



WILLIAM JAMES
COLLEGE
GRADUATE EDUCATION IN PSYCHOLOGY

Office of Research

Edward De Vos, EdD

Associate Vice President for Research

Rebecca Solberg, MA

Assistant Director of Institutional Research

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Strategic Planning Report SWOT Survey 2016

Rebecca Solberg, MA

Edward De Vos, EdD

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**WILLIAM JAMES
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Introduction

WJC is committed to the use of data to support key decisions at all levels and across all departments within the institution. In addition to being the repository of much institutional data, the WJC Office of Research recently supported WJC's Strategic Planning initiative by coordinating the compilation, distribution, collection, and preliminary analysis of community responses to a series of questions submitted by the working groups engaged in the development of the college's five-year strategic plan.

Given an extremely tight timeline, and the end-of-semester time pressures so many members of the community are laboring, the survey process and its results should be considered as broad-stroke and suggestive input. The survey results are only one source of information to provide input into the larger deliberative and visionary process that the strategic planning activity is.

The survey work plan was necessarily foreshortened: lasting only two weeks from inception to completion. The abbreviated schedule permitted less time to refine the questions, maximize response rates, and analyze the data. Even so, the resulting inquiry was considerably better than could have been expected of the separately conducted ad hoc efforts that were being considered by the many working groups.

Methods

The Office of Research worked in collaboration with the different strategic planning teams to create an omnibus survey. Each committee was invited to submit three questions that they would like to be considered for inclusion on this form. Four workgroups participated: Marketing and Admissions, Academic Excellence, New Academic Business and Student Life and Resources. Office of Research included four questions to inform a so-called "SWOT analysis" at the end of this survey to identify Strengths, Weaknesses, Opportunities and Threats.

The survey was distributed via email distribution lists ("Student Body", "College Faculty" and "College Administration") on April 22, 2016 and included 1184 individuals. Participation was voluntary and anonymous, no IP addresses or identifying information was collected. Community members received a reminder on April 26th and a final reminder on April 28th. We received a total of 265 responses, representing a 22% response rate. The following results capture all participants who entered information. Results are presented in the order they appeared on the survey.

In the interest of expediting the process, we are presenting the results in the order they appeared on the survey. We recommend that each working group read the verbatim responses to their most salient question(s). Responses are present in two ways. First, we present the verbatim responses, organized according to stakeholder group: Students, Faculty and Staff/Administration. Next, we have included "word clouds" to provide a quick and (overly) accessible summary peek to fuel consumers' interest, digestion and synthesis of the actual responses.

Please note well: we include the word clouds with considerable ambivalence. They are a very crude and highly subjective approach to quantified narrative analysis. If used appropriately, word clouds represent a useful visual tool and adjunct, but *word clouds are not a substitute for careful reading and thought.*

Aggregate Results:

Respondent Characteristics – Overall

Table 1 displays the number of questionnaires submitted by respondents (complete and partial completions), overall and broken down by their identified role at William James College. Table 2 displays the number of surveys completed by respondents.

Table 1

Respondents' Roles at William James College – All Participants (n=265)

Role	n	%
Student	184	(69%)
Faculty	41	(15%)
Administration	40	(15%)
Total	265	(100%)

Respondents were asked to indicate which department they primarily identify. “No departmental affiliation” was included to capture the functional departments such as Marketing and admissions, which have no formal academic home. Table 2 displays the breakdown of programmatic affiliations.

Table 2

Departmental Affiliation of all Respondents (n=265)

Department	n	%
Clinical	141	(53%)
Counseling	56	(21%)
Organizational and Leadership	17	(6%)
School	25	(10%)
No department affiliation	26	(10%)
Total	265	(100%)

Marketing and Admissions Working Group

The Marketing and Admissions committee submitted two questions for inclusion in this form. This committee was interested in exploring the likelihood that respondents would recommend WJC to a friend or colleague for graduate studies, as well as the tendency for community members to share information about the college (through Facebook, Snapchat, Email or other avenues).

A majority of respondents (72%, n=261) indicated that they were “Likely” or “Extremely Likely” to recommend a friend a William James College graduate program. Only 12% (n=21) of respondents indicated that they would be unlikely to recommend someone to our program.

Table 3 presents the results for Marketing and Admissions’ second question: *“In the past year, how many times (if at all) have you shared information about our school, programs or events using the following methods?”* Responses for this section varied; “Other 1” and “Other 2” responses are presented verbatim (in alphabetical order by respondent group) in Table 4a and 4b below. The Total Shares score is calculated by total number of times those respondents shared information¹.

Table 3

In the past year, how many times (if at all) have you shared information about our school, programs or events using the following methods? (in descending order of total shares)

Medium	n	(I do not use)		0		1		2		3		4		5+		Total Shares
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	
Email	224	8	(4%)	63	(28%)	32	(14%)	27	(12%)	21	(9%)	13	(6%)	60	(27%)	501
Facebook	210	61	(29%)	70	(33%)	27	(13%)	24	(11%)	9	(4%)	3	(1%)	16	(8%)	194
Linked-In	210	82	(39%)	70	(33%)	23	(11%)	12	(6%)	6	(3%)	0	(0%)	17	(8%)	150
Twitter	204	150	(71%)	38	(18%)	2	(1%)	5	(2%)	0	(0%)	0	(0%)	9	(4%)	57
SnapChat	205	134	(64%)	52	(25%)	12	(6%)	1	(<1%)	1	(<1%)	2	(1%)	3	(1%)	40

Table 4a

Verbatim “Other 1” Responses (n=53)

Role	Other 1 - Text
Student	conversation!!!
	Face to Face Discussion
	Family
	in person
	in person
	in person
Student (cont.)	In Person
	in person
	in person
	in person conversation
	in person!

¹ For respondents who indicated “5+”, we conservatively used a value of 5.



Role	Other 1 - Text
	Instagram
	Instagram
	iNSTAGRAM
	instagram
	I've shared information with friends/family
	one-on-one conversation
	personal email
	phone conversations
	telephone
	text
	Text
	Text messages
	verbal
	verbal exchange
	verbally
	Via phone (text or call)
	Word of Mouth
	word of mouth
	word of mouth
	Word of mouth
	Word of mouth
	Word of mouth
Faculty	F-T-T
	in personal conversation
	Naming WJC at conferences/meetings
	phone/inperson
	presentations
	Professional Talks
	talking
	telephone
	webinar
	Webinar
	Word of mouth
Administration /Staff	fliers
	Flyer
	PERSONAL CONTACT
	Phone calls
	printed material
	public speaking



Role	Other 1 - Text
Administration /Staff (cont.)	regular mail
	Verbally
	word of mouth

Table 4b

Verbatim "Other 2" Responses (n=13)

Role	Other 2 - Text
Student	Google+
	in person
Faculty	conversation
	In informal conversations
	Presentations
Administration /Staff	meetings
	postcard
	PRESENTATIONS
	Professional Interactions



Admissions and Marketing "Other" Responses: Word Cloud

Academic Programs Working Group

The Academic Program Strategic Workgroup (APWG) included three questions to identify academic strengths and weaknesses at William James College. Results for this section are presented verbatim in Tables 5a-5c; each is followed by a word cloud to offer a crude visual summary.

Table 5a

APWG Question 1: What is your favorite thing about the educational experience at WJC? (n=197)

Role	What is your favorite thing about the educational experience at WJC? (n=197)
Student	Approachable Staff/Faculty
	I genuinely like the faculty.
	some classes are interesting and develop my clinical practice skills
	My cohort.
	The experiential training at field placement.
	The instructors and the hands-on experience
	The clinical expertise of some of the professors
	Attention from professors in the counseling program is phenomenal and above and beyond expectations. I feel they have truly helped me learn and grow.
	I have found all the courses to be relevant and engaging. The level of rigor is challenging.
	All the instructors are committed to their students learning and emotional safety.
	My favorite thing is that you get to be in the field your very first year.
	Professors that are clinicians. Also, the experiential learning.
	The small classes and professors that work in the field.
	Like that the school is primarily focused on psychology majors.
	Field training sites
	great professors
	the professors - their expertise/ passion/clinical knowledge and interest in teaching /
	The professors
	The professors. In particular Jodie Kliman, Sam Moncata, Elana Weiner, Brian Ott, Erlene Rosowsky, Bob Child's and Wynn Schwartz
	Professors
	Openness and availability of faculty as well as their clinical practice experience
	My favorite part about the experience WJC offers is the clinical practice in addition to classes.
	Field placement - I learn best by doing.
	My favorite component about my educational experience at WJC has been the opportunities I've had to build relationships with my professors. I attribute this to the smaller class sizes we have that allow me to freely express my thoughts and opinions and gain the necessary support from my professors and academic advisors.
	Non competitive environment. Experienced faculty who are also approachable.
	Expressive Arts community
	The teachers are dedicated to their students and go out of their way to help them succeed.
	The sense of community
	The small learning community which engenders a feeling of connection and, I believe, enhances learning.
	The clinical experience is really excellent.



Role	What is your favorite thing about the educational experience at WJC? (n=197)
Student (cont.)	Many of the professors are still practitioners, which enriches the educational and clinical experiences provided.
	My advisor is wonderful, as are most of the teachers
	The ability to access multiple concentrations and the extra experiential opportunities associated with those concentrations.
	Experiential learning and field training with real clients/patients learning how the system works in reality and making professional connections for the future. Most of the professors are also wonderful.
	Clinical experience and core faculty members.
	We are able to also engage in practicum and internship placements simultaneously.
	The field placement.
	Some of my professors.
	The professors
	The experiential education that starts from day one. Being out in the field is invaluable to our training and developing our skills.
	Connections with my cohort.
	experiential, supported environment
	The faculty are smart, caring, and seasoned.
	This assumes that there are things that I favor. I am disappointed in my overall experience. The experience is only shaped by the individual. This being said, I favor my peers and some faculty.
	I like being part of a community of like-minded people who care about the work they do.
	My Placements
	The faculty experience and experiential learning.
	The classes and course material are interesting and usually applicable to my clinical experience.
	Faculty support and encouragement from a knowledgeable expert.
	Great community, advising and wonderful support!
	Through and well rounded education program for clinical psychology. Many opportunities for growth and truly enjoy courses offered.
	Faculty, Field training, experiential education, integration of coursework, research and clinical work
	Close relationship between faculty and staff
	I love the experiential piece. Being in the field from day one and having the opportunity to simultaneously apply what we are learning in class has helped me to feel competent as a student and as a clinician.
	I have a few professors I know I can count on.
	Professors
	Having clinical experience in our field placement sites starting in 1st year has really benefitted my development.
	Student to staff relationship. Sense of community and comfort in class discussion.
	The dedication of the professors.
	Elana Weiner
	Shyamala V., Caroline R., Carolyn M., Jill B., and Erlene R. So, some of the professors who combine authority, teaching, mentorship, and cunning senses of humor.



Role	What is your favorite thing about the educational experience at WJC? (n=197)
Student (cont.)	The training has been great overall
	Being taught by those who actually practice clinical psychology.
	The professors are amazing. True quality!
	the community and the support I feel the professors provide. I feel as though the course work is very applicable to our clinical work and feel that is a great part of our education at WJC
	The professors at WJC are of the highest caliber, each brings a wide breadth of professional and personal experience.
	The warm environment from the professors, hands on experience, and the dedication from the professors to the students learning.
	The practicum/internship sites provided me with great experience. There are also several classes that I found very helpful--some of which had greatly influenced my graduate career.
	The field training opportunities.
	WJC is laid back and approachable.
	I enjoy the aspect of being able to have a field experience while also having a classroom experience.
	Hands on experience!
	The professors are knowledgeable about what they teach and most are still practicing clinicians. This is very helpful in an education setting to relate textbook information to real clinical experiences.
	There are some fantastic instructors at WJC who have been very effective at teaching and mentoring. Most instructors go out of their way to support students in a way that I did not experience at previous schools.
	The dedication of the professors. The passion in which they teach and how invested they are with their students.
	The professors who are passionate about mentoring and educating students as future clinicians
	The courses / Continuing education programs
	My fellow students
	The warmth of the community. I feel this most within the professors and the students. I have also loved my course work and feel I have learned a great deal.
	Practical experience through practicum/internship.
	small classes, great teachers, wonderful peer group
	The professors.
	Mission
	I love the teachers and students. And the location is convenient.
	Family atmosphere
	I've had some great professors so far who are very open to taking the time for their students, encouraging them to join concentrations, etc.
	Some professors. Field experience
	My advisor is pretty awesome. My field placement has been pretty awesome.
	Counseling department is outstanding.
	Sense of professionalism
	Small classes and amazing teachers
	Professors truly care about the students education and make it a point to be available for assistance when needed.



Role	What is your favorite thing about the educational experience at WJC? (n=197)
Student (cont.)	Some of the faculty
	The practical component
	practicum and internship
	Interaction with faculty and other students
	Practicum
	Kind understanding Professors that tailor the experience to students. Small classes. Cheap credits. Work and learn model.
	The emphasis on training to be empathetic, caring counselors who work collaboratively with our clients. I also appreciate how an appreciation of diverse life experiences is woven into every aspect of the curriculum -- that's fantastic.
	Orientation. I think that it was an awesome experience being able to spend time at the school and get to know the people who you will be spending a great deal of time with.
	Professors
	Supportive faculty
	The experience the faculty bring from both their education and clinical work is very valuable for me. I feel very supported and encouraged at WJC.
	Practicum
	The professors.
	That I have learned more about myself in one year than I have in a decade.
	The small class sizes and the intimacy within my cohort
	The theory courses and opportunities for various clinical placements
	Field experience
	The support
	The practical training, and community feeling and support from faculty.
	The access and availability to assessment resources. Most of the time, when I need something, we have it. And, if they don't in the library, I am usually able to obtain it at the Brenner Center (I'm in the advanced assessment class, so I'm not sure if this is something that students not associated with that class can have access to, but the Brenner Center in general I find is an excellent resource). Also, the access that the school allows us to make professional connections via internships, working with well established psychologists, and our own cohort.
	I really value the professors experience in the field. The discussions they generate are invaluable. I think everyone is capable of reading through a powerpoint or text at this stage in our educational career, so the personal touch brought into the classroom is the most important aspect for me.
	The professors! The faculty is incredibly knowledgeable, helpful, and very understanding when students encounter personal difficulties that impact academic work. I have been so grateful for the support they give and the wisdom they share with us.
	Intimate, comfortable environment- professors seem to truly care about our experience
	The accessibility of the professors.
	Very knowledgeable and supportive professors.
	Quality of professors, students
	Field placement
	WJC's willingness to help their students strive. The format of the blended programs. I could mention many other things I love about this place.



