



WILLIAM JAMES
COLLEGE

William James College
2017 Fifth-Year Interim Report
New England Association of Schools and Colleges
(NEASC)



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2017 Fifth-Year Interim Report
To the New England Association of Schools and Colleges (NEASC)

William James College
One Wells Avenue, Newton, MA 02459
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INTRODUCTION

Over the course of a one-year period, William James College prepared the institution's 2016 NEASC 5th year interim report using a participatory, self-reflective, and data based approach. The process began with a preliminary meeting held in November 2015 in which a 50 person, Self-Study Task Force was formed, oriented to the process, provided with relevant materials, and entrusted with the various components. The taskforce was comprised of both stakeholders in the College that had participated in the ten-year comprehensive review and newer staff and faculty. The group was led by Stacey Lambert, Associate Vice President for Academic Affairs who was responsible for managing the project and integrating the report including authoring the introduction, and institutional overview. Areas of emphasis were primarily prepared by personnel relevant to the particular issue. Specifically, Kathryn Stanley, Chair of the Organizational and Leadership Psychology Department (OLP), responded to the first two questions pertaining to the OLP department's programs and outcomes. Dan Brent, as Vice President of Finance and Operations, addressed questions three, four, and five concerning sufficient resources for anticipated growth, the renovations of the building, and enhancing the financial stability of the institution. Susan Linn, former Vice President for Institutional Advancement, addressed the final question about fundraising goals. Workgroups, consisting of a variety of taskforce members, were formed to address each of the Standards. Participants were as follows, with the first listed name identifying the chair of each group:

Standard 1 (Mission and Purposes): Jenny Hopf, Director of Educational Technology; Joseph Toomey, Clinical Department Core Faculty member and Forensic Psychology Concentration Director; Lilly Manolis, Executive Assistant to the President and Assistant Clerk to the Corporation

Standard 2 (Planning and Evaluation): Rebecca Solberg, Assistant Director of Institutional Research; Bruce Ecker, Clinical Department Core Faculty member and Children and Families of Adversity and Resilience (CFAR) Concentration Director; Dan Brent, Vice President of Finance and Operations

Standard 3 (Organization and Governance): Anna Lyons, Associate Director, Contracts and Project Manager, Registrar's Office; Anne Waters, Clinical Department Core Faculty member; Kerry Hamilton, Trustee

Standard 4 (The Academic Program): Nilda Laboy, Counseling Department Chair; Claire Fialkov, Clinical Department Core Faculty member; Bob Lichtenstein, School Psychology PsyD Program Director

Standard 5 (Students): Josh Cooper, Dean of Students; Joan Axelrod, Coordinator of the Academic Resource Center; Mario Murga, Director of Admissions; Susan Powell, Counseling Department Core Faculty member

Standard 6 (Support for Teaching and Learning): Jason Osher, Clinical Department Core Faculty member and Neuropsychology Concentration Director; Jill Bloom, Clinical Department Core

Faculty member; Sam Moncata, Clinical Department Core Faculty member; Marice Nichols, Office Manager; Ellie Svenson, Trustee

Standard 7 (Institutional Resources): Julia Clement, Technical Services Librarian; Dan Brent, Vice President of Finance and Operations; Ally Cherkasky, Counseling Department Core Faculty member; Jeff Choo, Director of Information Technology; Bob Cosgrove, Controller; Matt Kramer, Librarian; Molly Richter, former Director of Development

Standard 8 (Educational Effectiveness): Arlene Silva, School Psychology Department Chair; Jodie Kliman, Clinical Department Core Faculty member; Charles Allen, Organizational Psychology MA Program Director and Associate Director of Field Education for Organizational Psychology; Jessica Stahl, Counseling Department Core Faculty member; Yousef Alajarma, Counseling Department Core Faculty member

Standard 9 (Integrity, Transparency, and Public Disclosure): Katie O'Hare, Director of Marketing and Communications; Alan Beck, Director of Alumni Relations; Maura Kiley, Counseling Department Coordinator; Sonji Paige, Registrar; Ethan Pollack, Clinical Department Core Faculty Member

The reflective essay was authored by Ed DeVos, Associate Vice President for Research. The institutional plans section was fittingly crafted by Nick Covino, President of William James College. Shellee Robbins, Director of Field Education and Stan Berman, Vice President for Academic Affairs served as editors. Appendices were completed by various members of the taskforce. Administrative support was provided by Mary Dobies, Department Coordinator for the Clinical Department and assistant to the Associate Vice President for Academic Affairs. Consultation with NEASC staff was sought throughout the preparation and was much appreciated.

We are pleased to have had the opportunity to engage in this process of self-study, particularly at this juncture when the new Standards for Accreditation have been inaugurated. In this document, we look back over the past five years and ahead to the exciting evolution of our College.

INSTITUTIONAL OVERVIEW

William James College (WJC), formerly the Massachusetts School of Professional Psychology, was founded in 1974 and originated as a school with a small, single degree program. The school'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. The school conferred its first degrees, the Doctor of Psychology (PsyD) in Clinical Psychology, in 1980. The following year, the New England Association of Schools and Colleges (NEASC) granted candidacy status to the school and initial accreditation was rendered in 1985. In 1991, the Clinical psychology program became accredited by the American Psychological Association.

Over time, emanating from the foundation of our conviction of the importance of training providers to meet the mental health needs of the community, a host of other academic programs were developed and the school evolved into a larger and more diversified academic institution. In 2005, the school developed an Organizational Psychology department and began offering a certificate in executive coaching. A master's degree in Organizational Psychology and a PsyD degree in Leadership Psychology later followed. In 2006, a School Psychology department was established and a Certificate of Advanced Graduate Study in School Psychology was instituted. Four years later a PsyD degree in School Psychology was initiated. In 2007, the Counseling Psychology department was introduced and began offering a host of master's degree programs in Counseling Psychology. In 2016, our latest addition, involves the launch of a Master of Arts in Applied Behavioral Analysis. Academic excellence is a top priority, as attested to by our increasing emphasis on scholarly productivity demonstrated in our new hires and ongoing faculty development, as well as the value we place on specialized accreditation. The Clinical Psychology department was recently awarded a seven-year renewal of APA accreditation for the doctoral program and received a seven-year renewal for the Consortium Internship program as well in 2016. The School psychology department received its initial APA accreditation for its doctoral program in 2016 for a period of 7 years and the Counseling department is in the process of applying for accreditation.

In 2015, the Massachusetts School of Professional Psychology completed its metamorphosis into a College of Psychology and legally assumed the name William James College. The name change symbolized both our tie to the past by adopting the name of a notable historic figure in psychology, William James who was the first American psychologist, and helped chart our future direction as a comprehensive college of psychology offering a variety of degrees at various levels. Our size, scope, and mission are now broader consisting of more than 700 students enrolled in many different degree programs with a significantly larger organizational infrastructure residing in a new, state of the art facility in Newton, Massachusetts. William James College has enhanced our strong commitment to advancing the state of mental health in the Commonwealth. This is accomplished through our mission to train a variety of behavioral health providers to meet the needs of underserved populations, an example of which is our Black Mental Health initiative. The College also engages in advocacy and an array of community service projects aimed at ensuring that we contribute to the community in which we reside. As we move into the next phase of development, our shared value of social justice remains a guiding principle.

AREAS OF EMPHASIS

Area of Emphasis 1: An update on implementation of the online Master of Arts in Organizational Psychology and give emphasis to the institutions success in: (a) implementing a comprehensive approach to student learning assessment and program review of the online program; (b) evaluating the effectiveness of its learning management system to deliver a robust, graduate level experience; and (c) assuring an appropriate level of faculty and staff support for the program.

Online Master of Arts in Organizational Psychology: Implementation and Evaluation

The Master of Arts in Organizational Psychology (MAOP) program began in the Fall of 2008. The online only (OO) program began in Spring 2013 in response to requests from potential students who lived at a distance and who were without the means to travel to Newton, Massachusetts for the residencies. The MAOP OO program originally had a separate curriculum and faculty from the blended program. To ensure consistent quality, the next year, the same faculty taught both online and blended students jointly using the same syllabus. Alumni data between the Blended and OO programs show consistent and parallel successes. The programmatic plans are made each year to increase enrollment as well as to expand offerings. The Talent Management concentration was added in 2014 in response to growing interest and to ensure increased career opportunities in Talent Management and Human Resources roles.

Considerable ongoing investment in technology has been made, including using Webinars, *Zoom* and our Learning Management System (LMS), *Moodle*. Webinars allow students to regularly connect with their faculty. We upgraded to *Zoom* to allow more students to be seen on the webinars, to participate in breakout sessions, and to provide the opportunity for hand raising and screen sharing that contribute to a dynamic learning environment. *Moodle* is used for distance portions of all MAOP offerings and has 24/7 support. All faculty have ongoing technology training. Best practices in use of threaded discussion pedagogy is utilized to create lively classroom style discussions, to allow students to present case analysis, and to work in groups.

All programs and faculty in the Organizational and Leadership Psychology (OLP) department are subject to the same standards of oversight and governance as WJC traditional programs. Faculty who teach online participate in governance committees and monthly faculty meetings to assess quality of the courses, supports needed and overall student development and progression through the curriculum.

The OO program is comparative to traditional classroom programs in several ways. First, the curriculum is the same for the MAOP blended and OO students and mapped to the APA's Society for Industrial Organizational Psychologists (SIOP) competencies. Competencies are mapped to courses and reflected in field work experiences. Students must pass case-based comprehensive exams, complete a master's thesis and create a portfolio to complete their training. Advising sessions ensure students gain insight into their own development. Faculty return student queries within 24 hours and beyond work day hours to accommodate international and working students. Case studies are used to ensure problem based learning on current real world organizational challenges. Students work in virtual teams and create presentations and

work products, such as business plans or trainings, that reflect what they would do in real world situations and traditional classroom settings.

Field placement for OO students is supported by use of ongoing webinars and meetings with the field site instructor and field site supervisor. Field site supervisors sign a contract regarding the obligations to their student supervisee and have formal meetings at the mid-point and end of the project to give feedback to the student with the field placement instructor in attendance. Formal field site evaluations were instituted in 2016 to garner more feedback beyond what is already obtained through the student field placement course evaluations. Students consistently rate their field experiences in the 4-5 out of 5 range in terms of quality of learning and hands on experience they receive through engagement with the field site. All online policies and procedures are listed in the MAOP student manual and are reflected in each syllabus for each course. Faculty review these policies in an ongoing manner to ensure they are supporting both the quality and rigor of offerings and student learning.

Courses are evaluated in two ways. The “7 In 7” survey captures student feedback early in the semester to allow for course corrections. Second, there is an extensive final student evaluation given via Qualtrics at the end of each course. Both evaluations maintain the student’s anonymity as aggregated results are given to faculty and monitored by the Program Directors and Department Chair. All courses routinely get high ratings from the students (scores of 4 or 5 out of 5). Competencies are mapped to courses and included in the student’s overall course evaluation feedback given by the instructor. Students must pass case based comprehensive exams that test the student’s achievement of program competencies. All students write a capstone thesis that further demonstrates their mastery of program competencies. To graduate, each student creates a portfolio to demonstrate what he/she has learned in the program.

Data from our 2016 OLP Alumni Survey, which received a 53% response rate, showed that 50% of our graduates were promoted or changed titles after completing the program and 100% of respondents were employed within 6 months of graduation. While 13% of respondents went on to enroll in a doctoral program, 50% indicated being interested in continuing their education. 88% reported being employed in their field of study and 38% provided pro bono services to their community.

In keeping with our value of accreditation, given that the Organizational and Leadership Psychology department is the College’s only department that does not have a discipline specific review by an external accrediting body, the college opted to contract with two external reviewers in the Fall of 2016 to conduct a formative program evaluation.

Faculty and Staff Support

OLP faculty are scholar practitioners with an average of 15 years work experience and hold degrees in the field. This allows them to prepare our students for professional practice. All faculty are trained in distance education and pedagogy. Our Director of Distance Education trains all faculty on *Moodle*, *Ensemble*, *Turnitin*, and *Zoom*. Online tutorials are available at all times to faculty, as is the *Moodle* help line should they need assistance after hours. The Department Chair works with and monitors faculty online presence and use of multiple tools

including webinars, pre-recorded lectures and threaded discussions. Rubrics for grading and assessment and best practices for online teaching are embedded in syllabi and discussed in faculty meetings.

Student supports are numerous, including the assignment of an advisor before the first day of class. Advisors meet, virtually or in person, with students at least twice a semester and actively assist students with capstone thesis conceptualization. The program manual is posted on My Campus, our intranet, and includes curriculum, competencies, student policies and grading criteria. The Field Placement and Capstone manuals are posted on My Campus. The OLP Alumni Alliance offers five professional development events annually including one career, two professional development and two networking events. Virtual and in person case workouts are also offered to OO students to prepare them for their comprehensive exams. Students complete a final portfolio where they get feedback on their resume. The Academic Resource Center (ARC) and services from the Dean of Students office including career counseling and all other offered WJC services are available to MAOP OO students virtually or in person to match the student need. Lastly, to maintain institutional integrity Admissions takes students social security number and all students attest that the information they give on the application is true. *Turnitin* identifies and discourages online cheating and plagiarism for papers. Institutional policy is designed to protect academic integrity.

Area of Emphasis 2: Update on implementation of three online degree programs: Master of Arts in Higher Education Student Personnel Administration, Master of Arts in Media Psychology, and Psy.D. in Leadership Psychology

The mission of the Organizational and Leadership Psychology Department (OLP) is to ensure that our practitioner scholar faculty train a new generation of organizational development psychologists and talent management professionals to help global clients make their organizations effective and healthy. The vision is to make graduate education accessible to a global community by utilizing advances in pedagogy and technology. The signature of the department is Multicultural Competence for Global Leadership. We want our students to be sensitive to difference and to be able to help their clients be culturally competent. This sensitivity to difference and inclusion are in line with the William James College mission to serve the underserved.

OLP currently offers three programs: Graduate Certificate of Executive Coaching (GCEC), Master of Arts in Organizational Psychology (MAOP), and the Leadership Psychology Psy.D.

Previously offered programs include the Master of Arts in Higher Education Student Personnel Administration (HESPA) and Master of Arts in Media Psychology. HESPA ran for two academic cycles and graduated a total of 18 students (100% students in 2013, 92% of students in 2013 with one withdrawal). Course evaluations showed consistent student satisfaction with faculty and course content. This program was discontinued due to heavy competition from more established institutions, such as UMASS, which offered similar programs with substantially lower tuition. Alumni data from our 2016 Alumni Survey show that at the time of the survey, 58% of HESPA graduates were already working in the field. After the program, 25% of

respondents indicated they had received a promotion, 100% are working full time and that 67% are members of professional organizations. With regards to satisfaction levels, 75% of respondents were satisfied or very satisfied with their overall WJC education and 58% were satisfied or very satisfied with choice of profession. The Media psychology program ran for one year in 2013 and graduated 100% of students. Per professional contacts, we know that our graduates went on to doctoral programs at Oxford and Harvard and to work in media companies (such as Red Swan5). This program was discontinued due to insufficient interest. Although this cohort was surveyed in 2016, no alumni data is yet available.

The Leadership Psychology Doctoral program began in the Fall of 2012 to meet a need in this leading edge of the field of applied psychology. The need for sensitive approaches to leadership development is on the rise with the globalization of the market place and the increased levels of work force diversity in younger generations. We want our students to be attentive to difference and be able to help their clients be culturally competent.

The goal of this four-year doctoral program is to ensure students learn the values, ethics and best practices necessary to support clients who are struggling to adapt to changing markets, technology, and workforce fluctuations. The program has two, four day residencies annually in which students engage with faculty in experiential learning. International case studies ensure a global versus US centric view. This program offers a high touch culture where faculty are accessible to students.

The Leadership PsyD program was benchmarked against the online doctoral guidelines from the American Psychological Association's Society for Industrial Organizational Psychologists (SIOP) and competencies found in a review of the leadership psychology academic literature. From this data changes were made, which included: inclusion of a portfolio, Assessment and Planning meetings (A&P), competency based curriculum evaluations and new course offerings including electives and increased field hours (from 150 to 900) to include more applied psychology to ensure our students are ready for professional practice. All practicum work is accompanied by live webinar advanced seminar courses where students receive guidance and coaching from a mentor. Student competency is evaluated through A&Ps, final portfolios, advising sessions, leadership seminar, supervisor feedback on their practicum work, and doctoral project work with their committee. Courses are evaluated in two ways. The "7 In 7" survey captures student feedback early in the semester to allow for course corrections and an extensive final student evaluation. Both maintain the student's anonymity as aggregated results are given to faculty. All courses routinely get high marks from the students (scores of 4 or 5 out of 5). Competencies are mapped to courses and included in the student's overall course evaluation in A&P. We graduated our first cohort in June of 2016.

Area of Emphasis 3: Sufficient Resources to Support Growth

William James College has grown substantially in recent years. Total assets increased from \$7.4 million in FY 2011 to \$17.3 million in FY 2015. Total net assets increased from \$5.4 million in FY 2011 to \$9.1 million in FY 2015. Total revenues increased from \$15.4 million in FY 2011 to

\$24.1 million in FY 2015. Total expenses increased from \$14.0 million in FY 2011 to \$22.1 million in FY 2015. Total assets are now \$32.9 million.

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 125 full-time employees; 55 faculty and 70 administrative employees.

The College has also added several new departments to enhance student support including the Academic Resource Center, Alumni Relations, Career Services, Bursar's Office, Office of Military and Veterans Affairs and the Center of Excellence for Children, Families and the Law. These new departments are in addition to the expansion of several of the existing departments.

The College continues to invest significant resources into student scholarships and student employment. In FY 2011, scholarships and student employment totaled \$685,000. In FY 2016, the combined total of scholarships and student employment is over \$2 million.

In March 2012, the College signed a fifteen-year lease for space at a new campus in Newton, MA and started an \$8.3 million renovation project to build classroom and office space. In August 2012, the College relocated to this six-story building, occupying the lobby through the third floor (approximately 51,000 square feet). In July 2015, the College expanded to the 4th and 5th floors and renovated the 4th floor for approximately \$1.2 million. In January 2016, the College purchased the building of approximately 86,000 square feet.

While there has been significant growth over the last few years, the College has continued to invest in personnel, student resources, scholarships and student employment, space and technology to support the growth. Scholarships and work study represents 10% of \$2.5 million revenue.

Area of Emphasis 4: Renovations to the New Facility

The College dramatically overhauled the building at One Wells Avenue. The interior was completely renovated to make the space suitable for 21st century education. The renovation projects 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 new LEED certified space now provides over 20 modernized classrooms with high end audio visual systems with hearing assistance capabilities, numerous conference and meeting rooms, and three student lounges. Some classrooms are equipped with a classroom-wide audio conferencing system. Each classroom AV control system is designed to provide intuitive control interface for instructors. Event management system LCD displays are installed in front of each classroom and meeting room to indicate room assignment information which serves as a convenient way for students to reserve space for study time and meetings.

The College's campus network has been overhauled as well, with a new fiber optic network supporting up to 10 GB and a new secured, encrypted wireless network with individual authentication for the community, adding another layer of network security. The firewall has also

been upgraded to provide better security. Digital signage exists at various locations on all floors to provide information to students regarding daily schedules and student activities. For added security, network-based cameras are installed in strategic positions to monitor any potential security threats. The new campus offers over 300 parking spaces and access to emergency phones. The building meets all safety, sanitary and health conditions established by the City of Newton and the Commonwealth of Massachusetts.

The purchase of the facility has enabled us to save approximately \$1 million per year for the next five years. The savings will allow us to invest more resources into new programs, human capital, new technology, library resources and renovations to the new facility.

Area of Emphasis 5: Enhancing Financial Stability

William James College is a financially sound institution with a strong record of growth in recent years. Total assets increased from \$7.4 million in FY 2011 to \$17.3 million in FY 2015. Total net assets increased from \$5.4 million in FY 2011 to \$9.1 million in FY 2015. Total revenues increased from \$15.4 million in FY 2011 to \$24.1 million in FY 2015. Total changes in net assets was over \$2 million in FY 2015, the most successful year in the College's history.

While tuition revenues in FY 2015 comprise approximately 89% of total revenues, the College continues to expand alternative revenues sources. Fees for service revenue has increased from \$634,078 in FY 2011 to \$1,226,434 in FY 2015. Fees for service revenue includes revenues derived from Continuing Education, the Freedman Center, the Brenner Center and the Center for Excellence for Children, Families and the Law.

The Office of Institutional Advancement has had significant success in recent years. In FY 2013, the College hired a Development Officer and Development Assistant, which provides the capacity to execute many of the components of the plan. In FY 2015, the College hired a Vice President of Institutional Advancement. Fundraising revenues have increased from \$395,297 in FY 2011 to \$657,771 in FY 2015. Government contracts have increased from \$90,017 in FY 2011 to \$623,054 in FY 2015 and \$824,795 in FY 2016.

The College completed an \$8.3 million renovation project to the building in 2012 and a \$1.2 million renovation project in 2015 while still saving enough to purchase the 6-story building of approximately 86,000 square feet for \$18.1 million in January 2016. The College financed the purchase with \$18.4 million in tax-exempt financing at an interest rate of 2.63%. The College will save approximately \$1 million per year by buying the building instead of leasing. Despite all the renovations and purchase of the building, the College has maintained adequate reserves with approximately \$6.5 million in cash and \$1.6 million in investments at the end of FY 2016.

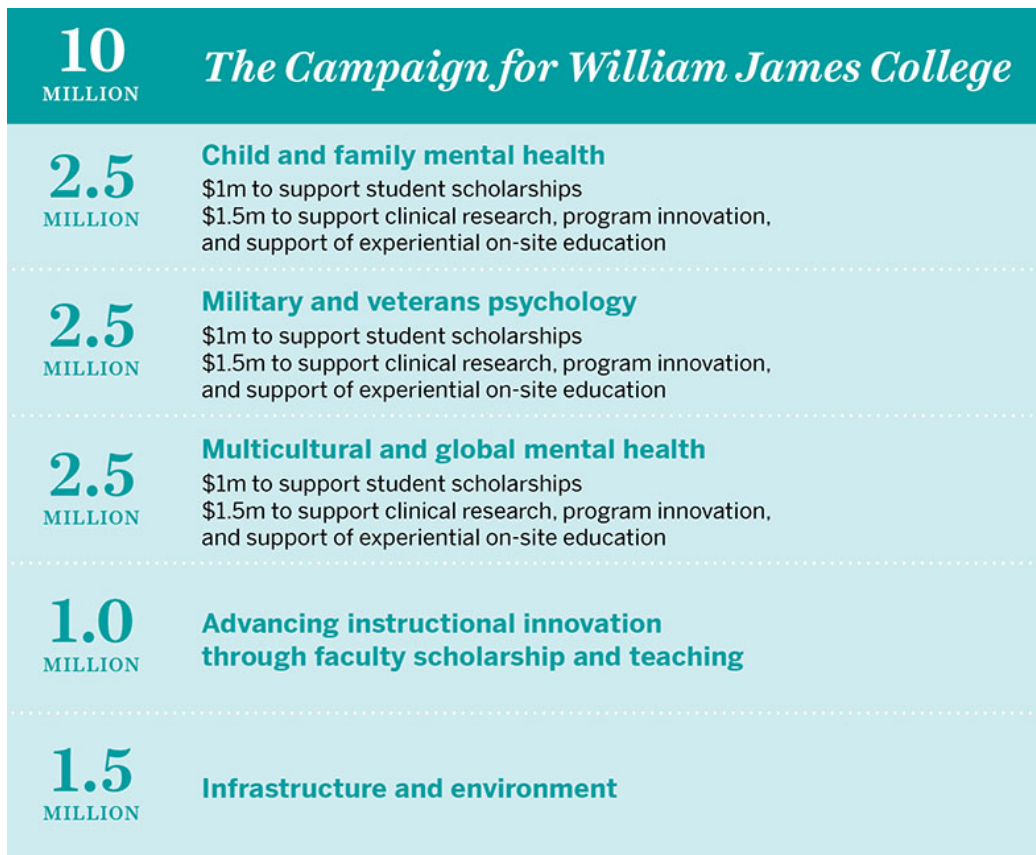
Area of Emphasis 6: Continued success in achieving financial stability with an emphasis on achieving fundraising goals

In 2015, the College invested substantially in creating a high functioning Department of Institutional Advancement by hiring a Vice President for Institutional Advancement and locating this position as a senior leader in the organization. In addition, the College created the position

of Director of Corporate and Foundation Relations in November 2015. The College's 4.5 FTE advancement team is supplemented by the work of a Capital Campaign Consultant and contracted grant writers. The Vice President and President participate in monthly Board of Trustee Advancement Committee meetings, which include five trustees. The Vice Chair of the Board of Trustees is the Chair of the Advancement Committee, and he also chairs the Campaign for William James College.

The Department of Institutional Advancement has articulated its first strategic plan. The vision statement is, "Create a culture of philanthropy to help William James College fulfill its mission to meet the evolving mental health needs of society." The mission statement is, "Foster the advancement of William James College by increasing revenue streams and other resources for the College by cultivating and stewarding long-lasting relationships with foundations, corporations, governmental grantors, alumni, parents, friends, staff, and others in service to the College's mission." The department prides itself on its value-driven operations which are service, excellence, integrity, donor-centrism, enthusiasm, education, accountability, collaboration, and innovation.

In FY16, the Department aimed to double its fundraising from the prior year to \$2 million and to move the \$10 million Campaign for William James College to its next phase. As the department worked to retool advancement for the College, strategic priorities for FY16 are (1) increasing revenues by strengthening advancement functions, especially major investments in the Campaign for William James College, grant proposal writing, and corporate relations; and (2) establishing communications for advancement, especially external communications highlighting impact, anchored by the Campaign for William James College, as well as internal communications that clarify the purpose, goals, and value of advancement across the institution. The department has also clarified its alumni relations strategy, which is to inspire all alumni to maintain a lifelong connection to their alma mater that is mutually beneficial. The case statement for the Campaign for William James College was completed in October 2015, and its clarified goals are pictured.



The investments in the Office of Institutional Advancement and its refined strategic focus are beginning to yield results. The Campaign for William James College launched its public presence at the College's annual gala on May 5, 2016, at which time it announced that we have raised approximately \$3 million, roughly about 1/3 toward our goal. The Campaign is on track to reach its goal by 2018. Fundraising year to date comparisons FY16 to FY15 show this year's results outpacing last year's 2:1. There are five grant requests outstanding seeking a total more than \$2 million. First-ever corporate relations action plans are taking shape. In conclusion, we are on track for the College's investments in advancement to activate substantial growth potential as the College moves toward efforts that increasingly require revenue that must go beyond tuition and which have philanthropic support to advance our mission.

STANDARDS

Standard One: Mission and Purposes

Throughout the school's history, William James College has engaged in periodic review of its mission to ensure the mission's relevance given the evolving demographics and needs of society. The current iteration of the WJC mission statement represents a significant focus on educating an array of mental health professionals to engage in scholarship and research and to meet community needs.

The 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 understanding, ownership and commitment to upholding the school's mission.

On October 15, 2014, our Board of Trustees approved a name change and we received approval from the Massachusetts Board of Higher Education on December 2, 2014 to change our name from the Massachusetts School of Professional Psychology to William James College. This is a transition that fully reflects our mission to transform how mental health and psychology are perceived in the community, as well as the experiential and innovative nature of our educational experience. Since its inception, William James College's mission statement has evolved to reflect our society's growing mental health needs. Our current Mission Statement is as follows: *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.*

WJC's mission and values are clearly stated and promoted through a variety of internal and external avenues. For example, internally, the mission is defined in the institution's College Catalog, the New Employee Handbook, and the Faculty Handbook. Externally, the mission is communicated prominently on the school's website, www.williamjames.edu. It is publicized through the school's Office of Alumni Relations monthly e-newsletter, and our core values are included in our College ViewBook and all of our press releases. For prospective students, the mission and values are clearly articulated at all of our recruitment events, and through all of our programmatic companion brochures.

Projections for Next Five Years: Our mission is clear and our faculty, students and staff are highly committed to it. In the next five years, William James College shall utilize the mission and value statements to guide the College's overall direction, priorities, future plans, and resource allocation to best support scholarship, research and public service to meet the mental health needs of society.

Standard Two: Planning and Evaluation

William James College engages in ongoing systematic and comprehensive planning that integrates stakeholders from across the institution as well as a variety of external stakeholders.

Planning is accomplished at the level of academic departments, functional units and faculty governance committees through regularly scheduled meetings as well as annual retreats. An extensive process of strategic planning occurs every five years. All relevant stakeholders, such as academic departments, the Board of Trustees, faculty, administrators, students and alumni provide input into planning, allowing for multiple voices to be heard when considering the institution's future.

Information from these planning processes is communicated throughout the institution through department meetings, weekly academic management meetings, bi-weekly senior leadership meetings, bi-weekly Faculty Advisory Committee meetings, ad hoc task-force meetings, semi-annual all-faculty meetings, and a weekly email newsletter. Fiscal resources to support planning and evaluation efforts are built into departmental and administrative budgets.

As the College has grown, so too has the Office of Institutional Research (OIR). The OIR is charged with gathering institutional and educational outcome data. This office is responsible for continuous quality improvement research on courses, field experiences, advisors, and student outcomes. The OIR conducts an annual alumni survey that includes graduates of all programs of William James College.

Planning

Comprehensive strategic planning for the College occurs every five years. The planning process is guided by our mission to be a preeminent school of psychology, training behavioral and mental health care professionals to meet the evolving needs of our community and beyond. All relevant stakeholders provide written and oral input into strategic planning through a series of meetings and reports which are submitted to the President of WJC for review. The Strategic Plan is disseminated widely and serves as the foundation for planning in functional departments such as Finance, Admissions, and Development, as well as for the academic departments.

Both short- and long-term planning is reflected in the appropriate allocation of resources. Annual budgeting is done for each department and community outreach program by our Vice President of Finance and Operations in concert with the Senior Leadership Team and the Board. Coupled with regular finance committee meetings, the financial plan is continuously monitored for compliance. Indeed, our finance office has received a perfect audit for the past five years.

As a result of extensive communication, planning and evaluation, we have realized the goals from our 2010-2015 strategic plan. These included: to increase the number of degree offerings; to develop a comprehensive, objective system to evaluate student learning and to ensure the high quality of doctoral projects; to promote readiness and preparation for APA Internship; to create a faculty-ranking model based on the results of systematic review of productivity and achievement; to establish a training program to increase faculty competence with educational technology tools; to prioritize the Latino Mental Health Program and equip students to work with people of African and Caribbean Origin; and to explore opportunities for international immersion experiences.

Evaluation

William James College regularly and systematically evaluates its mission and purpose, with a specific focus on educational effectiveness and the realization of our objectives. Courses are mapped based on competencies specific to each program. At the conclusion of each course, students are rated on the attainment of course competencies, which align with the overall program objectives. Additionally, student field site evaluations completed by their supervisors also align with these competencies. The OIR routinely evaluates progress towards educational objectives and provides support to guide institutional improvements. Data is collected through both qualitative and quantitative methods, providing a robust picture of our community.

Students and alumni are an integral part of evaluating institutional effectiveness and the attainment of educational objectives. Their experience and feedback helps to guide systematic improvements and to assess the overall health of the institution. Throughout the year, all students provide feedback on their courses, advisors and their field sites. Results from student feedback assist in faculty contracting, the maintenance of field sites and supervisors as well as to inform course improvements. In addition to soliciting this feedback from students, we survey our alumni for their satisfaction with the overall education and other key areas, such as attainment of professional license. Faculty members offer their perspective in departmental meetings, departmental curriculum committees, and an institution-wide curriculum committee. All data is reported to academic leaders and then reviewed by the Department Chairs.

