board	Effective Dates	Workroom or Website Location	
?	?	?	
Immediately prior Strategic Plan: MSPP Strategic Plan Strategic Plan Development Year	2010 N/A	2010-2015 2016	https://msppedu.sharepoint.com/:w:/r/sites/NECHESelfStudy2021/Shared%20Documents/Standard%202/Planning/Strategic%20Plan/WJC%20MSPP%20Immediately%20Prior%20Strategic%20Plan%202010-2015.doc?d=w4759748edb7a4920b89fe26850a0edbd&csf=1&web=1&e=wzzSas
Current Strategic Plan	2016	2017-2021	https://www.williamjames.edu/about/consumer-information/upload/wjc-strategic-plan-2017-2022.pdf
Next Strategic Plan	planned for 2022	2022-2027	In progress
Year completed	Effective Dates	Workroom or Website Location	
Other institution-wide plans*			
Master plan	See WJC Strategic Plan	2017-2021	https://msppedu.sharepoint.com/:w:/r/sites/NECHESelfStudy2021/Shared%20Documents/Standard%202/Planning/Strategic%20Plan/WJC%20Strategic%20Plan%202017-2022.docx?d=wc3796e54223c4a79ae744fe8cf16a04d&csf=1&web=1&e=kBSiCb
Academic Planning Process	See Program Reviews Summary	Depends on program	https://msppedu.sharepoint.com/:f:/r/sites/NECHESelfStudy2021/Shared%20Documents/Standard%202/Evaluation?csf=1&web=1&e=13Mba0
Annual Budget	2021	2011-2021	https://msppedu.sharepoint.com/:b:/r/sites/NECHESelfStudy2021/Shared%20Documents/Standard%202/Planning/Annual%20Budget%202011-2021.pdf?csf=1&web=1&e=MmoWTT
Technology plan	2016	2016-Present	https://msppedu.sharepoint.com/:w:/r/sites/NECHESelfStudy2021/Shared%20Documents/Standard%202/Planning/Technology%20Strategic%20Plan%202016.docx?d=w43d4d999ca6440b6ad63f46233b14830&csf=1&web=1&e=RKiYIE
Enrollment plan	TBD	TBD	In progress
Disaster Recovery Plan	2020	2020-Present	https://msppedu.sharepoint.com/:w:/r/sites/NECHESelfStudy2021/Shared%20Documents/Standard%202/Planning/Disaster%20Recovery%20Plan.docx?d=w9a0c989c79a649c5a75335705528eabc&csf=1&web=1&e=Bo2Ta6
Plans for major units (e.g., departments, library)*			
?	Inclusive Excellence Strategic Plan	2020	2020-2023
	Workforce Development Strategic Plan	2020	2020-2025
	Student Life and Resources Strategic Plan	2016	2016-2021
	Department of Community Engagement Strategic Plan	2016	2016-2021
	Data Governance Initiative (Draft)	2021	2021-Present

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated:
Program review schedule (e.g., every 5 years)

Sample program review reports (name of unit or program)*

Workroom or Website Location

Refer to Program Reviews Summary:
<https://msppedu.sharepoint.com/:f:/r/sites/NECHESelfStudy2021/Shared%20Documents/Standard%202/Evaluation?csf=1&web=1&e=13Mba0>

every 5 years

APA Accreditation Clinical PsyD August 2016	2016	2016	https://msppedu.sharepoint.com/:b:/r/sites/NECHESelfStudy2021/Shared%20Documents/Standard%202/Evaluation/Clinical%20Psychology%20APA/APA%20Accreditation%20Clinical%20PsyD%20August%202016.pdf?csf=1&web=1&e=mvFZID
APA Accreditation Clinical PsyD Internship Consortium August 2016	2016	2016	https://msppedu.sharepoint.com/:b:/r/sites/NECHESelfStudy2021/Shared%20Documents/Standard%202/Evaluation/Internship%20Consortium%20APA/APA%20Accreditation%20Clinical%20PsyD%20Internship%20Consortium%20August%202016.pdf?csf=1&web=1&e=JURmgJ
APA Accreditation Clinical PsyD November 2018	2018	2018	https://msppedu.sharepoint.com/:b:/r/sites/NECHESelfStudy2021/Shared%20Documents/Standard%202/Evaluation/Clinical%20Psychology%20APA/APA%20Accreditation%20Clinical%20PsyD%20November%202018.pdf?csf=1&web=1&e=eUngse
External Review ABA December 2021	2021	2021	https://msppedu.sharepoint.com/:b:/r/sites/NECHESelfStudy2021/Shared%20Documents/Standard%202/Evaluation/Applied%20Behavior%20Analysis/External%20Review%20ABA%20December%202020.pdf?csf=1&web=1&e=WWaJqw
External Review BS PHS January 2021	2021	2021	https://msppedu.sharepoint.com/:b:/r/sites/NECHESelfStudy2021/Shared%20Documents/Standard%202/Evaluation/Bachelor%20of%20Science%20in%20Psychology%20and%20Human%20Services/External%20Review%20BS%20PHS%20January%202021.pdf?csf=1&web=1&e=nhHTA5
External Review CMHC November 2020	2020	2020	https://msppedu.sharepoint.com/:b:/r/sites/NECHESelfStudy2021/Shared%20Documents/Standard%202/Evaluation/Clinical%20Mental%20Health%20Counseling/External%20Review%20CMHC%20November%202020.pdf?csf=1&web=1&e=VaazfT
External Review OLP October 2020	2020	2020	https://msppedu.sharepoint.com/:b:/r/sites/NECHESelfStudy2021/Shared%20Documents/Standard%202/Evaluation/Organizational%20and%20Leadership%20Psychology/External%20Review%20OLP%20October%202020.pdf?csf=1&web=1&e=kK5TyB
NASP Accreditation School Psychology February 2016	2016	2016	https://msppedu.sharepoint.com/:b:/r/sites/NECHESelfStudy2021/Shared%20Documents/Standard%202/Evaluation/School%20Psychology%20NASP/NASP%20Accreditation%20School%20Psychology%20February%202016.pdf?csf=1&web=1&e=1JdKhu
NASP Accreditation School Psychology February 2021	2021	2021	https://msppedu.sharepoint.com/:b:/r/sites/NECHESelfStudy2021/Shared%20Documents/Standard%202/Evaluation/School%20Psychology%20NASP/NASP%20Accreditation%20School%20Psychology%20February%202021.pdf?csf=1&web=1&e=RFX1S0
NASP Accreditation Feedback 2020	2020	2020	https://msppedu.sharepoint.com/:b:/r/sites/NECHESelfStudy2021/Shared%20Documents/Standard%202/Evaluation/School%20Psychology%20NASP/2020%20NASP%20Accreditation%20Report.pdf?csf=1&web=1&e=LpUe6V
CMHC Field Education Evaluations			https://app.powerbi.com/links/M0sfDUqAUZ?ctid=6a2c8932-7e5c-484b-a731-c63894f35126&xpbi_source=linkShare

System to review other functions and units

Program review schedule (every X years or website location of schedule)

As plans expire; Approximately 3-5 years

Sample program review reports (name of unit or program)*

Clinical DEI Final Report 2021		2020

<https://msppedu.sharepoint.com/:w:/r/sites/NECHESelfStudy2021/Shared%20Documents/Standard%202/Evaluation/Clinical%20PsyD%20Diversity%20Implementation%20and%20Evaluation%202021%20Final%20Report.docx?d=w6d5f294ebde24edbb46d03515de9b793&csf=1&web=1&e=b78uOD>

Other significant institutional studies (Name and web or workroom location)*

Post Pandemic Planning Committee Report		2021
Institutional Research review 2020		2020

Workroom or Website Location
https://msppedu.sharepoint.com/:w:/r/sites/NECHESelfStudy2021/Shared%20Documents/Standard%202/Evaluation/Pandemic%20Planning/Post%20Pandemic%20Planning%20Committee%20Report.docx?d=w63daf4851d59400fa23459eb460a41f8&csf=1&web=1&e=9ID1vM
https://msppedu.sharepoint.com/:b:/r/sites/NECHESelfStudy2021/Shared%20Documents/Standard%202/Evaluation/Institutional%20Research%20Review%20September%202020.pdf?csf=1&web=1&e=dj6Rwl

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

In 2016, the 2017-2022 strategic plan was being developed.

Standard Three – Organization and Governance

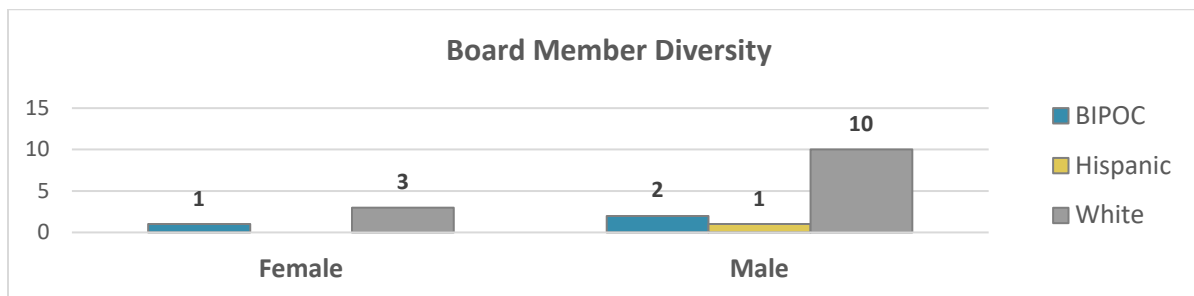
Description

William James College has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. The organizational design and governance structure support the College in creating and sustaining an inclusive environment that encourages teaching, learning, service, scholarship, research, and creative activity. The governance structure provides administrative capacity by assuring adequate support for the appropriate functioning of each organizational component. The Institution has sufficient independence from any other entity, autonomy and control of its programs, and operations consistent with this mission to be held directly accountable for meeting the Commission’s Standards for Accreditation.

Governing Board

The work of the Board of Trustees is governed by the By-laws of William James College which were last revised on October 21, 2015. Board membership includes a broad range of prominent citizens from the business and public sectors. Following the 2012 NECHE Self-Study recommendation, the Board increased their membership from 17 to 21 members in 2019-2020. Since then, some members have ended their tenure and the Board Governance Committee is scheduled to review nominations for new members in their December 2021 meeting. The Board membership is representative of the diverse communities that the College community serves, with a broad range of skills and experience that support the William James College mission. There are currently 17 total board members; 4 are female, 13 are male, 13 are White (3 female, 10 male), 3 are Black, Indigenous, People of Color (BIPOC) (1 female, 2 male) and 1 is Latino (male) - (see Figure 3 below). The current Trustees have backgrounds in psychology and related fields, accounting, business/finance/investments, public relations, consulting, law, marketing, coaching, fundraising and development, with one trustee an alumnus.

Figure 3: Board Member Diversity



The Board has several committees, including Academic Affairs/Enrollment & Student Life; Advancement; Business Development & Strategic Planning; Community Engagement; Executive; Facilities; Finance & Audit; and Governance. Ad-hoc committees are established when projects require extra focus such as for the acquisition of a new building.

There is an onboarding process for all Board members. Through a series of monthly information sessions, Trustees are oriented to the business of the College, including sessions on Academic Affairs, Community Engagement, Marketing, and Finance and Operations. The Board holds four regular

meetings each year. The members receive written materials, including minutes of prior Board and Committee meetings, as well as a written report from the President before each meeting. In addition, at each meeting, the Board receives an update from the Chief Financial Officer and the Finance & Audit committee, ensuring fiscal oversight. The Board of Trustees is guided by the By-laws that were updated in 2015 (and are being updated at the time of writing this report) and are expected to be ratified at the end of the June 2022 Board Meeting and provide oversight for the William James College Strategic Plan.

The Board engages in regular self-study to ensure its maximal utility. The Board Chair conducts an annual review of the Board's composition, Trustee attendance and level of participation, periodic needs assessment of the extant skill set of the membership, and relevance and performance of the committee structure.

The Board evaluates the President's performance annually. The President annually reviews all upper-level management through a 360 review who in turn conduct the same reviews of the next level of administrators and staff.

Internal Governance

The Institution's system of governance involves the participation of all appropriate constituencies and includes regular communication among them. For example, the various Faculty Governance Committees include representation from all academic departments. The Faculty Governance Committees play a major role in shaping the culture, values, and direction of the Institution. Regular communication among all William James College constituencies occurs through a series of Executive Committee meetings, Board meetings, President's Senior Management meetings, Academic Leadership Group meetings, Academic Chairs meetings, All Faculty and specific program faculty meetings, full Staff Meetings and Retreats, Student Leadership meetings, Institutional Governance Committees, and Administrative Staff meetings. A valuable byproduct of the COVID-19 response was the launch of a regular All Staff Meeting. Meeting frequency varied from weekly to every other week based on the need for coordinated communication. Given its value to the organization, the all-staff meeting will continue to occur monthly post pandemic. Student leadership meets monthly with the Dean of Students and the VPAA.

The organization and governance structure of William James College has changed to reflect the growth and expansion of the College and the 2017-2022 Strategic plan. In 2019, as part of the College President's Inclusive Excellence Framework, the Board of Trustees approved the creation of a Director for Diversity, Equity, and Inclusion (DEI) position. The Director is supported by the Council for Inclusive Excellence. This office, along with its Council for Inclusive Excellence, now serves as an on-campus advisory body for the President and Senior Leadership, supporting the WJC goal of creating an inclusive campus for all by assessing and implementing DEI initiatives. Additionally, in 2019, reflecting strategic goals to address health disparities in underserved communities, the Board approved the creation of the Associate Vice President for Workforce Initiatives and Specialty Training position.

In response to NECHE's 2012 request to address the College's continued success to ensure "the institution's organization and governance structure and assure the integrity and quality of academic programming however and wherever offered" WJC reorganized the Office of Research to better support the Office of Academic Affairs. As described in Standard Two, a new office was created called

Academic Data, Development, and Institutional Effectiveness (ADDIE). This office provides a systematic method for assessing student learning and outcomes, and this data is regularly distributed to and reviewed by Department Chairs. For Online study, Program Coordinators routinely review the course content to ensure that materials are open on time, and instructors maintain a consistent course structure that supports the course objectives to guarantee the quality of the online programs. In all programs, students complete evaluations about their courses, instructors, and their own performance. Within each program, Department Chairs, and Program Coordinators oversee the quality of their respective programs, as well as student engagement. In support of these goals, the Director of Online and Professional Education in concert with the Office of Academic Affairs ensures that all of the academic technology complements WJC's academic integrity. Tools within the school's Canvas Learning Management system support the quality of the student experience, whether in person, hybrid, or online.

All staff participate in a 360-review process, coordinated by the Department of Human Relations, whereby feedback is solicited from approximately 12-15 superiors, colleagues, and subordinates and culled into a report designed to provide formative feedback to maximize professional development and performance. Faculty are reviewed by Program Chairs at each contract renewal and student course evaluations occur every semester.

COVID-19 Implications:

One measure of an organization's governance structure can be seen in its responsiveness to external organizational issues. Over the past year, the William James governance mechanisms came together to lead in response to a variety of external challenges posed by the impact of the COVID-19 pandemic. The Board maintained close contact with administration, and Faculty Advisory Committee successfully advocated for the faculty perspective as the administration considered alternative delivery methods and student leadership weighed in as well, both groups ultimately influencing the choices made.

Appraisal

The Institution's organizational structure, decision-making processes, and policies are consistent with its mission. Administration worked well with the Board and faculty governance and sought student input to very effectively manage our COVID-19 response. Various pertinent surveys are available in the workroom.

The William James College Board of Trustees is an engaged and diverse group with a high level of participation to guide the work of the institution. The increased size has allowed the College to recruit more diverse representation. The work of the Board is guided by the By-laws, with a diverse representation in terms of race, gender, and professional expertise. Beginning this year, in keeping with updated NECHE Standards, the Board must commission an external review to assess the Board's performance as well as to provide recommendations to advance the overall Board effectiveness.

Faculty Governance Committees play a major role in shaping the culture, values, and direction of the Institution. Between 2019 and 2020, all Governance Committees reviewed their mandates and offered amendments where needed. Each year, Faculty Governance Committees make formal reports to the academic community at Faculty retreats, reporting progress made over the past year, and soliciting input

on new and ongoing initiatives. As a need arises, faculty governance committees and school administration has also called for the creation of additional committees to develop policy for a wide range of issues including, Institutional Review Board, Faculty Rank and Promotions, or standards for Intellectual Property. A year of lockdown and distance learning has magnified the importance of information sharing and collaboration. Online attendance at these meetings initiated during the pandemic proved to be an improvement in ease of communication and collaboration.

Student participation in leadership has increased dramatically since the last NECHE review. The Dean of Students office has overseen the evolution of student leadership with the creation of Academic Councils Engaging Students (ACES) and the Leading Excellence Across Department Teams (LEAD Team). The evolving Academic Councils Engaging Students (ACES) has become a strong voice representing student issues. For example, over the past year ACES has established an online presence and a mechanism for announcing initiatives and addressing student issues. In 2020, in response to students concerns about the comprehensive exam that all MA students in the Clinical Mental Health Counseling program take in their final semester, the Counseling department ACES organized a comprehensive exam study program, developed and posted study materials online, engaged with faculty to review materials, and established study groups for interested students. The result was a 95% pass rate the first time, with the remaining 5% passing the second time the test was administered. Similar initiatives across all departments attest to the robust functioning of student leadership at WJC. This was evident in the increase in online student engagement during the pandemic. Student participation in student led programming from 2020 to 2021 increased by 163% (see student omnibus report in Standard 5 of workroom). Similar to the faculty governance phenomena, we experienced increased student leadership engagement as a positive result of moving meetings online. As some college programs now include online options, the College is committed to ensuring adequate oversight of online learning. In assessing the quality of online programs, comparing online programs against traditional program modalities could be used to enhance the course appraisal process.

In keeping with the previous strategic plan, the Faculty Stewardship Committee (FSC) developed a document entitled Standards and Procedures for Faculty Rank. This product represents a nine-year collaboration between faculty and administration, as we struggled to adopt a set of standards that fit with the College's mission and values. The content of the final document was developed by the FSC in collaboration with the Committee on Scholarship and Research, the Faculty Advisory Committee, the former Office of Research, the Academic Affairs Committee of the William James College Board of Trustees, Department Heads, Academic Administrators, and the general faculty. The initial document was drafted in 2011, and the Faculty Stewardship Committee (FSC) produced a white paper in response. Between 2012 and 2016, the document was reviewed and modified numerous times in response to questions from the Board of Trustees. Part One of the initial rank document was completed in August of 2016, and Part Two was completed in October of 2018. The document was revised and sent to the Faculty Stewardship Committee by the College President in September of 2019. The final Faculty Ranking documents are reflected in the 2020 [Standards and Procedures for Faculty Rank](#). This initiative was successfully implemented, and all faculty were assigned rank in 2017. We believe this allows us to recruit a stronger faculty and provide recognition for existing faculty. It was not without its challenges in that it took several years to find a model that fit our blend of practitioner faculty and more research-oriented faculty well.

Projection

The Board will engage in regular external evaluation to assess its performance as well as provide recommendations to advance Board effectiveness. The Board Chair maintains responsibility for this function.

The Board of Trustees will update the By-laws prior to the start of the 2022-2023 academic year.

In keeping with the school's commitment to amplifying the student voice, the Academic Councils Engaging Students (ACES) will submit a brief annual report to the Board of Trustees outlining student leadership initiatives and achievement.

**Standard 3.1: Organization and Governance
(Board and Internal Governance)**

Please attach to this form:

1) A copy of the institution's organization chart(s).

2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

<https://www.williamjames.edu/about/profiles/human-resources/upload/wjc-org-chart-2021.pdf>
<https://msppedu.sharepoint.com/:b:/r/sites/NECHESelfStudy2021/Shared%20Documents/Standard%203/Second%20Amended%20and%20Restated%20By-Laws%20-%20William%20James%20College,%20Inc.pdf?csf=1&web=1&e=cfByAQ>

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity

M. Gorman Psychological Associates, Inc.

Website location of documentation of relationship

<https://www.williamjames.edu/community/department-of-community-engagement/brenner-center/index.cfm>

Governing Board

By-laws

Board members' names and affiliations

Website location

By-laws kept by Asst. Clerk of the Corporation

<https://www.williamjames.edu/about/profiles/board-of-trustees.cfm>

Board committees *

Academic Affairs/Enrollment & Student Life
Advancement
Business Development & Strategic Planning
Community Engagement
Executive
Facilities
Finance & Audit
Governance

Website location or document name for meeting minutes

Minutes kept by Asst. Clerk of the Corporation
Minutes kept by Asst. Clerk of the Corporation
Minutes kept by Asst. Clerk of the Corporation
Minutes kept by Asst. Clerk of the Corporation
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Minutes kept by Asst. Clerk of the Corporation

Major institutional faculty committees or governance groups*

Academic Policies and Standards Committee (APSC)
Curriculum Committee (CC)
Diversity Committee (DC)
Faculty Advisory Committee (FAC)
Faculty Stewardship Committee (FSC)
Scholarship and Research Committee (SRC)

Website location or document name for meeting minutes

https://msppedu.sharepoint.com/SitePages/Academic-Policies-and-Standards-Committee-(APSC).aspx
https://msppedu.sharepoint.com/SitePages/Curriculum-Committee-(CC).aspx
https://msppedu.sharepoint.com/SitePages/Diversity-Committee-(DC).aspx
https://msppedu.sharepoint.com/SitePages/Faculty-Advisory-Committee-(FAC).aspx
https://msppedu.sharepoint.com/SitePages/Faculty-Stewardship-Committees-(FSC).aspx
https://msppedu.sharepoint.com/SitePages/The-Scholarship-and-Research-Committee-(SRC).aspx

Major institutional student committees or governance

Academic Councils Engaging Students (ACES)
Leading Excellence Across Departments (LEAD)

Website location or document name for meeting minutes

https://www.williamjames.edu/student-life/dean-of-students/upload/student_leadership_structure.pdf
https://www.williamjames.edu/student-life/dean-of-students/student-organizations.cfm

Other major institutional committees or governance groups*

Council for Inclusive Excellence (CIE)
Institutional Review Board (IRB)
Curricular Review Committee (CRC) for Clinical PsyD
Rank and Promotion Committee
Intellectual Property
CARE Team

Website location or document name for meeting minutes

https://www.williamjames.edu/about/welcome/diversity.cfm
https://www.williamjames.edu/academics/centers-of-excellence/psychological-science/index.cfm
https://msppedu.sharepoint.com/:f:/r/sites/NECHESelfStudy2021/Shared%20Documents/Standard%203/Internal%20Governance/Curriculum%20Review%20Committee%20(CRC)?csf=1&web=1&e=twTmdY
https://www.williamjames.edu/academics/academic-affairs/upload/wjc-faculty-rank-and-promotions-guidelines.pdf
https://www.williamjames.edu/academics/academic-affairs/upload/wjc-intellectual-property-policy.pdf
https://www.williamjames.edu/student-life/campus/safety-and-security.cfm

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

M. Gorman is a non-for-profit corporation formed on June 1, 2005 to provide comprehensive psychological assessment to address problems of learning and adjustment for children, adolescents, and adults.

Standard 3.2: Organization and Governance (Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	12 Month Enrollment*		
			2 years prior	1 year prior	Current year
			(FY 2020)	(FY 2021)	(FY 2022)
			2019-2020	2020-2021	2021-2022 Preliminary
Main campus	Newton, MA	8/1/2012	858	917	925
Other principal campuses					
Branch campuses (US)					
Other instructional locations (US)					
Branch campuses (overseas)					
Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	12 Month Enrollment		
			2 years prior	1 year prior	Current year
			(FY 2020)	(FY 2021)	(FY 2022)
			Fall 2019	Fall 2020	Fall 2021
Distance Learning Programs					
Programs 50-99% on-line	5	10/25/10	134	127	144
Programs 100% on-line	5	10/25/10	26	33	56
Correspondence Education	N/A	N/A	N/A	N/A	N/A
Low-Residency Programs	N/A	N/A	N/A	N/A	N/A
Competency-based Programs	N/A	N/A	N/A	N/A	N/A
Dual Enrollment Programs	N/A	N/A	N/A	N/A	N/A
Contractual Arrangements involving the award of credit (Bachelor's Prog)	2	Spring 2018	6	6	13

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

Enrollment is based on IPEDS 12-Month Enrollment Surveys (July 1 to June 30) and Fall Enrollment Surveys for Educational Modalities. Standard WJC Annual Reporting includes Summer, Fall, Spring June 1 to May 31.

Distance Learning data comes from the IPEDS Enrollment Surveys. Programs 50-99% online = students enrolled in at least one distance education course; Programs 100% on-line = students enrolled exclusively in distanced education courses.

Fall 2021 100% Online programs include (1) Master of Arts in Applied Behavior Analysis; (2) Master of Arts in Clinical Mental Health Counseling; (3) Masters of Organizational Psychology; and (4) Master of Arts in Psychology. In Spring 2022, the College will launch a 5th Online program: Graduate Certificate in School Leadership.

Current articulation agreements for the undergraduate program include the Massachusetts Transfer Guarantee for Community College Students and Mount Wachusett Community College.

Standard Four – The Academic Program

Description:

William James College strives to be a preeminent school of psychology that integrates rigorous academic instruction with extensive field education and close attention to professional development. We assume an ongoing social responsibility to create programs to educate specialists of many disciplines to meet the evolving mental health needs of society. As such, the programs offered at WJC each integrate our core values of Experiential Education, Social Responsibility, and Personal Growth. At the higher institutional level, and within each program, WJC strives to assure that all programs are of the highest quality and prepare our students for careers in psychology and other aspects of mental health care. We work collaboratively with our new Center for Workforce Development and with community agencies and stakeholders to ensure that our programs are responsive to the needs of society, helping to fill the need in the areas of leadership and direct behavioral health services.

William James College’s programs of academic study are housed in four academic departments: Clinical Psychology, Counseling and Behavioral Health, Organizational and Leadership Psychology, and School Psychology.

Figure 4: The type, number, and distribution of WJC’s academic degree and certificate programs, Fall 2021

Department	Bachelor’s	Master’s	Master’s/CAGS	Doctorate	Certificate
Clinical Psychology	-	-	-	1	-
Counseling and Behavioral Health	1	2	-	-	1
Organizational & Leadership Psychology	-	1	-	1	2
School Psychology	-	1	1	1	1
Total	1	4	1	3	4

WJC offers a total of 13 programs (3 doctoral programs; 4 MA; 1 MA/CAGS, 4 graduate certificates and 1 undergraduate BS program). Undergraduate education in Psychology and Human Services that leads to a bachelor’s degree through a completion program for students that transfer with a minimum of 60 credits is offered within the Counseling and Behavioral Health Department. Graduate programs that lead to the M.A., C.A.G.S. and Psy.D. degrees and graduate certificates are housed in each academic department. We offer degrees in clinical psychology, school psychology, leadership psychology, organizational leadership, organizational psychology, executive coaching, psychology and clinical mental health counseling. Each department is overseen by a Department Chair who reports to the Vice President for Academic Affairs, and who collaborates with their faculty in the design, implementation, and evaluation of their programs.

Information about the academic program of each department is published on the College’s website under the departmental and program pages, which include faculty information, detailed programs of study, course descriptions, admission requirements, costs, financial aid, and other relevant information. Individual courses can be found in the online course catalog.

Assuring Academic Quality

The College's Vice President for Academic Affairs (VPAA) and Assistant Vice President for Academic Affairs (AVPAA) are responsible for assuring that the programs developed and proposed within individual departments meet the basic quality standards of the institution and that there is reasonable consistency in quality among them. The VPAA and AVPAA are informed in their decision making by an Institutional Curriculum Committee that is made up of representatives across all departments. This Committee first reviews all new proposals before they are sent to the VPAA and AVPAA for final decisions. All programs are provided with adequate faculty and administrative staffing.

Each academic department has committees that participate in the development and monitoring of the integrity and quality of the courses and the programs. For example, the Clinical Psychology department has a departmental Curriculum Committee. The Counseling and Behavioral Health Department has course committees led by faculty coordinators that then bring information and recommendations to the department faculty. These committees ensure faculty engagement, participation, and transparency.

At the institutional level there are student and faculty manuals containing academic policies and procedures. These handbooks and the descriptions of academic programs are regularly reviewed and updated to remain consistent with changes in the field, regional and professional accrediting agencies requirements, and when appropriate, professional licensure requirements. Programs that have external accrediting bodies follow the accrediting cycle of those organizations. Our other programs undergo external reviews by qualified experts in that specialty area at least every five years.

The departments of Clinical Psychology, Counseling and Behavioral Health, Organizational and Leadership Psychology (OLP), and School Psychology are each led by a Department Chair, with the two larger departments aided by an Associate or Assistant Chair. WJC places great value on external accreditation and aspires to the highest level of accreditation for each of its programs. Each program is subject to standards established by the relevant professional group that accredits programs in its area. Thus, each program has a core curriculum and, except for the M.A. in Psychology program, supervised field experiences that are monitored from within the College and from outside the College, via external accrediting bodies or contracted external reviewers. Those programs that participate in professional accreditation reviews prepare their self-studies according to the accreditation bodies' schedule. Other programs schedule external reviewers every five years.

Admission to all graduate programs require the successful completion of an undergraduate degree from a regionally accredited program, an undergraduate GPA of 3.0 and fluency in the English language. Other requirements vary by program, such as the Graduate Record Examination, which has is typically required by the Clinical Psychology doctoral program but has been waived during COVID-19 for the Fall 2020 and 2021 cohorts.

Programs

The Clinical Psychology department is home to the American Psychological Association's (APA) accredited Clinical Psychology doctoral (Psy.D.) program, which takes a minimum of five years to complete. Upon completion of this program, graduates are eligible for licensure as Psychologists with a certification as Health Service Providers in the Commonwealth of Massachusetts.

The Counseling and Behavioral Health department is home to four programs, all of which admit students in the fall and spring semesters. The Master of Arts in Clinical Mental Health Counseling is offered both on campus and in a hybrid format. The on-campus program can be completed in two, two and a half, three, or three and a half years (depending on whether a student chooses the part-time or full-time option and their entry point). The Master of Arts in Clinical Mental Health Counseling hybrid program can be completed in two and a half or three years, depending on whether a student enrolls in the spring or fall semester. Both programs lead to licensure as a Licensed Mental Health Counselor in Massachusetts. The Master of Arts in Psychology program is delivered asynchronously online and can be completed in one (full time) or two (part-time) years and has entry points in the fall and spring semesters. The Bachelor of Science in Psychology and Human Services, an undergraduate BS completion program, admits students who have completed at least 60 credits. This degree can be completed in three years part-time or two years full-time. It is delivered online with residencies held twice a semester for each course. The Graduate Certificate Respecialization in Couples & Family Therapy is offered in person and can be completed in one academic year full time, or two academic years part time.

The Organizational and Leadership Psychology department is home to the Doctor of Psychology (Psy.D.) in Leadership Psychology program, the Master of Arts in Organizational Leadership program, the Master of Arts in Organizational Psychology program, the Graduate Certificate in Executive Coaching program, and the Graduate Certificate in School Leadership program. The Leadership Psychology doctoral program can be completed in four years full-time or six years part-time and is offered in a hybrid model with online coursework and in-person residencies. The Master of Arts in Organizational Leadership program can be completed in 11 months full-time or in 23 months if a student chooses to pursue the degree part-time. The degree is offered in both blended (includes in person residencies) and online only formats. Similarly, the Master of Arts in Organizational Psychology program can be completed in 11 months full-time or in 23 months if a student chooses to pursue the degree part-time. This degree is also offered in both blended and online only formats. Finally, the Executive Coaching Graduate Certificate, approved by the International Coaching Federation (ICF) can be earned in eight months and follows a hybrid model with online coursework and in-person residencies. The Graduate Certificate in School Leadership for Educational Equity, Racial Understanding and Organizational Transformation can be completed over three semesters. All courses are delivered in a blended format with a combination of asynchronous and synchronous learning.

The School Psychology Department houses the School Psychology Master of Arts and Certificate of Advanced Graduate Studies (MA/CAGS) program, the School Psychology Doctoral (Psy.D.) program, and the Applied Behavior Analysis (ABA) Master of Arts and Certificate programs. The School Psychology Master of Arts and Certificate of Advanced Graduate Studies (MA/CAGS) program, accredited by the National Association of School Psychologists (NASP), can be completed in three years full-time. The School Psychology Doctoral (Psy.D.) program, accredited by the American Psychological Association (APA), can be completed in 6 years. The Master of Arts in Applied Behavior Analysis program can be completed on-campus or online in four consecutive semesters (full-time) or six consecutive semesters (part-time). The Certificate in Applied Behavior Analysis is completed online or in person over four consecutive semesters.

Program Learning Goals

The learning goals and requirements for each WJC program are published in multiple locations, including on the individual program webpages and in the program handbooks. For an overview of program goals and requirements, students and prospective applicants may visit the website for each program. The links for each program website are clearly visible through drop down menus on the College's main website. Additionally, each program publishes a program handbook that is available to the public for download through the individual program pages. These handbooks contain detailed descriptions of program learning goals and requirements, as well as essential program policies and procedures. In addition to program specific handbooks, students and prospective applicants may also obtain a copy of the Graduate Student Handbook, which contains policies and procedures germane to all graduate programs, and the Undergraduate Student Handbook, which contains policies and procedures relevant to the undergraduate program. These handbooks are frequently reviewed by Department Chairs, program directors, and faculty designees, and updated as best practices and professional guidelines evolve.

Within the Clinical Psychology program, a variety of tools are utilized to assure that students are receiving high quality academic experiences. The program utilizes data from yearly student assessment and planning conferences, comprehensive examinations, student professional portfolios, licensure statistics, alumni surveys, internship match rates, and time to program completion. These data are reviewed monthly by the Department Chair and Associate Chair.

The Clinical Psychology department has engaged in a number of activities to enhance the quality of academic offerings. Based upon a comprehensive review of data collected from yearly student assessment and planning conferences, doctoral project evaluations, comprehensive examinations, student professional portfolios, licensure statistics, alumni surveys, internship match rates, and time to program completion, the Clinical Psychology program has made a number of changes in the last several years. For example, the Curriculum Review Committee reviewed syllabi and course evaluations and recommended a course consistency initiative. In 2018 the Department began to implement this initiative to ensure that all students received the same quality education in courses with multiple sections. Courses were assigned consistency leaders who meet regularly with instructors to review syllabi and assure academic rigor and consistency across sections. This effort has resulted in a substantial improvement in the consistency of education received by students in the program. It has also led to improvements in the determinations of quality of readings and assignments across course sections as all materials are reviewed by a group of seasoned faculty members, rather than a single faculty member.

Based upon reviews of data from alumni surveys, employment trends, and recent requirements by the American Psychological Association, the Clinical Psychology department also engaged in a major curriculum overhaul that took effect in the Fall of 2019. This overhaul included restructuring the timing of courses to assure competencies were being developed at developmentally appropriate times. It also included dividing courses that taught related content into separate courses where more time and effort could be spent on essential components (e.g., dividing a supervision and consultation course into separate courses on supervision and professional consultation). As part of this overhaul, an additional research course was added to the curriculum so that students are better able to develop this competency during their first training year. This change has also impacted student preparedness for completing their final research project. Finally, the curriculum overhaul included the addition of courses viewed as unique and essential for the development of competent psychologists (i.e., courses in systems leadership and program evaluation).

The Counseling and Behavioral Health Department houses master's degrees in Clinical Mental Health Counseling and in Psychology and an undergraduate completion program in Psychology and Human Services. The Clinical Mental Health Counseling (CMHC) program systematically reviews the students' academic experience through the use of course evaluations, evaluations of students in the field, student's evaluations of their field experience, annual assessment and planning meetings, a comprehensive examination in the last semester of the program, alumni surveys, feedback from advisor/advising surveys and time to completion rates. The data from these assessments are evaluated by the Department Chair and the Assistant Chair and is used in faculty meetings for more immediate course correction, and in an annual faculty retreat to guide major programmatic revisions if needed. Within the past four years, the comprehensive examination administered during the last semester of the program has been undergoing changes based on the evaluation of several options for the test. The program has continued with the use of course coordinators who work with faculty (core and adjunct) teaching the same course to ensure consistency across sections and the sharing of teaching materials. During the 2020-2021 academic year the program decided to incorporate a measure of cultural intelligence, first with the fellows from the Leadership, Diversity and Resilience program, and starting in the summer of 2021, incorporating it in the diversity course. This measure, along with the training, is known as CQ, and will allow the program to measure improvement in cultural intelligence throughout the students' course of study. Additionally, the CMHC program was reviewed by an external evaluator in the fall of 2020 and recommendations are being reviewed for the 2021-2022 academic. The CMHC program online was launched in the fall of 2020 and it follows all the components of the on-campus program in terms of assuring academic quality, with the addition of monitoring the online component, which will be discussed at length later in this section.

The M.A. in Psychology program started in January 2020. This program reviews the students' progress through course evaluations, advisor surveys and time to program completion. As this program is very new and only has graduated one cohort, we will be monitoring closely how it develops and how it meets the program objectives.

The undergraduate program in Psychology and Human Services uses several methods to ensure the quality of the students' academic experience. Course evaluations, meetings with students and faculty, internship evaluations, and time to program completion are reviewed on a regular basis to provide course correction as needed. The program underwent a revision of the course numbering of the upper-level, more complex courses, which were submitted to the institution's Curriculum Committee for review, reassignment of numbers at the 300- and 400-level, and subsequent approval by the VPAA. New courses moving forward will follow the new numbering conventions. The program was reviewed by an external evaluator in the fall of 2020 and her recommendations are being implemented.

Within the School Psychology Department, in the MA/CAGS program, the first-year exam is used to measure student attainment of the information from the first year in the program. A passing score on the exam is required to matriculate to the CAGS portion of the program. Then in the final year of the MA/CAGS program, students are required to submit a case study portfolio with four cases (Assessment, Counseling, Behavioral Consultation and Academic Consultation) and orally defend their work integrating knowledge they have acquired during the program. Department-generated rubrics are used to rate students. A passing grade is needed on each case to graduate from the program. In the School PsyD program, all advanced standing students and students matriculated from the MA/CAGS part of the

MA/CAGS/PsyD program must pass a Measurement Competency Exams to remain in the program. To summarize, the program utilizes data from yearly student planning conferences, doctoral project evaluations, first year examinations, CAGS internship portfolios, licensure/certification statistics, alumni surveys, internship match rates, and time to program completion. These data are reviewed monthly by the Department Chair.

The Organizational and Leadership Psychology Department employs a variety of assessment tools and techniques to examine the student academic experience. The programs use course mid-point surveys to identify what is and is not working well in the course and course-correct if needed, end of course evaluations for course edits based on student feedback, scheduled Assessment and Planning/Advising meetings with the students (twice a year in the Leadership Psychology PsyD and four times a year in the MAOP program), doctoral project/capstone evaluations, comprehensive exams (MAOP only), Student Professional Portfolios, field placement evaluations, alumni surveys, and time to completion rates.

Program Support and Changes

The online programs offered by WJC are supported by the Office of Educational Development and Innovation. Fully online and online with residency required programs are offered by the Organizational and Leadership Psychology and by the Counseling and Behavioral Health departments. Faculty in the OLP department have offered online programs for over a decade and have kept abreast of technological developments during that time. The Program Directors, under the supervision of the Department Chair, employ work study students that monitor student participation in online courses and other quality elements. The Counseling and Behavioral Health department has offered blended (hybrid) courses for over a decade. The Department Chair, who has considerable experience teaching online and blended courses, ensures that faculty are trained to teach these courses and provides mentorship in the area. During the summer of 2019, the undergraduate program was placed in the Counseling and Behavioral Health Department and the Chair reviewed all the online components of the courses offered. This resulted in the creation of new templates for the courses and faculty training, which were already in place in the Clinical Mental Health Counseling M.A. program. In each department, Program Coordinators monitor that the courses are ready and published each semester on Canvas.

In preparation for the development of the newest programs in the CBH department launched in 2020, subject matter experts (SMEs) were identified and WJC contracted with a group of instructional designers to create the courses for the M.A. in Psychology online program, and the M.A. in Clinical Mental Health Counseling online program (which also requires a residence). The Department Chair had close oversight of the process and continues to provide mentorship and guidance to the faculty teaching in those programs.

The M.A. in Applied Behavior Analysis developed an online program in 2020. The Program Director also identified SMEs and used the instructional designers under contract with WJC. He oversees the quality of the courses and the program to make sure they comply with the requirements of the Association for Behavior Analysis International.

When changes are made to program requirements or curricula, students are provided with ample notice so that they may make appropriate arrangements. If changes are made while a student is in the middle of their course of study, they are given the opportunity to complete their course of study as it had originally

been proposed to them – unless doing so would be inconsistent with best educational practices or requirements by regional and professional accrediting agencies. As an example, the Clinical Psychology department made substantial changes to the curriculum in the clinical psychology doctoral program that took effect in 2019. Students who had enrolled in the program prior to 2019 were able to complete the curriculum they had begun, and courses were gradually phased out so as not to disrupt their course of study.

In August of 2019, it was announced that the School Psy.D. program would be phased out to end in December 2024, when the last of the current students are projected to graduate, and APA accreditation expires. The reason for the closure is that the market preference for school psychology in our area appears to be at the specialist level of training. Several students decided to leave doctoral study once they obtained their MA and CAGS degrees and were therefore eligible for licensure and employment as school psychologists without completing the doctoral degree. Program administration and faculty continue to meet with the remaining doctoral students as a group and individually. Curriculum plans for remaining PsyD-level courses for all existing doctoral students were created, and each student met individually with the Program Director to review planned course sequences. The Program continues to have stable leadership. The Program Director, Department Chair, and Core and Associated faculty will continue to meet monthly to design, implement, and evaluate the Program’s activities and educational offerings and to ensure continuing student support.

To further boost the academic quality of programs, the institution has also taken steps to develop and foster opportunities for faculty training in the most current pedagogical techniques. In 2019, the College created the Center for Faculty Development which was rebranded in 2021 as the Office of Educational Development and Innovation. This Office specializes in creating content and providing consultation to faculty across all programs in cutting-edge teaching methods. The Office has been responsible for organizing and running the annual faculty retreat where faculty are given the opportunity to engage in seminars focused on pedagogical techniques and earn continuing education credits. The Office also offers monthly faculty development seminars that provide briefer introductions to new teaching topics, as well as opportunities to learn new technologies related to teaching. To encourage faculty to seek out new learning opportunities, the center offers faculty development scholarships to support faculty in getting training in teaching methods/pedagogy. To assure that new college faculty are well versed in the preferred teaching methods of the institution, the Office of Educational Development and Innovation offers a mandatory new faculty orientation. Finally, faculty who specialize in teaching pedagogy and related topics around issues such as diversity, equity and inclusion are available to faculty across the institution for regular consultation.

Undergraduate Degree Program

The Bachelor of Science in Psychology and Human Services is a completion program. Students are admitted with an Associate degree or with at least 60 credits. The expected curriculum sequence is published on the website and it reflects an increased level of complexity in the undergraduate psychology and human services courses. Students take two to three courses each term if they are in the program part-time, or three to four courses each term if full time. They are awarded the degree after completing 120 credits. No single course can be used to satisfy more than one requirement. Students have the opportunity to pursue unrestricted electives prior to admission to the completion program or

while they are in the program. We are working on expanding the selection of electives starting in the fall semester of 2022.

The undergraduate students demonstrate competence in written and oral communication in English evidenced by their written papers and class presentations. They have a required course in Writing and Communication. The Academic Resource Center provides support for students who need help in this area. Students complete courses in statistics and research methods. Quantitative study and its application are central to the discipline of psychology and human services. Courses in ethics and sociology round out their knowledge and understanding of scientific, historical, and social phenomena, as well as ethical issues in the human services professions.

General Education

Admitted students to the B.S. in Psychology and Human Services are typically admitted with at least 20 of the 40 general education requirements. When students apply to the program, their previous courses are reviewed to ensure they have completed 34 credits, which is the Gen Ed block that community colleges provide in arts and humanities, sciences and social sciences. They complete the general education requirements with two courses we added. If they are lacking a course in areas we do not offer, they are referred to a community college to complete it.

The Major or Concentration

The program specializes in Psychology and Human Services and all the courses in the major lead to a solid foundation in these disciplines. Students are required to take a Senior Internship course, which consists of a practical, mentored experience in the field and a supervised weekly seminar. Students take required courses in statistics and in research designs and methods in psychological and social sciences to enhance their understanding of the literature in their chosen field.

Graduate Degree Programs

All degree programs at William James College are graduate degrees with the exception of the B.S. in Psychology and Human Services. All graduate programs have carefully designed curricula that seek to address all areas of knowledge within their respective fields, and to provide opportunities to develop competencies that are critical to maintaining successful careers. The demands on students' intellectual and creative capacities are significantly greater than those expected at the undergraduate level. Each program seeks to build upon the knowledge and competence that students acquired at the undergraduate level. These efforts are achieved through the careful selection of advanced readings, engagement in exercises and assignments to demonstrate advanced knowledge and competence, and professional activities that require an advanced degree of autonomy and professional maturity.

Within the Clinical Psychology department courses and field training opportunities lead to the Psy.D. degree in Clinical Psychology. This program prepares practicing clinicians through coordinated ongoing academic and applied experience. Throughout the five-year program, coursework is coordinated with field placement experiences, providing a strong academic and experiential base for understanding and treating human problems and managing systems. The curriculum is designed to provide broad and rigorous training in clinical knowledge and skills and is constructed in keeping with the requirements of

the American Psychological Association (APA) and state licensing requirements. Faculty within the department are vetted to assure that they have earned degrees from regionally and professionally accredited programs relevant to the field of clinical psychology. The clinical department also maintains a ratio of one faculty member to every 12 enrolled students to assure that students receive adequate guidance and mentorship, and that goals around program objectives and improvement are achieved.

Within the Counseling and Behavioral Health department, the Clinical Mental Health Counseling program leads to a Master of Arts Degree. The curriculum and field experiences follow the standards from the Council of Accreditation for Counseling and Related Educational Programs (CACREP). Students who graduate from the program meet the pre-master's educational and field experience requirements to get licensed as mental health counselors (LMHC) in Massachusetts and in many other states. Students who choose the Couples and Family Therapy concentration also meet the pre-master's criteria for the license as a marriage and family therapy credential (LMFT) in Massachusetts and other states. Faculty who teach in the program have relevant degrees, licensure and training, and experience in the field. The faculty to student ratio is 1:12, and the program consistently receives high marks in the advising surveys and students consider advisors as their mentors. Students take a Research and Program Evaluation course in which they design a program evaluation. Students learn the importance of research-informed clinical practice throughout their courses. The Master of Arts in Psychology has faculty with relevant degrees, professional licensure and experience in the field. The faculty to student ratio does not exceed 1:12. Students in this program take a Statistics course and a Research and Program Evaluation course.

Within the Organizational and Leadership Psychology (OLP) department, the Leadership Psychology program leads to a PsyD degree, the Organizational Psychology program leads to a Master of Arts degree, the Organizational Leadership program leads to a Master of Arts degree, the School Leadership for Educational Equity (GCSL) leads to a Graduate Certificate, and the Executive Coaching program (GCEC) leads to a Graduate Certificate. All faculty in the OLP department are scholar-practitioners who hold degrees in a field related to Organizational and Leadership Psychology from accredited programs and who also practice in the field.

Within the School Psychology department, the Master of Arts (MA) and Certificate of Advanced Graduate Studies (CAGS) program, follows the standards of the National Association of School Psychologists (NASP). The School Psychology Doctoral (Psy.D.) program is constructed in keeping with the requirements of the American Psychological Association (APA) and the Commonwealth of Massachusetts licensing requirements for a Psychologist at the Health Service Provider (HSP) level. The faculty is vetted to ensure they have relevant degrees, professional licensure and experience in the field. Student in the MA/CAGS program take a statistics class and a research class. As part of those courses, students are required to design and carry out a project. At the PsyD Level students complete an independent doctoral project.

The Master of Arts and Certificate in Applied Behavior Analysis programs follow the requirements of the Association for Behavior Analysis International, which has verified the coursework for eligibility to take the Board Certified Behavior Analyst® Examination. Faculty in the ABA program have relevant degrees, professional licensure and experience.

William James College faculty is responsible for the College's graduate programs and are experienced professionals in the field, with the vast majority licensed in their area of expertise. Faculty within the graduate programs are expected to demonstrate a record of scholarship that exceeds what is expected at the undergraduate level. Within the last five years, the College developed a rank promotion system for faculty to further incentivize an ongoing commitment to scholarship. For faculty to be promoted in rank, they must demonstrate excellence in 1) Teaching and Educational Leadership, 2) Innovation, Expertise and Community Engagement, and 3) Investigation and Research. Through collaboration with the College's Center for Psychological Science and the college-wide Scholarship and Research committee, a faculty seed grant was also developed to further support faculty research. Twice a year, faculty are provided with an opportunity to submit proposals for two biannual awards of \$5,000 to fund research projects. Many faculty members present at professional meetings on a regular basis, and faculty from across the College encourage students to join them in research endeavors.

Students admitted to graduate programs must meet minimum standards related to identified predictors of graduate school academic performance including undergraduate grade point average (GPA), letters of recommendations from academic faculty and work supervisors (where applicable) and a writing sample (an admissions essay). Some of the graduate programs require the Graduate Record Examination (GRE). Furthermore, each graduate program has developed a series of checklists and evaluations to assess candidates' levels of professionalism, maturity, capacity for critical thinking, and the degree to which their stated and demonstrated values are consistent with the mission of the College and the field within which they would work. Each applicant is interviewed by faculty who conduct a thorough interview to assure that applicants meet these standards and are prepared to engage in graduate study.

College and Departmental Concentrations

Because William James College is a school of psychology, all students in all departments and programs focus their studies within different sub-areas of psychology. While the Clinical Psychology program strives to prepare students that will become qualified Health Service Providers who use research to guide their clinical practice, students are given the opportunity to pursue concentrations within this program. Each concentration is directed by a senior faculty member who oversees courses offered within the concentration, as well as the specialized field placements that are offered to students. To complete a concentration, a student completes between six and nine elective credits that are drawn from their general elective credit pool. Additionally, students engage in field training placements that are relevant to their concentration topic and complete a final doctoral research project that is also relevant to their concentration topic. Concentrations within the Clinical Psychology program include Children and Families of Adversity and Resilience, Forensic Psychology, Geropsychology, Health Psychology, and Neuropsychology.

Within the Counseling and Behavioral Health department, students in the M.A. in Clinical Mental Health Counseling program (on campus) have the option of pursuing a generalist track or to specialize in one of the following areas of emphasis: Couples and Family Therapy, Forensic and Correctional Counseling, Health and Behavioral Medicine, and Substance Use and Addiction Counseling. A new concentration in LGBTQIA+ Studies is being launched in the Spring of 2022. Students complete nine required credits in the chosen area (twelve for the Couples and Family Therapy track), and a specialized placement and clinical seminar during their internship experience. Each specialty is directed by a faculty member with a specialization in that area who provides curriculum and field experience oversight and

mentorship to faculty and students in that area. Students also can choose a college-wide concentration which requires five to eight credits above the degree requirements, and field training with exposure to their area of concentration.