Role	What is your favorite thing about the educational experience at WJC? (n=197)
Student (cont.)	Finding a teacher that you truly connect with, Bob Childs. He has been an inspiration and takes care only to teach small classes.
	There is a variety of classes and many professional and friendly instructors.
	The support of Jackie Gagliardi, Michelle Harris and Sara orozco
	The professors and small classes
	The professors, curriculum, and small class size.
	Interaction, the professors are always kind and understanding. They really help me a lot when I first started. and they continued all the way through my degree.
	Good teachers. Good placements.
	The quality of instruction...I have been impressed by the skill level and professional expertise of the majority of faculty.
	The staff has been knowledgeable, and understanding about my schedule outside of WJC
	Small class size / -practicum from first year
	Small, caring and personalized community
	I really enjoy the feeling of community at WJC. The teachers as well as the students are truly invested in each others successes and do what they can to support and encourage each other.
	Classes
	Psychoanalytic class. Advanced courses
	practitioner focus is nice
	Some of the professors are really good
	The amount of support each student gets from the faculty.
	Caring faculty, closing peer relations in our program, solid training.
	small classroom
	The experiential learning opportunities through the field placement office. Also, the clinical seminar classes where we can process these experiences and learn from our peers and professors.
	Some of the instructors are genuinely interested in their students' growth as an aspect of becoming a future colleague in the field.
	Residency
Faculty	Integration of theory and practice
	The experiential component/integrated education.
	High Quality faculty
	Academic instruction in the classroom.
	People are active practitioners
	small groups, experiential learning lends to engaged students
	an emphasis on practical, experiential education
	Small school
	The collegiality of the faculty
	The integration of practice and didactic material.
	Warm, friendly environment.
	faculty, sense of community
	Quality of faculty
	Openness to and support for innovative thinking
	Excellent colleagues



Role	What is your favorite thing about the educational experience at WJC? (n=197)
Faculty (cont.)	The commitment to pairing clinical work in the field with academic work is a major strength of the program.
	We take theory-practice integration very seriously, with the result that students are really prepared for their professional lives on graduation.
	Commitment to diversity and the underserved
	Practitioner Faculty
	Some small classes
	Practical education with actual application in mind
	Experiential Education
	Collegial environment
	I love the collegial atmosphere with my co-faculty and having students who (for the most part) are eager and motivated to join the mental health counseling profession.
	high touch environment with focus on applied
	Faculty, diversity
	Collegiality, supportive environment, challenging intellectually, respectful, experiential, Experiential learning
	collegiality between faculty, emphasis on quality pedagogy
	Practicing clinicians teaching
	Love teaching--high quality of students, faculty.
Administration /Staff	Field Placement opportunities
	Community feel
	It is small and familiar
	Experiential education model
	Warm, caring community.
	The experiential aspect of it.
	I think the educational experience offers excellent opportunities for students to have an individualized experience to pursue their own unique professional goals.
	Experiential Education
	Experiential training model within context of our mission / We do important work with folks who need our services / We train strong students across a variety of disciplines
	experiential education
	My colleagues and the overall emphasis on the training of applied psychologists.
	The sense of community
	the combination of experiential learning and classroom is a powerful combination- one informs the other to give students a chance to learn theory and practice and develop skills with real world experience.
	THE RELATIONAL FOCUS, THE EMPHASIS ON PERSONAL DEVELOPMENT, THE INTEGRATION OF PRACTICE AND THEORY AND THE CONTEMPORANEOUSNESS OF BOTH MISSION AND TEACHING.
	Experiential education
	The Community we have built



Role	What is your favorite thing about the educational experience at WJC? (n=197)
Administration /Staff (cont.)	There is a lot of contact between faculty and staff with students, and opportunities to advance their learning. If students have questions or concerns, they have many resources they can consult with, and the relationships with faculty and staff continue after they graduate.
	The programming which is often unique and social justice value that is weaved through the course work, field placement and special initiatives.
	The extensive field education experience for students and the MVP and TVTV program.
	Personalized attention to students; socially responsible mission; experiential learning model
	Hands on approach to training.
	the use of the practitioner-scholar model
	We're a community that proactively strives to raise awareness about and improve the mental health of diverse populations. I love that.
	Experiential education
	Faculty are dedicated and available to students.



APWG Question 1 Word Cloud:

What is your favorite thing about the educational experience at WJC? (n=197)

Table 5b contains verbatim responses to the APWG's second question: *What do you perceive to be the strengths of the educational experience at WJC? (n=196)*

Table 5b
APWG Question 2

Role	What do you perceive to be the strengths of the educational experience at WJC? (n=196)
Student	Engaging faculty
	Faculty have a great depth and breadth of clinical experience.
	invested staff in material
	Diverse faculty and student body. Fosters a community environment. Good access to technology. Great variety of sites for general and CFAR students.
	The focus on incorporating real-life training experiences into the curriculum in classes.
	The instructors are wonderful and very knowledgeable about both the topics they teach and clinical work in general. Also, I think the internships are great and extremely useful.
	It's geared toward getting a strong clinical experience, I feel it prepares us well in that way.
	The faculty in the counseling program is top notch.
	Everyone employed by the school models the behaviors being taught in class. The systems and tech support are extremely well organized and responsive.
	-Very knowledgeable professors / -Interesting classes, all of which directly relate to your field / -Homework assignments at your practicum placement / -Field placement your very first year! / /
	The professors, the field experience, the supervision.
	Small classes, great core faculty
	Online curriculums and heavy psych focus
	Field training sites, concentrations in other cultures and health psychology, etc.
	great community, quality education
	the classroom experience - learning from and with professors who are clinicians themselves and are sharing their knowledge
	The professors
	The professors and four years of field placement.
	Small class sizes and professors who care.
	The faculty
	The early immersion to clinical work in the real world and supervision.
	Practical experience of faculty, field placements, lectures, diversity class with Santiago-Rivera, concentrations, variety of electives
	The strengths include the quality of our professors and their clinical experience as well as the support they provide for students. I also believe WJC has shown great interest in combatting the opioid epidemic, which is a substantial concern for all students in the psychology/counseling field.
	Practica and experienced faculty.
	Broad range of faculty with different perspectives. / Interesting seminars provided. / Close community.
	Faculty is dedicated and helpful / Coursework is challenging / The sense of community is palpable / Cohorts work together / Faculty is strict for the good of the student-they teach you how to be professional and conduct yourself in a professional manner. This is good because we should learn it now instead of when we are actually clinicians.



Role	What do you perceive to be the strengths of the educational experience at WJC? (n=196)
Student (cont.)	The experience of the professors
	Smaller community, as noted; experienced, knowledgeable, and supportive faculty; advanced standing enrollment which enables current Master's level practitioners to continue on for the doctorate without essentially having to begin from scratch (as is the case in many other doctoral programs, i.e., no or little course credit for existing Master's)
	The focus on clinical practice and the flexibility and freedom around doctoral project topic (rather than needing to be restricted to a research interest of a particular lab).
	Some of the aspects that I consider to be strengths of WJC is: many professors are also practitioners, diversity and difference is actually taught and discussed inside and outside the classrooms, there are events or presentations provided on a regular basis for students to attend, and the professor to students ratio is beneficial.
	The diversity of experience of the professors (e.g., clinical work in different institutions, private practice, research, teaching appointments at other institutions). When they are well rounded and bring that experience into the classroom it is so helpful to all of us.
	Experiential education and reputation in the Northeast.
	Clinical experience and practicing faculty members.
	For the most part, classes are kept small and not too large to engage student discussion.
	The field placements that I have had. Many of the teachers.
	Some of the professors.
	Great professors who are invested in the students' learning
	Extensive field education at multiple sites / Availability of
	The faculty is very knowledgeable and approachable.
	supportive staff
	The faculty are the primary strength. The applied focus of the program suits my interests perfectly.
	The strengths WERE what I was sold. Now, MSPP has been stripped away. All the amazing faculty who had choice and input in the direction of the programing are now dominated by a top down management style. / The community of students and faculty are gone. / The desire to get to know each other has been replaced with cut throat competition. / The small joys such as hygiene baskets are gone. / Small classes are gone. / a qualitative evaluation of successes and growing edges are gone. / Emphasis on professional growth and development is quickly waning. /
	A strength in my department is the commitment by the staff and students.
	Most of the faculty
	Faculty experience.
	Good professors and good courses. Prepares us for the clinical world.
	Ability to fit my lifestyle i.e. part time/ full time/ online/ blended options. / supportive faculty / sense of community
	Highly competent professors and non-judgmental, accepting community.
	Non directional in terms of clinical training. Professors are empathic and are invested in the students well being and success.
	Faculty are very good (with a few exceptions). Most are the best teachers I have had in my life. The quality of these staff are so high that they seem incongruent with some of the weaknesses of the program. Also, my field placements have been invaluable to my development.



Role	What do you perceive to be the strengths of the educational experience at WJC? (n=196)
Student (cont.)	Emphasis on supervision and clinical work. Experiential learning
	Hands on experience. Small small class sizes. Warmth of faculty.
	Friendly professors and a clean physical appearance of the school. Comfortable environment.
	Great professors
	There are many knowledgeable and wonderful professors at this school. Our experiences in the field are definitely a strength and give us a unique experience that we would not get from other graduate schools
	Staff student ratio as smaller in each cohort. Open door policy, good communication. I feel as though the faculty knows me and cares about my individualized experience. Textbooks offered online by the library were very helpful. The scholarship I was granted greatly impacted my ability to attend WJC.
	When other cohorts were able to interact with each other. It strengthened the community. I felt I was part of a community and not just 12-14 people.
	a few good women and men who can teach
	Professors. I would also say the concentration options (this school has unique offerings), but they seem to be a "growing" edge of MSPP/WJC.
	Professors who care and are invested in creating good clinicians
	The faculty all has experience in the field.
	I love the experiential learning.
	The applicability to clinical work and the usefulness of the education
	Combining an strong experiential component with rigorous academics. The experiential component of the program at WJC is what drew me to WJC.
	The professors on staff for the Counseling Psychology department. They genuinely care and are amazing teachers. I have learned so much from them.
	Consortium sites and smaller classes
	Field training sites, experience and knowledge of the faculty, individual relationships built with faculty.
	The practicum sites and internship opportunities available for students.
	Some of the professors are great. They know a lot about their subjects and are passionate about it. They go out of their way to assist students if they need it.
	Faculty members teach courses for which they have been in the field for / The small class sizes, brings us together as a community / The several CE opportunities available to students for free / Faculties openness to support and enhance student success
	The professors are truly the strongest part of any education experience and they have made my experience a positive one. Also, using various methods for students to show their understanding of the information (paper, test, presentation) allows for all students to have an opportunity to succeed.
	The breadth of classes and instructors
	The professors
	The strengths are the faculty who are dedicated and passionate.
	Focus on clinical training / Commitment to multiculturalism
	Multicultural Ed
	Course work, professors, connections to internship experiences.
	School projects a sense of importance and focus on cultural diversity.
	close connections with faculty and students



Role	What do you perceive to be the strengths of the educational experience at WJC? (n=196)
Student (cont.)	The concentrations and well respected faculty.
	Faculty
	Community and education quality.
	Experiential learning
	I'm not sure yet.
	Field experience. Being taught by practicing psychologists
	The experiential aspects of the program.
	Professors who are practitioners right now. Real life experience.
	Small classes, amount of time in internship, and knowledgeable professors
	It is student focused.
	Field placement- but only if you actually get a good placement
	Some of the teachers
	practicum and internship
	Experiential, i.e., practicum and internship
	Work and study model. Theory to practice.
	Emphasis on practical clinical skill sets.
	Online course. I liked that we had the option to take blended course
	Professors, experiential training
	Variety of concentration programs
	Communication within the counseling program is good, and in my specific program I feel very connected to advisers, professors, and other students.
	Professors & small classes
	The professors and course material.
	Professors are established and bring insightful strategies in helping students develop professionally as clinicians.
	The amount of time the teachers devote to the students to advise, mentor, and guidance offered
	see above [The theory courses and opportunities for various clinical placements]
	Small class sizes. The relationships with the professors.
	Small school
	Practical training, high quality professors who are practicing in their field.
	Passionate, knowledgeable professors. In many of my classes the professors have been very passionate about what they do. It can be palpable and contagious. Also, flexibility and the opportunity in many classes to utilize different modalities of learning (e.g., quizzes, papers, presentations, oral).
	The professors are readily available to assist with information that may prove to be challenging.
	The faculty! Scoring software available for testing. Free printing for students (please don't get rid of it!). Respectful nature of faculty
	Practicum experience
	WJC is fairly small and intimate. Most of the professors and the staff know most of the students' names (and vice versa).
	Great professors, interesting courses, sense of community
	Quality and knowledge of faculty
	Seminars, opportunities, DOC contacts



Role	What do you perceive to be the strengths of the educational experience at WJC? (n=196)
Student (cont.)	The Cohort model, the work experience of the professors as it relates to the field (not only academically prepared). The ability to facilitate students a balanced schedule and a great campus.
	I learned a lot.
	The courses
	The Field site support /
	Professors and small classes
	A strength of my educational experience is the staff; professors are extremely knowledgeable and competent in their respected fields. The curriculum offered at WJC is also a strength as it is very comprehensive and will greatly benefit the students in their future careers.
	class structure, and the professors
	Field placements and certain professors
	Faculty, supportive environment
	professors
	The community and the positive, open environment that it fosters.
	Gaining field experience from The onset
	Experiential learning, Flexible program structure (Blended format), engaged faculty
	I really enjoyed the fact that my education was so hands-on and practical. I learn best by doing and we were required to be in a school for practicum the first year. I think this really enhanced by learning experience.
	Well designed on logged courses taught by practitioners
	Internship and courses
	They make it hard to fail!
	professors are well-trained and experienced in the topics they teach
	Hands on clinical experience and great insight from faculty.
	Practical training, location, faculty.
Faculty	Again, the experiential aspects as well as the integration of different clinical perspectives because of the diverse groups of students and professors.
	The fact that many instructors are active practitioners and bring their clinical experiences into their teaching makes a significant difference in both the applicability of concepts learned and the classroom experience in general. Additionally, WJC's focus on clinical work as a major component of the educational experience sets it apart from other programs; from Day One, students participate in clinical work in a variety of settings.
	Interaction with instructors
	A practitioner faculty
	Strong and experienced faculty. The mission to train practitioners.
	High Quality Faculty / Hands-on experience with supervision
	Academic instruction in the classroom.
	Practice base.
	relationship between faculty, and the community that this relationship fosters.
	excellent faculty who take mentoring of students seriously
	Experiential education
	Dedicated faculty and student body. Commitment to identifying and serving underserved populations.



Role	What do you perceive to be the strengths of the educational experience at WJC? (n=196)
Faculty (cont.)	Three immediately stand out: 1) The integration of practice and didactic material, 2) The sense of community among students and faculty, and 3) The emphasis on serving the needy.
	Student support, impressive efforts to help students be successful.
	integrative model, devoted faculty, wide range of learning opportunities /
	Emphasis on professional development
	Same as above [Openness to and support for innovative thinking]
	Teaching faculty
	Many of the faculty and students are wonderful.
	Well-organized theory-practice integration across the board - including field placement and clinical seminars, concentrations like LMHC, fluid collaboration between departments, social justice stance (to the extent that we actually live up to our self-description). Very thoughtful curriculum.
	The broad expertise of the faculty
	Practitioner Faculty / Experiential Learning / Passionate Educators / Invested Students / Service to the under-served
	Varied program
	small class size / experience of faculty
	Focus on fostering strong advisor/advisee relationships in the Counseling Department, and diversity curricula offered in the Counseling Department.
	Field-based learning and practitioner-related faculty
	I think the support we provide to students through advising and extensive resources in the field education department are our biggest strengths as an institution.
	high touch
	experiential piece, faculty collaboration, attention to research,
	material is current and challenging, an emotionally safe learning environment, library resources
	The depth, quality and amount of clinical training that WJC students obtain during their tenure in the program.
	support for students, experiential learning, comprehensive educational program
Administration/ Staff	Experiential training / Close contact with faculty / Clear focus on practitioner training
	Focus on psychology only
	Same as above [Love teaching--high quality of students, faculty.]
	Good field placements, teachers are accessible and willing to help students. Great academic advisers. Ability to have a committee to work with on doctoral projects
	individualized attention for students/online option for working professionals
	Community
	The faculty and staff in general are truly caring individuals
	Access to faculty who are genuinely invested in students
	Experiential education. / Special attention to underserved populations. / Clinical practitioner emphasis. / A handful of strong faculty. / Non-competitive, caring community.
	Students graduate with a lot of real world practical experience.
	Strong and diverse (in terms of professional/research interests) faculty, dedicated staff, as well as opportunities for professional development outside of the classroom (field experience, conferences, etc.)