Demonstrable success is evident as we use data to inform program development and changes in the curriculum as well as the creation of new Centers for Excellence. For example, students and alumni from the Clinical doctoral program indicated a need to be more thoroughly trained in assessment and cultural awareness. With that, we have expanded our required assessment course sequence and hired additional faculty with assessment expertise in that program. To improve student cultural awareness, our recently established Center for Multicultural and Global Mental Health aims to be a preeminent academic, clinical training, and research center in addressing mental health disparities among disenfranchised populations in the U.S. and abroad. Housed in this Center for Excellence are three concentration programs: Latino Mental Health, Global Mental Health and the African and Caribbean Mental Health Program.

Another measure of our success has been our ongoing accreditation through APA for our Clinical Psychology Program and our Consortium Internship, through NASP for School Psychology, and through the International Coaching Federation for Coaching programs within the OLP department. The College has consistently shown significant success in meeting our educational objectives. Through that success, William James College has grown to become a well-respected college of psychology and health sciences.

As William James College has evolved, we have placed an increasing importance on evaluating our educational effectiveness and planning for the future. The Office of Institutional Research has been expanded to support the evaluation and reporting needed to accomplish this. Ongoing monitoring, communication, and a passion for education have been vital resources in this institution-wide effort. As our reflective essay notes, all goals for this strategic plan have been realized and will continue to progress in the next five years.

Projections for Next Five Years: As we have realized our goals from the 2010-2015 strategic plan, we look towards the future and the next five years. Our strategic plan for 2016-2021 was completed in November 2016. This plan includes strengthening the quality and competitive advantage of our academic programs including scholarship and research, creating a robust group of Mental Health Advocates, becoming the point institution for mental health consulting and education, expanding culturally diverse education programs and increasing access to mental health care. A major initiative going forward is the consideration of developing a small undergraduate program aimed at helping community college graduates obtain a Bachelor's degree in Psychology. A planning taskforce was established in early 2016 to explore the viability of this initiative. The proposal was approved by the Academic Affairs committee of the Board in October 2016 and also by the full Board later in the month. Planning and execution of this process is still underway. Target launch is Fall 2017 or 2018.

Standard Three: Organization and Governance

The primary purpose of William James College, Incorporated is to operate a non-profit educational institution. The Board of Trustees serves as the ultimate policy making authority of the corporation and is legally responsible for the overall management of the College, which includes: establishing the College's mission and strategic plans, approving the budget, regular evaluation and implementation of academic programming, authorizing new initiatives, and approving degrees upon the recommendation of the College's President and faculty.

Governing Board

Board membership includes a broad range of prominent citizens from the business and public sector, and the Board is currently focused on identifying new trustees, including academics, African-Americans, Hispanics, women, and philanthropic trustees. The Board Chair oversees new Trustee orientation and training. Board involvement in development activities is expected, and William James College has 100% fiscal board participation. In the past year, the Institution expanded the Advancement Office to emphasize fundraising and development efforts. The Governance Committee of the Board of Trustees conducted a Board Self-Assessment in September 2016.

The work of the Board of Trustees is governed by the Second Amended and Restated By-laws of William James College, Inc., which were last revised on October 21, 2015. The revisions to the By-laws include the following: 1) changing the name of the College, 2) removing faculty and students from the Board, 3) changing the composition of the Executive Committee to include chairs of all committees, 4) adding executive compensation and annual performance review of the President to the Executive Committee's responsibilities, and 5) expanding the roles and responsibilities of the Finance and Audit Committee by hiring Morgan Stanley to manage the investment portfolio and support our increased fundraising efforts. Finally, The By-Laws now include a Community Engagement Committee, which identifies potential collaborations between William James College and local, regional/state, and national organizations and individuals for the mutually beneficial exchange of knowledge and resources.

Internal Governance

The organization and governance structure of William James College has changed to reflect the growth and expansion of the College and the achievement of the 2010 Strategic plan. The faculty governance committees meet regularly, have representation from all academic departments, and play a major role in shaping the culture, values, and direction of the institution. Faculty governance implemented academic rank for WJC faculty in all departments in 2016. 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, institutional governance committees, and administrative staff meetings. Furthermore, the Student Coordinating Committee (SCC) serves as the liaison between students and administration/faculty.

Projections for Next Five Years: Board development is an ongoing process to ensure the Board is inclusive of all of the skill sets necessary to support the College's growth, particularly our development agenda. The role of student government is being refined as new bylaws were adopted to manage this group in summer of 2016.

Standard Four: The Academic Program

WJC is home to four academic departments offering a variety of graduate degrees. Each academic program has a course of study that is clearly presented to incoming students and delivered to those who matriculate. 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 is required by the Clinical Psychology doctoral program.

The faculty responsible for the College's graduate programs are experienced professionals in the field, with the vast majority licensed in their area of expertise. The faculty is comprised of 109 faculty members.

WJC places tremendous 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 supervised field experiences that are monitored from both within and outside of the school via external accrediting bodies. The School Psychology curriculum and policies have been developed in keeping with those of the National Association of School Psychologists (NASP). Coursework and fieldwork in this program is designed to allow graduates to qualify to take state examinations to be licensed as School Psychologists. The School PsyD program received its initial accreditation by the American Psychological Association (APA) in 2016. The Counseling department curriculum and field experiences have been aligned with the Council for Accreditation of Counseling & Related Educational Programs (CACREP), as well as with the Board of Allied Mental Health and Human Services Professions and are designed to allow graduates to become candidates for the state examination for Licensed Mental Health Counselor.

The program is applying for CACREP accreditation and expects to submit application within the 2017 academic year. The PsyD in Clinical Psychology, is accredited by the APA, and courses and field experiences also meet criteria set by the Massachusetts Board of Registration of Psychologists.

Assuring Academic Quality

The Curriculum Committee is responsible for maintaining academic standards and curriculum for the College. Each department has its own body responsible for ensuring that standards are met within each department before submissions are forwarded to the Curriculum Committee. The faculty is actively involved in ensuring that the academic programs are reviewed on a regular basis in different forums, such as all-college faculty meetings, departmental faculty meetings and retreats, and specialized taskforces, among others. The William James College Board maintains an Academic Affairs committee responsible for oversight of all academic programming. External accrediting bodies ensure a high degree of quality control.

Graduate Degree Programs

The Clinical Psychology department offers a PsyD degree which consists of 134 credits typically taken over a five-year period. The program training model and curriculum are designed to be in compliance with APA Standards of Practice. The program received the longest term of reaccreditation available at the time, seven years, in 2015. Given that this program is both the College's largest and longest standing program, an illustrative example of how the school uses student outcome data and external accrediting body feedback to improve quality will be provided as it relates to this particular program. In preparation for the APA review in 2015, the Clinical program undertook a thorough revision of its curriculum based on a comparison of 16 similar APA accredited doctoral programs and the student outcome data gained from our proximal and distal measures ranging from course grades and field education evaluations to alumni surveys and licensure rates. For example, a review of aggregate data on student performance on the national license exam for psychologists, the EPPP, revealed that our graduates demonstrated higher scores on ethics, diversity, and intervention and lower scores on the assessment competency. Similar, field placement evaluations across all cohorts revealed lower scores on the assessment competency relative to the other competencies. As a result of the amalgam of these factors, in an effort to improve the quality of the program, the program's assessment sequence was significantly enhanced with more assessment credits added to address this content and be comparable to the other similar schools and we worked with field sites to increase focus on assessment training. APA's accreditation report endorsed the new curriculum and then noted a remaining deficit in our assessment curriculum in terms of lack of sufficient training in psychometrics. In response to the accreditation feedback, a new psychometrics class was also developed and required for all Clinical students effective as of the 2015 entering class. Similarly, data showed that our internship match rate for APA internships was below the national average and the APA mandate for accredited programs. The department then developed portfolios, a comprehensive exam, and moved to require that students apply for APA internships as the culmination of the academic experience, and grew our exclusively affiliated Consortium APA internship to serve more students, all of which have significantly improved our APA match rate

and have brought us into compliance. The desire for continuous quality improvement, along with the objective external reviewers representing our profession who regularly review our data and compare them to minimum thresholds and require us to use student outcome data to drive decision making, ensure that we are collecting student outcome data regularly, appraising that data, assimilating the feedback, and adjusting our training based on the data.

The School Psychology department graduates of the MA/CAGS program are eligible for state certification as a School Psychologist. The program has been approved by NASP since 2010 as adhering to its rigorous national standards. This combined degree/certificate program requires three years to complete the 66 required credits, which include academic coursework, supervised fieldwork at various school settings, and a full-time internship in the third year. The department also has a PsyD program in School Psychology since 2010 which recently received 7 years of APA accreditation. This program requires 5-6 years to complete the 116 required credits, which include academic coursework, supervised fieldwork at various school settings coordinated by WJC, and a full-time internship. Similar to the example provided above related to the Clinical program, the program routinely collects student outcome data as mandated by APA and uses that feedback to make program enhancements.

The Counseling Department is finalizing a reorganization of its 60-credit degree programs. Originally a one-degree program in Counseling Psychology that started in the fall of 2007, the department grew to offer degrees in seven counseling specialty areas: General Counseling, Health and Counseling Psychology, Forensic and Counseling Psychology, Couples and Family Therapy, Global Mental Health, Expressive Arts Therapy, and Community Mental Health. The counseling profession has been moving towards a complete differentiation from psychology, and its main accrediting body, CACREP, does not accredit programs in counseling psychology. Although we had aligned our competencies and policies with CACREP requirements, we needed to change the name of the program and reorganize it in order to pursue accreditation by this body. This year we received approval from the Board of Higher Education to offer the Master of Arts in Clinical Mental Health Counseling (CMHC), and we are providing concentrations in Couples and Family Therapy, Expressive Arts Therapy, Forensic and Correctional Therapy, and Health and Behavioral Medicine. The CMHC program with a concentration in Couples and Family Therapy meets the Massachusetts requirements for license as a Licensed Mental Health Counselor (LMHC) and as a Licensed Marriage and Family Therapist (LMFT). Students are required to complete a minimum of 360 hours of practicum and a minimum of 600 hours of internship in an approved clinical setting, supervised by approved clinical supervisors. The program can be completed in 2 years (5 semesters) or 3 years (6 or 7 semesters). A new program in Applied Behavior Analysis housed in the Counseling department, will start in of 2017. The one-year program will lead to a Master of Arts in Applied Behavior Analysis. These graduates will be eligible to become Board Certified Behavior Analysts. The certification process is administered by the Association for Behavior Analysis.

The Organizational and Leadership Psychology Department (OLP) offers three programs: Graduate Certificate of Executive Coaching (GCEC), Master of Arts in Organizational Psychology (MAOP), and Leadership Psychology Psy.D. The Graduate Certificate of Executive Coaching (GCEC) is a 7-month, 15-credit with supervised practicum program, certified by the

International Coaching Federation. It is offered in a blended/hybrid format with a weekend-in-residence for each course. The Leadership Psychology Doctoral program began in the Fall of 2012. The goal of this four-year doctoral program is to ensure students learn the values, ethics and best practices to make change for the better for clients struggling to adapt to changing markets, technology, and workforce fluctuations. The program has two, four day residencies annually in which students engage with faculty in experiential learning. International case studies are utilized to ensure a global versus US centric view. The program was benchmarked against the online doctoral guidelines from the American Psychological Association (APA). The MAOP program began Fall of 2008. The online only program (OO) began Spring 2013 with a separate curriculum. To ensure consistent quality both programs were combined the next year by having one faculty teach OO and blended program students jointly. OO students do an extra assignment in lieu of residency. MAOP curriculum is mapped to APA Division 14: Society for Industrial and Organizational Psychology (SIOP) competencies. In the summer of 2016, WJC contracted with two external reviewers to provide an independent review since there is no external accrediting body for this degree program.

Grading at WJC is a combination of faculty assigning grades in an A to F scale for most courses, and of Credit, No Credit or Credit Problematic in field education and other specialty courses. Faculty also complete a student evaluation for each course assessing each student's performance in core areas or competencies as dictated by each academic program. Students in academic difficulty are reviewed by their advisor, program director and/or department chair and are provided with an improvement plan. Grievance procedures for students are outlined in the Student Handbook.

In addition to classroom instructors, every student has regular supervision from senior mental health specialists or experts in the industry in each of their years of training. Each program offers graded professional experience and the benefit of individualized instruction from senior professionals who are able to closely observe the professional work of students. All doctoral degree programs require the completion of a doctoral project.

The vast majority of instruction takes place onsite in traditional ways. The counseling department offers a variety of courses in a blended/hybrid format in which a course lasts seven weeks, with a required two day in-person component. The MA program in Organizational Psychology is offered both in a blended format and a fully-online format, as explained previously. To maintain institutional integrity, Admissions takes students social security number information and students attest that the information they give on the application is true. *Turnitin* identifies and discourages online cheating and plagiarism for papers. Different versions of comprehensive exams are given to online-only students during timed sittings to reduce cheating. Institutional policy is designed to protect academic integrity.

Integrity in the Award of Academic Credit

All programs accept transfer of credit, up to 20% of the total credits of the program. Qualifying courses must have been taken at a regionally accredited institution; taken at the graduate level and within five years of the student's date of matriculation and the student must have received

a grade of B or better. Accepted students submit their previous graduate course syllabi, official transcript and a form to be evaluated by the department chair or designee for approval. In the clinical PsyD program, students with a completed master's degree in a related field can be eligible for Advanced Standing. Candidates are reviewed by the Chair of the clinical doctoral program and the admissions committee. Those admitted must demonstrate excellence in their prior academic work and usually have a year of supervised field experience. Successful candidates are admitted to the second year of the program with a maximum transfer of 24 credits of appropriate coursework. Since WJC prepares psychologists for practice, qualified individuals who hold a doctorate in psychology and wish to expand their practice to clinical psychology, can become "respecialization" students. These students are assigned a special advisor in the doctoral program who develops an individualized course of study that usually includes a mix of supervised clinical placements and clinically focused academic coursework. The Board of Registration of Psychologists and the APA Council of Representatives require the completion of specific coursework for a graduate to take the licensing examination in psychology. These courses and the field experiences must be satisfactorily completed before a Certificate of Completion is issued to the respecialization student. The state Board of Registration grants the license to practice upon successful completion of the national examination and supervised practice.

Projections for Next Five Years: The College is developing a Black Mental Health initiative designed to infuse all academic programs with a greater number of African American students. This initiative mirrors our success over the past ten years in training more Latino providers through our Latino Mental Health program. There is consideration of developing a two-year undergraduate program for psychology majors, as mentioned in Standard Two. In keeping with our mission of training an array of mental health providers to meet the needs of the underserved, we recognize a need for Bachelor level providers in the service system. Also stemming from our commitment to diversity, we are planning to collaborate with a few local community colleges to provide the last two years of training so that the Associate level students may obtain a Bachelor's degree and intend this approach to attract a greater number of minority applicants. We are in the early stages of planning. Specifically, our Board approved in November 2016 to move forward but we are still in process of gathering materials and detailed budgeting. Our next step will be to apply to the State Board of Education. We understand that this is a Substantive change and have reviewed the Procedures for the Review of Institutions Moving to a Higher or Lower degree. We will submit the Substantive Change request report once we have Board of Education approval and all of the information to address each of the Standards. Our hope is to launch the degree program, pending approval, in either Fall 2017 or Fall 2018. WJC has been in communications with commission staff as of November 2016 to alert them to this potential change.

Standard Five: Students

Admissions

Each fall, William James College enrolls approximately 240 students across four academic departments. William James recruiting includes college visits, local, national and international graduate school fairs, on-campus and virtual events, broad and targeted advertising, and use of

social media. The principal recruitment tool is the website. Publications such as an Application Brochure and a College View Book are available in print and electronically. Direct approaches such as mailings, e-mails, and phone calls to prospective and admitted students are common practice. Admissions events such as open houses and interview days offer ample proof of the College's passion for serving the underserved. Among the populations we seek to support are the LGBTQ community, multi-ethnic, first generation, career changers, disabled people, intercultural persons, Military and Veterans, and historically underrepresented minorities.

Geographically, approximately 80% of all domestic applicants come from New England and the Mid-Atlantic States. Approximately 25% of our incoming students in 2015 identified as racial or ethnic minorities, and approximately 30.5% were first generation college students. About 14% of our entering students were foreign born.

Interview days offer direct access to key administrative offices, student services, faculty, and students. An individual and group interview are required of each applicant as is a writing sample to assess writing ability. Interview day survey responses consistently note the open and supportive atmosphere of the school.

William James employs a holistic approach to each applicant's evaluation that takes into account a variety of factors such as grades, test scores, and recommendations, as well as leadership, motivation, generosity of spirit, and service. Faculty interviewers are asked to rate each applicant to help predict possible success. The process is flexible enough to offer applicants from nontraditional or disadvantaged backgrounds fair and equitable consideration. The Clinical Psychology doctoral program is the only program that requires the GRE and it uses performance on this measure to inform admissions decisions within the context of the full application.

Student Services and Co-Curricular Experiences

The Coordinator of the Academic Resource Center (ARC) is responsible for equal access to instructional and extracurricular opportunities for students with any documented disabilities. Students with such documentation meet with the Coordinator to develop an Accommodation Plan. The most common accommodations include extended time for exams or deadlines, separate testing space, provision of notes, and assistive technology. For the 2015-16 academic year, 54 students (approximately 7% of the student body) have Accommodation Plans.

The ARC also provides tutorial support for all students. These services are described on the website, from where students can apply for services. During the 2015-2016 academic year, approximately 12% of the student body has received tutorial support. Of the students who accessed tutoring, 1/3 have been students with documented disabilities, 1/3 have been students for whom English is not their first language, and 1/3 have been students with no known learning challenge. Tutorial support is provided by the Coordinator as well as by work-study student tutors selected based on their teaching or editorial experience. Tutoring is generally offered 1:1, either in person or online. Tutors provide help with organizing papers, editing documents for usage and clarity or APA style, and supporting students with statistics and research courses.

To offer support as early as possible, we have initiated a pre-matriculation curriculum which includes brief, required webinars that address graduate writing and research skills, and a half-day on-site workshop during orientation. For the 2016-2017 academic year, we will offer a two-day voluntary workshop during which students will practice the reading and analysis of the structure of primary source research papers in psychology.

Since the last reporting the Dean of Students office has seen changes in personnel and structure. Previously, the Dean of Students and Associate Dean of Students comprised together one FTE and were both part of the College's faculty. The Dean of Students position is now one FTE and is held by a higher education professional with 10-plus years' experience in Student Affairs. The other role is now an Assistant Director for Student Affairs, also one FTE, who has responsibility related to career development skills for the student body.

Self-care is an important aspect of the support offered by the College. Self-care by students is supported by weekly yoga and meditation classes, as well as a Quiet Room used for meditation, prayer, or other forms of relaxation. The Dean of Students office triages and assesses students in crisis and, if necessary, refers students to off-campus licensed professionals via low-fee options. Students' need for a well-balanced life are further served by offering sports teams through local recreational leagues and student led fitness classes.

The College publishes two distinct student policies: Student Academic Policies and Student Services Policies. These policies are introduced at Orientation and are continually referenced by administration. These policies can be found on multiple pages of the website.

At the start of each academic year there is a formal Orientation program for all entering students. Orientation spans four and half days, with each academic department's students, with the exception of OLP, spending two and half of those days on campus. These programs provide information on academics and student services, while also offering opportunities for community building and co-curricular activities. Student grievance policies are also reviewed at this time.

Once matriculated, students experience an active community. The Dean of Students Office supports over 15 student organizations that range in interest. This includes oversight for a student government that provides a voice for students. Furthermore, the Dean of Students office oversees community wide programming that includes workshops that focus on areas of concern for students, and community service events. Activities are provided to engage students in their professional development and to socialize to grow our community. The college maintains a Threat Assessment and Management team to assist in safeguarding our campus.

Projections for Next Five Years: The next five years will see growth for Student Services in ways to enhance the academic experience. The ARC will provide workshops and online resources to support the classroom experience. The Dean of Students office will begin to offer more career development opportunities. Lastly, the Dean of Students office will undertake a restructuring of student-led community life. The office will collaborate with students to restructure student government and organizations to enhance their functioning and integration into the College culture.

Standard Six: Teaching, Learning, and Scholarship

Faculty and Academic Staff

Job descriptions for each faculty category are clearly defined in the Faculty Handbook and the composition of our faculty reflects WJC's mission. William James College utilizes an open and systematic process for recruiting and appointing its faculty: 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. The employment of faculty becomes official only upon presentation and signed acceptance of a written contract of employment tendered by the Vice President of Finance and Operations, 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. New faculty are oriented and integrated into the faculty through the Faculty Handbook and with faculty mentors. Salaries and benefits are continuously reviewed by the Vice President of Finance and Operations and set at levels that ensure the College's continued ability to attract and retain qualified faculty and academic staff whose profiles are consistent with its mission. 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 of all faculty and academic staff.

Faculty assignments, consistent with the College's mission, are equitably determined 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.) as prescribed contractually and as described in William James College's Policy Manuals and/or specific Program Guides. Department Chairs are responsible for reappraising faculty assignments and workloads on an ongoing basis to both maintain equitable assignment as well as adjust faculty responsibilities as institutional conditions change. Faculty scholarly expectations are also defined and reviewed by Department Chairs as part of faculty contracting and during annual reviews. William James College continues to adhere to the 1941 AAUP Statement on Academic Freedom. All faculty participate in responsibilities, such as teaching, advising, faculty committees, college governance, Doctoral Project Committees, commensurate with their job description. Teaching Assistants (TAs) are selected by faculty and approved by the respective Department Chair; faculty and TAs are regularly evaluated in end of semester course evaluations. Teaching, advising and fieldwork supervisors professional and academic qualifications are defined in the Faculty Handbook and overseen by the Department Chairs, Field Education Department, and Institutional Curriculum Committee. All faculty and academic staff have the appropriate credentials to carry out their duties and responsibilities, including education and professional experience. Faculty evaluation occurs at regular intervals by the College and covers a variety of topics, including: teaching, advising, student research supervision and mentoring, faculty investigation and research, multiculturalism, field education, service to the College, administrative duties, community engagement, service to the profession, and collegiality.

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, academic standards and policies. 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 of the institution.

The Curriculum Committee reviews all syllabi to ensure currency in knowledge, skills and pedagogy. The institution supports ongoing faculty development through various programs/opportunities, such as a sabbatical program and grants for release time. Through the work of governance committees, the Advancement Office, and the Office of Research, 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.

Teaching and Learning

Instructional method and effectiveness is evaluated by the use of course evaluation forms that are completed by the students at the end of each course, through direct observation by Department Chairs, and/or by indirect methods such as students reporting of instructional issues to their advisors and/or Department Chairs. In addition, faculty members assess the effectiveness of instruction in faculty meetings and decisions are made to improve teaching methods, change course content, and/or explore alternative teaching or evaluative methods. Faculty members also have the opportunity to enhance the quality of their teaching and learning at the annual pedagogy retreat or through consultation with the Department of Education Technology.

Students are taught by a variety of faculty in each program that represent varied academic backgrounds 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 and ensures 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.

William James College employs a model of student advising that addresses student needs of an academic, personal, or professional nature, which is outlined in detail in the Faculty Handbook. Advisors are assigned by the Department Chair. Students complete an advisor rating form on an annual basis, which is provided to the advisor during their annual review with the Department Chair.

Projections for Next Five Years: In the next five years, the College will continue to develop new programs and initiatives to enhance the quality of teaching and learning at the institution. Examples include the development of a Center for Teaching and Learning as well as a more comprehensive process for completing formative evaluations of faculty teaching.

Standard Seven: Institutional Resources

Human Resources

Human resources policies are included in the Employee Handbook that is signed by all new employees. New employees receive a contract or offer letter with defined terms of employment. Employees are evaluated annually. Faculty and staff are encouraged to participate in professional development. All employees must also sign the Written Information Security Policy, which outlines the College's information security policies.

Financial Resources

William James College is a financially sound institution with a strong record of growth in recent years. Total assets increased from \$7.4 million in FY 2011 to \$17.3 million in FY 2015. Total net assets increased from \$5.4 million in FY 2011 to \$9.1 million in FY 2015. Total revenues increased from \$15.4 million in FY 2011 to \$24.1 million in FY 2015. The total change in net assets was over \$2 million in FY 2015, the most successful year in the College's history.

The Finance Department, led by the Vice President for Finance and Operations, oversees financial resources, reporting and operations of the College. The finance staff is responsible for safeguarding the College's assets and ensuring the accuracy of transactions, records and reports. The Finance Department establishes and monitors internal financial controls, policies and procedures, and compliance with laws, regulations, agreements and contracts. They work closely with all leaders, managers and other users of our systems, reports or data. These contacts include individuals responsible for student billing, financial aid, registrar, student services, continuing education, academic programs, fundraising, human resources, payroll, facilities, information technology and library.

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. During the fall semester, 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. Increases to tuition and fees, salaries for faculty and staff and an allotment for student scholarships are established during the budget process. Enrollment budgets are conservative and based on the prior year's incoming class. Revenues from fundraising and fees for service 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. After all information is compiled, an operating budget and capital budget are drafted and presented to the Finance Committee. The Finance Committee reviews the budget recommendations and presents the approved version of the budget to the full Board of Trustees at the January meeting.

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. It considers projected enrollment, new programs, tuition rate changes, financial aid strategy, fundraising goals, investment returns, 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 provided to the Board of Trustees.

The Finance Committee meets at least quarterly to compare the operating forecast to the approved budget. They also review the capital budget, cash flow activity, status of fundraising revenues to date, endowment fund performance and other important matters. The Finance Committee also approves purchases and sales of investments. 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. The Finance Committee meets with the auditors and reviews and accepts the annual financial statement audit and Form 990 tax return. The College's annual independent audits have consistently resulted in unqualified opinions. The Finance Committee also 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. The Finance Department is responsible for tracking additions and releases of all restricted gifts and for tracking all endowment activity.

Information, Physical, and Technological Resources

In March 2012, the College signed a fifteen-year lease at a new campus and started 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 lobby through the third floor, which constitutes approximately 51,000 square feet. In July 2015, the College expanded to the 4th and 5th floors and renovated the 4th floor for approximately \$1.2 million. In January 2016, the College purchased the 86,000 square foot building for \$18.1 million. The College dramatically overhauled the building at One Wells Avenue. The interior was completely renovated to make the space suitable for 21st century education. The renovation projects 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 new LEED certified space now provides over 20 modernized classrooms with high end audio visual systems with hearing assistance capabilities, numerous conference and meeting rooms, and three student lounges. Some classrooms are equipped with a classroom-wide audio conferencing system. Each classroom AV control system is designed to provide intuitive control interface for instructors. The College's campus network has been overhauled as well, with a new fiber optic network supporting up to 10 GB and a new secured, encrypted wireless network with individual authentication for the community, adding another layer of network security. The firewall has also been upgraded to provide better security. For

added security, network-based cameras are installed in strategic positions to monitor any potential security threats. The new campus offers over 300 parking spaces and access to emergency phones. The building meets all safety, sanitary and health conditions established by the City of Newton and the Commonwealth of Massachusetts.

Projections for Next Five Years: The purchase of our facility has enabled us to save approximately \$1 million per year for the next five years. The savings will allow us to invest more of our resources into new programs, human capital, new technology and library resources and renovations to our facility.

Standard Eight: Educational Effectiveness

Please refer to our Reflective Essay.

Standard Nine: Integrity, Transparency, and Public Disclosure

Integrity

William James College takes seriously its duty to operate with high ethical standards. Since the 2012 NEASC comprehensive review, the College has addressed the areas raised in this Standard. Specifically, written conflict of interest statements have been collected from all trustees; and we have increased emphasis on research and scholarship which is reflected with the move to a faculty-rank structure. Consistent with the College's mission, our strong emphasis on social justice and diversity is seen through an increase of 18% of diverse students, 22% of diverse faculty, and 22% of diverse staff. Additionally, the institution has undertaken a public commitment to educate and train more Black mental health providers. The Office of Research conducts alumni surveys annually, works with programs and departments on focused assessment measures, and provides these data to the administration who are tasked with implementing quality improvement in the institution. Required reports to NEASC are submitted in a timely fashion.

Transparency

The College's website was redesigned in 2015 to create greater ease of navigation and accessibility of information. Its content is comprehensive and designed to allow students to be informed of our programs and policies. The processes for admissions and employment are well presented on the website. Credit transfer policies as well as issues regarding grading, assessment, discipline and complaints or appeals are contained in the Student Handbook. The handbook has two sections which include the Student Academic Policy portion and the Student Life and Consumer Policy portion. Requests for institutional information are readily available on the web and the availability of audited financial statements are easily addressed by the Vice President for Finance and Operations. Institutional and departmental handbooks are archived by the library and by the Registrar and are available on request. Claims regarding learning outcomes, and achievements of graduates are based on data collected by the Office of Research, Information regarding success in placement is provided in data collected by the Office of Field Education.

Data on faculty achievements are published as narrative in our online magazine. Print and digital information is reviewed annually by many constituencies within the WJC community.

Public Disclosure

All faculty biographical sketches are regularly updated, administrative officers and trustees and their associated affiliations are listed on the web. With the change of name in May, 2015 all policies and procedures were reviewed and updated to reflect the change of identification. All programs are listed on the web and information providing greater clarity to students enrolling in on-line programs has been incorporated. Resources providing support, academic, non-academic, co-curricular, descriptions and characteristics of the new building are clearly presented on the web. All individuals, academic, non-academic, student, staff are required to identify their affiliation and roles when representing the institution. The College accurately represents its current accreditation status with NEASC, the American Psychological Association, and the National Association of School Psychologists.

Projections for Next Five Years: WJC will continue to operate with the highest degree of integrity and seek to represent itself accurately to the public. Our marketing office continually updates the WJC website using data provided by the Office of Institutional Research and all relevant academic and administrative departments and offices.

REFLECTIVE ESSAY

A Reflective Essay on Standard 8: Educational Effectiveness

William James College -- Meeting the Need & Making a Difference: Promoting Effective Training of Behavioral Health Care Professionals Through Inquiry, Accountability and Transparency

The reflective essay of William James College's self-study is organized as follows:

- **Section 1. Introduction: Providing a context for the reflective essay**
- **Section 2. What students gain as a result of their education?**
- **Section 3. What and how students are learning?**
- **Section 4. Measures of student success (including retention and graduation).**
- **Section 5. Student achievement on mission-appropriate student outcomes.**
- **Section 6. Conclusions**

Where appropriate, the sections will be organized as follows: *Description; Findings and Analysis; and finally, Appraisal and Projection.*

Section 1. Introduction: Providing a context for the reflective essay

Some have described higher education using the metaphor of a three-legged stool: one leg is teaching, one leg is practice or service, and one leg is scholarship. As a vibrant learning community, William James College has a responsibility to attend to all three legs.

Understandably, given our roots in an experiential approach to education, we are proud to have a practitioner faculty who teach what they know and do professionally. Historically, our culture has emphasized teaching and practice. While scholarship, in its broadest sense, is evident in our faculty's activity, until recently it had not been nurtured or encouraged to the same extent as teaching and practice.

William James College survived its infancy, and has grown substantially through its adolescence and young adulthood. Now, as we continue to develop a more mature and vital professional identity, we are able to pay increased attention to the scholarship and research leg of the stool. We are committed to evidence-based practice, and our work reflects that perspective. As a cauldron for innovation to better meet the needs of historically underserved and disenfranchised populations, it is incumbent upon us to engage in thoughtful and reflective research and development. Our teaching and practice are evident, but our scholarship has needed to be further developed.