The Organizational and Leadership Psychology department offers students several different options for concentrations. Students in the Leadership Psychology PsyD program have the option to join the Neuroscience of Leadership Area of Emphasis, Leading Non-Profits and NGOs Area of Emphasis, or the Educational Leadership Concentration. An Area of Emphasis is six credits, and a concentration is nine credits. Students who participate in an Area of Emphasis or Concentration also include aspects of these areas in their Doctoral Projects as well as in at least one of their Field Placements.

The School Psychology Department students in the MA/CAGS Program and PsyD Program may choose to complete a concentration in Children and Families of Adversity and Resilience or several of the other college-wide concentrations such as African and Caribbean Mental Health, Asian Mental Health, Global Mental Health and Latino Mental Health. To have a concentration, students complete an additional three to five elective credits and engage in field training placements that are relevant to their chosen concentration topic.

In addition to concentration opportunities within departments, the College also offers a series of concentrations that are available to students across all graduate programs, known as college-wide concentrations. Like the department specific concentrations, the college-wide concentrations are directed by senior faculty who oversee the selection of courses offered and field placement experiences. College-wide concentrations are offered through the Center for Multicultural and Global Mental Health (CMGMH) and the Military and Veterans Program (MVP). The CMGMH offers concentrations in African and Caribbean Mental Health, Asian Mental Health, Global Mental Health, and Latino Mental Health. These CMGMH concentrations require immersion experiences in addition to course work and field work. The MVP concentration requires students to: complete focused academic coursework, participate in two years of non-academic personal and professional development activities with other students, provide relevant direct services through field training, and conduct research in the areas of military and/or veteran matters.

Transfer Credit

The transfer of credit from other institutions to the undergraduate program is guaranteed for students with a GPA of 2.5 or higher and at least 60 credits from Mount Wachusett Community College, and William James College participates in the Massachusetts Transfer Guarantee ([Massachusetts Independent College Transfer Guarantee \(nebhe.org\)](http://www.mass.edu/transfer)) for students who complete an associate degree program at a Massachusetts Community College and have a minimum cumulative GPA of 2.5, also transferring the 34-credit block of general education courses. We continue to work to develop additional articulation agreements as needed.

To preserve the integrity of graduate degrees awarded by the various College programs, each graduate program accepts transfer credits on a strictly limited basis and no more than 20% of the total credits for the program. Transfer of credit policies for each department are publicly available to prospective students on each department's website, and in each department handbook. Courses taken at regionally accredited institutions that are taught by qualified faculty – and in which the breadth and scope of course

content is similarly covered are typically accepted for transfer. To ensure the relevance of coursework to current standards and practices, courses are only accepted for transfer credit if they have been taken within the prior five years. Some programs have unique transfer of credit policies due to regulations by professional accrediting agencies. This is documented on the WJC website. For example, the Clinical Psychology program does not accept transfer credit for courses that were taken entirely online. However, in light of the COVID-19 pandemic, this policy was waived – with approval from the American Psychological Association so that courses taken online during the height of the pandemic would be accepted if they met all other transfer of credit criteria.

Integrity in the Award of Academic Credit

Consistent with Standard 4.36, the College maintains clear and ongoing authority and administrative oversight for the academic elements of all courses for which it awards institutional credit or credentials. This is assured by each department relying on their Department Chairs, or departmental curriculum committees to first review any proposals for new credit bearing course offerings. Proposals that pass through this phase are submitted to the Institutional Curriculum Committee (ICC) for further review and oversight. The ICC is comprised of faculty representing all departments across the institution. If approved by the ICC, new course proposals are submitted to the VPAA for final approval. This multi-layered approach assures the integrity in the award of academic credit.

Academic credits are awarded by the faculty, all of whom have the appropriate credentials and experience for creating curriculum. The College sets the minimum degree requirements as per NECHE policy. Credit hour standards apply equally to non-matriculated (non-degree seeking) students who participate in the same courses as our matriculated students. For graduate students, faculty determines whether or not the degree requirements have been met, using data from course grades, attainment of competencies in the classroom and in the field, passing of comprehensive or other examinations, and in the doctoral programs, completion of a doctoral project.

Students complete a module on academic integrity as part of their orientation to their program before the start of classes. In cases of academic dishonesty, faculty must report any allegations to the Program Director and Department Chair and follow the procedures outlined in the [Student Handbook](#).

COVID-19 Implications:

In light of COVID-19 crisis, WJC made several modifications to our academic operations. The College took substantial steps to assure that access to the admissions process continued to be available to applicants. For example, in acknowledgement of the fact that most applicants were unable to schedule times to take the GRE, the Clinical Psychology department temporarily waived this requirement. The Organizational and Leadership Psychology Department scheduled ‘Coffee Hours’ with faculty and interested potential applicants to answer questions and support them in removing any barriers that may have been impacting their ability to apply to the programs. The OLP department does not require the GRE and takes an individualized approach to applicant interviews where interviews are scheduled based on faculty and applicant availability and conducted on Zoom video conference. This did not change during the COVID-19 crisis. The Counseling and Behavioral Health department offered information sessions remotely on a regular basis and by appointment. The College conducted all admission interviews remotely. One unintended result of the remote interviews was that many out-of-state

applicants expressed that they felt the process removed the barrier of traveling and lodging and allowed them to get a feel for the College and the faculty without having to spend a substantial amount of money. In recognition of this benefit, the College will continue to offer remote admission interviews going forward as an option. We moved to a Credit/No Credit system for all programs for Spring 2020 and changed to a student choice for grades versus Credit/No Credit system for Summer 2020-Fall 2021. Traditional delivery programs were delivered remotely for the remainder of the Spring 2020 semester once the pandemic emerged and remained as such through Summer 2021. We migrated to a using a high flex model for Fall 2021, however faculty input suggested notable challenges with this model despite investments in technology and faculty training in teaching pedagogy. Given the strong faculty sentiment expressed and improving rates of COVID-19 transmission, we are planning for an in-person Spring 2022 semester. We will continue to monitor pandemic conditions closely and adjust accordingly.

Appraisal

The academic programs are strong and well-resourced as noted above. Reviews of our accredited programs have been excellent. We experienced a 3-month probation by APA for our Clinical PsyD program due to changes to evaluation forms and internship policy that needed to be made in order to adhere to new standards. This was a period of challenge for the College as this program is our flagship and largest enrolled program for which we have a very strong reputation. We were quickly able to restore full accreditation and emerged a stronger program. The programs which do not have an accreditation also received stellar reviews by external consultants.

We have had more success in terms of stronger enrollment in some programs while struggling to meet enrollment goals in others. For example, we are in the process of phasing out our School PsyD program because of attrition and low enrollment. Students were satisfied with the CAGS degree they received enroute and tended not to complete the program. New enrollments declined in recent years due to trends in employment. As such, the College made the decision to seek Accredited, inactive status for that program with the APA. The College has honored the commitment to all enrolled students and is supporting the program until the last school PsyD student graduates. The BS Completion program has been growing more slowly than anticipated and has had variable attrition, with the following retention rates (Fall 2018 = 71%; Fall 2019 = 63%; Fall 2020 = 82%). Upon examination, the AY2020 year attrition was due to students experiencing medical and personal circumstances that prevented them from continuing in the program. Some of the personal circumstances included increased workload or personal responsibilities. We have implemented a closer follow up from the advisors to help students gauge their ability to complete coursework or to take on less credits if needed to help them continue in the program. The College has expanded programming with more online offerings than in previous years which we believe encourages enrollment and increases accessibility. WJC has also supported the educational community beyond our college by assisting with teach out plans for Forrest Institute, Argosy, and Becker College and kept NECHE abreast of our role.

The College has long been invested in assuring that opportunities exist for students to specialize in a wide range of topics within the broad domains of psychology and mental health care. To that end, a wide range of opportunities exist for students across all programs. We note this as a particular strength of the College and student surveys indicate this is among the top reasons students select to attend our institution. To assure that resources are equitably shared across these concentrations and experiences, the College created a new role for a concentration coordinator who works collaboratively with

concentration directors to ensure that all concentrations have updated information available to students, that there is a mechanism to disseminate information (e.g., a concentration fair) prior to students choosing a college-wide concentration.

As an institution, we have made great strides towards meeting projections made during prior periods of self-evaluation. For example, at the time of the interim report prepared for (then) NEASC in 2017, we discussed plans to develop a Black Mental Health initiative designed to infuse all academic programs with a greater number of African American students. A yearlong initiative followed and culminated in the development of the Black Mental Health Graduate Academy in 2016. Since the inception of the Black Mental Health Graduate Academy, the number of Black students within the academy and across masters and doctoral programs grew by approximately 240%. Additionally, academy scholars have demonstrated a record of outstanding accomplishments, including student leadership positions, scholarships, awards, and participation in networking and professional development activities.

The Clinical Psychology and Counseling and Behavioral Health departments have continued to seek out opportunities to enhance the diversity of our student body through funding opportunities for students from economically or educationally/environmentally disadvantaged backgrounds. In 2020 both departments applied for and were awarded grants by the Health Resources and Services Administration (HRSA) Scholarships for Disadvantaged Students program. These scholarships are designed to diversify the behavioral health workforce by retaining students who are underrepresented in the field. Only six programs in the New England area were awarded these grants, two of which were given to William James College. The grants were awarded to the students in the Clinical PsyD program and to students in the M.A. in Clinical Mental Health Counseling (on campus). For the year 2020-2021 it provided \$32,500 in yearly scholarship funds each to 20 students in each program. The grants were renewed, and the scholarships for 2021-2022 provide \$31,497 in yearly scholarship funds for 20 students in each program. Both programs have created fellowships to support the students who receive the scholarships. The Clinical PsyD program created the Specialized Training and Academic Retention (STAR) Fellowship. The Clinical Mental Health M.A. program created the Leaders in Diversity and Resilience (LDR) Fellowship. Both fellowships support students with faculty and student or alumni mentorship, focused training on cultural competence, and networking opportunities.

The Organizational Leadership Psychology department has grown and matured since its inception over 10 years ago. During this time, the infrastructure within the OLP department has also grown to include 27 faculty. Coinciding with the growth of the student body and faculty have been the addition of four concentrations/areas of emphasis in the PsyD program, one in the MAOP program and a new concentration/certification in Aspiring Principals in Educational Leadership. The program has demonstrated substantial innovation in launching a Neuroscience of Leadership laboratory. Also of importance, in recent months, the program launched a committee on Dismantling Systemic Racism in the field.

In our interim report to NEASC, the Counseling department indicated that data would be collected from alumni to publish a report on our website to offer information to prospective applicants. We have been publishing that information for the past several years, updating it with the Alumni Survey information. We completed a curriculum mapping for the CMHC program that was submitted with a self-study to CACREP in 2017. At that time, CACREP responded to our application with a request to withdraw, mainly given the fact that according to their guidelines, our doctoral clinical and counseling psychology

faculty do not fulfill their requirement as counselor educators (having a Ph.D. in Counseling Education). We have continued to conform our program to the CACREP standards, but have paused in our pursuit of their accreditation, as we would have to dismantle the current program and hire an entire new faculty if we were to get accredited by them. Our students have consistently obtained licensure as mental health counselors in many states across the U.S. without that accreditation, which is not required for licensure in Massachusetts.

Projection

Cultural competency is a key goal of all of the WJC programs. Many of the programs have already made substantial changes. Two of our departments have additional goals in this area. OLP department will develop programs and partnerships to benefit aspiring minority leaders and change agents, develop programs and partnerships to benefit leaders and change agents in non-profits serving underserved populations, develop programs and partnerships to develop culturally competent, anti-racist leaders and social justice change agents in helping professions like occupational therapy. The program will introduce e-portfolios to help students manage competency and professional development, and to continuously develop a diverse faculty body in the areas of pedagogy, cultural competence and anti-racist leadership. The Counseling and Behavioral Health Department will bring to fruition its beginning effort in implementing training and measures of cultural intelligence (CQ) in the diversity course and in the overall programs at both the graduate and undergraduate levels.

The Bachelor of Science in Psychology and Human Services will focus on providing more support to the current students with closer monitoring and follow up to improve retention. A curriculum review by the Program Director will take place in the Spring of 2022 to add more courses in human services as recommended by our external reviewer.

**Standard 4.1: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)**

Fall 2021 Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	N/A	17	161	0	346	N/A	N/A	524
Main Campus PT	N/A	20	36	0	188	N/A	N/A	244
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	0	37	197	0	534	0	0	768
Total FTE	N/A	9.67	251.56	N/A	617.78	N/A	N/A	879.01
Enter FTE definition:	N/A	Total Registered Credits/12	Total Registered Credits/9	N/A	Total Registered Credits/9	N/A	N/A	
Degrees Awarded, Most Recent Year	N/A	6	121	N/A	104	N/A	N/A	231

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Master's Degree Completions includes en route Master's degrees awarded for Clinical PsyD students. Degrees Awarded is IPEDS Completion Data from July 1, 2020-June 30, 2021. Degree-Seeking Enrollment is from Fall 2021 Census and excludes 29 non-degree-seeking students (reported on form 4.2). FTE formula = UG Total Registered Credits/12; GR Total Registered Credits/9. Graduate Certificates (Title IV eligible and Non-eligible) are reported on form 4.2.

**Standard 4.2: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)**

Fall 2021 Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates (Cert. of Advanced Graduate Studies)	Non-Matriculated Students	Title IV - Non-Eligible Graduate Certificates	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	28	0	10	38	524	562
Main Campus PT	16	29	3	48	244	292
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	44	29	13	86		86
Total FTE	48	9.67	11	69	879	947.68
Enter FTE definition:	Total Registered Credits/9	Total Registered Credits/9	Total Registered Credits/9			
Certificates Awarded, Most Recent Year	34	N/A	21	N/A	231	286

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Certificates Awarded is IPEDS Completion Data from July 1, 2019-June 30, 2020.
 Enrollment is from IPEDS, Fall 2019 and includes 38 certificate-seeking or non-degree-seeking students.
 FTE formula = UG Total Registered Credits/12; GR Total Registered Credits/9. All non-matriculated students for Fall 2021 are considered GR.
 MA/CAGS are Title IV eligible. All other Graduate Certificates are not Title IV eligible.

**Standard 4.3: The Academic Program
(Headcount by UNDERGRADUATE Major)**



For Fall Term, as of Census Date

Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2018)	(Fall 2019)	(Fall 2020)	(Fall 2021)	(Fall 2022)

Certificate (add more rows as needed)

Projections

N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	0	0	0	0	0	0

Associate (add more rows as needed)

N/A	N/A	N/A	N/A	N/A	N/A	N/A
Undeclared						
Total	0	0	0	0	0	0

Baccalaureate (add more rows as needed)

Psychology and Human Services (Blended)	120	14	29	30	37	50
Undeclared						
Total	14	29	30	37	50	50
Total Undergraduate	14	29	30	37	50	50

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Undergraduate students must complete 120 credits overall; of those 120, 60 credits are earned at WJC.
 Undergraduate Enrollment is from the IPEDS Enrollment Survey, Falls 2017-2020.
 Psychology and Human Services (BS) program's first enrollment was in Spring 2017.
 Projections provided by the Vice President of Finance and Operations.

**Standard 4.4: The Academic Program
(Headcount by GRADUATE Major)**

For Fall Term, as of Census Date

	Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(Fall 2018)	(Fall 2019)	(Fall 2020)	(Fall 2021)	(Fall 2022)
Master's (add more rows as needed)						
						Projections
Clinical Mental Health Counseling (CMHC) (In Person & Blended)	60	93	89	109	146	160
Organizational Psychology (MAOP) (Blended & Online)	30	45	36	31	32	35
Applied Behavior Analysis (ABA) (In Person & Online)	34	14	10	9	9	10
Psychology (MAP) (Online)	33	N/A	N/A	10	10	10
Total		152	135	159	197	215
Certificate of Advanced Graduate Studies						
School Psychology (MA/CAGS) (In Person)	66	55	57	47	44	45
Total		55	57	47	44	45
Doctorate (add more rows as needed)						
N/A						
Total		0	0	0	0	0
Doctor's Degree Professional Practice (PsyD) (add more rows as needed)						
Clinical Psychology (In Person)	134	440	465	471	456	460
Leadership Psychology (Blended)	98	51	57	61	66	70
School Psychology (In Person) (MA/CAG/PsyD or PsyD) - Phasing Out	120	18	15	16	12	10
Total		509	537	548	534	540
Other, specify (add more rows as needed)						
Graduate Certificate in Executive Coaching (GCEC) (Blended)	15	7	9	21	9	10
Graduate Certificate in School Leadership (GCSL) (Blended)	18	N/A	N/A	N/A	3	10
Graduate Certificate Respecialization in Couples & Family Therapy (In Person)	41	N/A	N/A	N/A	1	0
Graduate Certificate in School Climate and Social Emotional Learning (GSEL)	15	21	22	N/A	N/A	N/A
Graduate Certificate in Applied Behavioral Analysis (CABA) (In Person & Online)	21	N/A	N/A	0	0	0
Non Matriculated & Behavioral Health Service Corps (BHSC) (In Person)	N/A	7	7	25	29	30
Total		35	38	46	42	50
Total Graduate		751	767	800	817	850

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

GSEL is no longer running. The last academic year was 2019-2020. The program is under revision.
 Master's of Arts in Psychology started in Spring 2020. GCSL first enrollments were in Fall 2021. The BHSC first enrollment is in Fall 2020. CMHC program online was launched in Fall 2020. In August of 2019, it was announced that the School Psy.D. program would be phased out to end in December 2024, when the last of the current students are projected to graduate, and APA accreditation expires.
 Projections provided by the Vice President of Finance and Operations.
 CABA In person started in Fall 2020, no enrollments to date and in Fall 2021, CABA Online started, no enrollments.

**Standard 4.5: The Academic Program
(Credit Hours Generated and Information Literacy)**

Credit Hours Generated By Department or Comparable Academic Unit

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
				<u>2021-2022</u>	<u>2022-2023</u>
Undergraduate (add more rows as needed)	2018-2019	2019-2020	2020-2021	Preliminary	Projections
Psychology and Human Services (BS)	234	633	657	792	955
Total	234	633	657	792	955

Graduate (add more rows as needed)					
Clinical Psychology (PsyD)	11,695	12,239	12,395	11,369	11,514
Leadership Psychology (PsyD)	940	973	1,051	1,088	1,175
School Psychology (PsyD) & (MA/CAG/PSYD)	556	400	206	117	60
Clinical Mental Health Counseling (MA)	2,715	2,587	3,157	3,898	4,757
Organizational Psychology (MA)	737	809	693	442	442
School Psychology (MA/CAGS)	995	1,082	1,011	962	962
Applied Behavior Analysis (MA)	330	278	186	119	119
Psychology (MA)	N/A	36	189	252	252
Graduate Certificate in Executive Coaching (GCEC) (Blended)	177	213	309	111	111
Graduate Certificate in School Leadership (GCSL) (Blended)	N/A	N/A	N/A	9	90
Graduate Certificate Respecialization in Couples & Family Therapy (In Person)	N/A	N/A	N/A	23	0
Graduate Certificate in School Climate and Social Emotional Learning (GSEL)	290	316	N/A	N/A	N/A
Graduate Certificate in Applied Behavioral Analysis (CABA) (In Person & Online)	N/A	N/A	0	0	0
Total	18,435	18,933	19,197	18,390	19,482

Information Literacy Sessions

	FY19	FY20	FY21	FY22	FY23
Main campus					
Sessions embedded in a class	6	6	6	6	6
Free-standing sessions (i.e., recorded video tutorials and guides via ARC)	1	1	1	1	1
Branch/other locations					
Sessions embedded in a class	N/A	N/A	N/A	N/A	N/A
Free-standing sessions	N/A	N/A	N/A	N/A	N/A
Online sessions (Online library module during orientation)	1	1	1	1	1
URL of Information Literacy Reports:	N/A				

Please enter any explanatory notes in the box below

The credits hours are annual and includes the following terms: summer, fall and spring. These credit hours will be different than those reported in the IPEDS 12-month enrollment survey as they use a different reporting term (July 1 - June 30). Preliminary 2021-2022 includes summer, fall, and preliminary spring 2022 data.

Psychology and Human Services (BS) program's first enrollment was in Spring 2017.

Librarians hold individual information literacy sessions as needed, incoming students complete the online library orientation module of the Canvas orientation course, and the Academic Resource Center (ARC) holds three information literacy sessions per semester, including research workshops, and provides guides to data bases and research for both undergraduate and graduate students. The ARC staff also conducts approximately 30 hours of individual research consultations per semester.

Preliminary 2021-2022 includes final Summer 2021 and Fall 2021 credits and preliminary Spring 2022 credits as of mid-November 2021.

Projections provided by the Vice President of Finance and Operations and Director of ADDIE.

Standard Five – Students

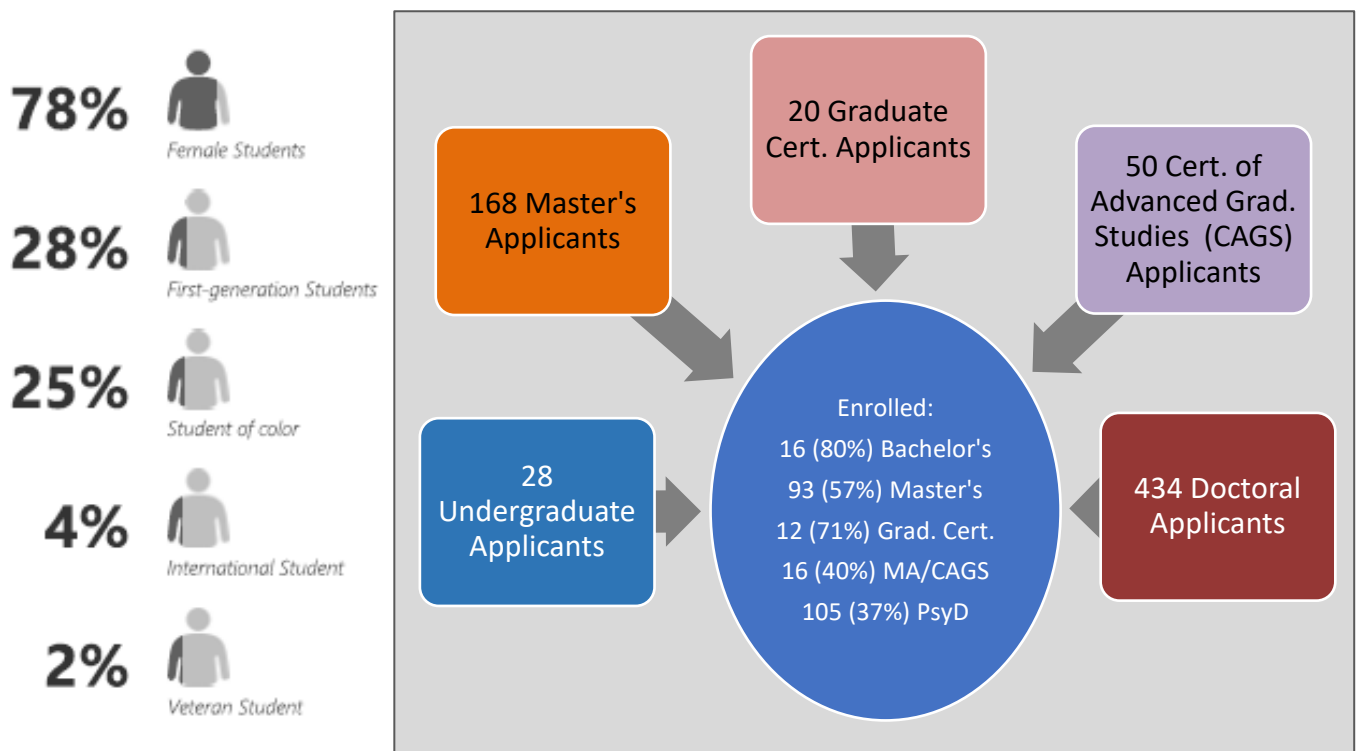
Description

Admissions

Each academic year William James College welcomes approximately 260 students who enroll in on-campus, blended, and online programs. WJC strives to give recruitment, and retention consideration to historically under-represented populations, including but not limited to ethnic/racial minorities, persons with disabilities, and all genders. WJC maintains non-discrimination, equal opportunity, and affirmative action policies in compliance with relevant legal requirements.

Observing principles and strategies of successful learning, each academic program tailor's application and interview standards to fit their specific student population and changing curriculum in a manner that creates an equitable platform for all. At the same time, academic programs reaffirm their commitment to students from marginalized socioeconomic backgrounds, including those whose native language is not English, who show promise in their application materials, writing sample, and during the interview process. All new students across all programs, are encouraged as needed to make use of the Academic Resource Center (ARC) where they may receive needed tutorial assistance and appropriate accommodations. Furthermore, at the end of each semester the academic leadership does a school-wide attrition review to explore the reasons and circumstance for students separating from the College, (e.g., investigating possible similarities, looking for trends, and developing proactive and reactive responses for the future).

Figure 5: Fall 2021 Applicants profile (N = 700)



During the Admissions cycle for Fall 2021 William James College had 28 completed applications for the undergraduate program and collectively 672 applications for all graduate programs. The undergraduate program enrolled 80% of accepted applications, the Graduate certificate programs enrolled 71% of accepted applicants, the Master's program enrolled 56.7% of accepted applicants, the Certificate of Advanced Graduate Studies program enrolled 40.0% of accepted applicants, and the Doctoral programs enrolled 37% of accepted applicants. This resulted in 242 new degree seeking students in Fall 2021. The incoming class is predominantly female, comprising 82% of the matriculating students. The newest class includes 36% first-generation college students, 4% Veterans, 2% international students, and 26% of the entering students bring racial and ethnic diversity to the community.

The William James College Marketing Department makes use of search engine optimization to reach interested parties who are seeking professional training that matches the College programs. The William James College website attracts an average of 322,000 visitors per year and is the first source of information to the outside world as to whom we are and what we offer. It provides a YouTube video library containing program specific videos, a guided campus tour, faculty-led informational videos, and webinar recordings that visitors are encouraged to view. Social Media platforms are frequently refreshed and leveraged to keep the public informed of the College's diverse programming. Networks such as Facebook, Instagram, LinkedIn, and Twitter have garnered over 12,000 William James College followers.

An online inquiry form is available to possible applicants who wish to meet with an Admissions representative and to learn more about any program. A telephone call follows and, if desired, a scheduled meeting can occur. Leads are placed in electronic campaigns that inspire a next step in the process that include webinar opportunities, application deadline reminders, enrollment information, and informational events.

Standards, qualifications, and expectations of William James's students are presented in materials that are provided to prospective applicants. The [Undergraduate Student Handbook](#), [Graduate Student Handbook](#) and individual [program Handbooks](#) outline retention policies and procedures.

We seek candidates with a high level of academic and clinical aptitude as well as a set of personal characteristics that will enable students to function creatively and effectively in solving a wide variety of human problems. Materials additionally emphasize that we seek a diverse group of students who will form the next community of practitioners. To ensure the success and integration of these students within the WJC community, the College creates opportunities that are both cocurricular and social. The Dean of Students office manages many interdisciplinary programs to attract students from all academic disciplines. These events are built to educate and connect the College's community members. The Dean's office also offers many community service projects, social events, and wellness events for students to participate in the community outside of the classroom. There are nearly a dozen student organizations available to members of the community. Approximately one-third of these groups are affinity groups, some examples are the Asian Student Group, Rainbow Alliance (LGBTQ), and Military and Veterans Group, which allow students to connect with others with similar history, culture, and backgrounds. Further WJC concentrations in African and Caribbean Mental Health, Asian Mental Health, Global Mental Health, Latino Mental Health, and Military & Veterans Psychology not only

support those who participate but also lead programs and workshops open to the entire college community which add to the inclusivity of the WJC community.

Each applicant is evaluated on several specific criteria, including but not limited to motivation, self-awareness, sensitivity, creativity, emotional stability, maturity, preparation and planning for graduate studies, career potential, and cultural responsiveness. While the Admissions Office centrally oversees the recruitment, application, and enrollment processes, the decision as to whether to admit an applicant is made by the pertinent academic program. Selected faculty members from each department are charged with application reviews, interviews, decision, and scholarship recommendations.

Assessment of each candidate's qualifications is made in a variety of ways, including past academic performance, practical experience, personal qualifications, references, and indications of the applicant's commitment to the profession and the community. Admission interviews at William James College are events that offer an open discovery and determination as to whether a mutual fit exists. Applicants from most programs participate in both an individual and group interview and complete a writing sample. Opportunities are provided for optional information sessions in which applicants can meet key administrators, faculty, current students, Field Education representatives, the Dean of Students, and a representative from Career Services. During orientation and interview sessions, applicants are informed about support services including tutorial support available to all students and reasonable accommodations for students with documented disabilities or for whom English is not their primary language.

Each academic department awards merit-based scholarships to some of their admitted applicants. Faculty members nominate outstanding applicants to receive available merit scholarships. Program Chairs must support scholarship nominations and retain the prerogative to nominate others. Considerations for these awards are academic achievement, involvement in human services, and promise of contribution to mental health fields. Need-based scholarships are offered to those with a record of service to underserved and/or marginalized populations who seek to utilize the WJC training for these purposes. The Financial Aid Office packages scholarship awards and provides information on personalized loan opportunities for each admitted applicant based on individual eligibility. Financial Aid representatives also offer help and guidance on financing.

Students can apply for federal financial aid by submitting the Free Application for Federal Student Aid (FAFSA). All applications are reviewed, and candidates are awarded federal aid in an equitable manner. Although merit-based scholarships are awarded by the respective academic department, they are also included in financial aid packages for accepted students. When needed to determine eligibility, the Financial Aid Office provides information regarding financial need to the respective academic departments or the Admissions office. The College's website has information on submitting the FAFSA, as well as on how to apply for private loans for those who either don't qualify for Federal aid or who prefer the private loan options.

Students are encouraged to only request what they need to cover their expenses and to achieve their goals while in school. Most of WJC's population are graduate students with higher expenses who can qualify for up to their total Cost of Attendance through ai. However, we encourage them to create a budget and to be conservative in their borrowing. We additionally provide both entering and current

students with workshops on budgeting and loan repayment. Award letters include an estimated cost and budget based on the standard curriculum maps, as well.

The College's [Shopping Sheets](#) are published on the website which has information on estimated costs, average debt, and cohort default rates. The website also directs them to a Federal site where they can find most up to date information on loan interest rates and origination fees.

The institution publishes information about the total cost of education and net price, including the availability of financial aid and the typical length of study. The expected amount of student debt upon graduation and the institution's cohort default and loan repayment rates are published to help current and prospective students make informed decisions.

Consistent with regulatory guidelines, William James College makes available on its website all policies regarding the kinds of information that will be included in the permanent academic record of students as well as policies regarding the retention, safety and security, and disposal of records. Its information-release policies respect the rights of individual privacy, the confidentiality of records, and the best interests of students and the College.

Student Services and Co-Curricular Experiences:

The institution provides advising and academic support services appropriate to the student body. Through the Admissions process the WJC staff learn about students' abilities, backgrounds, and former education. Furthermore, during Orientation, the Academic Resources Center (ARC) administers online modules and in-person workshops to help gauge student ability. Assessment of students does not end there; throughout the year the Dean of Students and Academic Resource Center hold support groups for certain populations, and continually survey students' needs and desires for more specialized types of support. The ARC staff meet regularly with faculty to assess areas of struggle across student populations and review the assignments seen by them and the tutors and base workshops on consistent themes for which students seek assistance. The information gathered by the ARC has led to workshops on new topics such as writing case notes, and the creation of a support group for students working on their continuing doctoral project. Lastly, the Dean of Students office administers a two-tiered assessment process to ensure they are best serving students. Each program and workshop is followed by a survey of the event, and they manage an omnibus survey of all student services and programs each year as well.

The institution's faculty and professional staff collectively have sufficient interaction with students outside of class to promote students' academic achievement and to provide academic and career guidance. Specifically, each student is assigned to a faculty academic advisor. The advisor's role is to ensure that the student is well supported and that any difficulties are identified and addressed early. The frequency of student-advisor meetings varies depending on a student's need. In some cases, students have weekly check-ins with their advisor; others may meet with the advisor a few times each semester. The Dean of Students, the Assistant Dean of Students, and the Director of Diversity, Equity and Inclusion have an open-door policy and will meet with any student who reaches out to them.

Any student at William James can access, at no additional fee, tutorial support through the Academic Resource Center (ARC). Tutorial services are provided by a team of three full time staff professionals and approximately 12 work-study student tutors who are selected based on their academic skills and

expertise. Services are offered in-person, online via Zoom, and via email, using Track Changes editing software; students and tutors agree on the modality that best meets each student's needs. Tutorial services may include help with editing papers, assistance with research projects, support for content area courses, such as statistics, help with doctoral projects and psychological report writing, and assistance with organization and study skills. To request ARC support, students can access a form on the ARC Canvas page or they can simply email the ARC Coordinator. Approximately 125 students (about 15% of the student body) utilize ARC services each semester. There are no restrictions on the number of tutorial hours a student may receive, but the average usage is approximately 6 hours over the course of the semester.

Students with documented disabilities are provided with individualized accommodation plans. Students meet with the ADA Coordinator, who is also the ARC Coordinator, to develop accommodation plans tailored to their specific needs. Accommodations might include assistive technology such as provision of text-to-speech software, closed captioning, or automated transcripts of recorded classes. Note takers are provided as necessary and, in the case of Deaf or hard of hearing students, interpreters or CART services have been offered. Other accommodations might include extended time for exams or extended deadlines for papers. Students can request an accommodation plan meeting with the ADA Coordinator via a link on the ARC Canvas page.

Consistent with the William James College commitment to experiential, field-based training, an emphasis is placed on helping students to develop their online presence, curriculum vitae, resumes, cover letters, and interview skills that best present a student's professional experience and interests. The Assistant Dean of Students, who is also a Career Counselor, conducts over 150 individual meetings with students across departments in-person or via Zoom each semester. Along with receiving assistance with the above-mentioned career development skills, students and alumni are provided individual support on how to best navigate career transitions and the job/postdoctoral fellowship search process. Additionally, in-class and online workshops are presented on how to organize and manage your job/postdoctoral fellowship search process, interviewing and negotiation skills, and best practices for resume/CV, and cover letter writing for aspiring professionals. Annual career exploration and recruitment expos and panels where students can connect with employers and alumni are also organized. Students additionally have access to an online career management system (Career Link, powered by Symplicity) that houses career development resources and an employment and post-doctoral fellowship database.

When last reported, the College had a new Dean of Students and the role had increased to one FTE. The office also had added a new Assistant Director for Student Affairs. Both roles were filled by higher education professionals with significant student affairs experience. Since that time, the Assistant Director role has been elevated to Assistant Dean of Students. As well, the office also has added the assistance of an AmeriCorps VISTA volunteer.

William James College is focused on offering students an array of supports to maximize their success. The College is a nonresidential campus and has emphasized support appropriate for the commuter and online population. Self-care and mental health are a main tenet of WJC student services. The Dean of Students office triages and assesses students' issues and concerns and if necessary, directs students to an anonymous referral service to be matched with a licensed professional for off-campus counseling. The College offers free weekly yoga and meditation classes and has a Quiet Room, which can be used for meditation, prayer, or other similar forms of relaxation. Furthermore, we work to meet the students'

needs for a well-balanced life by offering sports teams through local recreational leagues, expressive arts therapy workshops, and discounts for local gym memberships, all to create more options for healthy outlets to support the taxing lifestyle of graduate students.

Along with self-care the College ensures that students are in a supportive and safe environment. Each year students are required to complete an online course on sexual assault prevention. In addition, staff and faculty yearly complete online trainings in preventing harassment and discrimination, HIPAA, and data security and privacy. WJC has the entire community participate in these required programs to ensure that every member of the College community is able to feel safe, as well as be proactive in creating a safe and supportive community for each other.

Once matriculated, students experience an active community. In accordance with the College's mission and core values, the Dean of Students Office supports over 15 student organizations that are academically related, socially based, and focused on serving the College's diverse population. This also includes oversight for a student government that provides a voice for student concerns and needs. As conveyed in a previous accreditation report, the Dean of Students restructured student government a few years ago, which resulted in a positive transformation for student leadership. Student leadership now has equal representation, and an equal voice from all academic departments. Along with better representation, student leadership now tackles real issues and student concerns, and for the first time now creates their own cocurricular and social programming for the student body. Furthermore, the Dean of Students office oversees community wide programming that includes workshops which focus on areas of concern for students, as well as opportunities to participate in community service, engage in their professional development as graduate students, and socialize to strengthen and grow the community.

To increase community engagement, the Dean of Students office offers lunchtime gatherings several times each semester on topics of interest for students. These "Feed the Mind" gatherings are designed to offer a brief didactic introduction and then to encourage dialogue between students, staff, and faculty. Topics focus on diversity and self-care. The Dean of Students Office also sponsors community gatherings and initiatives that foster interdepartmental connectivity, creativity, and community service. Examples of these include: MLK Day of Service projects, participating in 5K walks as a school team, organizing basic needs supply drives for local human service organizations, and facilitating expressive arts activities. Additionally, students are given opportunities to engage with the college community through departmental leadership liaison positions and through participation in co-curricular student groups.

The institution publishes two distinct sets of policies for students: a [Graduate](#) and [Undergraduate](#) Student Handbook. The respective policies are introduced at Orientation and are continually referenced by administration throughout the academic year. These policies can also be found on multiple pages of the College's website. Students sign a form at entry to indicate that they have reviewed and understood these policies.

The Dean of Students office does regular assessment of all services (the ARC, Career Development), resources, workshops, and events. When appropriate, a post event survey is sent to participants. As well, at the end of each spring semester the Office delivers an omnibus survey of everything that falls under Student Life. These assessment tools are used to evaluate the appropriateness and effectiveness of

Student Life and to allow for future adjustments and improvements. The results of these surveys have led to new academic support programs, new cocurricular, social, and community events, the adjustment of the delivery days, times, and modalities of programs and services, and updates to online resources.

COVID-19 Implications:

As a response to COVID-19, recruitment to William James College programing includes virtual college career fairs; online psychology forums; counseling, psychology, and human services-related virtual conferences; virtual open houses; webinars; and Zoom class visits. The Admissions Office additionally offers in-person campus tours, 1-on-1 admissions meetings, the opportunity to join a class meeting of a course, and meetings with administrators and/or faculty. Since March 2020, the College has largely relied on virtual interviews for our admissions.

Having garnered positive responses to virtual recruitment efforts, we expect to maintain the virtual open houses, continue to attend in-person and virtual recruitment fairs, offer live virtual and in-person presentations at local colleges and universities, promote WJC virtual and in-person campus tours, refresh and develop the WJC video library, and maintain the already plentiful number of live webinars available.

At the start of each academic year there is a formal Orientation program. Orientation spans four and half days total, with each academic department's students spending two and half days per program. During COVID-19 operations, we moved some of this content online and will continue this practice for some of the modules going forward. These programs provide information on academics and student services, while also offering opportunities for community building and co-curricular activities.

Student services including our Academic Resource Center, Career Counseling, Affinity groups, Dean of Students programming, and student leadership meetings were moved online during Spring 2020 and evolved into high flex delivery to allow student choice in terms of in person versus remote participation. We will make it a regular practice to offer some career programming online to improve student access after we return to normal operations.

Appraisal

Admissions

Admissions successfully modified practices during COVID-19 with adjustments such as online interviews and successfully recruited a typical size entering class for both the 2020 and 2021 academic years.

The institution excels at marketing the mission to prospective students and selecting a diverse student body consistent with the WJC mission and core values. Publications such as [Application Guidelines](#), Financial Aid [Guidelines](#), program flyers, a [viewbook](#), [Rapport](#) (the WJC Magazine), and [What's Up Monday](#) (the weekly WJC electronic newsletter) are available to prospective applicants and admitted candidates in digital or print forms. Each of these communications illustrates the ways in which the mission and core values are expressed throughout the programs, including training students who will provide services to marginalized and underserved populations. The William James College online

application provides the opportunity to self-identify as to whether applicants are first generation college students as well as providing both binary and nonbinary gender options.

Expanded campus-wide concentration options such as: Asian Mental Health, African and Caribbean Mental Health, Global Mental Health, Latino Mental Health, and the Military and Veterans Psychology, set William James College apart from other institutions and confirm the College’s commitment to diversity and equity.

During WJC’s last NECHE review, there was interest in the enrollment and growth of the Bachelor of Science in Psychology and Human Services program (BSPHS). As a new program, it had yet to meet enrollment, retention and revenue goals; however, with continued support from the Board of Trustees and the President this program has seen improvement in all areas. The entering class enrollment since Fall 2018 for the Bachelor’s program has been 7, 16, 11, and 16 students for each year respectively. The Bachelor’s program enrolled 37 total students in Fall 2021 and the enrollment goal is 20 students for fall 2021. The Program was projected to have \$550,000 in tuition revenue by year 3 and 4 of the program. Actual tuition revenue has fallen short of that, averaging \$310,000 in FY 2020 and FY 2021 combined. However, the critical need to diversify the behavioral health workforce and to provide culturally competent education and training to underserved populations has garnered the attention of industry leaders. As a result, we have received a \$690,000 renewable grant from Boston Children’s Hospital and some large donations from private donors to support student scholarships for this program. The increased need for a diverse behavioral health workforce and the investments in the Bachelor of Science in Psychology and Human Services (BSPHS) program by industry leaders and philanthropic donors will enable us to reach the 20 students per year enrollment goal and allow us to maintain WJC’s long-term revenue projections for the program.

Figure 6: BSPHS Retention Data

BSPHS Retention Data:

1. For new full-time degree-seeking undergraduate students who enrolled in Fall 2018, 2019 and 2020 the retention rate was 100%.
2. The overall retention rate of BS program for Fall 2018, 2019, and 2020 (including full-time and part-time students) ranged from 63% to 82%.
3. The 150% graduation rate for the Fall 2018 new student cohort was 71% (goal was 70%)

	Fall 2018		Fall 2019		Fall 2020	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Number of registered students	1	6	4	12	5	6
Number of enrolled students who stayed in the program for the next fall	1	4	4	6	5	4
One-year Retention Rate	100% (1/1)	67% (4/6)	100% (4/4)	50% (6/12)	100% (5/5)	67% (4/6)
	71% (5/7)		63% (10/16)		82% (9/11)	
150% Graduation Rate	100 % (1/1)	67% (4/6)	TBD	TBD	TBD	TBD
	71% (5/7)		TBD		TBD	

Recently an application fee rebate campaign was introduced, which returns the paid \$60 application fee in the form of a credit to those who enroll in the College's programs. We are strongly committed to nurturing financial assistance targeted to disadvantaged and first-generation students in forms of merit and need-based scholarships. Following the William James College ethos, these scholarships include those who promise to serve marginalized populations.

Student Services:

In addition to direct tutorial support, the ARC maintains a website that offers information about a range of topics including APA style, research tools, resources for writing improvement, and links to relevant support resources across the College. While very robust the site does not receive as many views as desired by the staff. There is a need to increase awareness of these resources. The ARC professional staff also offers periodic in-person and online workshops about relevant topics such as writing a literature review or writing case notes. Given the diversity of the student body, written language development is a critical need for many students. These workshops are beneficial for those that attend but attendance could be increased. These programs are consistent with supporting student success both in the classroom and at their field sites as well. Student assessment has helped hone these presentations but has not been used to investigate new and trending topics that would also be useful. The ARC has had its greatest success in one-on-one tutorial support being able to match students with professional staff or tutors that bring the best experience necessary to each meeting. Every student who has ever asked for assistance has received it in a timely manner and the students' assessment of the ARC support is extremely high.

The introduction of career services to William James has seen great success in its first few years. One of the few silver linings around the pandemic pushing the community online is that the move of career services to an online platform for career expos increased student participation. Career workshops have been successful as guest lectures in classrooms but this delivery method does result in more limited exposure to career services.

Student life programming has done very well by focusing on being cocurricular and interdisciplinary as much as possible. In the last few years, the Dean of Students has partnered with students to redesign student leadership for the student government and organizations. Student involvement and student led initiatives have seen a steady increase. However, now these emerging student leaders need more training and leadership development. Even with this need for growth the relationship between the Dean of Students office and the students has improved inclusivity and built a vibrant community through more intentional programs and events.

Projection

Admissions

Virtual admissions interviews have been successful and so we will build on this know-how and to further enrich the experience for future applicants. We plan to bring student services, faculty instructors, and mentors closer to applicants and entering students by presenting them with opportunities and virtual spaces to meet with these representatives at their own pace and time.

Student Services

Over the next five years, we will expand Student Life in the area of academic support. The ARC has increased its professional staff and subsequently will offer more programs and workshops to support the academic experience. These opportunities will be skill based and offered both prior to Orientation and throughout the year to all students to improve student success in the classroom. Some of these added supports have already been piloted. Based on feedback from these trials, the programs have been further developed and we will have a more robust offering in the next couple of years. The ARC team is developing a modular writing course that will provide a combination of asynchronous online units and in-person, individualized remediation. Students will be able to participate in one unit or the entire five-unit course. Students will be able to enroll in the course voluntarily or may be referred as part of a Corrective Action Notice (CAN).

The Dean of Students office will foster and develop the burgeoning student leaders through trainings and resources to enhance the student role in contributing to the College culture and to maximize their professional development.

Student wellbeing is a priority for the Dean of Students office and over the next five years, the Office will expand resources and opportunities for students to attend to their self-care and improve their overall wellbeing. The Dean of Students is working on building mentor support resources and assisting students in creating peer supports. As well, the Office wants to increase and improve on where they have already been successful with more yoga, mindfulness programs, and expressive therapies. Lastly, we are researching the work of outside entities online platforms, apps, etc., used on other college campuses and are looking for the best fit for the William James community.

Standard 5.1: Students
(Admissions, Fall Terms)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)	Goal (specify year) (FY 2023)
Freshmen - Undergraduate					Fall 2022 Projections
Completed Applications	N/A	N/A	N/A	N/A	N/A
Applications Accepted	N/A	N/A	N/A	N/A	N/A
Applicants Enrolled	N/A	N/A	N/A	N/A	N/A
% Accepted of Applied					
% Enrolled of Accepted					
Percent Change Year over Year					
Completed Applications					
Applications Accepted					
Applicants Enrolled					
Average of statistical indicator of aptitude of enrollees: (define below)	N/A	N/A	N/A	N/A	N/A
Transfers - Undergraduate					
Completed Applications	21	27	17	28	36
Applications Accepted	17	23	15	20	27
Applications Enrolled	7	16	11	16	20
% Accepted of Applied	81.0%	85.2%	88.2%	71.4%	75.0%
% Enrolled of Accepted	41.2%	69.6%	73.3%	80.0%	74.1%
Graduate Certificate					
Completed Applications	9	11	16	20	26
Applications Accepted	9	11	17	17	22
Applications Enrolled	9	9	16	12	16
% Accepted of Applied	100.0%	100.0%	106.3%	85.0%	84.6%
% Enrolled of Accepted	100.0%	81.8%	94.1%	70.6%	72.7%
Certificates of Advanced Graduate Studies					
Completed Applications	52	39	43	50	56
Applications Accepted	42	38	36	40	46
Applications Enrolled	19	17	14	16	20
% Accepted of Applied	80.8%	97.4%	83.7%	80.0%	82.1%
% Enrolled of Accepted	45.2%	44.7%	38.9%	40.0%	43.5%
Master's Degree					
Completed Applications	134	134	172	168	186
Applications Accepted	117	103	151	164	167
Applications Enrolled	78	63	79	93	100
% Accepted of Applied	87.3%	76.9%	87.8%	97.6%	89.8%
% Enrolled of Accepted	66.7%	61.2%	52.3%	56.7%	59.9%
Doctor of Psychology (PsyD)					
Completed Applications	354	374	345	434	540
Applications Accepted	254	257	239	285	300
Applications Enrolled	116	116	104	105	116
% Accepted of Applied	71.8%	68.7%	69.3%	65.7%	55.6%
% Enrolled of Accepted	45.7%	45.1%	43.5%	36.8%	38.7%

Please enter any explanatory notes in the box below

1. Graduate Certificate in Executive Coaching (GCEC), Graduate Certificate in School Leadership (GCSL), and Respecialization Certificate in Couples & Family Therapy (CFT) are included in Graduate Certificate counts. 2. Master of Arts and Certificate of Advanced Graduate Studies in School Psychology (MA/CAGS) is grouped with Certificates of Advanced Graduate Studies and Doctor of Psychology in School Psychology (both they MA/CAGS/PsyD and PsyD pathways are included in Doctor of Psychology (PsyD) counts. 3. Applicant counts are based on primary program of interest but admit rate is based on actual program of admittance which may be their secondary program of interest. When this occurs the admit rate is greater than 100%. Applications Enrolled is enrolled at College level. The Associate Vice President of Enrollment Management provided the Fall 2022 projections.

**Standard 5.2: Students
(Enrollment, Fall Term)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)	
		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	
UNDERGRADUATE		?					Projections
First Year	Full-Time Headcount	N/A	N/A	N/A	N/A	N/A	
	Part-Time Headcount	N/A	N/A	N/A	N/A	N/A	
	Total Headcount						
Second Year	Total FTE	?	N/A	N/A	N/A	N/A	
	Full-Time Headcount	N/A	N/A	N/A	N/A	N/A	
	Part-Time Headcount	N/A	N/A	N/A	N/A	N/A	
Third Year	Total Headcount						
	Total FTE	0	0	0	0	0	
	Full-Time Headcount	0	0	0	0	0	
Fourth Year	Part-Time Headcount	0	0	0	0	0	
	Total Headcount	0	0	0	0	0	
	Total FTE	0	0	0	0	0	
Unclassified	Full-Time Headcount	?	0	8	21	17	
	Part-Time Headcount	14	21	9	20	30	
	Total Headcount	14	29	30	37	50	
Total Undergraduate Students	Total FTE	7.00	20.75	23.75	30.25	35.00	
	Full-Time Headcount	0	8	21	17	20	
	Part-Time Headcount	14	21	9	20	30	
	Total Headcount	14	29	30	37	50	
	Total FTE	7	21	24	30	35	
	% Change FTE Undergraduate	--	196.4%	14.5%	27.4%	47.4%	
GRADUATE		?					
Full-Time Headcount	Full-Time Headcount	?	529	534	547	545	
	Part-Time Headcount	?	222	233	253	272	
	Total Headcount		751	767	800	817	
Total FTE	Total FTE	?	914.44	927.44	945.56	938.00	
	% Change FTE Graduate	--	1.4%	2.0%	-0.8%	2.1%	
GRAND TOTAL							
Grand Total Headcount		765	796	830	854	900	
Grand Total FTE		921	948	969	968	1,000	
% Change Grand Total FTE		--	2.9%	2.2%	-0.1%	3.2%	

Please enter any explanatory notes in the box below

Includes non-matriculated, certificate, and degree-seeking students.
 FTE Formula: UG Registered Credits/ 12; GR Registered Credits/9.
 Projections provided by the Vice President of Finance and Operations and Director of ADDIE.