Role	What do you perceive to be the strengths of the educational experience at WJC? (n=196)
Administration/ Staff (cont.)	Seasoned and committed practitioner faculty
	Learning while doing / Lots of attention to each individual student / attention to licensing and accreditation while we pay attention to "what needs to be learned"!
	personal attention from faculty
	Field education, well-defined academic competencies (and assessment of those competencies), and faculty that bend-over backwards to meet student needs.
	faculty commitment to students
	The exposure to real-world practice to implement the methods taught in classes.
	STUDENT/TEACHER/SUPERVISOR RELATIONSHIPS; IMMEDIATE FIELD IMMERSION; EXPECTATIONS FOR STUDENTS TO OBSERVE AND TAKE RESPONSIBILITY FOR THEIR OWN GROWTH, DEVELOPMENT AND BEHAVIOR; FOCUS ON DIVERSITY. / A president who is truly a visionary and is inspirational, but who underestimates the effort and time it takes for mere mortals to get some mundane tasks accomplished.
	Focus on personal growth/development
	The dedicated Staff and Faculty
	Hands on training. Students have such variety of opportunities at WJC to be out in the world, practicing, learning, and gaining skills. There's also a diversity of language and culture in the student body, with a real commitment to serving the underserved communities upon graduation, and that increases the opportunities for learning.
	Experiential learning, faculty/student ratio and support students receive. High APA accreditation.
	Field Education, small school feel, access to faculty
	small class sizes, dedicated faculty
	Small community, hands on approach to training.
	The amount of hands-on experience students receive / the number of faculty that are doing what they teach in practice and are renowned experts in their field / the small intimate feel of the school and individual attention students receive.
	The individual support and attention that students receive from faculty, staff, and site supervisors.
	Experiential education
	faculty support / field education/support /



APWG Question 2 Word Cloud:

What do you perceive to be the strengths of the educational experience at WJC? (n=196)

Table 5c displays the verbatim responses to the APWG's second question: *What do you perceive to be the weaknesses of the educational experience at WJC? (n=193).*

Table 5c
APWG Question 2

Role	What do you perceive to be the weaknesses of the educational experience at WJC? (n=193)
Student	Lack of Assessment opportunities / Lack of "real-world" preparation (i.e. information into insurance, likely salary, paperwork)
	Research
	disorganized...Classes are highly varied within topics, little class availability, placement is limited and a challenge. There are a lot of administration that needs to be adjusted to compensate for new program, increased student population, etc.
	Students can become lost in the shuffle. Particularly if they are unsure where to look for guidance, resources or general support. Not enough availability for required classes. Challenging to find practicum placements for those in non-CFAR concentrations. Extremely challenging for those that travel out of state as placements are at least 45 minutes away and sites express reluctance to take out of state students.
	As the school has become bigger, scheduling has become more difficult for classes, placements have become more difficult to obtain, and there is limited support across the years (e.g. there's a prep class right before applying but little information offered in the first two years for people to think about how to structure their training experiences to be a competitive applicant) for those individuals aiming to obtain APA internships.
	- The administration is seriously lacking. Concerns are not addressed properly but rather you are told something is going to happen and it never does. / - The admissions team is clearly quite lenient. There are some seriously concerning students who shou
	It's not really even close to rigorous enough academically, in my opinion. I have learned very little (theory-wise) that I did not already learn in undergrad.
	The inability of the college to connect the masters and doctoral students to breed a culture of collaboration has created a negative atmosphere.
	None that I can think of off hand.
	There is a LOT of work. We are constantly being told how important self-care is, but I find that I don't have a lot of time for it. I feel like many of the assignments we are given for homework are repetitive, and sometimes I feel like I spent hours doing readings that really didn't add to my knowledge base. Or, I feel like the first reading was helpful, but the other two didn't add much.
	A number of students are grossly under-qualified and immature. The quality of the newer faculty is mixed.
	I have had negative experiences with adjunct professors who have not worked in the field and that often leads to the courses missing what makes William James so great.
	Small faculty, lack of ways for online students to participate in events whether it's conferences, webinars, or any of the meetings that take place within the school community groups
	Movement towards a business model that discourages connection between faculty and students
	registrar system is too complicated; not enough people administratively to handle it



Role	What do you perceive to be the weaknesses of the educational experience at WJC? (n=193)
Student (cont.)	too many students - / the feeling that professors are over-worked and have no time to focus on their students the way they wish they could - / the fact that the administration is creating a feeling of shame - the defensive / quite harsh/ inflexible atmosphere around structural/systemic issues but also regarding some of the individual needs of students
	The administration and their disrespect for the students
	- not much preparation for APA internship until 4th year / - most classes are larger than I would have expected / - clinical experience varies so much depending on your site and many sites do not offer adequate training / - too big and too many students
	Issues with site application and registration. Also over publicized on billboards and ads, makes us seem unprofessional
	Too many students in the doctoral program
	The cost
	Classes are large, some assignments feel like busy work, many articles/journals are not available, difficult to register for and get into classes - also difficult to figure out what classes to take when (my advisor is new), emphasis on Freud
	Lack of flexibility I'm scheduling classes. Lack of consistency across sections/faculty of the same courses.
	Expressive Arts room; no sink, limited space, no display area. / No PhD program. /
	When work for classes are all due on the same day or week. It can be very stressful. But I know it is graduate school and that happens at times. I can't really identify a specific weakness.
	Close mindedness of staff and professors
	costly tuition; no scholarship opportunities; limited opportunity for those of us who work during the day and attend evening classes to participate in WJC community events (which are almost exclusively held during the day)
	I believe that many of the programs are insufficiently academically rigorous. My experience as a student in the clinical PsyD program and as a tutor for doctoral, counseling masters, and OLP masters leaves me largely unimpressed with the quality of the academic work of students at William James College. I see serious lacks in critical thinking and academic writing skills. Additionally, I believe that the school could do a better job with integrating the diversity competency into all classes.
	There doesn't seem to be much research opportunities, and if so then it's problematic for students who don't live near campus or the site. Also, the couples and family program may feel misleading due to lack of opportunities to experience working with couples, and the couples course is squeezed into a tight summer semester.
	There are way too many students given the limited good practicum sites and courses offered. This year in particular, I feel that the school only cares about making money rather than making good clinicians.
	The looseness of expectations. One professor can be much more demanding than another and despite a clearly outlined syllabus there are often professors who strictly adhere to it while others do not. It leaves a lot of room for interpretation and allows students to pull down (by asking for things to be easier, extended or adjusted) what would otherwise make us an academically competitive program.
	The amount of students wjc accepts that should not be accepted due to maturity levels/professionalism and readiness for this type of work.



Role	What do you perceive to be the weaknesses of the educational experience at WJC? (n=193)
Student (cont.)	HUGE disconnect between administration and student body. Not enough transparency. Not enough coordination between administration, faculty, and students.
	The school has become so large that it's difficult to get to know people from your own class and let alone your own program.
	The overall atmosphere among the students. The application process is not competitive enough. The DP process is unfulfilling and frustrating.
	Administration, lack of consistency, class size, cost, lack of diversity, lack of resources and opportunities for students.
	Lack of clarity about the logistics of the program
	in-flux state of the institution causes a lot of confusion and issues, especially with the new practicum process and the new requirements for the current first year cohort.
	There are not enough electives in the CFAR Program. We are told about a wide variety of them, but then they are not actually offered.
none at the moment...
	The students are of very mixed preparedness. Administrative glitches are the rule rather than the exception. The administration is disorganized and punitive in its communications. For example, almost all emails requiring students to turn in documents have no office address listed at which the documents can be turned in. This feels like a weird lack of empathy for students, but it also bespeaks a very haphazard administrative process.
	See above. [This assumes that there are things that I favor. I am disappointed in my overall experience. The experience is only shaped by the individual. This being said, I favor my peers and some faculty.] and [The strengths WERE what I was sold. Now, MSPP has been stripped away. All the amazing faculty who had choice and input in the direction of the programing are now dominated by a top down management style. / The community of students and faculty are gone. / The desire to get to know each other has been replaced with cut throat competition. / The small joys such as hygiene baskets are gone. / Small classes are gone. / a qualitative evaluation of successes and growing edges are gone. / Emphasis on professional growth and development is quickly waning.]
	Sometimes the details of the program fall thru the cracks. Having a more comprehensive orientation to guide us would be best.
	It is incredibly unorganized and I never what is going on... I have been very frustrated
	Cost, more rote memorization type tasks than initially anticipated for a grad school experience.
	Too many basic classes, very little time and opportunity to take specialized classes.
	unstandardized use of moodle, assignment, and grading submission / coordination between faculty of content and assignments for students in multiple course concurrently / sense of lesser value or importance of OLP vs other programs
	Location and difficulties getting to the school via public transportation.
	More space for resources. We should have free gym access. The cafeteria should be open and close according to building hours.
	Administration. Poor planning on registering for classes. A few isolated teachers in which the disconnect between themselves and the class, and between course content and clinical work, was shockingly vast [REDACTED]. Sense of expanding a little to fast and I am skeptical about the reasons behind this. Some decisions seem too driven by finances and I worry that the quality of the training will decrease.



Role	What do you perceive to be the weaknesses of the educational experience at WJC? (n=193)
Student (cont.)	Being an advanced standing student, I feel particularly disadvantaged when it comes to taking classes, being informed about academic procedures, and having adequate structure.
	Process of finding a field placement sight is excruciatingly painful. / / Communication of policies/procedures/timelines to students is poor -- impacts ability to plan when information is gathered last minute. / / Cost of attendance is extremely high with little to no ability to utilize loans/grants/etc / / No on-campus housing --> less of a community feel
	Lack of diversity. I also feel as if there is not enough being done regarding scheduling issues. I have always been pushed to the side and don't feel like there is enough variety when certain classes are scheduled. I also think there tends to be a great disorganization of the internship process which proved to be stressful. I applied to two internships this year and had to find out for myself from the sites' supervisors that they no longer are offering an internship to WJC students. It is somewhat embarrassing.
	The extreme variability in quality of field education sites and the shortage of field education sites.
	There is an overall lack of transparency and effective communication in our school between the administration, faculty, and the students, which has led students to feel unheard and dejected. I believe that this had contributed to students overwhelming lack of participation in school events. Additionally, the school does not manage diversity well at all (based on students' experiences that I've heard), even though it claims to be very diverse in it's advertising.
	Lack of flexibility in scheduling, specifically commuter accommodations for non-blended courses. Lack of opportunity to take courses, specifically electives.
	I would say the lack in details when it came to establishing an unaffiliated site for internship with the possibility of having to go part time. However, everything was resolved. In addition, I would say backward policies regarding graduation, I believe that everyone should walk at the same time with the people that they started the program with. Lastly, I would say that the Expressive Arts should have an additional studio with a wall of mirrors and hardwood so it could double as a dance studio/ drama and psychodrama studio/ music studio. The studio that is up should be able to be utilized as the play and art studio. This would really expand the program and be able to compete with programs such as Lesley University's.
	a lot of mediocre teaching and generally horribly low expectations of students.
	Accepting students who are not graduate-level ready. It's disappointing to see students in see-through yoga pants and grubby clothes going through the school. It makes the school seem like the students don't respect it as a graduate-level facility. Also the conversations one tries to have with them....holy shit...blows my mind.
	Too many programs and too many students.
	Limits regarding freedom to choose classes that appeal to specific interests. Scheduling- having to settle for classes that you are not interested in for the sake of maintaing a consistent schedule that coincides with your practicum/internship schedule.
	The cost is outrageous. Its hard for me to justify it. It is for this reason I hesitate to recommend the school. There has not been an assistance offered to me either other than loans that have an insurmountable interest rate.
	Some classes include a lot of material that I've already learned in undergrad so the first year was a little bit repetitive in history and systems and social bases but I still found them helpful refreshers



Role	What do you perceive to be the weaknesses of the educational experience at WJC? (n=193)
Student (cont.)	Capstone
	The scheduling protocol for classes. They do not have much flexibility on days for electives. I understand they need faculty available for the class on other days, but I had difficulties with all electives for my program being on one day and I know countless other students who struggled to squeeze them in.
	Too many students being accepted into the program.
	Not enough faculty/class sections. Difficult to get into required classes, feeling set aside by advisors or doc project committees due to the number of students they oversee. / / There is not enough attention paid to the transition of the fourth year students. It would have been nice to have a dinner or some sort of recognition with the cohort, since many of us will not be graduating due to APA.
	I don't really know many faculty members as I had hoped to. It is difficult to make connections here.
	Some of it seems a bit unorganized. When we have things due, some of the expectations and due dates seem to change or we aren't given the proper materials until a week or less before certain paperwork is due. It also feels more stressful than necessary searching for an internship and practicum. I think there should be more options especially for forensics students.
	Lack of social activities that fit other programs schedules / Lack of an availability cafeteria after 3pm
	The structure of the Capstone project. I do not think in less than 3 months any student could feel secure about a topic, conduct quality research and literature reviews, and then write a comprehensive 50 page paper on top of multiple other classes, papers, internship, and other jobs. This could have been integrated into the Fall semester in some way. I hope the counseling department dedicates time to evaluate the Capstone project.
	Field education!! There is not enough support/information available for students in the internship application process, and many of our questions/requests for help are met with unsupportive or critical responses from field education employees.
	sometimes the schedules.
	The political mumbo jumbo that gets in the way and rumors that people think are true and exacerbate and create bad vibes
	Major weakness is the lack of sections of courses. There are a large amount of students accepted into the program each year--classes should be provided accordingly without students fearing that the trajectory of their academic experience will be thrown off. / Another major weakness is the lack of internship training sites. / An additional weakness is the lack of cohort for advanced standing students.
	Low standards. Uneven teaching. Cost.
	Administration, feeling like administrators do not listen to the voice of students. Feeling like there is no way to get change to happen because it always gets stopped by administration. Feeling like there are too many students let into the program who do NOT make good psychologists and whom I would feel embarrassed to call my colleagues. It is clear the school wants and needs to make as much money as it can. This is clearly at the expense of quality students sometimes.
	School, as a whole, does not practice not teach material through cultural lenses.
	lack of consistency with classes and blended classes
	Not being a recognized name