In this reflective essay, we will first place our institutional growth in context – describing changes in the College as well changes in the field. We will then describe our structured organizational response, which was designed better to meet emergent needs. The essay will then reflect on four key themes: What students gain as a result of their education? What and how

students are learning? Measures of student success (including retention and graduation). And, finally, student achievement on mission-appropriate student outcomes. Each theme illustrates the collection of accurate, timely, and useful data to inform individual, programmatic, and institutional decisions, which are critical to the continued success of this dynamic learning community.

Setting William James College's Growth in Context

As is evident to even the casual observer, William James College has gone through a period of sustained and unprecedented growth over the last decade, certainly since the date of our last NEASC self-study, site visit, and accreditation decision. Through expanded academic programming, community engagement projects, and increased applications and enrollments, the institution continues to advance its mission to train competent clinicians to meet the evolving needs of all individuals with special attention to the needs of historically and emerging underserved and disadvantaged populations.

Not surprisingly for a graduate behavioral and mental health care educational institution grounded in the practitioner-scholar model (the "Vail model"¹) and committed to experiential learning, growth has been undertaken primarily through doing -- mindfully and strategically, yet with an emphasis on action. Our success in this effort informs current practice and future developments. To effectively and efficiently manage this process, we have continued to develop centralized infrastructures and systems to support growth, now and in the future.

Data-informed decision making through timely and accurate monitoring and evaluation is a central component of our approach to higher education. Our evaluation activities are both formative and summative. They are formative in the sense of thoughtful monitoring of processes to promote early identification of areas that may need additional attention -- formative, as well, as the evaluation promotes quality control and quality improvement as the College strives to achieve its goals and objectives to advance its mission. Our summative efforts focus on outcomes (proximal, mid- and long-term) and impacts.

Measuring outcomes is central to our mission, both in terms of content and context. Within the field of Behavioral Health care, there is increasing recognition of, a call for, and empirical support for the use of evidence-based treatments and evidence-based practice. Systematic data collection, monitoring and analysis of client outcomes is a core element of this approach to care. Data mindfulness is not only what we teach, but it is increasingly an element of how we teach. This is, and will continue to be, a core characteristic of our educational training model.

¹ Peterson, D.R. (1976). Need for the doctor of psychology degree in professional psychology. *American Psychologist*, 31:11, 792-798.

Relatedly, in 2006, the Spellings Commission issued a call to arms when it published its final report, *A Test of Leadership: Charting the Future of U.S. Higher Education*². In addition to concerns for equitable access and retention, affordability, efficiency, and innovation, the Commission was concerned with assessing the quality of learning and educational attainment – they were concerned, as are we, with performance, accountability and transparency.

Consistent with these areas of emphasis, William James College has invested substantially in the creation and development of our Office of Research, the overarching administrative department that houses a number of entities including Institutional Research, Program Development and Evaluation, and the Institutional Review Board (IRB) among other areas of responsibility.

The Office of Research

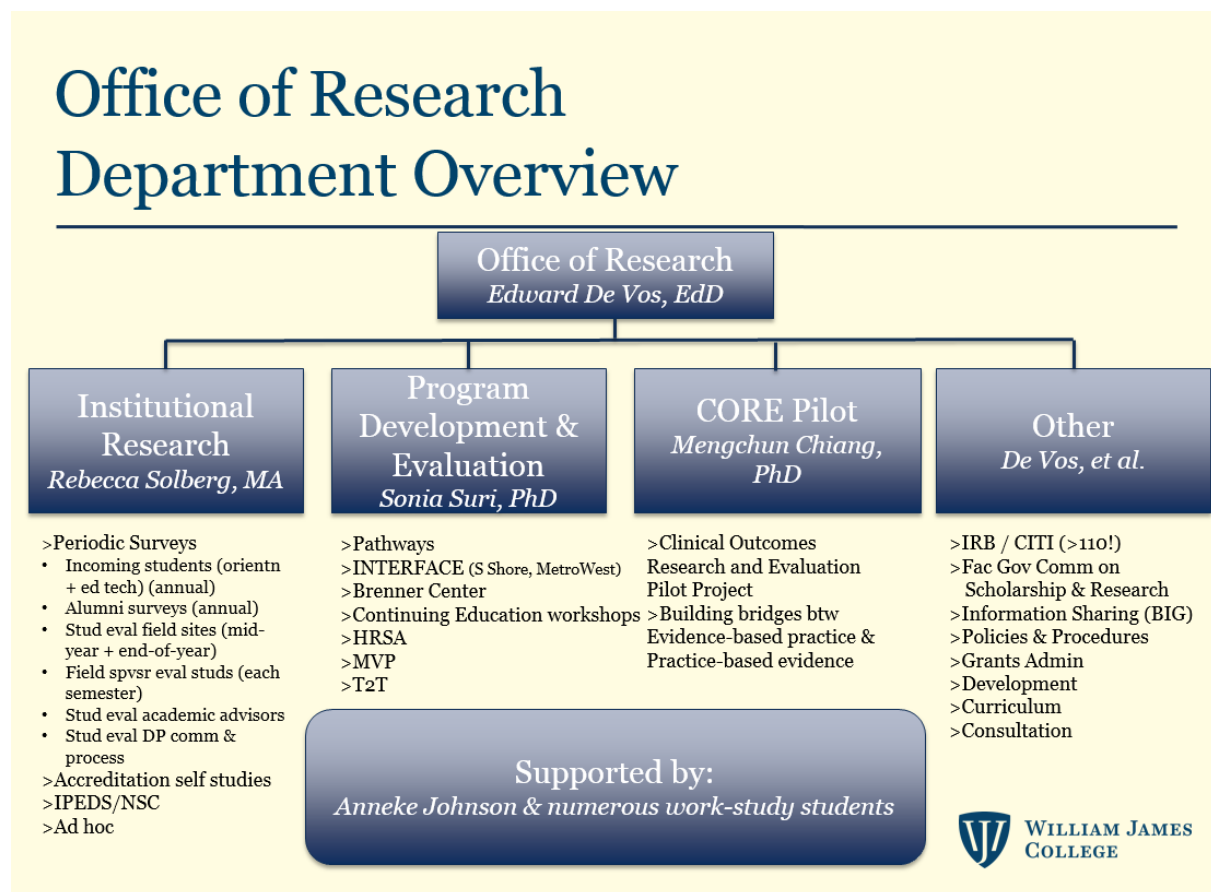


Figure 1. *William James College Office of Research*

² U.S. Department of Education, *A Test of Leadership: Charting the Future of U.S. Higher Education*. Washington, D.C., 2006.

With a small but dedicated staff of professionals, the Office of Research (see Figure 1) has made considerable progress in the systematic collection of ethical, accurate, timely and useful data. The Office places great emphasis on utility by working with a range of stakeholder groups to better collect, manage, analyze, interpret, communicate and use data to inform key decisions regarding students, instructors, courses, field education, community engagement programs, continuing education offerings, and functional student support services across the institution. Data are a central consideration in management as well as long-term strategic planning.

Program Development and Evaluation – Applied Research

One institutional pillar of William James College is Community Engagement, reflecting our commitment to practice, service, and social justice. Not only do these community programs directly advance WJC's core mission of promoting better mental health for all, especially underserved and disadvantaged populations, but these programs provide service learning opportunities to develop these skills and expectations among our students. The Program Development and Evaluation group within our Office of Research, works closely with the WJC Office of Community Engagement leadership to apply social and behavioral science research methods to support the delivery of clinical services, to document and monitor program implementation, to provide baseline data against which to assess needs and measure progress, to support proposals for extramural funding, and to articulate, measure and evaluate the achievement of program goals, objectives and impacts.

The planned growth already noted in our academic programs, is reflected as well in substantial growth in our community engagement programs. Here too, we have successfully increased the number of programs available, the types of community populations targeted, the number and types of implementation sites and venues, the number of William James College trainees involved, and the number of clients served. This expansion also has required the development and consistent implementation of database systems to effectively manage and provide these services.

The Program Development and Evaluation group works closely with all community engagement programs, including:

- The PATHWAYS Program – Working in collaboration with community partners, the program is designed to increase access for urban youth and families to comprehensive, culturally-sensitive, evidence-based, and trauma-informed mental health services to reduce suspension/truancy rates, enhance school attendance and engagement, increase graduation rates, and improve overall psychosocial well-being among urban students.
- The Richard I. and Joan L. Freedman Center for Child and Family Development – The Center was established to connect children and families with appropriate information, providers, and one another to serve their mental health and wellness needs. Program Development and Evaluation works particularly closely with the Freedman Center's INTERFACE® Referral Service.

- Train Vets to Treat Vets® (TVTV) Program – TVTV is a core element of our growing Military and Veterans Psychology (MVP) program. With support from the Massachusetts Department of Veterans Services (DVS), TVTV provides behavioral health career development for returning veterans.
- The Dr. Leon O. Brenner Center for Psychological Assessment and Consultation – The Center provides comprehensive psychological assessment to address problems of learning and adjustment for children, adolescents and adults. The Center provides a wide variety of psychological testing, and as part of its mission serves many underserved children and families at low cost as well as providing assessment capacity for linguistically and culturally diverse populations.
- Health Research and Services Administration (HRSA) funded consortium internship training program designed to develop the clinical workforce to serve children, adolescents and transition-age youth (18-25) in underserved communities in the Greater Boston area. The 3-year grant is designed to improve access to mental health services for young people as part of the President and Vice President’s “Now is the Time” initiative. Additionally, the institution was awarded a second HRSA grant in Spring of 2016, focused on integrated behavioral healthcare.

Working collaboratively with program leadership and students, the Program Development and Evaluation group has developed and introduced systems to collect and analyze direct clinical service provision to target populations through their clinical field placements. Later in this essay, we will highlight the introduction and implementation of *Time2Track* software and analytics, which is one critical component of the Office of Research’s efforts to track and support student training activities, and to monitor their progress and goal attainment. Not only are these data critical for our students’ progress, they also provide transparency and accountability for funded programs, support proposal writing efforts, and guide our strategies as we grow and further develop community engagement and academic programs.

In addition to student clinical data, the Program Development and Evaluation group provides much need formative research activities to inform program implementation and expansion. With the assistance of work-study students, we have conducted numerous focus groups with William James College faculty and students to gain insight into the place of community engagement programs within the College community as well as the factors that may promote and impede these programs’ acceptance, integration and growth.

Other Responsibilities and Special Projects

In addition to Institutional Research and Program Development and Evaluation, the Office of Research is responsible for a number of other functions as well as special projects. Key areas are listed in Figure 1.

In each of the following sections, we provide case studies that exemplify our approach to collecting and using data to measure educational effectiveness. In each case, it is important to

reflect not only the data themselves, but the institutional steps taken to collect, analyze and use those data to advance WJC's mission for its students, the community and the field.

Section 2. What students gain as a result of their education?

Description:

As described throughout this document, while in school, student progress toward the development of a professional identity and required range of professional competencies is systematically and regularly assessed from a variety of perspectives and using a variety of assessment tools and methods. (These will be described in more detail in Section 3). To better understand what students gain as a result of their education, we can look to the graduates of our programs as they are the best evidence of what is achieved. In addition to representing the institution in the field, they are in a good position to evaluate the preparation they received from WJC. Further, as active clinicians they provide important insights into the changing clinical needs of clients and the institutional contexts in which they work. To learn from their experiences, we will describe the steps we have taken to enhance the collection of data from program graduates: The William James College Alumni Survey Experience.

In its early years, William James College (formerly MSPP) was a considerably smaller institution, generally characterized by students and faculty alike as a caring community and a holding environment. Faculty knew their students and vice versa. This familiarity carried forward to maintaining a connection to alumni in their years after graduation. The connection was also facilitated by geography; the majority of early graduates were from and remained in and around the Boston area.

Despite the smaller size and sense of connectedness, early alumni surveys often had only modest response rates. While the rates were low, they were on a par with rates often seen among voluntary student and alumni efforts on many U.S. campuses in recent years³. Even so, low response rates were a challenge to the potential generalizability of the findings, and limited their utility to inform decisions, in general and as a key part of self-studies.

The American Psychological Association (APA), for example, requires the regular survey of graduates from accredited Clinical PsyD degree programs. In 2009, prior to the creation of the William James College Office of Research, the semi-annual alumni survey was administered by the Clinical Psychology Department with assistance from the Office of Career Services. The approach to solicitation was multi-pronged: Alumni Surveys were conducted electronically through a rudimentary web-based questionnaire, via email, by hard copy through regular mail, via phone contact, and in person at alumni and institutional events; solicitation efforts were followed-up with post cards and/or phone-a-thon contacts. Telephone calls emphasized the

³ In an April 2011 Webinar sponsored by the American Statistical Association and the American Association for Public Opinion Research, Don A. Dillman of Washington State University, one of the world's leading experts on survey design, anecdotally referenced student surveys on his own campus with response rates in the 20 percent range, on average (these were repeated surveys by email contact only).

importance of professional collaboration and responsibility, service to the institution and to the profession; invitations to Continuing Education (CE) events were also offered as incentives for survey completion. Despite the earnest effort, the final analysis sample was based on a response rate of 28%.

While this was on a par with other higher education institutions, we knew we could do better. Fortunately, around this time, the College invested in an Office of Research in an effort to further professionalize these aspects of our operations. Under the direction of an experienced post-doctoral research methodologist and evaluator, William James College took a number of concrete steps to improve the rates and, in turn, the accuracy and utility of survey results.

Specifically, the Office of Research undertook the following steps:

1. *Assemble a comprehensive and accurate sampling frame.* The Office of Research, established a database task force to improve the accuracy of existing databases. The task force undertook this work with respect to numerous databases across the institution, not limited to alumni and not limited to graduates of our doctoral program in clinical psychology. However, the alumni database was designated as one of the task force's priorities for the 2011-2012 academic year, when the Clinical PsyD program was scheduled to administer the next Alumni Survey. A thorough review of the existing alumni database revealed numerous gaps, errors and omissions. To improve this data set, research assistants reviewed the graduation lists from the school's then 37-year history. The lists were used to compile a comprehensive list of all graduates. Then, missing data were obtained from alternate existing lists, and where differences were observed, efforts to reconcile based on most-recent-points of contact were used to develop a reliable alumni database. While this effort did not fill all the gaps, it provided a far more comprehensive and complete sampling frame for future efforts.
2. *Use mixed-mode survey methods in a changing internet world.* The relative ease and low cost of online surveys has led many researchers to rely on them almost exclusively, abandoning earlier survey methods. However, as the ubiquity of web-based survey methods grows, response rates have tended to decline. Dillman, Smyth and Christian (2009)⁴ have examined not only the response rates to alternative modes of survey administration, but also the potential bias introduced by the methods. Dillman advanced two considerations: tailored design and mixed-mode surveys. The former adapts the approach in consideration of the survey's purpose, the target population, and the topic to be addressed. The second point is to employ mixed-mode survey methods which employ telephone, internet, mail, and in-person approaches. Based on his scholarship and research program, we were confident that for our alumni surveys, non-response error was a greater source of potential bias than would be introduced by the mode of

⁴ Dillman, D. A., Smyth, J. D. & Christian, M. L. (2009). *Internet, mail, and mixed-mode surveys: The tailored design method* (3rd ed.). Hoboken, NJ: John Wiley & Sons, Inc.

administration. We used a variety of approaches, described in more detail below, to enhance the representativeness of the data.

3. *Use enhanced questionnaire design.* The Associate VP for Research has extensive experience in the design and implementation of survey methods, including questionnaire construction, use of meaningful response categories, layout considerations, and the development of psychometrically sound scales and subscales. Working with members of the faculty and academic program leadership, he was able to capture the topic domains of interest for key stakeholder groups, meet the reporting requirements of oversight bodies (e.g., APA), while at the same time employing survey design principles that follow the tenets of sound professional practice.
4. *Use enhanced survey techniques.* Mixed-mode survey methods that combine web and mail, with telephone back-up were utilized. However, even before the initial request was sent, each sampled alumnus received a personalized initial letter sent by a key individual within the academic community (e.g., a former advisor, doctoral project chair, or academic program dean). The letter alerted them to expect the actual survey, which followed in a few days. The letter also explained how they were chosen, how the results would be used, and how important their response was to the institution's future. While we considered including a modest token incentive, such as a flash drive with the school's logo, we ultimately rejected that idea as it might set a poor precedent for future efforts. The mixed modes also used up to three follow-up reminders, each of which provided alternative ways for the individual to respond: replacement paper-and-pencil questionnaires with mailing materials, links to a web-based survey, or a phone number to schedule a one-on-one interview.
5. *Use sample survey techniques to efficiently target resources and enhance response rates.* Currently, the APA requires data to be collected and reported on all program graduates, which represents a census or population-based data collection effort. Since the Clinical PsyD program is the largest and oldest program in the school, its graduates represent the largest proportion of the school's alumni, and as such, we use this conservative⁵ population-based methodology to collect alumni data. We would prefer to consider identifying a scientific probability sample for future efforts and/or other departments. As many methodologists argue, if the goal is to collect representative data from the whole

⁵ By APA reporting requirements, information must be reported for all graduates; non-respondents are considered in the negative. To illustrate, consider a situation where a robust 70% of all graduates respond to an annual survey and *all* have passed the required licensing exam. While this represents 100% of the actual respondents, APA requires us to report that only 70% of all graduates have passed the licensing exam. Seventy percent represents the lowest possible summary score, which would occur only if *all* the non-respondents would have reported *not* passing the licensing exam. Such an approach is quite conservative, but is reasonable if those who intend to use the data understand how the data have been compiled and analyzed, and if data used for comparative purposes have been reported using the same approach. While such an approach may be understandable, especially in light of the considerably smaller size of many doctoral programs, it fails to recognize that well done sampling can achieve more reliable and valid results than a census-based approach.

population, more accurate estimates may be obtained from a well-selected sample with multiple follow-up efforts and mixed methods, than from a census of the whole population. Forthcoming alumni surveys may rely on probability sampling, except perhaps for some potentially under-represented groups who might be excluded without over-sampling within certain strata.

Using a comprehensive, systematic, and centralized approach to conducting alumni surveys, the Office of Research was able to achieve a response rate for the Clinical Psychology program of 65% in 2012, more than doubling the response rate it inherited prior to the Office's creation. As is evident in Table 1, we have consistently maintained exemplary response rates over the past 4 years. Further, through thoughtful presentation and distribution, we have gained buy-in from other academic departments, adding their alumni groups to our annual survey. As of 2016, all academic departments will be represented.

Programs	Baseline	2012	2013	2014	2015	2016 ^c
Clinical	28%	65%	77%	69%	66%	(N/A)
School MA/CAGS			60%	17% ^a	68%	(N/A)
Counseling				68%	60%	(N/A)
School PsyD					100% ^b	(N/A)
Organizational and Leadership Psychology					43%	(N/A)
Total Response Rate	28%	65%	69%	67%	60%	(N/A)

^a 2014 School Psychology MA/CAGS surveyed only those who had not responded in 2013 and new graduates (n=24); 4 students responded. ^b School PsyD done separately from All Program Survey. There were 7 graduates for 2015 cohort. ^c The 2016 Alumni Survey is in progress and currently collecting responses.

Table 1. *Annual alumni survey response rates by academic department (2012-2016)*

This example illustrates how an external need, collecting data required for APA accreditation, drove the development of internal systems. These systems, in turn, efficiently and effectively enhanced the quality and timeliness of the data collected. The usefulness of these data for the original academic department helped to promote buy in from all academic departments. The now centralized function is a critical data product for the institution.

To summarize, William James College is actively working to improve the quality of data used to inform decisions as well as to evaluate program outcomes. The alumni database is an important source of such information. We have inventoried and reviewed the scope and quality of the data currently maintained, and we continue to develop systems (technical as well as managerial) to improve and sustain quality as we move forward. Working from an enhanced sampling frame and utilizing the best current survey practice, we have already achieved commendable response rates for our alumni surveys. We intend to maintain and improve the response rates in future alumni surveys, and extend our achievements across target survey groups as well as across

academic departments. The Office of Research will evaluate the effectiveness of these changes using ongoing quality improvement methods as we continue to learn and grow.

Findings and Analysis:

According to our alumni survey (and as noted in Standard 8 of the Interim Report forms), three-quarters or more of alumni in each academic program are employed in the field for which they trained. Our alumni have internalized the value of advocacy and giving back as evidenced by 50-100% of alumni (across academic departments) providing services to economically disadvantaged populations. Our students are prepared to pass state and national exams, with a majority of Clinical, School PsyD and Counseling MA passing their licensure exams (the EPPP and NCE/NCMHCE, respectively) on the first time. Finally, between 97% and 100% of alumni from the Clinical PsyD, School MA/CAGS and PsyD, Counseling MA, and MAOP programs report being satisfied or very satisfied with their overall education. Gainful employment also provides our graduates with the means to pay off their student debts. Institutionally, WJC alumni had loan default rates of only 1.0% for fiscal year 2013, compared to 11.3% nationwide.

Appraisal and Projection:

The data speak strongly to what graduates gain from the program. More specifically, all training programs, except the OLP program, focus extensively on the delivery of service to historically underserved populations. The alumni surveys currently address this goal by an examination of both the clinical service settings in which our graduates work, as well as the proportions of caseload that represent underserved populations. More subjectively, graduates indicate their level of satisfaction with various aspects of their graduate education, including choice of profession and overall education. These rates are uniformly high across departments, degree programs and graduation year, hovering at 100% indicating “satisfied” or “very satisfied”. Given the excellent response rates, we are confident that these responses represent the sentiments of all our graduates, and not just a select few who are willing to respond.

Section 3. What and how students are learning?

Subsection 3.1. Academic Coursework

Description:

Each academic department within the College develops and uses data, evidence, and information for its respective student body, as noted in Table E1 Part A. Each program’s goals and objectives are clearly stated in the program handbook and publicly available on the College web site. All degree programs are aligned with WJC’s core values of social responsibility, personal growth, and experiential education, and all graduates are trained to provide service to the public consistent with our mission to meet the need and make a difference.

All WJC courses include learning objectives which are clearly stated on course syllabi. The Clinical, Counseling, and School Departments also have assignment rubrics that are clearly linked to course objectives. All course instructors assign grades based on assessment criteria as specified in syllabi, and have the opportunity to provide qualitative feedback to students.

In addition to course grades, all WJC students participate annually in an Assessment and Planning (A&P) conference designed to review student progress towards program competencies, encourage reflection on progress towards goals, and individualize student academic experience. All students also receive formal evaluations from their field supervisors. In the Clinical Psychology and School Psychology Departments, specified minimum levels of achievement must be met before students can pass their field placements. The institutional Office of Research manages data for field education and course evaluations, and is able to access trends across programs, departments, and the institution. Specific programs have additional assessments of learning including portfolios, doctoral projects at the doctoral level, and comprehensive exams. These are identified in Table E1 Part A, column 2.

Students provide qualitative and quantitative feedback on their experiences at WJC via evaluations of courses, field placements, and advisors. In addition, during the 2015-16 academic year, an institutional climate survey was conducted to gather feedback on the experience and perspectives of all members of the WJC community. WJC's academic and institutional leadership supports and facilitates all assessment processes, and faculty and administrators meet regularly to review feedback and discuss issues related to student assessments and results.

In addition to attaining specified program-specific competencies, all WJC students are expected to display social responsibility and personal growth, and are encouraged to become involved with relevant professional and student organizations. In the School MA/CAGS program and Clinical PsyD program, students document their memberships in their curriculum vitae and portfolios. In all departments, students who struggle academically are expected to access the Academic Resource Center for support. The Dean of Students, academic advisors, and career services are also available to all students.

Findings and Analysis:

Our E Series (appendix E) highlights the different ways in which our students are evaluated, who interprets this information and what programmatic changes have been made as a result of this analysis. In addition to coursework, all students attend an Assessment and Planning Conference which ensures they are on the path to program completion. Additionally, measures of student success for each academic program are included in the Interim Report Forms under Standard 8. As indicated, 92% of students across graduate programs are retained from their first to second year, and 90% graduate; retention and graduation rates are also favorable for distance education programs. In addition, for the 2013-2015 cohort of graduates who took a licensing exam (and responded to our alumni survey), 100% passed and achieved licensure in their respective fields.

Appraisal and Projection:

All assessment and quantitative measures of student and alumni success are collected and appraised regularly by administrators and program faculty as indicated in Table E1, Part A, Column 3. Faculty meet within programs, departments, governance committees, and as a whole to evaluate data and improve offerings. With the initiation of a formal faculty rank process during 2016, student evaluations of faculty as teachers and advisors directly relate to faculty

promotion, and applicants for promotion will be asked to integrate and reflect on the data from their student evaluations.

The institution holds an annual all-faculty retreat to examine instructional methods and student learning and success outcomes. Recent retreat topics have included problem-based learning, effective pedagogy, use of competency-based rubrics, and guidelines for holding difficult conversations in the classroom. Each department also holds regular faculty meetings and retreats, which inform student assessment and instructional methods. Recent programmatic improvements are listed in column 4 of Table E1 Part A, and also include increasing the quality of doctoral project prospectuses and methods (Clinical), increasing the effectiveness of diversity training in clinical seminars (Clinical and School), revising specialist-internship case study rubrics (School), instituting professional counseling performance evaluations (Counseling), and ensuring quality control of applied aptitude competencies during in-person weekends in residence (OLP).

At the institutional level, projected changes include implementing a new course evaluation form and database platform and a revised student evaluation form. In addition, the Faculty Stewardship Committee has been tasked with improving the formative and summative faculty evaluation process. Finally, additional institutional resources will be used to support faculty in maintaining excellence in pedagogy and research.

The Clinical Psychology department plans to implement comprehensive qualifying exams in 2018 with a pilot starting in 2017. The Counseling Department plans to link course objectives and competencies to assignments and apply for CACREP accreditation. The OLP Department plans to add rubrics to syllabi and add a portfolio requirement to the Leadership PsyD program. The School Psychology Department plans to revise the MA/CAGS program to adhere to NASP 2010 Standards and revise the PsyD program to adhere to the new APA Standards on Accreditation.

Subsection 3.2. Field Education Experience.

In the Series D Tables for Standards 7 and 8, we have described the diverse ways in which the what and how of student learning are documented and assessed. In this section of the essay, we would like to highlight, describe and reflect on our approach to how students learn through their field education experiences. Not only does this example illustrate our data-driven approach to quality assurance in the process of field education, but it speaks more broadly to how we have introduced, implemented, improved and expanded the use of technology to assist us in the oversight, appraisal and planning of and for this key element of our program.

Experiential education is a core pillar of William James College's approach to graduate training, and one important component of how students learn. Across all academic departments, our students are placed in field sites from the very first day of their graduate careers. Whether at a practicum, advanced practicum or internship placement (depending on academic department, degree program, and program year), our program emphasizes a unity between theory and practice. The school places considerable resources into the identification, development, monitoring and support of solid field placement sites. Students, in collaboration with their academic advisors, field education staff, clinical seminar leaders, advanced doctoral students,

and current field supervisors are supported to identify effective training sites to advance their professional development. Students engage in a thoughtful application, interview, and acceptance process.

Once a match has been made, students develop field placement contracts that specify key components of their upcoming field education experience. Some contract elements, such as the number of hours on site, direct service hours, and the hours of supervision, are determined by the training requirements set by the relevant professional oversight body (e.g., the American Psychological Association, or the National Association of School Psychologists, or the relevant licensing board). There may be other requirements, as well, based on the individual student's program or concentration. For example, students who participate in our initial HRSA-funded internship, must see at least 50% of their clients representing the target population of children, adolescents and transition age youth.

Description:

Documenting and monitoring clinical training activities can be arduous, even for a small program. For a large program with approximately 517 students placed in 281 field sites, the process can be daunting. Add to this the need to collect reliable and valid data and report results in a manner timely and accessible enough to permit early identification of potential problems, and the need for a systematic, technologically assisted approach is clear.

Consistent with different departmental needs, sizes and histories, different programs across William James College dealt with this issue in different ways. Some programs relied on students to record their activities using paper-and-pencil logs, to be reviewed and approved by field supervisors. One academic program implemented *MyPsychTrack* on a trial basis, an online platform for students to record their field site activities. Another department relied on *Time2Track*, a similar online tracker. The institution could ill afford multiple approaches to the same task. Training and technical assistance, ongoing support, standardized and regular reporting, interpretation and troubleshooting would be better served if a single platform could be used -- one that was responsive to most students' and programs' data needs.

Based on experience and with input from the Office of Research's Program Development and Evaluation group, we decided that *Time2Track* met needs not only at the student tracking/monitoring level, but could provide data required for periodic reporting to program leadership and funders. For example, students enrolled in the Train Vets to Treat Vets (TVTV) program, needed to demonstrate the number of clinical hours provided to veterans, active military, reservists and their families. Similarly, initial HRSA Consortium Internship funding required demonstration that students were providing clinical services (e.g., individual and/or group psychotherapy and/or assessment) to HRSA's designated target population of children, adolescents and transition age youth.

The Program Development and Evaluation group has worked closely with the developers of *Time2Track* to create data entry tags that would expand the platform's utility to meet the expanded evaluation needs required of William James College, its students and its programs. In addition to tracking all clinical activity, the program permits students to enter client profiles.

Time2Track has added “tags” in addition to standard client demographics -- tags for specialized populations that match our priority target populations, as well as non-standard age breakdowns. Not only are these data critical for our students’ progress, they permit oversight of field-site contract fulfillment and concentration requirements, they provide transparency and accountability for funded programs, they support proposal writing efforts, and guide our strategies as we grow and further develop community engagement and academic programs. They further enable us to evaluate the delivery of clinical services to target populations. Additionally, according to our Alumni Survey (as reported in Standard 8 of the Interim Report Forms), our students continue to work with traditionally underserved populations even after program completion.

Findings and Analysis:

Time2Track provides data that are of use to students, field supervisors, academic advisors, clinical seminar faculty, field education coordinators and administrators, funded program principal investigators, as well as Academic Department directors. To be more effective, the Program Development and Evaluation group generates monthly dashboards with color-coded visuals that indicate the type and amount of time each trainee spends at their field education site, as well as the patient/client/student populations to whom they’ve provided direct services. Trainee progress is assessed not only in terms of the contracted levels established for their academic year and program, but are monitored according to how far into the year is covered by the reporting period. In this way, we can monitor progress, but do so early enough to take corrective action if early trends suggest the student trainee may not achieve their contracted levels by the end of the academic year.

The routine review and reporting of the data reinforces their use as the official record of the field placement training experience, thus enhancing the quality and timeliness of the data collected. In addition to their use at the student level, academic departments and field education can use data to identify systematic differences across training sites, and use this information to promote discussion and improve the quality of the training experience for all students across sites.

In addition, *Time2Track* data are used to capture process data to document and evaluate the achievement of program objectives for funded and non-funded community engagement programs that also serve as field training sites. For example, as noted earlier, students holding HRSA-funded internships through the William James College Clinical Psychology Consortium are meant to work with clients, at least 50 percent of whom represent HRSA’s targeted clinical population of children, adolescents and transition-aged youth. *Time2Track* has been modified to enable student interns to apply tags to their client profiles for their caseload which enables the program evaluator to report required data elements to the funder to demonstrate successful implementation of the grant.

Appraisal and Projection:

Through *Time2Track* and similar methods, William James College promotes data-based approaches to measuring the how of student learning and ensuring the delivery of effective learning experiences. Since its introduction, we have been able to achieve greater compliance

with the system, which has resulted in early identification and correction of training issues before they become too difficult to rectify within the academic year. We are confident that the implementation and use of *Time2Track* will continue to improve and become a standard tool for the ongoing quality control and improvement of the field education experience. Students consistently report that the field education offerings and associated mentorship are among the primary reasons they choose our college and satisfaction ratings of the field training experience are consistently very high.

Section 4. Measures of student success (including retention and graduation).