**Standard 5.3: Students
(Financial Aid, Debt, Developmental Courses)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

? Where does the institution describe the students it seeks to serve?

<https://www.williamjames.edu/admissions/learn-more/index.cfm>

? **Three-year Cohort Default Rate**
 ? **Three-year Loan repayment rate**
 (from College Scorecard)

(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)
0.5	1.7	2.2	1.1

? **Student Financial Aid**

Total Federal Aid
 Grants
 Loans
 Work Study
 Total State Aid
 Total Institutional Aid
 Grants
 Loans
 Total Private Aid
 Grants
 Loans

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)
\$46,406	\$48,800	\$50,388	\$55,110	\$50,000
\$21,643	\$22,457	\$23,665	\$26,300	\$27,300
\$5	\$38	\$60	\$1,375	\$1,400
\$21,419	\$22,136	\$23,327	\$24,625	\$25,600
\$219	\$283	\$278	\$300	\$300
\$0	\$2	\$4	\$10	\$10
\$1,560	\$1,942	\$1,527	\$1,250	\$1,250
\$1,560	\$1,942	\$1,527	\$1,250	\$1,250
\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates	N/A	N/A	75%	75%	75%
Graduates	73%	85%	72%	75%	75%
First professional students	79%	75%	71%	75%	75%

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	N/A	N/A	\$18,207	\$20,000	\$20,000
Graduates	\$75,740	\$66,928	\$70,726	\$70,000	\$70,000
First professional students	\$164,314	\$181,993	\$166,909	\$175,000	\$175,000

Average amount of debt for students leaving the institution without a degree

Undergraduates	\$0	\$1,336	\$3,122	\$2,500	\$2,500
Graduate Students	\$22,847	\$49,819	\$28,232	\$30,000	\$30,000
First professional students	\$67,690	\$82,737	\$73,653	\$75,000	\$75,000

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language	N/A	N/A	N/A	N/A	N/A
English (reading, writing, communication skills)	N/A	N/A	N/A	N/A	N/A
Math	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A

Please enter any explanatory notes in the box below

Students utilize the Academic Resource Center (ARC) for support. There are optional workshops and tutoring sessions available. Projections provided by the Vice President of Finance and Operations.

**Standard 5.4: Students
(Student Diversity) Fall 2021**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

See 5.1

Undergraduate Admissions information	Completed Applications (F21)	Applicants Accepted (F21)	Applicants Enrolled (F21)
Category of Students (e.g., male/female); add more rows as needed			
Male	6	4	4
Female	15	16*	12
Unknown	7	0	0
Total	28	4	16
White	6	7*	6
Black or African American	7	7	6
Asian	1	1	1
American Indian or Alaskan Native	0	0	0
Hispanic/Latino	5	4	2
Native Hawaiian or Other Pacific Islander	0	0	0
Two or more races	0	0	0
Race Unknown	9	1	1
Total	28	13	16
1st Generation College Graduate	13	13	9
Not 1st Generation College Graduate	8	7	7
Unknown	7	0	0
Total	28	20	16
Veteran	1	1	1
Not Veteran	19	19	15
Unknown	8	0	0
Total	28	20	16
Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
Male	115	83	38
Female	534	416	186
Unknown	23	7	2
Total	672	506	226
White	392	315	141
Black or African American	59	43	21
Asian	61	42	19
American Indian or Alaskan Native	0	0	0
Hispanic/Latino	63	49	23
Native Hawaiian or Other Pacific Islander	2	2	0
Two or more races	31	26	11
Race Unknown	64	29	11
Total	672	506	226
1st Generation College Graduate	184	145	77
Not 1st Generation College Graduate	462	361	149
Unknown	26	0	0
Total	672	506	226
Veteran	14	14	9
Not Veteran	625	492	217
Unknown	33	0	0
Total	672	506	226

Nondegree Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (Fall 2022)
Category of Students (e.g., male/female); add more rows as needed					
Male	0	2	2	0.67	2
Female	0	13	13	4.33	13
Unknown	0	14	14	4.67	14
Total	0	29	29	9.67	30
White	0	1	1	0.33	1
Black or African American	0	0	0	0.00	0
Asian	0	0	0	0.00	0
American Indian or Alaskan Native	0	0	0	0.00	0
Hispanic/Latino	0	0	0	0.00	0
Native Hawaiian or Other Pacific Islander	0	0	0	0.00	0
Two or more races	0	0	0	0.00	0
Race Unknown	0	28	28	9.33	29
Total	0	29	29	9.67	30
Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (Fall 2022)
Category of Students (e.g., male/female); add more rows as needed					
Male	5	4	9	8.00	12
Female	11	15	26	20.75	35
Unknown	1	1	2	1.50	3
Total	17	20	37	30.25	50
White	3	9	12	9.00	16
Black or African American	5	5	10	8.75	14
Asian	0	0	0	0.00	0
American Indian or Alaskan Native	0	0	0	0.00	0
Hispanic/Latino	0	0	0	0.00	0
Native Hawaiian or Other Pacific Islander	0	0	0	0.00	0
Two or more races	1	2	3	2.50	4
Race Unknown	8	4	12	10.00	16
Total	17	20	37	30.25	50
Graduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (Fall 2022)
Category of Students (e.g., male/female); add more rows as needed					
Male	88	54	142	156.11	148
Female	443	186	629	747.22	655
Unknown	14	3	17	25.00	18
Total	545	243	788	928.33	820
White	335	168	503	571.44	523
Black or African American	43	19	62	75.78	65
Asian	34	11	45	56.67	47
American Indian or Alaskan Native	2	1	3	4.00	3
Hispanic/Latino	26	10	36	45.11	37
Native Hawaiian or Other Pacific Islander	1	0	1	1.78	1
Two or more races	12	6	18	20.33	19
Race Unknown	92	28	120	153.22	125
Total	545	243	788	928.33	820
Please enter any explanatory notes in the box below					
Projections totals provided by the Vice President of Finance and Operations.					

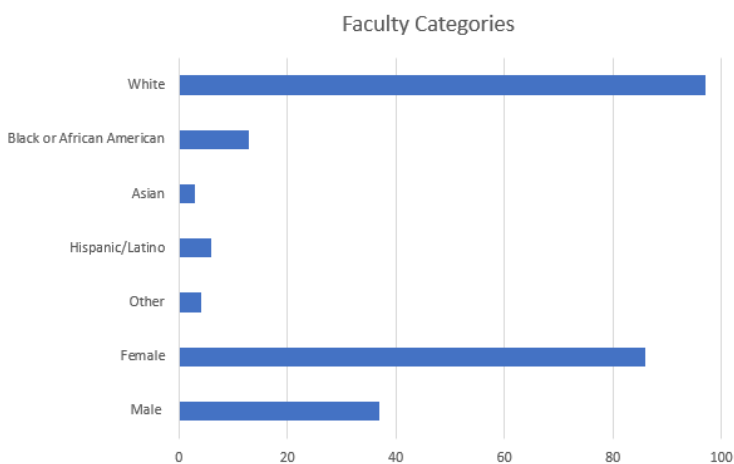
Standard Six – Teaching, Learning and Scholarship

Description

Faculty and Academic Staff

During the 2021 Fall semester, William James College employed 123 individual faculty members—71 of which were categorized as core faculty and 52 as teaching or adjunct faculty (current faculty demographics are included in the chart below).

Figure 7: Current Faculty Demographics



Core faculty are employed on a half-time, 80 percent-time, or full-time basis. They are typically contracted for a three-year term. The responsibilities of core faculty include, but are not limited to: teaching; advising; participating in institution-wide service (such as departmental faculty meetings, service on governance committees and/or other special committees or task forces, student-applicant recruitment and review, all faculty retreats and all faculty meetings and graduation); monitoring and mentoring

student professional and/or intellectual development (including service on doctoral project committees, evaluation of comprehensive examinations); and participating in the day-to-day life of the faculty member's program of affiliation. The employment of core faculty is initially for a one-year period with subsequent contracts for two, three, or four years. Teaching faculty are typically employed on a substantial, but less than full-time, basis with assignments that focus on teaching and advising. Adjunct faculty are employed under individual contracts to teach specific courses for which they are qualified on a one semester or one-year basis; appointments are limited to a less-than-half time basis. While adjunct service to the institution may extend over many years, the actual contractual period is always limited to the duration of the specific teaching assignment. Faculty classifications and job descriptions are clearly defined in [the Faculty Handbook](#) and [Faculty Rank Handbook](#).

Of the courses provided in the 2021 fall semester, 72% were taught by full-time faculty. Typically, prior to the beginning of the academic year, Department Chairs establish the faculty teaching assignments and schedules that will effectively meet both student and program needs. Faculty assignments are made in a manner consistent with each faculty member's individual contract, which specifies the number of course credits to be taught per academic year, number of advisees to be assigned, number of institutional governance committees to be assigned, and number of students to be mentored in a research capacity as a member of Doctoral Project Committees (if applicable). Faculty contracts are designed, consistent with the College's mission, to permit adequate time for effective classroom instruction, advising, program planning, evaluation, governance committee participation, and engagement in other program needs (e.g., curriculum development, research and scholarship, community engagement, etc.). Faculty

contracts also allow for some flexibility to be amended to best suit the evolving needs of the faculty member and the College over time. Department Chairs are responsible for reappraising faculty assignments and workloads on an ongoing basis to maintain equitable assignments and adjust faculty responsibilities as institutional conditions change. At the time of contract renewal, a meeting is scheduled between the faculty member and the Department Chair to discuss the contract and any modifications that would better support the needs of the faculty and/or the department. Contracts are also amended on an as-needed basis. For example, when a faculty member voluntarily assumes additional responsibilities beyond those outlined in their current contract, the contract is amended to include these responsibilities and the faculty member is compensated with ‘overload pay’ commensurate with the time commitment of the additional responsibility. In this way, faculty members’ responsibilities are carefully documented and tracked over time, are transparent across levels of the institution, are flexible to best suit the expertise and professional development goals of individual faculty while meeting the needs of the institution and ensuring that faculty are compensated fairly for their teaching, scholarly, and service activities. Scholarly expectations for faculty are outlined in the Faculty Handbook, Faculty Rank Handbook, during the faculty orientation, and in the WJC Mission Statement. Faculty scholarly expectations are reviewed by Department Chairs as part of faculty contracting.

William James College employs a model of student advising with advisors serving as consultants and mentors to advisees to address student needs of an academic, personal, and/or professional nature, which is outlined in the Faculty Handbook. Program handbooks in each department provide specific guidelines and timelines for advising responsibilities including minimum required frequency of meetings, availability to students, approval of student course planning and registration, assessing student strengths and needs, providing research and career mentorship, monitoring student progress toward completion of degree requirements, providing guidance and action for personal situations impeding learning, consulting with course instructors, Field Education, Program Directors, and Academic Policies and Standards Committee when appropriate on behalf of the advisee. Advisors are assigned by the Department Chairs and/or Program Directors and students complete an advisor rating form on an annual basis. A review of student ratings of their advisor is provided to the advisor during their review with the Department Chair. Advisors are rated by their advisees on overall satisfaction with the advising relationship, availability and relationship building, knowledgeable on program and concentration requirements, research, program, school-wide, and field placement policies and procedures, support for problem resolution, and student follow-up behaviors (See table below for mean advisor survey results for 2019-2021). Results indicate very strong favorable ratings for advising at WJC.

Figure 8: Advisor Survey Results

Advisor Survey Results Mean Table: 2019 (pre-COVID-19),2020 and 2021 (during COVID-19)

		Clinical Psychology	Counseling and Behavioral Health		Organizational and Leadership Psychology		School Psychology		
		PsyD	BS	MA	MA	PsyD	MA	MA/CAGS	PsyD
Advisor is knowledge of course & degree requirements ¹	2019	5.36	5.11	5.51	5.33	5.63	6.00	5.58	5.47
	2020	5.40	5.21	5.49	5.79	5.41	5.50	5.63	5.45
	2021	5.39	5.37	5.13	5.38	5.50	6.00	5.89	5.29

Advisor is knowledge of school-wide policies & procedures	2019	5.37	5.44	5.52	5.37	5.60	6.00	5.58	5.50
	2020	5.49	5.17	5.45	5.69	5.33	5.50	5.56	5.35
	2021	5.45	5.32	5.20	5.41	5.40	6.00	5.84	5.21
Advisor is knowledge of program policies & procedures	2019	5.40	5.00	5.51	5.30	5.65	6.00	5.58	5.56
	2020	5.51	5.29	5.49	5.79	5.36	5.50	5.61	5.45
	2021	5.44	5.53	5.20	5.26	5.52	6.00	5.87	5.29
Advisor provides a safe and inclusive environment	2019	5.50	5.38	5.53	5.84	5.73	5.62	5.61	5.45
	2020	5.56	5.50	5.62	5.89	5.60	5.00	5.66	5.35
	2021	5.54	5.33	5.57	5.90	5.74	6.00	5.84	4.71
Advisor is a valuable resource for me	2019	5.37	5.22	5.51	5.69	5.74	5.69	5.76	5.59
	2020	5.37	5.45	5.40	5.89	5.50	5.50	5.66	5.45
	2021	5.41	5.32	5.45	5.62	5.67	6.00	5.84	5.07
Overall Satisfaction ²	2019	5.27	5.22	5.50	5.52	5.60	5.54	5.34	5.34
	2020	5.24	5.45	5.50	5.89	5.50	4.50	5.52	5.25
	2021	5.33	4.75	5.38	5.45	5.76	6.00	5.63	4.64

Notes:

1. Advisor Rating Scale: Strongly Agree=6; Agree=5; Somewhat Agree=4; Somewhat Disagree=3; Disagree=2; Strongly Disagree=1
2. Satisfaction Rating Scale: Very Satisfied=6; Satisfied=5; Slightly Satisfied=4; Slightly Dissatisfied=3; Dissatisfied=2; Very Dissatisfied=1
3. Advisor data is collected in Spring semesters only.

The College has a system of institution-wide faculty governance to ensure a collaborative and effective environment. Faculty governance committees ensure faculty participation in critical areas of operation throughout the College. For each committee, membership is comprised of one faculty representative from each academic department and faculty remain on the committee for a three-year term. Each committee selects its chairperson from among the committee membership for a term of two years (excluding the Academic Policies and Standards Committee, for which the committee chairperson is appointed by the Vice President for Academic Affairs).

Standing faculty governance committees include:

- Academic Policies and Standards Committee (APSC) is responsible for assuring the academic quality of the institution to facilitate positive student outcomes. As such, it reviews departmental practices regarding matriculation and student performance and recommends related institutional policies and standards. The APSC also serves as an appeals body regarding disciplinary actions taken by all academic departments.
- Diversity Committee (DC) promotes awareness of diversity and difference institutionally and across all programs at WJC. It works with faculty, staff, and students to create a curriculum and learning environment that prepares students to be culturally competent professionals who can meet the mental health needs of a diverse world.

- Faculty Advisory Committee (FAC) serves as the primary liaison between faculty and administration on matters of strategic importance and institutional viability. It also provides general oversight of the faculty governance process and takes responsibility for the structure and functions of faculty governance, as outlined in the Governance Document.
- Faculty Stewardship Committees (FSC) promotes the growth and professional development of a talented and competent faculty. Its charge is to support the goals of the institution in establishing guidelines and shaping policy related to ongoing faculty development.
- Scholarship and Research Committee (SRC) works to support, promote, advance, and monitor the research and scholarly work of WJC faculty and students. The committee pursues this charge in collaboration with ADDIE as well as academic departments and other relevant bodies throughout WJC.
- Institutional Curriculum Committee (ICC) has primary responsibility for the curriculum at the institutional level. In addition to establishing standards and broad policy parameters, it ensures integrity and quality of the curriculum, accuracy and logic in the catalogue, consultation on new initiatives involving the academic programs, and coordination across departments.

Professional and academic qualifications for course instructors, academic advisors, and fieldwork supervisors are defined in the Faculty Handbook and overseen by the Department Chairs, each department's Field Education Director, and Institutional Curriculum Committee. All faculty and academic staff have the appropriate credentials to carry out their duties/responsibilities, including education and professional experience and professional licensure where required. Students are taught by a variety of faculty in each program that represent varied academic backgrounds and theoretical perspectives as well as diverse personal characteristics, which ensures exposure to different viewpoints in the field. The Institutional Curriculum Committee, in conjunction with Department Chairs, oversees the development of courses with multiple sections to ensure that there is consistency in learning outcomes across sections, while still allowing for individual faculty members' expertise and teaching style to shape other aspects of the course. Teaching Assistants (TAs) are selected by faculty and approved by the Department Chair. TAs are generally expected to complete at least one year of academic study before applying for an assistantship, as outlined in the Student Handbook.

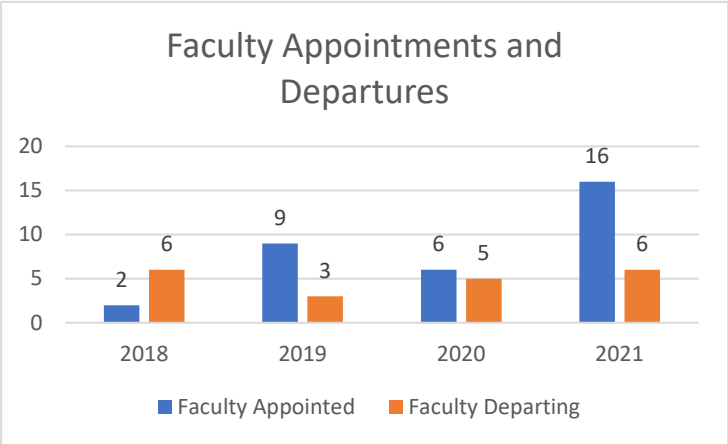
William James College utilizes a variety of methods to evaluate faculty on a regular basis. An administrative assessment as well as a self-evaluation of faculty includes attention to teaching, advising, student research supervision and mentoring, faculty investigation and research, multiculturalism, support of field education, service to the College, administrative duties, community engagement, service to the profession, and collegiality. This review is included as part of at all contract renewal meetings, and job performance and goal discussions are strongly encouraged to occur on an informal, on-going basis. Instructional effectiveness is evaluated by the use of course evaluation forms that are completed by the students at a minimum at the end of each course, and by indirect methods such as students' reporting of instructional issues to their advisors and/or program directors. In addition, some departments assess the effectiveness of instruction in faculty meetings, where decisions are made to improve teaching methods, change course content, review the extent to which course materials/methods are accessible to all students, and/or explore alternative teaching or evaluative methods. TAs are typically provided with feedback from the faculty with whom they were working.

William James College utilizes an open and systematic process for recruiting and appointing its faculty. The College makes every effort to ensure equal employment opportunity with its recruiting process.

This includes posting recruitment materials across a wide range of locations and platforms, with an emphasis on including targeted marketing campaigns to recruit faculty from underrepresented communities. The Faculty Handbook also includes the College’s [Inclusive Excellence statement](#), which is available to potential hires upon request.

Individuals are appointed to the College faculty only after the conclusion of an extensive faculty-driven search and screening process that has been reviewed and approved by administrative officers for compliance with all institutional policies and regulations. This process includes an initial screening by HR to ensure the minimum qualifications are met, with subsequent screening by either a faculty search committee and/or the Department Chair. If the candidate is selected to move on in the process, all faculty applicants are required to complete a job talk and/or a teaching demonstration, where they are asked to present on a topic of their choosing. These presentations are open to the College community, including staff, students, and faculty from any department across the college. Prospective new faculty hires are evaluated based on a standardized rubric which includes academic credentials, teaching experience, professional experience, content expertise, and evidence of investment in DEI. The Office of Diversity, Equity, and Inclusion provides guidance and accountability in adherence to the Inclusive Excellence Model, which promotes a more diverse, equitable, and inclusive learning environment. The employment of faculty becomes official only upon presentation and signed acceptance of a written contract of employment tendered by the Chief Financial Officer (CFO), which states explicitly the nature and term of the initial appointment, scholarly expectations, and, when applicable, institutional considerations that might preclude or limit future appointments. The Faculty Stewardship Committee (FSC) works with the VPAA to shape policies and procedures related to faculty hiring, orientation, development, compensation, standards for ethics and conduct, evaluation and peer review, workload, and fair and equitable treatment. The FSC provides support to faculty in providing space to evaluate faculty requests and grievances. The College’s HR department and CFO continually review and conduct market research to ensure that salaries and benefits across the institution are set at appropriate levels to attract and retain qualified faculty and academic staff, whose profiles are consistent with its mission. Faculty attrition at the College is low, but still allows for a regular flow of new faculty. The College has

Figure 9: Faculty Hiring and Departures



also developed a number of new programs over the past several years, resulting in an infusion of new faculty. There have also been a series of retirements of long-standing faculty in recent years (See chart above). Some limited faculty turnover and anticipated new program growth will continue to bring new faculty—and new faculty perspectives—into the school.

New core and teaching faculty are oriented and integrated into the faculty through the Faculty Orientation, which consists of a 3-day program where faculty receive training on academic

policies and procedures, education technology resources, teaching and pedagogy, HR policies and benefits, and specific departmental policies and procedures. Faculty also have an opportunity to meet and become familiar with several other relevant departments within WJC during this orientation,

including admissions, marketing, and student support services. New faculty are also assigned faculty mentors from within their department. New adjunct faculty are also invited to attend the Faculty Orientation. If they are unable to attend, they are asked to complete an online, asynchronous orientation that covers key aspects of the orientation related to the teaching of courses, including relevant policies/procedures, education technology resources, and instructional methods. William James College affirms its commitment to the policy of Equal Opportunity and Affirmative Action across the recruitment, hiring, and terms and conditions of service for all faculty and academic staff.

In addition to faculty, the College employs a robust team of academic support staff that serve a variety of functions. The Dean of Students team consists of the Dean of Students office and the Academic Resource Center (ARC). The office's main responsibilities cover academic support, student mental health and selfcare, community building, social programming, and career development and includes the Dean of Students, an Assistant Dean of Students, and a Community Engagement Coordinator. The ARC includes a Coordinator of the ARC, Research and Writing Specialist, and Professional Writing Tutor. The main responsibility of the ARC is academic support and tutoring services, and the Coordinator of the ARC also oversees all the accommodation needs of our students. Library services are overseen by a Head Librarian and an Assistant to the Librarian, who also offer research and learning supports to WJC students. The College employs two full time members of the Educational Technology Team as well as maintaining two contract instructional designers and an instructional technologist. Since its inception in 2009, this department has provided faculty in-house training in educational technology, providing them the opportunity to learn new systems and products to enhance the students' learning activities. Additionally, the College employs a full-time Director of Diversity, Equity, and Inclusion (DEI). The Office of Diversity, Equity, and Inclusion (DEI) provides college-wide leadership and accountability in developing a diverse, equitable, and inclusive learning environment. In collaboration with campus and community partners, DEI is an institutional resource that supports the university's mission and strategic plan of Inclusive Excellence. DEI serves as an advocate in promoting diversity, equity, and inclusive excellence by shaping university policies, practices, and programs and by promoting the access and success of historically marginalized communities through the fostering of a diverse, equitable, and inclusive campus climate.

The academic departments at WJC are also supported by Program Coordinators, and the Offices of the Registrar, Admissions, ADDIE, and Financial Aid. Program Coordinators are administrative professionals who interface with the students to answer questions regarding matters such as orientation, registration, and required forms. The Office of the Registrar is comprised of a full-time Registrar as well as two part-time staff, an Associate Registrar, and an Assistant to the Registrar. This office directs and coordinates WJC registration as well as many other academic and enrollment activities and provides guidance to staff and administrators as it relates to academic policies and procedures. The Admissions Office is composed of four staff members, a Director of Admissions, an Associate Director of Admissions, a Senior Admissions Counselor, and an Admissions Counselor. This team actively collaborates with academic programs on every stage of the admission funnel, from inquiry to enrollment, which includes counseling of prospective applicants, organization of interviews, processing of application materials, and dissemination of admission decisions. This Office is also involved, in collaboration with the Marketing Department, in the development, promotion, and dissemination of program recruitment information, which includes virtual and in-person campus visits, class observations, information sessions and webinars, graduate fairs and career forums, and open houses. The Financial Aid Office consists of a Director of Financial Aid and a Financial Aid Counselor. They are responsible

for reviewing FAFSAs and other required documentation that the Department of Education may require, and then awarding, originating, and disbursing all financial aid. Financial aid funds include all Federal funds, private loans, and scholarships (both institutional and outside funds). They help students understand their bills, their financial aid awards, budgeting, and loan repayment. They work closely with the academic departments and other student services departments to make sure that they adhere to Federal regulations while students are in school (maintaining Satisfactory Academic Progress, etc.) and when they graduate (enrollment reporting).

Through the work of Governance Committees, the Advancement Office, and Office of Academic Data, Development & Institutional Effectiveness (ADDIE), William James College monitors the sufficiency of resources available to support their faculty in their work and makes recommendations for new programs, initiatives, or opportunities that will help faculty work towards fulfilling the College's mission and help the institution to retain qualified faculty and academic staff. Institutional support of faculty is formally evaluated annually through the budget process conducted by the Finance and Operations Department with additional evaluation throughout the year when necessary.

William James College has an array of handbooks, policy manuals, and program guides that are current and readily accessible on the College's website. These documents define and detail the rights and responsibilities of faculty and academic staff. Areas include faculty appointments and contracts, faculty rank classification, faculty participation in college governance, teaching loads, advising, and academic standards and policies. New faculty and academic staff are provided with these through Human Resources, and updated versions are also readily available on our website. Faculty Rank and Promotion guidelines are distributed annually by the Faculty Stewardship Committee (FSC), and faculty are encouraged to consult with FSC members on any questions related to these guidelines and processes. In addition to the manuals and guides listed above, all faculty contracts, which incoming faculty review and sign prior to starting their employment, outline general expectations and processes that ensure faculty act responsibly and ethically, observe the conditions of their employment, and otherwise function in a manner consistent with the mission and purpose/values/goals of the institution. William James College continues to adhere to the 1941 AAUP Statement on Academic Freedom, and this process is continually assessed through faculty's involvement in faculty governance, specifically on the Faculty Advisory Committee and the Faculty Stewardship Committee.

Teaching and Learning

Instructional content is driven by the specific requirements for each program, which is often determined by the accepted academic and professional standards laid out by either an appropriate accrediting body or the established best-practices in the field. The specific courses and the overall curriculum within a program are reviewed by the Institutional Curriculum Committee, as well as by departmental curriculum committees where applicable.

One of WJC's core values is experiential education, so all courses within the institution endeavor to prepare students for their professional work in their respective fields. As such, experiential techniques are incorporated into classroom instruction in a variety of ways, which serve to mimic real-world experiences wherever possible. William James College is committed to enhancing the quality of teaching and learning. Faculty are encouraged to experiment and improve instruction using evidence-based pedagogical techniques. Support is provided through the Faculty Development Seminar Series,

faculty retreats devoted to teaching and learning, Education Technology Seminar Series, faculty meetings, and through the Faculty Development Scholarship Fund. Faculty also have access to in-house and on-demand training in education technology through the Department of Education Technology, allowing them to learn new systems and products for use in the classroom (virtually or in person) to enhance the students' learning activities. William James College faculty can schedule one-on-one appointments for additional training in evidence-based pedagogical approaches to improve individualized instruction.

William James College offers considerable support for faculty professional development to promote excellence in teaching and scholarship. The Office of Academic Affairs, Office of Educational Development and Innovation, Center for Psychological Science, Department of Online and Professional Education, Office of Diversity, Equity, and Inclusion, ADDIE, and William James College Continuing Education Programs provides a variety of workshops, seminars, and programs for staff and faculty to improve teaching practice and scholarly expertise.

Specific programs include Community of Practice meetings, book discussions, and formal/informal professional development meetings. Additionally, many of our faculty also work in industry which helps them to stay current in their field. Faculty attend professional conferences and seminars and participate in professional organizations. On-going professional development activities emphasize topics in effective teaching/learning processes and outcomes and facilitation on online and on-ground courses. Additionally, William James College has several programs that provide support for scholarship, research, and creative activities. Those programs include the Faculty Seed Grant Award program, Faculty One Year Award program, Faculty Scholarship fund, Manuscript Development Award, Faculty Publication of the Year award, and the sabbatical program. Core faculty members who have served WJC for five years and have not been granted sabbatical leave for the past five years are eligible for a semester off (fall or spring) from all duties apart from participation in doctoral projects. The primary purpose of the Faculty Sabbatical Program is to reward faculty for their commitment to WJC and to support their professional development. Sabbatical leaves will be granted for the purpose of enhancing teaching, course and curriculum development, research for publication (books and/or articles for field relevant journals) or other scholarly activities related to instructional programs. A leave may advance the knowledge and expertise of a faculty member in his/her current field of expertise or might allow the person to acquire additional expertise to be brought back to the college. The program aims to enrich faculty members, students, the WJC community and to contribute to the field of Professional Psychology. Policies, procedures, and expectations related to research are clearly outlined in the Faculty Handbook and the [Rank & Promotions Manual](#).

COVID-19 Implications

Faculty retirements were somewhat accelerated during the pandemic with faculty who had vague plans on the horizon deciding to retire sooner than originally planned. We momentarily had a hiring freeze for Fall 2020 as we conservatively monitored enrollment impact. Once it became evident that we had maintained stable enrollment, we resumed our faculty and staff hiring. In terms of teaching, due to the rapid nature of the shutdown at the start of the pandemic, faculty who were engaged in traditional, in-person instruction needed to undergo a quick transition to the virtual environment, which initially did not allow for much thought or consideration to best practices in online learning. However, over the course of the last year and with support from the Office of Educational Development and

Innovation, faculty have been able to adjust and enhance their method of instruction. Faculty surveys, along with following pandemic case rates, have been instrumental in determining the mode of delivery which evolved from remote to high-flex and back to the traditional modality associated with each program.

Appraisal

Faculty and Academic Staff

William James College has a wide array of comprehensive and informative handbooks, policy manuals and program guides that are very accessible to both students and faculty through the College's website. Scholarly and academic expectations, guidelines and resources are outlined in the Faculty Handbook, the Faculty Rank Handbook, and the Undergraduate and Graduate Student Handbooks. Beyond these resources, the College cultivates and maintains a large amount of additional faculty and academic resources across all programs; however, currently the collection and storage of these resources is not uniform. This can make it challenging to find and retrieve necessary resources for both the faculty and the students. Developing an integrated technology system to store these resources under one platform across programs would improve accessibility and build a culture of sharing information and technology.

Overall, the different faculty levels allow for an equitable distribution of service and the College has ample resources to support faculty and academic staff in their work. Salaries for faculty and academic staff are competitive and commensurate with other institutions. Regarding the College's management of faculty responsibilities, the College's detailed contracts specify precisely the expectations of faculty across areas of teaching, scholarship, and service to the College, and document each faculty member's commitments and activities within each of those domains. We believe that this detailed, individualized contract and regular review and renewal system ensures equitable distribution of tasks across faculty and across levels of faculty seniority. This may not be the case particularly in comparison to systems that involve voluntary service and/or reduced service expectations after tenure, which may introduce biases in the distribution of service and/or faculty time spent on unrecognized service activities (e.g., departmental committees; mentorship of students). The contract system also allows for faculty to remain involved in professional commitments outside the College (e.g., private practice; consulting; empirical research), which allows them to remain current in their fields and to have up-to-date knowledge on the topics covered in their courses. We believe that this is a particular strength of our faculty model.

As part of the 2020-2025 Workforce Strategic Plan, a main theme driving the planning was the active recruitment and retention of faculty from diverse backgrounds. A Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis revealed continued challenges in the recruitment and retention of individuals from typically underrepresented groups in the field of behavioral health. This is seen as an opportunity for WJC as well as the field.

The current Faculty Orientation program, which was started 4 years ago, has been a welcome addition to the College. On formal evaluations of this program, new faculty have consistently rated each of the sessions within this program as either very or extremely beneficial to their learning about the institution and in preparing them for their work at the College. Some comments about the program included "I found orientation to be very well organized, stimulating, full of useful information. Thank you!" and

“Thank you for putting this together! It was a nice way to transition into the semester and very effective overall. I definitely felt more prepared and comfortable about starting at WJC after orientation.” Despite these high ratings, one area of potential growth for this program that has been identified by new faculty surrounds advising. As many of the faculty are engaged in advising/mentorship roles, more support around best practices in advising and mentoring would be beneficial.

Faculty performance evaluation occurs at William James College through multiple channels. Course evaluations and advising evaluation data are provided to Department Chairs and faculty and are part of the administrative and self-evaluation performance appraisal document completed during contract renewal discussions. While performance and goal discussions are encouraged to occur on an informal, regular basis, it would be beneficial for the College to research and design a more robust performance management process, including both evaluation and development elements based on current talent management best practices. This could include establishing competencies associated with the variety of faculty roles and responsibilities to be integrated into a clearly defined performance management cycle starting with annual goal setting, check point dialogues throughout the year, and annual performance appraisal discussion. In addition, it would be beneficial to review and revise the types of evaluation used to include more than student evaluation. Research could include best practices on peer reviews, incorporating Teaching Assistants (TAs) into evaluations, and creating policies and procedures on how to best utilize evaluation data collected to improve faculty performance.

In reviewing the faculty’s performance in the areas of teaching and advising, we can clearly see that faculty perform these duties at a high level. As illustrated in the chart below, course evaluations across the College have consistently shown high ratings from students. Students rate faculty highly in course preparedness, ability to meet learning objectives, integration of diversity perspectives, and their use of technology resources to enhance course delivery. Similarly, students have rated faculty very highly in their advisor role, indicating that faculty serve as a valuable resource for them and provide a safe, and inclusive environment. They also note that faculty are knowledgeable of program policies and procedures, school-wide policies and procedures, and program course and degree requirements (see chart below).

The College offers a wide variety of faculty development opportunities across a number of different areas, including teaching/pedagogy, issues of diversity, equity, and inclusion, education technology, and scholarship and research. A clear strength is the College’s access to in-house and on-demand training in education technology and pedagogy through the Office of Educational Development and Innovation. Faculty have ample opportunities to engage with the variety of programs offered, which has created a culture of openness to new ideas around empirically-based instructional practices. Of note, the monthly Faculty Development Seminars have created a space where faculty can speak openly about their teaching practices with each other and learn about new and innovative teaching practices (a sampling of seminar topics and faculty’s ratings of these seminars are included in the chart above). Additionally, faculty are given the resources to learn new technological systems and products for the classroom to enhance teaching through the Educational Technology department. While this unique resource is a strength of the College, there is some room for growth. More effective integration of the College’s technology resource system (i.e., Canvas) into teaching and learning will enhance academic instruction. While these development opportunities are readily available to faculty, they are not directly linked to performance and mentorship. Mentoring of faculty is done informally and

unevenly across the organization. Faculty would benefit from a more formal and consistently applied mentorship program that includes guidance on career pathing and support.

Figure 10: Course Evaluations

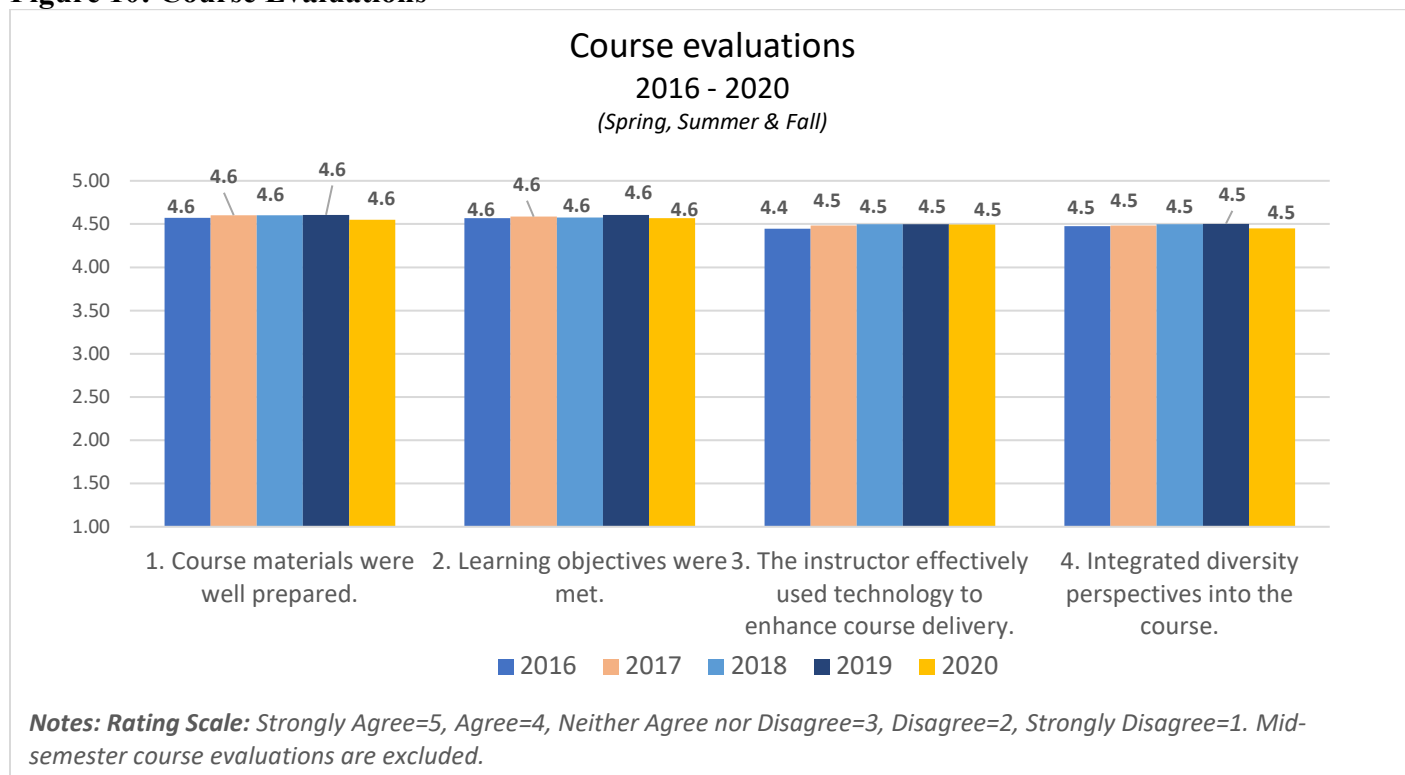


Figure 11: Advisor Survey Results

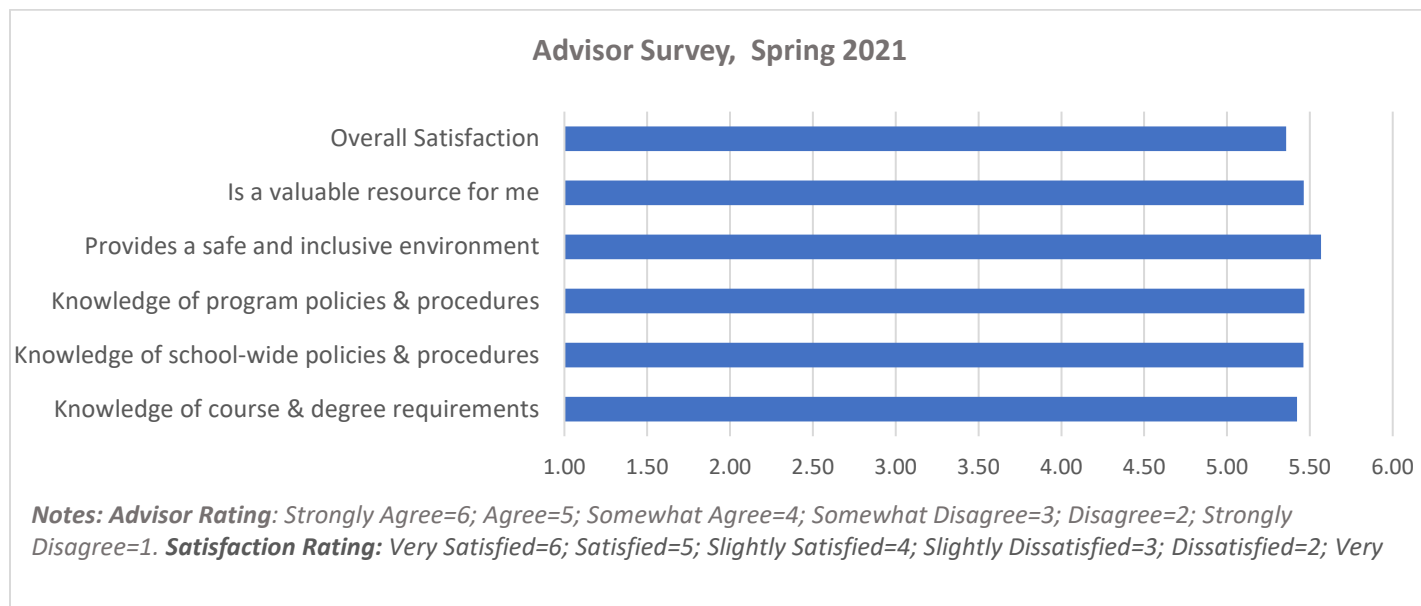
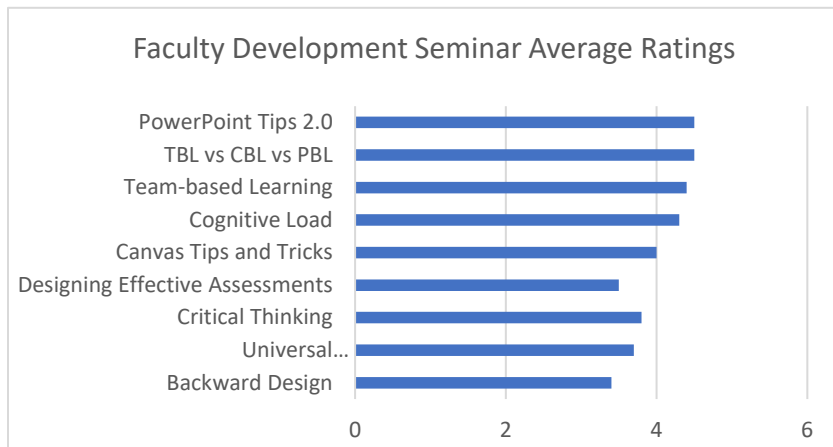


Figure 12: Faculty Development Seminars



Faculty ratings on how helpful the session was toward their work at WJC:
1=not at all helpful, 5=extremely helpful

Teaching and Learning

Faculty have, incorporated a variety of innovative pedagogical techniques and technological resources into their teaching, which have vastly improved the quality and effectiveness of their virtual instruction, and have presented additional opportunities for future program development. These have included:

- Flipped classrooms
- Active learning techniques (e.g., Team- and Problem-based Learning, Jigsaw teaching)
- Increased effective use of technology in the classroom (e.g., shared documents for activities, online quizzes/tests)
- Greater variety of ways to interact with students/connect with the professor (e.g., discussion forums, zoom check-ins, VoiceThread)

Over the course of the 2020-2021 academic year, students were sent early course evaluation surveys to evaluate the effectiveness of WJC’s response to the pandemic, as it relates to course effectiveness, as well as to evaluate the degree of inclusivity students experienced in their courses. The specific questions the students were asked were as follows:

1. “Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this course so far?”
(Rating: Extremely Effective=5; Very Effective=4; Moderately Effective=3; Slightly Effective=2; Not Effective at All=1)
2. “This course provides an inclusive environment that the students of all cultures and backgrounds are respected and valued.”
(Rating: Strongly Agree=5; Somewhat Agree=4; Neither Agree nor Disagree=3; Somewhat Disagree=2; Strongly Disagree=1)

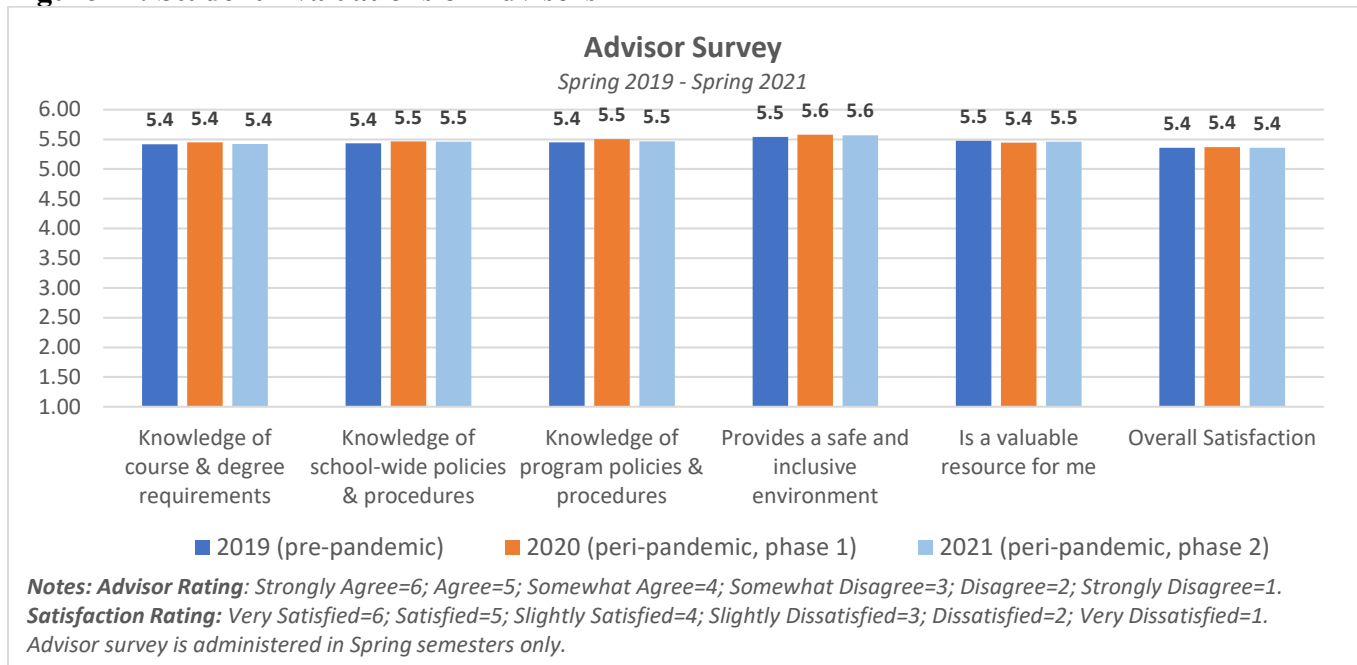
The results of this survey showed equivalent ratings over two terms in regard to course effectiveness and to degree of inclusivity students experience in the course, as presented in the table below:

Figure 13: Course Effectiveness and Degree of Inclusivity

	Clinical Psychology		Counseling & Behavioral Health		Organizational and Leadership Psychology		School Psychology	
	Spring 2021	Fall 2020	Spring 2021	Fall 2020	Spring 2021	Fall 2020	Spring 2021	Fall 2020
Course Effectiveness (Mean)	4.06	4.05	4.32	4.20	4.02	4.22	4.29	4.44
DEI (Mean)	4.66	4.78	4.79	4.73	4.94	4.95	4.66	4.83
# of Respondents	289	321	107	98	49	58	40	45
# of Surveys Distributed	461	476	170	172	115	112	62	71
Response Rate (%)	63%	67%	63%	57%	43%	52%	65%	63%

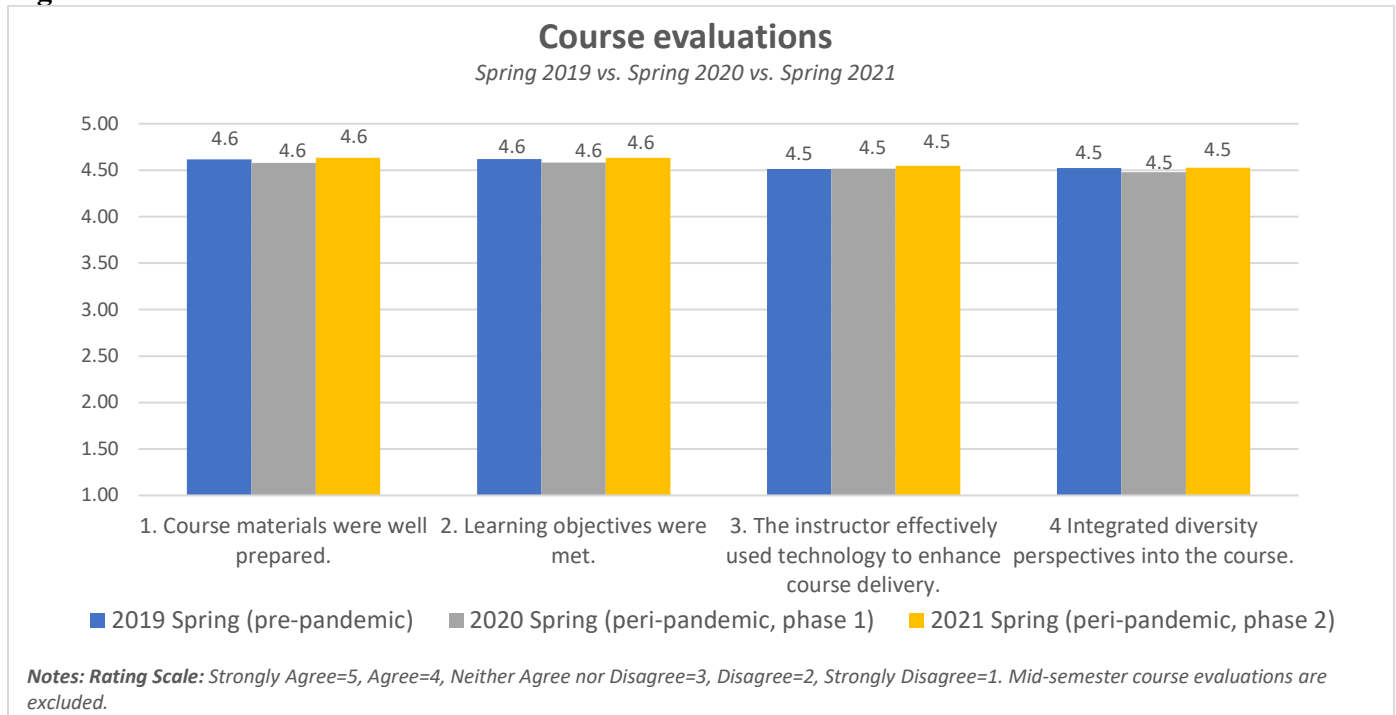
Additionally, comparing student evaluations of their advisors pre- and peri- pandemic (phase 1 and phase 2) revealed generally equivalent advisor and satisfaction ratings, as shown in the chart below:

Figure 14: Student Evaluations of Advisors



Similarly, comparing student evaluations of their courses pre- and peri-pandemic (phase 1 and phase 2) revealed generally equivalent ratings, with slight improvements in course materials preparedness, ability to meet learning objectives, integration of diversity perspectives into the courses, and use of technology by instructors, as shown in the chart below:

Figure 15: Course Evaluations



As the College transitions back to in-person instruction, the Office of Educational Development and Innovation will work with faculty to maintain these gains and provide faculty with assistance in incorporating some of what they have learned during virtual instruction back into their traditional classroom. Additionally, faculty orientation will need to include more comprehensive training around using a variety of teaching modalities and the different technologies and techniques that can be used to support them. As the College transitions to teaching in the post-pandemic environment, there will be new expectations placed on faculty to increase access and flexibility within their courses. While many of the faculty who have been teaching virtually during the pandemic have a good understanding of this and have already worked this into their courses, new faculty hires may be less accustomed and will also need an introduction to the variety of tools and resources available at WJC to help them in this regard. The College appointed a Director of Advising and Mentorship who began his position in June 2021 to develop training programs in these areas and work towards the development of a formal mentorship program.