Role	What do you perceive to be the weaknesses of the educational experience at WJC? (n=193)
Student (cont.)	Not sure.
	Faculty and administration do not listen to students input. They go about making changes without asking what the majority wants
	There is not a lot of space for critical thinking. In fact, I've hardly felt that I've been asked to think critically at all this semester. Most of the assignments involve rote memorization or reciting facts in quiz, reaction paper, lit review, or test form. I would like there to be more class discussions, encouraging students to question things and to think outside the box. I would also like the assignments to reflect this and to perhaps be more challenging.
	Administrative things.
	I'm two years in and never learned how to do treatment planning. My current supervisor balked at how little classroom training I received in doing intake interviews, Dx interviews, and treatment planning. / / I have had certain classes that were less than satisfying in terms of depth of content.
	The culture around diversity is weak. No programs/classes focus on queer studies.
	Professor's inconsistency in feedback directed towards student work
	The cost
	Expensive
	The admissions process- it seems like the school will literally let anyone with a pulse into the programs; the way by which the school removes students- again it seems like someone could commit murder and still graduate with a degree
	Some of the administration who don't always put the students first
	not enough international students
	It's not a 'college,' so I never post or talk about it with other people. I don't understand why you have changed the name to something that makes no sense. I refuse to list it on my FB and other social media for this reason. / / Also, the school has been growing too quickly. The students seem not to know how to write or present, and the atmosphere is not very professional. / / I don't feel like my masters degree will be worth very much. I've worked hard, but I'm not proud of what I've accomplished because I don't feel like it's worth much. / /
	Lack of interesting electives, lack of say by students, limited classes offered in the summer
	Costs are EXTREMELY high for being a commuter school and poor library that is noisy!!
	Not a fan of the pre-fab, online quizzes. Think many professors show up with minimal if any class prep. Don't like the emphasis on student presentations -- they have their place but shouldn't be such a prominent part of our class time.
	Not a lot help and guidance for finding field sites especially when you are looking in the surrounding states.
	Many of the field sites have issues that are not followed up on by the Field office. Communication at WJC is lacking at best in regards to many aspects - program requirements, deadlines, registration, etc.
	Lack of field placement sites that are specific to health psychology / Lack of APA consortium sites given the amount of students now required to complete APA / Course registration process



Role	What do you perceive to be the weaknesses of the educational experience at WJC? (n=193)
Student (cont.)	I honestly have nothing to say about my actual education at WJC that is not positive. I think there are kinks like every higher education institution that will be worked out as we grow and adapt to having more students. The only educational change I would want to make would be that I wish I could have taken child and adolescent psychopathology in the traditional format and not blended.
	not enough work studies/ grants and scholarships. It would be helpful if there were more internship opportunities particularly, college counseling centers for the counseling psych. department students.
	The organization of the school, and administrative issues.
	The overall class size and the amount of money being charged.
	I can't think of any
	the left hand sometimes has no clue what the right is doing.
	Not enough internship selections for each counseling cohort. There's a hierarchy difference between masters & PsyD.
	The cost. It's out of control
	More community events at the school, social clubs ect.
	A chronic lack of roleplaying/practice in the classroom. I took one class that actually did this, and it was taught by a new professor. Many of the classes we take fall under having to meet a certain requirement. Many times, I find I will take classes within a required category because I am very interested in the topic, and I am not learning about that topic at my site. So, I ultimately find myself in a class that I am highly interested in, want to learn about for my own personal growth as a clinician in the future, and no way to actually practice and internalize the information. This is particularly pertinent for the clinical practice and advanced clinical practice classes in the 2nd and 3rd year. I get that people hate roleplaying. I also hate roleplaying. And perhaps it would not be necessary for individuals who do have the opportunity to take (for example) a psychodynamic approach at their site. But if your site is strict in approach or you're at an assessment site, there's not really opportunity for integration. / / Also, it's very annoying that doctoral candidates cannot take some of the awesome classes I am seeing coming out of the counseling departments! Can we have a modified syllabus or something that would give us more work to do so that we can learn some of these topics? Or, is it that it's not taught by a doctoral level professor? I do appreciate that we have directed studies, though, but I hear that they can be difficult to organize. So perhaps not too much of a weakness since I could technically still have a route to learn about these topics.
	Course work is rather similar to undergrad in terms of first year course work. / Lack of quality fieldwork. The student to teacher ratio is far too large and not what I was anticipating from such a small campus.
	Ethics being a 3rd year class when really it should be a first year class, limited elective availability (or not enough space to meet student demand), requiring materials for some classes (i.e. Rorschach cards) that MUST be purchased by students because the library does not have enough to distribute. This one is particularly frustrating because it puts an unnecessary financial burden on students. The class should not be required, the library should have enough supplies available for those who cannot afford it, or alternative options should be made available. Class sizes tend to be larger than I would prefer. / / And the price. Naturally.



Role	What do you perceive to be the weaknesses of the educational experience at WJC? (n=193)
Student (cont.)	Not enough sections of classes
	There are not enough options to fulfill degree programs from which to choose.
	There never seem to be enough quality sites to go around. Also the course registration process is extremely disorganized and anxiety provoking. Courses tend to change at the last minute without proper notification and by three minutes after registration opens, some of the required courses are already full.
	Lack of communication between administration and faculty
	Help with field experience, so psychology degree in counseling
	Faculty size and field placement connections. However both things will develop over time.
	There are too many students for the structure, with too few classes offered, too few routes to take what we want, too few sections offered, a hard to navigate class sign up system that crashes EVERY SINGLE sign up day, and not enough tailoring of the experience or someone to help you do so.
	There's often some miscommunication about important information.
	The changing of the programs name, increase of cost. The standards were not the same across the board
	Organization
	The organization as well as the lack of elective options per semester.
	Time and covering everything
	Administration. I don't think the school really cares about the students' experiences. Admissions is too lenient.
	not enough variety in the schedule (I'm struggling to get enough credits because not many classes are offered in the summer or later in the evening)
	class sizes, silos
	Getting differing view points would round out our knowledge base.
	The cafeteria closes too early
	Asynchronous learning can be isolating. I do not see many of the student services and communications structured to embrace OLP online students. This can be hard but there are simple things like recording guest presenters and using web enabled meeting technology, like Zoom, to enable virtual participation. Finally, due to the clinical antecedents of WJC's culture, I sense a gap between OL&P and the other departments with regard both formal and informal interaction and development of overall community. This restricts a wonderful opportunity to cross pollinate respective knowledge bases and associated learning.
	I think there is a lot of information provided to us that first year that is never touched on again. Since that first year is so overwhelming with information and requirements, if it is not re-enforced later, it tends to be lost.
	Not clear yet not clear yet
	Very bad administration and policies
	WJC accepts far too many incompetent applicants which makes it painfully obvious how "business oriented" the institution is. As a result, some students accrue tens and thousands of dollars of extra debt to be retaught skills and concepts they've already put forth effort into learning the first time and actually earned their grade. Also this practice of widespread acceptance into the Psy.D program calls into question whether the integrity of the profession is being compromised as a result of these practices.
	Curriculum organization such as Capstone
	N/A. I really enjoy my time here. I think I make the right choice.

Role	What do you perceive to be the weaknesses of the educational experience at WJC? (n=193)
Student (cont.)	Not all classes are kept to the same standards, which can cause some classes to feel less valued or important. Furthermore, this allows for some classes to be less engaging or unnecessary.
	There seem to be considerable growing pains as WJC has expanded. Class sizes fluctuate, but for a doctorate level program, it has been surprising to see just how big the classes can be. Scheduling is a nightmare. And, most troubling of all, it often feels that student voices fall upon deaf ears, despite accessing the appropriate channels (e.g., SCC).
Faculty	Faculty can be overloaded with not much time left to reflect and think about processes
	Too many small programs. I think we should be more focused and use resources in programs where we have experience and a proven track record.
	the "doc project" seems weak, flabby,
	Lack of a psychological brand for the institution. What core areas of psychology do we represent? / /
	Research- although I don't think it is as important, I think perspective students who come straight out of college think it is.
	cost...and at times can seem a bit disconnected from day to day life of the uninsured.
	1. There are 20% of students who enter each year who are not fully capable of graduate-level work. These students would not be admitted to begin with were it not for pressure to meet quotas. The student body size is set a priori and then the school must take many who are not able just to make the numbers. / 2. The cost of the education
	Not everyone gets the attention they need
	The need to admit a certain number of students each year which (in an off year like this one) can mean lowering the standards of who will be offered admission. Down the line this means that the students in classes may not be at the same level academically as those admitted in prior years.
	1) Insufficient attention to empirical research, 2) variability in the degree of preparation students have, and 3) need more administrative support and structure.
	Lack of scholarships-students need more funding.
	too many students, flawed system for scheduling classes, inconsistency among sections of same course, inadequacy of some field placements
	Research. Students don't understand the relevance of research for professional practice. There needs to be better integration of evidence based practice.
	The expansion of programs and offerings is not met by resources/ infrastructure to support the expansion
	Systems and some different dynamics which interrupt ability to bring outside efforts to campus
	Over the past ten years, the overall quality of the school, in particular the clinical PsyD program, has seemed to really decline. This is my perception and I hear it from students, faculty and site supervisors alike. I think this is in large part due to the fact that for financial reasons, we admit many, many students who are not academically ready for a doctoral program. Each year we admit a class that is made up of only a small percentage of qualified students. Many first year students do not know how to write a complete sentence, organize a coherent paper or think in a complex way. This problem seems to grow as we admit more and more students each year. Soon, I worry that a doctoral degree from the school will mean very little. I think there is a perception both within the school and in the greater Boston community that WJC has become a diploma factory.



Role	What do you perceive to be the weaknesses of the educational experience at WJC? (n=193)
Faculty (cont.)	Some of our field placements are just awful in terms of the ethical stances of supervisors and administrators and the availability of supervisors, but we rarely let them go, even when the problems are a) public and b) really hurting our students and their clients. / Too many of our faculty (more in clinical and OLP) do not take the time to challenge some of their own cultural assumptions/biases about our students and their clients. / The push to admit people who are not going to make it in the program without massive help. The students we let slip in without enough academic skill or self-awareness take a lot of faculty time and upset our students, who feel that their educations have been cheapened by their unqualified classmates. / The faculty workload (I think especially in Clinical, with 10+ DP's taking up half the faculty time but constituting a much smaller portion of our pay, which means we have to do so much we don't get enough sleep and our students have to wait too long for feedback on DP's and papers. / Our clinical program does not offer enough training in qualitative research. I have yet to have a single student doing a qualitative DP who understands enough how to design such research. Our research teachers tend to be very skewed toward the quantitative.
	In the clinical program, students begin their clinical experiences in the first year and the sites that are willing to take them often times are not ideal and even problematic in the level of support that is needed for a first-year trainee. Although this (i.e. beginning clinical work first semester) is a very attractive aspect of the program to many students, I think it needs to be modified to be more under the control and supervision of WJC faculty.
	Lack of Diversity - both with faculty and staff, as well as students / Too expensive / Not enough financial aid / Minimal institutional support for student or faculty research
	Lack of diversity / President's misogyny
	Cost of program (comparable to competitors)
	High cost and very limited scholarship monies. Students graduate with high debt, especially at the doctoral level.
	Research and low bar for student admissions
	Although I think this is a strength of my department, as an institution I think we could do a better job attending to issues of diversity and difference. I have heard from many students in other departments that they have gotten minimal training around working with minority populations, particularly on any minority dimension other than race/ethnicity.
	administrative support
	not enough integration of current research, lack of transparency from administration, too many students creating a very broad range of abilities
	affordability for students
	Lack of evidence-based clinical practice, little interest in research, not enough time (or interest) to engage in professional development activities
	lack of financial aid/scholarships; lack of racial/ethnic diversity among faculty
	Cost / / Lack of schoolwide collaborations and socialization opportunities (no student center!)
	Growing too fast
	Cost for students



Role	What do you perceive to be the weaknesses of the educational experience at WJC? (n=193)
Administration /Staff	Lack of communication between higher ups and student body about changes. Field placement directors rarely get back to students, especially when there are issues. Lack of trauma-informed classes-especially regarding dissociation and the Train Vets to Treat Vets Program-there should be more classes about this population. Certain classes are only offered on certain days which limits students ability to take them-more variability in class time and days would be helpful
	keeping up with what other colleges/universities offer... it is a very competitive market.
	Program communication between departments
	Too scattered and at times appears unfocused
	Weak in framing psychology as a behavioral science, poor training in empirically based treatments although strong in empirically based assessment, weak in preparation for shifting healthcare landscape
	Too many unqualified students admitted. / A large number of unqualified faculty. / Limited capacity with respect to research -- doing it and supervising it. / Split between academics and administration. / Poor communication. / Poor management. / Lack of accountability. /
	The class work plus time in the field is extremely burdensome, not allowing much time for a student's personal development or to be more involved in the community.
	I think the variability in terms of student motivation and potential can sometimes have an impact on the educational experience.
	Academic expectations may be too variable across a given department.
	the cost!!!
	price
	Everyone is spread too thin. We risk burning people out and compromising the quality of training, which should be our bread and butter.
	Faculty allow too many excuses, late papers, etc / Admissions standards low to meet enrollment targets
	Limited resources, lack of broad exposure to statistical methods, extreme variability in the quality of academic work product (capstones and doctoral projects)
	uneven standards for admission across programs; continued fiscal dependence on tuition; lack of faculty capacity to shift the institutional paradigm toward a necessary need for participation in grant writing and scholarship (not necessarily bench research); short support staffing; the need for almost everyone to be a chief, cook, and bottle-washer--still.
	Doctoral program is too large; problematic students who don't belong in a doctoral psychology program.
	Not seeing of wanting to see the bigger picture, taking on too much
	It seems that there are students that are admitted but not truly prepared for the rigor of graduate school. Whether it be writing skills, or the humility to admit to their weaknesses, there can be a sense that students are needing to be caught up to move forward. For some students, there can also be a sense of entitlement around what their education can provide, and as a staff person, I've noticed that sometimes students are not able to identify their own areas of growth. The growth is in acknowledging bias, ignorance of certain issues, a quickness to judgement, or a need to demonstrate their own ability without being receptive that being in this field requires ongoing learning, and a humility in front of your clients as well as confidence.



Role	What do you perceive to be the weaknesses of the educational experience at WJC? (n=193)
Administration /Staff (cont.)	Cost may be considered a weakness terms of Competition and perceived worth.
	LACK of documentation, timely responses, accountability both in terms of staff, faculty and students, respect for women students/staff/faculty, support of minority or any non-traditional students, unrecognized and denied biases against all of the above.
	lack of financial aid opportunities; many would-be students perceive the school as too expensive for them to consider enrolling
	Cost of programs. New programs have poor market research and are launched before they are ready. Limited staff for essential offices, i.e. if someone is out on vacation offices shut down.
	The cost / The lack of training in research / the lack of emphasis on testing, which is the only task that only psychologists can do / the lack of education on administration and program development.
	high tuition / scholarships /



APWG Question 3 Word Cloud:

What do you perceive to be the weaknesses of the educational experience at WJC? (n=193)

New Academic Business Working Group

The New Academic Business Strategic Workgroup (NABSW) included one question aimed at exploring new program ideas for William James College. Their question asked: *William James College creates new degree programs to meet identified mental health needs which are unmet or underserved in the community. If the college offers new degree programs in the next 5 years, what program or programs do you believe are of the highest priority? (n=151)* Results for this section are presented verbatim below in Table 6, which is followed by a word cloud to offer a crude visual summary.