Description:

Institutional Research (IR) is the cornerstone upon which the William James College Office of Research was built. Long gone are the days where a cohort of 20-30 students were admitted into a single academic degree program, the PsyD degree program in Clinical Psychology. There were many advantages to a small program characterized by one-to-one, face-to-face interactions. All faculty had some familiarity with all students in the program, and those relationships provided a close, supportive, in-depth understanding of students' developmental needs while in the program, as well as their subsequent professional trajectories beyond graduation. Yet a small graduate program could not, without growth, leverage its success to reach a wider population of clinical needs, expand its geographic and disciplinary impact, or adapt to the changing needs and contexts within which individuals and families live, work, and grow.

In addition, to advance William James College's social justice and diversity mission, the institution has developed concentrations and tracks that focus on the professional education needed to train a cadre of competent clinicians prepared to work effectively with diverse, historically underserved, and disadvantaged populations. Growth in size and programming was needed.

Expansion, however, required new systems if the institution were to maintain, expand, and grow new programs with the same individualized attention that characterized its early years. William James College has always been and is committed to remain a caring community. Yet more efficient centralized infrastructures were needed if that care was to be grounded in measurable data in addition to empathy, compassion and relationship, all hallmarks of our field.

Institutional Research is an important part of the new William James. Accurate, relevant, and timely data are collected throughout students' graduate education experience: from the start of application/admissions, orientation and initial enrollment, through academic courses, field placements, key transition points (e.g., internship readiness, qualifying exams), graduation, and beyond graduation through post-graduate professional development. Student success is not only the subject of assessment; students' meaningful input and feedback is critical for our management and development. Students evaluate courses, instructors, their own course performance, their field training sites, their clinical supervision, their academic advisors, and their doctoral project committees among others.

To provide essential data, Institutional Research has developed a culture of data responsiveness. The following table provides an overview of the various surveys conducted on a regular schedule by the office.

<u>Title</u>	<u>Purpose</u>	<u>Respondents</u>	<u>Frequency</u>
Incoming Student Survey	To evaluate orientation, assess educational technology needs, to identify factors that influenced students' decisions to attend	Incoming students in all academic departments	Annually (Fall)
Alumni Survey	To identify professional development: licensure, employment, professional activities, satisfaction, etc.	All alumni 1-10 years post-graduation – All academic departments	Annually (Summer)
Student Evaluations of Field Sites (administered by Field Education with support from Institutional Research)	Mid-year: to provide early identification of issues that might benefit from Field Education involvement. End-of-year: to evaluate sites and to create resource guide for students seeking practicum and internship sites in the future.	All students in practicum and internship placements	Annually/ Mid-year: abbreviated formative feedback End-of-year: more detailed survey – results aggregated
Field Supervisor Evaluations of Students (administered by Field Education with support from Institutional Research)	To evaluate the status and progress of students in their clinical competencies	Field supervisors of all students in practicum and internship placements	At the end of each semester
Student Evaluations of Courses	To capture students' perceptions of courses, instructors, and their own course participation/ performance	All students in all courses	At the end of each semester

<u>Title</u>	<u>Purpose</u>	<u>Respondents</u>	<u>Frequency</u>
Student Evaluations of Advisors	To evaluate advisor performance	All students in all academic programs	Annually (Spring)
Student Evaluations of Doctoral Project (DP) Committees and IRB experience	To evaluate the DP experience; chairperson and member performance; IRB review and oversight	All students completing DPs	After colloquium and final DP accepted

Table 2: *Institutional Research Periodic Survey Schedule*

In addition, Institutional Research is responsible for developing IPEDs reports, administering National Student Clearinghouse data submissions and reports, compiling data for accreditation self-studies (including this one for NEASC), and ad hoc studies to support functional departments, faculty governance committees and task forces.

Findings and Analysis:

Institutional Research data are reported in the overview of Standard 8 results, Section 2 of this essay. IR routinely monitors attrition and graduation, studying this data carefully to provide projections for the next academic year. Within our Masters programs, our retention rates from year one to year two have been consistently high, ranging from 90-94%. Typically it takes a William James College Master's student two years to complete their degree, with an average of 88% graduating from the program. Our doctoral degrees in Clinical, School and Leadership psychology have similarly high retention rates. On average, 91-95% of students remain from year one to year two, which is a reflection of our student-centered focus. An overwhelming 85-88% of our students complete their degree and graduate in an average of 5 years. Although distance education provides a different modality for teaching and student engagement, our rates of student success are on par with the traditional classroom model. Approximately 85% of these students stay in the program from year one to year two, and 80% of these students graduate.

As we move forward into our 2017 cohort, we expect these rates to be similar or improve. The Office of Institutional Research has been vital to assist in the collection of accurate and timely data to assess student progress, the development and successful demonstration of required competencies, and the delivery of quality educational experiences – both in the classroom and in the field. We consistently monitor our culture, students, faculty and field sites for student engagement and success.

WJC Institutional Research subscribes to the program evaluation standards established by the Joint Committee on Standards for Educational Evaluation⁶ include Utility, Feasibility, Propriety,

⁶ The Joint Committee on Standards for Educational Evaluation (1994). **The Program Evaluation Standards** (2nd Edition). Thousand Oak, CA: Sage Publications, Inc.

and Accuracy. Objectivity and accuracy aside, data do not generally speak for themselves. Rather, most end users benefit from guidance on which data are relevant, what the numbers say, what is an appropriate frame of reference for comparison, and how to interpret the results to inform the key decisions to be made? With respect to gaining strong institutional buy in and promoting a culture of data-informed decision making, our data are analyzed and our findings are reported with the needs of different key stakeholders in mind.

For example, individual academic advisors are provided with summary data sheets that provide useful descriptive statistics that summarize their advisees' ratings of their performance. In addition, advisors are provided with medians and quartiles for other advisors in their academic department, against which better to assesses their own performance. Where appropriate, items are color coded to draw attention to ratings that are within normative ranges, as well as those that may be comparatively high or low. Such a rating sheet, along with de-identified narrative comments, provides useful feedback to individual advisors.

Directors of academic programs have access to individual reports, which are of use in contracting and promotion decisions. However, they also receive a summary report that identifies all academic advisors within the department and color codes item- as well as aggregate ratings for each dimension as well as each advisor. This rating sheet provides an overall dashboard from which academic directors can identify areas that may need additional in-service training for a majority of advisors, and/or identifies which advisors may need additional supports better to perform their tasks more effectively.

Appraisal and Projection:

As noted earlier, William James College has begun to utilize a new course evaluation platform to collect, analyze and access data more efficiently. Enhanced access should promote utility by facilitating timely reporting of complete and accurate results. We will work with the new system to ease transition by providing training and technical assistance to users of the system, and by crafting reports that are responsive to the specific needs of different key stakeholder groups.

Section 5. Student achievement on mission-appropriate student outcomes.

Description:

William James College's Mission and Values are displayed prominently on our website <http://www.williamjames.edu/about/welcome/mission-and-values.cfm>.

We “strive 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.

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 competence and language training. Develop programs and partnerships to ensure access to mental health care for all persons.

Personal Growth

Foster a supportive, challenging and available learning environment that pays careful attention to personal and professional development.”

Field education is key to our experiential education model. Not only are our students placed in approximately 281 sites from the very first day of their academic program, but sites are carefully selected to provide training opportunities consistent with the concentrations and specialty tracks that students pursue. These, in turn, represent the experiential embodiment of the social responsibility value which is a core to our mission. Whether a student chooses to concentrate in providing mental health and behavioral services to Children and Families of Adversity and Resilience (CFAR), Military Veterans Psychology (MVP), or Multicultural and Global Mental Health (including Latino Mental Health, African and Caribbean Mental Health, and Global Mental Health), sites are identified that provide clinical training opportunities to develop that cultural competency.

Different programs may have different direct service requirements, informed by both design and oversight. For example, students who have been selected for William James College's Consortium Internship slots that are funded by one of two Health Research Services Administration (HRSA) grants to the school, have as a condition of their placement that at least 50% of their caseload must be drawn from the target population of children, adolescents and transition-aged youth.

Findings:

As noted in Section 3 (above), the *Time2Track* platform that we use to monitor students' field education activities, has been expanded to move beyond “traditional” client demographic characteristics to record client profile information through the use of tags, which enable us to capture and monitor student progress and compliance with direct service to high priority client groups. These groups have been identified and are regularly updated consistent with our institutional mission and objectives to meet a diverse society's evolving mental health needs including cultural competence and language training. *Time2Track* data support William James College's development of programs and partnerships to ensure access to mental health care for all persons.

The Table below reports Clinical Services provided by HRSA-supported interns to Children, Adolescents, and Transition Age Youth at William James College's Consortium training sites. HRSA targeted their workforce development funds in recognition of the societal need to attract and prepare more clinicians to work with children and youth, a group recognized for being underserved, consistent with WJC's mission. The provision of services to this population advances a mission-driven clinical outcome.

Clinical Services Provided by HRSA Interns to Children, Adolescents, and Transition-age Youth at our Consortium Sites

PLACEMENT	BRENNER CENTER	FREEDMAN CENTER	EDWARD KENNEDY	JOSEPH SMITH	TRAUMA CENTER	WEDIKO	Y.O.U. INC.	TOTAL HOURS
INTERVENTION	813.50	798.50	366.50	439.50	320.50	380.00	364.25	3,482.75
ASSESSMENT	395.25	30.75	16.50	30.50	39.00	90.00	48.00	650.00
SUPPORT	2185.50	1524.25	1140.00	1006.95	1217.50	374.00	1084.50	8,532.70
SUPERVISION	481.50	333.25	180.00	186.75	160.50	103.50	192.50	1,638.00
TOTAL HOURS	3875.75	2686.75	1703.00	1663.70	1737.50	947.50	1689.25	14,303.45

Not only are youth an underserved population, nationally and at the state levels, but mental health disparities exist among different racial and ethnic groups within this population. To provide services to the underserved and to target subgroups where differential access is even more pronounced is fully resonant with WJC's mission-driven goals. The following table shows breakdowns of clients served by WJC interns training within our specialty tracks. These distributions are then compared to the population distribution in Massachusetts based on census data. Historically underserved demographic groups within the Commonwealth of Massachusetts are better represented among our students' clients. This is especially noteworthy among Latino-a/Hispanic clients given our longer-established Latino Mental Health Initiative.

Race and Ethnicity Distribution of clients served by HRSA interns and all WJC interns as compared to the racial and ethnic breakdown of the total population in Massachusetts.

Race/Ethnicity	African American/ Black	Asian/Pacific Islander	Latino-a/ Hispanic	European/ White	Biracial/ Multiracial	American Indian	Other
WJC HRSA Client Percentage	11.5%	6.8%	27.6%	46.2%	4.3%	0%	3.5%
WJC Internship Client Percentage	15.0%	3.9%	18.5%	54.0%	4.3%	0.2%	2.4%
Massachusetts Population 2014 Census	8.3%	6.4%	10.8%	82.6%	2.2%	0.5%	N/A

The introduction of *Time2Track*, especially with respect to the use of client profiles, and more recently, the addition of expanded client characteristics/demographic tags, was motivated in part by our efforts better to monitor the work of our Train Vets to Treat Vets interns within our

Military and Veterans Psychology concentration. Full implementation of the platform across three academic programs and field placement levels is ongoing, as is the use of client profiles and expanded tags. Among the MVP students, results for the 2015-16 academic year are the most recently available, and illustrate the use of these data to measure achievement on mission-appropriate student outcomes.

With respect to clinical service hours to veterans and military members, 21 students held field training placements at exclusively veteran-and-military-serving agencies. They recorded 25,905 site hours, consisting of 7,267 direct service hours (intervention and assessment), 15,183 hours of support, and 3,453 hours of supervision. Active military and veteran client demographics were available with respect to age (62% were 18-64, and 38% were 65 years of age and over); gender (85% male, 14% female, .8% transgender and other); sexual orientation (75% heterosexual, 18% don't know, 8% gay, lesbian, bisexual and other); ethnicity (86% European origin/White, 7 % African American/Black/African Origin, 4% Latino-a/Hispanic, 3% Bi-racial/Multi-racial, <1% Asian American/Asian Origin/Pacific Islander, American Indian/Alaskan/Aboriginal); and disability (26% serious mental illness, 21% learning/cognitive disability, 20% physical/orthopedic disability, 12% deaf/hard of hearing, 7% blind/visually impaired, 6% other, 6% none).

As is evident from the data, William James College students provide considerable direct service hours. Both the number and proportion of services provided to historically underserved populations are particularly notable.

Appraisal and Projection:

Data such as these are useful at many different levels. First, they provide detailed information at the student level to assure that students are gaining sufficient field experience and are able to meet the requirements of their concentration emphases. In the Office of Field Education, the data are useful for monitoring placement sites and the scope of training opportunities they afford our students, especially as relate to mission-driven groups. At the programmatic level, we are able to monitor advancement of mission-appropriate clinical outcomes. In addition, we assess compliance with funder requirements (including reporting required data elements) both from the standpoint of successful implementation and accountability, as well as sustaining and/or securing funds for our students' Consortium internship placements moving forward. All these levels promote and support trainee achievement of mission-appropriate student outcomes.

Section 6. Conclusions

Engaging in research and evaluation may be as much a state of mind as it is a set of specific activities. It is not coincidental that the Swiss psychologist Jean Piaget's model of human cognitive development evokes an image of the developing child as a "little scientist". Making sense of our context, whether it's social or physical, requires experience/observation, analysis, prediction, refutability, replicability, and the like. Data, in the broadest sense, are central to this enterprise, and as we reflect upon psychological science, as we seek to make a difference, as we monitor our processes and their impacts, we benefit from the systematic collection of objective information to inform our decisions and future efforts.

To that end, as an institution of higher education committed to meeting the need and making a difference, William James College models the methods of scientific inquiry, relying on the regular collection of reliable, valid, and timely data to guide the decisions which enable us to effectively and efficiently carry out our mission and advance our agenda.

The need for sound data is not limited to our formal “research” enterprises, though data quality is a critical criterion for assessing the value of research. The need for sound data extends to all our activities, whether it’s the assessment of students and faculty and staff, the evaluation of courses and programs, whether it’s assessing the achievement of learning objectives, outcomes or impacts, or evaluating the impact of our programs on the wider community. We are regularly developing systems to enhance the quality and utility of the data we have available.

At this stage of William James College’s development, our vision is to nurture and grow a vibrant learning psychological community, true to the institution’s past, its current mission, and its bright future. We continue to add and strengthen key elements to shepherd us from our experiential practitioner past to a more leveraged, leadership role in advancing psychological practice and science.

INSTITUTIONAL PLANS

In 2011 the Board of Trustees adopted a Strategic Plan with the following goals:

1. Become a ‘College of Psychology’ with expertise in culturally sensitive mental health education;
2. Acquire a facility with sufficient dignity and resources to support the mission;
3. Increase academic programming to the level of a fall enrollment of 250 students;
4. Raise Advancement totals to exceed \$ 500,000 by 2013;
5. Become a national leader in assessing learning outcomes for Experiential Education in Psychology and Latino Mental Health Training by establishing comprehensive, objective, dynamic measures of student learning and an Office of Research

In September of 2013, the Massachusetts School of Professional Psychology (MSPP) moved to occupy three floors of an 83,000 square foot facility in Newton, MA. In January of 2016, this building was purchased and all of the services and academic programs are now located at One Wells Avenue. For more than sixteen years, the institution has broadened its mission and increased educational and social programs in order to stabilize its business model and to address the crisis of access to mental health care in this country. As MSPP grew in size, complexity and expanded its mission, and as ‘Schools of Professional Psychology’ across the nation became universities, educational systems, and divisions of for-profit companies, it was important to distinguish the organization with more than a geographical title to differentiate it. The time seemed right to move beyond the metaphor of the 2011 plan to petition the Department of Higher Education for a change in status and name.

The internal and external processes for this evolution occupied more than eighteen months from 2013 to May of 2015. With the support of the Board of Trustees, the learning community, the Board of Higher Education, and the descendants of Dr. William James, the Massachusetts School of Professional Psychology formally became William James College in May of 2015. The opportunity for an institution with four academic departments that are devoted to educating professionals in applied psychology to identify with the work and inspiration of America’s First Psychologist and its foremost advocate for practical psychology was beyond fortunate. With some dissension, the alumni, faculty, trustees, students, staff and the James family quickly appreciated and endorsed the value added to the mission of being identified more clearly as an institution of higher learning that is devoted to applied psychology.

The evolution of William James College has been supported by enrollment growth at an average of 241 students entering programs over the last four years. New degree programs have been established as well as two specialty initiatives to attract and support applicants with military experience and interest in children for mental health work with these important populations. The addition of a stronger professional staff in Advancement has increased revenues from Grants, Contracts and Total Giving in excess current Strategic Plan. This number is nearly doubled and college was the recipient of its first Health Resources and Services Administration (HRSA) award of \$713,000 to expand the American Psychological Association approved Internship

Consortium to train more psychologists to care for children and adolescents. This was followed by a second HRSA grant award in 2016 which will span the next three years.

The first Division of Research was created over this period and it now has a Director and three staff persons. This team has created a formal Institutional Review Board with Human Subjects Certification. Regular surveys are administered and data analyzed on a range of institutional activities from Alumni activities, to Student Satisfaction to Attrition and Academic Program Evaluation. Program evaluations have been undertaken on signature initiatives (e.g., Veterans, Children and Families) and to improve systems and services (INTERFACE, WHYVILLE, Pathways). Several efforts have been made to bring a system of educational outcome evaluation to all academic departments. The department chairs and the Division of Research will continue their collaborative efforts to achieve this. This Division has collaborated with the Faculty Stewardship Committee, the Faculty and the Vice President of Academic Affairs to create the College's first model of Academic Rank. After a several year course of planning and review, initial rankings of Assistant and Associate Professors is planned for completion by September of 2016.

The Director of Educational Technology created a summer workshop on technology tools for faculty who became Ed Tech Ambassadors for the faculty. This initiative has continued to evolve with faculty workshops on pedagogical initiatives such as Problem Based Learning. Four years ago an Academic Resources Center was established within the Dean of Students area to provide writing, research and other tutoring for students in all academic departments.

This has been a dramatic period of expansion and structuralization for the institution. The plans of several years have been realized in a new building with a new name. As this occurred, revenues, programs, faculty development, infrastructure, fundraising and student support all moved forward with substance and strength. A new team assembled to develop the Strategic Plan for the upcoming five years. There are several important areas that will benefit from attention:

1. Identify \$ 1M in Alternative Revenues;
2. Increase yearly revenues from Advancement activity to \$ 1.5M;
3. Create a robust group of Stakeholders for Mental Health;
4. Add programs to increase access to mental health care;
5. Increase resources for Faculty Enrichment and Student Resources.

William James College is approximately 86% dependent upon tuition. It would be prudent to identify another \$1.5 M in non-tuition revenue to allow greater flexibility and financial security, especially should there be an unexpected downturn in enrollment. The College has a few opportunities to further develop centers that can provide training opportunities for students and useful services to the public. An international consulting group has very recently agreed to take WJC as a pro-bono client to identify some potential services and a business plan to develop them. The College's unique 'Train Vets to Treat Vets' educational program has the opportunity to become a 'National Center' where curriculum, pedagogy, mentoring and community partnership strategies can be developed as models to assist colleges across the country with a

similar interest to supply mental health professionals with military experience to care for Veterans and their families.

For most of its history, the College has had a very small circle of donors with yearly contributions averaging in the tens of thousands. The College has begun to create stewardship groups for its child, military and Global Mental Health programs and it is convening large scale educational programming around mental health topics of interest to the community. For the past two years Annual Giving has averaged \$750,000 with additional funding from grants and contracts to top \$1.2M. New leadership and staff support in the Advancement Department have the opportunity to add significantly to this number. The aim of WJC to educate culturally sensitive professionals to increase access to mental health care seems to have the potential to appeal to families and foundations with similar interests. A small organization with little philanthropic history has to identify and steward an interested group of stakeholders. This will take time and it is a priority for the next five years.

The troublesome recent events involving Black people have intensified awareness of the shortage of mental health professionals (2%) who are people of African or Caribbean origin. With academic psychology and educational programs populated largely by Caucasians, there is a need to do a better job at welcoming and supporting Black students into mental health careers. A new *Black Mental Health Initiative* began Fall 2015 to develop these ideas over the next five-year period and we are working diligently to initiate a small undergraduate degree program to this end. Furthermore, the pipeline for professional development will open better if William James College can create community partnerships to educate and support professionals at the Associate's and Bachelor's degree level.

The numbers of people and families who will experience mental illness or substance abuse in this country (one in five each year; every other person in the course of life) mean that WJC must find ways to equip professionals such as teachers, pediatricians, attorneys, judges and primary care personnel to intervene. Educational programming around Social Emotional Learning, Behavioral Medicine, and Managing High Conflict Divorce are psychological interventions that can be effectively implemented by other professionals. The next stage of Strategic Planning will work to identify how to develop and deliver non-degree educational initiatives to assist these specialists.

Finally, it behooves the College to construct an array of resources, programs and opportunities for faculty professional development. The mission and benefits of this institution have attracted a creative group that makes its professional life with us. The next phase of planning will pay attention to educating and supporting our educators.

List of Appendices:

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Appendix A: Affirmation of Compliance



COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

3 Burlington Woods, Suite 100, Burlington, MA 01803-4514

Voice: (781) 425 7785 Fax: (781) 425 1001 Web: <https://cihe.neasc.org>

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 Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	http://www.williamjames.edu/student-life/policy-procedures/upload/wjc-student-handbook-2016.pdf
Print Publications	Student Handbook (electronic only)
Self-study/Interim Report Page Reference	19-20

- 2. 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. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	http://www.williamjames.edu/student-life/policy-procedures/upload/wjc-student-handbook-2016.pdf
Print Publications	Student Handbook (electronic only)
Self-study/Interim Report Page Reference	27-28

- 3. 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 9.19.)

URL	http://www.williamjames.edu/student-life/policy-procedures/upload/wjc-student-handbook-2016.pdf
Print Publications	Student Handbook (electronic only)
Self-study/Interim Report Page Reference	19; 22; 27-28

- 4. 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. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Admission to each of the William James College graduate programs requires both a personal and group interview; in the case of students who live outside New England, both interviews are conducted using video conferencing means. Students residing in New England are required to come to William James College for the group interview. Once admitted, students in the program are provided with usernames and password protected logins that are unique to both the program and the individual. The student is also required to sign a Student Authentication form, which proclaims that only the student him/herself uses the login and all online interactions are in fact the student named. Furthermore,
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	every online course is designed to ensure frequent interaction between the student and instructor so that faculty members will become familiar with each individual student's academic performance. Each course includes multiple one-on-one interactions. Using our video conference technology, instructors can check/verify the student's identification during the video conference and are vigilant throughout the term of the course to identify any questionable divergence from the student's established work patterns. Any suspicious work is immediately reported to the department chair who follows up appropriately.
Self-study/Interim Report Page Reference	19

5. 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. (CIHE Policy 77.)

URL	Not applicable
Print Publications	Not applicable
Self-study Page Reference	Not applicable

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

Chief Executive Officer: Nicholas A. Russo, Esq.

Date: 12/1/16

Appendix B: William James College Financial Statements May 2016



Consolidated Financial Statements
William James College, Inc. and Affiliate

May 31, 2016 and 2015



Mayer Hoffman McCann P.C.
Tofias New England Division
An Independent CPA Firm

WILLIAM JAMES COLLEGE, INC. AND AFFILIATE

Consolidated Financial Statements

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Mayer Hoffman McCann P.C.
Tofias New England Division
An Independent CPA Firm

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Independent Auditors' Report

To the Board of Trustees
William James College, Inc. and Affiliate

We have audited the accompanying consolidated financial statements of William James College, Inc. and Affiliate (the "College") which comprise the consolidated statements of financial position as of May 31, 2016 and 2015, 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 Affiliate as of May 31, 2016 and 2015, 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.

Mayer Hesseyman McCann P.C.

August 24, 2016
Boston, Massachusetts

WILLIAM JAMES COLLEGE, INC. AND AFFILIATE

Consolidated Statements of Financial Position

	<i>May 31,</i>	
	<i>2016</i>	<i>2015</i>
Assets		
Cash and cash equivalents	\$ 7,459,525	\$ 7,768,871
Accounts receivable, net of allowances for doubtful accounts of \$50,000 at May 31, 2016 and 2015	503,245	508,812
Contributions receivable, net	6,621	23,374
Prepaid expenses	351,895	337,786
Total current assets	<u>8,321,286</u>	<u>8,638,843</u>
Contributions receivable, net	20,000	45,000
Investments	1,772,255	1,863,693
Property and equipment, net	<u>22,789,870</u>	<u>6,717,272</u>
Total assets	<u><u>\$ 32,903,411</u></u>	<u><u>\$ 17,264,808</u></u>
Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued liabilities	\$ 1,687,012	\$ 884,488
Deferred revenues	2,346,601	2,563,832
Lease payable and other, current	-	659,674
Bond payable, net - current	654,854	456,753
Total current liabilities	<u>4,688,467</u>	<u>4,564,747</u>
Lease payable and other, noncurrent	-	1,552,683
Bond payable, net - noncurrent	17,315,721	1,968,328
Deferred compensation	<u>149,070</u>	<u>126,699</u>
Total liabilities	<u><u>22,153,258</u></u>	<u><u>8,212,457</u></u>
Net assets:		
Unrestricted	9,687,664	7,920,330
Temporarily restricted	474,503	549,035
Permanently restricted	<u>587,986</u>	<u>582,986</u>
Total net assets	<u><u>10,750,153</u></u>	<u><u>9,052,351</u></u>
Total liabilities and net assets	<u><u>\$ 32,903,411</u></u>	<u><u>\$ 17,264,808</u></u>

See accompanying notes to the consolidated financial statements.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATE

Consolidated Statement of Activities
(with comparative totals for 2015)

	Year Ended May 31, 2016				2015
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total	Total
Revenues, gains and other support:					
Tuition and fees	\$ 24,475,011	\$ -	\$ -	\$ 24,475,011	\$ 22,518,517
Less financial aid	(1,248,060)	-	-	(1,248,060)	(1,034,874)
Net tuition and fees	23,226,951	-	-	23,226,951	21,483,643
Contributions and grants	141,654	582,402	5,000	729,056	657,771
Investment income	68,795	22,076	-	90,871	78,571
Realized gains on investments	9,278	8,543	-	17,821	68,380
Unrealized losses on investments	(91,318)	(86,957)	-	(178,275)	(38,068)
Government contracts	824,795	-	-	824,795	623,054
Fees for service	1,305,173	-	-	1,305,173	1,226,434
Rental income	88,365	-	-	88,365	-
Net assets released from restrictions	600,596	(600,596)	-	-	-
Total revenues, gains and other support	26,174,289	(74,532)	5,000	26,104,757	24,099,785
Expenses:					
Instruction	10,542,087	-	-	10,542,087	9,086,558
Academic support	6,677,959	-	-	6,677,959	5,972,915
Student services	3,412,480	-	-	3,412,480	3,424,144
Institutional support	2,945,002	-	-	2,945,002	3,051,773
Development and fundraising	829,427	-	-	829,427	533,817
Total expenses	24,406,955	-	-	24,406,955	22,069,207
Total change in net assets	1,767,334	(74,532)	5,000	1,697,802	2,030,578
Net assets, beginning of year	7,920,330	549,035	582,986	9,052,351	7,021,773
Net assets, end of year	\$ 9,687,664	\$ 474,503	\$ 587,986	\$ 10,750,153	\$ 9,052,351

See accompanying notes to the consolidated financial statements.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATE

Consolidated Statement of Activities

Year Ended May 31, 2015

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
Revenues, gains and other support:				
Tuition and fees	\$ 22,518,517	\$ -	\$ -	\$ 22,518,517
Less financial aid	(1,034,874)	-	-	(1,034,874)
Net tuition and fees	21,483,643	-	-	21,483,643
Contributions and grants	192,331	460,440	5,000	657,771
Investment income	54,203	24,368	-	78,571
Realized gains on investments	41,955	26,425	-	68,380
Unrealized losses on investments	(18,461)	(19,607)	-	(38,068)
Government contracts	623,054	-	-	623,054
Fees for service	1,226,434	-	-	1,226,434
Net assets released from restrictions	524,692	(524,692)	-	-
Total revenues, gains and other support	24,127,851	(33,066)	5,000	24,099,785
Expenses:				
Instruction	9,086,558	-	-	9,086,558
Academic support	5,972,915	-	-	5,972,915
Student services	3,424,144	-	-	3,424,144
Institutional support	3,051,773	-	-	3,051,773
Development and fundraising	533,817	-	-	533,817
Total expenses	22,069,207	-	-	22,069,207
Total change in net assets	2,058,644	(33,066)	5,000	2,030,578
Net assets, beginning of year	5,861,686	582,101	577,986	7,021,773
Net assets, end of year	\$ 7,920,330	\$ 549,035	\$ 582,986	\$ 9,052,351

See accompanying notes to the consolidated financial statements.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATE

Consolidated Statements of Cash Flows

	<i>Years Ended May 31,</i>	
	<i>2016</i>	<i>2015</i>
Cash flows from operating activities:		
Change in net assets	\$ 1,697,802	\$ 2,030,578
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	1,180,159	1,050,512
Amortization of tenant allowance	(176,926)	(303,300)
Net realized and unrealized losses (gains) on investments	160,454	(30,312)
Bad debt expense	23,184	8,634
Gifts of marketable securities	(45,408)	(82,437)
Proceeds from contributions restricted for long-term investment	(5,000)	(5,000)
Proceeds from tenant allowance received	1,241,784	-
Changes in:		
Accounts receivable	(17,618)	60,126
Contributions receivable	41,753	156,205
Prepaid expenses	(14,109)	29,679
Accounts payable and accrued liabilities	798,413	(360,228)
Deferred rent liability	(727,667)	(151,123)
Deferred compensation	22,371	31,351
Deferred revenues	(217,232)	375,586
Net cash provided by operating activities	<u>3,961,960</u>	<u>2,810,271</u>
Cash flows from investing activities:		
Proceeds from sales of investments	1,683,651	583,891
Purchases of investments	(1,707,259)	(81,741)
Purchases of property and equipment	(3,648,843)	(229,921)
Net cash provided by (used in) investing activities	<u>(3,672,451)</u>	<u>272,229</u>
Cash flows from financing activities:		
Proceeds from contributions restricted for long-term investment	5,000	5,000
Payments on bonds payable	(484,959)	(387,933)
Payments on lease payable	(118,896)	(200,289)
Net cash used in financing activities	<u>(598,855)</u>	<u>(583,222)</u>
Net change in cash and cash equivalents	(309,346)	2,499,278
Cash and cash equivalents, beginning of year	<u>7,768,871</u>	<u>5,269,593</u>
Cash and cash equivalents, end of year	<u><u>\$ 7,459,525</u></u>	<u><u>\$ 7,768,871</u></u>

WILLIAM JAMES COLLEGE, INC. AND AFFILIATE

Notes to Consolidated Financial Statements

Note 1 - Organization

Nature of Activities

The consolidated financial statements include the accounts of William James College, Inc. (“WJC”) and M. Gorman Psychological Associates, Inc. (“M. Gorman”). These corporations are under common management and control. Effective October 29, 2014, Massachusetts School of Professional Psychology, Inc. and Affiliate formally changed its name to William James College, Inc. and Affiliate.

- 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 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 Professional Psychology
 - Master of Arts in Applied Behavioral Analysis
 - Certificate of Advanced Graduate Studies in School Psychology
 - Certificate of Respecialization in Clinical Psychology
 - Graduate Certificate in Executive Coaching
 - Preparatory and Non-Matriculating Courses
 - Continuing Education Courses
- M. Gorman is a not-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.