Projection

Faculty and Academic Staff

The College will work to refine the methods used to evaluate faculty and ensure that these methods are better integrated into the faculty development opportunities. Specifically, the Office of Educational Development and Innovation, in collaboration with other relevant institutional entities, will work to develop a more comprehensive faculty evaluation process, which will include opportunities for faculty to receive both formative and summative feedback on their work. This includes revising the current student evaluation of teaching form to align with empirically-supported best practices, developing methods to evaluate other aspects of faculty responsibilities outside of teaching (e.g., mentoring student

research), and exploring other means of evaluating faculty (e.g., peer review). This process will likely unfold in stages, with the expectation that a revised student evaluation of teaching form will be implemented in 1-2 years and a more comprehensive faculty evaluation process will be fully implemented in 4-5 years.

WJC is committed to recruit faculty and staff from underrepresented groups. Department Chairs work closely with the VPAA and Human Resources Department to follow newly formed guidelines for recruitment. The goal is to have a faculty and staff that resemble the student body demographics.

Teaching and Learning

The College will work toward more consistent integration of its technology resource system into courses. In order to achieve this goal, the College plans to expand the Educational Technology Department over the next 2-3 years to include additional instructional technologists and instructional designers, which will allow much more of the academic technology support to be managed in-house rather than relying on outside consultants. Additionally, the expansion of the Educational Technology team as well as its integration into the broader Office of Educational Development and Innovation will allow for the expansion of training and development opportunities for faculty in the use of technology in their courses.

**Standard 6.1: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)**

3 Years Prior	2 Years Prior	1 Year Prior	Current Year
Fall 2018	Fall 2019	Fall 2020	Fall 2021

? Number of Faculty by category

Full-time	64	71	68	71
Part-time	74	53	50	52
Adjunct				
Clinical				
Research				
Visiting				
Other; specify below:				
Total	138	124	118	123

Percentage of Courses taught by full-time faculty

71.80%	69.60%	66.20%	72.26%
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? Number of Faculty by rank, if applicable

Professor	5	7	5	4
Associate	27	24	24	23
Assistant	27	28	25	23
Instructor	5	12	14	21
Other; specify below:				
Total	64	71	68	71

? Number of Academic Staff by category

Librarians	2	2	2	1
Advisors	64	71	68	71
Instructional Designers	2	2	2	2
Other; specify below:				
Total	68	75	72	74

Grand Total 142 128 122 126

Please enter any explanatory notes in the box below

Source: IPEDS Human Resource Surveys.
Advisors and Full-time faculty are one-and-the-same.
All faculty were first assigned rank in 2017.

**Standard 6.2: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)**



3 Years Prior	2 Years Prior	1 Year Prior	Current Year
Fall 2018	Fall 2019	Fall 2020	Fall 2021

Highest Degree Earned: Doctorate

Faculty	Professor	5	7	7	8
	Associate	27	24	24	27
	Assistant	27	28	25	26
	Instructor	4	12	15	19
	No rank	64	41	39	32
	Other				
Total		127	112	110	112

Academic Staff	Librarians				
	Advisors	63	70	68	71
	Inst. Designers				

Other; specify*				
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Highest Degree Earned: Master's

Faculty	Professor				
	Associate				
	Assistant				
	Instructor	1	1	2	3
	No rank	10	11	6	8
	Other				
Total		11	12	8	11

Academic Staff	Librarians	1	1	1	1
	Advisors	1	1	1	1
	Inst. Designers	2	2	2	2

Other; specify*				
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Highest Degree Earned: Bachelor's

Faculty	Professor				
	Associate				
	Assistant				
	Instructor				
	No rank				
	Other				
Total		0	0	0	0

Academic Staff	Librarians	1	1	1	0
	Advisors				
	Inst. Designers				

Other; specify*				
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Highest Degree Earned: Professional License

Faculty	Professor				
	Associate				
	Assistant				
	Instructor				
	No rank				
	Other				
Total		0	0	0	0

Academic Staff	Librarians				
	Advisors				
	Inst. Designers				

Other; specify*				
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Grand Total	142	128	122	126
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**Standard 6.3: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)**

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
Fall 2018		Fall 2019		Fall 2020		Fall 2021	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed

Professor	0	0	1	0	2	0	1	0
Associate	0	0	0	0	1	0	5	0
Assistant	2	0	5	0	2	0	5	0
Instructor	0	0	1	0	0	0	0	0
No rank	0	43	2	27	2	20	5	9
Other	0	0	0	0	0	0	0	0
Total	2	43	9	27	7	20	16	9

Number of Faculty in Tenured Positions

Professor	0	0	0	0	0	0	0	0
Associate	0	0	0	0	0	0	0	0
Assistant	0	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0
No rank	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0

Number of Faculty Departing

Professor	0	0	1	0	0	1	1	0
Associate	3	0	0	0	4	0	2	0
Assistant	2	0	2	0	0	0	3	0
Instructor	0	0	0	0	0	0	0	0
No rank	1	37		13	1	7	0	8
Other								
Total	6	37	3	13	5	8	6	8

Number of Faculty Retiring

Professor	0	0	0	0	2	0	0	0
Associate	1	0	0	0	0	0	2	0
Assistant	0	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0
No rank	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0
Total	1	0	0	0	2	0	2	0

Fall Teaching Load, in credit hours

Professor	Maximum							
	Median							
Associate	Maximum							
	Median							
Assistant	Maximum							
	Median							
Instructor	Maximum							
	Median							
No rank	Maximum							
	Median							
Other	Maximum							
	Median							

Explanation of teaching load if not measured in credit hours

Faculty teaching load is also not necessarily determined by rank, but rather by designation. All faculty have a time designation which is categorized as one of three classifications which are Core, Teaching, and Adjunct. Core faculty are expected to teach anywhere from 12-18 credits depending on the department and workload. Teaching faculty can be assigned anywhere from 9-22 credits depending on the need. For Core and teaching there have been no minimum amounts assigned as it is by department and need. Adjunct faculty have no maximum, but do have a minimum of at least 1 credit.

Source: Faculty data is as of November 1st each year. Additional changes in staffing may have occurred after that point in time.

Standard 6.4: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
Fall 2018		Fall 2019		Fall 2020		Fall 2021	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty by Department (or comparable academic unit); insert additional rows as needed

Clinical Psychology	37	27	38	25	38	15	37	20
Counseling & Behavioral Health	10	17	12	10	11	10	21	4
Organizational & Leadership Psych	8	12	11	9	12	13	11	16
School Psychology	9	18	10	9	7	12	6	8
Total	64	74	71	53	68	50	75	48
	138		124		118		123	

Please enter any explanatory notes in the box below

**Standard 6.5: Teaching, Learning, and Scholarship
(Faculty and Academic Staff Diversity) Fall 2021**

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (Fall 2022)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Male	19	18	37	37
Female	52	34	86	86
Hispanic/Latino	5	1	6	6
Asian	2	1	3	3
Black of African American	8	5	13	13
White	55	42	97	97
Race and ethnicity unknown	1	3	4	4
Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (Fall 2022)

Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Male				
Female	3		3	3
Hispanic/Latino				
Asian				
Black of African American				
White	3		3	3
Race and ethnicity unknown				

Please enter any explanatory notes in the box below

Standard Seven – Institutional Resources

Description

Human Resources

Human Resources policies are included in the [Employee Handbook](#) that is signed by all employees. Administrative employees receive an offer letter and faculty receive a contract with defined terms of employment. Administrative employees are evaluated annually by their supervisor and participate in a 360 process with their supervisor, peers and direct reports. Faculty are evaluated through student evaluations which are reviewed with their Department Chair. All faculty and staff receive an annual cost of living adjustment. Compensation of all employees is reviewed annually to ensure it is fair and equitable. Faculty and staff are encouraged to participate in professional development. All employees must sign the Written Information Security Policy, which outlines the College's information security policies.

William James College offers a competitive benefits package for its employees. A summary of benefits includes:

- Health and dental insurance with Blue Cross. The College pays for approximately 70% of the cost of the premium for full-time employees. Employees that are at least half-time are eligible for health and dental insurance at a prorated cost.
- Employer paid long-term and short-term disability insurance for employees working at least 24 hours per week.
- Employer paid life insurance for employees working at least 24 hours per week. Employees are eligible to buy more coverage.
- Employer paid legal plan for employees working at least 24 hours per week.
- Employer paid long-term care insurance for full-time employees with ten years of service.
- Employee only contribution to a 403(b) Retirement Savings Plan. All employees are eligible.
- Employer only contribution to the 401(a) Supplemental Retirement Plan for full-time employees with at least one year of service.
- Paid time off and paid holidays.
- Tuition remission benefits for full-time employees with at least three years of service for the employee, spouse and dependents.

Financial Resources

The Finance Department, led by the Vice President of Finance and Operations, oversees financial resources, reporting and operations of the College. The Vice President of Finance and Operations is a Certified Public Accountant and has been with the College for over ten years. The Finance Department is responsible for safeguarding the College's assets and ensuring the accuracy of transactions, records, and reports. The department establishes and monitors internal financial controls, policies and procedures

and compliance with laws, regulations, agreements, and contracts. The department works closely with all leaders, managers and other users of systems, reports, or data. These contacts include individuals responsible for student billing, 3rd party billing, financial aid, registrar, student services, marketing, continuing education, academic programs, fundraising, human resources, facilities, information technology and the library.

The College's monthly financial statement reporting process enhances the administration and oversight of financial data. The standard report includes detailed comparisons of actual results with approved budgets for all revenue and expense categories and of actual and budgeted results by program and department. Projections of revenues, expenses and operating results provide information about outcomes and variances for the full fiscal year (June 1 – May 31). Management reviews significant favorable or unfavorable variances and identifies actions to minimize such variances through budget process improvements, stronger controls or other actions going forward. The Finance Department monitors the budget to actual reports through an online, real-time system.

The College has a strong management team that approaches budgeting and financial planning in a realistic and responsible manner. The College's budget process is well organized with clear guidelines and timetables. Shortly after the calendar year, the Finance Department distributes several years of actual results and year to date budget vs. actual results to various departments. Department heads are asked to submit their detailed budgetary requests, including an operating budget, requests for capital items, admissions targets, changes in personnel and student work-study support. Pricing for tuition and fees, salaries for faculty and staff and an allotment for student scholarships are also established during the budget process. Enrollment budgets are conservative and based on the prior year's incoming class. Revenues from fundraising, government contracts and fees for services revenues are included in the operating budget. Enrollment of students in new programs and investment earnings are not included in the operating budget. An operating contingency is included in the budget to allow for financial emergencies and unforeseen circumstances. A budget for new program development is included in the budget. After all information is compiled, both an operating budget and a capital budget are presented to the Finance Committee. The Finance Committee reviews the budget recommendations and presents the approved version of the budget to the Board of Trustees at the April meeting.

In the event enrollment numbers or overall revenues do not meet the operating budget, the College could hold back on hiring new positions as most employees start in August, a few months after the start of the fiscal year. The College maintains a student to faculty ratio of 12:1 so enrollment can be forecasted before new faculty are hired. Many core faculty members cross-teach in multiple departments, enabling the College to redeploy faculty to departments as enrollment fluctuates. If there is a more severe shortfall, the College can withhold the annual 3% cost of living salary increase, withhold the annual employer retirement plan contribution, or cut positions.

As noted in Standard 2, the College maintains a long-range financial projection model to support decision making and the strategic planning. The model illustrates how the College will be able to remain financially stable for the foreseeable future based on certain planning assumptions. The model forecasts revenue, expenses, and operating results. The model is updated annually after fall enrollments are reported and after the audited financial statements are finalized. The model considers projected enrollment, new programs, tuition rate changes, scholarships, marketing strategy, fundraising goals, investment returns, debt management, capital projects, compensation and benefit policies, space considerations, library and technology resources and general inflation. The model reflects the impact of

college strategies to introduce new academic programs, expand existing offerings or fund new initiatives. Long range projections are presented to the Board of Trustees.

The Finance Committee meets at least quarterly to compare the operating forecast to the Board approved budget. They also review the balance sheet, cash flow activity, fundraising revenues to date, investments performance and other important matters. The Finance Committee approves the purchases and sales of investments. Projected forecasts for new programs are approved by the Finance Committee before being presented to the Board for approval. Annual NECHE ratios are also reviewed in detail. The Finance Committee has oversight for the College's audit and financial reporting. CBIZ Tofias, an independent public accounting firm, audits the College's annual financial statements and student financial aid audit. The Finance Committee meets with the auditors and reviews and accepts the annual audit and IRS Form 990 tax return. The College's annual independent audits have consistently resulted in unqualified opinions with no audit adjustments. There have also been no findings on the student financial aid audit for three consecutive years. The Finance Committee reviews the management letter and follows up on recommendations from the auditors.

The Office of Institutional Advancement is responsible for meeting the expectations of donors, matching the strategic goals and needs of the College and complying with applicable laws and regulations. Major fundraising initiatives are approved by the Board of Trustees. Unconditional promises to give are supported by signed pledge cards including the amount, expected payment dates and appropriate designations, if necessary. Gift acknowledgement letters are mailed to the donors along with the necessary IRS tax deductibility statement. The Finance Department is responsible for tracking additions and releases of all restricted gifts and tracking all endowment activity.

To address the NECHE follow-up question regarding achieving revenue goals for the Bachelor's completion program, when the program was first designed, an entering class enrollment of 20 students per year was budgeted for a total enrollment of 60 students. WJC's entering class enrollment has been 11 and 16 in fall 2020 and fall 2021 respectively, and our total enrollment is 37 students as of fall 2021. WJC projected to have \$550,000 in tuition revenue by year 3 and 4 of the program. Actual tuition revenue has fallen short of that averaging \$310,000 in FY 2020 and FY 2021. WJC has made some progress as projected revenue is \$450,000 in FY 2022. We have received some large donations to support student scholarships in recent years, however, and we anticipate that this will increase enrollment in the program. The large donations include over \$300,000 from an anonymous donor and \$690,000 from a foundation, of which \$375,000 is set aside for scholarship aid.

Information, Physical, and Technological Resources

The library is staffed by one full-time librarian, one half-time Library Assistant, and up to 17 work-study students per semester. The librarian manages collection development, acquisitions, technical systems, information literacy programming, staffing, and day-to-day operations. The Library Assistant oversees interlibrary loan processing and manages the College's online textbook store (MBS Direct). Our work-study students staff the library desk throughout the day and assist with other day-to-day operations. A smaller group of highly trained work-study staff provide both library and classroom technology support on evenings and weekends. These students are trained and certified by our IT department in classroom technology support to ensure a high level of customer service.

The Information Technology (IT) Office fulfills IT support needs to all students, faculty, and staff technology needs. The office is also working closely with the Office of Online and Professional Education in collaboration and support of educational technology and faculty training. The IT Office is

also in close collaboration with WJC Library in training work-study students to provide necessary classroom AV and event support. Currently, the IT Office is staffed with 4 FTE which includes one Director of IT who is also serving in the Information Security Officer role, one Systems Analyst, one Helpdesk Manager, and one Helpdesk Assistant. The IT Office also utilizes a range of consultants and contractors as additional resources in various short-term or long-term projects, including a 0.5 FTE Systems and Network Administrator. The Education Technology Office currently consists of 2 full-time staff which include one Director of Online and Professional Education, and one Instructional Technologist.

The Facilities department has made enhancements to ensure our campus is environmentally friendly. These include replacing all lighting with LED bulbs, implementing single stream recycling, changing all motors in the mechanical systems with Variable Frequency Drives (VFDs), installing a new battery system to kick in during peak energy hours, and replacing the obsolete energy management system. The energy management control system enables us to centralize control of energy-using equipment (including temperature setpoints, scheduling equipment operations and other advanced control strategies), which can be operated remotely. Additionally, a new control panel on our irrigation system was installed to bring our water consumption down significantly. We also use a secondary vendor to get electricity and gas at a discounted rate from renewable energy sources. Due to COVID-19, plexiglass protective shielding has been installed in open offices/workspaces. Air handlers are now being changed on a quarterly basis and cleaning protocols were also enhanced.

COVID-19 Implications

William James College received a Payroll Protection Program Loan for \$3,975,250 from the Small Business Administration in April 2020. The funds were used entirely for payroll. The loan allowed the College to retain all employees during the pandemic. The entire loan was forgiven by the SBA in June 2021. William James College also received approximately \$1,030,000 from the Higher Education Emergency Relief Fund. \$500,000 has been expended so far. The funds have been used to provide emergency relief to students, to reduce the student services fee in the fall 2020 and spring 2021 semesters, to upgrade technology for online learning and to upgrade facilities for reopening safely.

In response to COVID-19 in preparation for return to campus, in FY 2021, upgrades were made to all classrooms which include upgraded microphones and cameras to allow every classroom to run their session through Zoom, including allowing for recording, remote streaming, and real-time closed captioning via Zoom on the projection screen. This allows us to transition back to in person delivery for our traditional programs while allowing enhanced accessibility as needed. In managing the on-going pandemic, the College is prepared both with technology and with faculty training to deliver concurrent learning or high flex learning. In fall 2021 we utilized a high flex modality in the majority of our programs. If one or more students could not safely be "live" in the classroom, they could join the class from their home. WJC plans to return to traditional delivery in spring 2022. The College invested in additional classroom technology in early FY 2022 to make classrooms better suited for remote and hybrid learning. The upgrades include: front and back cameras; a preprogrammed zone setting to adjust camera angle automatically based on the sound source; improved classroom microphone system to capture audience voices; and a back of room TV to display Zoom participants. Our library already had a significant online presence and was able to adapt easily with the biggest alteration consisting of adjusting our delivery system for drive by pick up of testing materials. Predictably, there was a substantial increase in resources devoted to maintaining the hygiene of the physical space. Staff and faculty were permitted to work from home beginning in March 2020 with a slow migration back to the

workplace 2 days per week in the Spring of 2021 and three to four days per week just prior to the Fall 2021 semester. The plan is to maintain the 3 to 4 day in-person schedule for staff and faculty for the immediate future as both groups report enjoying the greater work life balance.

Appraisal

Human Resources

William James College has added a substantial number of faculty and staff resources to support the growth of the institution. In 2011, the College had 89 full-time employees: 34 faculty and 55 administrative employees. The College now has 176 full-time employees: 71 faculty and 105 administrative employees. We believe that this positions us well to serve our student body and mission. We have substantially improved the benefits available to our employees. Renumeration is very competitive, however retirement contributions remain somewhat modest relative to larger universities.

William James College is an institution and a community committed to the principles of excellence, fairness and respect for all people. Our Inclusive Excellence model infuses diversity, equity and inclusion efforts into the core of institutional functioning to realize the educational and organizational benefits of diversity both locally and globally. We are committed to strengthening communities, including our workplace, by fostering the development of the intercultural competencies necessary for change agents in an increasingly complex, pluralistic society. WJC has made an effort to grow the diversity of its faculty and staff and has been modestly successful. In 2011, only 13 of our full-time faculty and staff was a self-identified minority which totaled 18%. The number has increased to 33 in fall 2020 and 22% of total full-time employees.

Financial Resources

William James College is a financially sound institution with a strong record of growth over the last ten years. Total assets increased from \$7.4 million in FY 2011 to \$45.5 million in FY 2021. Total net assets increased from \$5.4 million in FY 2011 to \$23.9 million in FY 2021. Total revenues increased from \$15.4 million FY 2011 to \$38.1 million in FY 2021. The total change in net assets has averaged \$1.75 million over the last ten years including \$5 million in FY 2021, the most successful year in the College's history. The College has used its operating surpluses over the years to invest in infrastructure including facilities and technology. The College has also been able to transfer some of the surplus to investments which has increased from \$1.7 million in FY 2011 to \$11.6 million in FY 2021.

New metrics from the Massachusetts Department of Higher Education measure an institution against twelve financial metrics within four categories – market/revenue durability, cash flow sufficiency, liquidity and wealth. If an institution fails to meet at least four of the twelve metrics, and at least one of the failed metrics is in the market/revenue durability or cash flow sufficiency categories, the institution will be included in, and be subject to, NECHE's Annual Report on Finance and Enrollment review process. Out of the twelve metrics, WJC received two red flags for 2020, both of which are in the wealth category. Two metrics that were yellow in 2019 are green in 2020. The College is strong in the market revenue/durability category as WJC continues to grow enrollment and tuition revenue. The College is also strong in the cash flow sufficiency category due to annual operating surpluses at the end of each year. The College is fair in the liquidity category as WJC continues to grow cash and investments but lacks a large endowment. WJC is weak to fair in the wealth category because of its small endowment. Overall, the metrics indicate a healthy, not wealthy financial position.

William James College has been mostly tuition dependent throughout its history. The percentage of revenues from tuition decreased from 91% in FY 2011 to 67% in FY 2021 (72% if the PPP loan forgiveness recognized in FY 2021 is excluded). Our traditional fundraising revenues have remained stable at an average of \$775,000 over the last several years. A challenge has been the sizable debt incurred by our alumni that significantly interferes with their ability to make donations to the college. We have also faced limitations in the identification of major donors outside of our alumni pool.

We have redirected our development efforts toward grants and contracts which will continue to decrease our reliance on tuition. Our success has been the significant growth in fees for services revenue and revenue from government contracts.

Figure 16: Growth in Alternative Revenues

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Government Contracts	90K	298K	285K	481K	623K	826K	982K	1,848K	2,151K	3,865K	6,935K
Fees for Service	634K	741K	690K	970K	1,226K	1,305K	1,442K	1,962K	3,090K	2,918K	2,570K
Investment Income	308K	(91K)	380K	259K	108K	(70K)	316K	389K	137K	463K	1,934K
Contributions and Grants	395K	398K	667K	777K	658K	729K	1,112K	561K	823K	751K	919K
Rental Income	-	-	-	-	-	88K	166K	162K	67K	67K	53K
Total Alternative Revenue	1,427K	1,346K	2,022K	2,487K	2,615K	2,878K	4,018K	4,922K	6,268K	8,064K	12,411K
Total Revenue	15,401K	17,171K	19,800K	20,833K	24,100K	26,105K	26,731K	29,133K	31,411K	34,233K	38,098K
Tuition Dependence %	91%	92%	90%	88%	89%	89%	85%	83%	80%	76%	67%
Excluding PPP Loan										80%	72%

William James College acquired Teachers21 in 2018 adding about \$1.3 million in annual fees for service revenues. In 2017, William James College was awarded a contract from the Massachusetts Department of Mental Health to run the Juvenile Court Clinic in Norfolk and Suffolk County adding about \$1.3 million in revenue to government contracts. The College has also been the recipients of several grants from the Health Resources and Services Administration, including two training grants that total \$900,000 annually and two grants awarding scholarships to students totaling \$1.3 million annually.

Information, Physical, and Technological Resources

In March 2012, the College signed a fifteen-year lease at our new campus and underwent an \$8.3 million renovation project to build classroom and office space. In August 2012, the College relocated to the six-story building in Newton, MA occupying the ground floor through the third floor, which constitutes approximately 51,000 square feet. In July 2015, the College expanded to the 4th and 5th

floors. The 4th floor was renovated at a cost of \$1.2 million. In January 2016, the College purchased the 86,000 square foot building for \$18.1 million financed by tax-exempt financing. The interest rate on the bond is fixed at 2.63% through January 2026. The purchase of the building has saved the College \$1 million annually as compared to continuing to lease the building. The College refinanced its debt in May 2021. As part of the refinancing, the College can drawdown an additional \$8 million to finance a windows replacement project through November 2023. The interest rate on the bond including the drawdowns for the windows project is fixed at 2.43% through May 2031. The refinancing has set the College up for improved long-term financial flexibility.

The College has continued to make investments in its infrastructure since the major renovation projects in 2012 and 2015. A summary of the projects include:

- \$431,000 in parking lot renovations increasing the number of spaces by 40 to 350 parking spaces in FY 2017
- \$177,000 for HVAC upgrades in FY 2017
- \$162,000 to upgrade to LED lighting in FY 2018
- \$263,000 for a new front walkway and renovations to ground floor restrooms in FY 2018
- \$500,000 in HVAC upgrades in FY 2021
- \$80,000 new card access system in FY 2020
- New energy management system in FY2020
- \$200,000 for reopening the building safely and extra cleaning costs

The 2012 renovations dramatically overhauled the building at One Wells Avenue. The interior was completely renovated to make space suitable for 21st century education. The project included \$2 million for new furniture and \$1.2 million for technology and library resources which equipped the College with state-of-the-art classrooms. The building now provides for 20 modernized classrooms with high-end audiovisual systems with hearing assistance capabilities, numerous conference and meeting rooms and three student lounges. Event management system LCDs (liquid-crystal displays) have been installed in front of each classroom and meeting room to indicate room assignment information which serves as a convenient way for the students and faculty to reserve space for study time and meetings.

To meet with ever-changing demands, WJC continues to invest in upgrading and enhancing classroom AV technology. Audiovisual equipment was upgraded in FY 2020 at \$500,000. Each classroom audiovisual control system is designed to provide an intuitive control interface for instructors while allowing our technical support team to monitor classroom technology status remotely, which can support the instructors during the class in real-time to reduce classroom interruption. A dedicated Classroom Audio-Visual fiber-optic network backbone has been implemented to future-proofing requirements in Audio Visual quality, such as supporting future 4K Ultra-High Definition (UHD) standard.

During the 2012 renovation, the College's campus network was overhauled as well with a new internal fiber optic network backbone supporting up to 10 GB and a new secured, encrypted wireless network (802.11AC) with individual authentication for the community adding another layer of network security.

The firewall has been upgraded to provide better security. Network-based cameras have been installed in strategic positions to monitor any potential security threats. As part of the equipment life cycle planning, in early FY2022, the College spent \$300,000 to upgrade existing network firewalls, switches, and wireless networks to the new WIFI 6 / 802.11AX standard. The new upgrades increased the overall wireless bandwidth throughout and allows the College to handle the exponential growth of wireless devices and a higher device density in the classrooms when wireless laptops and devices have become a norm for the WJC community. The College's Wide-Area-Network (WAN) bandwidth has also been repeatedly upgraded in the past years to the current 1 GB with Distributed Denial-of-Service (DDoS) attack mitigation to accommodate the ever-increasing institutional demand. On Campus Bandwidth was doubled again (from 500MB to 1GB) in December 2020. This will help with internet access while on Campus.

Starting in 2015, William James College has embraced a "Cloud First" initiative and is slowly migrating various technology services to the cloud when appropriate. In 2016, William James College completed the migration from an on premise email and file storage system to Microsoft Office 365, which provides a cloud-based email (Outlook Web Access), personal cloud file storage (OneDrive), Microsoft Teams, and Microsoft Office Suite licenses to all students, faculty and staff. All laptops are centrally managed by the IT office, fully encrypted with BitLocker, and installed with administrative and production software, VPN, and Sophos Endpoint Protection. William James College continues to implement cloud-based technology in all aspects of the College operations. Overall, more than 30 new cloud-based (SaaS) solutions or tools have been implemented between 2012 to 2021 to support various academic and administrative needs. Here is a list of projects:

- Barracuda Cloud for email security, email archival, and remote backup for on premise servers and Office 365 files
- Canvas LMS for learning management
- Course Evaluation by Campus Lab (Now Anthology) for student and course assessments
- LinkedIn Learning for all student, faculty, and staff
- OneLogin as SAML/single-sign on (SSO) portal
- VidGrid for online media archive and streaming service
- Sonia by QSR International for Student Field Placement Management
- Zoom for Video Conferencing
- Zendesk for ITSM and technology knowledgebase

In 2018, William James College signed a contract with Campus Management (now Anthology) to replace WJC's outgrown student and finance system with Campus Management's SaaS solutions including Campus Nexus Student, Campus Nexus Finance, and Campus Nexus CRM. The College hired Moran Technology Consulting to assist with the RFP process, as well as using this opportunity to lead business process redesign planning with college administrators to improve overall business process clarity and efficiency to encourage administration simplification. The plan was completed and referenced as part of the student and finance system implementation. The Campus Nexus Student SIS went live in December 2019, and other systems soon followed.

With a fast-growing list of technology resources and new system implementations, the issue with lack of consistent data governance is now front and center. The College has implemented technologies that are designed with a mechanism to be easily integrated with other 3rd party systems to create a sustaining institutional data ecosystem for better data utilization and transparency. However, lack of consistent data governance and institutional data definition standards presented a difficult challenge to successfully integrate systems. The institutional data remains siloed in various functional areas and makes data analysis challenging and time-consuming when required to compare data across functional domains. The College has recognized this challenge and hired a data governance consultant to objectively evaluate the College's current status. With the recommendation of the consultant, the College launched our Data Governance Initiative (DGI) in late 2020. Even in its infancy stage, the DGI has made a significant impact on integrating Marketing and Admission data. The DGI team worked with the Marketing and Admissions team to clarify data terminologies and calculation methods used, as well as creating an interactive Power BI dashboard to better showcase the data for the purpose of enrollment management. While we have made some progress, the struggle of implementing data governance will be a long and challenging road ahead.

As part of the William James College Information Security Program, beginning in 2015, the College contracted SANS Institute and created a bi-annual mandatory information security awareness program for all staff and faculty. HIPAA training was also introduced, and both pieces of training have expanded to all staff, faculty, and students, annually. The College also contracted KnowBe4 in 2018 to perform regular mock-phishing email tests to all users as part of anti-phishing training.

William James College Library houses an extensive collection of electronic and physical materials aimed at supporting student, faculty, and staff scholarship. Nearly one hundred online databases—comprised of electronic books, journals, and streaming videos—round out the electronic collection, offering 24/7 unlimited access off-campus. New to the library in 2021 is a large selection of board games for use in leisure, classroom, and clinical settings. Guides are available explaining how to use the games to teach core concepts such as teamwork and communication, including learning about implicit biases. With the continued growth of our academic offerings, the library is working to ensure that our electronic collections remain relevant and that we acquire new resources to support our community. Within the past few years, we have acquired several new databases, such as SAGE Research Methods and SAGE Business Cases. We have also expanded our streaming video options to include a patron-driven acquisitions model on Kanopy video streaming service. In addition to databases and our physical collection of books, the library has an extensive collection of psychological assessment materials for use in supervised class work. The librarian acts as a liaison between psychological assessment publishers and our faculty, staff, and testing clinics to ensure materials are ordered on time and in accordance with publishers' policies.

Over the past few years, the library has extended its online presence with a new website and online guides located on our LibGuides platform. This positioned us well to adapt to remote delivery during COVID-19. The library is currently working with academic departments to extend the online guides to include more resources for program-specific needs, such as Diversity, Equity, and Inclusion in Executive Coaching. To ensure the best access to our collections, the library is researching various discovery services and authentication options, such as SSO. The goal is to make access to our collection easier, faster, and more intuitive.

Projection

Human Resources

William James College has increased its attention to diversity recruitment and retention for faculty and staff. While we have improved in this area, it is challenging. With help from the Director of Diversity, Equity and Inclusion, our goal is to grow the faculty and staff to include by 2025 to better reflect the demographics of our student body. Faculty and staff recently attended a workshop on implicit bias training as it relates to hiring.

Financial Resources

The College continues to look for ways to reduce its dependence on tuition revenue. Financial analyses have highlighted the importance of extending the WJC revenue base beyond what is derived from academic programs. It is understandable that tuition is the main source of revenue at any college, but an exclusive dependence on enrollment income creates a financial risk. As application numbers vary, non-tuition-based revenue adds to financial stability and allows for important growth. WJC will strive to maintain tuition revenue below 80% of total revenue for the next several years.

Information, Physical, and Technological Resources

IT is planning to upgrade the 7-year-old On-Campus network infrastructure (network switches, WIFI access) to the next generation technology (WIFI 6) to help address high Internet of Things (IoT) density in classrooms. IT is also planning to upgrade the 7-year-old on-campus phone system to Cloud PBX technology to allow faculty/staff close to the same quality of phone service when working at home as they can access on campus.

In spring 2022, the College is planning to replace all external windows on the 2nd through 5th floors. The project is planned in two phases with the second phase starting in spring 2023. Each phase is expected to last six months. The estimated cost of the project is \$8 million and will be financed with tax-exempt financing.

**Standard 7.1: Institutional Resources
(Headcount of Employees by Occupational Category)**

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	Fall 2018			Fall 2019			Fall 2020			Fall 2021		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	64	74	138	71	53	124	68	50	118	71	52	123
Research Staff	5	0	5	4	0	4	5	0	5	5	5	10
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	1	0	1	1	0	1	1	0	1	1	1	2
Library Technicians	0	0	0	0	0	0	0	0	0	0	0	0
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0	0	0	0
Student and Academic Affairs	0	0	0	0	0	0	0	0	0	0	0	0
Management Occupations	24	0	24	27	0	27	28	0	28	39	39	78
Business and Financial Operations	6	2	8	6	1	7	6	1	7	6	6	12
Computer, Engineering and Science	4	0	4	6	0	6	6	0	6	5	5	10
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	14	4	18	18	7	25	17	6	23	24	24	48
Healthcare Practitioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0
Service Occupations	3	8	11	3	6	9	3	4	7	4	4	8
Sales and Related Occupations	3	0	3	3	0	3	4	0	4	5	5	10
Office and Administrative Support	14	0	14	13	0	13	14	0	14	16	16	32
Natural Resources, Construction, Maintenance	0	0	0	0	0	0	0	0	0	0	0	0
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0	0	0	0
Total	138	88	226	152	67	219	152	61	213	176	157	333

Please enter any explanatory notes in the box below

Teachers 21 staff added to Freedman Center which accounts for increase in Community and Social Service category. T21 was previously a separate entity from WJC.

Standard 7.2: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (5/31)		2 Years Prior (FY 2019)	1 Year Prior (FY 2020)	Most Recent Year (FY 2021)	Percent Change 2 yrs-1 yr. prior 1 yr.-most recent	
ASSETS (in 000s)						
?	Cash and Short Term Investments	\$9,974	\$13,022	\$10,986	30.6%	-15.6%
?	Cash held by State Treasurer	\$0	\$0	\$0	-	-
?	Deposits held by State Treasurer	\$0	\$0	\$0	-	-
?	Accounts Receivable, Net	\$1,174	\$2,732	\$2,250	132.7%	-17.6%
?	Contributions Receivable, Net	\$131	\$62	\$55	-52.7%	-11.3%
?	Inventory and Prepaid Expenses	\$305	\$288	\$286	-5.6%	-0.7%
?	Long-Term Investments	\$4,990	\$6,283	\$11,632	25.9%	85.1%
?	Loans to Students	\$0	\$0	\$0	-	-
?	Funds held under bond agreement	\$0	\$0	\$0	-	-
?	Property, plants, and equipment, net	\$20,800	\$20,858	\$20,271	0.3%	-2.8%
?	Other Assets	\$0	\$0	\$0	-	-
	Total Assets	\$37,374	\$43,245	\$45,480	15.7%	5.2%
LIABILITIES (in 000s)						
?	Accounts payable and accrued liabilities	\$2,110	\$2,672	\$2,815	26.6%	5.4%
?	Deferred revenue & refundable advances	\$3,338	\$3,675	\$3,391	10.1%	-7.7%
?	Due to state	\$0	\$0	\$0	-	-
?	Due to affiliates	\$0	\$0	\$0	-	-
?	Annuity and life income obligations	\$0	\$0	\$0	-	-
?	Amounts held on behalf of others	\$313	\$458	\$768	46.3%	67.7%
?	Long-term investments	\$15,952	\$15,243	\$14,616	-4.4%	-4.1%
?	Refundable government advances	\$0	\$0	\$0	-	-
?	Other long-term liabilities	\$0	\$2,321	\$0	-	-100.0%
	Total Liabilities	\$21,713	\$24,369	\$21,590	12.2%	-11.4%
NET ASSETS (in 000s)						
	Unrestricted net assets					
	Institutional	\$14,254	\$17,625	\$22,252	23.6%	26.3%
?	Foundation	\$0	\$0	\$0	-	-
	Total	\$14,254	\$17,625	\$22,252	23.6%	26.3%
	Temporarily restricted net assets					
	Institutional	\$782	\$613	\$613	-21.6%	0.0%
?	Foundation	\$0	\$0	\$0	-	-
	Total	\$782	\$613	\$613	-21.6%	0.0%
	Permanently restricted net assets					
	Institutional	\$625	\$638	\$1,025	2.1%	60.7%
?	Foundation	\$0	\$0	\$0	-	-
	Total	\$625	\$638	\$1,025	2.1%	60.7%
	Total Net Assets	\$15,661	\$18,876	\$23,890	20.5%	26.6%
	TOTAL LIABILITIES and NET ASSETS	\$37,374	\$43,245	\$45,480	15.7%	5.2%

Please enter any explanatory notes in the box below

Payroll Protection Program Loan is included in other liabilities.

**Standard 7.3: Institutional Resources
(Statement of Revenues and Expenses)**

Fiscal Year ends - month& day: (5/31)	3 Years Prior (FY2018)	2 Years Prior (FY2019)	Most Recently Completed Year (FY 2020)	Current Year (FY 2021)	Next Year Forward (FY 2022)	
OPERATING REVENUES (in 000s)						
?	Tuition and fees	\$25,773	\$27,087	\$27,696	\$28,655	\$29,300
?	Room and board	\$0	\$0	\$0	\$0	\$0
?	Less: Financial aid	-\$1,560	-\$1,942	-\$1,527	-\$2,968	-\$3,300
	Net student fees	\$24,213	\$25,145	\$26,169	\$25,687	\$26,000
?	Government grants and contracts	\$1,847	\$2,150	\$2,210	\$6,933	\$5,000
?	Private gifts, grants and contracts	\$561	\$823	\$2,406	\$919	\$750
?	Other auxiliary enterprises	\$0	\$0	\$0	\$0	\$0
	Endowment income used in operations	\$389	\$137	\$463	\$53	\$50
?	Other revenue (specify):	\$1,961	\$3,089	\$2,918	\$2,571	\$4,150
	Other revenue (specify):	\$162	\$67	\$67	\$53	\$50
	Net assets released from restrictions	\$0	\$0	\$0	\$0	\$0
	Total Operating Revenues	\$29,133	\$31,411	\$34,233	\$36,216	\$36,000
OPERATING EXPENSES (in 000s)						
?	Instruction	\$12,550	\$12,990	\$13,678	\$14,150	\$13,100
?	Research	\$0	\$0	\$0	\$0	\$0
?	Public Service	\$0	\$0	\$0	\$0	\$0
?	Academic Support	\$8,287	\$10,291	\$10,017	\$11,361	\$11,600
?	Student Services	\$3,266	\$3,378	\$2,987	\$3,561	\$3,350
?	Institutional Support	\$3,146	\$3,257	\$3,719	\$3,686	\$3,400
	Fundraising and alumni relations	\$440	\$480	\$617	\$326	\$500
?	Operation, maintenance of plant (if not allocated)	\$0	\$0	\$0	\$0	\$0
?	Scholarships and fellowships (cash refunded by public institution)	\$0	\$0	\$0	\$0	\$0
?	Auxiliary enterprises	\$0	\$0	\$0	\$0	\$0
?	Depreciation (if not allocated)	\$0	\$0	\$0	\$0	\$3,050
?	Other expenses (specify):	\$0	\$0	\$0	\$0	\$0
	Other expenses (specify):	\$0	\$0	\$0	\$0	\$0
	Total operating expenditures	\$27,689	\$30,396	\$31,018	\$33,084	\$35,000
	Change in net assets from operations	\$1,444	\$1,015	\$3,215	\$3,132	\$1,000
NON OPERATING REVENUES (in 000s)						
?	State appropriations (net)	\$0	\$0	\$0	\$0	\$0
?	Investment return	\$0	\$0	\$0	\$1,881	\$0
?	Interest expense (public institutions)	\$0	\$0	\$0	\$0	\$0
	Gifts, bequests and contributions not used in operations	\$0	\$0	\$0	\$0	\$0
?	Other (specify):	\$0	\$0	\$0	\$0	\$0
	Other (specify):	\$0	\$0	\$0	\$0	\$0
	Other (specify):	\$0	\$0	\$0	\$0	\$0
	Net non-operating revenues	\$0	\$0	\$0	\$1,881	\$0
	Income before other revenues, expenses, gains, or losses	\$1,444	\$1,015	\$3,215	\$5,013	\$1,000
?	Capital appropriations (public institutions)	\$0	\$0	\$0	\$0	\$0
?	Other (specify):	\$0	\$0	\$0	\$0	\$0
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$1,444	\$1,015	\$3,215	\$5,013	\$1,000

**Standard 7.4: Institutional Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (5/31)		3 Years Prior (FY2018)	2 Years Prior (FY2019)	Most Recently Completed Year (FY 2020)	Current Year (FY 2021)	Next Year Forward (FY 2022)
	Long-term Debt					Projected
	Beginning balance	\$17,501,047	\$16,806,808	\$16,094,306	\$15,364,198	\$14,885,000
	Additions	\$0	\$0	\$0	\$14,885,000	\$0
	Reductions	(\$694,239)	(\$712,502)	(\$730,108)	(\$15,364,198)	\$0
	Ending balance	\$16,806,808	\$16,094,306	\$15,364,198	\$14,885,000	\$14,885,000
	Interest paid during fiscal year	\$455,706	\$437,444	\$419,838	\$390,380	\$365,000
	Current Portion	\$712,502	\$730,108	\$750,452	\$0	\$0
	Bond Rating	N/A	N/A	N/A	N/A	N/A
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	1.24	0.87	2.75	8.02	2.74
	Debt to Net Assets Ratio Long-term Debt / Total Net Assets	1.07	0.85	0.64	0.62	0.60
	Debt to Assets Ratio Long-term Debt / Total Assets	0.45	0.37	0.34	0.33	0.33

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

In January 2016, the College entered into a Loan and Security Agreement with the Massachusetts Development Finance Agency ("MDFA") for \$16,000,000 MDFA Revenue Bonds, William James College Issue, Series 2016A to finance the exercising of the purchase option on the facility in Newton, Massachusetts. Principal is due in monthly installments commencing February 2016, including interest at a fixed rate of 2.63% through January 2026 at which point the interest rate changes to a 10-year fixed rate of 0.70% multiplied by the Federal Home Loan Bank 10/10 amortizing rate plus 1.75% through January 2036. The bond is collateralized by a first mortgage of the facility as well as an assignment of leases and rents and first position lien on all business assets. The agreement requires the College to comply with certain financial and nonfinancial covenants. The bonds are privately placed with a bank. In January 2016, the College entered into a Loan and Security Agreement with the MDFA for \$2,400,000 MDFA Revenue Bonds, William James College Issue, Series 2016B to finance the capital improvements and equipment in connection with the facility in Newton, Massachusetts. Principal is due in monthly installments commencing February 2016, including interest at a fixed rate of 2.49% through January 2023. The bond is collateralized by a first mortgage of the facility as well as an assignment of leases and rents and first position lien on all business assets. The agreement requires the College to comply with certain financial and nonfinancial covenants.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

The College maintains a \$3,000,000 demand line of credit agreement. Borrowings bear interest at a rate equal to the prime rate minus 0.50% (2.75% and 5.00% at May 31, 2020 and 2019, respectively). The agreement is collateralized by substantially all of the assets of the College and expires on November 30, 2020. There was no outstanding balance on the line of credit at May 31, 2020 and 2019.

Future borrowing plans (please describe).

The College is looking to do a window replacement project beginning in spring 2022 and will likely need to borrow about \$5 million to finance the project.

**Standard 7.5: Institutional Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (5/31)		3 Years Prior (FY2018)	2 Years Prior (FY2019)	Most Recently Completed Year (FY 2020)	Current Year (FY 2021)	Next Year Forward (FY 2022)
NET ASSETS						
	Net assets beginning of year	\$13,201,325	\$14,645,555	\$15,661,009	\$18,876,204	\$23,889,161
	Total increase/decrease in net assets	\$1,444,230	\$1,015,454	\$3,215,195	\$5,012,957	\$1,000,000
	Net assets end of year	\$14,645,555	\$15,661,009	\$18,876,204	\$23,889,161	\$24,889,161
FINANCIAL AID						
	Source of funds					
	Unrestricted institutional	\$1,342,008	\$1,692,315	\$1,445,509	\$1,607,968	\$1,200,000
	Federal, state and private grants	\$0	\$0	\$0	\$1,300,000	\$1,300,000
	Restricted funds	\$218,061	\$249,695	\$81,781	\$59,603	\$200,000
	Total	\$1,560,069	\$1,942,010	\$1,527,290	\$2,967,571	\$2,700,000
	% Discount of tuition and fees	6.1%	7.2%	5.5%	10.4%	9.2%
P	% Unrestricted discount	5.2%	6.2%	5.2%	5.6%	0.0%
	Net Tuition Revenue per FTE	\$26,479	\$27,112	\$27,675	\$27,385	\$26,943
P	FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE	2.8	2.7	2.8	3.0	3.0
Please indicate your institution's endowment spending policy:						
The College has a policy of appropriating for distribution each year up to five percent of its endowment fund's average fair value at the end of the previous three fiscal years in which the distribution is planned. In establishing this policy, the College considered the long-term expected return on its endowment. This is consistent with the College's objective to maintain the purchasing power of the endowment assets held in perpetuity or for a specified term as well as to provide additional real growth through new gifts and investment return.						
Please enter any explanatory notes in the box below.						

**Standard 7.5a: Institutional Resources
(Liquidity)**

FISCAL YEAR ENDS month & day (5/31)	3 Years Prior (FY2018)	2 Years Prior (FY2019)	Most Recently Completed Year (FY 2020)	Current Year (FY 2021)	Next Year Forward (FY 2022)
					Projection
CASH FLOW					
Cash and Cash Equivalents beginning of year	\$8,932,805	\$5,563,386	\$9,974,048	\$13,021,721	\$10,986,024
Cash Flow from Operating Activities	\$1,823,177	\$3,098,900	\$3,202,704	\$5,480,541	\$2,000,000
Cash Flow from Investing Activities	(\$4,846,930)	\$2,011,764	(\$1,757,946)	(\$4,470,771)	(\$4,500,000)
Cash Flow from Financing Activities	(\$345,666)	(\$700,002)	\$1,602,915	(\$3,045,467)	\$0
Cash and Cash Equivalents end of year	\$5,563,386	\$9,974,048	\$13,021,721	\$10,986,024	\$8,486,024
LIQUIDITY RATIOS					
Current Assets	\$7,619,009	\$11,518,344	\$16,064,315	\$13,563,905	\$11,063,905
Current Liabilities	\$5,817,550	\$6,156,282	\$9,396,681	\$6,205,907	\$6,205,907
Current Ratio	1.31	1.87	1.71	2.19	1.78
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses])/ 365)	70.13	115.55	147.77	116.74	87.62
Please enter any explanatory notes in the box below that may impact the institution's cash flow.					
Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.					
No					
Please enter any explanatory notes in the box below.					

**Standard 7.6: Institutional Resources
(Information Resources)**

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)

Total Expenditures

- Materials
- Salaries & wages (permanent staff)
- Salaries & wages (student employees)
- Other operating expenses

Projection				
\$365,183	\$472,747	\$429,182	\$448,047	\$475,000
\$104,478	\$110,192	\$115,237	\$124,453	\$125,000
\$57,307	\$70,927	\$66,445	\$37,333	\$75,000
\$2,612	\$1,652	\$727	\$0	\$2,500

Expenditures/FTE student

- Materials
- Salaries & wages (permanent staff)
- Salaries & wages (student employees)
- Other operating expenses

\$458	\$584	\$525	\$539	\$559
\$131	\$136	\$141	\$150	\$147
\$72	\$88	\$81	\$45	\$88
\$3	\$2	\$1	\$0	\$3

Collections

- Percent available physically
- Percent available electronically
- Number of digital repositories

1%	1%	1%	1%	1%
99%	99%	99%	99%	99%
0	0	0	0	0

Personnel (FTE)

- Librarians - main campus
- Librarians - branch /other locations
- Other library personnel - main campus
- Other library personnel - branch/other locations

2	2	2	2	2
0	0	0	0	0
3	3	3	3	3
0	0	0	0	0

Availability/attendance

- Hours of operation/week main campus
- Hours of operation/week branch/other locations

63	63	63	63	63
N/A	N/A	N/A	N/A	N/A

Consortia/Partnerships

Lyrasis
NERL (NorthEast Research Libraries)
WALDO (Westchester Academic Library Directors Organization)
MLS (Massachusetts Library System)

URL of most recent library annual report:

No internal report. See 2020-2021 IPEDS Academic Libraries Survey.

Please enter any explanatory notes in the box below

See Form 4.5 for data about Information Literacy

**Standard 7.7: Institutional Resources
(Technological Resources)**

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)

Course management system	Moodle Room (FY2018), Canvas (FY2018 - Current)*				
Number of classes using the system	693	765	755	753*	NA

Bandwidth

On-campus network	1 Gbps	1 Gbps	1 Gbps	1 Gbps	1 Gbps
Off-campus access					
commodity internet (Mbps)	100	500	500-1000	1000	1000
high-performance networks (Mbps)	NA	NA	NA	NA	NA
Wireless protocol(s)	802.11 AC	802.11 AC	802.11 AC	802.11 AX	802.11 AX

Typical classroom technology

Main campus	In-Classroom Computer Terminal and Vanity Monitor, High Definition Laser Projector, Dry-Erase Whiteboard, Wireless Lavalier Microphone, VIA Wireless Projection, Classroom wide Ceiling Microphone Array, Classroom Confidence / Participant TV monitor for hyflex classrooms, Classroom WebCam, Owl Pro Camera
Branch/other locations	NA

Software systems and versions

Students	Campus Nexus Student 21.4.1, PowerFAIDS 26.1.1
Finances	Campus Nexus Finance 10.0.16
Human Resources	ADP Workforce Now
Advancement	Blackbaud Raiser's Edge, BlackBaud NextCommunity
Library	Koha, Libguides, OCLC EzProxy, OCLC Tipasa, Atlas Ares
Website Management	Papercut Commonspot, OmniUpdate, Microsoft SharePoint Online
Portfolio Management	N/A
Interactive Video Conferencing	Zoom, Microsoft Teams, GoToWebinar
Digital Object Management	OneDrive, Dropbox for Business, Vidgrid, Microsoft Stream

Website locations of technology policies/plans

Integrity and security of data	http://support.williamjames.edu/hc/en-us/articles/4416149944973
Privacy of individuals	https://www.williamjames.edu/privacy-policy.cfm
Appropriate use (see pages 49-55)	https://www.williamjames.edu/about/profiles/human-resources/upload/wjc-employee-handbook.pdf
Disaster and recovery plan	https://msppedu.sharepoint.com/:w:/r/sites/NECHESelfStudy2021/Shared%20Documents/Standard%202/Planning/Disaster%20Recovery%20Plan.docx?d=w9a0c989c79a649c5a75335705528eabc&csf=1&web=1&e=4lCqgH
Technology replacement	http://support.williamjames.edu/hc/en-us/articles/4416135015821-Technology-Replacement-and-IT-Asset-Lifecycle-Management

Please enter any explanatory notes in the box below

*Course Management, Canvas System deployed for BETA and small group on Spring 2018, and became live for Fall 2018. Number of class (Course Sections) - including the current estimate of Spring 2022 Courses. Numbers do not reflect any non-matriculated

courses, direct/continuing study, and field placements.