Table 6
NABSW Question 1

Role	William James College creates new degree programs to meet identified mental health needs which are unmet or underserved in the community. If the college offers new degree programs in the next 5 years, what program or programs do you believe are of the highest priority? (n=151)
Student	Outreach and mental health in underserved populations in rural communities
	PhD
	LGBT and advocacy training.
	I don't know about degree programs, but a trauma concentration would be nice, as well as more skills courses (DBT being a major gap, for example)
	Unsure.
	Perhaps classes devoted to the increasing trend for more folks to be changing careers. Or a sub-specialty in the GCEC program devoted to Career Transitions. / / Classes or full programs geared toward retired Baby Boomers (BB) who are looking to remain active and cognitively and creatively engaged. These programs could be geared to careers that BB could pursue after the age of 65. These careers could be focused on volunteer work or for-fee professions.
	To be honest, I don't know a lot about WJC programs, with the exception of school psychology. So if WJC already has these programs, I appologize! / -Trauma/abuse and resilience programs / -Substance abuse programs / -Preventative/resilience programs / -ABA (although this is in development, correct?)
	I think the plethora of degrees are wonderful. It is difficult for me to assess the quality of them though as there is not a lot exchange with the clinical psyd program. That said, I think a number of the students should likely get a Masters prior to beginning the clinical doctorate. I would advocate that as a pre-requisite for students, especially those under 25. It is quite rare to find someone fresh out of college that is ready for the emotional rigor of this field. I would imagine a MFT program would be a good program to consider, or at the very least something with family therapy as a central focus. Also, I would advocate the expansion of the expressive arts.
	1. Forensic organizational psychology / 2. More focus on I/O and leadership led programs
	spirituality/pastoral MA
	trauma certificate/degree program
	I don't know
	A program in community psychology that involves participatory action research
	Working with trauma victims



Role	William James College creates new degree programs to meet identified mental health needs which are unmet or underserved in the community. If the college offers new degree programs in the next 5 years, what program or programs do you believe are of the highest priority? (n=151)
Student (cont.)	Bilingual counseling (with coursework and supervision in both languages), more MVP, refugee and displaced populations
	Addiction/Substance abuse
	Multicultural communities; immigration, refugee, growing diverse population. / Existential issues; Life responsibilities, midlife crisis, aging population. / Techniques; Mindfulness, EMDR, systematic desensitization, etc.
	Anything to do with substance abuse
	Autism, armed forces programs (ptsd), drug programs
	Specialization in substance abuse prevention/treatment; enhanced emphasis in all clinical/counseling programs (not just school) regarding preventive mental health models and implementation of same; greater emphasis in coursework regarding specific frameworks for addressing trauma/trauma-informed care
	Unclear. I would prefer that WJC focus on improving and strengthening its existing programs.
	Counseling and the veterans psychology program.
	I think the focus on other programs is unnecessary and you should instead be focusing on improving the programs that already exist
	Aside from the college needing to prioritize what programs are already in existence at WJC, there is certainly a need to emphasize substance abuse work within the field. It is needs across all concentrations and programs.
	Unsure.
	Programs serving ethnic minorities (Latinos, Blacks, Asians, Native Americans) and also highlighting service to children and families.
	I do not think that there should be so many degree programs offered. I think that the effort/time/money that is being put towards starting new programs should be put towards improving the experiences of the students already enrolled. That would improve the standing of the school because current students/supervisors would speak more highly of the program and increase the applications, reputation, etc.
	Personally I think the school needs to focus on improving the programs it has instead of focusing on expansion.
	Oncology Psychology / continued development of the Health concentration currently at the school
	Substance Abuse
	These may not qualify as new programs, but may inform existing programs: / Trauma-informed practice / Integrative/mind-body medicine (healthy lifestyle, somatic experiencing, mindfulness-based, etc.)
	NONE. STOP growing. WJC needs to improve the current programming.
	I think it would help to have more outreach with the community on raising awareness of mental illness.
	Trauma Focused!
	Sports Psychology
	Trauma focused. Infant Parent mental health



Role	William James College creates new degree programs to meet identified mental health needs which are unmet or underserved in the community. If the college offers new degree programs in the next 5 years, what program or programs do you believe are of the highest priority? (n=151)
Student (cont.)	Not sure, seems there are already programs meeting most needs perhaps programs based on positive psychology or helping those already well reach greater heights
	I believe that PhD program will be highly valued at the WJC.
	Not really sure at the moment
	I think we should focus on improving on the strength of our current programs. Farther down the line, adding a Master's in Social Work might be good. Integration between programs, as we will need to do in our careers, should be explored (opportunities for clinical and school psych students to learn together and collaborate and share experiences).
	Performance/sports psychology
	Equine Facilitated Therapeutics (Therapeutic horsemanship) / Animal Therapy
	I would love to see a Masters of Clinical Mental Health Counseling with a concentration in Sports Psychology, or at least a class or two regarding such. Many other Boston graduate schools offer this and the only reason I chose William James College over those schools is because I applied very late in the year and WJC was accepting applications.
	For existing programs- Latino Mental Health, Haitian Mental Health/People of African Descent, and Global Mental Health (these are unique programs that do not exist elsewhere) / / For a new program- Community psychology
	I would say Expressive Arts. The growth of having a Music Therapy, Art Therapy, and other modalities within the umbrella would really get the college to be competitive with Lesley University and be a viable option for students that would like to stay in the Boston/ MA area.
	Integrative Care Model (medical and mental health)
	I think the school should focus more on the needs of the students they already have instead of creating more programs.
	Clinical Psychology, Latino Mental Health.
	The latino mental health program has been extremely beneficial to me. I would like to see more special interests like this.
	honestly, I feel as though WJC has programs in place now that meet the needs of communities I feel need the most help, so right now I can't think of any new programs other than the ones WJC has in place already
	Concentrations in areas including Eating disorders, mindfulness and addiction.
	I am not sure. I like all of the programs here
	Global mental health
	substance abuse certificate training
	Rural mental health
	A more specific forensic program
	All programs pertaining to the advancement for mental health for underserved populations are of high priority in my regard.
	Substance abuse assessment & treatment / -Working with incarcerated or recently released populations
	public mental health policy, psychiatry, international psychology, Therapy in arabic



Role	William James College creates new degree programs to meet identified mental health needs which are unmet or underserved in the community. If the college offers new degree programs in the next 5 years, what program or programs do you believe are of the highest priority? (n=151)
Student (cont.)	Addiction
	More focus on finding ways of more students of color and other ethnic backgrounds to attend our school and get good training. Same goes for providing more diversity training to students who are highly privileged.
	Disaster management and psychological first aid
	I would rely on the college to determine that
	Ph.D programs and research opportunities.
	Masters in clinical psychopharmacology
	Health psych
	LGBT mental health
	Alcohol and drug training
	Community mental health
	They shouldn't
	Prevention
	Please work to strengthen existing programs!
	ABA, BCBA, more Latino and diverse classes on different nights
	Don't know
	Absolutely the most important program would be in substance use and treatment!!
	PsyD & PhD programs
	Military and Veterans program
	I think programs dealing with substance use will be important
	Leadership psychology in schools
	Needs to address the drug epidemic.
	ADDICTION. Do we even have a class offered about this? I mean, I don't know about a whole new degree program, but hasn't there been a war on drugs since the 70s? Isn't that incredibly pertinent to the field of psychology?
	Addiction. Understandably this is a general focus in the clinical program but data is telling us we need to act fast to help more than we currently are.
	Addiction/Substance abuse concentration
	Organizational PsyD concentration, also more substance abuse, more trauma courses
	Psychopharmacology
	ABA
	I don't have a coherent answer to this question.
	Autism specific training, more thorough teaching of assessments.
	Lgbtq
	Although you get this training eles were, It be nice to have a class that dealt with Big data. there is so much to learn from it. Many of the jobs that ask for an analysis include a requirement for SQL. Working with large amounts of data is much different that the small hand gather information.
	Maybe we should focus on what we have now and add more programs when we can handle the students we have now.
	Autism treatment/assessment/intervention



Role	William James College creates new degree programs to meet identified mental health needs which are unmet or underserved in the community. If the college offers new degree programs in the next 5 years, what program or programs do you believe are of the highest priority? (n=151)
Student (cont.)	Focus on children with ADHD
	I think the focus on mental health is critical and certainly represents a wonderful core of the institution's mission. Advocating for more mental health services in all arenas seems to be critical based on the increasing mental health crises across the board as witnessed in the fact that suicide is going up across all age and gender demographics. So perhaps a program on advancing private and public policy is needed. However, this question, represents the sentiment I tried to express in my previous answer. In other words, where is the question regarding future programs in applied psychology related to advancing leadership and using good practices in business and public institutions. The former cannot happen without the latter. WJC needs to think about the whole system beyond just niches of mental health services. From that analysis it can then focus and build strategy which will allow it to use its competencies and resources with maximum impact.
	Not clear yet
	Not sure
	I believe that more focus should be given to supporting the undersupported concentrations that already exist.
	Child psychology, Adolescent/Emerging Adult psychology, Geriatric concentrations
	Global Mental Health and behavioral medicine
	BCBA
	This is quite a broad prompt, but further development in the following areas would make me more proud of my school: / - Veterans (particularly women veterans) / - Haitian Mental Health (as a subset of the Multicultural Center) / - Geropsychology / - A center for refugees, networked with government housing agencies, job training and educational programs, behavioral health, and assessment services.
Faculty	Program for immigrant children / Black men
	PhD in Counselor Education and Supervision
	Programs to train professionals where the need is clear e.g. Latino M H, Veterans training.
	Veterans mental health (including PTSD)
	Geriatric Behavioral Health Services / / Use of media and technology in assessment and intervention.
	DK
	community based behavioral specialist, grass roots, in the trenches non traditional
	Unmet and underserved are important missions, but programs and services aimed at this population often are among the costliest and most poorly funded. Programs that are also popular and optimally practical to meet the needs of the changing profession need to be introduced as well that help offset losses in other programs. In general, it is probably better to create fewer new degrees than more. Better to do a few things well and market that than to offer so many different things that resources (faculty, funds, students, etc.) are spread too thin.
	Make the programs accessible to all and not just the wealthy



Role	William James College creates new degree programs to meet identified mental health needs which are unmet or underserved in the community. If the college offers new degree programs in the next 5 years, what program or programs do you believe are of the highest priority? (n=151)
Faculty (cont.)	I think it would be useful to create a program (or perhaps just a concentration within existing programs) focused on the mental health issues of refugees to the US. (Not sure if this is covered within the Global Mental Health program.)
	This is a program currently in formation - substance abuse. Also, a B.A. for those who want to pursue human service but are faced with obstacles for relevant education.
	do not offer new degree programs
	Program to support the Asian community similar to the Latino and African American projects. / Neuropsychological assessment
	can't think of any.
	Substance Abuse Counseling
	Programs that support and train In-Home Therapy as an underdeveloped modality that serves marginalized populations
	More support for students in writing and critical thinking since we want to bring in first generation grad students with more diverse backgrounds and often our public schools don't support this potential enough.
	I think we are growing way too fast. I believe we should stop adding new programs, at least for a few years, and try to figure out how to recruit quality students for the programs we already have.
	I am not eager for us to start new degree programs right now. I think it would be more useful to strengthen our smaller programs instead.
	Masters in social work
	Masters and Doctoral Programs in Occupational Therapy /
	Already too many
	Addiction
	A degree with greater focus on research tied to the college's mission/vision. Given the college's strong focus on practice, ample opportunity exists to impart non-traditional research methodologies curricula, such as the application of action-research methods. Related to this, graduating professionals that are specialized in program assessment and evaluation is a pressing need that the college could meet.
	I think we should develop our existing programs first.
	I think we have enough programs.
	applied behavior analysis
	Programs for elders, LGBT communities, and youth
	African American mental health, GLBT mental health
	Educational leadership/administration
	Specialty in disabilities
	Eating disorders, substance abuse, neurospsych evaluations
Administration /Staff	I think William James keeps creating new programs but there are not an adequate amount of classes to truly reflect that it is a separate program-with the exception of CFAR. IF WJC continues to create programs they need to expand their classes as well and hire more teachers. One class on treating veterans is not enough to call it a program. / / I think we need more classes on how to treat refugees and trauma- which would fit into the already existing Global Mental Health Program



Role	William James College creates new degree programs to meet identified mental health needs which are unmet or underserved in the community. If the college offers new degree programs in the next 5 years, what program or programs do you believe are of the highest priority? (n=151)
Administration /Staff (cont.)	Organizational & Leadership Psychology / Counseling/Clinical specifically focusing on learning and developmental disorders
	not sure
	Dealing with addictions
	Before creating new ones advance in rigor and empirical base the existing programs-- which are already poised to serve underserved philosophically but need better tools to do so
	Technology assisted mental health monitoring and treatment. / Geropsychology. / Alcohol and substance abuse. / Masters level clinicians. / Increasing cultural diversity of practitioners.
	I think that most of the big ones are covered at this time and focus should be placed on strengthening the programs that currently exist before working towards further expansion.
	Addiction Psychology / PhD in Counselor Education and Supervision
	Asian Psychology
	public health and the consultation/evaluation end of behavioral health / macro perspective on behavioral health (how to run a mental health agency)
	Certificate and "one-year" programs to prepare students for "entry level" mental health positions, or enhance existing professionals' credentials.
	Better integration of global mental health into curriculum to provide better understanding of the implications of spirituality and ethnic traditions on the mental health needs of underserved populations. /
	Integrated Health Care and professional entrepreneurship: how do psychologists at whatever degree level insert themselves effectively into the health care system; an integration of some of our OLP/systems knowledge with our clinically based focus.
	I think a masters program that is truly a combination of the global mental health issues as well as trauma. There is such a push for clinicians to not just be trauma informed, but truly trained to use evidenced based practices, such as Trauma Focused CBT, EFT, EMDR, TAT, etc. As there continues to be such large scale conflicts in other countries, and we continue to see refugees entering the US, clinicians need to be prepared to meet those needs. It would be helpful for students to know what it can be like to work through an interpreter. Also being able to use family based treatments, and being aware of programs like psychological first aid, and best practice in assessment of safety concerns from a culturally competent lens. Additionally, there are many individuals in our country that are facing increasingly hostile discrimination, such as Muslims, and will need trauma expertise in building skills to cope in a very uncertain world.
	Perhaps a school counseling MA concentration. A program to train prescribers ie psychiatric nurse practitioners or perhaps physicians' assistants.
	I believe we need to shore up our already existing fledgling programs which are not getting enough staff and faculty support because they are spread so thin. The global mental health program needs to move beyond focusing on the a small sub-section of the globe or be renamed.

Role	William James College creates new degree programs to meet identified mental health needs which are unmet or underserved in the community. If the college offers new degree programs in the next 5 years, what program or programs do you believe are of the highest priority? (n=151)
Administration /Staff (cont.)	A low cost program that will attract students who aspire to become entry level clinicians and practitioners- possibly an undergraduate degree or certificate
	None, stop creating new degree/certificate programs every year that close down shortly after launch. Focus on creating concentrations that can be scaled up or down as student interest increases or decreases.