Basis of Consolidation

The consolidated financial statements of William James College, Inc. and Affiliate (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 AFFILIATE

Notes to Consolidated Financial Statements

Note 2 - Summary of Significant Accounting Policies

Financial Statement Presentation

The College reports three 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 three classes of net assets – unrestricted, temporarily restricted and permanently restricted – are based on the existence or absence of donor-imposed restrictions, either explicit or implicit. The three classifications are defined as follows:

Unrestricted net assets - Net assets that are not subject to donor-imposed restrictions. Unrestricted net assets may be designated for specific purposes by the Board of Trustees. At May 31, 2016 and 2015, there were no assets designated by the Board.

Temporarily restricted net assets - Net assets subject to donor-imposed restrictions or law that permit the College to use or expend the donated assets as specified and is satisfied by either the passage of time or by actions of the College.

Permanently restricted net assets - Net assets subject to donor-imposed stipulations that they be maintained permanently by the College. Generally, the donors of these assets permit or require the College to use all or part of the related investment income and appreciation earned for general or specific purposes. Unexpended appreciation on permanently restricted net assets is included in temporarily restricted net assets.

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

Accounts receivable are carried at their net realizable value. The allowance for doubtful accounts is established via a provision for bad debts charged to the statement of activities. On a periodic basis, management evaluates the College's accounts receivable and establishes or adjusts its allowance to an amount that it believes will be adequate to absorb possible losses on accounts that may become uncollectible, based on evaluations of the collectability of individual accounts, the College's history of prior loss experience and on current economic conditions. 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 AFFILIATE

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 4.49% and ranging from 4.05% to 4.49% for the years ended May 31, 2016 and 2015, respectively, 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.

Interest, dividends and net gains or losses on investments are reported as increases or decreases in permanently restricted net assets if the terms of the original gift require that they be applied to the principal of a permanent endowment fund; as increases or decreases in temporarily restricted net assets if the terms of the gift and/or relevant state law impose restrictions on the current use of the income or net gains and losses; and as increases or decreases in unrestricted net assets in all other cases.

Endowment and similar funds are pooled for investment purposes. Investment income is allocated ratably.

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. 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	5 – 7 years
Computer equipment	5 years

WILLIAM JAMES COLLEGE, INC. AND AFFILIATE

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 received.

Tuition and Fees

Tuition and fees are recognized as revenue when earned.

Financial Aid

Tuition revenues are reported net of the discount attributable to reductions in amounts charged to students.

Fees for Services

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.

Contributions and Donor Restrictions

Contributions, including unconditional promises to give, are recognized as revenues in the period made. Contributions receivable that are, in effect, "unconditional promises to give" are recorded at the present value of future cash flows. Conditional promises to give are not recognized until they become unconditional, that is, at the time when the conditions on which they depend are substantially met. 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.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATE

Notes to Consolidated Financial Statements

Note 2 - Summary of Significant Accounting Policies (Continued)

Contributions and Donor Restrictions (Continued)

Contributions of cash or other assets are recorded as restricted support, thereby increasing temporarily restricted net assets, 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, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Income Tax Status

The College is recognized as an organization exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code and is generally exempt from Federal and state income taxes. Therefore, no provision for income taxes is included in the accompanying consolidated financial statements.

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.

Advertising

The College expenses advertising costs as incurred. Advertising expense was approximately \$560,000 and \$335,000 for the years ended May 31, 2016 and 2015, respectively.

Functional Expense Allocation

Costs have been allocated to functional classifications based on percentage of effort and other criteria.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATE

Notes to Consolidated Financial Statements

Note 2 - Summary of Significant Accounting Policies (Continued)

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. The College's significant estimates include the reserve for doubtful accounts, the reserve for doubtful pledges, discount on long-term pledges, release from temporary net asset restrictions and the useful lives of depreciable assets. Actual results could differ from those estimates.

Fair Value Measurements

The College reports certain assets and liabilities at fair value on a recurring and non-recurring basis depending on the underlying accounting policy for the particular item. 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.

Instruments measured and reported at fair value are classified and disclosed in one of the following categories:

Level 1 – Quoted prices are available in active markets for identical instruments as of the reporting date. Instruments, which are generally included in this category, include listed equity and debt securities publicly traded on a stock exchange.

Level 2 – Pricing inputs are other than quoted prices in active markets, which are either directly or indirectly observable as of the reporting date, and fair value is determined through the use of models or other valuation methodologies.

Level 3 – Pricing inputs are unobservable for the instrument and include situations where there is little, if any, market activity for the instrument. The inputs into the determination of fair value require significant management judgment or estimation.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATE

Notes to Consolidated Financial Statements

Note 2 - Summary of Significant Accounting Policies (Continued)

Fair Value Measurements (Continued)

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 observability and a lesser degree of judgment used in measuring fair value. It is reasonably possible that changes in the fair values of these instruments will occur in the near term and that such changes could materially affect amounts reported in these consolidated financial statements. For more information on the fair value of the College's financial instruments, see Note 5 - Fair Value of Financial Instruments.

Reclassifications

During 2016, the College retrospectively adopted Financial Accounting Standards Board ("FASB") Accounting Standards Update ("ASU") No. 2015-03, *Interest-Imputation of Interest (Subtopic 835-30) – Simplifying the Presentation of Debt Issuance Costs*, and debt issuance costs are now presented as a deduction of debt on the financial statements for each year. Accordingly, bonds payable originally stated at \$2,500,213 in the May 31, 2015 consolidated financial statements have been restated to \$2,425,081 to reflect \$75,132 of unamortized bond issuance costs.

Subsequent Events

The College has evaluated subsequent events through August 24, 2016, the date the consolidated financial statements were available to be issued.

Note 3 - Contributions Receivable

Contributions receivable consisted of the following at May 31:

	<i>2016</i>	<i>2015</i>
Unconditional promises expected to be collected in:		
Less than one year	\$ 6,621	\$ 23,374
One to five years	<u>25,000</u>	<u>55,000</u>
	31,621	78,374
Less: unamortized discount	(2,881)	(3,982)
Less: allowance for uncollectible pledges	<u>(2,119)</u>	<u>(6,018)</u>
Contributions receivable, net	<u>\$ 26,621</u>	<u>\$ 68,374</u>

All contributions receivable are due from Board members and management of the College.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATE

Notes to Consolidated Financial Statements

Note 4 - Investments

Investment return consisted of the following for the year ended May 31:

	<i>2016</i>	<i>2015</i>
Interest and dividends	\$ 90,871	\$ 78,571
Realized gains	17,821	68,380
Unrealized losses	<u>(178,275)</u>	<u>(38,068)</u>
Total investment return	\$ <u>(69,583)</u>	\$ <u>108,883</u>

Note 5 - Fair Value of Financial Instruments

The following table presents financial assets at May 31, 2016 that the College measures fair value on a recurring basis, by level, within the fair value hierarchy:

	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Total</i>
Assets:				
Exchange traded funds:				
Domestic	\$ 1,049,181	\$ -	\$ -	\$ 1,049,181
Foreign	574,004	-	-	574,004
Mutual funds: domestic	<u>149,070</u>	<u>-</u>	<u>-</u>	<u>149,070</u>
Total assets at fair value	\$ <u>1,772,255</u>	\$ <u>-</u>	\$ <u>-</u>	\$ <u>1,772,255</u>

The following table presents financial assets at May 31, 2015 that the College measures fair value on a recurring basis, by level, within the fair value hierarchy:

	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Total</i>
Assets:				
Mutual funds:				
Domestic	\$ 1,058,334	\$ -	\$ -	\$ 1,058,334
Foreign	328,595	-	-	328,595
Exchange traded funds	<u>476,764</u>	<u>-</u>	<u>-</u>	<u>476,764</u>
Total assets at fair value	\$ <u>1,863,693</u>	\$ <u>-</u>	\$ <u>-</u>	\$ <u>1,863,693</u>

WILLIAM JAMES COLLEGE, INC. AND AFFILIATE

Notes to Consolidated Financial Statements

Note 6 - Property and Equipment

Property and equipment consist of the following at May 31:

Land	\$ 4,618,064	\$ -
Building	13,433,766	-
Building and leasehold improvements	3,728,733	5,815,996
Furniture and equipment	1,614,042	1,599,962
Computer equipment	1,651,229	1,591,359
Construction in progress	<u>28,162</u>	<u>35,427</u>
	25,073,996	9,042,744
Less accumulated depreciation	<u>(2,451,326)</u>	<u>(2,492,672)</u>
Sub-total depreciable assets	22,622,670	6,550,072
Artwork	<u>167,200</u>	<u>167,200</u>
Total	<u>\$ 22,789,870</u>	<u>\$ 6,717,272</u>

Depreciation expense totaled \$1,096,000 and \$1,005,000 for the years ended May 31, 2016 and 2015, respectively.

Note 7 - Line of Credit

In January 2016, the College entered into a \$3,000,000 demand line of credit agreement. Borrowings bear interest at rate equal to the prime rate minus 0.50% (3.00% at May 31, 2016). The agreement is collateralized by substantially all of the assets of the College and expires on November 30, 2017. There was no outstanding balance on the line of credit at May 31, 2016.

At May 31, 2015, the College had a \$1,200,000 demand line of credit agreement. Borrowings bore interest at the London Inter-Bank Offer Rate ("LIBOR") advantage rate plus 2.50% per annum (2.68% at May 31, 2015). The agreement was collateralized by substantially all of the assets of the College and automatically renewed each year. There was no outstanding balance on the line of credit at May 31, 2015. This line of credit was terminated in 2016.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATE

Notes to Consolidated Financial Statements

Note 8 - Bond Payable, Net

Bonds Payable

In April 2012, the College entered into a Loan and Security Agreement with the Massachusetts Development Finance Agency ("MDFA") for \$3,500,000 MDFA Revenue Bonds, Massachusetts College of Professional Psychology, Series 2012 to finance capital improvements for classroom and office space in connection with a new leased facility in Newton, Massachusetts ("Wells Avenue") (see Note 11). Principal is due in monthly installments commencing May 2012, including interest at a fixed rate of 3.28% through April 2017 at which point the interest rate changes to a fixed rate of 0.73 multiplied by the sum of the Federal Home Loan Bank Rate in effect as of the notice date plus 350 basis points through April 2022. The bond was collateralized by assignment of the lease on Wells Avenue and a first security interest in all business assets of the College and requires the College to comply with certain financial and nonfinancial covenants. The bond was paid in full when the purchase option was exercised on January 4, 2016.

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.

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.

Deferred Financing Costs

Costs incurred in conjunction with the issuance of the Series 2012 bond totaling \$201,213 were capitalized and were being amortized over five years. These costs were written off in 2016 in conjunction with the payoff of the Series 2012 bond. Amortization expense totaled \$75,132 and \$40,925 for the years ended May 31, 2016 and 2015, respectively.

Costs incurred in conjunction with the issuance of the Series 2016A and 2016B bonds totaling \$215,913 were capitalized and are being amortized over ten years. Amortization expense totaled \$8,996 for the year ended May 31, 2016.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATE

Notes to Consolidated Financial Statements

Note 8 - Bond Payable, Net (Continued)

Maturities of bonds payable are as follows:

Year ending May 31:	
2017	\$ 676,445
2018	694,239
2019	712,502
2020	730,108
2021	750,452
Thereafter	<u>14,613,746</u>
	18,177,492
Unamortized deferred financing costs	<u>(206,917)</u>
Bonds payable, net	<u>\$ 17,970,575</u>

Note 9 - Lease Payable and Other

In April 2012, the College entered into a Master Lease Agreement with MDFA for a \$1,000,000 MDFA Equipment Lease, Massachusetts College of Professional Psychology, to finance furniture and equipment in connection with a new facility in Newton, Massachusetts (see Note 11). Principal was due in monthly installments commencing May 2012 through April 2017, including interest at a fixed rate of 2.45%. The lease is collateralized by equipment. The net book value of the furniture and equipment was approximately \$544,000 at May 31, 2015. The lease was paid in full when the purchase option was exercised on January 4, 2016.

In 2013, the landlord reimbursed the College \$2,047,280 for renovations to classroom and office space in connection with the lease agreement related to the facility in Newton, Massachusetts (see Note 11). The amount was being amortized against rent expense on a straight-line basis over the term of the lease that is representative of the time pattern in which use benefits is derived from the leased property. Amortization totaled approximately \$176,925 and \$303,000 for the years ended May 31, 2016 and 2015, respectively. The unamortized amount totaled \$1,086,828 and was reclassified to building improvements when the purchase option was exercised on January 4, 2016.

Note 10 - Letter of Credit

In April 2012, the College entered into a \$750,000 standby letter of credit with a bank to serve as collateral on its operating lease agreement related to the facility in Newton, Massachusetts (see Note 11) guaranteeing lease payments to the landlord. The letter of credit charges an annual fee of 1.00% and renews automatically annually. The current letter of credit expired on March 1, 2016 and was not renewed due to the lease being terminated.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATE

Notes to Consolidated Financial Statements

Note 11 - Lease Commitments

College Facilities

On March 30, 2012, the College entered into an operating lease for office and classroom space in Newton, Massachusetts. The lease was to expire November 30, 2028 and included two five-year options to extend the term for an additional ten years. From April 1, 2012 to June 30, 2015, the College occupied approximately 51,000 square feet. The College occupied the entire building beginning July 1, 2015, consisting of approximately 84,000 square feet. The lease also provided the College with an option to purchase the space between January 1, 2016 and December 31, 2018. The College exercised the option to purchase on January 4, 2016 for a purchase price totaling approximately \$18,051,000.

For financial reporting purposes, lease expense is recognized on a straight-line basis over the term of the lease that is representative of the time pattern in which use benefits is derived from the leased property. Deferred rent liability totaled \$727,667 as of May 31, 2015, which is included in lease payable and other in the consolidated statements of financial position. Rent expense was approximately \$(422,000) and \$348,000 in 2016 and 2015, respectively. On January 4, 2016, the College exercised its option to purchase the building and has recorded the \$727,667 as an offset to rent expense (which has been functionalized) in the consolidated statement of activities for the year ended May 31, 2016.

Office and Classroom Equipment

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 June 2018.

Future minimum payments under these operating leases are summarized as follows:

Year ending May 31:	
2017	\$ 104,000
2018	104,000
2019	9,000
	<u>\$ 217,000</u>

Office and classroom equipment lease expense was approximately \$117,000 and \$80,000 for the years ended May 31, 2016 and 2015, respectively.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATE

Notes to Consolidated Financial Statements

Note 12 - Deferred Revenues

Deferred revenues consist of the following at May 31:

	<i>2016</i>	<i>2015</i>
Fall enrollment deposits and advanced tuition	\$ 152,006	\$ 142,118
Summer semester tuition prorated	2,158,595	2,384,881
Program service revenue	<u>36,000</u>	<u>36,833</u>
Total	\$ <u>2,346,601</u>	\$ <u>2,563,832</u>

Note 13 - Net Assets and Endowment Matters

Unrestricted Net Assets

Unrestricted net assets are comprised of the following:

Net investment in property and equipment – The value of property and equipment net of depreciation, used in the College's operations.

Operating – Discretionary funds available for carrying on the operating activities of the College.

Temporarily Restricted Net Assets

Temporarily restricted net assets are comprised of the following:

Unrealized and realized gains on permanently restricted investments – In accordance with accounting principles generally accepted in the United States of America and Massachusetts state law, these amounts represent unappropriated gains on permanently restricted endowment investments.

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 AFFILIATE

Notes to Consolidated Financial Statements

Note 13 - Net Assets and Endowment Matters (Continued)

Temporarily restricted net assets consist of the following at May 31:

	<i>2016</i>	<i>2015</i>
Instruction and student activities	\$ 295,070	\$ 231,000
Time restricted	<u>26,621</u>	<u>68,374</u>
Total purpose and time restricted	<u>321,691</u>	<u>299,374</u>
Accumulated realized and unrealized gains on endowment funds:		
Faculty chair	75,516	118,144
Scholarships	<u>77,296</u>	<u>131,517</u>
Total accumulated realized and unrealized gains	<u>152,812</u>	<u>249,661</u>
Total temporarily restricted net assets	\$ <u>474,503</u>	\$ <u>549,035</u>

Permanently Restricted Net Assets

Permanently restricted net assets are comprised of amounts limited by donors against any expenditure of principal. All of the income earned on principal is to be used for faculty chair and scholarships and is recorded in temporarily restricted net assets until appropriated for expenditure.

Permanently restricted net assets consist of the following at May 31:

	<i>2016</i>	<i>2015</i>
Faculty chair	\$ 247,000	\$ 247,000
Scholarships	<u>340,986</u>	<u>335,986</u>
Total	\$ <u>587,986</u>	\$ <u>582,986</u>

WILLIAM JAMES COLLEGE, INC. AND AFFILIATE

Notes to Consolidated Financial Statements

Note 13 - Net Assets and Endowment Matters (Continued)

Temporarily restricted net assets were released for the following purposes for the year ended May 31:

	<i>2016</i>	<i>2015</i>
Instruction and student activities	\$ 260,546	\$ 42,783
Research	175,000	136,661
Plant	43,487	18,309
Scholarships	51,949	83,947
Faculty chair	17,921	16,787
Time	<u>51,693</u>	<u>226,205</u>
Total	\$ <u>600,596</u>	\$ <u>524,692</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:

<i>2016</i>	<i>Unrestricted Net Assets</i>	<i>Temporarily Restricted Net Assets</i>	<i>Permanently Restricted Net Assets</i>	<i>Total</i>
Endowment assets, beginning of year	\$ -	\$ 249,661	\$ 582,986	\$ 832,647
Contributions and additions	<u>-</u>	<u>-</u>	<u>5,000</u>	<u>5,000</u>
Investments return:				
Interest and dividends, net of investment expenses	-	22,076	-	22,076
Realized gains (losses)	-	8,543	-	8,543
Unrealized gains (losses)	<u>-</u>	<u>(86,957)</u>	<u>-</u>	<u>(86,957)</u>
Total investments return	<u>-</u>	<u>(56,338)</u>	<u>-</u>	<u>(56,338)</u>
Expenditures:				
Amounts appropriated for expenditure	<u>-</u>	<u>(40,511)</u>	<u>-</u>	<u>(40,511)</u>
Change in investments	<u>-</u>	<u>(96,849)</u>	<u>5,000</u>	<u>(91,849)</u>
Endowment assets, end of year	\$ <u>-</u>	\$ <u>152,812</u>	\$ <u>587,986</u>	\$ <u>740,798</u>

WILLIAM JAMES COLLEGE, INC. AND AFFILIATE

Notes to Consolidated Financial Statements

Note 13 - Net Assets and Endowment Matters (Continued)

2015	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total
Endowment assets, beginning of year	\$ -	\$ 255,861	\$ 577,986	\$ 833,847
Contributions and additions	-	-	5,000	5,000
Investments return:				
Interest and dividends, net of investment expenses	-	24,368	-	24,368
Realized gains (losses)	-	26,425	-	26,425
Unrealized gains (losses)	-	(19,607)	-	(19,607)
Total investments return	-	31,186	-	31,186
Expenditures:				
Amounts appropriated for expenditure	-	(37,386)	-	(37,386)
Change in investments	-	(6,200)	5,000	(1,200)
Endowment assets, end of year	\$ -	\$ 249,661	\$ 582,986	\$ 832,647

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.

Interpretation of Relevant Law and Spending Policy

The College classifies as permanently restricted net assets: (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. The remaining portion of the donor-restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the Board of Trustees in a manner consistent with the standard of prudence prescribed by state law.

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.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATE

Notes to Consolidated Financial Statements

Note 13 - Net Assets and Endowment Matters (Continued)

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 unrestricted net assets. There were no such deficiencies as of May 31, 2016 and 2015.

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.

Note 14 - 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 paid out approximately \$35,000 of unemployment compensation during the year ended May 31, 2016. There were no payments for unemployment for the year ended May 31, 2015.

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.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATE

Notes to Consolidated Financial Statements

Note 14 - Other Commitments and Contingencies (Continued)

Deferred Compensation

The College has a deferred compensation plan for the President. The plan, which was effective June 1, 2010, requires an annual contribution by the College. Plan funds remain property of the College until they are distributed. The employer contribution totaled \$19,244 and \$18,683 for the years ended May 31, 2016 and 2015, respectively. Deferred compensation obligation totaled \$149,070 and \$126,699 as of May 31, 2016 and 2015, respectively, and is included as a non-current liability on the consolidated statements of financial position.

Employment Agreement

The College has an employment agreement with its President through May 31, 2021. 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.

Note 15 - Retirement Plans

All full-time and part-time faculty and staff of the College are eligible immediately upon hire to participate in a 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. At May 31, 2016, the College accrued for the 2016 contribution of approximately \$343,000, which was paid during 2017. Contributions to the Plan, including those accrued for at May 31, 2016, totaled approximately \$665,000 and \$333,000 for the years ended May 31, 2016 and 2015, respectively.

Note 16 - Related Party Transactions

A member of the Board of Trustees is the president of a company that provides property and management services to the company that the College leases its facilities from. Total expenditures under the lease agreement were approximately \$1,313,000 and \$1,753,000 for the years ended May 31, 2016 and 2015, respectively.

WILLIAM JAMES COLLEGE, INC. AND AFFILIATE

Notes to Consolidated Financial Statements

Note 17 - Lessor Arrangements

Beginning in 2016, certain College owned property is rented to outside parties through various leasing arrangements that expire through August 2022. Rental income totaled approximately \$88,000 for the year ended May 31, 2016.

At May 31, 2016 future minimum lease commitments under these leases total:

2017	\$	125,000
2018		127,000
2019		123,000
2020		120,000
2021		70,000
Thereafter		13,000

Note 18 - Cash Flows Information

Cash paid for interest totaled \$219,500 and \$102,698 for the years ended May 31, 2016 and 2015, respectively.

During the year ended May 31, 2016, non-cash financing and investing activities include financing from the Series 2016A and Series 2016B totaling \$18,400,000 that was used to acquire \$15,667,360 of property and equipment, repay the outstanding balance on the Series 2012 bond totaling \$2,237,762, repay the outstanding balance on the capital lease totaling \$278,965 and pay for bond closing costs totaling \$215,913.

In connection with the College exercising the option to purchase the building, the College reversed the remaining unamortized tenant allowance, thereby reducing building improvements, furniture and fixtures and computer development by \$2,047,280 and related accumulated depreciation by \$1,137,378.

Non-cash investing activities include \$4,112 related to the purchase of property and equipment that is included in accounts payable and accrued liabilities at May 31, 2016.

Non-cash investing activities include the disposition of fully-depreciated property and equipment totaling \$411,492 during the year ended May 31, 2015.

**Appendix C: William James College
Fiscal Year 2016 Auditor's Management
Letter**

Discussion Points and Other Control Deficiencies

Current Year Matters		
Significant Deficiency	Potential Effect	Suggested Action
<ul style="list-style-type: none"> Out of twenty-two students tested, thirteen students who had graduated and 2 students who had withdrawn from the School were found to be reported to NSLDS beyond the required timeframe. This is a repeat finding from 2015. 	<ul style="list-style-type: none"> A student's enrollment status determines eligibility for in-school status, deferment, grace periods, and repayments, as well as the government's payment of interest subsidies. The notification of student status changes to NSLDS will cause a student to enter into a grace period and determine a repayment date and, therefore, accurate notification of student status to NSLDS is important. 	<ul style="list-style-type: none"> We recommend procedures be implemented whereby all monthly submissions are cross referenced to a list of graduated students to ensure the list being submitted is complete. This should then be reviewed prior to submission to ensure accuracy and completeness.



Discussion Points and Other Control Deficiencies (

Current Year Matters		
Observation	Potential Effect	Suggested Action
<ul style="list-style-type: none"> The College received and recorded gifts for which there was limited support of the donor's intent 	<ul style="list-style-type: none"> Risk that the gifts are recorded and used for purposes other than those intended by the donor 	<ul style="list-style-type: none"> While it is not uncommon to receive these gifts from donors, we recommend that the development office continue efforts to obtain verifiable evidence regarding the donors' intent of gifts received.

Appendix D: Interim Report Forms

INTERIM REPORT FORMS

GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit	
		Certified:	Qualified
		Yes/No	Unqualified
Financial Results for Year Ending:	<input type="text" value="05/31"/>	Yes	Unqualified
Most Recent Year	<input type="text" value="2016"/>	Yes	Unqualified
1 Year Prior	2015	Yes	Unqualified
2 Years Prior	2014	Yes	Unqualified

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	2017
Next Year	2018

Contact Person:

Title:

Telephone No:

E-mail address:

Standard 1: Mission and Purposes

Attach a copy of the current mission statement. - SEE APPENDIX F

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

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

Year approved by governing board	Effective Dates	Website location
2006	2006-2011	http://www.williamjames.edu/about/welcome/upload/mspp-strategic-plan-january-2006.pdf
2010	2010-2015	http://www.williamjames.edu/about/welcome/upload/mspp-strategic-plan-october-2010.pdf
2016	2016-2021	Pending

Immediately prior Strategic Plan

Current Strategic Plan

Next Strategic Plan

Other institution-wide plans*

Year completed	Effective Dates	Website location
2016	2016-2021	

Master plan

Academic plan

Financial plan

Technology plan

Enrollment plan

Development plan

Plans for major units (e.g., departments, library)*

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated:

Program review schedule (e.g., every 5 years)

Website location

*Insert additional rows, as appropriate.

Standard 3: Organization and Governance (Board and Internal Governance)

Please attach to this form:

1) A copy of the institution's organization chart(s). - SEE APPENDIX G

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

Website location of documentation of relationship

M. Gorman Psychological Associates, Inc.

<http://www.williamjames.edu/community/brenner-center/index.cfm>

Governing Board

By-laws

Board members' names and affiliations

Website location

N/A - see Appendix H

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







Please enter any explanatory notes in the box below

M. Gorman is a not-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: 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	Enrollment*		
			2 years prior (FY2014)	1 year prior (FY 2015)	Current year (FY 2016)
 Main campus	Newton, MA	8/1/2012	589	640	665
 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	Enrollment*		
			2 years prior (FY2014)	1 year prior (FY 2015)	Current year (FY 2016)
Distance Learning Programs					
Programs 50-99% on-line	3	10/25/10	43	25	52
Programs 100% on-line	1	10/25/10	20	35	12
 Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving the award of credit					

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

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)

Fall 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	0	0	163	0	346	0	0	509
Main Campus PT	0	0	39	0	117	0	0	156
Other Principal Campus FT	0	0	0	0	0	0	0	0
Other Principal Campus PT	0	0	0	0	0	0	0	0
Branch campuses FT	0	0	0	0	0	0	0	0
Branch campuses PT	0	0	0	0	0	0	0	0
Other Locations FT	0	0	0	0	0	0	0	0
Other Locations PT	0	0	0	0	0		0	0
Overseas Locations FT	0	0	0	0	0	0	0	0
Overseas Locations FT	0	0	0	0	0	0	0	0
Distance education FT	0	0	30	0	8	0	0	38
Distance education PT	0	0	7	0	19	0	0	26
Correspondence FT	0	0	0	0	0	0	0	0
Correspondence PT	0	0	0	0	0	0	0	0
Low-Residency FT	0	0	0	0	0	0	0	0
Low-Residency PT	0	0	0	0	0	0	0	0
Unduplicated Headcount Total	0	0	239	0	490	0	0	729
Total FTE	0.00	0.00	272.00	0.00	501.00	0.00	0.00	773.00
Enter FTE definition:	IPEDS Definition							
Degrees Awarded, Most Recent Year	0	0	161	0	74	0	0	235

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

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

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

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non- degree-Seeking	Total degree- seeking (from previous page)	Grand total
Main Campus FT	0	0	0	0	0	0
Main Campus PT	0	0	0	0	0	0
Other Principal Campus FT	0	0	0	0	0	0
Other Principal Campus PT	0	0	0	0	0	0
Branch campuses FT	0	0	0	0	0	0
Branch campuses PT	0	0	0	0	0	0
Other Locations FT	0	0	0	0	0	0
Other Locations PT	0	0	0	0	0	0
Overseas Locations FT	0	0	0	0	0	0
Overseas Locations FT	0	0	0	0	0	0
Distance education FT	0	0	0	0	0	0
Distance education PT	0	0	0	0	0	0
Correspondence FT	0	0	0	0	0	0
Correspondence PT	0	0	0	0	0	0
Low-Residency FT	0	0	0	0	0	0
Low-Residency PT	0	0	0	0	0	0
Unduplicated Headcount Total	0	0	0	0	0	0
Total FTE	0.00	0.00	0.00	0	0.00	0.00
Enter FTE definition:						
Certificates Awarded, Most Recent Year	0					

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

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Program Type)

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
For Fall Term, as of Census Date	(Fall 2)	(Fall 2)	(Fall 2)	(Fall 2)	(Fall 2)
Certificate					
Associate					
Baccalaureate					
Total Undergraduate	0	0	0	0	0

Standard 4: The Academic Program
(Headcount by GRADUATE Program Type)

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
For Fall Term, as of Census Date	(Fall 2013)	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)
Master's	<u>213</u>	219	232	240	250
Doctorate	<u>0</u>	0	0	0	0
First Professional	<u>423</u>	448	479	490	500
Other	<u>16</u>	33	18	20	25
Total Graduate	652	700	729	750	775

Standard 4: The Academic Program
(Credit Hours Generated at the Undergraduate and Graduate Levels)

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2013)	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)
Undergraduate	<u>0</u>	0	0	0	0
Graduate	<u>16527</u>	18551	20000	21000	22000
Total	16,527	18,551	20,000	21,000	22,000

Standard 4: The Academic Program
(Information Literacy sessions)

Main campus					
Sessions embedded in a class	0	0	0	0	0
Free-standing sessions	1	1	1	1	1
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions					
URL of Information Literacy Reports					

Please enter any explanatory notes in the box below

Standard 5: Students

(Admissions, 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 (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Goal (specify year) (FY 2018)
Freshmen - Undergraduate	?					
Completed Applications	?					
Applications Accepted	?					
Applicants Enrolled	?					
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Percent Change Year over Year						
Completed Applications		na	-	-	-	-
Applications Accepted		na	-	-	-	-
Applicants Enrolled		na	-	-	-	-
Average of statistical indicator of aptitude of enrollees: (define below)	?					
Transfers - Undergraduate	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Master's Degree	?					
Completed Applications		499	387	336	350	350
Applications Accepted		276	273	231	250	250
Applications Enrolled		121	127	109	125	125
% Accepted of Applied		55.3%	70.5%	68.8%	71.4%	71.4%
% Enrolled of Accepted		43.8%	46.5%	47.2%	50.0%	50.0%
First Professional Degree	?					
Completed Applications		452	385	385	400	400
Applications Accepted		176	226	238	250	250
Applications Enrolled		96	121	116	125	125
% Accepted of Applied		38.9%	58.7%	61.8%	62.5%	62.5%
% Enrolled of Accepted		54.5%	53.5%	48.7%	50.0%	50.0%
Doctoral Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-

Please enter any explanatory notes in the box below

Standard 5: 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 (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Goal (specify year) (FY 2018)
UNDERGRADUATE						
First Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Second Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	0	0
	Total FTE	0	0	0	0	0
% Change FTE Undergraduate		na	-	-	-	-
GRADUATE						
	Full-Time Headcount	478	534	547	575	600
	Part-Time Headcount	174	166	182	175	175
	Total Headcount	652	700	729	750	775
	Total FTE	689	773	800	825	850
% Change FTE Graduate		na	12.2%	3.5%	3.1%	3.0%
GRAND TOTAL						
	Grand Total Headcount	652	700	729	750	775
	Grand Total FTE	689	773	800	825	850
% Change Grand Total FTE		na	12.2%	3.5%	3.1%	3.0%

Please enter any explanatory notes in the box below

Standard 5: 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?