Standard 7.8: Institutional Resources

(Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet (000)
	Main campus	1
Other U.S. locations	0	0
International locations	0	0

	3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	1 Year Prior (FY 2020)	Current Year (FY 2021)	Next Year Forward (goal) (FY 2022)
Revenue (\$000)					
Capital appropriations (public institutions)	N/A	N/A	N/A	N/A	N/A
Operating budget	\$0	\$0	\$0	\$0	\$0
Gifts and grants	\$0	\$0	\$0	\$0	\$0
Debt	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0
Expenditures (\$000)					
New Construction	\$0	\$0	\$0	\$0	\$0
Renovations, maintenance and equipment	\$503,461	\$59,110	\$215,382	\$325,250	\$250,000
Technology	\$0	\$468,714	\$967,305	\$172,720	\$250,000
Total	\$503,461	\$527,824	\$1,182,687	\$497,970	\$500,000

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	35	0	35
Laboratory	0	0	0
Office	35	0	35
Study	0	0	0
Special General	0	0	0
Support	15	0	15
Residential	0	0	0
Other	0	0	0

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
1 Wells Avenue	Purchased Building	85.00	\$18,052	2016

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
1 Wells Avenue	Ground-3rd Floor Renovations	51.00	\$5,776	2013
1 Wells Avenue	4th and 5th Floor Renovations	34.00	\$815	2016
1 Wells Avenue	Parking lot		\$431	2017
1 Wells Avenue	HVAC Work		\$177	2017
1 Wells Avenue	Lighting Project		\$162	2018
1 Wells Avenue	Front Walkway and Ground Floor Restrooms		\$263	2018
1 Wells Avenue	AV Upgrades		\$404	2020
1 Wells Avenue	AV Upgrades		\$172	2021
1 Wells Avenue	HVAC Upgrades		\$325	2021

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
1 Wells Avenue	AV and Network Upgrades		\$500	2022
1 Wells Avenue	Replacement Windows	85.00	\$9,500	2023-2024

Please enter any explanatory notes in the box below

Standard Eight – Educational Effectiveness

Description

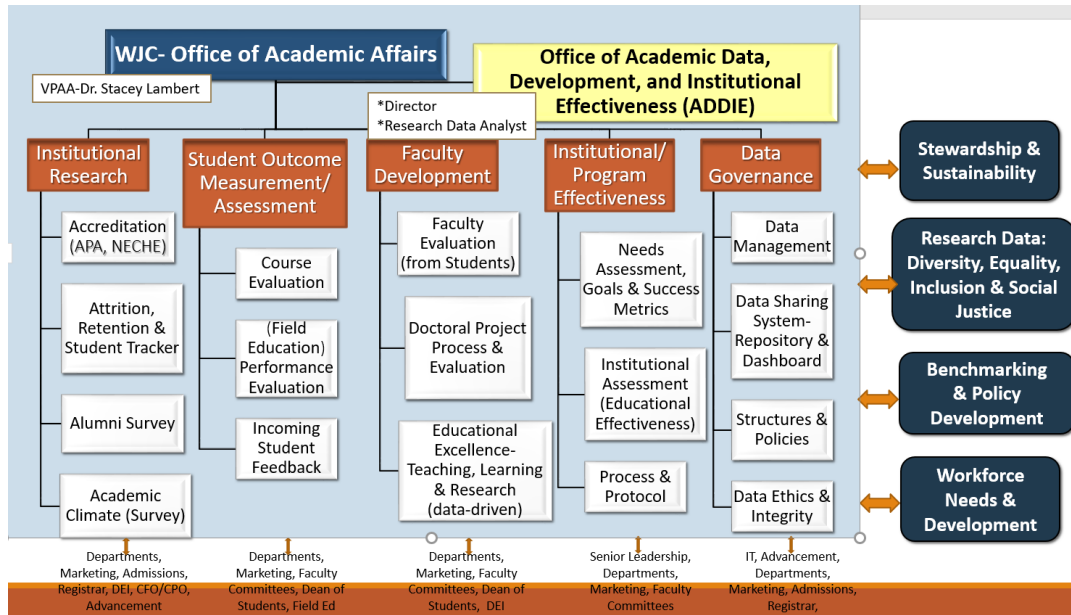
WJC systemically develops and uses educational effectiveness data and information related to our mission to collaboratively develop well communicated learning objectives and, using a variety of measures, evaluates the achievement of the student body both in their progress towards degree completion and post-graduate success. We also regularly use this data to learn and adjust our approaches to better serve the needs of students.

WJC strives to integrate rigorous academic instruction with extensive field education and close attention to professional development. The faculty and student body across all programs collaborate and support each other by sharing research findings, practitioner experience, and insights from their specialty areas of mental health and leadership as well as pedagogical practices. To respond to a growing demand for behavioral health care services and to reach a more diverse population, WJC developed courses, academic concentrations, and organized efforts to educate practitioners and provide them with the cultural competencies to work with historically underserved or disadvantaged populations. Stemming from the WJC mission of educating leaders to advance mental health care, including employee wellness, institutional effectiveness derives from the accomplishment of strategic goals based on the following core values:

1. **Experiential Education:** based on the core value of integrating rigorous academic instruction with substantial field experience, a comprehensive, systematic, and sustainable assessment system was developed to assess this part of the curriculum.
2. **Social Responsibility:** to align the goal of educating providers to meet a diverse society's evolving mental health needs including cultural competence and language training, the institutional assessment methods are infused with a global, inclusive perspective.
3. **Personal Growth:** the institutional assessment system provides a framework for the work of the College to direct, respond to, and improve the campus-wide assessment process and outcomes to foster a supportive, challenging, accessible, and inclusive learning environment that pays careful attention to personal and professional development.

To support the WJC Core Values and ensure educational effectiveness, the Office of Academic Data, Development, and Institutional Effectiveness (ADDIE) has developed a systematic framework for assessing students' learning outcomes (see Figure below). We ascertain accurate, relevant, and timely data throughout a student's education experience beginning with the application process and following students' progress in their academic coursework, field placements, and all the way to graduation and beyond. While individual student outcomes are an important measure of success, we seek to gain additional feedback that is critical to the planning and improvement of our academic programs, resource allocation, and to inform the public about our institution. A comprehensive series of assessments by students allow WJC to evaluate the effectiveness of instructors, field training sites, clinical supervision, academic advisors, as well as students' performance. All assessments and evaluations are designed based on the pedagogies and the goals of co-curricular learning to measure students' achievement and educational effectiveness.

Figure 17: Office of Academic Data, Development, and Institutional Effectiveness (ADDIE)



Members from WJC operations groups, academic departments, and ADDIE collaborate to compile and analyze descriptive student data from the admissions process, registrar processes, financial aid processes, departmental tracking processes,

and the alumni survey. The institution ensures that information about student success is easily accessible on its website by posting key student outcomes to program pages, Student Admission, Outcomes and Other Data.

At the program level, WJC tracks several traditional outcome measures, including retention and graduation rates, licensure rate, and job employment. As noted in the Data First Forms, our Clinical PsyD, the largest program at WJC, fall-to-fall retention rate ranges from 90% to 95% over the last four years. Similarly, our largest Master’s program, Clinical Mental Health Counseling (CMHC), fall-to-fall retention rates have been consistently high, ranging from 86% to 97%. The MA/CAGS program retention rates range from 78% to 95%; the GCEC retention ranges from 78% to 100% and the Bachelor’s program ranges from 63% to 82% (see DFF 8.4). When looking at the annual retention rate, e.g., new Bachelor’s students entering in Fall 2019 or Spring 2020 who returned at any point in Fall 2020 or Spring 2021, the retention rate increases from 63% to 81% indicating that WJC student may stop out for a semester and return. The annual retention rate for the Bachelor’s program ranges from 81% to 86% over the last four years, thereby surpassing the retention goal of 70%. The majority of WJC’s new students complete their degree requirements in 150% of time. WJC 150% graduation rates for Clinical PsyD have ranged from 84% to 89%, CMCH ranged from 60% to 94%, MA/CAGS ranged from 73% to 89%, and GCEC ranged from 79% to 100%. The Bachelor’s 150% graduation rate ranged was 86% (6/7) for the 2017-2018 starting cohort and 67% (4/6) for the 2018-2019 starting cohort. The 150% graduation rate goal is 70% which was realized in the first class to graduate and nearly realized in the second class to graduate (see DFF 8.4).

The longest running online program at WJC is the Master of Organizational Psychology (MAOP), a yearlong program. MAOP is offered in two modalities, 100% online and blended and shows similar patterns in retention and graduation rates. The one-semester retention rate ranges from 33% to 93% for the blended program and 29% to 92% for the online program.

COVID-19 appears to have impacted the retention rates for both the blended and online programs, i.e., the Fall 2019 new students retained in Spring 2020, i.e., the start of COVID-19. COVID-19 appears to have a larger impact on the online program's retention rate as compared to the blended program (29% vs 67% respectively). The 150% graduation rates of the blended program ranged from 67% to 82% and similarly the online program ranged from 62% to 77%.

Figure 18: MAOP Distance Education Retention and Graduation Rates

Semester-to-Semester Retention Rate	3 Years Prior	2 Years Prior	1 Year Prior	Current Year
	F17 New Cohort	F18 New Cohort	F19 New Cohort	F20 New Cohort
Organizational Psychology (Blended) (1 Year program, Semester to Semester retention)	93% (14/15)	100% (12/12)	33% (4/12)	67% (4/6)
Organizational Psychology (Online) (1 Year program, Semester to Semester retention)	92% (12/13)	85% (11/13)	30% (3/10)	29% (2/7)
150% Graduation Rate	F16 & Sp17 (New Stu)	F17 & Sp18 (New Stu)	F18 & Sp19 (New Stu)	F19 & Sp20 (New Stu)
Organizational Psychology (Blended) 150% Grad Rate (1.5 Years or 18 months)	82% (14/17)	71% (15/21)	67% (8/12)	69% (11/16)
Organizational Psychology (Online) 150% Grad Rate (1.5 Years or 18 months)	77% (10/13)	68% (13/19)	72% (13/18)	62% (8/13)

Using the alumni survey, we also track post graduate success via licensure exam passage rates, employment rates after graduation, number of students pursuing higher degrees, and, consistent with our mission, degree to which our graduates serve underserved populations. The response rate to each department's Alumni Survey, Class of 2020, was 58% for Clinical Psychology Department, 26% for School Psychology Department, 47% for Counseling and Behavioral Health (CBH) department, and 20% for Organization and Leadership Psychology Department (OLP). According to our recent alumni survey, Class of 2020, (and as noted in Data First Forms 8.3), we maintain a robust job placement rate which ranged from 75% to 100%. According to the alumni survey, Class of 2020, our alumni have internalized the value of giving back as evidenced by an average of 74% of alumni (across academic departments) providing services to vulnerable populations (see DFF 8.2). Our students are prepared to pass national licensure exams, with a vast majority of Clinical PsyD, School PsyD, MA/CAGS, and Master's in Applied Behavioral Analysis (ABA) students passing their licensure exams. The three-year average EPPP pass rate for Clinical PsyD students is 86%, and for School PsyD is 75%. The three-year average Praxis pass rate for MA/CAGS is 100%, and the three-year average ABA Certificate Exam pass rate is 73% (see DFF 8.3).

WJC's assessment efforts enable us to sufficiently describe our student body at the institutional, department, and program level on several measures of importance to the retention and graduation of students including specific populations of students. Fall 2021 descriptive statistics including the number of applicants, the number of enrolled new students, and very strong yield rates are listed in the Data First Forms 5.1. The yield rate for PsyD programs was 37%, 57% for Master's, 40% for CAGS, 71% Graduate Certificates, and 80% for the Bachelor's program. Also reported in the Data First Form 5.4 is a description of WJC's student body in the self-reported categories of male/female, race/ethnicity, first-generation status, and veteran status. WJC enrolls diverse groups at the same or higher rate than traditionally represented groups (e.g., Females, Whites, Non-First Generation, Non-Veterans). In Fall

2021, graduate yield rates for men and women are similar (46% vs. 45%, respectively). Graduate yield rate for Black/African Americans and Hispanic/Latino are slightly higher than White admitted students (49%, 47%, and 45% respectively). Graduate yield rate for First Generation College admitted students is higher than non-First-Generation college students (53% vs. 41%), similarly, Veteran yield rates are higher (64%) than non-Veteran rates (44%).

WJC academic departments use a variety of quantitative and qualitative methods, direct and indirect measures, and formative and summative measures to understand the competency development, experiences, and learning outcomes of its students, employing external perspectives including, as appropriate, benchmarks and peer comparisons. Program outcomes and competencies are documented in program handbooks.

Departments monitor indirect, quantitative measures such as course enrollment information, concentration enrollment information, program benchmarking, and market research that is then used on an ongoing basis to direct continuous program improvement. Indirect qualitative evidence of student learning is obtained primarily through feedback from departmental sources such as field supervisors and employers, faculty and staff, and the students. The qualitative feedback may include weekly written reports from seminar faculty to field placement staff, residency and orientation survey feedback, as well as program reviews and self-studies.

Individual courses involve formative and summative assessments to monitor and enhance student progress towards documented learning objectives. These methods include traditional means at the course level (homework assignments, class demonstrations, team-based and problem-based class activities, class discussions, mid-semester and final exams, presentations, or written assignments). The measures also include documented ratings of competencies, written evaluations of field work experience from students' field supervisors, and case studies prepared by students. Professors use rubrics on course assessments to set clear expectations, and to provide consistent feedback and grading. At the course level, formative assessment is used to proactively support student growth. Throughout a student's academic instruction, faculty are closely monitoring student achievement and when a student is at risk of failing, a Corrective Action Notice (CAN) process and Interim Assessment and Planning (A&P) meetings are used to address the issues at hand and provide the necessary supports.

The process of understanding what and how students are learning is measured at the competency, course, program, and institutional level. Examples of department-specific assessment of learning outcomes are as follows:

Students in the School Psychology department receive assessment feedback addressing learning objectives and competency development at various intervals and via many avenues during their studies with the programs. There are two department-specific assessments to measure student progress in the School Psychology Department that we will highlight here. The first is the First Year Exam. This exam measures students' acquisition of material during their first year in the School Psychology Master of Arts program. A passing score on this exam ensures that students have gained the requisite knowledge needed to matriculate to the Certificate of Advanced Graduate Studies (CAGS) program. School Psychology also has annual Assessment and Planning (A&P) conferences where students review their progress from the year with one to two faculty members and set professional goals for the following year. As part of the A&P, each year of the program, students present a portfolio to their advisor and

another faculty member who evaluate the student's work and offer praise on accomplished goals and support in areas in need of further development. The 3rd year portfolio is the most comprehensive in which students need to present four case studies from their internship which are graded using a rubric to ensure they meet the minimum level of achievement to graduate from the program.

In the School PsyD Program, all students are evaluated on specific Profession-Wide Competencies (PWC) and Discipline-Specific Knowledge (DSK) as required by the American Psychological Association (APA) Standards of Accreditation. Summative assessments are applied to evaluate and document student achievement on PWCs and DSKs. Within individual courses, these include scores on exams, written scholarly and clinical assignments, and presentations, as well as instructor observations of discussion and groupwork and overall course grades. Each course syllabus explicitly associates sources of grades with course learning objectives, including relevant PWCs and DSKs. Faculty routinely use rubrics that clearly align grading criteria with learning objectives to provide students with quantitative (i.e., a numeric rating, with a minimum level of achievement specified at 80%) and qualitative (i.e., written, or verbal narrative observations and recommendations) feedback. Summative assessments of PWCs and DSKs elements at the program level include final practicum supervisor evaluations, and performance on the doctoral project and colloquium. In addition, we use the A&P to evaluate professional values, attitudes, behaviors, communication, and interpersonal skills. Also, as part of the A&P the student's performance on the APA PWCs and DSKs from the year are reviewed with two faculty members and a field supervisor (if the student was enrolled in Field Education that year), and professional goals are set for the following year.

Within the School Psychology department, our Master of Arts in Applied Behavioral Analysis (ABA) program seeks feedback from field supervisors and employers concerning student's strengths and needs in clinical skills and professionalism. Additionally, faculty members are asked to provide feedback on students' academic performance in the classroom for their respective courses. Feedback is discussed each semester during student advisement meetings. During these advisement meetings students are also asked to provide their own assessment of their progress during the program, expectations met, expectations not met, preferences, and challenges. The On-Campus Certificate in Applied Behavior Analysis program began in Fall 2020 and the online Certificate in Applied Behavior Analysis program began in Fall 2021. Both will use the same methods as the MA in ABA programs – obtaining feedback directly from faculty in each semester and reviewing feedback with students during advisement meetings.

All programs in the Organizational and Leadership Psychology (OLP) department are geared toward practicing professionals. As such, courses and professional development activities are delivered either online or in a blended format. These delivery methods allow students, who are typically working adults with multiple responsibilities and obligations, flexible, asynchronous opportunities to demonstrate learning. The OLP Departmental Curriculum Committee, Institutional Curriculum Committee, and senior leadership vet and approve the course descriptions and learning objectives for each course and program. Learning outcomes are assessed in courses using rubrics for course assignments. The OLP department assessment structure incorporates measures of learning outcomes/objectives and competencies from online classes, synchronous, virtual field placement seminars, remote field placements, face-to-face or online residencies, orientations, and professional development workshops.

In keeping with adult learning theory and distance education literature, all programs in OLP employ a high rate of formative assessment via the weekly, online, asynchronous discussion board. Throughout each week of the semester, professors and students have multiple opportunities to discuss a topic, and make connections between the course materials, their own experience, and other students' ideas. Students receive feedback, reflect, and further develop their contribution to the discussion board before the assignment ends on Saturday. If a student has not participated by Wednesday, the professor has an opportunity to reach out to the student with support as needed. Students late to the discussion still have an opportunity to engage and learn from that week's content. This is an example of how ongoing professor and student feedback is used to support student learning.

The Organizational and Leadership Psychology department has created virtual seminar *communities of practice* where educational strategies such as peer coaching and faculty shadow consulting are a primary focus. In these online, synchronous forums, students have opportunities to discuss their own cases so that they can better learn how to conceptualize their field work while receiving feedback and measuring their learning. These seminar communities also allow faculty to informally mentor their students to foster their personal and professional growth and development. Feedback from the seminar leader is reported to Field Placement and Department Leadership on a weekly basis resulting in improvements to the experience such as a consistent classroom agenda in all seminar courses. This serves as another example of how assessment data is used to continuously improve student outcomes.

Aside from a rich formative assessment map, faculty also depend on more authentic summative assessments than traditional paper tests. Our students engage in remote collaborative / team activities and projects, receive peer feedback, complete reflective writing assignments, participate in synchronous virtual case workouts, and digital interactive simulations. These types of assessments involving reflection, sharing information and experience, and co-constructing new knowledge, especially in flexible ways that allows adult students to manage their busy schedules and responsibilities, are best practices in adult learning.

As a deliberately developmental organization, OLP builds a strong, connected, humanistic culture in our virtual community which supports students and provides rich feedback for program improvement via proven online processes (e.g., synchronous online office hours, community webinars, and virtual advising and planning sessions). The department capitalizes on digital tools (i.e., Canvas LMS gradebook, interactive Voice Thread, electronic surveys and polls) to capture feedback from students. These virtual touchpoints serve as feedback mechanisms for the faculty and administrators to understand students and their needs and gives students an opportunity to share feedback about the program. Information from these avenues is shared in faculty meetings and one-on-one conferences between faculty and leadership to improve future programming. Faculty discuss and plan based on experiences and data collected in courses, during advising, and in program events using tools such as World Café, open dialog i.e., State of the Union on DEI (Diversity Equity and Inclusion), or surveys after events, orientations, and residencies which helps us to contextualize the benefits and continuous improvement of these activities.

All students in the Clinical Mental Health Counseling (CMHC) program (in person and blended) demonstrate an understanding of the current knowledge and projected needs, as well as the skills, attitudes and values that uniquely embody clinical mental health counselors in eight core areas. They apply theories and methods derived from the mental health counseling field to the assessment,

prevention, and treatment of mental health conditions. Students are taught to critically examine the interaction between sociocultural variables and mental health and illness, including how counselors' own backgrounds and biases can have an impact in their capacity to provide respectful, competent, and effective services. Students gain the requisite knowledge to become licensed to practice as mental health counselors within the behavioral healthcare workforce. Although not accredited by CACREP, the program follows the CACREP standards for the program objectives, and for all courses and field experiences. Students are assessed in each course using exams, papers, presentations, and class participation which are graded against rubrics that follow each course's objectives. They are also evaluated at the end of each semester using the Professional Counseling Performance Evaluation and at the end of each year during an Assessment and Planning meeting. Finally, in their last semester, students are evaluated via a Comprehensive Counseling Examination which covers all core areas. Students are also evaluated on their performance by their field supervisors based on unified core competencies.

The objectives and assessment methods are published in the program handbook and explained during the program orientation and during academic advising sessions. Faculty and program administration support the students through keeping a close monitoring of students' progress and intervening when students are at risk of failure by using a Corrective Action Notice and Interim Assessment and Planning Meetings to address the issues at hand and provide the necessary supports.

The Graduate Certificate of Respecialization in Couples and Family Therapy was created to facilitate a path to licensure as a marriage and family therapist (LMFT) in Massachusetts for individuals who have a master's degree in counseling or psychology and who want to pursue that specialization. Student's prior degrees are evaluated and prior courses in some general areas may be transferred if applicable. Students spend a minimum of one year in residency in the on-campus program and participate in a year-long internship. Students are assessed in each course using exams, papers, presentations, and class participation which are graded against rubrics that follow each course's objectives. They are also evaluated at the end of each semester using the Professional Counseling Performance Evaluation and at the end of each year during an Assessment and Planning meeting. Students are also evaluated on their performance by their field supervisors based on unified core competencies. Faculty and program administration support the students through keeping a close monitoring of students' progress and intervening when students are at risk of failure by using a Corrective Action Notice and Interim Assessment and Planning Meetings to address the issues at hand and provide the necessary supports.

The Master of Arts in Psychology (MAP) program is also housed in the Counseling and Behavioral Health Department (online program). The students in this program build a knowledge base in psychology centered on science and practice. The core domains of psychology are explored using current peer reviewed research articles and supported by textbooks with the most current knowledge in the field. Students learn to develop scientific mindedness, diversity, ethical and social responsibility as well as professional communication and skill development. They are assessed in each course through exams, discussions, papers, and presentations, and their overall performance is reviewed prior to graduation. The objectives and assessment methods are published in the program handbook and explained during the program orientation and during academic advising sessions. The MA in Psychology program will undergo an external review in 2022. WJC will evaluate those recommendations and apply them to our curriculum to ensure our program espouses the most up to date research in the field of psychology. Our goal is to offer a solid foundation in psychology at the master's level for individuals who are interested in the application of psychological principles to their current

work, and for those who would like to improve their credentials to apply to licensure-leading graduate programs.

The Bachelor of Science in Psychology and Human Services program (blended) develops a knowledge base in psychology and human services and demonstrates the ability to describe key concepts, principles, and overarching themes, and apply this understanding to practical problems and real-life situations. Students learn about the goals, types, and purposes of various research activities/methods, as well as the ethical and scientific values associated with research endeavors in psychology. Students are taught to understand a range of factors associated with changes that occur across the developmental span so that they can better assist individuals-in-need at different points in life as a human service provider. Students must demonstrate an understanding of normal and maladaptive behavior in the context of the individual, their developmental history, and current conditions. Students increase their understanding of the roles and responsibilities of mental health professionals and the etiology, clinical presentation, diagnosis, and treatment of psychopathology by becoming familiar with key concepts from the predominant approaches to working with families. Student outcomes are assessed in each course by the instructor using exam scores, written papers, presentations, and class participation. The senior internship experience is evaluated by both the field supervisor and the internship instructor following the training objectives set up in the training contract.

The Clinical Psychology department uses a comprehensive multi-method approach to assess student learning outcomes at various levels and stages of the program. Individual courses involve formative assessments to monitor and enhance student progress towards stated learning objectives. These include homework assignments, class demonstrations, team-based and problem-based class activities, class discussions, and mid-semester exams, presentations, or written assignments. Formative assessments at the program level include mid-term practicum supervisor evaluations, as well as ongoing supervisor and advisor feedback. Summative assessments are applied to evaluate and document student achievement on specific Profession-Wide Competencies (PWC) and Discipline-Specific Knowledge (DSK) as required by the American Psychological Association (APA) Standards of Accreditation. Within individual courses, these include scores on exams, written scholarly and clinical assignments, and presentations, as well as instructor observations of discussion and groupwork and overall course grades. Each course syllabus explicitly associates sources of grades with course learning objectives, including relevant PWCs and DSKs. Faculty routinely use rubrics that clearly align grading criteria with learning objectives to provide students with quantitative (i.e., a numeric rating, with a minimum level of achievement specified at 80%) and qualitative (i.e., written, or verbal narrative observations and recommendations) feedback. Summative assessments of PWC and DSK elements at the program level include final practicum supervisor evaluations, clinical competency exam scores, and performance on the doctoral project and colloquium. The diversity of assessment methods that are deliberately distributed across time, source, and scope demonstrate the Clinical PsyD program's commitment to using feedback proactively and responsively, as well as an appreciation for multiple perspectives on student learning. Students and faculty benefit from concrete standards of performance and a quantitative rating of student standings on specific elements. This allows individual students to prioritize training in relation to measurable strengths and weaknesses, and alerts faculty to trends on group levels that need to be addressed. Additional assessment, planning, and intervention strategies described above (CANs and A&P Conferences) further support these aims.

COVID-19 Implications

One of the many tools that emerged during the pandemic, when all classes were delivered remotely, was an early/mid-term course evaluations survey created in 2020-2021 to monitor the a) effectiveness, b) diversity, equity, and inclusion, and c) the quality of online teaching. The survey included 2 quantitative and 3 qualitative questions. The results, demonstrated by departments and the College overall, that courses were effective and provided an inclusive environment (see Appendix A). More frequent check-ins with students, including the early/mid-term survey, led to policy changes (credit/no credit grading option during the pandemic) and adjustments in teaching to best serve students during this unprecedented time. Results of these surveys were particularly effective for providing faculty feedback about students' needs and how best to engage students and enhance learning performance. The early/mid-term course evaluations survey was so helpful that WJC will continue it as a regular part of ongoing quality assurance. In Fall 2021, the early course evaluation process was revised to produce automated reports sent directly to faculty one day after the close of the survey, thereby providing timely feedback about how students are progressing in their learning of the course material.

Appraisal

WJC has a strong culture of assessment. The College's institutional assessment strategy measures educational effectiveness across all departments and programs. The institutional assessment system provides a comprehensive and ongoing foundation to assess, analyze, understand, and improve the student learning outcomes. Summative and formative assessments (i.e., qualitative, and quantitative surveys and learning instruments) serve as outcome measurement to provide a comprehensive and complete picture of effectiveness at the course, program, department, and institutional levels. Evidence provided by these measures is routinely used to inform leadership decisions to adjust the curriculum, methods, and policies. This plan is driven by the institution's mission, and goals. Through systematic assessment methods, WJC can understand, monitor, facilitate, and improve students' learning, social responsibility, and personal growth.

A notable area of strength in our assessment approach is our evaluation of field work experience. William James College offers training at over 350 different sites, and students annually provide a substantial number of hours of direct service to the community.

Our College emphasizes a unity between theory and practice and experiential learning is a fundamental pillar of WJC education. In fact, Experiential Education is a core value of the College and is one of the essential pedagogies to guide how students learn at WJC and as such, it is fully embedded into our curriculum and assessment design. Across all academic departments and in almost all of our degree programs, our students match and train with appropriate field sites. Whether at a practicum, advanced practicum, or internship placement (depending on academic department, degree program, and program year), experiential learning is a hallmark feature and strength of our College.

The institute integrates rigorous assessment design into field education. The students, faculty, and field education staff receive feedback from their own interactions with students, students' self-reflections, and site supervisors' feedback. We use formative and summative measures such as time and activity tracking, reflection papers, seminar coaching sessions, and survey-style assessments of student competencies, skills, knowledge, and professionalism in the field. By conducting the assessments, the results have provided students, academic advisors, Field Education staff, seminar leaders, and current

field supervisors with direct and indirect measures of student professional development and the effectiveness of training sites and site supervisors. This data has been collected for decision making in a database called, Sonia. Sonia is a student placement solution and central hub for student and field placement information. The Clinical PsyD and Counseling Field Education Departments use Sonia to manage data related to field training sites, including site characteristics such as treatment settings and populations, position details, and supervisor credentials. William James College students use Sonia to search for and identify appropriate field training opportunities specially approved for their degree program and training level. Field Education uses Sonia to store and monitor requisite student field placement documents such as learning contracts, student evaluations, and licensing forms.

The College also utilizes the survey software, Qualtrics XM, to monitor and measure student satisfaction of field placement experiences and student performance at placement sites. These custom surveys allow us to measure, report, and analyze key indicators of our student's experiences at training sites, including but not limited to, competency of staff, administration, and supervisors, physical setting and personal safety, cultural competence, preparation for future clinical work, orientation, and seminars. Student evaluations of sites are completed three times a year and are closely monitored by the Field Education professionals in each department to ensure exceptional field training experiences for our students. In addition, student evaluations are completed twice yearly by training supervisors. These evaluations measure students' progress towards meeting the specific training competencies for their degree program and training level. Site supervisor evaluations of students are reviewed by Field Education administrators, faculty, and advisors in an ongoing attempt to ensure that students are achieving the necessary skills and knowledge to become competent professionals.

Using the Time2Track database, William James College captures the direct service, indirect service, and supervision hours students spend in their field sites. It provides a detailed snapshot of their experience, including modality of treatment, populations served, and type of supervision received. Since its introduction, we have been able to identify and correct training issues before they become too difficult to rectify. This tool has allowed us to provide detailed information when submitting grant applications, which have resulted in increased scholarship and training funds for our students.

Time2Track is also used to track students' clinical experience hours at their training sites and to ensure that students are meeting their yearly training requirements. Reports are generated by the Office of Program Development, Monitoring, and Evaluation (PDME) at WJC to alert the Field Education departments to any potential issues in individual student training experiences, such as low supervision hours, incomplete data entry, or non-compliant coding. Time2Track also enables the Field Education departments to assess the range and quantity of our students' clinical experiences (i.e., assessment administration, individual therapy, group therapy, supervision, etc.), as well. This allows WJC to ensure that students are receiving well-rounded training, and that the required ratio of direct service hours (e.g., individual therapy, group therapy, etc.) to support activity hours (e.g., supervision, clinical documentation, etc.) is adequate to meet licensure requirements. As such, this tool can help measure student success to ensure that each student is meeting school requirements for clinical hours, which keep students on track for licensure requirements, and to track competencies students are developing at their training sites.

Time2Track allows the user and the College to keep track of student engagement with diverse clients from demographic data students can provide, along with customizable tags that can help fully capture

the client's background and presentation. WJC utilizes this Time2Track data to measure student success toward meeting the institution's mission of social justice and the responsibility to meet the mental health needs of a diverse society. This information is also used to ensure student success in meeting the requirements of particular concentrations and programs. For example, for students in specific concentrations such as Military and Veteran Psychology (MVP) or Geropsychology, tags and demographic information helps the College ensure that students are meeting with clients with these demographics, hence allowing students to develop competencies (under supervision) in working with and treating the special populations. For grant-funded programs, such as the Health Resources and Services Administration (HRSA) grant awarded to WJC that funds student training in integrated behavioral health services, Time2Track data helps PDME report student success towards program objectives. In addition, it helps us track student training in other grant-funded programs like the [Opioid Workforce Expansion Program and the Graduate Psychology Education Program](#) that provides comprehensive substance use training. Tracking achievements of grant funded programs provides us with another avenue to showcase WJC's commitment to its mission.

Another area of strength in our evaluation approach pertains to closely monitoring the demographics of our student body to assist us in meeting our strategic goals and understanding the needs of our student population. Until recently, most students who enrolled at WJC identified as female and Caucasian. As the result of a concerted effort to increase enrollment among historically underrepresented groups, the College has made great strides since Fall 2019 in diversifying its student body and enrolling an increasing number of self-identified racial minorities (74 in Fall 2019 to 83 in Fall 2021) and first-generation college graduates (50 to 86) (see Appendix B). The College has consistently enrolled 42 to 47 males in the last three Falls. In terms of males, WJC strives to maintain a percentage that is equal to or greater than the current workforce, to align with our mission. More specific goals will be set in the next enrollment strategic plan.

Evaluation data such as our Alumni Survey allow us to determine how well we are meeting our mission. For example, respondents are asked to indicate whether they provide services to vulnerable populations at their current workplace by checking all that apply from a comprehensive listing of 23 populations. The majority of the Class of 2020 respondents from the Clinical PsyD program (74%) and 100% of the respondents from the School Psychology department reported that they serve a vulnerable population in their post-graduate jobs (see DFF 8.2). By every account, this distal student outcome data demonstrates that we are indeed training professionals who maintain a strong commitment to work with diverse populations. As an institution, we are particularly proud of this outcome.

WJC has continuously used these measures to plan for and act in significant ways to strengthen our core values. For example, to address disparities in justice in America, and to attract and retain students from underserved populations, WJC has developed [academic concentrations](#) to train practitioners and educators and provide them with the cultural competencies to work with historically underserved or disadvantaged populations. We have also recently added more accessible modalities (i.e., blended MA in Clinical Mental Health Counseling, online ABA), and grant-funded scholarships (i.e., U.S. Health Resources and Services Administration) to attract and retain minority students dedicated to serving the underserved.

Using admissions data, and the alumni survey instrument, we can demonstrate ongoing commitment to understanding our student body characteristics as they relate to mission-critical initiatives. It is the

mission of WJC to educate providers and leaders to meet a diverse society's evolving mental health needs, and these quantitative measures help WJC to assess the success of its recent efforts.

We believe our evaluation strategy of the professional growth value is notable. In WJC's high touch culture, leaders, faculty, advisors, staff, and field education supervisors are actively involved in supporting students towards accomplishment of program learning goals and handle monitoring, assessing, intervening, and documenting achievement levels. When there are concerns about student competency compared to expected progress, faculty, staff, and/or field supervisors intervene to outline the concerns and develop an action plan using the Corrective Action Notice, which may result in an Interim Assessment and Planning Conference to address the issues at hand and provide the necessary supports. Data on these trends allow us to effectively implement specific measures to improve student success and to maintain a low attrition rate (e.g., [Clinical PsyD](#): 5% attrition for new 20-21 students). These processes are hallmarks of the WJC educational experience across all departments.

The tools and methods that WJC uses to gauge how students are learning are extremely effective. Learning objectives and assessment methods are clearly defined and communicated through program manuals and handbooks, competency exam handbooks, doctoral project manuals, course syllabi, and are explained in classes as well as during program orientation and advising sessions.

Each program uses a comprehensive, multi-method, measurement strategy to assess students on learning objectives in summative and formative ways. Please refer to the E-series forms. The diversity of assessment methods that are deliberately distributed across time, source, and scope demonstrate the College's appreciation for multiple perspectives on student learning and our commitment to using feedback proactively and responsively. Students and faculty benefit from concrete standards of performance and a quantitative rating of student standing on specific elements. This allows individual students to prioritize training in relation to measurable strengths and weaknesses, and alerts faculty to trends on group levels that need to be addressed. For example, data on performance on the comprehensive exam in the Clinical department enabled faculty to identify areas of the curriculum which needed increased attention such as case conceptualization skills. As a result of analysis of scores across the various domains, a unified conceptual framework was adopted in the department and infused across all sections of our theory and intervention courses.

The curricular design in each program follows a prescribed sequence of coursework and fieldwork that builds upon and deepens knowledge and skill goals documented as learning outcomes. The learning outcomes for each program are shared with students and the community on our website via program handbooks and syllabi where the competencies/learning outcomes are mapped to each course.

Learning goals are a product of our Faculty Departmental and Institutional Curriculum Committee structure, a multi-level, collaborative assessment process that we feel works particularly well. Faculty Curriculum Committees review all academic program and course plans to ensure the integrity and quality of the curriculum.

WJC uses these learning goals to inform student assessment. In the School Psychology department learning objectives are based on NASP's ten Domains of Practice. In Clinical Mental Health Counseling, learning objectives are based on eight core areas that follow the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 standards, to be updated in 2023.

The Clinical Psychology learning objectives conform to the Standards of Accreditation for Health Service Psychology of the American Psychological Association (APA) and the program training model is based on the APA Discipline Specific Knowledge (DSK) and the nine Profession-wide Competencies (PWC). OLP's learning objectives target competencies which are derived from industry research and standards.

Faculty routinely use rubrics that align clearly communicated grading criteria with learning objectives to provide students with quantitative (i.e., a numeric rating, with a minimum level of achievement specified at 80%) and qualitative feedback (i.e., written or verbal narrative observations and recommendations).

Gathering students' feedback to improve teaching and learning is a critical component of WJC student outcome measurement. WJC developed and implemented the Final Course Evaluation system as a summative assessment to understand what and how teaching strategies affected students' learning performance and provided evidence to improve teaching. Additionally, some programs (i.e., School Psych and OLP) designed and conducted early/mid-term course evaluation to understand and monitor students' learning progress. The evaluation results also provided faculty with evidence regarding how to adjust their teaching to enhance students' learning.

With the initiation of a formal faculty rank process during 2016, student evaluations of faculty as teachers and advisors now directly relate to faculty performance and promotion. Applicants for promotion are being asked to integrate and reflect on the data from their student evaluations as part of the decision process surrounding rank and promotion.

Before applying for predoctoral internship, Clinical PsyD students are required to demonstrate a minimum level of clinical knowledge and skill as assessed by the Clinical Competency Exam (CCE), which is administered at the end of the third year in the program. The exam provides students with an assessment of relative strengths and weaknesses that can inform their fourth-year training needs and goals. The CCE also allows the program to respond to students who do not meet criteria for a final passing score, such as by collaborating on a tailored remediation plan to increase their potential for success. In AY2020-21, the CCE transitioned from a timed essay format to a timed multiple-choice exam. This allowed for an expanded content coverage of the CCE to assess 12 APA Profession Wide Competency (PWC) elements and was more closely aligned with the format of the national licensing exam for clinical psychologists (EPPP) (see APA Proximal table for CCE results linked to PWCs and courses). The revised format supports greater objectivity of exam scores, a standardized operationalization of expected learning at this stage, and the ability of the exam to be psychometrically analyzed. Data collected from the CCE consequently have improved utility in describing and evaluating students' individual and group performance using the language of PWC elements embedded throughout the program.

The Clinical Mental Health Counseling M.A. program requires students to obtain a passing grade in the Counseling Comprehensive Examination to graduate from the program. The majority of students pass this exam as indicated by the graduation rate, i.e., ninety percent (90%) of new students starting in 2018-2019 graduated in 150% of time. The exam covers the eight core areas designated by CACREP plus two additional areas. The exam is similar to the National Counselor Examination, which is required in a number of states. The comprehensive exam was implemented in AY2017-2018, using the Counseling Professional Comprehensive Examination (CPCE). This is a national comprehensive exam used in over

400 programs nationwide. Students had to pay a fee to take the examination. We found that the study materials they recommended to students were outdated and that they did not share the psychometric properties of the test. The faculty decided not to use the test going forward. In AY2018-2019, we used the Counselor Education Comprehensive Examination (CECE), which is developed by a collaborative of professors from across the United States. They shared the exam items and psychometric properties with us. After using the exam once, we found that the exam emphasized content areas in some core areas that did not align with the standards we follow. At the faculty retreat that year, we decided that we would create our own comprehensive examination. We implemented it in AY2019-2020 with good results, i.e., n students who began in 2016-2017 had a 150% graduation rate of 92%. More recently, students took the initiative to organize a study review for the exam, resulting in 95% of students passing it on the first attempt. Students have three attempts to take the exam. Data collected from the exam has helped faculty to look at specific concepts taught in their courses to improve how the material is taught.

In support of our efforts to continuously improve and stay current, all programs that do not have specialized or specific program accreditation bodies in the College routinely undergo external reviews and self-study (OLP, 2020, MA in Psychology, 2021, School Psychology NASP, 2020). Programs with specialized or specific program accreditation bodies have periodic review at intervals determined by the specific accrediting body. For example, the Clinical PsyD program is fully accredited by the APA and had a site visit for reaccreditation in September 2021. Review teams rely heavily on evaluation data in accreditation decisions. For example, from AY2016-AY2019 94%-100% of students applying for the required pre-doctoral internship obtained an APA-accredited position.

Students from three of the four departments at WJC strive to qualify for national or state standardized measures including licensure or board certification. From 2010-2020, 86% of Clinical PsyD graduates seeking licensure have successfully passed the required EPPP examination and other state board standards. The Educational Testing Service School Psychology Subject Praxis Exam (100% pass rate) are nationally standardized measures that allow School Psychology Department students and faculty to measure progress based on passing scores. (See Table below and the Data First Form 8.3).

Figure 192021: WJC National Licensure Passage Rates

National Licensure Passage Rates								
Academic Year	AY 2017-2018		AY 2018-2019		AY2019-2020		AY 2020-2021 (Preliminary)	
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
EPPP Psychologist, Clinical PsyD Program	48	43 (90%)	32	28 (88%)	16	12 (75%)	3	3 (100%)
EPPP Psychologist, School PsyD Program	2	2 (100%)	1	1 (100%)	1	0 (0%)	N/A	N/A
School Psych Praxis pass rate	7	7 (100%)	10	10 (100%)	11	11 (100%)	19	19 (100%)
ABA certificate exam	12	8 (67%)	13	9 (69%)	8	7 (86%)	N/A	N/A

The results of assessment of student success are a demonstrable factor in WJC’s efforts to improve the curriculum and learning opportunities and results for students across all departments: School

Psychology, Organizational & Leadership Psychology, Counseling & Behavioral Health, and Clinical Psychology.

Our mission of training competent school psychologists and applied behavioral analysts to serve a diverse workforce is reflected across many areas. The MA/CAGS program obtained full re-accreditation by the National Association of School Psychologists (NASP) for the maximum seven years. The PsyD in School Psychology program is currently fully accredited by the American Psychological Association (APA).

These accreditations involve completing an extensive self-study over multiple years and looking at student assessment and outcomes submitted in advance of site visits. In adhering to the APA, and NASP accreditation standards, the school psychology department continually refines our multi-method approach to assessing student learning outcomes at various levels and stages of the program using the criteria of the accrediting bodies and those of the department and College. Second, the MA/CAGS, PsyD, and ABA programs have robust retention, employment, and graduation rates. In addition, many of our students perform well on nationally normed exams used by licensing boards to grant licenses for practice, further solidifying the strength of a WJC education in the School Psychology Department. With social responsibility being one of WJC's core values, our classes and practicum address the ramifications of race and ethnicity. Further, the majority of our graduates in the department work with vulnerable populations.

Students in OLP receive assessment feedback addressing learning objectives and competency development at various intervals and via many avenues during their studies with OLP. Some of these assessments are delivered within courses and some are more community based, independent of the specific classes that a student may attend in a given semester (i.e., department-wide case work outs). The assessment design involves distributed evaluators across the OLP department (faculty, advisors, peers, self-reflection, OLP leadership, field work site supervisors) thereby increasing the voices of many in the feedback and evaluation system.

The Clinical Mental Health Counseling program has the goal of training students to become licensed independently as mental health counselors. During their training, students receive feedback about their progress in different dimensions. Feedback about academic courses is provided via grades and student course evaluations. Feedback about progress in their field experience (practicum and internship) is provided by the field supervisor in interim and final evaluation reports, as well as by the faculty supervisor who assigns grades for the clinical seminar and the total field experience. Feedback about progress in the program is provided each semester via the Professional Counselor Performance Evaluation that is completed by a faculty member or advisor. An annual review is conducted in the Assessment and Planning Meeting with the advisor. All the feedback mechanisms align with the core areas and standards of the Council for Accreditation of Counseling and Related Educational Program (CACREP). Although we are not accredited by CACREP, we follow their educational standards, as several states now require that applicants for licensure demonstrate equivalency to that accreditation.

Students in the M.A. in Psychology program as well as the students in the B.S. in Psychology and Human Services receive assessment feedback via course grades, course evaluations and meetings with their advisors.

The Clinical Psychology program devotes significant attention to the validity, utility, and transparency of methods assessing student learning and success through multiple organized processes. The program is currently fully accredited by the American Psychological Association (APA) and is renewing this status, which involved completion of an extensive longitudinal self-study on student assessment and outcomes submitted in advance of the September 2021 site visit. In conforming to the APA Standards of Accreditation, the program designed and continually refines a multi-method approach to assessing student learning outcomes at various levels and stages of the program using the criteria of APA Discipline Specific Knowledge (DSK) and Profession Wide Competencies (PWC). Course assignments, practicum supervisor evaluations, doctoral projects, and clinical competency exam domains all align with the APA DSK/PWC framework to provide clear evidence that learning objectives determined by national professional standards are met by students at least at the defined minimum level of achievement (MLA). The validity of data is increased by ensuring that each PWC learning objective is formally measured and documented through at least two different modalities and by diversifying all means of assessment across qualitative, quantitative, direct, indirect, formative, and summative approaches. By using this concrete and consistent system, the program successfully communicates expectations to students, detects and collaboratively remediates any specific areas needing individual or group improvement, builds student knowledge and skills in a developmentally logical sequence, measures student progress and achievement over time, and prepares students to complete pre-doctoral internships and licensure requirements.

In addition to student learning outcomes, the Clinical Psychology program also ensures that collected measures of student success accurately represent the effectiveness of the program in meeting stated goals, missions, and values. The use of rates of retention, internship match, graduation, passing licensure exam scores, state licensure, and post-graduation employment are all relevant metrics given the program's aim of producing qualified health service psychologists. The program annually distributes a well-designed alumni survey that directly inquires about graduate success using both objective and subjective indicators that are useful for identifying and prioritizing areas for program enhancement. Most recently, the survey has been improved to directly inquire about graduate satisfaction with training in PWC elements, which will allow for more informed appraisals of current learning objective operationalization.

The Clinical Psychology program routinely compiles, evaluates, and integrates program data to strategize educational advancements. In addition to student outcome data described above, the program regularly incorporates internal records and surveys (e.g., course evaluations, climate surveys, enrolled student surveys, practicum supervisor surveys) into decision-making. This is accomplished in collaboration with other institutional resources, including the Office of Academic Data, Development, and Institutional Effectiveness, the Academic Resource Center, and the Diversity, Equity, and Inclusion Office, and efforts are spread across multiple program committees that work in coordination with one another. Commitment to using feedback both proactively and responsively is demonstrated in the activities of the Clinical Psychology Curricular Review Committee (CRC). This committee requests, analyzes, and acts upon quantitative and qualitative evaluations of student learning outcomes and success to improve the educational effectiveness of the program. Such efforts have resulted in revisions to course structure and sequences implemented for the entering class of AY2019, improvements in the consistency of student experiences, the piloting of an enhanced advising program for students needing early intervention to address challenges in meeting program requirements, and identification of longitudinal student patterns that have implications for admissions, supportive resource allocation, and retention. For example, in response to narrative survey data and quantitative analyses of variables

predicting student performance, the CRC recently formed an Admissions Workgroup tasked with revising the application review and admissions interview process to identify qualities predicting student success more objectively and reliably and enhance the diversity and preparedness of cohorts. We believe the CRC model represents an enormous strength in that it involves a group of faculty working in concert with administrators to sift through large amounts of data to better inform and guide program management and quality improvement.

To ensure that appropriate information about educational effectiveness is communicated to the College community and the public and that claims by the institution are backed by relevant data, the program publishes information about student success [on the College website](#). This includes rates of retention, time to degree completion, internship match rates, licensure exam pass rates, and loan repayment trends.

The global pandemic presented new challenges for conducting student effectiveness assessments especially because the transition to fully online teaching, learning, and assessment was sudden and unexpected. Our institution, like many others, was not fully prepared in all departments. To address this challenge, the academic departments surveyed their cohorts to understand student needs related to academics during the pandemic. The resulting data was used to determine policies around online classes, credit/no credit grading, attendance, and other related program requirements. The Dean of Students office managed a two-part survey process for students about student life during and after the pandemic. The first survey by the Dean of Students focused on life outside the classroom and the results then became the focus of the second survey. The data collected student responses on what went well and not well for them during the pandemic. Information about what students would like to see coming out of the pandemic were used to create a ranking survey of the categorized responses to weigh the importance of what was needed going forward. The Dean of Students analyzed the responses and incorporated it with the results of their other annual assessments. From the results the Dean of Students team learned that students felt loss in particular around organic casual interaction, meeting new people, and a sense of community. However, it seemed that with all interactions occurring over Zoom and MS Teams that there was not an interest in purely social activities online. Programming from the Dean of Students office focused almost exclusively on co-curricular instead of social, to attract students to additional online events. During the summer the Dean of Students offered social events that occurred outdoors, Orientation was more than half in person to allow for socially distanced interactions and connections for the newest members of the community.

As an institution, WJC is committed to continual self-study, adherence to valid profession-wide outcomes of student learning and success, critical interpretation of assessment outcomes, and data-responsive decision-making. However, there are some practical challenges. There are certain areas where incomplete data represents a significant barrier to reliably understanding and responding to program outcomes. For example, available admissions data primarily focuses on the demographic make-up of the entering class. However, trends in recruiting, interviewing, and offering admission to individuals from diverse and under-represented backgrounds are not readily available for assessing how well the program is meeting its goal for equity in these areas. Also, certain post-graduation outcome data (e.g., employment, passing licensure exam) is dependent on self-reported alumni survey responses, which have not been reaching high response rates in a timely manner. This affects the accuracy, consistency, and usefulness of the data. The alumni survey, while addressing employment and provision of psychological services to vulnerable populations, also falls short of understanding the reasons why

graduates may be unemployed or underemployed. This limits the ability of the program to proactively improve career-related services. In addition, as program curriculums continuously change, it becomes difficult to evaluate the effectiveness of these changes longitudinally.