NABWG Question 1 Word Cloud:

William James College creates new degree programs to meet identified mental health needs which are unmet or underserved in the community. If the college offers new degree programs in the next 5 years, what program or programs do you believe are of the highest priority? (n=151)

Student Life and Resources Working Group

The Student Life and Resources Workgroup (SLRWG) included three questions aiming at identifying sources of supports to encourage student engagement, improve student professional development and promote student success. Results for this section are presented verbatim below in Tables 7a-7c; each is followed by a word cloud to offer a crude visual summary.

Table 7 a displays the verbatim responses to SLRWG's question 1: *What changes, supports, programs, or events can the College initiate to promote student engagement and involvement? (n=152)*

Table 7a

SLRQG Question 1:

Role	What changes, supports, programs, or events can the College initiate to promote student engagement and involvement? (n=152)
Student	Peer mentors
	Create a residential form for students.
	make things more accessible remotely, good things, but not everyone has the time to regularly invest full time.
	More support for those entering the MVP and forensic concentrations. Not having everything on Tue, Wed and typically Thurs. It is hard for students who have solid blocked schedules or practicum to engage in social activities.
	The increased involvement of student groups seems to be working well.
	It's difficult to want to be involved with the school when the administration has let you down so many times.
	I think it's doing pretty well considering that most of us are commuter students.
	Peer mentors is an interesting concept but I'm not sure how to structure it.
	Sorry, no ideas here.
	To be honest, there are a lot of events/groups/etc. that I would like to be involved with, but I honestly don't feel like I have time because I am so overwhelmed with homework/studying/practicum/etc. And I know from talking to other students that I am not the only one who feels this way. / / But I think peer mentors is a good idea. I liked that the the therapy dogs/ice cream. I think that the key is to have programs/supports that are one-time things, that people don't have to commit (or feel like they should commit). Maybe video game competitions (like Just Dance) would be fun.
	Get rid of the SCC. Add more peer mentoring. Return to a more intimate program, that is have closer to 50 students per class. WJC does not seem to be able to get enough students of quality to have a class size of 100. I think the consequences of adding being so large is too consequential. As I mentioned I would rather see the expansion of the masters programs. I think this will have a dramatic effect on the engagement of students. I think the reality though is that there is precious little time to engage in community events. For example, I am at my field site 25 hours a week. I am in class two full days a week. I am doing research with a professor 10 hours a week. I am working for 15 hours a week. I get close to 30 hours of school work and reading per week. And, I like to spend what little time I have left with my friends and family. So, the truth is, it is just hard to expect adults with such busy lives to engage in these type of extra activities. That said, when I am able to I really enjoy the experience. I also think Josh Cooper is an enormous asset to the institution.



Role	What changes, supports, programs, or events can the College initiate to promote student engagement and involvement? (n=152)
Student (cont.)	Student groups should have a ether way to facilitate meetings with students who are not able to be there live - so use of technology and skype type mediums should be taught/used so more students can participate and feel like part of the school whether they're online or blended or any other student type.
	Provide avenues for professors to mentor students in less formal ways
	mental health resources for students
	allow room for feedback / listen to your students
	a change that can be made is to have to administration value the students' ideas, thoughts, and struggles. Then, the students will perceive the administration as more approachable and friendly. Once this happens, students will be more likely to want to get involved
	Showing that the administration cares about the students- for example a dinner for the graduating class, not charging a large sum of money to students going away on APA
	Make scc meetind during lunch instead of at night.
	I think the college does a fantastic job in trying to get everyone involved
	Student groups, gym, support groups for student recently relocated to the Massachusetts area.
	Vary scheduling of events (most I cannot go to, so many are at lunchtime and we're at our sites more days than not), when food is offered menu noted (food allergies require planning - seeing food offered is great, knowing if I can eat it is better), subsidize community events
	I believe student groups are helpful, but peer mentors are a necessity. I also think that as a community, we should organize more events in our communities to help our students get involved with needed projects instead of relying on student groups to do so.
	Events close to/around the class schedule. / Charity events. / Provide food.
	I love the idea of having peer mentors! I like to have someone guide me who has already done what I am about to do.
	Appreciation of students, creating fun engaging activities
	as noted, more late afternoon/early evening events to include working students who attend evening classes
	I'm not sure. Given that the school is a commuter campus, it is often difficult for students to be involved at WJC on days when they are not ordinarily scheduled to be there.
	Many students are at their field placements when not in class, but there are a decent amount of events for students.
	The SCC and student groups are all in need of revamping and clarification, as many students do not like to access them for one reason or another. The student mentor and ambassador programs should be more streamlined and better promoted.
	Fostering a better sense of community during orientation and making more events occur throughout the semesters.
	Open hours with the president, clear communication about the college budget, more effective field placement office.



Role	What changes, supports, programs, or events can the College initiate to promote student engagement and involvement? (n=152)
Student (cont.)	Having peer mentors would be nice. Fourth year students get the opportunity to supervise first year students but having a mentorship program would be very useful and helpful to students in all years.
	The SCC seems to have very little true power. It seems like every initiative that they have started is just an exercise to make students feel involved but as soon as it reaches the higher-ups it is shut down.
	Smaller class sizes
	Easily accessibly list of all of the clubs and organizations as well as meeting times and contact person so it is easier to get involved.
	More social gatherings
	I love the current groups we have. Coordinating times with my full time employment have just been difficult to manage.
	I'm unclear on the goals of student engagement. More of a student voice in administration? More peer-to-peer engagement? More mentorship opportunities for students connected to faculty? / / I am not interested in having more of a college campus experience, but I would be interested in more faculty mentorship and small directed study experiences.
	The community has dissipated.
	I think a peer mentor should be assigned to every new student.
	More flexible hours/class schedules
	more social events for the first years.
	More opportunities to involve online only students and create a cohesiveness among both blended and online students.
	WJC has done a wonderful job with community events to support us.
	Promote events using more flyers or something that shows an initiative to be more personable. Emails can seem so cold sometimes, no?
	I am not involved in student groups, and not sure what it would take to engage me. Busy enough trying to balance coursework, field work, and personal life.
	Exploring Boston together with other peers especially given the high volume of out of state students.
	More WJC community (students, faculty, staff) social events to promote togetherness / /
	Most of the time if an event is occurring we are notified last minute and are begged for help by whomever sent out the email. Having a greater advanced notice on many activities would be helpful but may be unrealistic.
	More and better quality field education sites and more support for students at sites, especially in navigating problems at sites. Checking that sites are maintaining their end of the agreement. More training for students about ethics, appropriate and inappropriate expectations at work, and safety at work.
	Some sort of programming where students and administration/faculty can engage in discussions TOGETHER rather than hearing about administration decisions through email or SCC by 3rd parties.
	The only reason I personally don't engage more is because I am not in the WJC area during events. I attend most events that occur on days I have class.



Role	What changes, supports, programs, or events can the College initiate to promote student engagement and involvement? (n=152)
Student (cont.)	Student creative nights, an organization that can share the core interventions from different cohorts. Student Discussion nights would be interesting too.
	When you offer those cool and awesome sounding programs, please offer alternative times other than in the middle of the day for half an hour. We have classes, internship, and jobs. Evenings are best.
	Have feedback sessions with administrators who do not dismiss our ideas
	Peer mentors
	I honestly feel as though the college has plenty of opportunities for students to engage themselves which is awesome! I feel as though if I wanted to be involved with a group, I could easily find a way to go about that
	I am not sure
	Peer mentors
	Offering meetings for these groups on varying days of the week due to variability among students' field site schedules. Having the administration take SCC concerns seriously.
	Faculty mentors. Opportunities to connect with faculty members with similar interests.
	I think there could be more groups that meet off campus in more eastern massachusetts as many students live in New Hampshire or near there and are unable to attend many of these events because of the travel time.
	Possibly activities outside William James, such as the event held by ALANNA at KINGS, I would like to see more of those events because there was a big turn out rate, and a diverse group of students.
	I think the college does a sufficient job at engaging the students.
	Mentoring, book exchange, programs that support ESL students
	I like the events where students all come together during the common times during the day to destress! No one wants to come late at night we all want to go home!
	Networking events
	No student activity fees.
	It would be nice if SCC could actually make change happen. They are great, but then administration never approves the changes the students suggest. I also wish there was more cohesion between first years, second years, third years, and fourth years.
	Incorporate study body more, and not just superficially, into discussions such as organizational name changes.
	we pay a large student fee and I don't really understand where that money goes
	Strong alumni groups. This is starting
	None
	Make SCC KNOWN TO STUDENT AND REQUIRE ONE ATTENDANCE PER SEMESTER
	Office hours would be nice.
	Have more artistic events. Poetry and drama
	I would initiate peer mentorship training. Peer mentors have been assigned but they do not actively communicate with us.
	Social events
	More class cohesion, and more programs addressing post-grad job search.



Role	What changes, supports, programs, or events can the College initiate to promote student engagement and involvement? (n=152)
Student (cont.)	MORE FINANCIAL AID/scholarships, more internship site connections and work network for a career services and unlimited paper use and better cafe center for those who travel often to night classes.
	Don't know.
	Better communication!!
	This is difficult because 100% of the student body is commuters, so getting engagement is more difficult than if there were people who lived "on campus." I think peer mentors would be a neat way to connect with people maybe in your same program but in the year above you.
	Seminars/CEU's / Student Groups
	I don't know.
	Counseling services as part of tuition
	Some of the dates and times are hard to make for some students and the distance of some commutes doesn't help
	More support for non traditional students (older and more experienced clinicians)
	Mixer with Masters and PsyD students.
	This is so tough. Honestly, I think that a lot of the student body are so busy and sort of engaged in other endeavors that it's just not going to happen. Unless there is some sort of pop-up upon logging onto the Moodle page that students have to look at, but then I don't know what it would have to say in order for it to be considered. So, essentially, by force.
	If events are held they should be considered for students that rotate on different blocks. (i.e. not all students can make an event on a Tuesday) Holding more mini student events that are offered more frequently to garner more interest and attendance may prove to be more valuable since we are strictly a commuter school.
	I think the Administration needs to be more flexible and open to negotiating with the student body. I feel like a majority of the time when issues are brought forward or suggestions are made by the SCC/student groups, the Administration rejects them. It lowers student morale. We feel disrespected and dismissed by the Administration. In turn, it makes us less likely to recommend this institution to others. One of my favorite maxims is: "A person who feels appreciated will always do more than is expected." While ice cream and therapy dogs may be appreciated in the moment, more long-term changes need to be made to improve our overall experience with WJC. Personally, I have never had an issue with professors or the academic side of WJC. I've been more frustrated with the Administration's treatment of the students. We will be more likely to engage in activities when we have an Administration that engages with US.
	more student groups, outside events
	Have all groups under one hub, not JOSH COOPER or SCC or other groups. It is confusing.
	Peer mentors
	more video access to stuff for online students
	Little things matter: keep the building open on the weekends for those of us who don't have resources at home. A shuttle to mass transit. Let's get the basics down on the hierarchy of needs



Role	What changes, supports, programs, or events can the College initiate to promote student engagement and involvement? (n=152)
Student (cont.)	more weekend and later evening activities for students who work full-time
	More collaborations with other schools
	We need to remember that a meaningful percentage of students are not local through technology. While O&LP does its best to keep these individuals engaged and connected, it is limited to what the department is delivering in terms of academic content and related practice. It cannot fully connect the rest of the WJC community without answering questions like this one with them in mind. Simply recording and creating an student accessible archive of on campus events and programs would be a start.
	Sometimes it is difficult for me to get to campus of extra activities even if I would like to be present. Some of these activities, forums or lectures take place during the school day when I am in my internship. Others are because of travel time since I live about an hour's drive from Newton. I think by providing more opportunity for student involvement via web connections, it would help students to be connected even if they could not attend.
	I am an animal lover. Anything I can do with therapeutic animals, I would be interested.
Faculty	Mentoring program
	Facilitating better scheduling coordination that allow for free time during the day to attend events
	I think we do a good job here already especially if you compare it to my own graduate training.
	/ Involve ALL faculty and students in the process of planning. Far too much is dictated by fare too few. / / Provide feedback - e.g. send the results of this survey out to the community with editing
	Public Transportation to school. Essentially one has to own a car to come to the school. I think it create barriers for traditionally underrepresented populations
	I think students are engaged and involved about as much as they can. They are frantically over-worked with so little time and energy remaining that I would focus on support more than anything else. What the school does via special events, yoga, etc. are all good and should continue.
	Mentors and administrators who care about students
	Having the unscheduled hour at noon should help by providing student groups a time to meet.
	All of those listed (SCC, student groups, and peer mentors) are important. In addition, I think we need in-house counseling/brief psychotherapy supports. There are many students with struggles and we are losing a sense of service vis a vis them. /
	Encouragement of student study groups. / / Keep the food services open longer-late afternoon. / / Increased parking. / / / /
	I think the college is doing a good job of this.
	A better organized SCC. Scheduling and an ethos that supports events, speakers, etc
	Easier public transportation access and more regularly set up community spaces with incentives related to interests



Role	What changes, supports, programs, or events can the College initiate to promote student engagement and involvement? (n=152)
Faculty (cont.)	I get a lot of feedback from first year students that they like having fourth year supervisors. I think it would be great to continue this somehow as students move through the program.
	Use the new noon-time break for mini-lecture series, by faculty, students, and guest speakers, including alumni. / Use that same time for "town meetings" for the school community. / Have a few sessions in which students, faculty, and staff get together to paint murals on our barren stairwells and in our very sterile-looking meeting rooms. / Start a voter-registration drive for students!!!
	Having more library space and time
	More financial support for student programs
	Small communities by interest
	Not sure
	A college counseling center is needed for student body, or health insurance that will permit students to access high quality mental health services. This is especially important because an important factor in competent clinical practice is monitoring and addressing practitioner health/mental health concerns. A couple of WJC funded and sponsored sports teams would be great to bring the student body together. Given the large female student body there should be at least one women only sports team; soccer would be a great choice!
	Research, build this into faculty contracts to help expand our funding options.
	I think providing more support or infrastructure to facilitate students' ability to take advantage of groups that already exist (e.g., ALANAA, Rainbow Alliance, Volunteering, etc.) would be helpful. The biggest challenge is how busy our students are. Getting them to show up for events from our already existing groups is near impossible. / / Peer mentors would also be great. Or some other kind of professional development mentoring program.
	more scholarship money
	student-faculty coffees, cafeteria, group presentation requirement
	community volunteer activities; student presentations on topics of interest
	Built-in time in students' daily/weekly schedules and course credits for engagement in community service, volunteer and professional development activities
	peer mentors, support groups for students who are first generation to college, visible indicators of WJC's commitment to diversity
	Make SCC relevant for students in all programs / Expand ARC supports / Create a social center that is inviting to students, staff, and faculty
	Don't know
Administration /Staff	Volunteer Opportunities.
	peer mentor, more support for those completing degrees through online programs. An opportunity for the students to bond with one another and exchange ideas virtually.
	student groups
	offer programs that bring the community together
	Don't know.
	Recognition programs for involved students or student leaders. Engaging the SCC back with the community.