<http://www.williamjames.edu/student-life/dean-of-students.cfm>

? Three-year Cohort Default Rate

? Three-year Loan repayment rate
(from College Scorecard)

(FY 2010)	(FY 2011)	(FY 2012)
1.20%	0.00%	1.50%
N/A	N/A	N/A

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)

? Student Financial Aid

Total Federal Aid

Grants

Loans

Work Study

Total State Aid

Total Institutional Aid

Grants

Loans

Total Private Aid

Grants

Loans

\$17,584,000	\$18,844,000	\$20,175,000	\$21,675,000	\$23,175,000
\$0	\$0	\$0	\$0	\$0
\$17,385,000	\$18,673,000	\$20,000,000	\$21,500,000	\$23,000,000
\$163,000	\$171,000	\$175,000	\$175,000	\$175,000
\$0	\$0	\$0	\$0	\$0
\$858,000	\$1,035,000	\$1,250,000	\$1,300,000	\$1,400,000
\$858,000	\$1,035,000	\$1,250,000	\$1,300,000	\$1,400,000
\$0	\$0	\$0	\$0	\$0
\$14,589	\$112,000	\$197,089	\$200,000	\$200,000
\$0	\$0	\$0	\$0	\$0
\$14,589	\$112,000	\$197,089	\$200,000	\$200,000

Student Debt

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

Undergraduates

Graduates

First professional students

0%	0%	0%	0%	0%
78%	76%	75%	75%	75%
76%	82%	85%	80%	80%

For students with debt:

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

Undergraduates

Graduates

First professional students

\$0	\$0	\$0	\$0	\$0
\$71,687	\$86,995	\$87,038	\$90,000	\$90,000
\$108,278	\$133,213	\$156,276	\$160,000	\$160,000

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

Undergraduates

Graduate Students

First professional students

\$0	\$0	\$0	\$0	\$0
\$30,141	\$11,165	\$41,443	\$30,000	\$30,000
\$51,556	\$55,457	\$60,998	\$60,000	\$60,000

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

English as a Second/Other Language

English (reading, writing, communication skills)

Math

Other

Please enter any explanatory notes in the box below

Standard 6: 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
(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)

? Number of Faculty by category

Full-time	41	44	49	55
Part-time				
Adjunct	39	39	44	50
Clinical				
Research	1	3	3	4
Visiting				
Other; specify below:				
Total	81	86	96	109

Percentage of Courses taught by full-time faculty

--	--	--	--	--

? Number of Faculty by rank, if applicable

Professor				0
Associate				38
Assistant				19
Instructor				0
Other; specify below:				52
WJC just instituted faculty rank in 2016. So far, 57 of our 109 faculty have been appointed a rank. We do not offer rank for our adjuncts				
Total	0	0	0	109

? Number of Academic Staff by category

Librarians	2	2	2	2
Advisors				
Instructional Designers				
Other; specify below:				
Total	2	2	2	2

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2013)		(FY 2014)		(FY 2015)		(FY 2016)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed

Professor
Associate
Assistant
Instructor
No rank
Other
Total

		3	0	5	5	6	6
0	0	3	0	5	5	6	6

Number of Faculty in Tenured Positions

Professor
Associate
Assistant
Instructor
No rank
Other
Total

0	0	0	0	0	0	0	0

Number of Faculty Departing

Professor
Associate
Assistant
Instructor
No rank
Other
Total

0	0	0	0	0	0	0	0

Number of Faculty Retiring

Professor
Associate
Assistant
Instructor
No rank
Other
Total

0	0	0	0	0	0	0	0

Please enter any explanatory notes in the box below

Standard 7: 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		
	(FY 2013)			(FY 2014)			(FY 2015)			(FY 2016)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	41	38	79	44	39	83	49	44	93	55	50	105
Research Staff	1		1	3		3	3		3	4		4
Public Service Staff			0			0			0			0
Librarians	1		1	1		1	1		1	1		1
Library Technicians	1		1	1		1	1		1	1		1
Archivists, Curators, Museum staff			0			0			0			0
Student and Academic Affairs			0			0			0			0
Management Occupations	13	1	14	18	2	20	19	1	20	20	1	21
Business and Financial Operations	9	2	11	6	2	8	6	2	8	6	2	8
Computer, Engineering and Science	5		5	4		4	4		4	5		5
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	6	2	8	7	7	14	8	6	14	10	6	16
Healthcare Practitioners and Technical			0			0			0			0
Service Occupations	3	4	7	3	6	9	2	5	7	2	7	9
Sales and Related Occupations			0	3		3	3		3	3		3
Office and Administrative Support	14	2	16	9		9	7		7	7	1	8
Natural Resources, Construction, Maintenance			0			0			0			0
Production, Transportation, Material Moving			0			0			0			0
Total	94	49	143	99	56	155	103	58	161	114	67	181

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (05/31)		2 Years Prior (FY 2014)	1 Year Prior (FY 2015)	Most Recent Year	Percent Change 2 yrs-1 yr prior 1 yr-most recent	
ASSETS (in 000s)						
?	Cash and Short Term Investments	\$5,270	\$7,769	\$6,500	47.4%	-16.3%
?	Cash held by State Treasurer	\$0	\$0	\$0	-	-
?	Deposits held by State Treasurer	\$0	\$0	\$0	-	-
?	Accounts Receivable, Net	\$578	\$509	\$509	-11.9%	0.0%
?	Contributions Receivable, Net	\$225	\$68	\$68	-69.8%	0.0%
?	Inventory and Prepaid Expenses	\$367	\$338	\$338	-7.9%	0.0%
?	Long-Term Investments	\$2,253	\$1,864	\$1,864	-17.3%	0.0%
?	Loans to Students	\$0	\$0	\$0	-	-
?	Funds held under bond agreement	\$0	\$0	\$0	-	-
?	Property, plants, and equipment, net	\$7,523	\$6,717	\$22,700	-10.7%	237.9%
?	Other Assets	\$116	\$75	\$200	-35.3%	166.7%
	Total Assets	\$16,332	\$17,340	\$32,179	6.2%	85.6%
LIABILITIES (in 000s)						
?	Accounts payable and accrued liabilities	\$1,272	\$884	\$759	-30.5%	-14.1%
?	Deferred revenue & refundable advances	\$2,188	\$2,564	\$2,564	17.2%	0.0%
?	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	\$0	\$0	\$0	-	-
?	Long-term investments	\$5,755	\$4,713	\$18,177	-18.1%	285.7%
?	Refundable government advances	\$0	\$0	\$0	-	-
?	Other long-term liabilities	\$95	\$127	\$127	33.7%	0.0%
	Total Liabilities	\$9,310	\$8,288	\$21,627	-11.0%	160.9%
NET ASSETS (in 000s)						
	Unrestricted net assets					
	Institutional	\$5,862	\$7,920	\$9,420	35.1%	18.9%
?	Foundation	\$0	\$0	\$0	-	-
	Total	\$5,862	\$7,920	\$9,420	35.1%	18.9%
	Temporarily restricted net assets					
	Institutional	\$582	\$549	\$549	-5.7%	0.0%
?	Foundation	\$0	\$0	\$0	-	-
	Total	\$582	\$549	\$549	-5.7%	0.0%
	Permanently restricted net assets					
	Institutional	\$578	\$583	\$583	0.9%	0.0%
?	Foundation	\$0	\$0	\$0	-	-
	Total	\$578	\$583	\$583	0.9%	0.0%
	Total Net Assets	\$7,022	\$9,052	\$10,552	28.9%	16.6%
	TOTAL LIABILITIES and NET ASSETS	\$16,332	\$17,340	\$32,179	6.2%	85.6%

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

Fiscal Year ends - month& day: (05/31)		3 Years Prior (FY2014)	2 Years Prior (FY2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
OPERATING REVENUES (in 000s)						
?	Tuition and fees	\$19,203	\$22,519	\$24,100	\$24,500	\$25,500
?	Room and board					
?	Less: Financial aid	-\$858	-\$1,035	-\$1,250	-\$1,300	-\$1,400
	Net student fees	\$18,345	\$21,484	\$22,850	\$23,200	\$24,100
?	Government grants and contracts	\$481	\$623	\$800	\$775	\$800
?	Private gifts, grants and contracts	\$777	\$658	\$1,000	\$1,000	\$1,000
?	Other auxiliary enterprises	\$970	\$1,226	\$1,350	\$1,575	\$1,600
	Endowment income used in operations					
?	Other revenue (specify):					
	Other revenue (specify):					
	Net assets released from restrictions					
	Total Operating Revenues	\$20,573	\$23,991	\$26,000	\$26,550	\$27,500
OPERATING EXPENSES (in 000s)						
?	Instruction	\$8,711	\$9,086	\$10,568	\$11,131	\$11,300
?	Research					
?	Public Service					
?	Academic Support	\$5,077	\$5,973	\$6,612	\$7,022	\$7,400
?	Student Services	\$2,495	\$3,424	\$3,234	\$3,351	\$3,500
?	Institutional Support	\$2,985	\$3,052	\$3,234	\$3,526	\$3,700
	Fundraising and alumni relations	\$436	\$534	\$952	\$1,020	\$1,100
?	Operation, maintenance of plant (if not allocated)					
?	Scholarships and fellowships (cash refunded by public institution)					
?	Auxiliary enterprises					
?	Depreciation (if not allocated)					
?	Other expenses (specify):					
	Other expenses (specify):					
	Total operating expenditures	\$19,704	\$22,069	\$24,600	\$26,050	\$27,000
	Change in net assets from operations	\$869	\$1,922	\$1,400	\$500	\$500
NON OPERATING REVENUES (in 000s)						
?	State appropriations (net)					
?	Investment return	\$259	\$109	\$0	\$0	\$0
?	Interest expense (public institutions)					
	Gifts, bequests and contributions not used in operations					
?	Other (specify):					
	Other (specify):					
	Other (specify):					
	Net non-operating revenues	\$259	\$109	\$0	\$0	\$0
	Income before other revenues, expenses, gains, or losses	\$1,128	\$2,031	\$1,400	\$500	\$500
?	Capital appropriations (public institutions)					
?	Other (specify):					
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$1,128	\$2,031	\$1,400	\$500	\$500

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (05/31)			3 Years Prior (FY2014)	2 Years Prior (FY2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
		Debt					
		Beginning balance	\$4,025,121	\$3,486,296	\$2,898,075	\$18,177,492	\$17,501,047
		Additions	\$0	\$0	\$18,400,000	\$0	\$0
	?	Reductions	(\$538,825)	(\$588,221)	(\$3,120,583)	(\$676,445)	(\$694,239)
		Ending balance	\$3,486,296	\$2,898,075	\$18,177,492	\$17,501,047	\$16,806,808
		Interest paid during fiscal year	\$119,595	\$102,698	\$250,000	\$475,000	\$455,000
		Current Portion	\$588,221	\$662,004	\$676,445	\$694,239	\$712,502
		Bond Rating					

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.

\$16 million bond amortized over 30 years at an interest rate of 2.63%. \$2.4 million bond amortized over 7 years at an interest rate of 2.49%. We are in compliance with all debt covenants.

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

\$3,000,000 line of credit. We have not used the line of credit in several years.

Future borrowing plans (please describe)

None anticipated.

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (05/31)		3 Years Prior (FY2014)	2 Years Prior (FY2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
NET ASSETS						
	Net assets beginning of year	\$5,893,429	\$7,021,773	\$9,052,351	\$10,452,351	\$10,952,351
	Total increase/decrease in net assets	\$1,128,344	\$2,030,578	\$1,400,000	\$500,000	\$500,000
	Net assets end of year	\$7,021,773	\$9,052,351	\$10,452,351	\$10,952,351	\$11,452,351
FINANCIAL AID						
	Source of funds					
	Unrestricted institutional	\$775,669	\$950,927	\$1,150,000	\$1,200,000	\$1,300,000
	Federal, state and private grants					
	Restricted funds	\$81,904	\$83,947	\$100,000	\$100,000	\$100,000
	Total	\$857,573	\$1,034,874	\$1,250,000	\$1,300,000	\$1,400,000
	% Discount of tuition and fees	4.5%	4.6%	5.2%	5.3%	5.5%
?	% Unrestricted discount	4.0%	4.2%	4.8%	4.9%	5.1%
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE						
?		2.4	2.9	2.4	2.5	
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 of its endowment. The 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 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)
IPEDS <u>Retention</u> Data					
Associate degree students					
Bachelors degree students					
? IPEDS <u>Graduation</u> Data (150% of time)					
Associate degree students					
Bachelors degree students					
? IPEDS <u>Outcomes Measures</u> Data					
First-time, full time students					
Awarded a degree within six years					
Awarded a degree within eight years					
Not awarded within eight years but still enrolled					
First-time, part-time students					
Awarded a degree within six years					
Awarded a degree within eight years					
Not awarded within eight years but still enrolled					
Non-first-time, full-time students					
Awarded a degree within six years					
Awarded a degree within eight years					
Not awarded within eight years but still enrolled					
Non-first-time, part-time students					
Awarded a degree within six years					
Awarded a degree within eight years					
Not awarded within eight years but still enrolled					
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1					
2					
3					
4					
5					
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1					
2					
3					
4					
5					
Definition and Methodology Explanations					
1					
2					

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

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

?	Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
		6 years ago	4 years ago	6 years ago	4 years ago
?	First-time, Full-time Students				
	Degree from original institution				
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution				
	Not graduated, never transferred, no longer enrolled				
?	First-time, Part-time Students				
	Degree from original institution				
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution				
	Not graduated, never transferred, no longer enrolled				
?	Non-first-time, Full-time Students				
	Degree from original institution				
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution				
	Not graduated, never transferred, no longer enrolled				
?	Non-first-time, Part-time Students				
	Degree from original institution				
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution				
	Not graduated, never transferred, no longer enrolled				

Measures of Student Achievement and Success/Institutional Performance and Goals						
		3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
		(FY 2013)	(FY2014)	(FY 2015)	(FY 2016)	(FY 2017)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)						
1	Counseling Psychology MA	27% (10/37)	8% (4/48)	20% (8/41)	22% (4/18)	10%
2	School Psychology MA/CAGS	22% (2/9)	N/A - b	0% (0/7)	0% (0/2)	5%
3	Organizational and Leadership Psychology: MAOP ONLINE	0% (0/2)	20% (1/5)	0% (0/1)	0% (0/3)	30%
4	Organizational and Leadership Psychology: MAOP Blended	25% (1/4)	17% (1/6)	0% (0/6)	100% (2/2)	30%
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)						
1	Clinical Psychology PsyD					
	Currently employed full or part time in the field	98% (60/61)	93% (71/76)	96% (26/27)	96% (22/23)	≥ 95%
	Currently employed at a community health center	20% (11/55)	33% (25/75)	26% (7/27)	26% (6/23)	≥ 25%
	Have opened an independent practice	16% (9/55)	13% (6/47)	N/A	N/A	N/A
	Have provided pro-bono services	26% (16/62)	19% (15/77)	11% (3/28)	9% (2/23)	≥ 25%




	Have provided services to: Economically disadvantaged	82% (51/62)	81% (62/77)	50% (14/28)	78% (18/23)	≥ 75%
	Have provided services to: Children and Adolescents	79% (49/62)	68% (52/77)	61% (17/28)	57% (13/23)	≥ 25%
	Have provided services to: Victims of Violence	87% (54/62)	78% (60/77)	57% (16/28)	48% (11/23)	≥ 25%
	Currently working in the State of MA.	75% (38/51)	75% (45/60)	83% (15/18)	83% (19/23)	50%
2	Counseling Psychology MA (All Programs)					
	Currently employed full or part time in the field	81% (30/37)	94% (45/48)	83% (34/41)	94% (17/18)	80%
	Have provided pro-bono services	<1% (2/37)	15% (7/48)	0% (0/41)	11% (2/18)	5%
	Have provided services to: Economically disadvantaged	N/A	N/A	54% (22/41)	78% (14/18)	50%
	Have provided services to: Children and Adolescents	N/A	N/A	44% (18/41)	39% (7/18)	25%
	Have provided services to: Victims of Violence	N/A	N/A	46% (19/41)	67% (12/18)	25%
	Currently working in the State of MA.	72% (18/25)	86% (37/43)	92% (23/25)	83% (15/18)	70%
3	Organizational and Leadership Psychology: Leadership PsyD - d					
	Currently employed full or part time in the field	N/A	N/A	N/A	100% (3/3)	80%
	Employed in a leadership position	N/A	N/A	N/A	100% (3/3)	80%
	Change of job status due to program	N/A	N/A	N/A	0% (0/3)	50%
	Have provided pro-bono services	N/A	N/A	N/A	33% (1/3)	50%
4	Organizational and Leadership Psychology: MAOP ONLINE					
	Currently employed full or part time in the field	100% (2/2)	80% (4/5)	100% (1/1)	66% (2/3)	80%
	Change of job status due to program	50% (1/2)	40% (2/5)	100% (1/1)	0% (0/3)	50%
	Have provided pro-bono services	50% (1/2)	40% (2/5)	0% (0/1)	0% (0/3)	50%
5	Organizational and Leadership Psychology: MAOP Blended					
	Currently employed full or part time in the field	100% (4/4)	100% (6/6)	83% (5/6)	100% (2/2)	80%
	Change of job status due to program	50% (2/4)	83% (5/6)	33% (2/6)	0% (0/2)	50%
	Have provided pro-bono services	50% (2/4)	20% (1/5)	17% (1/6)	0% (0/2)	50%
6	School Psychology MA/CAGS					
	Currently employed full or part time in the field	77% (7/9)	N/A	86% (6/7)	100% (2/2)	85%
	Currently employed at a school as a school psychologist (full or part time)	77% (7/9)	N/A	86% (6/7)	100% (2/2)	85%
	Have provided services to: Economically disadvantaged	N/A	N/A	71% (5/7)	50% (1/2)	75%
	Have provided services to: Children and Adolescents	N/A	N/A	86% (6/7)	100% (2/2)	85%
	Have provided services to: Individuals with disabilities	N/A	N/A	71% (5/7)	50% (1/2)	75%
	Have provided services to: Victims of Violence	N/A	N/A	57% (4/7)	50% (1/2)	50%
	Have provided pro-bono services	22% (2/9)	N/A	14% (1/7)	0% (0/2)	10%
	Currently working in the State of MA.	66% (6/9)	N/A	57% (4/7)	100% (2/2)	50%
7	School Psychology PsyD					

	Currently employed full or part time in the field	100% (5/5)	100% (1/1)	100% (1/1)	100% (4/4)	90%
	Currently employed at a school as a school psychologist (full or part time)	80% (4/5)	100% (1/1)	100% (1/1)	75% (3/4)	75%
	Have provided pro-bono services	60% (3/5)	0% (0/1)	0% (0/1)	0% (0/4)	10%
	Have provided services to: Economically disadvantaged	100% (5/5)	100% (1/1)	100% (1/1)	100% (4/4)	75%
	Have provided services to: Children and Adolescents	100% (5/5)	100% (1/1)	100% (1/1)	100% (4/4)	100%
	Have provided services to: Victims of Violence	100% (5/5)	100% (1/1)	100% (1/1)	50% (1/2)	75%
	Currently working in the State of MA.	80% (4/5)	100% (1/1)	100% (1/1)	75% (3/4)	50%
Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared - e						
1	Clinical Psychology PsyD					
	Number of students not currently working in the field	1% (1/61)	5% (4/76)	4% (1/28)	4% (1/23)	0%
2	Counseling Psychology MA (All Programs)					
	Number of students not currently working in the field	11% (4/37)	2% (1/48)	5% (2/41)	5% (1/18)	10%
3	Organizational and Leadership Psychology: Leadership PsyD					
	Number of students not currently working in the field	N/A	N/A	N/A	0% (0/4)	20%
4	Organizational and Leadership Psychology: MAOP ONLINE					
	Number of students not currently working in the field	0% (0/2)	20% (1/5)	0% (0/1)	33% (1/3)	20%
5	Organizational and Leadership Psychology: MAOP Blended					
	Number of students not currently working in the field	0% (0/4)	0% (0/6)	17% (1/6)	0% (0/2)	20%
6	School Psychology MA/CAGS					
	Number of students not currently working in the field	11% (1/9)	N/A	0% (0/7)	0% (0/2)	0%
7	School Psychology PsyD					
	Number of students not currently working in the field	0% (0/5)	0% (0/1)	0% (0/1)	0% (0/4)	0%
Definition and Methodology Explanations						
<p>* - Our 2016 Alumni Survey is currently in progress.</p> <p>c - Data for this section was pulled from the 2013-2015 Alumni Surveys and represents all available alumni data (regardless of response year). Alumni were grouped by graduation cohort. Individuals were considered currently employed unless otherwise indicated (or missing) regardless of response year. Historical information (having provided pro-bono services or having provided services to underserved populations) has been included regardless of current status. Meaning that if a graduate performed that service post William James College, it is indicated as such. Prior to 2015, the alumni survey was distributed individually to each department - sections of standard 8 noted as "N/A" note this missing data.</p> <p>d - The Leadership PsyD program had its first graduating class in 2016</p> <p>e - The above numbers reflect those graduates working in fields OTHER than what they were prepared for. This does not include any alumni who are unemployed</p>						
Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation) - f						
1	Clinical Psychology:					
	Passing the EPPP on the first time:	100% (11/11)	88% (30/34)	N/A	N/A	100%
	APA, MPA and/or other Professional Membership:	71% (44/62)	52% (41/77)	32% (9/28)	61% (14/23)	75%
	Percentage of students who have given a conference presentation	11% (7/62)	25% (19/77)	14% (4/28)	9% (2/23)	25%
	Percentage of students who have published a peer-reviewed paper	18% (11/62)	22% (17/77)	14% (4/28)	9% (2/23)	10%

2	Counseling Psychology MA (all programs):					
	Passing the National Counselors Exam (NCE) on the first time:	100% (2/2)	0% (0/0)	N/A	N/A	75%
	Passing the National Clinical Mental Health Exam (NCMHCE) on the first time	86% (6/7)	75% (3/4)	N/A	N/A	75%
	APA, MPA and/or other Professional Membership:	41% (15/37)	42% (20/48)	49% (20/41)	61% (11/18)	50%
	Percentage of students who have given a conference presentation	N/A	N/A	7% (3/41)	33% (6/18)	10%
3	Organizational and Leadership Psychology: Leadership PsyD					
	SIOP or other Professional Membership	N/A	N/A	N/A	66% (2/3)	50%
	Professional certificates (International Coaching Federation, MBTI, SHRM/PHR, etc.)	N/A	N/A	N/A	33% (1/3)	20%
4	Organizational and Leadership Psychology: MAOP ONLINE					
	SIOP or other Professional Membership	100% (2/2)	40% (2/5)	0% (0/1)	66% (2/3)	50%
	Professional certificates (International Coaching Federation, MBTI, SHRM/PHR, etc.)	50% (1/2)	20% (1/5)	0% (0/1)	33% (1/3)	20%
5	Organizational and Leadership Psychology: MAOP Blended					
	SIOP or other Professional Membership	50% (2/4)	50% (3/6)	60% (4/6)	0% (0/2)	50%
	Professional certificates (International Coaching Federation, MBTI, SHRM/PHR, etc.)	50% (2/4)	50% (3/6)	50% (3/6)	100% (2/2)	20%
6	School Psychology MA/CAGS					
	APA, MPA and/or other Professional Membership:	89% (8/9)	N/A	100% (7/7)	50% (1/2)	85%
	Membership in their local teacher's union	44% (4/9)	N/A	71% (5/7)	50% (1/2)	50%
7	School Psychology PsyD					
	Passing the EPPP on the first time:	100% (2/2)	N/A	N/A	N/A	75%
	NASP, APA or MSPA Professional Membership	100% (5/5)	100% (1/1)	100% (1/1)	100% (4/4)	100%
	Percentage of students who have given a conference presentation	0% (0/5)	100% (1/1)	0% (0/1)	50% (2/4)	75%
	Percentage of students who have published a peer-reviewed paper	20% (1/5)	100% (1/1)	0% (0/1)	25% (1/4)	10%
Definition and Methodology Explanations						
* Our 2016 Alumni Survey is currently in progress						
f - Data for this section was pulled from the 2013-2015 Alumni Surveys and represents all available alumni data (regardless of response year). Alumni were grouped by graduation cohort. Licensure rates are presented or those eligible to have sat for the exam. Professional memberships, conference presentations and peer-reviewed publications are included if an alumni has done this activity at						
Other (Specify Below) - g						
1	Clinical Psychology:					
	Satisfaction with choice of profession ("Satisfied or Very Satisfied")	N/A	95% (73/77)	100% (27/27)	95% (21/22)	95%
	Satisfaction with overall education: ("Satisfied or Very Satisfied")	N/A	85% (47/55)	100% (22/22)	81% (18/22)	95%
2	Counseling Psychology MA (all programs):					
	Satisfaction with choice of profession ("Satisfied or Very Satisfied")	74% (23/31)	80% (36/45)	81% (27/33)	100% (17/17)	80%
	Satisfaction with overall education: ("Satisfied or Very Satisfied")	94% (32/34)	95% (39/41)	97% (34/35)	100% (18/18)	95%
3	Organizational and Leadership Psychology: Leadership PsyD					

	Satisfaction with choice of profession ("Satisfied or Very Satisfied")	N/A	N/A	N/A	66% (2/3)	95%
	Satisfaction with overall education: ("Satisfied or Very Satisfied")	N/A	N/A	N/A	66% (2/3)	100%
4	Organizational and Leadership Psychology: MAOP ONLINE					
	Satisfaction with choice of profession ("Satisfied or Very Satisfied")	50% (1/2)	60% (3/5)	100% (1/1)	100% (3/3)	95%
	Satisfaction with overall education: ("Satisfied or Very Satisfied")	50% (1/2)	100% (5/5)	100% (1/1)	100% (3/3)	100%
5	Organizational and Leadership Psychology: MAOP Blended					
	Satisfaction with choice of profession ("Satisfied or Very Satisfied")	75% (3/4)	100% (6/6)	83% (5/6)	50% (1/2)	95%
	Satisfaction with overall education: ("Satisfied or Very Satisfied")	75% (3/4)	100% (6/6)	100% (6/6)	100% (2/2)	100%
6	School Psychology MA/CAGS					
	Satisfaction with choice of profession ("Satisfied or Very Satisfied")	89% (8/9)	N/A	100% (7/7)	100% (2/2)	95%
	Satisfaction with overall education: ("Satisfied or Very Satisfied")	100% (9/9)	N/A	100% (7/7)	100% (2/2)	100%
7	School Psychology PsyD					
	Satisfaction with choice of profession ("Satisfied or Very Satisfied")	100% (5/5)	100% (1/1)	100% (1/1)	100% (4/4)	95%
	Satisfaction with overall education: ("Satisfied or Very Satisfied")	100% (5/5)	100% (1/1)	100% (1/1)	66% (2/3)	100%
	Definition and Methodology Explanations					
	<p>* Our 2016 Alumni Survey is currently in progress.</p> <p>g - This section also represents data from our 2013-2015 Alumni surveys. This survey is distributed every August to all recent graduates and those who have graduated in the past 10 years. New respondents are asked to indicate their satisfaction with the education they have received as well as their satisfaction with their chosen profession. Each year after they are queried about their professional satisfaction, but not the quality of their education.</p>					

Standard 8: 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*	
			(FY 2013)		(FY 2014)		(FY 2015)		(FY 2016)	
	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
1	School Psychology PsyD; Licensed School Psychologist - b		4	100% (4/4)	1	100% (1/1)	5	100% (5/5)	9	100% (9/9)
2	School Psychology MA/CAGS; Licensed School Psychologist - b		8	100% (8/8)	7	100% (7/7)	10	100% (10/10)	10	100% (10/10)
	National Licensure 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
1	Clinical Psychology PsyD; EPPP - a		13	100% (13/13)	35	97% (34/35)	N/A	N/A	N/A	N/A
2	School Psychology PsyD; EPPP - a		2	100% (2/2)	N/A	N/A	N/A	N/A	N/A	N/A
3	Counseling: National Counselors Exam (NCE) - (c)		2	100% (2/2)	N/A	N/A	N/A	N/A	N/A	N/A
4	Counseling: National Clinical Mental Health Exam (NCMHE) - (c)		7	100% (7/7)	11	100% (11/11)	N/A	N/A	N/A	N/A
5	School Psychology - MA/CAGS: Nationally Certified School		2	100% (2/2)	N/A	N/A	2	100% (2/2)	N/A	N/A
	Job Placement Rates									
	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	Clinical Psychology PsyD, six months or less		72	95% (59/62)	85	93% (73/77)	61	93% (25/27)	47	96% (22/23)
2	Counseling Psychology, six months or less		55	92% (34/37)	54	94% (45/48)	51	93% (38/41)	57	94% (17/18)
3	School MA/CAGS, six months or less (d)		11	89% (8/9)	9	N/A	11	85% (6/7)	10	100% (2/2)
4	School PsyD, six months or less		6	100% (5/5)	1	100% (1/1)	2	100% (1/1)	9	100% (4/4)
5	Organizational and Leadership Psychology: Leadership PsyD, six months or less - (f)		N/A	N/A	N/A	N/A	N/A	N/A	4	100% (4/4)
6	Organizational and Leadership Psychology: MAOP ONLINE, six months or less		6	100% (2/2)	6	100% (5/5)	10	100% (1/1)	3	66% (2/3)
7	Organizational and Leadership Psychology: MAOP Blended, one year or less		6	75% (3/4)	10	100% (6/6)	13	100% (6/6)	4	100% (2/2)

☐ * Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable): (N/A)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

		3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)
Completion Rates						
1						
2						
3						
4						
5						
Placement Rates						
1						
2						
3						
4						
5						
Please enter any explanatory notes in the box below						
* Our 2016 Alumni Survey is currently in progress						
a	Alumni are ineligible to take the EPPP until at least two years post-graduation. Of those who graduated in 2013, fifteen students took and passed the EPPP. As this data has been pulled from the 2013-2016 Alumni Surveys, students who graduated in 2015 or 2016 are ineligible to take the exam.					
b	In the School Psychology MA/CAGS and PsyD programs, it is a requirement for them to become a "Licensed School Psychologist" through the state. Data in this section was pulled from graduation records.					
c	Graduates are ineligible to sit for these exams until post-graduation requirements have been met (typically taking approx. two years after graduation). Both exams are nationally recognized, although each state has their own requirements. After meeting post-doctoral requirements and passing this exam, students are licensed to be counselors. Data has been pulled from the 2014-2016 Alumni Surveys.					
d	This information is pulled from responses to the 2013-2015 Alumni Surveys. Our office did not have access to contact information for graduates of this program in 2014, therefore they did not complete the survey. However, this has been addressed and their responses are to be expected in 2016					
e	Data for job placement and job placement rates were pulled from the 2013-2016 Alumni Surveys. Graduates were grouped into cohorts by graduation date.					
f	The Leadership PsyD program had its first graduates in May 2016					
g	Job placement rates are based on the available information from our 2013-2016 Alumni surveys. These surveys had response rates ranging from 65% to 72%.					

Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)

Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 2013)	2 Years Prior (FY2014)	1 Year Prior (FY 2015)	Current Year (FY 2016)	Next Year Forward (goal) (FY 2017)
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? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	90%	90%	93%	94%	95%
Graduation rates @ 150% time	88%	88%	86%	87%	90%
Average time to degree	2	2	2	2	2
Other measures, specify:					

? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					

? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year	94%	95%	91%	93%	95%
Graduation rates @ 150% time	90%	91%	86%	86%	90%
Average time to degree	5	5	5	5	5
Other measures, specify:					

Distance Education (Add definitions/methodology in #4 below)					
Course completion rates	93%	89%	94%	95%	95%
Retention rates	87%	86%	85%	88%	90%
Graduation rates	87%	76%	69%	91%	80%
Other measures, specify:					

Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					

Definition and Methodology Explanations	
1	
2	
3	
4	
5	

Standard 9: Integrity, Transparency, and Public Disclosure
(Integrity)

<div><div></div><div>Policies</div></div>	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	August 2016	http://www.williamjames.edu/student-life/policy-procedures/upload/wjc-student-handbook-2016.pdf	Academic Affairs, Registrar
Intellectual property rights	August 2016	http://www.williamjames.edu/student-life/policy-procedures/upload/wjc-student-handbook-2016.pdf	Dean of Students
Conflict of interest	August 2016	http://www.williamjames.edu/student-life/policy-procedures/upload/wjc-student-handbook-2016.pdf	Dean of Students
Privacy rights	August 2016	http://www.williamjames.edu/student-life/policy-procedures/upload/wjc-student-handbook-2016.pdf	Dean of Students
Fairness for students	August 2016	http://www.williamjames.edu/student-life/policy-procedures/upload/wjc-student-handbook-2016.pdf	Dean of Students
Fairness for faculty	March 2016	http://www.williamjames.edu/about/profiles/human-resources/upload/wjc-faculty-handbook.pdf	VPAA
Fairness for staff	March 2015	http://www.williamjames.edu/about/profiles/human-resources/upload/wjc-employee-handbook.pdf	Human Resources
Academic freedom	August 2016	http://www.williamjames.edu/student-life/policy-procedures/upload/wjc-student-handbook-2016.pdf	Dean of Students
Research	August 2016	http://www.williamjames.edu/student-life/services-resources/office-of-research.cfm	Office of Research
Title IX	September 2015	http://www.williamjames.edu/about/profiles/human-resources/title-ix.cfm	Human Resources
Other; specify			

Non-discrimination policies

Recruitment and admissions	September 2015	http://www.williamjames.edu/about/welcome/diversity.cfm	Admissions
Employment	March 2015	http://www.williamjames.edu/about/profiles/human-resources/upload/wjc-employee-handbook.pdf http://www.williamjames.edu/about/profiles/human-resources/upload/wjc-faculty-handbook.pdf	Human Resources, VPAA
Evaluation	March 2015	http://www.williamjames.edu/about/profiles/human-resources/upload/wjc-employee-handbook.pdf http://www.williamjames.edu/about/profiles/human-resources/upload/wjc-faculty-handbook.pdf	Human Resources, VPAA
Disciplinary action	March 2015	http://www.williamjames.edu/about/profiles/human-resources/upload/wjc-employee-handbook.pdf http://www.williamjames.edu/about/profiles/human-resources/upload/wjc-faculty-handbook.pdf	Human Resources, VPAA
Advancement	March 2015	http://www.williamjames.edu/about/profiles/human-resources/upload/wjc-employee-handbook.pdf http://www.williamjames.edu/about/profiles/human-resources/upload/wjc-faculty-handbook.pdf	Human Resources, VPAA
Other; specify			

Resolution of grievances

Students	August 2015	http://www.williamjames.edu/student-life/policy-procedures/upload/wjc-student-handbook-2016.pdf	Academic Affiars, Registrar
Faculty	March 2016	http://www.williamjames.edu/about/profiles/human-resources/upload/wjc-faculty-handbook.pdf	VPAA
Staff	March 2015	http://www.williamjames.edu/about/profiles/human-resources/upload/wjc-employee-handbook.pdf	Human Resources
Other; specify			

<div><div></div><div>Other</div></div>	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure
(Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	http://www.williamjames.edu/admissions/learn-more/request-information-global.cfm
Notice of availability of publications and of audited financial statement or fair summary	http://www.williamjames.edu/marcom/upload/rapportwinter2015v4.pdf (page 13)
Processes for admissions	http://www.williamjames.edu/admissions/apply/upload/wjc_application_guidelines.pdf
Processes for employment	http://www.williamjames.edu/about/profiles/human-resources/employment-opportunities.cfm
Processes for grading	http://www.williamjames.edu/student-life/policy-procedures/upload/wjc-student-handbook-2016.pdf
Processes for assessment	http://www.williamjames.edu/student-life/policy-procedures/upload/wjc-student-handbook-2016.pdf
Processes for student discipline	http://www.williamjames.edu/student-life/policy-procedures/upload/wjc-student-handbook-2016.pdf
Processes for consideration of complaints and appeals	http://www.williamjames.edu/student-life/policy-procedures/upload/wjc-student-handbook-2016.pdf

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
APA requires our two APA-accredited programs to publish student outcomes in the standard APA format so that students may compare this data across schools.	http://www.williamjames.edu/academics/clinical/psyd/outcomes.cfm http://www.williamjames.edu/academics/school/school-psyd/outcomes.cfm

Date of last review of:	
Print publications	8/2016 and ongoing
Digital publications	8/2016 and ongoing

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure (Public Disclosure)

Information	Website location
Institutional catalog	http://download.williamjames.edu/registrarforms/catalog-part-1.pdf
Obligations and responsibilities of students and the institution	http://www.williamjames.edu/student-life/policy-procedures/index.cfm
Information on admission and attendance	http://www.williamjames.edu/academics/clinical/psyd/outcomes.cfm http://www.williamjames.edu/academics/counseling/outcomes.cfm http://www.williamjames.edu/academics/olp/outcomes.cfm http://www.williamjames.edu/academics/school/school-psyd/outcomes.cfm
Institutional mission and objectives	http://www.williamjames.edu/about/welcome/mission-and-values.cfm http://download.williamjames.edu/registrarforms/catalog-part-1.pdf
Expected educational outcomes	http://download.williamjames.edu/registrarforms/catalog-part-2.pdf
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.williamjames.edu/about/welcome/mission-and-values.cfm
Requirements, procedures and policies re: admissions	http://www.williamjames.edu/admissions/apply/upload/wjc_application_guidelines.pdf or click on individual program links from this page: http://www.williamjames.edu/admissions/apply/index.cfm
Requirements, procedures and policies re: transfer credit	http://download.williamjames.edu/registrarforms/transfer-of-credit-petition-form.pdf http://www.williamjames.edu/academics/clinical/psyd/admissions-transfer-of-credits.cfm
A list of institutions with which the institution has an articulation agreement	http://www.williamjames.edu/admissions/learn-more/academic-partnerships.cfm
Student fees, charges and refund policies	http://www.williamjames.edu/admissions/tuition-and-aid/tuition-and-fees.cfm
Rules and regulations for student conduct	http://www.williamjames.edu/student-life/policy-procedures/upload/wjc-student-handbook-2016.pdf
Procedures for student appeals and complaints	http://www.williamjames.edu/student-life/policy-procedures/upload/wjc-student-handbook-2016.pdf
Other information re: attending or withdrawing from the institution	http://www.williamjames.edu/student-life/policy-procedures/upload/wjc-student-handbook-2016.pdf
Academic programs	http://www.williamjames.edu/academics/a-z-by-degree.cfm
Courses currently offered	http://download.williamjames.edu/registrarforms/catalog-part-4.pdf
Other available educational opportunities	http://www.williamjames.edu/academics/lifelong/index.cfm
Other academic policies and procedures	http://www.williamjames.edu/academics/clinical/psyd/upload/wjc-psyd-program-handbook.pdf http://www.williamjames.edu/academics/school/upload/wjc-school-ma-cags-handbook.pdf http://www.williamjames.edu/academics/school/school-psyd/upload/wjc-school-psyd-handbook-2016-17.pdf
Requirements for degrees and other forms of academic recognition	http://www.williamjames.edu/academics/a-z-by-degree.cfm http://download.williamjames.edu/registrarforms/catalog-part-2.pdf
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	http://www.williamjames.edu/about/profiles/faculty/index.cfm
Names and positions of administrative officers	http://www.williamjames.edu/about/profiles/administration.cfm
Names, principal affiliations of governing board members	http://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	http://www.williamjames.edu/admissions/learn-more/index.cfm
Description of the campus setting	http://www.williamjames.edu/admissions/learn-more/campus-visits.cfm
Availability of academic and other support services	http://www.williamjames.edu/student-life/services-resources/index.cfm
Range of co-curricular and non-academic opportunities available to students	http://www.williamjames.edu/student-life/get-involved/student-organizations.cfm
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.williamjames.edu/student-life/services-resources/index.cfm
Institutional goals for students' education	http://download.williamjames.edu/registrarforms/catalog-part-2.pdf
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	http://www.williamjames.edu/academics/clinical/psyd/outcomes.cfm
	http://www.williamjames.edu/academics/counseling/outcomes.cfm
	http://www.williamjames.edu/academics/olp/outcomes.cfm
	http://www.williamjames.edu/academics/school/school-psyd/outcomes.cfm
Total cost of education and net price, including availability of financial aid and typical length of study	http://www.williamjames.edu/admissions/tuition-and-aid/tuition-and-fees.cfm
Expected amount of student debt upon graduation and loan payment rates	http://www.williamjames.edu/admissions/tuition-and-aid/tuition-and-fees.cfm
Statement about accreditation	http://www.williamjames.edu/about/welcome/accreditation.cfm

Appendix E: E-Series Data Forms

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:	Student manuals, faculty manuals, academic department/degree program sites http://www.williamjames.edu/student-life/policy-procedures/upload/wjc-student-handbook-2016.pdf	Annual collection/review of attrition data; annual alumni surveys; evaluation of student orientation; student educational technology use/familiarity; course evaluations and student competency assessments; field site evaluations; advisor evaluations; doctoral project committee evaluations -- all administered centrally thru Institutional Research; formal evaluation of all workshops and	Institutional results are reviewed by Asst. Dir. for Institutional Research; AVP for Research; Senior Management Team; VP for Academic Affairs; Academic Department Chairs and Program Directors; Institutional Curriculum Committee; academic department and degree program data are reviewed by appropriate	QI/QC enhanced thru centralizing and standardizing institutional infrastructure to support regular collection of accurate, timely and useful data to all key stakeholders; increased emphasis on making data results useful and accessible to key decision-makers through data visualization techniques.	Fall 2015

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)
		continuing education offerings; IRB review of all research protocols prior to implementation.	departmental leadership (see below)		
For general education if an undergradua te institution:	N/A	N/A	N/A	N/A	N/A
List each degree program: 1. PsyD Clinical	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, APA Annual report.	Steering committee, Faculty, and Department Chair ongoing and at annual retreat	Changed the assessment curriculum to add more assessment training to the curriculum, moved start of internship to year four instead of year three.	APA Spring 2015 (reaccredited for 7 years)
2. Psy.D School	http://www.williamjames.edu/academics/school/school-psyd/upload/wjc-school-psyd-handbook-2016-17.pdf	Field Education Evaluations, Doctoral Project, Assessment &	Faculty and Department Chair, ongoing	Added required Advanced Consultation curriculum,	Currently in initial APA accreditation review cycle;

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)
		Planning Conference Ratings, Measurement Competency Examination, MTEL Communications and Literacy Skills test, PRAXIS School Psychology Assessment, Certification and Licensure, Alumni survey.	and at faculty retreat	added new electives (e.g., autism), changed doctoral project course sequence, revised program goals, objectives, and competencies.	APA site visit will occur by June 2016
3. School Psychology MA/CAGS	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 Skills test, Dept. of Education	Faculty and Department Chair, ongoing and at faculty retreat	Added consultation curriculum; changed clinical seminar curriculum to include diversity, revised assessment curriculum, improved integration of Primary Project	Received final recognition report on February 1, 2016. Fully NASP approved through December 31, 2020

May 2016

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)
		Certification, Alumni survey		into year 1 clinical seminar, changed case study rubrics, revised program objectives.	
4. MA in Clinical Mental Health Counseling	http://www.williamjames.edu/academics/counseling/upload/wjc-counseling-handbook.pdf	Field Education evaluations; Assessment and Planning Conference Ratings; Capstone Project; Licensure; Alumni survey; Published online annual report	Faculty, Field Education Associate 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 allocation from courses to reconfigure field experience and clinical seminar for practicum and internship; eliminated capstone requirement and incorporated a comprehensive	Currently preparing for self-study to submit for CACREP accreditation consideration

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)
----------	---	---	---	---	--

				examination; incorporated assessment rubrics in all courses; revised/updated course objectives.	
5. 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.	Steering committee, Faculty, and Department Chair ongoing	Changed the curriculum, to add in more organizational theory and foundational psychology and more applied models of intervention. Increased practicum from 150 hours total to 600 hours. changed doctoral project course sequence, revised program goals, objectives, and competencies.	N/A
6. MA of Organizational Psychology	http://www.williamjames.edu/academics/olp/upload/wjc-maop-program-manual.pdf	Field Education Evaluations, Capstone Project, Comprehensive	Faculty and Department Chair, ongoing	Added Talent Management Concentration, increased support for capstone	

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)
		Exams, Portfolio, Alumni survey.		course, revised competencies, increased advising	
7. GCEC	http://www.coachfederation.org/files/FileDownloads/CoreCompetencies.pdf http://www.theexecutivecoachingforum.com/docs/default-document-library/tecf-6th-ed.pdf 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 Director of GCEC	Updated ethics to be in line with ICF changes, continuous refinement to program to ensure learning goals and competencies are met.	

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

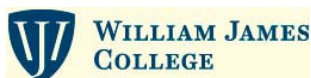
(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(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.
NEASC	Spring 2012	<ul style="list-style-type: none"> • Ensure sufficient resources to support growth • Diversify revenue sources to enhance financial stability • Complete renovations to new facility • Report on student outcomes for Organizational department 	Attrition, retention, and graduation rates Learning objectives	Spring 2017
American Psychological Association (Clinical PsyD)	Spring 2015	<ul style="list-style-type: none"> • Increase APA internship match rate • Add psychometric class 	Attrition, Grades, internship match rates, licensure, employment, and professional productivity	Spring 2022
APA (Consortium Internship)	Spring 2016	<ul style="list-style-type: none"> • Update Public documents • Clarify minimum levels of achievement (MLA) for all competencies • Provide copy of intern evaluation form denoting MLAs • Provide plan for how will collect aggregate and use distal data 	Licensure, employment, and professional productivity	Spring 2023

(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.
NASP (School Psychology MA/CAGS)	February 2016, NASP Approval – Full	<ul style="list-style-type: none"> Transition to NASP 2010 Standards. 	<ul style="list-style-type: none"> Grades Case Studies PRAXIS II School Psychologist Examination Practicum and Internship fieldwork competency evaluations 	Fall 2020
APA (School PsyD)	Spring 2016	<ul style="list-style-type: none"> None 	Attrition, Grades, internship match rates, licensure, employment, and professional productivity	Spring 2023

*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.

Appendix F: William James College Mission Statement



[Families & Friends](#) [Veterans](#) [Alumni](#) [Press & Media](#) [Faculty & Staff](#)

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Events at William James College

In the News

Click here (</news/index.cfm>) to read how William James College faculty and students are making a difference.

Welcome

[Message from the President](#)

Mission & Values

[History](#)

[Diversity](#)

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Our Mission and Values

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.

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 competence and language training. Develop programs and partnerships to ensure access to mental health care for all persons.

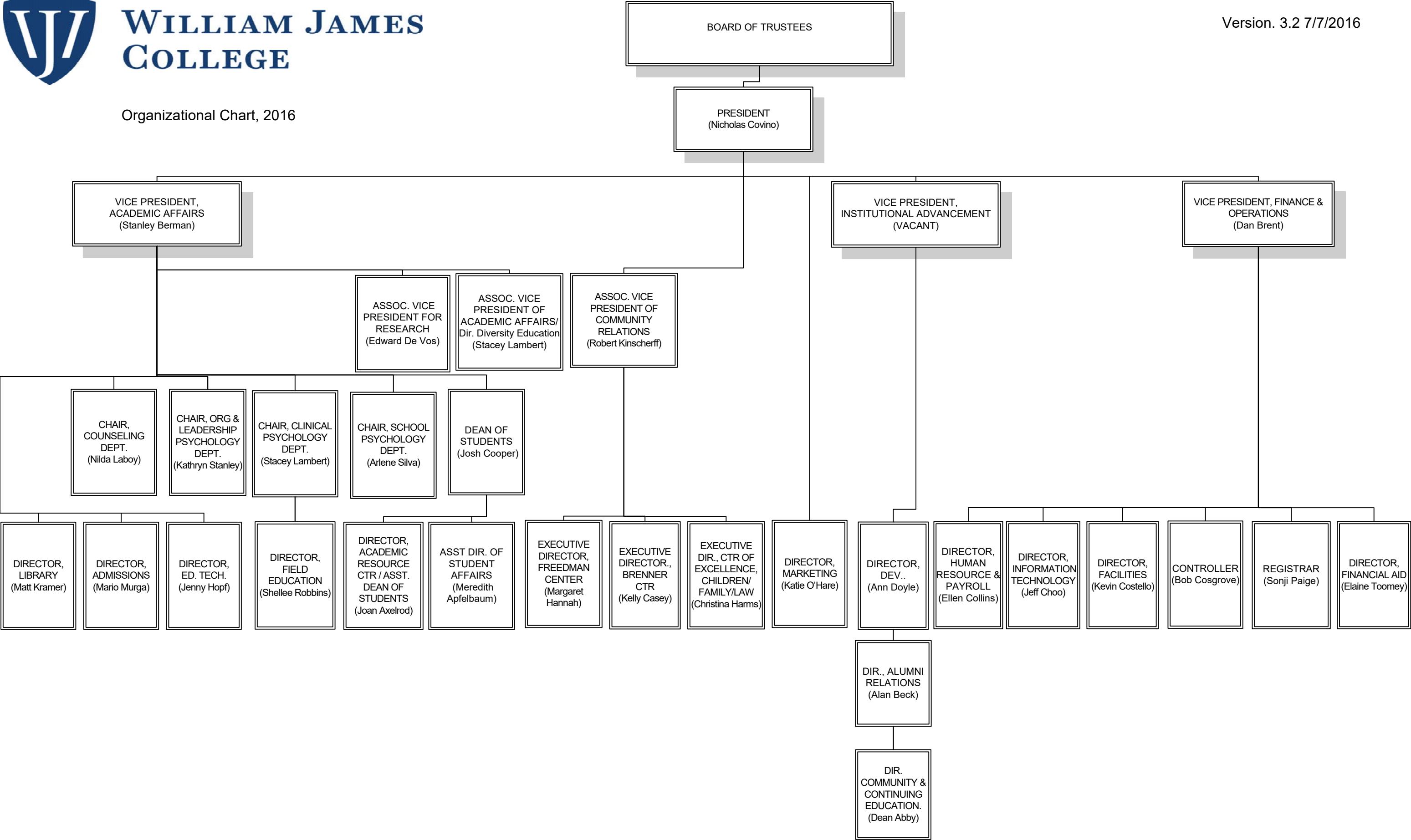
Personal Growth

Foster a supportive, challenging and available learning environment that pays careful attention to personal and professional development.

Status

William James College is an independent, not-for-profit institution.

Appendix G: William James College Organizational Chart



Board of Trustees

President
(Nicholas Covino)

Executive Assistant to President / Assistant Clerk to BOT
(Lilly Manolis)

William James College

Organizational Chart, July 2016

VP For Academic Affairs
(Stanley Berman)

Special Assistant to The President
(David Herzog)

Grant Writer
(Michelle Mitchell)

Associate VP For Academic Affairs,
Chair, Clinical Psychology Dept.
(Stacey Lambert)

Executive Assistant to VPAA
(Denise Feely)

Director, Education Technology
(Jenny Hopf)

Director, Military and Veterans Psychology
(Robert Dingman)

Clinical Psy Dept Coordinator
(Mary Yasuda)

Enrollment/Program Mgr, Clinical Psy Dept.
Eileen O'Donnell

Director, Field Education
(Shellee Robbins)

Chair, School Psychology Dept.
(Arlene Silva)

Assoc. Dir., Military & Veterans Relations
(Travis Bickford)

Asst Dir., Field Education
(Cheryl Macdonald)

Chair, Org. & Leadership Psy Dept.
(Kathryn Donald)

School Psychology Dept Coordinator
(Malory Weiner)

Administrative Assistant
(Laura Bourgeois)

Chair, Counseling Dept.
(Nilda Laboy)

OLP Dept Coordinator
(Kaitlin Sarubbi)

Director, Training, Clinical Psy Dept.
(Randi Dorn)

Assoc Dir., Field Ed. Counseling Psy Dept
(Jeffrey Napolitano)

Assoc Dir., Field Ed. School Psy Dept
(Elana Wolkoff)

Assoc Dir. , Field Ed. Clinical Psy Dept
(Kristen Aberle)

Assoc Dir., Field Ed. OLP Dept
(Charles Allen)

Dean Of Students
(Joshua Cooper)

Asst. Director of Counseling Dept.
(Kaitlyn Peretti)

Director, Latino Mental Health Program
(Mari Bennisar)

Faculty Dir., Applied Behavioral Analysis
(Ronald Lee)

Director, Admissions
(Mario Murga)

Asst. Dean of Students / Dir., Academic Resource Center
(Joan Axelrod)

Asst. Dir., Student Affairs
(Meridith Apfelbaum)

Librarian
(Matthew Kramer)

Associate Director Admissions
(Joseph Luszc)

Assistant Director Admissions
(Ryan Krodell)

Associate Vice President For Research
(Edward DeVos)

Technical Services Librarian
(Julia Clement)

Human Protection Admin. / Asst Director Research
(Rebecca Solberg)

Senior Research and Evaluation Associate
(Sonia Suri)

Research Assistant
(Anneke Johnson)

VP for Finance and Operations
(Daniel Brent)

Dir. Human Resource & Payroll
(Ellen Collins)

Registrar
(Sonji Paige)

Associate Registrar
(Anna Lyons)

Bursar
(Ann Cassidy)

Coordinator, Student Financial Services
(Debra Boyce)

Director Financial Aid
(Elaine Toomey)

Director, Information Technology
(Jeff Choo)

Asst. Dir, Financial Aid
(Hilary Baxter)

Financial Aid Counselor
(Phyllis Leibman)

Director, Facilities
(Kevin Costello)

Asst. Dir. Of IT Infrastructure & Services
(Jean Frejuste)

Helpdesk Manager
(Sunny Singh)

Database / Reports Administrator
(Ishwor Pokhrel)

Controller
(Bob Cosgrove)

Facilities Support
(James Gorman)

Office Manager
(Marice Nichols)

Accounts Payable
(Sophia Costello)

Assoc. VP of Community Engadgement
(Robert Kinscherff)

Front Desk Coordinator
(Judith Petrucci)

Director, Freedman Center
(Margaret Hannah)

Resource & Referral Counselor
(Kelly Anne Weaverl)

Resource & Referral Counselor
(Renee Rejent-Bowser)

Resource & Referral Counselor
(Jamie Siegel)

Assistant Director, Freedman Center
(Nadja Reilly)

Administrative Assistant
(Chardae Golding)

Interface Clinical Supervisor
(Leah Perniciaro)

Clinical Supervisor, Interface
(Heather Byrns)

Executive Director, Center for Excellence in
Child /Family / Law
(Christina Harms)

Executive Director, Brenner Center
(Kelly Casey)

Post Doctoral Fellow Supervisor
(Elizabeth Shepherd)

VP For Institutional Advancement
(VACANT)

Director of Marketing
(Katie O'Hare)

Director, Development
(Ann Doyle)

Director, Alumni Relations
(Alan Beck)

Associate Director, Marketing
(Patricia Jacobs)

Associate Director Marketing & Outreach
(Beth Rogan)

Marketing Specialist
(Jason Yu)

Director, Community and Continuing Education
(Dean Abby)

Appendix H: William James College By-Laws

SECOND AMENDED AND RESTATED

BY-LAWS

OF

WILLIAM JAMES COLLEGE, INC.

ADOPTED October 21, 2015

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ARTICLE I
NAME, SEAL, LOGO, AND OFFICES

1. **NAME:** The name of this corporation is William James College, Inc. (hereinafter referred to as the “College”).
2. **SEAL:** The seal of the College shall be in such form as may be approved from time to time by the Board of Trustees of the College (“Board of Trustees” or “Board”).
3. **LOGO:** The logo of the College shall be in such form as may be approved from time to time by the Board of Trustees.
4. **OFFICES:** The principal office of the College shall be at One Wells Avenue, Newton, Massachusetts 02459 or at such other place as the Board of Trustees may designate from time to time. The College may also have offices at such other places as the Board of Trustees may from time to time designate.

ARTICLE II
CORPORATE PURPOSES

The primary purpose of this College is to operate a non-profit educational institution consistently with the requirements of section 501(c)(3) of the Internal Revenue Code and applicable provisions of the laws of the Commonwealth of Massachusetts.

The more particular purposes of this College are as follows:

a) As a corporation organized and to be operated exclusively for charitable purposes, to acquire by gift, devise or otherwise, money and property of every kind, nature and description, and to administer and use the same and any income or proceeds thereof solely for such charitable purposes, and more particularly to train and educate qualified persons in applied psychology to help meet the public need for quality psychological services, including, but without in any way limiting the generality of the foregoing language, the following:

- 1) the sponsoring of courses and dissemination of information relating to professional and applied psychology, instruction and training;
- 2) serving in an advisory capacity to individuals or groups on basic and applied research;
- 3) implementing research findings in clinical, instructional, educational and other settings;
- 4) obtaining and administering grants and contracting for the same;
- 5) establishing and administering an endowment fund to be used for these purposes;

6) establishing a training clinic in psychological services offering individual, group and community consultations;

7) operating one or more private colleges or administering college programs for others related to or applying to professional and applied psychology, and registering the same with the proper state authorities;

8) publishing professional papers and publishing a professional journal;

9) developing, promoting, improving, and expanding services for and supports for children and their parents, veterans, underserved communities, seniors, and other constituencies in need of mental health services; compiling information concerning such services and making such services available to such constituencies; maintaining a library of books, pamphlets, and other educational materials for such constituencies; conducting educational workshops and groups relating serving and supporting such constituencies; and all other educational or charitable purposes related to the foregoing;

10) granting such degrees as the Board of Trustees may approve from time to time and that the College may be authorized to grant from time to time by the Department of Higher Education of the Commonwealth of Massachusetts; and

11) to have and exercise all powers which are necessary or desirable to carry out the foregoing.

b) No part of the net earnings of the College shall inure to the benefit of any private shareholder, member or subscriber, and no substantial part of its activities shall be carrying on propaganda or otherwise attempting to influence legislation. The College shall not participate or intervene in, by publishing or distributing statements or otherwise, any political campaign on behalf of any candidate for public office. In the event of the dissolution of the College, its then remaining assets, if any, shall not be distributed to its members but shall be distributed to one or more other organizations, whether or not (in each instance) incorporated, organized and operated exclusively for one or more purposes, each of which is denominated or defined in Section 501(c)(3) of the United States Internal Revenue Code of 1986, as amended and as then in force. The geographic area served by the College shall be both within and without this Commonwealth of Massachusetts, in such locations as are determined from time to time by the Board of Trustees.

c) In carrying out these corporate purposes, the Board of Trustees and its officers shall have such regard to the following as the Board of Trustees may from time to time prescribe by policy or otherwise: (i) to the corporate Mission Statement, (ii) to the need to integrate rigorous academic instruction with extensive field education and close attention to professional development, and (iii) to the social importance of creating programs to educate specialists in the many disciplines needed both to meet the mental health needs of society and to provide related services.

ARTICLE III

MEMBERS

The College shall have no members. Any action or vote required or permitted by law to be taken by members shall be taken by action or vote of the same percentage of the Board of Trustees of the College.

ARTICLE IV

BOARD OF TRUSTEES

1. POWERS: All corporate powers shall be exercised, and the business and property of the College shall be managed and controlled, by the Board of Trustees, but the Trustees shall act only as a Board, and the individual Trustees shall have no power as such.

The Board of Trustees shall have the same corporate powers customarily residing in members and directors of a charitable corporation; and where required by law, or where necessary and/or convenient in the management of the College, the Trustees may be designated as either members or directors.

The Board of Trustees, subject always to the provisions of these By-Laws, shall have general supervision and control of the management and administration of the affairs of the College, including, but without limitation, the authority to invest and reinvest its funds in any property, real, personal or mixed, to such extent and of such kinds as the Board shall deem advisable, and to make donations of, and accept donations to, the property of the College. The Board of Trustees shall not have the power to make or approve any loans to any Trustees.

The powers of the Board of Trustees shall further include, but shall not be limited to, the following:

- a) To approve degrees in course and honorary degrees upon recommendation of the President or faculty;
- b) To establish and review the educational programs of the College;
- c) To approve and adopt the annual budget of the College;
- d) To authorize the construction of new buildings and major renovations of existing buildings;
- e) To authorize the sale and purchase of land, buildings, or major equipment for use by the College;
- f) To authorize and promote major fund raising efforts of the College;
- g) To authorize any changes in tuitions and fees within the College;
- h) To select, appoint, remove, and replace the President;

- i) To authorize officers or agents of the College to accept gifts for the College;
- j) To authorize the incurring of debts by the College and the securing thereof by mortgage and pledge of real and personal property, tangible and intangible.

The Board of Trustees shall from time to time determine the manner in which it shall conduct its business and may adopt such rules of governance and procedure as it may deem appropriate for that purpose.

2. NUMBER AND ELECTION: The Board of Trustees shall have the power to fix their number and to elect Trustees at the Annual Meeting of the Board of Trustees and otherwise as provided herein. There shall be no fewer than eleven (11) Trustees and no more than thirty (30) Trustees exclusive of Trustees Emeriti/ae.

Candidates for election to the Board of Trustees shall be nominated by a nominating committee composed of not fewer than three (3) members of the Board of Trustees or, if no such committee then exists, by the Board of Trustees at any regular or special meeting thereof.

The name of every candidate so nominated shall be submitted to the entire Board of Trustees not less than ten (10) calendar days prior to the meeting at which such nomination is to be acted on, unless the Board of Trustees shall have waived this notice requirement in respect of any candidate or group of candidates. Any candidate so nominated may be elected to the Board of Trustees by action of the Board of Trustees.

Trustees shall be elected for three-year terms, and, thereafter, until their successors are elected, with approximately one-third of the total number of Trustees being elected on an annual basis. There shall be no limit on the number of terms during which a Trustee may hold office.

If at any time the total number of Trustees is fewer than that minimally required by these By-Laws, the Trustees then in office may, at any Annual, regular or special meeting, elect new Trustees in a number sufficient to bring the total to that specified in these By-Laws. Every such election shall be governed by the provisions of Section 6 of this Article.

Unless otherwise specified by these By-Laws or by any contractual agreement made with Officers of the College in accordance with these By-Laws, the terms of office of Trustees and Officers of the College shall begin and expire on the day of the Annual Meeting.

3. COMPOSITION: The Board of Trustees may, from time to time, establish qualifications and standards for the composition of the Board of Trustees.

4. RESIGNATION: Any Trustee may resign at any time by giving written notice of such resignation to the Clerk of the College, which notice shall be presented by the Clerk to the Board of Trustees or its Executive Committee at the next meeting, of either body, following its receipt. Any such resignation shall have effect upon its receipt by the Clerk unless a different date is specified in the notice.

5. REMOVAL: Any Trustee may be suspended for a period or expelled, in either case for cause specified, which shall include any violation of these By-Laws or other rules of the

College or any conduct prejudicial to the best interests of the College. Any such suspension or expulsion shall have effect upon an affirmative vote of not less than two-thirds of the members of the Board of Trustees present and voting at a meeting in the notice for which it is stated that such action is proposed.