WJC is striving for greater efficiency in institutional data infrastructure and management. It has been challenging to garner accurate institutional data to provide Senior Leadership with data-driven evidence for decision-making. Specifically, a portion of our vast supply of data is inaccessible for automated retrieval and often manual compilation of data that is distributed in the various departments at WJC is required. The data silos (i.e., same information is often stored in different databases) lead to inconsistencies between departmental and institutional data. To ensure and improve data quality at WJC, a Data Governance Initiative was re-launched by ADDIE and the IT department in January 2021. The goal is to establish standards and procedures for inputting, processing, verifying, retrieving, archiving, and restoring data with clearly defined and shared responsibilities among stakeholders. Due to leadership turnover, this initiative is progressing more slowly but with the hire of the Director of ADDIE position in July 2021 the initiative should be advanced starting in Spring 2022. Gains were realized in Fall 2021, as the ADDIE team initiated the use of dashboards presenting WJC lost admits combined with data from the national student clearinghouse and admissions office. This data was used to consider new admissions strategies that will be incorporated in the new enrollment strategic plan. ADDIE has also developed a PowerBI dashboard that summarizes field placement evaluation results by students. This dashboard is available to current students who use the data to make decisions as to which field placement sites to apply. The field placement staff also use the dashboard data to determine if a field site supervisor or location needs to be reviewed more closely or replaced if it is not serving students well. Furthermore, the Director of ADDIE in collaboration with the Director of Diversity, Equity, and Inclusion Office (DEI) and the Director of Program Development, Monitoring and Evaluation (PDM&E) developed additional questions on the New Student Survey, Summer 2021 that were needed for DEI and grant efforts at WJC.

Projection

The ADDIE group is instrumental to the overall structure of institutional assessment. Consistent leadership of this group is required to lead discussions around policy and processes for data infrastructure, management, and governance. Recruiting and retaining the best human resources for this function is critical to the overall measurement plan and tools to assess educational effectiveness. This was realized in Summer 2021 with the hire of a new Director and new Research Analyst. The new ADDIE group will conduct a needs assessment, collaborate with Chairs to develop reports to support education effectiveness (for example compare outcome by program modality), review assessment processes and support new program assessment efforts, provide consistency in data reporting, and develop KPI dashboards. This goal is expected to be realized and expanded over the 2022-2023 academic year.

Investment in institutional data mining, data management, data sharing and dashboard capabilities is warranted. WJC can refine assessment measures by evaluating limitations in the availability and interpretability of current data for understanding where improvements are needed. WJC can also maximize the use of available data for analysis of potential patterns across multiple collected variables and devote resources to mining data that is available but not in a form ready for analysis (e.g., demographic variables of applicants based on those who are and are not interviewed/offered admission,

as opposed to only those enrolled). A Data Governance Initiative (DGI) is again underway with the hire of the new ADDIE Director. In Spring 2022, the Director will review and revise as needed the current DGI plan and begin the implementation of the revised data governance plan in 2022-2023.

Alumni surveys need to occur more consistently and to be refined. Specifically, it would be useful to ask about years in the current job, current job setting (urban, suburban, rural), demographics of the population in the work setting, certification status (e.g., NCSP), and preparation of graduates for the certification/licensure exam. Additionally, questions to better understand alumni satisfaction with their training and how well their training prepared them for their work are warranted. Efforts will be made to increase participation in the alumni survey to evaluate rates of licensure and employment more reliably. Efforts such as locating non-responders for updated contact information will be useful. WJC will also fill these gaps by identifying graduate employment status through search engines and websites (e.g., LinkedIn, workplace profiles) and checking public databases for licensure status. In 2022-2023, ADDIE will initiate coordinating alumni data across the College to increase knowledge rate of our alumni and develop strategic actions with the Director of Alumni Relations and Annual Giving to increase alumni response rates.

Standard 8.1: Educational Effectiveness

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort
IPEDS Retention Data					
Associate degree students	N/A	N/A	N/A	N/A	N/A
Bachelors degree students	N/A	N/A	N/A	N/A	N/A
? IPEDS Graduation Data (150% of time)					
Associate degree students	N/A	N/A	N/A	N/A	N/A
Bachelors degree students	N/A	N/A	N/A	N/A	N/A
? IPEDS Outcomes Measures Data					
First-time, full time students					
Awarded a degree within six years	N/A	N/A	N/A	N/A	N/A
Awarded a degree within eight years	N/A	N/A	N/A	N/A	N/A
Not awarded within eight years but still enrolled	N/A	N/A	N/A	N/A	N/A
First-time, part-time students					
Awarded a degree within six years	N/A	N/A	N/A	N/A	N/A
Awarded a degree within eight years	N/A	N/A	N/A	N/A	N/A
Not awarded within eight years but still enrolled	N/A	N/A	N/A	N/A	N/A
Non-first-time, full-time students					
Awarded a degree within six years	N/A	N/A	N/A	N/A	N/A
Awarded a degree within eight years	N/A	N/A	N/A	N/A	N/A
Not awarded within eight years but still enrolled	N/A	N/A	N/A	N/A	N/A
Non-first-time, part-time students					
Awarded a degree within six years	N/A	N/A	N/A	N/A	N/A
Awarded a degree within eight years	N/A	N/A	N/A	N/A	N/A
Not awarded within eight years but still enrolled	N/A	N/A	N/A	N/A	N/A

? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)						
1		F17 & Sp18	F18 & Sp19	F19 & Sp20	F20 & Sp21	F21 & Sp22
2	Annual Retention Rate	Starting Cohort	Starting Cohort	Starting Cohort	Starting Cohort Preliminary	Starting Cohort
3	Non-first-time, full-time UG student (12+ credits)	100% (2/2)	100% (1/1)	100% (5/5)	100% (4/4)	86% (12/14)
4	Non-first-time, part-time UG student (<12 credits)	80% (4/5)	80% (4/5)	75% (12/16)	71% (5/7)	83% (5/6)
5	Total	86% (6/7)	83% (5/6)	81% (17/21)	82% (9/11)	85% (17/20)
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)						
1		F17 & Sp18 Starting Cohort	F17 & Sp18 Starting Cohort	F18 & Sp19 Starting Cohort	F18 & Sp19 Starting Cohort	F19 & Sp20 Starting Cohort
2		100% Grad Rate	150% Grad Rate	100% Grad Rate	150% Grad Rate	150% Grad Rate
3		2 years	3 year	2 years	3 year	3 years
4	Non-first-time, full-time UG student	0% (0/2)	100% (2/2)	100% (1/1)	100% (1/1)	100% (5/5)
5	Non-first-time, part-time UG student	60% (3/5)	80% (4/5)	0% (0/5)	60% (3/5)	75% (12/16)
	Total UG	43% (3/7)	86% (6/7)	17% (1/6)	67% (4/6)	81% (17/21)
Definition and Methodology Explanations						
1	The Bachelor's program started in Spring 2017 (2 year program) and only admits transfer students. No first-time (full-time or part-time) students have been admitted to the program.					
2	Starting cohort is as of August 1 – Fall Add/Drop Date.					
3	Annual retention rate is reported (e.g., Fall 2017 & Spring 2018 new students returned at any point in Fall 2018 or Spring 2019). Fall to Fall or Spring to Spring) by starting cohort. The BS Fall 2017 starting cohort's 100% Grad Rate includes those who received a degree from Fall 2017 through Spring 2019 (2 years); for the 150% Grad Rate it is from Fall 2017 through Spring 2020 (3 years). The BS Spring 2018 starting cohort's 100% Grad Rate includes those who received a degree from Spring 2018 through Fall 2019 (2 years); for the 150% Grad Rate it is from Spring 2018 through Fall 2020 (3 years). Fall 2019 & Spring 2020 graduation rates are projections and do not match 8.4 which as preliminary graduation rates.					
4	Source: For Retention rate calculation: Enrollment reports pulled from SSIG (as of 12.06.21) for Fall 2017 through Spring 2019 and CNS (as of 12.03.21) for Fall 2019 through Fall 2021. For Graduation rate calculation information comes from the data pulled from CNS on 12.08.21 (New incoming students in Program (Updated) report).					
6	No BS students enrolled in Spring 2019, Spring 2021 and Spring 2022 (as of 12.08.21).					

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8.2: Educational Effectiveness

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	5 years ago (F17 Cohort)	4 years ago (F18 Cohort)	6 years ago	4 years ago
First-time, Full-time Students				
Degree from original institution	N/A	N/A	N/A	N/A
Not graduated, still enrolled at original institution	N/A	N/A	N/A	N/A
Degree from a different institution	N/A	N/A	N/A	N/A
Transferred to a different institution	N/A	N/A	N/A	N/A
Not graduated, never transferred, no longer enrolled	N/A	N/A	N/A	N/A
First-time, Part-time Students				
Degree from original institution	N/A	N/A	N/A	N/A
Not graduated, still enrolled at original institution	N/A	N/A	N/A	N/A
Degree from a different institution	N/A	N/A	N/A	N/A
Transferred to a different institution	N/A	N/A	N/A	N/A
Not graduated, never transferred, no longer enrolled	N/A	N/A	N/A	N/A
Non-first-time, Full-time Students				
Degree from original institution (150% Grad Rate)	N/A	100% (1/1)	N/A	N/A
Not graduated, still enrolled at original institution	N/A	N/A	N/A	N/A
Degree from a different institution (NSC needs cohort of N = 11+)	N/A	N/A	N/A	N/A
Transferred to a different institution	N/A	N/A	N/A	N/A
Not graduated, never transferred, no longer enrolled	N/A	N/A	N/A	N/A
Non-first-time, Part-time Students				
Degree from original institution (150% Grad Rate of New Fall Cohort)	75% (3/4)	71% (3/5)	N/A	N/A
Not graduated, still enrolled at original institution	0% (0/1)	0% (0/2)	N/A	N/A
Degree from a different institution	*Cohort <11; NSC won't process.	*Cohort <11; NSC won't process.	N/A	N/A
Transferred to a different institution	*Cohort <11; NSC won't process.	*Cohort <11; NSC won't process.	N/A	N/A
Not graduated, never transferred, no longer enrolled	*Cohort <11; NSC won't process.	*Cohort <11; NSC won't process.	N/A	N/A

Measures of Student Achievement and Success/Institutional Performance and Goals					
Success of students pursuing higher degrees	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Graduating Cohort	Next Year Forward (goal)
	Class of 2018 (9/1/17 to 8/31/18)	Class of 2019 (9/1/18 to 8/31/19)	Class of 2020 (9/1/19 to 8/31/20)	Class of 2021 (9/1/20 to 8/31/21)	Class of 2022 (9/1/21 to 8/31/22)
	<i>Valid %: Denominator is the Number of Survey Respondents or records found in NSC.</i>				

3 Counseling and Behavioral Health Programs:					
B.S. in Psychology and Human Services (Goal: 5% to 10%)	N/A	N/A	25% (1/4)	0% (0/2)	7% (1/14)

Source: NSC SE Query excluding terminal degrees and Alumni Surveys 2021. This is not a typical goal for our graduate programs as licensure is the goal; nor is it a goal for the undergraduate program geared toward educating the workforce (workforce development initiative).

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

Other Measures of Student Success	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Graduating Cohort	Next Year Forward (goal)
	Class of 2018 (9/1/17 to 8/31/18)	Class of 2019 (9/1/18 to 8/31/19)	Class of 2020 (9/1/19 to 8/31/20)	Class of 2021 (9/1/20 to 8/31/21)	Class of 2022 (9/1/21 to 8/31/22)
Valid Survey Data Reported					
1 Clinical PsyD Program					
Professional-wide Competency (see note)	Mean (Standard Deviation) (1= Not effective at all; 5=Extremely effective)				
Research	2.8 (0.9)	2.6 (0.9)	2.8 (0.8)	3.5 (0.9)	3.0
Ethical and legal standards	4 (0.8)	3.6 (0.9)	4.1 (0.5)	4.1 (0.9)	3.0
Individual and cultural diversity	3.7 (0.8)	3.5 (1)	3.8 (0.9)	3.8 (0.9)	3.0
Professional values, attitudes, and behaviors	3.9 (0.9)	3.7 (1)	4.1 (0.9)	4.0 (0.9)	3.0
Communications and interpersonal skills	3.7 (0.9)	3.6 (1)	4.1 (0.9)	4.1 (0.9)	3.0
Assessment	3.6 (1)	3.4 (1)	3.8 (0.9)	3.9 (1)	3.0
Intervention	3.6 (0.9)	3.7 (0.9)	4.0 (0.7)	4.1 (1)	3.0
Supervision	3.7 (0.9)	3.5 (1)	3.6 (1)	4.1 (0.9)	3.0
Consultation & interprofessional/interdisciplinary skills	3.4 (0.9)	3.3 (1)	3.6 (1)	3.7 (0.9)	3.0
Serve the vulnerable populations	77% (46/60)	80% (33/41)	74% (28/38)	77% (12/19)	50%
2 Organizational Leadership PsyD Program					
Employed in a leadership position (PsyD only)	N/A (0/0)	33% (1/3)	0% (0/2)	50% (1/2)	50%
Serve the vulnerable populations	N/A (0/0)	33% (1/3)	0% (0/2)	100% (2/2)	50%
Degree helped advance career (e.g., raise, new position, etc.)	N/A (0/0)	67% (2/3)	50% (1/2)	100% (2/2)	64%
Organizational Psychology - Master's Program (MAOP)					
Serve the vulnerable populations	75% (6/8)	50% (4/8)	50% (3/6)	100% (2/2)	50%
Degree helped advance career (e.g., raise, new position, etc.)	75% (6/8)	100% (8/8)	83% (5/6)	0% (0/2)	50%
OLP - GCEC					
Serve the vulnerable populations	50% (1/2)	0% (0/2)	50% (1/2)	N/A (0/0)	50%
Degree helped advance career (e.g., raise, new position, etc.)	50% (1/2)	50% (1/2)	100% (2/2)	N/A (0/0)	50%
3 Clinical Mental Health Counseling MA Program					
Serve the vulnerable populations	67% (10/15)	76% (16/21)	89% (16/18)	58% (11/19)	50%
Satisfaction with overall preparation offered by your program (% responded Satisfied or Very Satisfied)	80% (12/15)	86% (18/21)	78 % (14/18)	89% (17/19)	75%
4 School Psychology MA/CAGS Program					
Serve the vulnerable populations	83% (10/12)	78% (7/9)	N/A (0/0)	57% (8/14)	50%
Satisfaction with overall preparation offered by your program (% responded Satisfied or Very Satisfied)	67% (8/12)	78% (7/9)	N/A (0/0)	86% (12/14)	75%
5 School Psychology PsyD Program					
Serve the vulnerable populations	100% (5/5)	100% (6/6)	100% (5/5)	N/A (0/0)	50%
Satisfaction with overall preparation offered by your program (% responded Satisfied or Very Satisfied)	100% (5/5)	100% (6/6)	80% (4/5)	N/A (0/0)	75%
6 School ABA MA Program					
Serve the vulnerable populations	N/A (0/0)	100% (2/2)	100% (2/2)	100% (2/2)	50%
Satisfaction with overall preparation offered by your program (% responded Satisfied or Very Satisfied)	N/A (0/0)	100% (2/2)	100% (2/2)	50% (1/2)	75%
Psychology and Human Services BS Program					
Serve the vulnerable populations	N/A (0/0)	N/A (0/0)	50% (2/4)	100% (2/2)	50%
Satisfaction with overall preparation offered by your program (% responded Satisfied or Very Satisfied)	N/A (0/0)	N/A (0/0)	50% (2/4)	100% (2/2)	75%

Sources: Clinical Alumni Surveys 2021; OLP Alumni Surveys 2021; School Alumni Surveys 2021; Counseling Alumni Surveys 2021

Definition and Methodology Explanations

- Other Measures of Student Success Data for Clinical PsyD Program are derived from the Clinical Alumni Survey 2021 based on graduating cohorts. The Professional-wide Competency was a question in the Alumni Survey, "How effective was the program in educating and training the students to meeting the following competencies?" The mean score is based on a 5 Likert scale: 1= Not Effective at All; 2=Slightly Effective; 3 = Moderately Effective; 4 = Very Effective; 5=Extremely effective.
- Data for the Organizational Psychology Program are derived from OLP Alumni Survey 2021.
- Data for the Clinical Mental Health Counseling Program are derived from the Counseling Alumni Survey 2021. Satisfaction Rating scale is based in 5 Likert scale: 1= Extremely Dissatisfied; 2=Somewhat Dissatisfied; 3 = Neither satisfied nor dissatisfied; 4=Somewhat Satisfied; 5 = Extremely Satisfied.
- Data for the School Psychology MA/CAGS, PsyD and ABA Programs are derived from School Alumni Survey 2021). Satisfaction Rating scale is based in 5 Likert scale: 1= Very Dissatisfied; 2 = Dissatisfied; 3 = Neutral; 4 = Satisfied; 5 = Very Satisfied.
- WJC defines a Graduating Class a graduating in the time frame of 9/1/xxxx to 8/31/xxxx.
- To run the Cohort Query from NSC, the cohort size must be 11 or greater. The Fall 2017 and Fall 2018 BS cohorts were less than 11 new students.

**Standard 8.3: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)**

	3-Years Prior		2 Years Prior		1 Year Prior		Most Recent Year	
	(AY 2017-2018)		(AY 2018-2019)		(AY 2019-2020)		(AY 2020-2021)	
State Licensure Examination Passage Rates								
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
N/A see EPPP below.								

National Licensure Passage Rates				Valid # and % are reported				
Name of exam: EPPP	# who took exam	# who passed (% Pass)	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
Alumni Survey Response Rate (Clinical PsyD) (# of Respondents/Total Cohort)	69% (60/87)		65% (41/63)		58% (38/66)		20% (19/93)	
EPPP Psychologist, Clinical PsyD Program	48	43 (90%)	32	28 (88%)	16	12 (75%)	3	3 (100%)
Alumni Survey Response Rate (School PsyD) (# of Respondents/Total Cohort)	100% (5/5)		100% (6/6)		71% (5/7)		0% (0/1)	
EPPP Psychologist, School PsyD Program	2	2 (100%)	1	1 (100%)	1	0 (0%)	N/A	N/A

Sources: Clinical Alumni Surveys 2021, School Alumni Surveys 2021.

Name of exam: Praxis	17-18 Graduates (MACAGS)		18-19 Graduates (MACAGS)		19-20 Graduates (MACAGS)		20-21 Graduates (MACAGS)	
Name of exam	# who took exam	# who passed (% Pass)	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
School Psych Praxis pass rate ¹	7	7 (100%)	10	10 (100%)	11	11 (100%)	19	19 (100%)
Name of exam: ABA Certificate Exam	F17 & Sp18 New Stu		F18 & Sp19 New Stu		F19 & Sp20 New Stu		F20 & Sp21 New Stu	
	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
ABA certificate exam ²	12	8 (67%)	13	9 (69%)	8	7 (86%)	N/A	N/A

¹ MA/CAGS Students take the Praxis. All the School PsyD students had to take the Praxis before matriculating into the PsyD program. Source: Malory Reynolds.

² Students do not take the ABA exam until after they have graduated (MA degree is a prerequisite); then, they have up to 5 years to take the exam after graduating. Source: Ron Lee.

Job Placement Rates		(AY 2017-2018)		(AY 2018-2019)		(AY 2019-2020)		(AY 2020-2021)	
Major/time period < 1 year of completion	*	# of grads	# with jobs (valid # & %)	# of grads	# with jobs (valid # & %)	# of grads	# with jobs (valid # & %)	# of grads	# with jobs (valid # & %)
Clinical PsyD Program		87	53/60 (88%)	63	36/41 (88%)	66	31/38 (89%)	93	12/19 (63%)
OLP - PsyD Program (Leadership)		1	0/0 (N/A)	10	2/3 (67%)	13	2/2 (100%)	11	2/2 (100%)
OLP - MAOP		38	6/8 (75%)	30	7/8 (88%)	25	5/6 (83%)	22	1/2 (50%)
OLP - GCEC		7	2/2 (100%)	18	2/2 (100%)	9	2/2 (100%)	25	0/0 (N/A)
CBH - Clinical Mental Health Counseling - MA Program		54	13/15 (87%)	45	20/21 (95%)	39	15/18 (83%)	41	14/19 (74%)
CBH - Bachelor Program		N/A	N/A	N/A	N/A	8	3/4 (75%)	7	0/2 (0%)
School Psychology - PsyD		5	5/5 (100%)	6	6/6 (100%)	7	5/5 (100%)	1	0/0 (N/A)
School Psychology - MA/CAGS		10	11/12 (92%)	33	7/9 (78%)	15	0/0 (N/A)	21	8/14 (57%)
School Psychology - ABA MA program		10	0/0 (N/A)	14	2/2 (100%)	5	2/2 (100%)	4	2/2 (100%)

Sources: Clinical Alumni Surveys 2021, School Alumni Surveys 2021, OLP Alumni Surveys 2021, Counseling Alumni Surveys 2021. SSIG Degree Awarded Class of 2018; CNS Degree Awarded Class of 2019; Class of 2020; Class of 2021.

For OLP Job Placement data included if they maintained job or acquired new job within one year of graduating.

N/A indicated no survey responses.

Web location of gainful employment report (if applicable)

Job Placement data are derived from Clinical Alumni Survey 2021, Counseling Alumni Survey 2021, OLP Alumni Survey 2021 and School Alumni Survey 2021.

The Examination for Professional Practice in Psychology (EPPP) would be attempted once the doctoral degree has been granted and a certain amount of hours (state specific requirements) of supervised experience earned (e.g., post-doc work). The national EPPP exam is required in all states.

**Standard 8.4: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)**

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	F17 New Cohort	F18 New Cohort	F19 New Cohort	F20 New Cohort	F21 New Cohort
RETENTION RATE (New Fall retained in next Fall if the length of the program is more that one year)					Projected Avg
Doctor's Degree Professional Practice (PsyD) (add more rows as needed)					
Clinical Psychology (In Person)	91% (101/111)	95% (89/94)	90% (87/97)	91% (82/91)	91% (85/93)
Leadership Psychology (Blended)	100% (6/6)	92% (12/13)	90% (9/10)	100% (13/13)	100% (9/9)
School Psychology (In Person) (MA/CAG/PsyD or PsyD) - Phasing Out	100% (1/1)	75% (3/4)	N/A (0/0)	N/A (0/0)	N/A (0/0)
Certificate of Advanced Graduate Studies					
School Psychology (MA/CAGS) (In Person)	87% (13/15)	95% (19/20)	78% (14/18)	86% (12/14)	88% (14/16)
Graduate Certificate					
Graduate Certificate in Executive Coaching (GCEC) (Blended) (1 Year program, Semester to Semester retention)	78% (7/9)	100% (7/7)	100% (9/9)	94% (15/16)	89% (8/9)
Graduate Certificate in School Leadership (GCSL) (Blended) (1 Year program, Semester to Semester retention)	N/A	N/A	N/A	N/A	100% (3/3)
Graduate Certificate Respecialization in Couples & Family Therapy (In Person)	N/A	N/A	N/A	N/A	100% (1/1)
Graduate Certificate in School Climate and Social Emotional Learning (GSEL) (1 Year program, Semester to Semester retention)	100% (20/20)	100% (20/20)	100% (22/22)	N/A	N/A
Graduate Certificate in Applied Behavioral Analysis (CABA) (In Person)	N/A	N/A	N/A	N/A (0/0)	N/A (0/0)
Graduate Certificate in Applied Behavioral Analysis (CABA) (Online)	N/A	N/A	N/A	N/A	N/A (0/0)
Master's Program					
Clinical Mental Health Counseling (CMHC) (In Person)	86% (25/29)	91% (39/43)	97% (32/33)	93% (41/45)	92% (55/60)
Clinical Mental Health Counseling (CMHC) (Blended)	N/A	N/A	N/A	100% (7/7)	100% (10/10)
Organizational Psychology (Blended) (1 Year program, Semester to Semester retention)	93% (14/15)	100% (12/12)	33% (4/12)	67% (4/6)	75% (3/4)
Organizational Psychology (Online) (1 Year program, Semester to Semester retention)	92% (12/13)	85% (11/13)	30% (3/10)	29% (2/7)	67% (6/9)
Applied Behavior Analysis (In Person)	100% (6/6)	100% (7/7)	33% (3/9)	100% (5/5)	N/A (0/0)
Applied Behavior Analysis (Online)	N/A	N/A	N/A	N/A	100% (4/4)
Psychology (Online) (1 Year program, Semester to Semester retention)	N/A	N/A	N/A	50% (4/8)	50% (3/6)
Bachelor's Program					
Psychology and Human Services (Blended)	75% (3/4)	67% (4/6)	63% (10/16)	82% (9/11)	69% (11/16)

GRADUATION RATES & TIME TO DEGREE (Mean number of months)	Starting Cohorts vary by Program Length				
	3 Years Prior	2 Years Prior	1 Year Prior	The most recent Cohort able to graduate in Program Length	Next Cohort to graduate between 9/1/21 - 8/31/22 PRELIMINARY (actual #s)
Doctor's Degree Professional Practice (PsyD) (add more rows as needed)					
Clinical PsyD	F10 & Sp11 (New Stu)	F11 & Sp12 (New Stu)	F12 & Sp13 (New Stu)	F13 & Sp14 (New Stu)	F14 & Sp15 (New Stu)
Clinical Psychology (In Person) - 150% Graduation Rate (7.5 Years or 90 months)	89% (70/79)	88% (70/80)	89% (92/103)	84% (73/87)	83% (90/108)
Clinical Psychology (In Person) - Time to Degree (5 Year Program) based on starting cohort who received a degree in 150% of time	51 months	53 months	53 months	52 months	52 months
Leadership PsyD	F12 & Sp13 (New Stu)	F13 & Sp14 (New Stu)	F14 & Sp15 (New Stu)	F15 & Sp16 (New Stu)	F16 & Sp17 (New Stu)
Leadership Psychology (Blended) - 150% Graduation Rate (6 Years or 72 months)	56% (5/9)	33% (2/6)	33% (2/6)	60% (6/10)	67% (4/6)
Leadership Psychology (Blended) - Time to Degree (4 Year Program)	47 months	23 months	51 months	41 months	24 months
School PsyD	F10 & Sp11 (New Stu)	F11 & Sp12 (New Stu)	F12 & Sp13 (New Stu)	F13 & Sp14 (New Stu)	F14 & Sp15 (New Stu)
School Psychology (In Person) (MA/CAG/PsyD or PsyD) - 150% Grad (7.5 Years or 90 months)	92% (11/12)	89% (8/9)	89% (8/9)	63% (5/8)	46% (6/13)
School Psychology (In Person) (MA/CAG/PsyD or PsyD) - Time to Degree (5 Year Program)	51 months	61 months	48 months	72 months	53 months
Certificate of Advanced Graduate Studies (CAGS)	F13 & Sp14 (New Stu)	F14 & Sp15 (New Stu)	F15 & Sp16 (New Stu)	F16 & Sp17 (New Stu)	F17 & Sp18 (New Stu)
School Psychology (MA/CAGS) (In Person) - 150% Grad Rate (4.5 Years or 54 months)	73% (8/11)	89% (16/18)	78% (7/9)	83% (10/12)	73% (11/15)
School Psychology (MA/CAGS) (In Person) - Time to Degree (3 Year Program)	33 months	33 months	35 months	33 months	34 months
Graduate Certificate					
GCEC	F16 & Sp17 (New Stu)	F17 & Sp18 (New Stu)	F18 & Sp19 (New Stu)	F19 & Sp20 (New Stu)	F20 & Sp21 (New Stu)
Graduate Certificate in Executive Coaching (GCEC) (Blended) - 150% Grad Rate (1.5 Years or 18 months)	88% (7/8)	79% (11/14)	83% (10/12)	100% (15/15)	100% (21/21)
Graduate Certificate in Executive Coaching (GCEC) (Blended) - Time to Degree (1 Year Program)	7 months	8 months	8 months	9 months	8 months
GCSL	Prog did not exist	Prog did not exist	Prog did not exist	Prog did not exist	F21 & Sp22 (New Stu)
Graduate Certificate in School Leadership (GCSL) (Blended) - 150% Grad Rate (1.5 Years or 18 months)	N/A	N/A	N/A	N/A	0% (0/3)
Graduate Certificate in School Leadership (GCSL) (Blended) - Time to Degree (1 Year Program)	N/A	N/A	N/A	N/A	0 months
Graduate Certificate Respecialization in Couples & Family Therapy	Prog did not exist	Prog did not exist	Prog did not exist	Prog did not exist	F21 & Sp22 (New Stu)
Graduate Certificate Respecialization in Couples & Family Therapy (In Person) - 150% Grad Rate (3.5 Years or 42 months)	N/A	N/A	N/A	N/A	0% (0/1)
Graduate Certificate Respecialization in Couples & Family Therapy (In Person) - Time to Degree (2.5 Year Program)	N/A	N/A	N/A	N/A	0 months
GSEL - Closed/Discontinued 20-21	F15 & Sp16 (New Stu)	F16 & Sp17 (New Stu)	F17 & Sp18 (New Stu)	F18 & Sp19 (New Stu)	F19 & Sp20 (New Stu)
Graduate Certificate in School Climate and Social Emotional Learning (GSEL) - 150% Grad Rate (1.5 Years or 18 months)	N/A (0/0)	N/A (0/0)	100% (20/20)	100% (20/20)	100% (22/22)
Graduate Certificate in School Climate and Social Emotional Learning (GSEL) - Time to Degree (1 Year Program)	N/A	N/A	9 months	9 months	9 months
CABA	Prog did not exist	Prog did not exist	Prog did not exist	F20 & Sp21 (New Stu)	F21 & Sp22 (New Stu)
Graduate Certificate in Applied Behavioral Analysis (CABA) (In Person) - 150% Grad Rate (2 Years or 24 months)	N/A	N/A	N/A	N/A (0/0)	N/A (0/0)
Graduate Certificate in Applied Behavioral Analysis (CABA) (In Person) - Time to Degree (1.5 Year Program)	N/A	N/A	N/A	N/A (0/0)	N/A (0/0)
Graduate Certificate in Applied Behavioral Analysis (CABA) (Online) - 150% Grad Rate (2 Years or 24 months)	N/A	N/A	N/A	N/A	N/A (0/0)
Graduate Certificate in Applied Behavioral Analysis (CABA) (Online) - Time to Degree (1.5 Year Program)	N/A	N/A	N/A	N/A	N/A (0/0)

Master's Program					
CMHC In Person	F15 & Sp16 (New Stu)	F16 & Sp17 (New Stu)	F17 & Sp18 (New Stu)	F18 & Sp19 (New Stu)	F19 & Sp20 (New Stu)
Clinical Mental Health Counseling (CMHC) (In Person) - 150% Grad Rate (3 Years or 36 months)	94% (46/49)	92% (48/52)	60% (21/35)	90% (46/51)	65% (28/43)
Clinical Mental Health Counseling (CMHC) (In Person) - Time to Degree (2 Year Program)	25 months	24 months	19 months	22 months	21 months
CMHC Blended	F16 & Sp17 (New Stu)	F17 & Sp18 (New Stu)	F18 & Sp19 (New Stu)	F19 & Sp20 (New Stu)	F20 & Sp21 (New Stu)
Clinical Mental Health Counseling (CMHC) (Blended) - 150% Grad Rate (4.5 Years or 54 months)	N/A (0/0)	N/A (0/0)	N/A (0/0)	N/A (0/0)	0% (0/14)
Clinical Mental Health Counseling (CMHC) (Blended) - Time to Degree (3 Year Program)	N/A	N/A	N/A	N/A	0 months
MAOP	F16 & Sp17 (New Stu)	F17 & Sp18 (New Stu)	F18 & Sp19 (New Stu)	F19 & Sp20 (New Stu)	F20 & Sp21 (New Stu)
Organizational Psychology (Blended) - 150% Grad Rate (1.5 Years or 18 months)	82% (14/17)	71% (15/21)	67% (8/12)	69% (11/16)	20% (2/10)
Organizational Psychology (Blended) - Time to Degree (1 Year Program)	13 months	12 months	12 months	12 months	11 months
Organizational Psychology (Online) - 150% Grad Rate (1.5 Years or 18 months)	77% (10/13)	68% (13/19)	72% (13/18)	62% (8/13)	23% (3/13)
Organizational Psychology (Online) - Time to Degree (1 Year Program)	12 months	11.5 months	12 months	11 months	11 months
ABA	F15 & Sp16 (New Stu)	F16 & Sp17 (New Stu)	F17 & Sp18 (New Stu)	F18 & Sp19 (New Stu)	F19 & Sp20 (New Stu)
Applied Behavior Analysis (In Person) - 150% Grad Rate (3 Years or 36 months)	N/A (0/0)	100% (4/4)	91% (10/11)	100% (7/7)	100% (9/9)
Applied Behavior Analysis (In Person) - Time to Degree (2 Year Program)	N/A	16 months	15.6 months	12 months	12 months
Applied Behavior Analysis (Online) - 150% Grad Rate (3 Years or 36 months) (Program started in Fall 2019)	N/A	N/A	N/A	N/A	0% (0/4)
Applied Behavior Analysis (Online) - Time to Degree (2 Year Program)	N/A	N/A	N/A	N/A	0 months
MAP	F16 & Sp17 (New Stu)	F17 & Sp18 (New Stu)	F18 & Sp19 (New Stu)	F19 & Sp20 (New Stu)	F20 & Sp21 (New Stu)
Psychology (Online) - 150% Grad Rate (1.5 Years or 18 months)	N/A (0/0)	N/A (0/0)	N/A (0/0)	67% (2/3)	50% (43/8)
Psychology (Online) - Time to Degree (1 Year Program)	N/A	N/A	N/A	11 months	11 months
Bachelor's Program					
Bachelor's Program	F15 & Sp16 (New Stu)	F16 & Sp17 (New Stu)	F17 & Sp18 (New Stu)	F18 & Sp19 (New Stu)	F19 & Sp20 (New Stu)
Psychology and Human Services (Blended) - 150% Grad Rate (3 Years or 36 months)	N/A (0/0)	N/A (0/0)	86% (6/7)	67% (4/6)	24% (5/21)
Psychology and Human Services (Blended) - Time to Degree (2 Year Program)	N/A	N/A	30.5 months	28 months	21 months

1. Methodology: New incoming students are identified based on a range of start date at the beginning of each semester, i.e., Fall (as of August 1 – Fall Add/Drop Date) or Spring (as of January 1 – Fall Add/Drop Date) and enrollment in a program's orientation course during the same semester. Some of the advanced standing students in Clinical Psychology program were taking orientation courses in Fall semester but their start dates was in May. Per chair of the program, these students were included in the new students count. New incoming student in the program are students who are new to WJC, students who transferred from one program to another program at WJC, and who completed one program at WJC and were enrolled in another program at WJC, i.e., new students in the program.

2. Retention rate is calculated as students who enrolled in Fall term of one academic year and came back the subsequent Fall term, e.g. retention rate = (Fall 2018)/(Fall 2017) with some exceptions when the program length is one year or less. In these cases semester to semester retention is calculated, e.g., retention rate = (Spring 2019)/(Fall 2018).

3. 150% Graduation rate is calculated for full-time and part-time students combined; ADDIE notes that there were very few (34 students across all years and all program) who took longer than 150%. 150% graduation rate is calculated by taking students who enrolled in Fall and Spring terms of one academic year (starting cohort) and graduated within 150% time period, e.g. 7.5 years (150% graduation rate for Clinical PsyD). Time to degree in months is calculated by subtracting start date of the student from the date the degree was completed or conferred and reported in average months.

4. Next Cohort to graduate between 9/1/21 - 8/31/22 column, reports actual preliminary numbers and are expected to increase when December 2021, June 2022, and August 2022 degrees are conferred.

5. SSIG, CNS and ARO data were used to establish incoming cohorts. Start date was used as the beginning enrollment date for the student in CNS. Degree Begin Sem Decoded was used as a start date in SSIG. Student Start date was used in ARO to establish the incoming cohort for Clinical PsyD and School PsyD students. Degree Conferred date (Degree Granted date) was used in SSIG and Degree Completed date in CNS to determine when the student completed the program. Student End Date with the reason of successful completion of program was used to determine if the Clinical PsyD or School PsyD students completed the program.

Sources used to calculate 150% graduation rate and time to degree:

a. Clinical Psychology program - ARO 20-21 students data, alumni data and archive student data was used.

b. School Psychology program - ARO 20-21 students data, alumni data and archive student data was used.

c. Leadership Psychology program - Fall 2012 to Spring 2016 cohorts - SSIG data (pulled on 12.06.21) for calculation of the entering cohort and time to degree (using Degree Conferred Date indicator). Fall 2016 & Spring 2017 entering cohorts - SSIG data (pulled 12.06.21), time to degree comes from CNS data New Incoming Students in a Program (Updated) report pulled on 12.08.21

d. School Psychology (MA/CAGS) - Fall 2013 to Spring 2017 cohorts - SSIG data (pulled on 12.06.21) for calculation of the entering cohort and time to degree (using Degree Conferred Date indicator). Fall 2017 & Spring 2018 entering cohorts - SSIG data (pulled 12.06.21), time to degree comes from CNS data New Incoming Students in a Program (Updated) report pulled on 12.08.21

e. Graduate Certificate in Executive Coaching (GCEC) (Blended) - Fall 2016 to Spring 2019 cohorts - SSIG data (pulled on 12.06.21) for calculation of the entering cohort and time to degree (using Degree Conferred Date indicator). Fall 2019 & Spring 2021 entering cohort data and time to degree comes from CNS data IPEDS Report by Term pulled on 12.03.21 and New Incoming Students in a Program (Updated) report pulled on 12.08.21

f. Graduate Certificate in School Climate and Social Emotional Learning (GSEL) - Fall 2015 to Spring 2019 cohorts - SSIG data (pulled on 12.06.21) for calculation of the entering cohort and time to degree (using Degree Conferred Date indicator). Fall 2019 & Spring 2020 entering cohort data and time to degree comes from CNS data IPEDS Report by Term pulled on 12.03.21 and New Incoming Students in a Program (Updated) report pulled on 12.08.21.

g. Graduate Certificate in Applied Behavioral Analysis (CABA) (In Person) - 150% Grad Rate (2 Years) - Fall 2020 & Spring 2022 entering cohort data and time to degree comes from CNS data IPEDS Report by Term pulled on 12.03.21 and New Incoming Students in a Program (Updated) report pulled on 12.08.21

h. Clinical Mental Health Counseling (CMHC) - Fall 2015 to Spring 2018 cohorts - SSIG data (pulled on 12.06.21) for calculation of the entering cohort and time to degree (using Degree Conferred Date indicator). Fall 2018 & Spring 2019 entering cohorts - SSIG data (pulled 12.06.21), time to degree comes from CNS data New Incoming Students in a Program (Updated) report pulled on 12.08.21. Fall 2019 & Spring 2020 entering cohort data and time to degree data comes from CNS IPEDS Report by term pulled 12.03.21 and New Incoming Students in a Program (Updated) report pulled on 12.08.21.

i. Organizational Psychology (Blended and Online) - Fall 2016 to Spring 2018 cohorts - SSIG data (pulled on 12.06.21) for calculation of the entering cohort and time to degree (using Degree Conferred Date indicator). Fall 2018 & Spring 2019 entering cohorts - SSIG data (pulled 12.06.21), time to degree comes from CNS data New Incoming Students in a Program (Updated) report pulled on 12.08.21. Fall 2019 & Spring 2021 entering cohort data and time to degree data comes from CNS IPEDS Report by term pulled 12.03.21 and New Incoming Students in a Program (Updated) report pulled on 12.08.21.

j. Applied Behavior Analysis (In-person and Online) - Fall 2015 to Spring 2018 cohorts - SSIG data (pulled on 12.06.21) for calculation of the entering cohort and time to degree (using Degree Conferred Date indicator). Fall 2018 & Spring 2019 entering cohorts - SSIG data (pulled 12.06.21), time to degree comes from CNS data New Incoming Students in a Program (Updated) report pulled on 12.08.21. Fall 2019 & Spring 2020 entering cohort data and time to degree data comes from CNS IPEDS Report by term pulled 12.03.21 and New Incoming Students in a Program (Updated) report pulled on 12.08.21.

k. Psychology - Fall 2019 & Spring 2022 entering cohort data and time to degree comes from CNS data IPEDS Report by Term pulled on 12.03.21 and New Incoming Students in a Program (Updated) report pulled on 12.08.21

l. Bachelor in Psychology and Human Services - Fall 2015 to Spring 2018 cohorts - SSIG data (pulled on 12.06.21) for calculation of the entering cohort and time to degree (using Degree Conferred Date indicator). Fall 2018 & Spring 2019 entering cohorts - SSIG data (pulled 12.06.21), time to degree comes from CNS data New Incoming Students in a Program (Updated) report pulled on 12.08.21. Fall 2019 & Spring 2020 entering cohort data and time to degree data comes from CNS IPEDS Report by term pulled 12.03.21 and New Incoming Students in a Program (Updated) report pulled on 12.08.21.

Source used to calculate retention rate:

a. SSIG data pulled on 12.06.21 to create the incoming cohort and calculate the retention rate from Fall 2010 to Spring 2019. CNS data pulled on 12.03.21 to create the entering cohort and calculate the retention rate for Fall 2019 to Fall 2021 terms.

Standard Nine – Integrity, Transparency, and Public Disclosure

Description

Integrity

William James College holds high standards for honesty and integrity. Expectations for conduct are outlined on the College's [website](#); in the by-laws of the Board of Trustees; in each department handbook; and in the separate handbooks for Staff, Faculty, Graduate and Undergraduate Students.

Governance committees for students and faculty are convened to review policies and procedures, address institutional integrity, and recommend and approve procedural changes for continued institutional reflection and growth. Handbooks are reviewed, revised, and updated annually to address changes recommended and approved by the governance committees and Office of Academic Affairs.

Program handbooks include resources, student governance, guidelines on professional behavior, academic standards, and specific departmental policies aligned with applicable codes of professional and ethical behavior and the requirements of accrediting organizations. Meetings (biannual for faculty, annual for staff) reinforce expectations and invite discussion, as do regular communications from the Office of the President. Faculty and students receive regular updates from Department Chairs, Program Directors, Committee Chairs, and the Dean of Students office. The Office of Academic Affairs ensures that truthfulness, clarity, and fairness are modeled throughout the College community.

Upon matriculation, students are oriented to expectations, regulations, conduct and the policies/procedures of their academic department. The Dean of Students and individual Program Directors present handbooks, materials, and other content addressing standards and academic integrity. Leaders discuss the availability and use of these materials, and students are directed to review materials and ask questions to ensure content is easily understood. Student identity is verified by the registrar's office using [this form](#), which is located on the registrar's page of the WJC website.

As addressed in the 2012 report, policies on topics like *academic honesty* and *plagiarism* are now included as part of standard construction in all syllabi. These are reviewed by Program Directors and the Institutional Curriculum Committee before use. Particular attention is given to ensuring breadth of content, current status of the literature and research, and range of diversity perspectives in ensuring strength of a knowledge base. In courses with multiple sections taught by different faculty, attention is paid to the inclusion of essential content and evaluation strategies across all sections, while allowing for academic freedom and expression by faculty who may have different perspectives and/or pedagogical approaches.

In accordance with the curricular requirements of their department and adhering to professional standards set by relevant accrediting bodies, faculty members construct their own syllabi and select course material to foster open, inclusive dialogue.

Students adhere to their department's curricular requirements. They can also pursue elective courses and, in some cases, cross-registration opportunities. Doctoral Project topics are selected by the student from a broad range of faculty expertise. Projects are supervised by faculty. Public presentations of student research in required "Colloquia" support dissemination of knowledge and advance a community culture of shared learning. The COVID-19 era made colloquia presentations more broadly accessible via Zoom, a practice the College will continue to allow. Changes to the pace of completion of doctoral

research within our largest program, the Clinical PsyD, including the establishment of new deadlines for project identification, proposal submission, IRB approval and project completion, have resulted in a more streamlined process.

The College is authorized by the Department of Higher Education of the Commonwealth of Massachusetts to grant Doctoral (Clinical Psychology, School Psychology, Leadership Psychology), CAGS (School Psychology), MA (Clinical Mental Health Counseling, Psychology, School Psychology, Organizational Psychology, Applied Behavior Analysis, and BS (Psychology and Human Services) degrees.

All recruitment materials, including the College's website, accurately convey the institutional and departmental status of all accrediting or oversight bodies, such as The New England Commission of Higher Education (NECHE), the American Psychological Association (APA), the National Association of School Psychologists (NASP), the International Coaching Federation (ICF), the Association for Behavioral Analysis International (ABAI) and the Board of Regents of Higher Education of the Commonwealth of Massachusetts.

In compliance with federal and state regulations and SARA policies, the College must [disclose](#) which programs meet which licensure requirements for Massachusetts and in other states. Changes and updates need to be monitored closely for each individual state, and changes to regulations can occur within an academic year.

William James College fosters an inclusive environment. Policies related to [inclusive excellence](#) are outlined in handbooks, the Board's by-laws, and stated on the College's website. In response to the College's stated goals around diversity, equity, and inclusion, the DEI Office was created, and a professional staff member was hired as director, in 2019. The DEI Office provides ongoing training and workshops for Board members, staff, faculty, field site supervisors, students and community stakeholders. The DEI office created a [Bias Incident Reporting Protocol](#) to allow community members to submit reports, and review reports filed, regarding bias incidents or other discriminatory concerns.

The College assumes responsibility for all activities sponsored by the institution and holds these groups to high standards. The Admissions Office provides prospective students with access to faculty and students through recruitment events. For matriculating students, the Field Education office provides individualized attention to students as they obtain and navigate field site placements. The Dean of Students office offers supportive academic resources and career services. For members of the community conducting research or seeking grants, the Institutional Review Board (IRB) oversees processes to ensure academic integrity, ethics, and fiscal responsibility.

Academic due process, grievance and appeal policies and procedures for addressing such issues as discrimination or harassment can be found in the College's handbooks and they are detailed on the College's [website](#). Faculty and staff have access to the Human Resources team to discuss factors impacting their work environment. The Faculty Handbook has policies that outline the process for faculty evaluation and progressive discipline. Student Complaint and Resolution procedures are outlined on the Dean's [web pages](#).

The College has been accredited by NECHE, formerly NEASC, since 1984, and participates willingly and constructively in the accreditation process. Many members of the College community have participated in the self-study process. Committee groups have worked together to review the Commission's standards and policies and analyze how the College is meeting these standards. Areas for needed change and growth have been recommended and plans are made for future projections and changes. Any programmatic changes that affect the College's ability to meet the standards are communicated to the Commission in a transparent and candid manner.

The College has evolved organizational and governance structures with checks and balances to ensure ongoing shared review of operations, finances, academics, research, service, admissions, recruitment, and enrollment management. The President meets regularly with Senior leadership. The Vice President for Academic Affairs (VPAA) meets weekly with department heads to review academic programming. With the growing number of programs, an additional level of oversight was created with the addition of an Assistant VP for Academic Affairs position. Additionally, teams and special committees are convened to review key topics like Admissions, Technology, Program Development, Student Retention, and Student Outcome Research.

The Dean of Students meets monthly with student leadership. A faculty member serves as an advisor to each ACES group. Each academic department chooses a student leader to serve as a liaison between their department's faculty, staff, students, and college administration. The student leaders, members of the Leading Excellence Across Departments Team (LEAD), meet monthly with the Dean of Students Office team and the VPAA to discuss issues (academic and nonacademic) that are relevant to the student experience. Student leaders report back to Department Chairs and respective ACES group.

Transparency

The William James College website is easily accessible to all, including students and prospective students. The website includes a "Consumer Information" page which follows the format recommended by the Higher Education Act (HEA). This page includes links to all pertinent institutional information. Section visitors can also access strategic plans.

Prospective students and applicants can find admissions and application information on the website. A person can inquire about programs by email at info@williamjames.edu, phone call, or through the inquiry form on the website. Each month, the College receives approximately 500-600 new inquiries across all programs. The number of inquiries per program varies, with Clinical Psychology and Clinical Mental Health Counseling yielding the highest number.

The public financial statement is published once a year through the College's print magazine, *Rapport*. Digital copies of the magazine are available on the [website](#). Inquiries on this topic can also be made to the Vice President of Finance and Operations, whose email and phone number are posted on the [website](#) with the Financial Statement. [Employment opportunities](#) are also clearly listed.

All print and digital communications are consistent with the information presented on the website. A regularly edited institutional [viewbook](#) provides prospective students with information about the College. The [Course Catalog](#), which includes available courses and descriptions, is produced twice a year by the Registrar's Office. The catalog, current and past versions, can be found online in a PDF

format. Paper copies of the Graduate and Undergraduate Handbooks are available by request to the Registrar and Academic Affairs, respectively.

The College publicly shares “Student Outcomes and Other Data” sheets for each academic program. Providing this information allows prospective students to review outcome data easily. When paired with program information, this can help them to assess if William James College is the right fit for them. Additionally, achievements of students, faculty, and alumni are regularly shared through news stories on a dedicated news section on the website. These highlights are also published in the weekly internal e-newsletter (*What’s Up Monday*), which is sent to the college-wide community and archived on the [website](#).

Website content is reviewed and updated regularly by Department Chairs/Directors and the Marketing and Communications Office to ensure it is consistent and updated. Institutional and program handbooks are reviewed throughout the year, and changes are made as needed. Reports on Student Outcomes, Admissions and Other Data are reviewed annually and reposted to the website for each academic program page. The Course Catalog is published twice a year.

Public Disclosure

The institutional catalog comprises the Graduate Student Handbook, Undergraduate Student Handbook, and the Course Catalog. The Graduate Student Handbook and the Undergraduate Student Handbook, managed by the Office of Academic Affairs, clearly describe the mission and core values for the College and set forth the obligations and responsibilities of the students and the institution. The Course Catalog is managed by the Registrar’s Office and contains all courses offered and course descriptions.

William James College’s [mission, core values, and status](#) are stated on the website. From news stories to academic program descriptions, the College’s values should be clear and evident. These news stories are shared on the home page, in email communications to prospective students, and across the institutional [social media channels](#).

Expected educational outcomes are listed on each academic program page. Data fields include the total number of graduates, tuition costs, attrition, time to completion, and employment data. Admissions data can be found under the Admissions tab, which is prominently marked on the home page. The details about the [admissions process](#) can also be located on each academic program page and within each academic program handbook.

Transfer of Credit policies are described in the Student Handbooks. Each academic program page lists the Transfer of Credit policy. [Academic partnerships](#), including a listing of signed affiliation agreements, are housed in the Admissions section of the website.

All staff, faculty, and the Board of Trustees are listed on the website. Each faculty member has a profile page, which features their name, degree, role, educational background, courses taught, research and practice interests, awards, publications, prior work experience, professional affiliations, and community engagement. This was a recommended projection in the 2012 report. All faculty bios follow a consistent format and faculty members are invited to submit regular updates.

The Admissions landing page includes a description of our [student body](#), including age range, median age, percentage of self-reported minorities, percentage of students with disabilities, and percentage of students who speak a foreign language. The “About” section includes a tab with information for “[Visiting Us](#),” along with details regarding travel and accommodations while visiting the College and a Virtual Tour of the College. All courses are completed on-campus, online, or a combination through a blended format. All on-campus academic programs described on the website are held at one location at 1 Wells Avenue in Newton, MA. Online students can access all services digitally.