Role	What changes, supports, programs, or events can the College initiate to promote student engagement and involvement? (n=152)
Administration /Staff (cont.)	Perhaps linking more advanced students to early career psychologists/alums as mentors would be a unique way to help students transition from school to their careers.
	Support Dean Cooper's initiative to reformulate and revitalize student government. Increase community wide volunteer experiences...
	Additional mentoring opportunity may be great.
	help with setting up study groups / ways to let students know who lives near them or trains near them for commuting purposes / lunch groups for students/staff with special interests / fun activities like book groups or knitting over lunch
	Peer mentors; doctoral project support groups
	Integrate academic presentations into community time so that students in other programs can see what the other programs are doing- the Mess Hall program where vets demonstrated military gear and food was a good example of how students could be introduced to a world they may not know. This could be done with other programs such as the forensic program, Lucero program to have some hands-on demonstrations or posters from their activities at an event with food or music. We might even want to give out prizes to encourage participation
	Promote a culture of student involvement in "giving back"--the new Student Philanthropy group is a good example. Have students take increasing responsibility for class activities and engagement with, e.g., alumni activities.
	Mandatory Community Service in underserved communities for one semester
	I think that it would be great if William James had a presence in the running world. Physical activity is so beneficial, and there was a set shirt, or something that could worn, and students could run together it would provide bonding time as well as a healthy outlet. I think events like the Vagina Monologues or other opportunities for social advocacy in the local area is valuable. Gratitude and building in volunteerism, even in a busy schedule, is helpful in creating well rounded students. I also think a peer mentorship type program could be very useful, as first year students lose their upper classmen connection when their 4th year supervisor graduates.
	More peer mentoring, increase promotion of student groups and activities on campus.
	We need to reorganize our priorities so that students have time to process what they are learning - many are so overwhelmed by the demands of this model that they fail process and integrate their education into an intellectual framework - so we are producing professionals but not educating them. We also need to provide students with hang out areas that are not in the path of faculty and staff. Peer mentors will be a great addition but who has the time. Brown bags that are more geared to social justice above and beyond technical discussions about a modality.
	make the SCC more of a student government. Bring community time back for a week every semester.
	peer mentors



Role	What changes, supports, programs, or events can the College initiate to promote student engagement and involvement? (n=152)
Administration /Staff (cont.)	Perhaps, engaging a small group of 4th year Clinical students and 2nd year Counseling students to sit on a panel once a year, to speak with 1st year students about how they continued to navigate and secure their field placements, after the initial incoming placement process. Keep up the good work with engaging, fun, community events once a semester. Also, keep up the community service oriented events that allow students to get to know each other across programs while making a difference with social issues/needs. Creating clear outcome expectations for student groups and ensuring they have at least one faculty or staff adviser.
	work-study opportunities / continue community time led by Dean of Students office /



SLRWG Question 1 Word Cloud

What changes, supports, programs, or events can the College initiate to promote student engagement and involvement? (n=152)

Table 7b presents the verbatim responses to the SLRWG's second question: *Outside of coursework, in what ways can the College promote student professional development and growth (e.g., in terms of career services, developing leadership skills, etc.)?* (n=161).

Table 7b
SLRWG Question 2

Role	Outside of coursework, in what ways can the College increase student professional development and growth? (n=161)
Student	Have a dedicated career services person
	there could be more advertisement of opportunities available
	Actually offering something. Students only have a handful of opportunities on campus and there does not seem to be any push or access to opportunities within APA, APAGS, MPA or any other psych organizations.
	Services for how to be a competitive postdoc applicant, a more frequently updated list of potential postdoctoral placements.
	Interview skill workshops
	Better search and match system with field placements, funding toward conference attendance, easier ways to get involved with research
	More leadership skill training opportunities. It would be nice if there were more opportunities to work within the Boston / greater Boston community.
	Pairing up each student with mentors in their field. Instead of pairing each student with one mentor, perhaps rotate the mentors throughout the cohort. That way the different styles can be experienced. We often learn as much from mentors with styles very different from our own as we do from mentors whose styles mirror ours. / / This would be separate from Field Placements. And, these relationships could be designed to continue following graduation.
	I'm not sure. I feel like a lot of that comes with field experience. I believe the school already does "career days" and networking and whatnot, which are helpful.
	I would love to have more weekend trainings. Perhaps in group therapy. I think, as I mentioned, there is a fine line, we are all enormously busy and it would be tough to participate in events outside of what I am already doing.
	A career/leadership development department would be interesting to have. Maybe even having someone who can do the MBTI tests for students and other various tests as part of an online profile for faculty/students to get to know themselves and their students better.
	Allowing/encouraging students to participate in faculty clinical work outside the program,
	career services post graduation
	actually care about a students field placement performance - too many students have "problems" that need to be addressed - have a meeting - create an individual plan - ask students to seek out therapy / / help create a strong alumni network / find field placements that are therapy focused not just assessment focused with GREAT supervision



Role	Outside of coursework, in what ways can the College increase student professional development and growth? (n=161)
Student (cont.)	I recommend teaching theory classes in the first year. I didn't know what I was doing at my field placement first year because I knew nothing about theories. I had to learn on the job with nothing to go on except the teaching from my supervisors.
	enhancing career services, hiring someone to meet with students who are struggling with demands of school, life etc
	More free speakers and workshops
	It would be great to have a series on life after graduation...i.e how to open up a private practice, teaching opportunities, breaking into the primary care setting, etc.
	Larger library and more literature availability.
	Resume, online presence, cover letter workshops; APA lunch meeting was fantastic; networking with alums (mingling at a social, panels); grants for student research and conference attendance; current practice of emails about conference opportunities are very helpful
	We definitely need to incorporate a training aspect to all programs about the business component to counseling. Many students want to begin their own practice, but possess little to no knowledge on where to start.
	Practice skills through charity events. / Facilitate professional networking.
	Maybe an event on how to usher the newly graduated student into their new role as a clinician. Anything that can make that transition easy. What the new clinician should be aware of and what they should do and not do.
	Leadership workshops, resume building workshops,
	faculty mentorships or graduate assistantships which support the development of a varied professional skill set, e.g., partnering with faculty on community consultation projects, delivery of instruction, professional development workshops, etc.
	More encouragement and support of student research, publication, and conference presentation. Additionally, a faculty mentoring program (as distinguished from a faculty advisor) would promote professional development.
	Although orientation provided an APA writing session, adding a clinical writing session would be quite beneficial and would prepare students for their field placements.
	There is no discussion about what we plan to do post-graduation, which is not ideal because we would all like to be in a good situation come graduation. I wouldn't know how to professionally develop if not for speaking directly to my advisor because nobody else seems to give out this information in an efficient manner
	Providing academic or professional mentors.
	Offer peer mentors to students who are labeled as unprofessional for a trial period before asking them to leave the program.
	More professional field placement office.
	Encouraging and helping students have poster presentations at regional/national conferences.



Role	Outside of coursework, in what ways can the College increase student professional development and growth? (n=161)
Student (cont.)	Better help and guidance with the DP process so that they can possibly be published/presented in the future.
	Unknown
	More presentations during the lunch hour
	Maintain smaller seminar sections (cap at 6-7?) / support for career services for after graduation, but that starts in first year
	Leadership speaker series
	workshops
	See above - faculty mentorship, directed study with the opportunity to publish. [I'm unclear on the goals of student engagement. More of a student voice in administration? More peer-to-peer engagement? More mentorship opportunities for students connected to faculty? / I am not interested in having more of a college campus experience, but I would be interested in more faculty mentorship and small directed study experiences.]
	There are too many newer faculty who have not adjusted to the system therefore, do not have the understanding of WJC and the Boston zeitgeist
	I think offering every student a career coach would be very helpful. Even if the coaching session is short, at least we're checking in on it.
	More trainings
	Provide incentive for professional growth opposed to requiring all students work toward a portfolio of things that may not be of interest to them.
	Helping to pay for conferences.
	Helping with resume, social media presence, and networking opportunities and perhaps internships or pro bono opportunities. Continue to support alumni networks and hold continuing education classes, workshops and social events.
	Great advising on which path to take once we finish the MA.
	Have teachers promote CE courses that seems relevant to the course work. It seems like students are not even aware of the CE courses. /
	Continue to offer the great CE opportunities for free (4 per year). Haven't used career services. I imagine I'd like seminars on training for licensure and info about the business side of career (private practice) in my later years but not sure if this already exists.
	Strengthening intern-supervisor role so you can feel comfortable addressing issues with them without damaging the relationship.
	More lectures with outside clinicians / / Discussion panels: different jobs within the field/how to use the degree, how to build a practice, how to network, how to get funding for research/to build a practice / /
	I think it would be important to focus more on our future after graduate school, specifically more information about future careers etc.
	More career services, more networking events
	Either incorporating more professional development in our Clinical Seminar Classes or potentially creating an annual conference that each cohort is required to attend that discusses professional development topics (example- 1st Year Annual Professional Development Conference, 2nd Year Annual Professional Development Conference, etc.)



Role	Outside of coursework, in what ways can the College increase student professional development and growth? (n=161)
Student (cont.)	Offering trainings, on the weekends would be nice; or more information about learning/training opportunities.
	There should be more workshops possibly about strengthening clinical skills at practicum and internship sites like clinical notes, intakes, exams.
	improved field education
	Post-doc prep
	networking events
	seminars that are free of cost that target specific interests
	Jon fairs, inviting speakers
	Continue to provide internship sites that provide a wide variety of experience. Career fairs. Free CEU's for student as well as professional development for alumni.
	I think connecting with faculty outside of class to help prepare for interviews or practice. I think having the new women who was just hired for career services, who works with current students and alumni on CV/resumes, interview skills, etc. Having her talk at the fundamentals would be a huge help because I have seen other classmates who have no idea what to do and just wing it. It would be a better representation of the school to have them prepared.
	Promoting conference attendance and presentations
	Career services department- a person to help connect students with summer jobs, resume building, and finding/applying to post-docs.
	Presentations from former students on life after grad school, including how to find a position or work in private practice.
	Maybe providing more activities regarding career and leadership skills.
	How about holding an annual event to celebrate the individuals in our programs that have demonstrated growth and contributed to the mental health profession and communities in need.Do
	Integrating unique leadership or conference experience for each counseling concentration or bringing in more outside clinicians into classes.
	Assistance with career planning, understanding the licensure process and how to develop one's own private practice.
	Leadership training, engagement in organizations, support to publish and present in conferences. /
	Maybe we could do a mentor ship thing where they find psychologists in the community to mentor students! That would be cool to connect!
	Additional continuing education programs for students / Workshops for students and free or low cost trainings that are provided for students.
	More help finding post-doctoral positions would be useful.
	Not much
	Get their name out in the community more
	Not surr

Role	Outside of coursework, in what ways can the College increase student professional development and growth? (n=161)
Student (cont.)	Come up with some *helpful* documents that are simple and easily accessible, outlining what is expected (this applies to just classwork for the program as well). Make information easier to find and easier to understand -- in one location. The different sites for documents on "MyCampus", or information on SSIG, or on the website, are very confusing.
	More outreach from the office of research.
	Structured mentoring
	Spread the word about WJC
	Multiple free trainings throughout the year
	Outside speakers - more alumni events
	Please see above [More class cohesion, and more programs addressing post-grad job search.]
	Stronger network at more clinics and hospitals or schools to help students get internships, job placements, and connected with other professionals/alumni.
	I think more seminars about practical career challenges as well as continuing education seminars are great -- basically more of what you already provide.
	Career services - help with pre and post doctoral internships. Exposure to various ways to use the degrees.
	It would be cool if we as students took more advantage of CE courses held at WJC, or other conferences... I'm not sure if we just don't pay attention to the fact that they are happening, we can't afford them, or we don't have time but I feel like many students do not take advantage of those.
	Seminars and trainings / Alumni guest speakers
	I don't know.
	Counseling services as part of tuition
	Offering career fairs and resources that can help us develop interviewing skills
	More support for students who also have to work full time and support their families
	Offer a workshop or a course on how to sell ourselves in our fields. And what careers are out there. What websites should we use? Indeed.com? LinkedIn? / Other careers we can pursue with our degrees. Example: consulting, international careers? /
	I hear that there will be clinical seminar added to third year now. I think this is an excellent step!
	Field placement needs more quality sites if the school intends to have such large class sizes. Voluntary workshops for professional development might be helpful. Group sign ups for local conferences with a workshop afterwards to have a discussion about information that was presented and the experience as we all hope to eventually present at a conference at some point.
	Maybe writing workshops or CV-review hours? Dr. Bennisar reviewed my CV during the summer before my first year and it was so helpful. More/a broader variety of placement sites (easier said than done, I know). More opportunities to network with professionals in the field.



Role	Outside of coursework, in what ways can the College increase student professional development and growth? (n=161)
Student (cont.)	Work study, CE conferences
	Sponsor attendance at conferences, more work study and volunteer opportunities
	Meeting with current working professionals
	Have events to help with resumes, have people in field placement assist more in the application process for practicum or internship. Have this be a topic that is discussed in clinical sem.
	Offering seminars to answer questions how to search for a job, what to look for when applying for a job. How to become a member of a health insurance panel. /
	Career services towards end of degree
	I think the school can offer more training sin order to promote student professional development.
	Yes caree services, even job postings world wide
	more workshops/CE opportunities
	have job fairs / -have alumni come in to discuss The life of practice
	Engage the alumni. Allow clinical students to participate in OL&P venues and visa versa.
	Continuing education is always important since the field is ever changing. Be sure to include adequate opportunities for school psychologists.
	How to make professional connection with related professions (e.g.: good pediatric psychiatrists are pretty hard to find.)
	Presentation and field experience
Faculty	Providing career services (we now finally have a career person after a couple of years).
	Our experiential model already provides that very well.
	Continuing Ed programs (which are very good already - nice that WJC is a "go to" place for CEU's)
	/ Focus programs on areas of professional psychology that have jobs available. /
	/ Increased focus on entrepreneurship for private practices as institutional positions are no the decline.
	DK
	Make Capstone and Doctoral Projects more rigorous so that students experience greater growth through succeeding at a greater challenge. More discussion regarding the current marketplace for behavioral health would be important too.
	Need enhanced "student life" co-curricular offerings
	I think it's always useful to bring back alums to talk about the different paths they have taken in their careers, how they have networked, etc.
	Courses in leadership skills and internships with leadership roles. /
	don't know
	Students are very anxious about the business aspects of professional careers - /
	Integrative practice in health settings is another area that they could benefit from.
	An expectation that students participate in off campus and on campus programming
	Develop more networking opportunities with alumni

Role	Outside of coursework, in what ways can the College increase student professional development and growth? (n=161)
Faculty (cont.)	Use the noon-time breaks for a series of presentations on post-graduate life (e.g., FAQ's on licensure in clinical, counseling, etc., starting a practice, legal/ethical concerns once out of school.
	As part of the DP process, each student shall create a publish-worthy article, gleaned from their DP research. WJC may consider creating a publishing arm or WJC "press" to assist with this endeavor.
	Better career outreach
	Practical seminars on licensure, specialization, ethics, etc.
	Offer webinars on starting private practice work and invite a panel of practitioners who have done well. Other webinars could include: MA & PsyDs degree holders seeking a career in academia; Addressing complex high liability issues in private practice (impart this with real case examples); Career paths after MA & PsyD completion (trauma specialty, psychoanalytic training, etc); Publishing for MA & PsyD degree holders.
	I don't know
	Before this semester I would have said that it is extremely problematic that we do not have anyone dedicated to career services, but fortunately that problem has been solved! I hear from my students that they would like to learn more about starting a private practice and the "business" end of practicing psychotherapy. So maybe these are workshops we could provide to students?
	more career services -
	a career services office, formal opportunities for liaisons with alumni
	Encourage them to present at conferences; expand the clinical sites for practica and internships and make the process of obtaining placements less stressful
	See above comments [Built-in time in students' daily/weekly schedules and course credits for engagement in community service, volunteer and professional development activities]
	Facilitate advanced students doing presentations/ teaching undergraduate courses in local colleges
	Incorporate leadership activities and public speaking explicitly into curricula
	Business classes
	More assistance with Post-Docs, job info, licensing requirements in other states
Administration /Staff	More classes on leadership. More diverse field placements
	offering more centers similar to that of the Freedman Center for all departments.
	Increased financial support for student attendance/presentation at professional conferences / Dedicated career services department / Encouragement from faculty/advisors to join professional organizations /
	webinars
	we could use a strong career service department
	Non-traditional training opportunities in advocacy, program development and outcome evaluation, interdisciplinary communications, translational psychology from research to practice
	Have more faculty model professional activities beyond clinical practice. / Involve alums more. / Make better admissions decisions.