6. VACANCIES: Any vacancy in the Board of Trustees (including any vacancy created by an increase in the authorized number of Trustees) may, at any meeting of the Board of Trustees, be filled for the unexpired portion of the term (or in the case of a vacancy created by an increase in the authorized number of Trustees, for such initial term, being not more than three years, as the Board of Trustees shall fix) by the Trustees then serving, although less than a quorum, by affirmative vote of the majority thereof. Any Trustee so elected shall hold office until the expiration of the original term for which the vacancy is being filled or until the election and qualification of a successor. Notwithstanding any other provision of these By-laws, the election to fill any vacancy hereunder may be conducted by e-mail or other like electronic means so long as every member of the Board of Trustees eligible to vote in such election shall have been given notice of the candidate or candidates for election to such vacancy and of the time and date when and the means by which such election is to be conducted; such notice shall be given in accordance with section 8(d) of this Article.

7. TRUSTEE EMERITI/AE: Trustees who have served with distinction or individuals who have made significant contributions to the College may be elected by action of the Board of Trustees as Trustees Emeriti/ae, using criteria established by the Board of Trustees from time to time. Except as is hereinafter provided, no Trustee Emeritus/a shall, as such, have, hold or exercise any authority or cast any vote. The Board of Trustees may appoint any Trustee Emeritus/a to membership on any committee or like body, whether advisory or other, and may accord to such Trustee the right to vote as a member of such body.

8. MEETINGS:

a) Annual Meeting. There shall be an Annual Meeting of the Board of Trustees of the College which shall be held at the principal office of the College or other designated meeting place in the early Fall of each year, but no later than the last day of October, for the purpose of electing Officers of the College and members of the Board of Trustees and, when required, for the purpose of voting on amendments to the Articles of Organization of the College or these By-Laws, and for the transaction of such other business as may be required by these By-Laws or the Articles of Organization and any other business as may properly come before the meeting.

b) Regular Meetings. Regular meetings of the Board of Trustees may be held at such places and times as are designated by the Board or by the Executive Committee; provided, however, that the Board of Trustees shall meet not less frequently than four (4) times each year, one of which meetings shall be the Annual Meeting.

c) Special Meetings. The President or the Chair of the Board may call a special meeting of the Board of Trustees. Upon the written request signed by any three or more Trustees, a special meeting of the Board of Trustees shall be called by the President, Chair, or Clerk.

d) Notice of Meetings. Notice of the date, time and place of all meetings of the Board of Trustees shall be served on each Trustee as described in Article XVI. Notices of meetings need not specify the purposes thereof, unless otherwise required by law, the Articles of Organization or these By-Laws.

e) Waiver of Notice. Whenever notice of a meeting is required, such notice need not be given to any Trustee if a written waiver of notice, executed before or after the meeting, is filed with the records of the meeting, or to any Trustee who attends the meeting without protesting prior thereto or at its commencement the lack of notice to such Trustee. Such waiver of notice need not specify the purposes of the meeting, unless otherwise required by law, the Articles of Organization or these By-Laws.

f) Action by Writing. Except as otherwise provided by law, the Articles of Organization, or these By-laws, any action required or permitted to be taken at any meeting of the Board of Trustees, or of any committee thereof, may be taken without a meeting (whether by electronic communication or otherwise) if at least a majority of the Trustees or members of the committee, as the case may be, consent to the action in writing and the written consents are filed with the records of the meetings of the Board of Trustees. Such consents shall be treated for all purposes as a vote at a meeting.

g) Presence Through Communications Equipment. Unless otherwise provided by law or the Articles of Organization, Trustees may participate in a meeting of the Board of Trustees or of any committee by means of a conference telephone or similar communications equipment that permits all persons participating in the meeting to hear each other at the same time, and participation by such means shall constitute presence in person at a meeting.

h) Recusal from Attending and Voting. Notwithstanding any other provision of these By-Laws, any person who may be entitled to attend or to vote at any meeting of the Board of Trustees or of any committee thereof, or to consent to any written consent action of the Board of Trustees or of any committee thereof, shall be recused from attending, voting, or consenting if, but only to the extent that, such person, or a family member or an affiliate thereof, is the subject of, or financially interested in, a resolution under consideration.

9. QUORUM: At any meeting of the Board of Trustees, a quorum for the transaction of business shall consist of a majority of the then current number of Trustees. If, at any time, there shall be an even number of members then holding office, a majority, for purposes of the foregoing provision, shall mean one half of the total number of such Trustees. At any meeting at which less than a quorum is present, the Trustees participating in such meeting may adjourn such meeting from time to time until a quorum is present.

10. ACTION BY VOTE: When a quorum is present at any meeting of the Board of Trustees, the vote of a majority of the Trustees present and voting shall be sufficient to decide any question, including the election of officers, unless otherwise provided by law, the Articles of Organization or these By-Laws including, without limitation, Article XIV.

11. COMPENSATION: The members of the Board of Trustees shall receive no salary for their services as Trustees, but they may receive compensation for special services and

may contract with the College, provided that the requirements set forth in Article XIV herein are followed. Trustees may be reimbursed for expenses actually incurred in connection with their attendance at meetings or their performance of duties as Trustees.

12. ABSENCES: Should any Trustee be unreasonably absent from three (3) consecutive meetings of the Board of Trustees without sending a communication to the Chair or Clerk stating the reason for each such absence, and if such reasons should not be accepted by the members of the Board of Trustees, his or her seat on the Board of Trustees may be declared vacant by the Chair with the approval of the Board of Trustees.

13. EXECUTIVE COMMITTEE: At the Annual Meeting, the Board of Trustees shall constitute an Executive Committee. At a minimum, the following persons shall be members of the Executive Committee: (i) the Chair and Vice-Chair of the Board of Trustees; (ii) the chairs of each other then constituted committee, if any, of the Board of Trustees; (iii) the outgoing Chair, if any, who shall serve on the Executive Committee for a period of one year from the last date he or she served as Chair; and (iv) if selected by, and at the discretion of, the Chair, up to two (2) additional Trustees and/or Trustee alumnus of the College. In addition to the foregoing, the Board of Trustees may elect such number of additional persons to serve on the Executive Committee as the Board of Trustees determines is appropriate; provided, however, that the total number of persons on the Executive Committee, including the persons designated in clauses (i) through (iv) of the preceding sentence, shall not be less than five (5). The President may attend, ex officio, and speak at, but not vote at, all meetings of the Executive Committee (other than executive sessions for committee members only), but shall be recused from attending or speaking to the extent that the Executive Committee is considering the compensation of, employment contract with, or performance review of the President.

The Executive Committee shall have and may exercise, so far as may be permitted by law, all the powers of the Board of Trustees in the management of the affairs of the College including, without limitation, setting College goals. The Executive Committee shall approve the compensation of the President and other officer/vice president level executives, and shall conduct the annual performance review of the President. In addition, the Executive Committee shall approve the hiring and removal of all officers other than the President. All actions taken by the Executive Committee at its meetings shall be reported to the Board of Trustees at each regular or special meeting of the Board next occurring.

Notwithstanding the foregoing, without the express prior authorization of the Board of Trustees, the Executive Committee shall have no authority to do the following:

a) to acquire any interest in real property for, or to dispose of any interest in real property owned by, the College;

b) to make or authorize the making of any agreement, other than an agreement of employment for a period of not more than one year, if the obligation of the College exceeds One Million Dollars (\$1,000,000);

c) to approve the annual budget or operating plans for the College; or

d) to make or authorize any payment or the transfer of moneys in a total amount in excess of One Million Dollars (\$1,000,000) unless such transfer or payment is set forth in an annual budget or operating plan approved by the Board of Trustees.

The following matters shall be reserved solely for the Board of Trustees:

- 1) the selection and removal of Trustees, a change in the number of Trustees and the filling of vacancies in the Board of Trustees;
- 2) the selection, appointment, removal, and replacement of the President;
- 3) relocation of the principal place of business of the College;
- 4) amendment of the By-Laws;
- 5) obligating the College for any indebtedness in an amount that exceeds One Million Dollars (\$1,000,000) or pledging or granting a mortgage or security interest in assets of the College for any indebtedness unless such indebtedness, pledge, mortgage, or security interest is set forth in an annual budget, operating plan, or action approved by the Board of Trustees; and
- 6) any actions which by law require the vote of the Board of Trustees.

The Board of Trustees may fill any vacancy in the Executive Committee, and, notwithstanding any other provision in this Section 13, may remove or add a member or members, as it sees fit. Subject to any directives of the Board of Trustees, the Executive Committee may promulgate its own rules for the conduct of its business. The Executive Committee shall keep accurate minutes, together with all votes and actions taken or authorized by it, as part of the permanent records of the College and shall periodically provide copies of the same to the Board of Trustees at or before the next Board meeting.

A majority of the members of the Executive Committee shall constitute a quorum for the transaction of business. When there is a quorum present at any meeting, the vote of a majority of the members of the Executive Committee present at such meeting shall be sufficient to approve any matter or resolution under consideration by the Executive Committee. Any resolution may be adopted by written consent in lieu of a meeting of the Executive Committee if such resolution is in writing and executed by all members of the Executive Committee.

14. FINANCE AND AUDIT COMMITTEE.

At the Annual Meeting, the Board of Trustees shall elect five (5) or more of its members who shall constitute a Finance and Audit Committee. The members of the Finance and Audit Committee shall be persons who are not officers, employees, faculty members, or students of the College. The President may attend, ex officio, and speak at, but not vote at, all meetings of the Finance and Audit Committee (other than executive sessions for committee members only).

The purposes of the Finance and Audit Committee shall be to oversee the development of the annual budgets and financial plans to ensure that such budgets and plans allocate resources in a manner that is consistent with the approved institutional strategic plan, and that such budgets

and plans accurately reflect the best balanced judgments about risks and rewards of anticipated operating conditions. In addition, but subject always to the authority of the Board of Trustees, the Finance and Audit Committee shall have the following roles and responsibilities:

(1) To exercise oversight and participate as appropriate in each phase of the annual budget cycle so that the members of the committee are deeply knowledgeable about the financial condition of the institution;

(2) To review the annual operating budget and recommend it to the Board of Trustees for approval;

(3) To review the interim financial statements and report its conclusions to the Board of Trustees;

(4) To make periodic reports to the Board of Trustees to reflect any changes in financial condition;

(5) To develop and make recommendations for policies to govern the investment of endowment assets including the hiring of any investment advisors;

(6) To review and measure compliance with approved investment policies;

(7) To approve the selection of the external auditor;

(8) To serve as the first line of communication with the external auditor;

(9) To negotiate and execute an engagement letter with the external auditor;

(10) To approve the annual engagement parameters for the external auditor;

(11) To review and accept the annual report submitted by the external auditor;

(12) To review the annual Form 990 and recommend it to the Board of Trustees for approval;

(13) To review the capital expenditure budget of the College, including any proposed acquisitions or leases of real property, and recommend same to the Board of Trustees for approval;

(14) To review the terms of any indebtedness to be incurred by the College, including any collateral security therefor, and recommend same to the Board of Trustees for approval;

(15) To review and assess the adequacy of the College's internal controls and its policies and procedures to manage risk, including the College's insurance coverage and its security policies and procedures, including cyber security;

(16) To review and address, in conjunction with the Governance Committee, if constituted, any conflicts of interest or perceived conflicts of interest; and

(17) To engage, at the College's expense, independent third parties to review, assess, report to, and provide advice to, the Finance and Audit Committee regarding all matters within the purview of the Finance and Audit Committee.

The Board of Trustees may fill any vacancy in the Finance and Audit Committee, and, notwithstanding any other provision in this Section 14, may remove or add a member or members, as it sees fit. Subject to any directives of the Board of Trustees, the Finance and Audit Committee may promulgate its own rules for the conduct of its business. The Finance and Audit Committee shall keep accurate minutes, together with all votes and actions taken or authorized by it, as part of the permanent records of the College and shall periodically provide copies of the same to the Board of Trustees at or before the next Board meeting.

A majority of the members of the Finance and Audit Committee shall constitute a quorum for the transaction of business. When there is a quorum present at a meeting, the vote of a majority of the members of the Finance and Audit Committee present at such meeting shall be sufficient to approve any matter or resolution under consideration by the Finance and Audit Committee. Any resolution may be adopted by written consent in lieu of a meeting of the Finance and Audit Committee if such resolution is in writing and executed by all members of the Finance and Audit Committee.

15. OTHER COMMITTEES. The Board of Trustees may from time to time constitute such other committees as it may deem appropriate, including, but not limited to, a Governance Committee, an Academic Affairs Committee, a Facilities Committee, a Community Engagement Committee, and an Advancement or Capital Campaign Committee. In doing so, the Board shall prescribe the purpose of any such committee, its composition, the method by which its members shall be selected and any other such matter as the Board may deem necessary or appropriate and may delegate to such committee any such authority or responsibility as it may from time to time deem necessary or appropriate. No committee may act on any matter which, by law, the Articles of Organization or these By-Laws, is reserved for the Board of Trustees. Each committee shall regularly report on its work and recommendations to the Board of Trustees. The Chair and Vice Chair may attend meetings of any Committees, *ex officio* and without vote (unless the Chair or Vice Chair is a designated member of any Committee. The President may attend, *ex officio*, and speak at, but not vote at, all meetings of all Board committees (other than executive sessions for committee members only).

16. MEMBERSHIP BY CO-OPTION. Unless the Board of Trustees shall otherwise prescribe, any committee constituted pursuant to the foregoing Section 15 shall have the authority to co-opt as a member thereof any person who, in the opinion of the members, would contribute to the deliberations of the committee and the conduct of its business. Such person shall remain a member of the committee for so long as the committee may determine. Every person who becomes a member of a committee by co-option shall be entitled to attend all meetings of the committee, to participate in its deliberations, to vote on matters that are before the committee (unless otherwise specified by the committee co-opting such person) and otherwise to exercise the rights and discharge the duties of a member thereof.

ARTICLE V

OFFICERS

1. NUMBER AND QUALIFICATION: The Officers of the College shall be the Chair, Vice-Chair, President, Treasurer, Chief Financial Officer, Clerk, and such other officers, if any, as the Board of Trustees may from time to time determine. An Officer, other than the Chair or Vice-Chair, may but need not be a Trustee. The Clerk shall be a resident of Massachusetts unless the College has a resident agent duly appointed for the purpose of service of process. A person may hold more than one office at the same time. The Board of Trustees may designate one or more individuals as honorary officers, to continue as such during such term as the Board of Trustees shall prescribe. Such honorary officers need not be members of the Board of Trustees and shall perform no duties by reason of any honorary office so held.

2. ELECTION: The Chair, Vice-Chair, President, Treasurer, Chief Financial Officer, Clerk, and any additional officer positions designated by the Board or Trustees shall be elected annually by the Board of Trustees at the Annual Meeting or at a special meeting held in lieu thereof, and each shall hold office until the next Annual Meeting or any special meeting held in lieu thereof and thereafter until a successor is elected and qualified. Other officers, if any, may be elected by the Board of Trustees at any time and shall hold office until the Annual Meeting or any special meeting held in lieu thereof unless a shorter term is specified in the vote electing any such officer. The Executive Committee is empowered to negotiate contracts for the services of said officers, provide for their compensation and define their duties in a manner not inconsistent with the provisions of these By-Laws.

3. VACANCIES: In case any office of the College becomes vacant by death, resignation, retirement, disqualification, or any other cause, the Board of Trustees may elect a successor, who shall hold office for a period not longer than the unexpired term, except as otherwise provided by law, by the Articles of Organization or by these By-Laws.

4. CHAIR AND VICE-CHAIR: The Chair of the Board of Trustees shall preside at all meetings of the Board of Trustees, shall serve as the Chair of the Executive Committee, and shall have such other powers and duties as may be determined from time to time by the Board of Trustees. In the absence of the Chair, the Vice-Chair shall perform the duties of the office of the Chair, including presiding at meetings of the Board of Trustees as well as at meetings of the Executive Committee. The Vice-Chair shall have such other powers and duties as the Board of Trustees may from time to time prescribe and may or may not be elected to succeed to the office of the Chair if a vacancy occurs. At any meeting from which the Chair and Vice-Chair are absent, the members shall elect a Chair pro tempore.

5. PRESIDENT: The President shall be the chief executive officer and key spokesperson of the College, and, pursuant to such contract of employment as the College may make, shall serve as the chief executive and academic officer of the College and do and perform such other duties as may be assigned to him or her by the Board of Trustees. The President may attend, ex officio, and speak at, but not vote at, all meetings of all Board committees (other than executive sessions for committee members only), but shall be recused from attending or speaking to the extent that the Executive Committee is considering the compensation of, employment contract with, or performance review of the President.

In addition thereto and subject always to such general or specific direction as the Board of Trustees or its Executive Committee may from time to time give him or her, the President shall have the following duties and responsibilities:

a) The President shall be the official advisor to, and executive agent of, the Board of Trustees and its Executive Committee. The President shall have the authority, on behalf of the Board of Trustees, to perform all acts and execute all instruments and documents on behalf of the College, and to bind the College to the same, to make effective the actions of the Board of Trustees or its Executive Committee.

b) The President shall be the chief executive officer of the College and shall have those duties that commonly pertain to the office of the president of a like institution. The President shall, as educational, academic, and administrative head of the College, exercise a general superintendence over all the affairs of the College, and bring such matters to the attention of the Board as are appropriate to keep the Board fully informed and able to meet its policy-making and governance responsibilities.

c) The President shall be the administrative head of the College and its constituent parts and shall have the power to veto any act or resolution of any committee or other collective body within the College, except the Board of Trustees and its committees.

d) The President may from time to time establish such other officer and administrative positions as he or she may determine to be necessary or desirable for the efficient operation of the College and shall recommend to the Board of Trustees the appointment of persons to serve with the titles of Vice President, Chief Operating Officer, Provost, or other titles similar thereto, and the removal, when the President deems it necessary or appropriate, of persons so appointed; provided, however, that nothing in this subsection (d) shall be construed to limit the authority of the Board of Trustees to approve the budget of the College or to delegate to the President the authority to appoint any person to or remove any person from any such officer or administrative position.

Whenever the President is unable, for any reason, to discharge the responsibilities of the office, then, unless the Board of Trustees or the President shall have otherwise directed in any particular case, the Executive Committee shall appoint a person to perform the President's administrative duties until other provisions shall have been made in that regard by the Board of Trustees.

6. TREASURER: The Treasurer shall be responsible for the finances and financial operations of the College. The Treasurer shall be the chief financial and accounting officer of the College, shall keep an account of all moneys received and expended for the use of the College, shall have charge of all moneys, including any negotiable instruments, of the College, shall keep the accounting records of the College, shall collect all moneys due to the College, shall oversee all payments and disbursements by the College, and shall prepare financial statements suitable for audit by independent certified public accountants. The Treasurer shall have the authority to accept donations to the College of moneys, goods, or services; provided, however, that if the donation is for an amount in excess of \$1,000,000 and is restricted to being used only for certain purposes, or is conditioned on the College taking any action or refraining from taking any action,

then such donation shall require the approval of the Board of Trustees or its Executive Committee. The Treasurer shall have authority to give receipt for moneys and the fair market value of goods or services donated, including any negotiable instruments, paid to and received by the College. The Treasurer shall keep such books and other records as may be required for the performance of his or her duties, which books and records shall at all times be open to the Board of Trustees, its Executive Committee and its Finance and Audit (or Audit) Committee.

The Treasurer may be designated as the Chief Financial Officer of the College unless the Board of Trustees designates another person to hold such position with such duties and authority as the Board of Trustees may designate.

The Treasurer shall deposit all funds of the College in a bank or banks or trust company approved by the Board, and shall otherwise invest such funds upon the direction of the Board or the Finance and Audit Committee.

Checks, notes, drafts and other similar instruments drawn or endorsed in the name of the College shall be signed by the Treasurer unless the Board of Trustees or its Executive Committee shall have authorized any other officer of the College, in lieu of or in addition to the Treasurer, to sign the same. No officer shall sign any such instrument as aforesaid unless authorized to do so by the Board or its Executive Committee. The Treasurer shall do and perform such other duties as may be assigned to him or her by the Board of Trustees.

The funds, books and vouchers held by the Treasurer shall at all times be under the supervision of the Finance and Audit Committee and subject to its inspection and control.

The Treasurer shall make a report at the Annual Meeting and at such other times as may be required by the Chair, the Executive Committee, or the Finance and Audit Committee. In the absence or disability of the Treasurer, the Board of Trustees may appoint a Treasurer pro tempore.

If required by the Board of Trustees, the Treasurer shall give to the College such security for the faithful performance of his or her duties as the Board may direct.

7. CLERK: The Clerk shall have charge of such books, documents, and papers as the Board of Trustees may determine. The Clerk or someone designated by the Board to act on the Clerk's behalf shall attend and keep the minutes of all the meetings of the Board of Trustees and its Executive Committee. The Clerk shall keep a record containing the names, alphabetically arranged, of all persons who are Trustees of the College and showing their places of residence and telephone numbers, and such record shall be open for inspection as prescribed by law. The Clerk may, when authorized by the Board of Trustees, sign with the President, in the name and on behalf of the College, any contracts, agreements, notes, and other instruments and documents as authorized by these By-laws or as otherwise authorized by the Board of Trustees and, when so authorized or required, may affix the seal of the College. The Clerk shall, in general, perform all duties incident to the office of Clerk, subject to the control of the Board of Trustees, and shall do and perform such other duties as may be assigned to him or her by the Board of Trustees.

In the absence or disability of the Clerk, the Board of Trustees may appoint a Clerk pro tempore.

8. CHIEF OPERATING OFFICER: The Chief Operating Officer, and/or the Provost, if appointed, shall have such powers and duties as are commonly incident to, or within the purview of, such positions, or that are otherwise delegated by the Board of Trustees to such person from time to time.

9. REMOVAL: Except as otherwise provided herein or in any applicable contract of employment, any Officer (other than the President) may be removed from office by action of the Executive Committee or the Board of Trustees. Except as otherwise provided herein or in any applicable contract of employment, the President may be removed from office by action of the Board of Trustees.

ARTICLE VI

VOTING UPON STOCK OF OTHER CORPORATIONS

Unless otherwise ordered by the Board of Trustees, the President shall have full power and authority on behalf of the College to vote either in person or by proxy at any meeting of stockholders of any other corporation to the same extent that this College might have possessed and exercised such power and authority if present. The Board of Trustees may confer like powers upon any person and may revoke any such powers as granted at its pleasure.

ARTICLE VII

FISCAL YEAR

The fiscal year of the College shall commence on June first of each year and end on the May thirty-first following.

ARTICLE VIII

PROHIBITION AGAINST SHARING IN CORPORATE EARNINGS

No Trustee, Officer, employee or member of a committee of, or person connected with, the College, and no other private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the College; provided, that this shall not prevent the payment of such reasonable compensation to any such person for services rendered to or for the College in effecting any of its purposes as shall be fixed by the Board of Trustees of the College; and no such person or persons shall be entitled to share in the distribution of any of the corporate assets upon the dissolution of the College. All members of the Board of Trustees of the College shall be deemed to have expressly consented and agreed that upon such dissolution or winding up of the affairs of the College, whether voluntary or involuntary, the assets of the College, after all debts have been satisfied, then remaining in the hands of the Board of Trustees shall be distributed, transferred, conveyed, delivered, and paid over to one or more such charitable, religious, scientific, literary, or educational organizations which then qualify under the provisions of Section 501(c)(3) of the Internal Revenue Code and its Regulations (as they now exist or as they may hereafter be amended) as the Board of Trustees shall determine.

ARTICLE IX **INVESTMENTS**

The College shall have the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest any funds held by it, according to the judgment of the Finance and Audit Committee and without being restricted to the class of investments which a trustee is or may hereafter be permitted by law to make or any similar restriction; provided, however, that no action shall be taken by or on behalf of the College if such action is a prohibited transaction or would result in the denial of its tax exemption under Section 503 or Section 504 of the Internal Revenue Code and its Regulations as they now exist or as they may hereafter be amended.

ARTICLE X **AMENDMENTS**

The By-Laws may be altered, amended, or repealed at any meeting of the Board of Trustees by vote or consent of two-thirds or more of all then acting Trustees. If to be approved at a meeting, notice of the meeting of the Board of Trustees at which such alteration, amendment or repeal of the By-Laws is to be voted upon shall be given pursuant to subsection (d) of Section 8 of Article IV of these By-Laws. Such notice shall specify the purposes of such meeting.

ARTICLE XI **PROHIBITED ACTIVITIES**

Notwithstanding any other provision of these By-Laws, no Trustee, Officer, employee, agent, or representative of this College shall take any action or carry on any activity by or on behalf of the College not permitted to be taken or carried on either by an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code and its Regulations as they now exist or as they may hereafter be amended, or by an organization contributions to which are deductible under Section 170(c)(2) of such Code and Regulations as they now exist or as they may hereafter be amended.

ARTICLE XII **ACADEMIC POLICIES**

The Board of Trustees shall from time to time, and in such manner as it may deem necessary or desirable, establish the procedures to be followed within the academic community of the College for purposes of considering, formulating and adopting its academic policies and policies and procedures for faculty titles and ranking. In doing so, it shall have regard to the paramount importance that has traditionally been accorded the College's faculty in the consideration and formulation of such policies; and it shall have like regard to the importance of having representatives of the student body participate in the consideration and formulation of such policies.

For purposes of this Article XII, the phrase "academic policies" shall be deemed to refer to policies that govern the following:

- a) the content of the academic curriculum, including field experiences;

- b) standards for the admission of students and requirements for their remaining enrolled in good standing;
- c) degree requirements;
- d) the evaluation and grading of students' academic performance and student appeals in respect of such matters;
- e) procedures and criteria for use in the evaluation of members of the faculty;
- f) procedures and policies for faculty titles and ranking; and
- g) such other policies and procedures as the Board of Trustees may approve or adopt from time to time.

The Board of Trustees may delegate any or all of its authority under this Article XII to the Academic Affairs Committee if such has been established.

ARTICLE XIII

INDEMNIFICATION OF TRUSTEES AND OFFICERS

The College shall, to the extent legally permissible, indemnify each person who may serve or who has served at any time as a Trustee, Officer, employee or agent of the College or who at the request of the College may serve or at any time has served as a fiduciary (collectively, "Indemnified Officer") against all expenses and liabilities, including, without limitation, counsel fees, judgments, fines, excise taxes, penalties and settlement payments, reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative (a "proceeding") in which he or she may become involved by reason of his or her serving or having served in such capacity (other than a proceeding voluntarily initiated by such person unless he or she is successful on the merits and the proceeding was authorized by the Board of Trustees); provided that no indemnification shall be provided for any such person with respect to any matter as to which he or she shall have been finally adjudicated in any proceeding not to have acted in good faith in the reasonable belief that his or her action was in the best interests of the College; and further provided that any compromise or settlement payment shall be approved by the College in the same manner as provided below for the authorization of indemnification.

Such indemnification may, to the extent authorized by the Board of Trustees of the College, include payment by the College of expenses incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt of an undertaking by the person indemnified to repay such payment if he or she shall not be entitled to indemnification under this Article, which undertaking may be accepted without regard to the financial ability of such person to make repayment.

The payment of any indemnification or advance shall be conclusively deemed authorized by the College under this Article, and each Trustee and Officer of the College approving such payment shall be wholly protected, if:

a) the payment has been approved or ratified (1) by a majority vote of a quorum of the Trustees who are not at that time parties to the proceeding or (2) by a majority vote of a committee of two or more Trustees who are not at that time parties to the proceeding and are selected for this purpose by a majority of the full Board of Trustees (in which selection Trustees who are parties may participate); or

b) the action is taken in reliance upon the opinion of independent legal counsel (who may be counsel to the College) appointed for the purpose by vote of the Trustees in the manner specified in clauses (1) or (2) of subparagraph (a) or, if that manner is not possible, appointed by a majority of the full Board of Trustees then in office; or

c) the Trustees have otherwise acted in accordance with the standard of conduct applied to directors of a corporation under Chapter 180 of Massachusetts General Laws; or

d) a court having jurisdiction shall have approved the payment.

The indemnification provided hereunder shall inure to the benefit of the heirs, executors and administrators of a Trustee or other Indemnified Officer entitled to indemnification hereunder.

The right of indemnification under this Article shall be in addition to and not exclusive of all other rights to which any person may be entitled. Nothing contained in this Article shall affect any rights to indemnification to which the College's employees, agents, Trustees, Officers and other persons may be entitled by contract or otherwise under law.

The College shall purchase and maintain insurance on behalf of any person who is or was a trustee, officer, employee or other agent of the College or is or was serving at the request of the College as a trustee, officer, employee or other agent of another organization in which it owns a share or of which it is a creditor, against any liability incurred by such person in any such capacity or arising out of such status, and in such amounts as may be approved by the Board of Trustees from time to time.

This Article, as amended, constitutes a contract between the College and the Indemnified Officers. No amendment or repeal of the provisions of this Article which adversely affects the right of an Indemnified Office under this Article shall apply to him or her with respect to his or her acts or omissions which occurred at any time prior to such amendment or repeal without his or her written consent.

ARTICLE XIV

INTERESTED TRUSTEES AND OFFICERS

Notwithstanding any other provision of these By-laws, in the event that a Trustee is the subject of any resolution to remove such Trustee from any officer position or the position of Trustee, such Trustee shall be recused from the deliberations and voting on, or consent to, such resolution.

Interested Trustees may be counted in determining the presence of a quorum at a meeting of the Board of Trustees which authorizes a contract or transaction between the College and any

one or more of its Trustees or between the College and any other corporation, partnership, association or other organization of which a Trustee is an officer, trustee, director, partner, member, or owner (unless such partnership, membership, or ownership interest represents less than 1% of the voting interests thereof), provided that any such Trustee or Trustees shall leave the room and not participate in the discussion or vote concerning such transaction (and quorum shall be deemed not to have failed as a consequence of such recusal), and further provided that:

a) the material facts as to the relationship or interest and as to the contract or transaction are disclosed or are known to the Board of Trustees and the Board of Trustees in good faith authorizes the contract or transaction by the affirmative vote of a majority of the disinterested Trustees even though the disinterested Trustees are less than a quorum; and

b) the contract or transaction is fair as to the College as of the time it is authorized, approved or ratified by the Board of Trustees.

ARTICLE XV **NON-DISCRIMINATION**

The College does not and shall not discriminate on the basis of race, creed, color, gender, age, sexual preference, handicap, Vietnam era or veteran status or national or ethnic origin. The College is open to all persons, regardless of race, creed, color, gender, age, sexual preference, handicap, Vietnam era or veteran status or national or ethnic origin in relation to its education policies, its admissions, scholarships and loan programs, its hiring and employment practices and other College-administered programs. It affords all students the rights, privileges and programs generally afforded or made available to students of the College. This policy shall be publicized in a suitable manner.

ARTICLE XVI **NOTICES**

Any notices, consents, waivers, or other communications required or permitted under these By-Laws shall be delivered by any of the following means: regular mail, electronic mail, telecopier, telephone, courier service, or personally. A notice shall be deemed delivered when received if sent by telephone, courier, or delivered personally. A notice shall be deemed delivered when deposited with the US Postal Service if sent by regular mail, or when transmitted if sent by electronic mail or by confirmed facsimile. Any such notices, consents, waivers, or other communications shall be delivered to the address, electronic mail address, facsimile, or telephone number shown in the College's records for the recipient. Any Trustee or officer may change his or her address, e-mail address, facsimile, or telephone number at any time by delivering to the Clerk of the College a written change request. Any notice, consent, waiver, or other communication destined for the College shall be delivered by mail, courier, or personally to the address specified on the College's web site or on file with the Secretary of the Commonwealth of Massachusetts or, if sent by facsimile or electronic mail, to the number or electronic mail address specified in the College's records for the President or the Clerk.

Notices of any meeting of the Board of Trustees or of any committee shall be served not less than seven (7) calendar days before the meeting.