The total cost of education including tuition and fees is published on the website. Tuition for all programs can be found under the “Admissions” tab from the main home page and as a link under “Admissions” on each program page. “[Additional Fees and Charges](#)” are also listed on a sub-page. Every program lists a “Costs and Statistics PDF.” This includes all estimated costs of attendance, including living expenses. Information is included about the length of program, grants and scholarships, and current information on graduates such as graduation rate, loan default rate, and median borrowing.

All accreditation information is easily located in the top bar of the home page and under the “About” section. Notice of public comment for our NECHE comprehensive review was posted beginning in January 2022 on the [WJC website](#), and published in the Newton Tab, the Needham Times and the Wellesley Townsman on 1/13/2022, 1/20/2022 and 1/27/2022

COVID-19 Implications

COVID-19 brought a need for flexibility and adaptation to meeting remotely, allowing for more participation and fewer scheduling conflicts. Opportunities for remote participation are expected to continue when more programming resumes on campus. Our communications department played a critical role in connecting with our faculty, current and prospective students to maintain high integrity and transparency. Past efforts to digitize communication and enrollment efforts served us well for recruiting during COVID-19. We were able to repurpose and reuse video footage and imagery. Digital communication ramped up with the addition of the [WJC Resource Hub](#) and a [COVID-19](#) resource section for incoming and current students, as well as the community. New videos were added across the website to provide students with as much information as possible to make informed decisions about their educational decision. Additional virtual events were added, which were well attended, and additional email communication and outreach to prospective students followed suit. Traditional on-campus recruitment events were redesigned for an online format for Open House and Interview Days. The Admissions Office hosted more than 100 webinars in 2020, with approximately 2000 registrants and 1000 attendees.

Appraisal

Integrity

Since re-accreditation by NECHE in 2012, the College has experienced significant change with the addition of academic programs and continued growth of student, faculty, and staff populations. Collaborative and cooperative efforts have led to reasonable coordination of communication efforts across the College. However, there is still room for improvement.

As growth has occurred, the College has taken steps to ensure needs continue to be met for all associated with the College. This includes buying a building and moving the College from a leased space in an

industrial area in West Roxbury, Massachusetts, to a College-owned six-floor building located in Newton, Massachusetts.

With the establishment of new programs, and growth of existing programs, management structure has also been adapted, with new roles created to offer appropriate support and leadership.

To better communicate our mission and charge, on May 7, 2015, the Massachusetts School of Professional Psychology officially became William James College (WJC), honoring William James, an early pioneer in the field of psychology who championed diversity and access to education across race and gender lines, openness to wide ranging social perspectives, and who advocated for a more practical application of psychology.

Throughout this growth and expansion, the commitment to programmatic and professional integrity—to admit, steward, teach, and train professionals in psychology, behavioral health, leadership and human services has been sustained at the highest level. Through regular personnel meetings and faculty governance participation including cross program representation on institutional committees, communication lines remain open.

Institutional and program handbooks are easily accessible and include comprehensive and detailed information. Honest and open discourse, in the service of integrity and effective institutional functioning, occurs throughout the College.

Institutional integrity is evidenced in transparency of information, honesty in communication, inclusion of constituencies, respect for diverse perspectives, acknowledgement of contributions, and opportunity for personal and professional growth and adherence to core values in every domain of institutional participation. Ongoing opportunities for feedback from students, staff, faculty, and community stakeholders through online surveys provide constructive critiques of programming, policies, and procedures related to the integrity of the College and its mission.

Transparency

Each year prospective students complete an “Incoming Student Survey” during Orientation Week. In Fall 2020, students ranked the website 4.56 out of 5, which is between positive and extremely positive in influencing their decision to attend William James College. The website contains detailed information about every program at the College. At the time of writing, the website is undergoing a redesign to offer a better and more modern user experience to visitors. It is intended to launch the new website during February 2022 and to include a Program Finder. This search tool allows visitors to do a more customized search by degree level, area of study, and program format. It also allows students to do an ‘open field’ search on the page.

An opportunity for improvement is our commitment to institute an annual assessment and review of the website to evaluate usability and accessibility and implement improvements. Currently there is a rolling review ongoing throughout the year with changes made and incorporated daily. In addition, we will add a second question to the Incoming Student Survey about how easy/difficult the website was to navigate during the admissions process.

The website received more than 1.1 million-page views during a 12-month span (March 1, 2020-February 28, 2021). On average, each user visited the website at least 2 times, which is a solid indicator for interest in our web content. The average time spent on a page was 1 minute and 48 seconds, which was an increase from the previous year of 1 minute and 30 seconds. Information should be easy to find and should spark an interest in reading and learning more. As such, we intend to keep increasing the amount of time spent on the website by visitors each year.

The processes for admissions, employment, grading, assessment, student discipline, and the consideration of complaints and appeals are centrally housed in the College Handbooks. Admissions and application information is also located in the Admissions section of the website and within each Academic program. The Admissions Office publishes an "[Application Guidelines](#)" pdf, which is great tool for applicants to better understand dates, deadlines, and requirements by program, along with frequently asked questions.

The College is transparent in providing financial details and contact information for the public to ask questions. The Vice President of Finance and Operations is the direct contact listed for all financial questions. He also runs a bi-monthly webinar with the Director of Financial Aid for prospective students to learn about "Financing Education at William James College." Post webinar survey results have been positive with attendees calling the presentation, "Very informative" and indicating "Got all my questions answered. Thank you."

Program specific "Student Outcomes and Other Data" information is easily accessible online. In addition, each Program Handbook details a commitment to program excellence and learning outcomes. In recent years, there has also been an effort to highlight faculty, graduate outcomes, and community achievements more actively through the news section of the website. The new website (to be launched in February 2022) will have a new tagging structure so that web visitors will have the opportunity to filter stories by program area or topics of interest.

Print and digital communications are reviewed and updated on a regular basis. Print collateral is revised during the summer months in anticipation for the upcoming recruitment year. With significant growth and expansion, the Marketing and Communications department would benefit from instituting an official review and assessment of the Admissions and Academic sections of the website on a regular, recurring annual schedule in addition to timely updates and changes.

Public Disclosure

William James College provides complete, accurate and accessible information to the public. The Marketing and Communications Office works closely with the Academic Affairs Department and all Departments at the College to ensure consistent and timely information is posted to the website and other communication channels.

The Graduate and Undergraduate Handbooks provide a comprehensive view of all institutional policies and procedures in line with the College's Mission and Core Values. The documents are updated annually and as needed throughout the year. The published document includes the date of the last revision in the footer.

Educational outcome data is unique to each academic program. The American Psychological Association (APA) accreditation requires Student Admissions, Outcomes, and Other Data to be one-click away. This format has been followed for all academic programs and is one-click away in the navigation for each academic program. The Admissions requirements are listed for each academic program, along with other helpful information. However, it could benefit prospective students to simplify a listing of requirements by program. Transfer of credit policies are listed on the website. Program Directors or a faculty designee will need to review syllabi to approve transfer of credit. The process for review could be more clearly explained on each page so that prospective students can better understand when the review will take place: either before admission or after acceptance and enrollment deposit. Academic partnerships aim to make the process more accessible for prospective students, particularly in the undergraduate program. The information details several community colleges and the Massachusetts Transfer Guarantee.

All administrators, faculty, and trustees are listed online. The new website (to be launched in February 2022) will have a more user-friendly directory that allows a visitor to search by department, topic, or area of interest. The Academic Affairs landing page of the website includes “Quick Reference Guides” for each department with all names and titles of program administrators, support staff, and student leaders, which we consider a strength. A “[Frequently Asked Questions](#)” page includes staff and faculty emails for common questions.

Current programs and courses are listed on the website. Programs exist that no longer enroll new students but have current students enrolled, such as the School Psychology PsyD program. Courses, personnel, and programs on hiatus do not have a space on the website.

Information on tuition, fees, financial aid, and scholarships are well documented on the website within the “[Tuition and Fees](#)” section. The “Cost and Statistics” program PDFs include important data to help students make informed decisions about their finances. The [Financial Aid office](#) provides supportive web [resources](#) to help students through the financial aid process. Every year, an updated brochure (pdf) for [graduate](#) students and a separate one for [undergraduate](#) students detailing all financial aid [guidelines](#) is printed and included on the website. These documents include all important information in a central location, including material on institutional [scholarships](#), federal student aid programs, [employment opportunities](#), [military benefits](#), alternative private loans, financial aid for [international students](#), “how to” steps for applying for financial aid, and [frequently asked questions](#).

Projection

We are committed to instituting an annual audit and review of the website to ensure accessibility and usability of the website. This will be completed by the Marketing Department in collaboration with an external vendor to do a technical audit each summer beginning in 2022.

A new website will be launched in February 2022. Clarifications to our web presentation will occur including simplifying a list of application requirements by program in addition to detailed information provided and adding a description to the Transfer of Credit policy for each academic program page to better articulate the timeline for review and approval. The new website will include an improved search bar in spring 2022 which will allow us to “feature” more search terms for increased accessibility. This work will be completed by the Marketing & Communications Departments.

**Standard 9.1: Integrity, Transparency, and Public Disclosure
(Integrity)**

? Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee	Page #
Academic honesty	1/14/21	https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf	Academic Affairs	14
	10/7/19	https://www.williamjames.edu/academics/academic-affairs/upload/wjc-undergraduate-student-handbook.pdf		12
Intellectual property rights	12/6/18	https://www.williamjames.edu/academics/academic-affairs/upload/wjc-intellectual-property-policy.pdf	Academic Affairs	1-14
Conflict of interest	1/14/21	https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf	Academic Affairs	59
	10/7/19	https://www.williamjames.edu/academics/academic-affairs/upload/wjc-undergraduate-student-handbook.pdf		59
Privacy rights	3/24/15	https://www.williamjames.edu/student-life/policy-procedures/ferpa-privacy-of-records.cfm ; □	Academic Affairs	
	5/1/20	https://www.williamjames.edu/about/profiles/human-resources/upload/wjc-employee-handbook.pdf	Human Resources	
	8/5/20	https://www.williamjames.edu/about/profiles/human-resources/upload/wjc-faculty-handbook.pdf	Academic Affairs	34
Fairness for students	n/a	https://www.williamjames.edu/academics/academic-affairs/index.cfm	Academic Affairs	
Fairness for faculty	8/5/20	https://www.williamjames.edu/about/profiles/human-resources/upload/wjc-faculty-handbook.pdf	Academic Affairs	4-6
Fairness for staff	5/1/20	https://www.williamjames.edu/about/profiles/human-resources/upload/wjc-employee-handbook.pdf	Human Resources	20
Academic freedom	8/5/20	https://www.williamjames.edu/about/profiles/human-resources/upload/wjc-faculty-handbook.pdf	Academic Affairs	30
	1/14/21	https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf		98
	10/7/19	https://www.williamjames.edu/academics/academic-affairs/upload/wjc-undergraduate-student-handbook.pdf		98
Research	n/a	https://www.williamjames.edu/academics/centers-of-excellence/psychological-science/index.cfm	Center for Psychological Science	
Title IX	8/13/20	https://www.williamjames.edu/about/profiles/human-resources/Title-IX-Policy.cfm	Office of Inclusive Excellence	
Other; specify				
Non-discrimination policies				
Recruitment and admissions	1/14/21	https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf	Academic Affairs	39
	10/7/19	https://www.williamjames.edu/academics/academic-affairs/upload/wjc-undergraduate-student-handbook.pdf		36
	n/a	https://www.williamjames.edu/admissions/learn-more/index.cfm		
Employment	n/a	https://www.williamjames.edu/about/profiles/human-resources/employment-opportunities.cfm ; □	Human Resources	
	8/5/20	https://www.williamjames.edu/about/profiles/human-resources/upload/wjc-faculty-handbook.pdf	Academic Affairs	10-12
Evaluation	5/1/20	https://www.williamjames.edu/about/profiles/human-resources/upload/wjc-employee-handbook.pdf	Human Resources	25
	8/5/20	https://www.williamjames.edu/about/profiles/human-resources/upload/wjc-faculty-handbook.pdf	Academic Affairs	27
	1/14/21	https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf	Academic Affairs	75
Disciplinary action	5/1/20	https://www.williamjames.edu/about/profiles/human-resources/upload/wjc-employee-handbook.pdf	Human Resources	25,27
	8/5/20	https://www.williamjames.edu/about/profiles/human-resources/upload/wjc-faculty-handbook.pdf	Academic Affairs	27
	1/14/21	https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf	Academic Affairs	28-35
Advancement		https://www.williamjames.edu/giving/ways-to-give/donation-form.cfm	Institutional Advancement	
	n/a	https://www.williamjames.edu/about/welcome/diversity.cfm	Office of Inclusive Excellence	
Other; specify				
Resolution of grievances				
Students	1/14/21	https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf	Academic Affairs; Office of Inclusive Excellence	27
Faculty	8/5/20	https://www.williamjames.edu/about/profiles/human-resources/upload/wjc-faculty-handbook.pdf	Academic Affairs	27
Staff	5/1/20	https://www.williamjames.edu/about/profiles/human-resources/upload/wjc-employee-handbook.pdf	Human Resources	26
Other; specify (student complaint and grievances)	7/1/20	https://www.williamjames.edu/student-life/policy-procedures/student-complaint-and-resolution-procedures.cfm	Dean of Students	

? Other	Last Updated	Website location or Publication	Responsible Office or Committee	
Alcohol and Drug-Free Campus Policy	9/1/15	https://www.williamjames.edu/about/profiles/human-resources/upload/wjc-alcohol-drug-policy.pdf	Human Resources	
William James College Crime Statistics and Reports (Cleary Report)		https://www.williamjames.edu/student-life/campus/safety-and-security.cfm#crimestatistics	Dean of Students	
Consumer Information		https://www.williamjames.edu/about/consumer-information/student-outcomes.cfm	Marketing	

Please enter any explanatory notes in the box below

**Standard 9.2: Integrity, Transparency, and Public Disclosure
(Transparency)**

Information	Website location and/or Relevant Publication(s)	Page #
How can inquiries be made about the institution? Where can questions be addressed?	https://www.williamjames.edu/admissions/learn-more/request-information-global.cfm Email info@williamjames.edu	
Notice of availability of publications and of audited financial statement or fair summary	https://www.williamjames.edu/about/welcome/financial-statement.cfm	
Processes for admissions (PDF)	https://www.williamjames.edu/admissions/learn-more/index.cfm https://www.williamjames.edu/admissions/apply/upload/wjc-application-guidelines.pdf	
Processes for employment (Non-Academic)	https://www.williamjames.edu/about/profiles/human-resources/employment-opportunities.cfm https://www.williamjames.edu/about/profiles/human-resources/upload/wjc-employee-handbook.pdf	14-28
(Faculty)	https://www.williamjames.edu/about/profiles/human-resources/upload/wjc-faculty-handbook.pdf	10-12
Processes for grading (Graduate)	https://www.williamjames.edu/academics/academic-affairs/index.cfm https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf	20
(Undergraduate)	https://www.williamjames.edu/academics/academic-affairs/upload/wjc-undergraduate-student-handbook.pdf	20
(Clinical Psychology PsyD)	https://www.williamjames.edu/academics/clinical/psyd/upload/wjc-psyd-program-handbook.pdf	31
(Clinical Mental Health Counseling MA)	https://www.williamjames.edu/academics/counseling/upload/wjc-counseling-handbook.pdf	21
(Psychology MA)	https://www.williamjames.edu/academics/counseling/psychology-ma/upload/wjc-ma-psychology-program-handbook.pdf	15
(Applied Behavior Analysis, MA)	https://www.williamjames.edu/academics/academic-affairs/upload/wjc-aba-program-handbook.pdf	11
(School Psychology MA/CAGS)	https://www.williamjames.edu/academics/school/upload/wjc-school-ma-cags-handbook.pdf	4
(School Psychology PsyD)	https://www.williamjames.edu/academics/school/school-psyd/upload/wjc-school-psyd-handbook.pdf	8
(Organizational Psychology MA)	https://www.williamjames.edu/academics/olp/upload/wjc-maop-program-manual.pdf	19
(Leadership Psychology PsyD)	https://www.williamjames.edu/academics/olp/upload/wjc-leadership-psyd-program-manual.pdf	21
(Graduate Certificate in Executive Coaching)	https://www.williamjames.edu/academics/olp/executive-coaching/upload/wjc-gcec-program-handbook.pdf	6
(Psychology & Human Services BS)	https://www.williamjames.edu/academics/academic-affairs/upload/wjc-bachelor-of-science-in-psychology-and-human-services-program-handbook.pdf	19
Processes for assessment (Graduate)	https://www.williamjames.edu/academics/academic-affairs/index.cfm https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf	20
(Undergraduate)	https://www.williamjames.edu/academics/academic-affairs/upload/wjc-undergraduate-student-handbook.pdf	20
(Faculty)	https://www.williamjames.edu/about/profiles/human-resources/upload/wjc-faculty-handbook.pdf	25
Processes for student discipline (Graduate)	Institutional Policy https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf	28
(Undergraduate)	https://www.williamjames.edu/academics/academic-affairs/upload/wjc-undergraduate-student-handbook.pdf	23
Processes for consideration of complaints and appeals (Graduate)	Institutional Policy https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf	25
(Undergraduate)	https://www.williamjames.edu/academics/academic-affairs/upload/wjc-undergraduate-student-handbook.pdf	21
List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.		
Statement/Promise	Website location and/or publication where valid documentation can be found	
Clinical Psychology Admissions, Outcomes & Other Data	https://www.williamjames.edu/academics/clinical/psyd/outcomes.cfm	
Clinical Psychology Licensure by State	https://www.williamjames.edu/academics/clinical/psyd/licensure-by-state.cfm	
Alumni Data for Clinical PsyD (EPPP Pass Rate)	https://cdn.ymaws.com/www.asppb.net/resource/resmgr/eppp/2017_Doctoral_Report.pdf#page=22	
Clinical Mental Health Counseling Licensure by State (LMHC)	https://www.williamjames.edu/academics/counseling/clinical-mental-health-counseling-ma/LMHC-LPC-by-state.cfm	12-29
Counseling Careers	https://www.williamjames.edu/academics/counseling/clinical-mental-health-counseling-ma/career-outlook.cfm	
Clinical Mental Health Counseling Student Outcomes and Other Data	https://www.williamjames.edu/academics/counseling/outcomes.cfm	
Bachelor's Student Outcomes and Other Data	https://www.williamjames.edu/academics/undergraduate-programs/psychology-and-human-services-bs/outcomes.cfm	
School Psychology MA/CAGS Student Outcomes and Other Data	https://www.williamjames.edu/academics/school/school-ma-cags/outcomes.cfm	
School Psychology MA/CAGS State Licensure	https://www.williamjames.edu/academics/school/school-ma-cags/licensure.cfm	
School Psychology PsyD Student Outcomes & Other Data	https://www.williamjames.edu/academics/school/school-psyd/outcomes.cfm	
School Psychology PsyD State Licensure	https://www.williamjames.edu/academics/school/school-psyd/licensure-by-state.cfm	

ABA Student Outcomes & Other Data	https://www.williamjames.edu/academics/school/applied-behavior-analysis/outcomes.cfm	
ABA State Licensure	https://www.williamjames.edu/academics/school/applied-behavior-analysis/licensure-by-state.cfm	
ABAI Course Verification (for ABA Program)	https://www.williamjames.edu/academics/school/applied-behavior-analysis/certification.cfm	
Leadership Psychology PsyD Student Outcomes & Other Data	https://www.williamjames.edu/academics/olp/leadership-psyd/outcomes.cfm	
Organizational Psychology MA Student Outcomes	https://www.williamjames.edu/academics/olp/organizational-ma/outcomes.cfm	
Date of last review of:		
Print publications	n/a	
Digital publications	https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf	
Please enter any explanatory notes in the box below		
All handbooks, policy guidelines and resources can be found on the Academic Affairs page. https://www.williamjames.edu/academics/academic-affairs/index.cfm These links were gathered in January 2021.		

Standard 9.3: Integrity, Transparency, and Public Disclosure
(Public Disclosure)

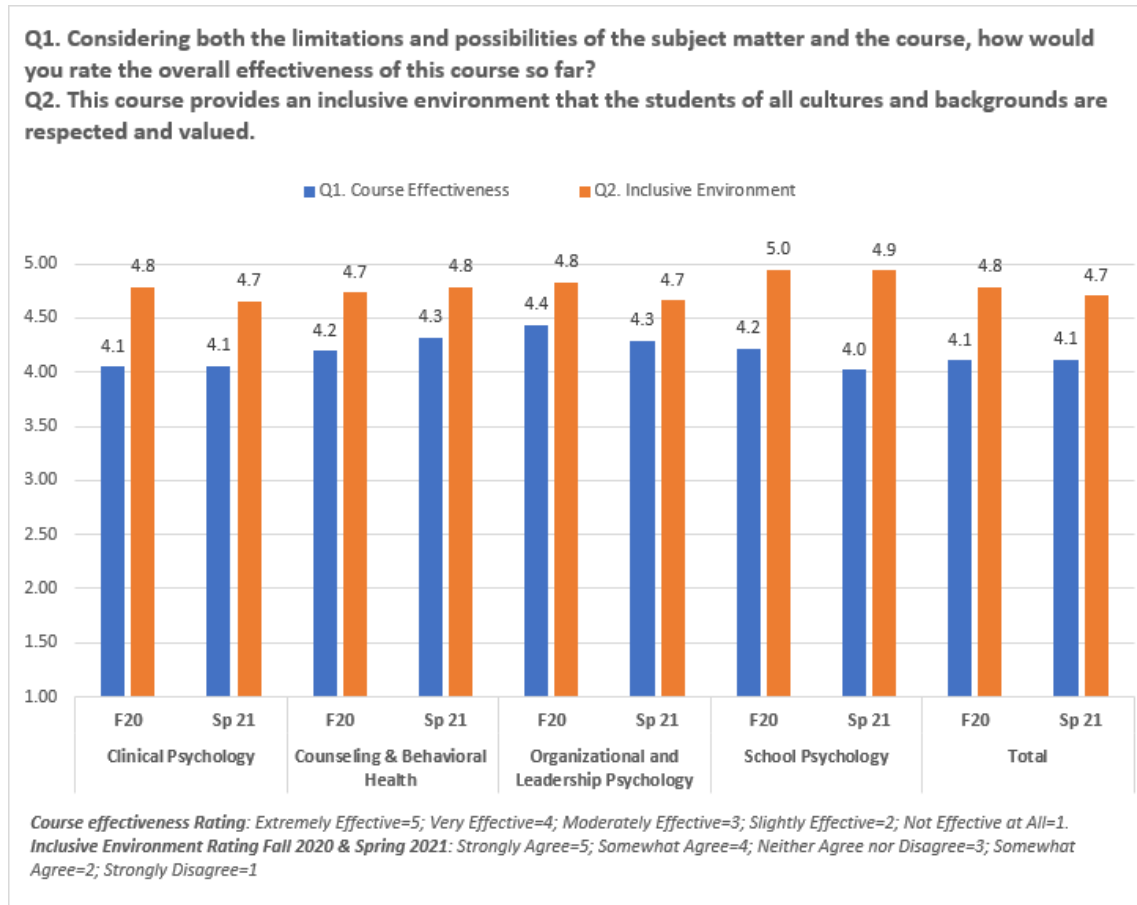
Information	Website location	Page #
Institutional catalog	https://www.williamjames.edu/academics/registrar/upload/wjc-course-catalog.pdf	
	https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf	39-40
	https://www.williamjames.edu/academics/academic-affairs/upload/wjc-undergraduate-student-handbook.pdf	37-39
Obligations and responsibilities of students and the institution	https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf	13
	https://www.williamjames.edu/academics/academic-affairs/upload/wjc-undergraduate-student-handbook.pdf	11
Information on admission and attendance	https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf	42
	https://www.williamjames.edu/academics/academic-affairs/upload/wjc-undergraduate-student-handbook.pdf	40
	https://www.williamjames.edu/admissions/learn-more/index.cfm	
Institutional mission and objectives	https://www.williamjames.edu/about/welcome/mission-and-values.cfm	
Expected educational outcomes	https://www.williamjames.edu/academics/clinical/psyd/outcomes.cfm	
	https://www.williamjames.edu/academics/counseling/outcomes.cfm	
	https://www.williamjames.edu/academics/undergraduate-programs/psychology-and-human-services-bs/outcomes.cfm	
	https://www.williamjames.edu/academics/school/school-ma-cags/outcomes.cfm	
	https://www.williamjames.edu/academics/school/school-psyd/outcomes.cfm	
	https://www.williamjames.edu/academics/school/applied-behavior-analysis/outcomes.cfm	
	https://www.williamjames.edu/academics/olp/leadership-psyd/outcomes.cfm	
	https://www.williamjames.edu/academics/olp/organizational-ma/outcomes.cfm	
	https://www.williamjames.edu/about/consumer-information/student-outcomes.cfm	
	https://www.williamjames.edu/academics/olp/executive-coaching/outcomes.cfm	
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.williamjames.edu/about/welcome/mission-and-values.cfm	
Requirements, procedures and policies re: admissions	https://www.williamjames.edu/admissions/apply/upload/wjc-application-guidelines.pdf	
Requirements, procedures and policies re: transfer credit	https://www.williamjames.edu/academics/clinical/psyd/admissions-transfer-of-credits.cfm	
	https://www.williamjames.edu/academics/counseling/clinical-mental-health-counseling-ma/transfer-of-credits.cfm	
	https://www.williamjames.edu/academics/counseling/clinical-mental-health-counseling-ma-online/transfer-of-credits.cfm	
	https://www.williamjames.edu/academics/school/school-ma-cags/transfer-of-credits.cfm	
	https://www.williamjames.edu/academics/olp/executive-coaching/upload/wjc-gcec-program-handbook.pdf	6
	https://www.williamjames.edu/academics/school/school-psyd/upload/wjc-school-psyd-handbook.pdf	18
	https://www.williamjames.edu/admissions/apply/applied-behavior-analysis-ma.cfm#accordion-12610-3	
	WJC Graduate Student Handbook (revised January 14, 2021) (williamjames.edu)	
	WJC Undergraduate Student Handbook (rev. Oct. 7, 2019) (williamjames.edu)	
	https://www.williamjames.edu/about/consumer-information/transfer-of-credit.cfm	
	https://www.williamjames.edu/academics/olp/leadership-psyd/transfer-of-credits.cfm	
	https://www.williamjames.edu/academics/olp/organizational-ma/organizational-psychology-transfer-of-credits.cfm	
A list of institutions with which the institution has an articulation agreement	https://www.williamjames.edu/admissions/learn-more/academic-partnerships.cfm	
Student fees, charges and refund policies	https://www.williamjames.edu/admissions/tuition-and-aid/tuition-and-fees.cfm	
Rules and regulations for student conduct	https://www.williamjames.edu/academics/academic-affairs/index.cfm	
	https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf	13
	https://www.williamjames.edu/academics/academic-affairs/upload/wjc-undergraduate-student-handbook.pdf	12
Procedures for student appeals and complaints	https://www.williamjames.edu/academics/academic-affairs/index.cfm	
	https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf	25
	https://www.williamjames.edu/academics/academic-affairs/upload/wjc-undergraduate-student-handbook.pdf	21

Other information re: attending or withdrawing from the institution	https://www.williamjames.edu/academics/academic-affairs/index.cfm	
	https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf	50
	https://www.williamjames.edu/academics/academic-affairs/upload/wjc-undergraduate-student-handbook.pdf	49
Academic programs	https://www.williamjames.edu/academics/a-z-by-degree.cfm	
Courses currently offered	https://www.williamjames.edu/academics/registrar/upload/wjc-course-catalog.pdf	
Other available educational opportunities	https://www.williamjames.edu/academics/a-z-by-degree.cfm	
	https://www.williamjames.edu/academics/index.cfm	
Other academic policies and procedures	https://www.williamjames.edu/academics/academic-affairs/index.cfm	
	https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf	42-52
	https://www.williamjames.edu/academics/academic-affairs/upload/wjc-undergraduate-student-handbook.pdf	40-50
Requirements for degrees and other forms of academic recognition	https://www.williamjames.edu/academics/academic-affairs/index.cfm	
	https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf	51
	https://www.williamjames.edu/academics/academic-affairs/upload/wjc-undergraduate-student-handbook.pdf	50
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://www.williamjames.edu/about/profiles/faculty/index.cfm	
Names and positions of administrative officers	https://www.williamjames.edu/about/profiles/administration.cfm	
Names, principal affiliations of governing board members	https://www.williamjames.edu/about/profiles/board-of-trustees.cfm	
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	n/a	
Programs, courses, services, and personnel not available in any given academic year.	n/a	
Size and characteristics of the student body	https://www.williamjames.edu/admissions/learn-more/index.cfm	
Description of the campus setting	https://www.williamjames.edu/about/visiting/index.cfm	
Availability of academic and other support services	https://www.williamjames.edu/student-life/services-resources/index.cfm	
Range of co-curricular and non-academic opportunities available to students	https://www.williamjames.edu/student-life/dean-of-students/index.cfm https://www.williamjames.edu/student-life/dean-of-students/student-organizations.cfm	
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.williamjames.edu/student-life/services-resources/library.cfm https://www.williamjames.edu/student-life/services-resources/academic-resource-center.cfm https://www.williamjames.edu/about/visiting/index.cfm	
Institutional goals for students' education	https://www.williamjames.edu/student-life/policy-procedures/upload/wjc-graduate-student-handbook.pdf https://www.williamjames.edu/academics/academic-affairs/upload/wjc-undergraduate-student-handbook.pdf https://www.williamjames.edu/academics/clinical/psyd/upload/wjc-psyd-program-handbook.pdf https://www.williamjames.edu/academics/counseling/upload/wjc-counseling-handbook.pdf https://www.williamjames.edu/academics/counseling/psychology-ma/upload/wjc-ma-psychology-program-handbook.pdf https://www.williamjames.edu/academics/academic-affairs/upload/wjc-aba-program-handbook.pdf https://www.williamjames.edu/academics/school/upload/wjc-school-ma-cags-handbook.pdf https://www.williamjames.edu/academics/school/school-psyd/upload/wjc-school-psyd-handbook.pdf https://www.williamjames.edu/academics/olp/upload/wjc-maop-program-manual.pdf https://www.williamjames.edu/academics/olp/upload/wjc-leadership-psyd-program-manual.pdf https://www.williamjames.edu/academics/olp/executive-coaching/upload/wjc-gcec-program-handbook.pdf	9 8 5 6 5 8 1 6 0 2 5

	https://www.williamjames.edu/academics/olp/school-leadership/upload/wjc-school-leadership-graduate-certificate-program-handbook.pdf	
	https://www.williamjames.edu/academics/academic-affairs/upload/wjc-bachelor-of-science-in-psychology-and-human-services-program-handbook.pdf	
	https://www.williamjames.edu/about/welcome/mission-and-values.cfm	
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://www.williamjames.edu/academics/clinical/psyd/outcomes.cfm	
	https://cdn.ymaws.com/www.asppb.net/resource/resmgr/EPPP_/2016_Scores_by_Doctoral_Prog.pdf	
	https://www.williamjames.edu/academics/counseling/outcomes.cfm	
	https://www.williamjames.edu/academics/undergraduate-programs/psychology-and-human-services-bs/outcomes.cfm	
	https://www.williamjames.edu/academics/school/school-ma-cags/outcomes.cfm	
	https://www.williamjames.edu/academics/school/school-psyd/outcomes.cfm	
	https://www.williamjames.edu/academics/school/applied-behavior-analysis/outcomes.cfm	
	https://www.williamjames.edu/academics/olp/leadership-psyd/outcomes.cfm	
	https://www.williamjames.edu/academics/olp/organizational-ma/outcomes.cfm	
	https://www.williamjames.edu/about/consumer-information/student-outcomes.cfm	
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.williamjames.edu/admissions/tuition-and-aid/tuition-and-fees.cfm	
Expected amount of student debt upon graduation and loan payment rates	https://www.williamjames.edu/admissions/tuition-and-aid/tuition-and-fees.cfm	
Statement about accreditation	https://www.williamjames.edu/about/welcome/accreditation.cfm	

Appendix A - Standard 8

Early/Mid-Term Course Evaluations Survey Results, 2020-2021



In Fall 2020 and Spring 2021 on average across the College and within Departments, students rated courses as very effective overall (e.g., Total mean = 4.1) and strongly agreed or agreed (e.g., Total mean= 4.7) that courses provided an inclusive environment.

Appendix B – Standard 8

As the result of a concerted effort to increase enrollment among historically underrepresented groups, the College has made great strides since Fall 2019 in diversifying its student body and enrolling an increasing number of self-identified racial minorities (74 in Fall 2019 to 83 in Fall 2021) and first-generation college graduates (50 to 86). The College has consistently enrolled 42 to 47 males in the last three Falls. In terms of males, WJC strives to maintain a percentage that is equal to or greater than the current workforce, to align with our mission. More specific goals will be set in the next enrollment strategic plan.

WJC enrollment trends, Fall 2019 through Fall 2021

Characteristic	Fall 2019	Fall 2020	Fall 2021
Male			
Applicants	120	100	121
Admitted	88	78	87
Enrolled	47	43	42
Racial Minorities*			
Applicants	144	159	229
Admitted	124	119	174
Enrolled	74	62	83
First-Generation			
Applicants	159	156	197
Admitted	97	113	158
Enrolled	50	68	86

Note: includes graduate and undergraduate applicants, admitted, and enrolled students.

*Excludes Whites and race/ethnicity unknown.

Appendices

Affirmation of Compliance

Students Achievement and Success: Making Assessment More Explicit (E Series)

Audited Financial Statements

Preliminary Workroom Documents Listing



AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. Credit Transfer Policies. The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also Standards for Accreditation 4.29-4.32 and 9.18.)

Table with 2 columns: Category, Value. Rows: URL (https://www.williamjames.edu/academics/academic-affairs/index.cfm, https://www.williamjames.edu/admissions/learn-more/academic-partnerships.cfm), Print Publications (Graduate and Undergraduate Student Handbooks), Self-study/Fifth-year Report Page Reference (34-35, 96)

2. Student Complaints. “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (Standards for Accreditation 5.18, 9.8, and 9.18.)

Table with 2 columns: Category, Value. Rows: URL (https://www.williamjames.edu/student-life/policy-procedures/student-complaintand-resolution-procedures.cfm), Print Publications (Graduate and Undergraduate Student Handbooks), Self-study/Fifth-year Report Page Reference (94)

3. Distance and Correspondence Education: Verification of Student Identity: If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also Standards for Accreditation 4.48.)

Table with 2 columns: Category, Value. Rows: Method(s) used for verification (http://download.williamjames.edu/registrarforms/authentication-form.pdf), Self-study/Fifth-year Report Page Reference (93)

4. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment: The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

Table with 2 columns: Category, Value. Rows: URL (https://www.williamjames.edu/about/welcome/invitation-for-public-comment.cfm), Print Publications (Newton Tab, Needham Times, Wellesley Townsman), Self-study Page Reference (97)

The undersigned affirms that William James College (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: Nicholas A. Quinn

Date: 1.19.2022

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:	<p>Institutional Mission and Core Values, i.e., WJC learning goals, are listed in the Graduate Student Handbook, Undergraduates Student Handbook, Faculty Handbook, and program handbooks and also posted on WJC website:</p> <p>https://www.williamjames.edu/about/welcome/mission-and-values.cfm?cssearch=72923_1</p> <p>Experiential Education Integrate rigorous academic instruction with substantial clinical experience.</p> <p>Social Responsibility Educate providers to meet a diverse society's evolving mental health needs including cultural competence and language training. Develop programs and partnerships to ensure access to mental health care for all persons.</p>	At least once per year collection/review of attrition data; alumni surveys; evaluation of student orientation including student educational technology use/familiarity; course evaluations and student competency assessments; field site evaluations by supervisors; end of year assessment and	Institutional results are reviewed at least annually by Director of the Office of Academic Data, Development & Institutional Effectiveness; Senior Management Team; VP for Academic Affairs; Academic Department Chairs, and Program Directors; Institutional Curriculum	Enhanced advising protocols based on attrition data Substance use disorder and additional Diversity Equity and Inclusion (DEI) training added to curriculum across programs based on review of alumni survey employment trends and feedback from admissions data	2017 – NECHE five year interim review

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
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	<p>Personal Growth Foster a supportive, challenging and available learning environment that pays careful attention to personal and professional development.</p> <p>These goals are translated into various institutional learning outcomes as listed below to help the institution assess its progress toward our goals and make necessary changes. These are not published publicly but used for internal quality control. Some of these metrics maybe used by marketing to emphasize our strengths or changes in our program or institution to support quality improvements.</p> <p>Outcomes related to Mission and Core Values:</p> <ol style="list-style-type: none"> 1. Students integrate academic instruction with real world applications (e.g., Pass rates of FP course or other courses with real world simulation) 2. Students demonstrate the ability to complete rigorous academic course work (Source: Course pass rates and Attrition Rates) 	<p>planning conferences.</p>	<p>Committee; academic department and degree program data are reviewed regularly by appropriate departmental leadership in the chairs meeting.</p>	<p>Writing workshop introduced to orientation programming based on faculty assessment of entering students Online modules used for orientation as a result of student feedback</p> <p>New faculty onboarding enhanced based on student evaluations of advisors</p>	
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CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
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	<p>3. Students integrate cultural competency into academic and applied work to address diverse mental health needs of our society (e.g., Pass rates of cultural competency (CC) or other diversity related course)</p> <p>4. Students demonstrate social responsibility by serving diverse populations. (e.g., Time2Track demographics of students' clients)</p> <p>5. Students demonstrate social responsibility by enrolling in mission related concentrations. (e.g., Enrollment trends)</p> <p>6. Alumni demonstrate social responsibility by serving diverse populations. (Source: Alumni Survey)</p> <p>7. All programs integrate cultural competencies into at least one course. (Source: Curriculum; Course Eval Question)</p> <p>8. Students articulate and display their personal and professional development (Source: A&P or advisory meetings)</p>				
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CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
	<p>9. Advisors foster a supportive, challenging and available learning environment (Source: Advisor Survey)</p> <p>10. Faculty foster a supportive, challenging and available learning environment (e.g., Course evaluations)</p> <p>11. Orientation programs foster a supportive, challenging and available learning environment (Source: Incoming Student Survey)</p> <p>12. Field placement sites and supervisors foster a supportive, challenging and available learning environment (Source: Field Placement Survey)</p>				
For general education if an undergraduate institution:	WJC has a Bachelor's completion program wherein the general education is completed during the Associate degree training prior to entering our program	Internship evaluation, alumni survey	Program Director at regular faculty meetings; Program Director and Department Chair on an ongoing basis	A template for the online course pages was implemented in the spring of 2020. A monthly faculty meeting was	External review was conducted in the fall of 2020 (report received in January 2021).

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
----------	--	---	--	--	---

			during administrative meetings	implemented in the fall of 2019.	
1. PsyD Clinical Psychology	http://www.williamjames.edu/academics/clinical/psyd/upload/wjc-psyd-program-handbook.pdf	Field Education evaluations, Assessment and Planning Conference Ratings, Doctoral Project, Comprehensive Exam, Portfolios, Licensure, Alumni survey (employment status), APA Internship match rate, time to completion	Curriculum Review Committee, Faculty, Department Chair and Associate Department Chair monthly at faculty meetings and annual faculty retreat	Based on course evaluations, course consistency leaders and uniform syllabi across sections created Based on alumni survey, employment trends, and accrediting body, updates were made to complete a major curriculum overhaul for Fall 2019 start Based on APA internship match rate, required APA-accredited internship for all students and	Last review by APA 2018; APA self-study submitted fall 2019 (site visit held fall 2021, awaiting decision)

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
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				modified field education sequence in preparation and to ensure successful placement	
<p>2. PsyD School Psychology</p> <p>NOTE: APA accredited, inactive status, No students enrolling as of Fall 2019</p>	<p>http://www.williamjames.edu/academics/school/school-psyd/upload/wjc-school-psyd-handbook-2016-17.pdf</p>	<p>Student course evaluations, Field Education Evaluations, Doctoral Project, Assessment & Planning Conference Ratings, Measurement Competency Examination, Doctoral Project, MTEL Communications and Literacy Skills test, PRAXIS School Psychology Assessment, Certification and Licensure, Alumni survey.</p>	<p>Faculty and Department Chair, ongoing, monthly faculty meetings and at annual faculty retreat</p>	<p>New elective added: Addressing Substance Abuse in the School (Based on student course evaluation feedback requesting more training in this area. Changed Doctoral Project (DP) course sequence (based on student and faculty feedback from faculty meeting discussions/minutes and annual A&P's) to</p>	<p>Reaccredited by APA on 3/25/2016, approved for inactive status April 30, 2020</p>

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
				increase more efficient completion of DP. Change Course Curriculum Sequence: Based on student feedback at annual A&P and faculty feedback (i.e. Faculty meeting minutes) to better prepare students for field placements.	
3. MA/CAGS School Psychology	http://www.williamjames.edu/academics/school/upload/wjc-school-ma-cags-handbook.pdf	First Year Exam, Field Education Evaluations, Portfolio, Case Studies, Assessment & Planning Conference Ratings, MTEL Communications and Literacy	Faculty and Department Chair, ongoing, monthly faculty meetings, and at annual faculty retreat	Changed clinical seminar curriculum to include more focus on diversity: Based on faculty meeting discussions (i.e. faculty meeting minutes)	NASP review fall 2020 – approved for 8 years

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
		Skills test, Dept. of Education Certification, Alumni survey.		Improved integration of Primary Project into year 1 clinical seminar: Based on student course evaluations. Added annual Department Book Reads to explore issues of inequities in schools related to DEI based on student feedback from department ACES (student leadership group) and faculty meeting minutes.	
4. MA in Applied Behavior Analysis	Student manuals, faculty manual, academic department/degree program sites. https://www.williamjames.edu/academics/academic-affairs/upload/wjc-aba-program-handbook.pdf	Feedback from field supervisors; Semesterly advisement meetings; BCBA-exam pass rates;	Annually by the program director and in consultation with the Department Chair.	A revised ABA curriculum was implemented in 9/2020. The revisions included several courses that	An independent external review was completed in 11/2020.

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
		Licensure		emphasize the professional practice of behavior analysts. Alumni survey of ABA graduates will be formalized and included in other institutional surveys of graduates after 3/2021.	
5. MA in Clinical Mental Health Counseling	http://www.williamjames.edu/academics/counseling/upload/wjc-counseling-handbook.pdf	Field Education evaluations; Professional Counselor Performance Evaluation; Assessment and Planning Conference Ratings; Licensure; Alumni survey; Published online annual report	Faculty, Field Education Associate Director, Program Director and Department Chair ongoing and at annual retreat	Collapsed all previous individual Counseling Psychology programs with specialties into one program in Clinical Mental Health Counseling with areas of emphases. Changed credit	November-December 2020 comprehensive external review with feedback to Program Director/Department Chair and VPAA

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
				allocation from courses to reconfigure field experience and clinical seminar for practicum and internship; eliminated capstone requirement and incorporated a comprehensive examination; incorporated assessment rubrics in all courses; revised/updated course objectives to follow CACREP standards.	
6. MA in Psychology	https://www.williamjames.edu/academics/counseling/psychology-ma/upload/wjc-ma-psychology-program-handbook.pdf	Alumni survey	Faculty, Program Director and Department Chair, annually at meeting	Program started in January 2020; first review will take place spring 2022	External review will be scheduled for fall of 2022

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
7. PsyD Leadership Psychology	http://www.williamjames.edu/academics/olp/upload/wjc-leadership-psyd-program-manual.pdf	Practicum evaluations, Assessment and Planning Conference Ratings, Doctoral Project, Portfolios, Alumni survey.	Ongoing and formally every 5 years, OLP Curriculum Committee, Program Director, Faculty, and Department Chair ongoing	2020 Internal review and analysis showed need for more systemic inclusion of bias, diversity (as a concept and of researchers and authors presented) and inclusion training across all courses completed in Spring 2021. In 2016 changed the curriculum, to add in more organizational theory and foundational psychology and more applied models of intervention. Increased practicum from 150 hours total	September – November 2020 Self Study of all 4 programs.

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
				to 600 hours. changed doctoral project course sequence, revised program goals, objectives, and competencies.	
8. MA in Organizational Psychology	http://www.williamjames.edu/academics/olp/upload/wjc-maop-program-manual.pdf	Field Education Evaluations, Capstone Project, Comprehensive Exams, Portfolio, Alumni survey.	Faculty and Department Chair, external assessor every 5 years and ongoing	Added in DEI and diverse author/studies to all courses after 2020 internal review. Increased support for capstone course based on course evaluations, revised competencies based on review of SIOP and best practices, increased advising based on advisor	September – November 2020 Self Study of all 4 programs.

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
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				survey report feedback	
9. MA in Organizational Leadership	Program has not run yet	N/A	N/A	N/A	September – November 2020 Self Study of all 4 programs.
10. Graduate Certificate in Executive Coaching	GCEC Program Manual: http://www.williamjames.edu/academics/olp/executive-coaching/upload/wjc-gcec-program-handbook.pdf	Practicum evaluations from external Master Coaches and Clients/coachees, alumni survey	Faculty and Department Chair, external assessor every 5 years and ongoing	Updated ethics to be in line with ICF changes, continuous refinement to program to ensure learning goals and competencies are met. Added in DEI and diverse author/studies to all courses after 2020 internal review.	September – November 2020 Self Study of all 4 programs.
11. Graduate Certificate in School Leadership	GCSL Program Manual: https://www.williamjames.edu/academics/olp/school-leadership/loader.cfm?CFID=c9e76bd8-93ed-4688-a854-	Practicum evaluations; Capstone; Licensure; Alumni survey	Faculty, Department Chair, and Director, Teachers21; external	New program - N/A	New program – N/A

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
	c958a89195db&CFTOKEN=0&csModule=security/getfile&pageid=78308		assessor every 5 years and ongoing		
12. Bachelor of Science in Psychology and Human Services	wjc-bachelor-of-science-in-psychology-and-human-services-program-handbook.pdf (williamjames.edu)	Internship evaluations; Alumni survey	Faculty, Program Director and Department Chair, Annually during a faculty meeting	A template for the online course pages was implemented in the Spring of 2020. A regular faculty meeting was implemented in the Fall of 2019.	The first student cohort graduated in May 2020. We will have an external program review in the fall of 2021, after our 2 nd graduating class.
13. Graduate Certificate Respecialization in Couples and Family Therapy	https://www.williamjames.edu/academics/counseling/upload/wjc-couples-and-family-therapy-respecialization-handbook.pdf	Field Education evaluations; Professional Counselor Performance Evaluation	Faculty, Field Education Associate Director, Program Director and Department Chair ongoing	Program started fall 2021	Program started fall 2021
14. Certificate in Applied Behavior Analysis	Student manuals, faculty manual, academic department/degree program sites. https://www.williamjames.edu/academics/academic-affairs/upload/wjc-aba-program-handbook.pdf	Semesterly advisement meetings; BCBA-exam pass rates; Licensure	Annually by the program director and in consultation with the Department Chair.	On-campus certificate in ABA program started in Fall 2020.	N/A, programs are too new and/or have yet to enroll any students.

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
				<p>Online certificate in ABA started in Fall 2021.</p> <p>To-date, neither program has enrolled any students.</p> <p>No changes implemented pending evaluations of the programs.</p>	

Institutions selecting E1a should also include E1b.

Note: Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: <https://cihe.neasc.org>) for more information about completing these forms.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
NECHE	Spring 2017	<ul style="list-style-type: none"> • Ensuring adequate oversight and improvement of its online programs; • Securing its financial stability, with emphasis on achieving its fundraising goals and managing its debt; • Assessing student learning with evidence of using the results for program improvement <p>For the BS completion program specifically</p> <ul style="list-style-type: none"> • Achieving its enrollment, retention, and revenue goals for the program; • Implementing planned changes to the general education curriculum and the course numbering system. 	See NECHE Data First Forms. Some of the metrics include Financial Trends, Application Trends, Admit Rates, Yield Rates, Enrollment Trends, National Licensure Passage rates, Job Placement Rates, Retention Rates, and Graduation Rates.	Comprehensive Review March 2022
American Psychological Association (Clinical PsyD)	Fall 2018	<ul style="list-style-type: none"> • Increase APA internship match rate • Add psychometric class 	Attrition, Grades, internship match rates, licensure, employment, and professional productivity	Site Visit held fall 2021 – awaiting decision

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
APA (Consortium Internship)	Spring 2016	<ul style="list-style-type: none"> Report on minimum levels of achievement (MLA) on evaluation form enforced for all competencies 	Licensure, employment, and professional productivity	Spring 2023
NASP (School Psychology MA/CAGS)	February 2021, NASP Approval – Full	<ul style="list-style-type: none"> Transition to NASP 2020 Standards. Monitor recruitment and retention of diverse students and faculty 	<ul style="list-style-type: none"> Grades Case Studies PRAXIS II School Psychologist Examination Practicum and Internship fieldwork competency evaluations 	February 2028
APA (School PsyD)	2021 – approval for accredited, inactive status	<ul style="list-style-type: none"> None 	Attrition, Grades, internship match rates, licensure, employment, and professional productivity	2022 – Inactive status must be renewed and reviewed annually until the last student completes (expected in 2024)

*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.



Consolidated Financial Statements
William James College, Inc. and Affiliates
May 31, 2021 and 2020



WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Consolidated Financial Statements

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Independent Auditors' Report

To the Board of Trustees
William James College, Inc. and Affiliates

We have audited the accompanying consolidated financial statements of William James College, Inc. and Affiliates (the "College"), which comprise the consolidated statements of financial position as of May 31, 2021 and 2020, and the related consolidated statements of activities and cash flows for the years then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the consolidated financial position of William James College, Inc. and Affiliates as of May 31, 2021 and 2020, and the changes in their net assets and their cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Maye Heyman McCann P.C.

September 21, 2021
Boston, Massachusetts

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Consolidated Statements of Financial Position

	May 31,	
	2021	2020
Assets		
Cash and cash equivalents	\$ 10,986,024	\$ 13,021,721
Accounts receivable, net of allowances for doubtful accounts of \$200,000 and \$150,000 at May 31, 2021 and 2020, respectively	2,249,722	2,732,296
Contributions receivable, net	42,137	21,643
Prepaid expenses	286,022	288,655
Total current assets	<u>13,563,905</u>	<u>16,064,315</u>
Contributions receivable, net	13,333	40,000
Investments	11,632,096	6,283,331
Property and equipment, net	<u>20,270,335</u>	<u>20,857,531</u>
Total assets	<u>\$ 45,479,669</u>	<u>\$ 43,245,177</u>
Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued liabilities	\$ 2,814,918	\$ 2,672,203
Deferred revenues	3,390,989	3,675,094
Paycheck Protection Program loan payable	-	2,320,523
Bond payable, net - current	-	728,861
Total current liabilities	<u>6,205,907</u>	<u>9,396,681</u>
Bond payable, net - noncurrent	14,616,278	14,514,785
Deferred compensation	<u>768,323</u>	<u>457,507</u>
Total liabilities	<u>21,590,508</u>	<u>24,368,973</u>
Net assets:		
Without donor restrictions	22,251,628	17,625,558
With donor restrictions	<u>1,637,533</u>	<u>1,250,646</u>
Total net assets	<u>23,889,161</u>	<u>18,876,204</u>
Total liabilities and net assets	<u>\$ 45,479,669</u>	<u>\$ 43,245,177</u>

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Consolidated Statement of Activities

*Year Ended May 31, 2021
(with comparative totals for 2020)*

	2021			2020	
	<i>Without Donor Restrictions</i>	<i>2021 With Donor Restrictions</i>	<i>Total</i>	<i>Total</i>	
Revenues, gains and other support:					
Tuition and fees (net of discounts and aid of \$2,967,571 and \$1,527,290, respectively)	\$ 25,687,140	\$ -	\$ 25,687,140	\$ 26,168,743	
Contributions and grants	195,043	723,860	918,903	750,684	
Net investment return	1,650,531	283,880	1,934,411	463,283	
Government grants and contracts	6,933,203	-	6,933,203	3,864,825	
Fees for service	2,570,773	-	2,570,773	2,918,142	
Rental income	53,100	-	53,100	67,424	
Net assets released from restrictions	620,853	(620,853)	-	-	
	<hr/>	<hr/>	<hr/>	<hr/>	
Total revenues, gains and other support	37,710,643	386,887	38,097,530	34,233,101	
Expenses:					
Instruction	14,150,319	-	14,150,319	13,677,705	
Academic support	11,361,110	-	11,361,110	10,017,326	
Student services	3,560,691	-	3,560,691	2,987,109	
Institutional support	3,686,096	-	3,686,096	3,718,440	
Development and fundraising	326,357	-	326,357	617,326	
	<hr/>	<hr/>	<hr/>	<hr/>	
Total expenses	33,084,573	-	33,084,573	31,017,906	
Total change in net assets	4,626,070	386,887	5,012,957	3,215,195	
Net assets, beginning of year	17,625,558	1,250,646	18,876,204	15,661,009	
	<hr/>	<hr/>	<hr/>	<hr/>	
Net assets, end of year	\$ 22,251,628	\$ 1,637,533	\$ 23,889,161	\$ 18,876,204	

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Consolidated Statement of Activities

Year Ended May 31, 2020

	<i>Without Donor Restrictions</i>	<i>With Donor Restrictions</i>	<i>Total</i>
Revenues, gains and other support:			
Tuition and fees (net of discounts and aid of \$1,527,290)	\$ 26,168,743	\$ -	\$ 26,168,743
Contributions and grants	238,987	511,697	750,684
Net investment return	405,036	58,247	463,283
Government grants and contracts	3,864,825	-	3,864,825
Fees for service	2,918,142	-	2,918,142
Rental income	67,424	-	67,424
Net assets released from restrictions	726,397	(726,397)	-
	<hr/>	<hr/>	<hr/>
Total revenues, gains and other support	34,389,554	(156,453)	34,233,101
Expenses:			
Instruction	13,677,705	-	13,677,705
Academic support	10,017,326	-	10,017,326
Student services	2,987,109	-	2,987,109
Institutional support	3,718,440	-	3,718,440
Development and fundraising	617,326	-	617,326
	<hr/>	<hr/>	<hr/>
Total expenses	31,017,906	-	31,017,906
Total change in net assets	3,371,648	(156,453)	3,215,195
Net assets, beginning of year	14,253,910	1,407,099	15,661,009
	<hr/>	<hr/>	<hr/>
Net assets, end of year	\$ 17,625,558	\$ 1,250,646	\$ 18,876,204
	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Consolidated Statements of Cash Flows

	Years Ended May 31,	
	2021	2020
Cash flows from operating activities:		
Change in net assets	\$ 5,012,957	\$ 3,215,195
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	1,265,242	1,146,525
Net realized and unrealized gains on investments	(1,801,887)	(228,042)
Bad debt expense	48,398	102,880
Gifts of marketable securities	(8,690)	(118,858)
Proceeds from contributions restricted for long-term investment	-	(12,500)
Changes in:		
Accounts receivable	434,176	(1,660,960)
Contributions receivable	6,173	69,350
Prepaid expenses	2,633	15,958
Accounts payable and accrued liabilities	494,828	191,642
Deferred compensation	310,816	144,737
Deferred revenues	(284,105)	336,777
	<u>5,480,541</u>	<u>3,202,704</u>
Cash flows from investing activities:		
Proceeds from sales of investments	3,038,930	1,638,431
Purchases of investments	(6,577,118)	(2,584,803)
Purchases of property and equipment	(932,583)	(811,574)
	<u>(4,470,771)</u>	<u>(1,757,946)</u>
Cash flows from financing activities:		
Proceeds from contributions restricted for long-term investment	-	12,500
Proceeds from payroll protection program loan payable	-	3,975,250
Forgiveness of payroll protection program loan payable	(2,320,523)	(1,654,727)
Payments on bonds payable	(724,944)	(730,108)
	<u>(3,045,467)</u>	<u>1,602,915</u>
Net change in cash and cash equivalents	(2,035,697)	3,047,673
Cash and cash equivalents, beginning of year	13,021,721	9,974,048
Cash and cash equivalents, end of year	\$ <u>10,986,024</u>	\$ <u>13,021,721</u>

See accompanying notes to the consolidated financial statements.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Notes to Consolidated Financial Statements

Note 1 - Organization

Nature of Activities

The consolidated financial statements include the accounts of William James College, Inc. (“WJC”), M. Gorman Psychological Associates, Inc. (“M. Gorman”) and Teachers21, Inc. (T21). These corporations are under common management and control.

- WJC is a private, not-for-profit college founded in 1974 to provide a Doctor of Psychology. WJC strives to be a preeminent college of psychology that integrates rigorous academic instruction with extensive field education and close attention to professional development. WJC assumes an ongoing social responsibility to create programs to education specialists of many disciplines to meet the evolving mental health needs of society. WJC is accredited by the New England Commission of Higher Education, Inc., American Psychological Association and the National Association of School Psychologists. WJC offers additional programs, including:
 - Doctor of Psychology in School Psychology
 - Doctor of Psychology in Leadership Psychology
 - Master of Arts in Clinical Mental Health Counseling
 - Master of Arts in Organizational Psychology
 - Master of Arts in Psychology
 - Master of Arts in Professional Psychology
 - Master of Arts in Applied Behavior Analysis
 - Bachelor of Science in Psychology and Human Services
 - Certificate of Advanced Graduate Studies in School Psychology
 - Certificate in Applied Behavior Analysis
 - Graduate Certificate in Executive Coaching
 - Graduate Certificate in School Leadership
 - Preparatory and Non-Matriculating Courses
 - Continuing Education Courses
- M. Gorman is a not-for-profit corporation founded in 2005 to provide comprehensive psychological assessment to address problems of learning and adjustment for children, adolescents, and adults.
- T21 is a not-for-profit corporation founded in 1993 to improve the professional practice of Pre-K through grade 12 educators and to create supportive schools where students and adults are able to learn, grow and achieve. William James College is the sole member of T21. T21 was formally dissolved and transferred to WJC on May 31, 2021.

Basis of Consolidation

The consolidated financial statements of William James College, Inc. and Affiliates (the “College”) have been prepared on the accrual basis. All significant intercompany account balances and transactions have been eliminated in the consolidated financial statements.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Notes to Consolidated Financial Statements

Note 2 - Summary of Significant Accounting Policies

Financial Statement Presentation

The College reports two classes of net assets and the changes in those net assets in the consolidated statements of financial position and consolidated statements of activities, respectively. The two classes of net assets – net assets without donor restrictions and net assets with donor restrictions – are based on the existence or absence of donor-imposed restrictions, either explicit or implicit. The two classifications are defined as follows:

Net Assets Without Donor Restrictions - Net assets available for general use and not subject to donor-imposed restrictions. Net assets without donor restrictions may be designated for specific purposes by the Board of Trustees. At May 31, 2021 and 2020, there were no net assets designated by the Board.

Net Assets With Donor Restrictions - Net assets subject to donor-imposed restrictions. Some donor-imposed restrictions are temporary in nature that may or will be met, either by the passage of time or the events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity.

Cash and Cash Equivalents

Cash and cash equivalents include all highly-liquid instruments purchased with an initial maturity of three months or less, excluding balances whose use is restricted. The College maintains its cash in bank deposit accounts which, at times, may exceed federally insured limits. The College has not experienced any losses in such accounts.

Accounts Receivable

Students are billed based on dates outlined in the academic catalog as agreed in advance of the delivery of the related academic or other activity. Payments for tuition and fees are generally due by the start of the academic period with the recognition that on behalf payments being made by the Department of Education “DOE” or others are subject to specific requirements within those programs as to when those funds can be availed. Certain DOE funding can be availed prior to the commencement of the academic period, while other amounts are paid at specified intervals based on the rules as promulgated by the DOE. Thus cash flows on accounts receivable balances and the measurement of deferred revenues do not directly depend on meeting specified performance obligations of the College. Student accounts are not collateralized. Payments for fees for services are generally due subsequent to the services being rendered.

Accounts receivable are stated net of an allowance for doubtful accounts. The allowance for doubtful accounts is established based on historical experience which is reviewed and assessed periodically. Accounts are written off and charged against the allowance when management believes that the collectability of the specific account is unlikely.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Notes to Consolidated Financial Statements

Note 2 - Summary of Significant Accounting Policies (Continued)

Contributions Receivable

Unconditional promises to give are recorded at fair value when initially pledged. The initially recorded fair value is considered a Level 2 approach. The fair value for pledges expected to be collected in one year or more is arrived at by using the present value of a risk adjusted rate to account for the inherent risk associated with the expected future cash flows. While the risk adjusted rate is theoretically specific to each balance, management has determined that an overall discount rate of 5.00% for the years ended May 31, 2021 and 2020 reasonably accounts for this inherent risk. Management estimates the allowance by a review of historical experience and a specific review of collection trends that differ from the plan on individual accounts. Contributions receivable is presented net of the established provision for bad debts and the discount in the consolidated statement of activities.

Investments

Investments are carried at fair value. Fair value is determined as per the fair value policies as described later in this section.

Net investment return (loss) is reported in the statement of activities and consists of interest and dividend income, realized and unrealized capital gains and losses, less external and direct internal investment expenses. Endowment and similar funds are pooled for investment purposes. Investment income is allocated ratably.

The investment objective of the College is to invest its assets in a prudent manner to achieve a long-term rate of return sufficient to fund its board approved spending policy and to increase investment values after inflation. Major investment decisions are authorized by the Finance Committee which is a committee of the Board of Trustees that oversees the College's investments mindful of diversification among asset classes.

Property and Equipment

Property and equipment, including artwork, are reported at cost at the date of acquisition or fair value at the date of donation in the case of a gift, when the useful life is over one year and when such amounts exceed a management established capitalization threshold. Maintenance and repair expenditures are charged to expense as incurred.

Depreciation is computed using the straight-line method based upon the following estimated useful lives:

Building	30 years
Building improvements	15 years
Furniture and equipment	7 years
Computer equipment	5 years

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Notes to Consolidated Financial Statements

Note 2 - Summary of Significant Accounting Policies (Continued)

Deferred Revenues

Students' reservation deposits and tuition payments received for the fall semester programs are related to the forthcoming fiscal year, and therefore, have been deferred from recognition in the consolidated statement of activities. Similarly, a proportionate amount of tuition due or received for summer programs in session at the fiscal year end is deferred from recognition, as well as other programs whose revenue is recorded in the period in which it is earned. Such amounts are recognized as revenue ratably over time with such amounts generally being recognized on a current basis given the nature and duration of the underlying services being provided.

Revenue Recognition and Operations

Revenues are reported as increases in net assets without donor restrictions unless use of the related asset is limited by donor-imposed restrictions as follows:

The College derives revenues primarily through tuition and fees, which are under arrangements that are aligned to an academic semester which is less than one year in length.

Under accounting standards, revenue recognition is driven via a principles based process that requires the entities 1) identify the contract with the customer; 2) identify the performance obligations in the contract; 3) determine the transaction price; 4) allocate the transaction price to the performance obligations; and 5) recognize revenue when (or as) performance obligations are satisfied.

Tuition is recorded at established rates, net of institutional financial aid and scholarship provided to students. Such net amounts are recorded as revenue when performance obligations are satisfied which is generally over time as services are rendered. Management believes that recognizing revenue over time is the best measure of services rendered based on its academic calendar and has not made any changes in the timing of satisfaction of its performance obligations or amounts allocated to those obligations. Discounts provided to employees are considered part of fringe benefits within operating expenses and likewise are recorded over time. Management does not consider there to be significant judgment involved in the timing of satisfaction of performance obligations as those are directly linked to the academic calendar of the related academic activity.

Students may withdraw from programs of study within certain time limits as under the College's withdrawal policies by semester. These policies vary by program but allow for up to a 100% refund before the start of classes declining to no refund shortly after the start of classes. Given the normal timing of the College's programs, the exposure to withdrawal rights is limited at year end.

Payments made by third parties such as the DOE relative to loans and grants to students are a mechanism to facilitate payment on behalf of students, and accordingly, such funding does not represent revenue to the College. Cash flows are also impacted by DOE rules which differ for newly enrolled versus continuing students with respect to financial aid. Generally, funds made available by the DOE for the new students are available later than for continuing students. Management does not view there to be other qualitative factors that have a significant impact on the nature and amount of revenue and cash flows.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Notes to Consolidated Financial Statements

Note 2 - Summary of Significant Accounting Policies (Continued)

Revenue Recognition and Operations (Continued)

Contributions, including unconditional promises to give, are recognized as revenues as either without or with donor restrictions in the period made. Contributions receivable that are, in effect, “unconditional promises to give” are recorded at the present value of future cash flows using a risk adjusted discount rate depending on the time period involved. Contributions of assets other than cash are recorded at their estimated fair values using a Level 2 approach. Contributions to be received after one year are discounted at an appropriate discount rate commensurate with the risks involved. Amortization of discount is recorded as additional contribution revenue in accordance with donor-imposed restrictions, if any, on the contributions. An allowance for uncollectible contributions receivable may be provided based upon management’s judgment of potential defaults. The determination includes such factors as prior collection history, type of contribution and nature of fundraising activity.

Contributions of cash or other assets are recorded as revenues with donor restrictions, thereby increasing net assets with donor restrictions, if they are received with donor stipulations that limit, specify or otherwise restrict the use of such contributions. When a donor restriction expires, either by use of the funds for the specified purpose or by the expiration of a time restriction, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the consolidated statement of activities as net assets released from restrictions.

Contribution revenue earned on grants for research is recognized as related costs are incurred as revenue without donor restrictions. Revenue on contracts is recognized as value is transferred to customers which generally is indicated via the incurring of allowable costs under the contract.

Conditional contributions are recorded when such amounts become unconditional which generally involves the meeting of a barrier to entitlement. This can include items like meeting a matching provision, incurring specified allowable expenses in accordance with a framework of allowable costs or other barriers. Contributions received pending designation by the donor are considered with donor restrictions until known at which time such are reclassified if required.

Through its faculty, staff and students, WJC provides counseling and administrative support services to other organizations providing well-being and mental health services on a fee-for-service basis. In addition, continuing professional education courses are provided that are non-matriculating. Such fees are recognized when the related services are provided.

Rental income is recorded on the straight-line basis over the non-cancellable term of the lease, irrespective of the actual payment terms, any difference is recorded as deferred rent receivable and is included with other assets.

Expenses are reported as decreases in net assets without donor restrictions. Returns on investments and other assets or liabilities are reported as increases or decreases in net assets without donor restrictions unless their use is restricted by explicit donor stipulation or by law. Expirations of donor-imposed restrictions on net assets, such as the donor stipulated purpose has been fulfilled and/or the stipulated time period has elapsed, are reported as net assets released from restrictions between the classes of net assets.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Notes to Consolidated Financial Statements

Note 2 - Summary of Significant Accounting Policies (Continued)

Income Tax Status

The College is a not-for-profit organization and is generally exempt from Federal and state income taxes on related income as described in Section 501(c)(3) of the Internal Revenue Code. Given the limited taxable activities of the College, management has concluded that disclosures related to tax provisions are not necessary.

Uncertain Tax Positions

The College accounts for the effect of any uncertain tax positions based on a “more likely than not” threshold to the recognition of the tax positions being sustained based on the technical merits of the position under scrutiny by the applicable taxing authority. If a tax position or positions are deemed to result in uncertainties of those positions, the unrecognized tax benefit is estimated based on a “cumulative probability assessment” that aggregates the estimated tax liability for all uncertain tax positions. The College has identified its tax status as a tax exempt entity as a tax position; however, the College has determined that such tax position does not result in an uncertainty requiring recognition. The College is not currently under examination by any taxing jurisdiction. The College’s Federal and state income tax returns are generally open for examination for three years following the date filed.

Functional Expense Allocation

The costs of providing the various programs and activities and supporting services have been summarized on a functional basis in the consolidated statements of activities. Note 15 presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Depreciation of plant assets, operation and maintenance of plant expenses and interest expense have been allocated to functional classifications based on percentage of effort and other criteria.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Notes to Consolidated Financial Statements

Note 2 - Summary of Significant Accounting Policies (Continued)

Fair Value Measurements

The College reports certain assets and liabilities at fair value on a recurring and nonrecurring basis depending on the underlying accounting policy for the particular item. Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Recurring fair value measures include the College's investment accounts. Nonrecurring measures include contributions receivable. These standards require an entity to maximize the use of observable inputs (such as quoted prices in active markets) and minimize the use of unobservable inputs (such as appraisals or valuation techniques) to determine fair value.

Fair value standards also require the College to classify its financial instruments into a three-level hierarchy, based on the priority of inputs to the valuation technique, as discussed below.

- Level 1* – inputs are quoted prices in active markets for identical assets or liabilities that the College has the ability to access at measurement date.
- Level 2* – inputs are other than quoted prices included in Level 1 that are either directly or indirectly observable.
- Level 3* – inputs are derived from valuation methodologies, including pricing models, discounted cash flow models and similar techniques, and are not based on market, exchange, dealer, or broker-traded transactions. In addition, Level 3 valuations incorporate assumptions and projections that are not observable in the market and significant professional judgment is required in determining the fair value assigned to such assets or liabilities.

It is possible that redemption rights may be restricted or eliminated by investment managers in the future in accordance with the underlying fund agreements. Market price is affected by a number of factors, including the type of instrument and the characteristics specific to the instrument. Instruments with readily available active quoted prices or for which fair value can be measured from actively quoted prices generally will have a higher degree of market price observable inputs and a lesser degree of judgment used in measuring fair value. It is reasonably possible that change in values of these instruments will occur in the near term and that such changes could materially affect amounts reported in these financial statements.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Notes to Consolidated Financial Statements

Note 2 - Summary of Significant Accounting Policies (Continued)

Future Accounting Pronouncements

In February 2016, the Financial Accounting Standards Board (“FASB”) issued Accounting Standards Update (“ASU”) No. 2016-02, *Leases*, which requires a lessee to recognize a right-of-use asset and a lease liability for all leases, initially measured at the present value of the lease payments, in its statement of financial position. The standard also requires a lessee to recognize a single lease cost, calculated so that the cost of the lease is allocated over the lease term, on a generally straight-line basis. The guidance also expands the required quantitative and qualitative disclosures surrounding leases. The ASU is effective for fiscal years beginning after December 15, 2021, or fiscal year 2023 for the College. Early adoption is permitted. The College is evaluating the impact of the new guidance on the consolidated financial statements.

In March 2019, the FASB issued ASU No. 2019-01, *Leases (ASC 842): Codification Improvements*, which provided clarifying guidance to the original ASU No. 2016-02. The College is evaluating the impact of the clarified guidance on the consolidated financial statements.

Reclassifications

Certain reclassifications have been made to the prior year financial statements in order to conform to the current year presentation.

Subsequent Events

The College has evaluated subsequent events through September 21, 2021, the date the consolidated financial statements were available to be issued.

Note 3 - Liquidity and Availability

The College regularly monitors liquidity to meet its operating needs and other contractual commitments, while also striving to maximize the investment of its available funds. The College has various sources of liquidity at its disposal, including cash and cash equivalents, equity securities, and a line of credit.

For purposes of analyzing resources available to meet general expenditures over a 12-month period, the College considers all expenditures related to its ongoing activities of teaching, research and public services as well as the conduct of services undertaken to support those activities to be general expenditures.

In addition to the financial assets available to meet general expenditures over the next 12 months, the College operates with a balanced budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources. Refer to the consolidated statements of cash flows which identifies the sources and uses of the College’s cash and shows positive cash generated by operations for the years ended May 31, 2021 and 2020.

Although not expected to be needed, the spendable yet restricted portion of the College’s net assets could be used to meet cash needs if necessary. Prudent investment management, however, must be considered to ensure the preservation of the funds for future use. See Notes 5 and 11 for further information about the College’s investment portfolio, net assets and endowment funds.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Notes to Consolidated Financial Statements

Note 3 - Liquidity and Availability (Continued)

The following financial assets could readily be made available within one year of the balance sheet date to meet general expenditures at May 31:

	2021	2020
Cash and cash equivalents	\$ 10,986,024	\$ 13,021,721
Accounts receivable, net	2,249,722	2,732,296
Investments not encumbered by donor restrictions	<u>9,698,506</u>	<u>4,898,383</u>
Total	\$ <u>22,934,252</u>	\$ <u>20,652,400</u>

Note 4 - Contributions Receivable

Contributions receivable consisted of the following at May 31:

	2021	2020
Unconditional promises expected to be collected in:		
Less than one year	\$ 42,137	\$ 21,643
One to five years	<u>23,333</u>	<u>50,000</u>
	65,470	71,643
Less: unamortized discount	(2,750)	(5,924)
Less: allowance for uncollectible pledges	<u>(7,250)</u>	<u>(4,076)</u>
Contributions receivable, net	\$ <u>55,470</u>	\$ <u>61,643</u>

All contributions receivable are due from Board members and management of the College.

At May 31, 2021 and 2020, the College had conditional promises to give of approximately \$301,000 and \$280,000, respectively, that are not recognized as revenues in the consolidated statements of activities.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Notes to Consolidated Financial Statements

Note 5 - Fair Value Measurements

The following table presents financial assets at May 31, 2021 that the College measures fair value on a recurring basis, by level, within the fair value hierarchy:

	Level 1	Level 2	Level 3	Total
Assets:				
Exchange traded funds:				
Domestic	\$ 8,372,709	\$ -	\$ -	\$ 8,372,709
Foreign	2,491,064	-	-	2,491,064
Mutual funds:				
Domestic	768,323	-	-	768,323
Total assets at fair value	\$ 11,632,096	\$ -	\$ -	\$ 11,632,096

The following table presents financial assets at May 31, 2020 that the College measures fair value on a recurring basis, by level, within the fair value hierarchy:

	Level 1	Level 2	Level 3	Total
Assets:				
Exchange traded funds:				
Domestic	\$ 3,961,670	\$ -	\$ -	\$ 3,961,670
Foreign	1,864,154	-	-	1,864,154
Mutual funds:				
Domestic	457,507	-	-	457,507
Total assets at fair value	\$ 6,283,331	\$ -	\$ -	\$ 6,283,331

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Notes to Consolidated Financial Statements

Note 6 - Property and Equipment

Property and equipment consist of the following at May 31:

	2021	2020
Land	\$ 4,618,064	\$ 4,618,064
Building	13,433,766	13,433,766
Building and improvements	5,047,023	4,721,773
Furniture and equipment	1,510,858	1,510,858
Computer equipment	1,608,739	1,436,019
Construction in progress	<u>365,549</u>	<u>306,024</u>
	26,583,999	26,026,504
Less: accumulated depreciation	<u>(6,480,864)</u>	<u>(5,336,173)</u>
Sub-total depreciable assets	20,103,135	20,690,331
Artwork	<u>167,200</u>	<u>167,200</u>
Total	<u>\$ 20,270,335</u>	<u>\$ 20,857,531</u>

Depreciation expense totaled approximately \$1,145,000 and \$1,125,000 for the years ended May 31, 2021 and 2020, respectively. At May 31, 2021 and 2020, approximately \$19,000 and \$371,000 of property and equipment additions were included in accounts payable and accrued liabilities, respectively.

Note 7 - Line of Credit and Paycheck Protection Program Loan Payable

The College maintains a \$3,000,000 demand line of credit agreement. Borrowings bear interest at a rate equal to the prime rate minus 0.50% (2.75% at May 31, 2021 and 2020). The agreement is collateralized by substantially all of the assets of the College and expires on May 28, 2022. There was no outstanding balance on the line of credit at May 31, 2021 and 2020.

The College applied for a forgivable Paycheck Protection Loan of \$3,975,250 as provided under the Federal Coronavirus Aid, Relief and Economic Security Act (the "CARES Act") and the loan was funded on April 15, 2020. Under the terms of the loan, the balance is forgivable to the extent the proceeds are used for payroll, rent and utilities costs for the 24 week period through September 30, 2020 and that certain employment levels are maintained. To the extent a portion of the loan does not meet the criteria to be forgiven, such amount is due on April 15, 2022 and the loan carries an interest rate of 1.0%. For the year ended May 31, 2020, the College used \$1,654,727 of the proceeds for payroll costs and such amount has been reported as government grants and contract revenue with a corresponding reduction of the loan payable that is reported on the consolidated statement of financial position. The remaining \$2,320,523 was used for payroll costs and is reported as government grants and contract revenue on the consolidated statement of activities. The loan was fully forgiven on June 8, 2021.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Notes to Consolidated Financial Statements

Note 8 - Bond Payable, Net

Bonds Payable

In January 2016, the College entered into a Loan and Security Agreement with the Massachusetts Development Finance Agency (“MDFA”) for \$16,000,000 MDFA Revenue Bonds, William James College Issue, Series 2016A to finance the exercising of the purchase option on the facility in Newton, Massachusetts. Principal is due in monthly installments, including interest at a fixed rate of 2.63% through January 2026 at which point the interest rate changes to a 10-year fixed rate of 0.70% multiplied by the Federal Home Loan Bank 10/10 amortizing rate plus 1.75% through January 2036. The bond is collateralized by a first mortgage of the facility as well as an assignment of leases and rents and first position lien on all business assets. The agreement requires the College to comply with certain financial and nonfinancial covenants. The bonds are privately placed with a bank. The bond was paid in full on May 28, 2021 as part of a new bond issuance.

In January 2016, the College entered into a Loan and Security Agreement with the MDFA for \$2,400,000 MDFA Revenue Bonds, William James College Issue, Series 2016B to finance the capital improvements and equipment in connection with the facility in Newton, Massachusetts. Principal is due in monthly installments commencing February 2016, including interest at a fixed rate of 2.49% through January 2023. The bond is collateralized by a first mortgage of the facility as well as an assignment of leases and rents and first position lien on all business assets. The agreement requires the College to comply with certain financial and nonfinancial covenants. The bond was paid in full on May 28, 2021 as part of a new bond offering. Interest expense for the years ended May 31, 2021 and 2020 was approximately \$390,000 and \$418,000, respectively.

In May 2021, the College entered into a Loan and Security Agreement with the MDFA for \$22,885,000 MDFA Revenue Bonds, William James College Issue, Series 2021 to fully repay the Series 2016A and Series 2016B bonds and to finance capital improvements for a windows replacement project in connection with the facility in Newton, Massachusetts. The loan is privately placed with a bank. \$14,885,000 is outstanding at May 31, 2021 and the College can drawdown an additional \$8,000,000 over a period of thirty-six months. Interest only payments are due for the first thirty-six months followed by principal and interest commencing June 2024, including interest at a fixed rate of 2.44% through May 2031 at which point the interest rate changes to a 10-year fixed rate of 0.79% multiplied by the Federal Home Loan Bank 10/10 amortizing rate plus 1.00% through May 2051. The bond is collateralized by a first mortgage of the facility as well as an assignment of leases and rents and first position lien on all business assets. The agreement requires the College to comply with certain financial and nonfinancial covenants.

Deferred Financing Costs

Costs incurred in conjunction with the issuance of the Series 2016A and 2016B bonds totaling \$215,913 were capitalized and were being amortized over ten years. The balance of these costs were written off in 2021 in conjunction with the repayment discussed above. Amortization expense totaled \$120,551 and \$21,591 for the years ended May 31, 2021 and 2020, respectively.

Costs incurred in conjunction with the issuance of the Series 2021 bond totaling \$268,722 were capitalized and are being amortized over ten years. There was no amortization expense for the year ended May 31, 2021.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Notes to Consolidated Financial Statements

Note 8 - Bond Payable, Net (Continued)

Maturities of bonds payable are as follows:

Year ending May 31:		
2022	\$	-
2023		-
2024		-
2025		603,676
2026		618,781
Thereafter		<u>13,662,543</u>
		14,885,000
Unamortized deferred financing costs		<u>(268,722)</u>
Bonds payable, net	\$	<u><u>14,616,278</u></u>

Note 9 - Lease Commitments

The College is also obligated under various operating leases for office and classroom equipment, whereby the payments are expensed as incurred. These agreements expire at various times through May 2023.

Future minimum payments under these operating leases are summarized as follows:

Year ending May 31:		
2022	\$	78,000
2023		<u>76,000</u>
	\$	<u><u>154,000</u></u>

Office and classroom equipment lease expense was approximately \$72,000 and \$83,000 for the years ended May 31, 2021 and 2020, respectively.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Notes to Consolidated Financial Statements

Note 10 - Deferred Revenues

Deferred revenues consist of the following at May 31:

	2021	2020
Fall enrollment deposits and advanced tuition	\$ 94,637	\$ 102,833
Summer semester tuition prorated	2,909,167	2,977,489
Program service revenue	<u>387,185</u>	<u>594,772</u>
Total	<u>\$ 3,390,989</u>	<u>\$ 3,675,094</u>

Substantially all amounts included in deferred revenue at the opening of each period were recognized as revenues during the following fiscal period with very limited amounts not being earned associated with student withdrawal rights that management did not consider material. The remaining performance obligation is time driven given the academic calendar that underlies the earnings process for tuition. There were no significant changes to deferred revenue amounts on a quantitative or qualitative basis.

Note 11 - Net Assets and Endowment Matters

Net Assets Without Donor Restrictions

Net assets without donor restrictions are comprised of the following:

Net investment in property and equipment - The net value of property and equipment used in the College's operations at May 31, 2021 and 2020 totaled \$5,654,057 and \$5,613,885, respectively.

Operating - Discretionary funds available for carrying on the operating activities of the College. Operating funds net of related liabilities totaled \$16,597,571 and \$12,011,673 at May 31, 2021 and 2020, respectively.

Net Assets With Donor Restrictions

Net assets with donor restrictions are comprised of the following:

Unrealized and realized gains on restricted endowment funds - In accordance with accounting principles generally accepted in the United States of America and Massachusetts state law, these amounts represent unappropriated gains on restricted endowment investments that are to be held in perpetuity.

Purpose restricted - Amounts received with donor restrictions, which have not yet been expended for their designated purposes.

Time restricted - Amounts received with a time restriction as to the use of the funds.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Notes to Consolidated Financial Statements

Note 11 - Net Assets and Endowment Matters (Continued)

Net Assets With Donor Restrictions (Continued)

Donor-restricted endowment funds - Amounts received restricted by donors against an expenditure of principal.

Net assets with donor restrictions consist of the following at May 31:

	2021	2020
Purpose and time restricted		
Instruction and student activities	\$ 225,000	\$ 160,000
Scholarships	191,796	101,562
Time restricted	55,470	61,643
Total purpose and time restricted	472,266	323,205
Donor-restricted endowment funds:		
Faculty chair	247,000	247,000
Scholarships	390,986	390,986
Total donor-restricted endowment funds	637,986	637,986
Accumulated realized and unrealized gains on restricted endowment funds:		
Faculty chair	230,008	132,867
Scholarships	297,273	156,588
Total accumulated realized and unrealized gains	527,281	289,455
Total donor-restricted endowment funds	1,165,267	927,441
Total net assets with donor restrictions	\$ 1,637,533	\$ 1,250,646

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Notes to Consolidated Financial Statements

Note 11 - Net Assets and Endowment Matters (Continued)

Net Assets With Donor Restrictions (Continued)

Net assets with donor restrictions were released for the following purposes for the years ended May 31:

	2021	2020
Instruction and student activities	\$ 525,917	\$ 546,454
Plant	26	200
Scholarships	59,603	81,781
Faculty chair	19,134	18,612
Time	16,173	79,350
	<u>620,853</u>	<u>726,397</u>
Total	\$ <u>620,853</u>	\$ <u>726,397</u>

The following represents required disclosures relative to the composition of endowment assets and those functioning as endowment assets for the years ended May 31:

	Net Assets Without Donor Restrictions	Net Assets With Donor Restrictions	Total
Endowment assets, June 1, 2019	\$ -	\$ 901,106	\$ 901,106
Contributions and additions	-	12,500	12,500
Net investment loss	-	58,247	58,247
Amounts appropriated for expenditure	-	(44,412)	(44,412)
	<u>-</u>	<u>(44,412)</u>	<u>(44,412)</u>
Change in endowment assets	-	26,335	26,335
Endowment assets, May 31, 2020	-	927,441	927,441
Net investment gain	-	283,880	283,880
Amounts appropriated for expenditure	-	(46,054)	(46,054)
	<u>-</u>	<u>(46,054)</u>	<u>(46,054)</u>
Change in endowment assets	-	237,826	237,826
	<u>-</u>	<u>237,826</u>	<u>237,826</u>
Endowment assets, May 31, 2021	\$ <u>-</u>	\$ <u>1,165,267</u>	\$ <u>1,165,267</u>

Endowment

The College's endowment consists of several individual funds established for scholarships and a faculty chair. Its endowment includes donor-restricted endowment funds and funds functioning as endowment funds. As required by GAAP, net assets associated with endowment funds are classified and reported based on the existence or absence of donor-imposed restrictions.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Notes to Consolidated Financial Statements

Note 11 - Net Assets and Endowment Matters (Continued)

Interpretation of Relevant Law and Spending Policy

The Board has interpreted the Uniform Prudent Management of Institutional Funds Act (“UPMIFA”), as enacted in Massachusetts, as requiring the preservation of the original gift as of the gift date of the donor-restricted endowment funds absent explicit donor stipulations to the contract. As a result of this interpretation, the College retains in perpetuity: (a) the original value of gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. Donor-restricted amounts not retained in perpetuity are subject to appropriation for expenditure by the College in a manner consistent with standard of prudence prescribed by UPMIFA.

State law allows the Board of Trustees to appropriate a percentage of net appreciation as is prudent considering the College’s long- and short-term needs, present and anticipated financial requirements, and expected total return on its investments, price level trends, and general economic conditions. The College has a policy of appropriating for distribution each year up to five percent of its endowment fund’s average fair value at the end of the previous three fiscal years in which the distribution is planned. In establishing this policy, the College considered the long-term expected return on its endowment. This is consistent with the College’s objective to maintain the purchasing power of the endowment assets held in perpetuity or for a specified term as well as to provide additional real growth through new gifts and investment return.

Funds with Deficiencies

From time-to-time, the fair value of assets associated with the individual donor-restricted endowment funds may fall below the level that the donor requires the College to retain as a fund of perpetual duration. In accordance with GAAP, deficiencies of this nature would be reported in net assets with donor restrictions. There were no such deficiencies as of May 31, 2021 and 2020.

Return Objectives and Risk Parameters

The College’s investment portfolio is managed to provide for the long-term support of the College. The goal of the aggregate long-term investments is to generate an average total annual return that exceeds the spending/payout rate plus inflation on a risk adjusted basis.

Strategies Employed for Achieving Objectives

To satisfy its long-term rate of return objectives, the College employs a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends) on a risk adjusted basis.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Notes to Consolidated Financial Statements

Note 12 - Other Commitments and Contingencies

Federal Financial Aid Program

The Federally funded financial aid program is routinely subject to a special audit. The reports on the examinations, which are conducted pursuant to specific regulatory requirements, are required to be submitted to the U.S. Department of Education. The U.S. Department of Education has the authority to determine liabilities as well as to limit, suspend, or terminate the student aid program.

Unemployment Compensation Insurance

The "Unemployment Compensation Amendments of 1976" (Public Law 94-566) extend unemployment compensation coverage to the employees of the College. The College was given the option of financing the benefits by either paying the contributory payroll tax or by reimbursing the state for unemployment compensation paid. The latter option was exercised and the College has elected to reimburse the state for unemployment compensation paid. The College incurred \$68,000 and \$9,000 of unemployment compensation during the years ended May 31, 2021 and 2020, respectively.

The College is not presently aware of any claims materially in excess of provisions now in place, and based on historical experience, would not anticipate that potential future claims would have a material impact on its financial position.

Deferred Compensation

The College has two deferred compensation plans for its President. The two plans require an annual contribution by the College. Plan funds remain property of the College until they are distributed. The employer contribution totaled \$110,000 and \$109,000 for the years ended May 31, 2021 and 2020, respectively. Deferred compensation obligation totaled \$768,323 and \$457,507 as of May 31, 2021 and 2020, respectively, and is included as a noncurrent asset in investments and a noncurrent liability on the consolidated statements of financial position.

Employment Agreement

The College has an employment agreement with its President through May 31, 2024. The agreement calls for an annual base salary and contains performance based additional compensation.

Legal Matters

From time to time, the College is involved in claims and grievances arising in the normal course of business. In management's opinion, the ultimate resolution of such claims would not have a material effect on the financial position of the College.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Notes to Consolidated Financial Statements

Note 13 - Retirement Plans

All full-time and part-time faculty and staff of the College are eligible immediately upon hire to participate in a qualified defined contribution retirement plan under Internal Revenue Service Section 403(b). There are no employer contributions made to this plan. In addition to the 403(b) plan, the College also has The WJC Supplemental Retirement Plan (the "Plan") available to eligible employees, as defined by the Plan. This is a non-contributory plan where only the College may contribute to the Plan. Under the Plan, the College has the discretion annually to make an employer-funded supplemental retirement contribution on behalf of eligible participants. Contributions to the Plan, including those accrued for at May 31, 2021 and 2020, totaled approximately \$685,000 and \$480,000 for the years ended May 31, 2021 and 2020, respectively.

T21 maintains a 401(k) retirement savings plan covering all eligible employees. The plan allows eligible employees to defer a percentage of their earnings from current taxation and also allows for after tax contributions. The Board may vote to make discretionary contributions to employees from time to time. Contributions to the Plan, including those accrued for at May 31, 2021 and 2020, totaled approximately \$10,000 and 16,000 for the years ended May 31, 2021 and 2020, respectively.

Note 14 - Lessor Arrangements

Certain College owned property is rented to outside parties through various leasing arrangements that expire through September 2028. Rental income totaled approximately \$53,000 for the years ended May 31, 2021 and 2020.

At May 31, 2021, future minimum lease commitments under these leases total:

2022	\$	32,000
2023		54,000
2024		89,000
2025		81,000
2026		50,000
Thereafter		114,000

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Notes to Consolidated Financial Statements

Note 15 - Natural Classification of Operating Expenses

Operating expenses presented by natural classification and function are as follows for the years ended May 31, 2021 and 2020:

	2021					
	<i>Instruction</i>	<i>Academic Support</i>	<i>Student Services</i>	<i>Institutional Support</i>	<i>Development & Fundraising</i>	<i>Total</i>
Salaries and wages	\$ 10,504,824	\$ 7,454,989	\$ 1,405,400	\$ 1,612,717	\$ 139,544	\$ 21,117,474
Employee benefits	1,403,917	759,639	195,027	479,435	19,494	2,857,512
Payroll taxes	738,236	420,928	102,553	88,666	10,251	1,360,634
Fees for services	42,107	762,181	80,837	439,284	92,150	1,416,559
Advertising and promotion	-	-	1,166,595	-	-	1,166,595
Office expenses	45,303	73,017	105,886	356,957	8,825	589,988
Information technology	31,356	621,706	243,887	148,753	38,247	1,083,949
Occupancy	479,136	260,591	64,984	75,012	6,221	885,944
Travel	1,146	1,361	72,678	33	-	75,218
Conferences, conventions and meetings	8,902	66,708	1,404	32,047	-	109,061
Interest	211,125	114,826	28,635	33,053	2,741	390,380
Depreciation and amortization	684,267	372,158	92,805	107,128	8,884	1,265,242
Insurance	-	-	-	313,011	-	313,011
Library	-	453,006	-	-	-	453,006
Total operating expenses	\$ 14,150,319	\$ 11,361,110	\$ 3,560,691	\$ 3,686,096	\$ 326,357	\$ 33,084,573

	2020					
	<i>Instruction</i>	<i>Academic Support</i>	<i>Student Services</i>	<i>Institutional Support</i>	<i>Development & Fundraising</i>	<i>Total</i>
Salaries and wages	\$ 9,983,800	\$ 6,231,239	\$ 1,302,548	\$ 1,511,959	\$ 343,512	\$ 19,373,058
Employee benefits	1,280,134	646,619	171,493	292,456	39,241	2,429,943
Payroll taxes	708,231	378,757	94,878	81,726	21,710	1,285,302
Fees for services	51,762	1,015,941	77,534	425,363	46,739	1,617,339
Advertising and promotion	-	-	807,416	-	-	807,416
Office expenses	192,933	137,496	139,304	483,749	75,012	1,028,494
Information technology	21,855	445,878	64,970	330,732	36,907	900,342
Occupancy	511,200	249,472	67,827	78,951	17,702	925,152
Travel	17,976	17,961	138,477	6,547	248	181,209
Conferences, conventions and meetings	45,198	42,838	7,944	63,755	6,316	166,051
Interest	231,094	112,776	30,662	35,691	8,002	418,225
Depreciation and amortization	633,522	309,167	84,056	97,843	21,937	1,146,525
Insurance	-	-	-	309,668	-	309,668
Library	-	429,182	-	-	-	429,182
Total operating expenses	\$ 13,677,705	\$ 10,017,326	\$ 2,987,109	\$ 3,718,440	\$ 617,326	\$ 31,017,906

WILLIAM JAMES COLLEGE, INC. AND AFFILIATES

Notes to Consolidated Financial Statements

Note 16 - Risks and Uncertainties

On March 11, 2020, the World Health Organization declared the outbreak of a coronavirus (COVID-19) a pandemic. The COVID-19 outbreak in the United States has resulted in moving the delivery of classes to a distance learning model and most of the College's workforce is working remotely. The COVID-19 pandemic had minimal impact on the College's revenue for 2021. Management is currently unable to accurately forecast the future impact on enrollment patterns resulting from the COVID-19 pandemic which could impact the number of students, the course loads taken by students, the mode of delivery, and tuition pricing trends on a forward basis. The effect of these matters could impact the future results of operations. Based on information available through the date of this report, management has noted a minimal impact.

In connection with the recent Federal stimulus programs, WJC received the following awards in connection with the Higher Education Emergency Relief Funds ("HEERF") program as follows:

	Awarded	Spent	Revenue Recognized
Year Ended May 31, 2021			
HEERF I	\$ 500,000	\$ 500,000	\$ 500,000
HEERF II	320,000	-	-
HEERF III	<u>590,000</u>	<u>-</u>	<u>-</u>
Total	<u>\$ 1,410,000</u>	<u>\$ 500,000</u>	<u>500,000</u>
Year Ended May 31, 2020			
HEERF I	\$ 500,000	\$ -	\$ -

Preliminary Workroom Documents Listing

Standard 1: Mission and Purposes

Document	Notes
Current institutional mission statement	
Trustee review of mission statement <ul style="list-style-type: none"> • Core purpose • Advancing Mental Health workshop outcomes 	
Charter (Articles of Organization)	
Restated Articles of Organization (Name change)	
Best Practices for Recruiting & Retaining Students & Faculty from Culturally Diverse Backgrounds	Refer to “ <i>Faculty Recruitment & Hiring Committee – Final Report</i> ” (Standard 6)
Standard 1 self-study committee meeting minutes	

Standard 2: Planning and Evaluation

Document	Notes
Standard 2 self-study committee meeting minutes	
Planning	
Strategic plan <ul style="list-style-type: none"> • 2017-2022 • 2010-2015 	
Internal review of the plan <ul style="list-style-type: none"> • Midpoint review • President’s report August 2021 • President’s report October 2021 	
Individual department plans <ul style="list-style-type: none"> • Data Governance Initiative • Financial Plan • Inclusive Excellence Plan • Student Services Plan • Technology Plan • Workforce Development Plan • Disaster Recovery Plan 	
Minutes of planning councils, board planning committees	see standard 3
Evaluation	
Institutional factbook (viewbook)	
Program reviews of academic and non-academic units <ul style="list-style-type: none"> • Clinical Mental Health Counseling • Bachelor of Science in Psychology and Human Services • Organizational and Leadership Psychology • Applied Behavior Analysis 	
Specialized accreditation self-studies, team reports, decisions <ul style="list-style-type: none"> • Clinical Psychology PsyD • Internship Consortium • School Psychology MA/CAGS 	

<ul style="list-style-type: none"> School Psychology PsyD 	
Internship match rates, licensure exam scores	
Clinical PsyD diversity implementation team report	
DEI progress report	
Institutional Research Review	
Pandemic Planning	
Student course and teaching evaluation forms and reports	
Internal audit	See standard 7

Standard 3: Organization and Governance

Document	Notes
Trustee by-laws	
Standard 3 self-study committee meeting minutes	
Governing Board	
Board membership and affiliation	
Trustee minutes	
Trustee committees (e.g., academic, budget) and minutes	
Documentation of board development activities	See standard 1
Internal Governance	
Faculty handbook	
Employee handbook	
Institutional policy and procedures manual (graduate and undergraduate)	
Faculty governance manual	
Membership and roles of advisory committees, institutional standing and ad hoc committees <ul style="list-style-type: none"> Academic Policies and Standards Committee (APSC) Curriculum Committee (CC) Curriculum Review Committee (CRC) Diversity Committee (DC) Faculty Advisory Committee (FAC) Faculty Stewardship Committee (FSC) Scholarship and Research Committee (SRC) 	
Job descriptions for principal administrators	

Standard 4: The Academic Program

Document	Notes
Standard 4 self-study committee meeting minutes	
Academic Affairs Organizational Charts <ul style="list-style-type: none"> Clinical Psychology Dept Counseling and Behavioral Health Dept Organizational and Leadership Psych Dept School Psychology Dept 	
Assuring Academic Quality	
Catalogues: undergraduate, graduate, summer, continuing education, online programs	
Schedule of program review and specialized accreditations	

Sample program review documents	See standard 2
List of new programs, program deletions and major program revisions since last review	
Format for new program proposals	
Contracts from contractual relationships involving degree and certificate programs	
Policy on satisfactory academic progress	
Policy on Credit Hour Rule	
Robust collection of syllabi: All programs, locations, modalities	
Undergraduate Education	
Core curriculum or general education program	
Program reviews of undergraduate programs	See standard 2
Articulation Agreements	
Substantive change report	
Graduate Education	
Reports of graduate students' qualifications at admissions	
Graduate student manual	See standard 3
Graduate faculty manual	See standard 3
List of thesis and dissertation completions	
Black Mental Health Graduate Academy information	
List of field and clinical placement sites	
Scholarships, fellowships, and research support awards	
Studies of retention and graduation rates	
Program reviews of graduate programs	See standard 2
Integrity in the Award of Academic Credit	
Policies regarding academic integrity and studies of how it is applied in various departments	
Policy on evaluation of transfer credit	See standard 3
Policy on student grading	See standard 3
Graduation degree audit procedures	See standard 3
Contractual relationships involving academic credit	
Policies on award of credit for prior experience and non-collegiate work	See standard 3
Policies on satisfactory academic progress	See standard 3

Standard 5: Students and Co-Curricular Experiences

Document	Notes
Standard 5 self-study committee meeting minutes	
Admissions	
Admissions forms (all levels, all locations)	
Admissions policy statements	
Admissions goals and recruitment plans and budgets	
Admissions annual reports	
Policy on Verification of Student Identity	
Student Services	
Sample events listings	

Financial aid policy	
Studies of student satisfaction with campus resources (omnibus surveys)	
Academic Resource Center statistics	
Google Analytics report	
Orientation program schedules	

Standard 6: Teaching, Learning, and Scholarship

Document	Notes
Faculty CV's	
Faculty employment contracts <ul style="list-style-type: none"> • Adjunct 9 month • Adjunct semester • Core 1 year • Core 3 year • Teaching 1 year • Teaching 2 year • Undergraduate 	
Promotion and tenure criteria and process	
List of faculty development funds and awards	
List of teaching support workshops	
Standard 6 self-study committee meeting minutes	
Teaching and Advising	
Policies on academic advising	
Blank advisor eval form	
Documentation of centers, programs to support teaching	
Sample Clinical Practice faculty meeting minutes	
Scholarship and Research	
Institutional policies on scholarship and role of research for faculty	
Policies on academic freedom (Intellectual Property Policy)	
List of grants received	

Standard 7: Institutional Resources

Document	Notes
Standard 7 self-study committee meeting minutes	
Human Resources	
Policies and procedures related to human resources <ul style="list-style-type: none"> • Employee handbook • Faculty handbook 	
Financial Resources	
Financial Statements <ul style="list-style-type: none"> • FY 2017 • FY 2018 • FY 2019 • FY 2020 • FY 2021 	

FY 2022 budget details and forecast	
Board Approved Budget <ul style="list-style-type: none"> • FY 2020 • FY 2021 • FY 2022 	
Minutes of board financial committee	
Investment policy	
990s <ul style="list-style-type: none"> • FY 2017 • FY 2018 • FY 2019 	
Operating results 2011-2021	
Information, Physical, and Technological Resources	
Inventory of space Floor plans <ul style="list-style-type: none"> • Ground floor • 1st floor • 2nd floor • 3rd floor • 4th floor • 5th floor 	

Standard 8: Educational Effectiveness

Document	Notes
Standard 8 self-study committee meeting minutes	
Assessment of Student Learning	
Studies of student learning in general education	
Reports of student learning outcomes, by program	
Licensure pass rates	
Summaries of employment information and/or pursuit of higher degree for recent graduates	
Transcript analyses	
Internship evaluations by supervisors	
Student satisfaction surveys	
Studies of how students are learning at the institution	
Documentation of support for assessment (e.g., Teaching/Learning Center, faculty development, small grant support)	
Retention	
Retention and graduation studies	

Graduation rate studies	
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Standard 9: Integrity, Transparency, Public Disclosure

Document	Notes
Standard 9 self-study committee meeting minutes	

Document	Notes
Policies and procedures with information on their dissemination, use and effectiveness	
Editorial policy for publications, websites, electronic information	
Catalogues: undergraduate, graduate, summer, continuing	See standard 4
Reviews of website information	
Recruitment materials and publications <ul style="list-style-type: none"> • Clinical Psychology Dept • Counseling and Behavioral Health Dept • School Psychology Dept • Organizational and Leadership Psych Dept 	