Role	Outside of coursework, in what ways can the College increase student professional development and growth? (n=161)
Administration /Staff (cont.)	Increased career services. Increased ARC services. Soft skill workshops or programs for students.
	I think my above response also applies to this question - perhaps it's better suited here.
	Continue to develop career services
	Providing trainings or learning opportunities outside of the psychology realm, including but not limited to: / basic business/personal administration skills - such as public speaking, presentation, project management, time and work organization and priority management, interviewing and resume writing techniques. / / Office technology skills - such as word processing, excel spreadsheet and SPSS, basic html, social media, email, etc. / / Other medical related systems such as patient record management system. / / These are real-life skills that some students may need additional help. / / Expanding the use of Lynda.com may be a good start.
	Ways to learn program evaluation, consultation, administrative and leadership skills to be able to use skills learned in clinical, counseling and school programs and then to be a leader!
	Continue building relationships with field/job sites and promoting student participation in professional associations, conferences, and leadership opportunities. Provide more money for student travel to conferences to present.
	Provide mentoring opportunities where current students can meet with alumni to get perspectives on how to best prepare for life after graduation
	Career services, newly established by the institution and set to collaborate with the Alumni Office should have a significant effect in mobilizing student involvement in this domain.
	Have mandatory trainings on diversity
	I think opportunities to alumni panels that help students understand all the ways alumni have gone on to use their degrees could be useful. I also think some nuts and bolts of "how to's" for students who are considering joining a group practice versus a solo practice, finding supervision in the "real world", and encouraging students to start to attend Continuing Education events could be useful. I think it's important that students are assisted to build in the idea of continuous learning and development as part of their professional growth throughout their career.
	Ongoing programs for students. Webinars might be helpful way to provide programing. Panels with alumni. Successful students mentoring other students.
	Opportunities to participate in research and evaluation, more scholarships so or on-campus employment to encourage them to spend more time with peer etc. And possibly less crowded classes. A more serious enagement with systems, public health practices, development of leadership skills, a more coherent approach to career services.
	Workshops on communication (written, verbal) for students to help them communicate better in non-clinical settings.
	I think more career counseling (in terms of strengths and weaknesses) and coaching in terms of how to pursue various career paths would be helpful.



Role	Outside of coursework, in what ways can the College increase student professional development and growth? (n=161)
Administration /Staff (cont.)	<p>A clear centralized website that offers career services information and resources for current students and alumni. Offer opportunities for students and alumni to meet individually and in group settings to discuss their unique career concerns and to learn about professional development skills; interviewing, job searching on and offline, etc. Offer students/alumni opportunities to meet and learn from other alumni and employers that are of specific interest to the programs that they are enrolled in. This could be done through panels and career expo gatherings.</p> <p>Presentation or event with career services support, Meridith. Possible community time to meet her and talk about what she can do to help students (not sure if we've already done this)?</p>



SLRWG Question 2 Word Cloud

Outside of coursework, in what ways can the College increase student professional development and growth? (n=161)

Table 7c presents the verbatim responses to the SLRWG's third question: *In what ways can the College build upon existing resources (or create new ones) to promote student success and advocate for their interests (e.g., ARC services, skills workshops, mental health support, etc.)?* (n=143)

Table 7c

SLRWG Question 2

Role	In what ways can the College build upon existing resources (or create new ones) to promote student success and advocate for their interests? (n=143)
Student	Better the student administration experience, improve SSIG, registration, placement, etc. would relieve a lot of student mistrust of program (mainly, will it meet their needs)
	More opportunities and for these opportunities to be made available to students.
	Everyone should be required to go to therapy to be a part of this program. You cannot do therapy if you do not know yourself first.
	A counseling center on site would be amazing - it really seems kind of odd that we don't have one.
	Skills workshops for writing clinical reports would be beneficial.
	Resume writing workshops. LinkedIn workshops. Networking skills.
	I think the school does a good job of this. So I don't know.
	Those would all be a great idea. On the other hand, the College feels completely impersonal at times. I often get frustrated by how bureaucratic it is. There are dozens and dozens of people working on things that I have no idea about. This often leads to a sense of alienation. I think the size of the program is a real problem. I think the quality has really been diluted sadly. For example, I would gladly participate in more if I felt more connected to the College. However, whenever I attempt to connect to people it get the sense that they are incredibly busy and spread way way way too thin.
	Skills work shops are always beneficial. Maybe make more of these but again, online students need to be considered.
	Mental health support for students- offering therapy
	Mental Health Support - / identify the students who are struggling - through clinical seminar classes - and then support that student by creating an individual plan (therapy!) / / create discussion forums - hear your students - go to the SCC meetings - / have the people in charge connect to firts years through the clinical seminar class
	Definitely skills workshops related to enhancing particular clinical skills, writing skills and research. Also a workshop for students interested in less traditional fields in psychology (policy, community psych etc.)
	Counseling for students
	Mental health support. Therapy for therapists as part of the tuition.
	Easier access to knowing what these services provide and their hours; workshops not during lunch/day (weekend or after 6pm)
	I think more general surveys should be distributed to consistently check in with students throughout the year to inquire about what they feel is missing from their professional development. These ideas often change throughout the course of a semester or year depending on student's personal situations, etc.
	Student self care, while spoken about from the administration is extremely difficult to achieve given the course load with practica/internship. I think that should be acknowledged.



Role	In what ways can the College build upon existing resources (or create new ones) to promote student success and advocate for their interests? (n=143)
Student (cont.)	Broader range of practicum and internship sites. / Skills workshops (with certification).
	My experience with ARC services was wonderful. And I have heard stories from my peers about how wonderful the ARC is. I think they are doing a good job. I also loved the APA bootcamp that was given during orientation week. If it wasn't for that, I would have been lost because I have never written or used APA style. I think it would be a wonderful idea if there could be a mental health clinician on staff exclusively for students who need the extra support.
	EXPANDING the arc, it desperately needs for services and funding. I have used it many times this semester but I needs more resources
	At particularly stressful times I have reflected that it would have been nice to have an on-campus counseling center where one could "drop in" or make an appointment to access varied supports, ranging from counseling to guided meditation or yoga, offered with a degree of consistency and open during various hours. / / It would also be great to have a cafe open into the evenings.
	WJC would be wise to do a better job of providing mental health services to students. It is quite surprising to me that this program does not offer free therapy to students, and the low-cost rate of \$50 per session is still prohibitive for students who have extremely limited income. I think the school could also do a better job of supporting students who are parents. Having free or low-cost childcare options on campus, for example, would help in this regard.
	An event/meeting on clinical writing would be great for students, especially in the beginning of the year in order for students to feel prepared for documentation at their field placements.
	There is 0 mental health support and I'm under the impression from fellow students that you get penalized should you need that support.
	Providing mental health support to its students would be much appreciated! Could we not partner with another college to start a clinic at our school for our students? They would come and provide services to our students and we could offer the same services to their students in return, opening up more Practicum placement spots for WJC students, too.
	Skills workshops would be great!
	More professional field placement office. More internship-level training sites.
	Include more events like the one recently had (bring dogs and ice cream to the atrium!). More events that touch upon our self care at WJC where we don't have to travel or take time from our schedule to attend. Great idea.
	Unsure.
	Advisors who are informed.
	Ensure that instructors are well equipped and trained prior starting their courses / skills workshops regarding interviews, resumes, practicums / one-time writing workshops for APA in the beginning of the year to solidify our skills prior to writing in class
	Mental health support should be readily available - someone on staff who is not a professor that students can talk to if feeling overwhelmed, etc.
	Not sure



Role	In what ways can the College build upon existing resources (or create new ones) to promote student success and advocate for their interests? (n=143)
Student (cont.)	Offer a workshop for students separated from college for more than 2 years to review writing and study skills
	I think WJC should conduct/sell the services related to counseling and OLP. It would be another source of revenue for the school, and it could be a way for students to get hands-on experience in their chosen field of study.
	More workshops in regard to specific treatments and assessments.
	not sure
	Building more skills workshops on how to academically write.
	Gym!!! Include a membership in our tuition. Best service ever
	If counseling was free, as it is at most large universities, I would attend. I think it'd be a great educational experience. I realize this is tricky, both ethically, and logistically. But it's a thought.
	Promoting exercise as a viable tool for self care (e.g creating a mini gym, space permitting)
	Update the library -- too many out-dated books / / Skills Workshops: experiential learning groups / / Mental Health Support: We're a school of psychology and we do not have a counseling center...Oh, the irony. It is stressed that we as students seek our own therapy as a parallel process --> relationships with local practices/organizations for pro-bono or significantly lower priced therapy would be wonderful.
	More regular check-ins with every students (not just through our advisors). In my experience, it is very easy for students to slip through the cracks unless they put it upon themselves to reach out to faculty when they have questions or concerns. It would be very helpful and create more of a dialogue if there were a regular way in which each students are asked how they are doing in the program.
	A shower would be nice so that students could exercise between classes. While it is a large project, many students have expressed interest in bike riding, running or joining the fitness club. Though, many refrain because they do not have an opportunity to shower before returning to class or beginning their commute home. These same students have emphasized (during class discussion of self-care and emotional regulation) their desire to engage in exercise as a socialization and self-care activity. One of the greatest barriers has been time and financial constraints of getting outside before dark, or paying for a gym membership.
	better internships, more internships. don't take so many students that you can't get a reasonable internship for all of them
	Mental health support; Offer required classes with multiple options; Provide a spreadsheet with the administration/staff and their jobs so we know who to email (so we stop bothering poor mary dobies about EVERYTHING)
	requirements for therapy for students
	clinical skills workshops
	PLEASE find a way to help students fund education.

Role	In what ways can the College build upon existing resources (or create new ones) to promote student success and advocate for their interests? (n=143)
Student (cont.)	I'm not sure if this is applicable here, but I would like to see classes start at 8 or 8:30am. Like many students, I stress out a lot about finances and with classes starting at 10am, the days at WJC will be longer because the classes start later. This is frustrating for me because I would much rather like to start classes earlier so I can end earlier in the day so I can have time to work in the afternoon/evening a couple nights a week. Not having the time to work during the week is a huge stressor for me and with a schedule change, that could help students alleviate some of the financial stress they're experiencing
	I believe WJC would benefit from developing a counseling center on campus and offering counseling services for students.
	I am not sure.
	Expanding the reduced fee therapist list to include more individuals who take insurance and making this list easily accessible, an online self-referral process for ARC.
	More volunteer/community service opportunities.
	I think most of these services are already great.
	Do we have a mental health provider in the college available to students? If so, there is a lack of awareness, and students that are in need of brief emotional support during moments of crisis.
	On-site counseling services for students would be immensely helpful, or some sort of triage program to help students get set up with therapists.
	mental health, peer mentoring, leadership skills/training
	ARC is great keep that up! Umm more mental health stuff and self care stuff.
	Skills workshops /
	I think it should be required that all students also have at least a semester's worth of their own therapy. I know this used to be the case and they changed it. I have heard of students who have had trouble getting the mental health services they needed due to the school's health insurance. Maybe this could be further investigated.
	Start practicing what you preach in terms of cultural sensitivity.
	better support with practicum and internship placements
	Not sure
	Expand on school events
	ARC is very helpful and is a great resource. Often it is also extremely busy and seems to need more staff to help students, especially those who need assistance in statistics and writing.
	More mental health support
	Perhaps require students to receive counseling.
	More financial aid/scholarship, internship placements, career services, and cafe corner when plates cafe closes and better quiet study areas and larger library.
	Don't know.
	College counseling center at WJC
	I don't know
	Counseling services as part of tuition
	None



Role	In what ways can the College build upon existing resources (or create new ones) to promote student success and advocate for their interests? (n=143)
Student (cont.)	Very frequently the college offers excellent programs or events that those of us in particular placements are literally unable to go to and we miss out due to the demands of the placements. I'm at the VA this year, and excellent placement, but due to the demands, I am literally unable to attend the events at the school in the middle of the day. Not sure how this can change.
	It would be interesting to have student apartments available for the graduate students.
	Community service
	I know that we are a commuter school, but it's so silly to me that we don't have counseling here for our students. I get that it creates opportunities for dual relationships, but I don't think that there is an unreasonable way to accomplish or offer this as a support.
	Skills workshops would be fantastic! One of the benefits of my current site, Eliot Community Human Services, is the free trainings (which can count for CE's). I've attended a 2-day Motivational Interviewing training, Person-Centered Practices, Trauma-Informed Care, Managing Burnout/Compassion Fatigue, Into to DBT/Implementing DBT Skills...I'll be earning a Certificate in Advanced Clinical Practice through Boston College from my attendance. Having day long or half day trainings on different elements of the field such as this would be an awesome addition! / / And yes, mental health support is one of those things I expected there to be more of when I entered WJC. As someone who has struggled with depression & anxiety and with 2 hospitalizations in my past, I was definitely concerned about my functioning in school. Thankfully I haven't had any major issues with my mental health, and those times when I have struggled due to family issues I've been supported by the faculty. There were times I would have benefitted from some sort of support, yes, but I'm glad that the faculty is aware enough to fill in that gap. / / Side note- I met someone who went to Antioch who was also coping with schizophrenia. Antioch was so unsupportive of this individual and their struggle that he was forced to withdraw from school. Please don't let WJC ever become a story like that!
	More mental health resources for students
	I don't know.
	More scholarship opportunities, a campus that is accessible from public transportation. More mental health supports for students who are struggling /
	Require use of ARC at least once
	The college can build upon the skills workshops and mental health support in order to promote student success.
	Grant writing
	Mental health support is a good idea.
	mental health supports
	not sure
	ARC resourcing should be extended if students are going to be admitted without graduate level writing skills. I assume mental health support exists at the school but how does it apply to remote students in blended and online only programs? How about virtual counselling sessions?
	Skills workshops



Role	In what ways can the College build upon existing resources (or create new ones) to promote student success and advocate for their interests? (n=143)
Faculty	Mental health support that is accessible and affordable is crucial. / ARC services need to be expanded to include professional staff that specializes in learning disabilities and ELL students and not depend only on student tutors that are often overwhelmed themselves.
	Need to address the need for low cost treatment for out students.
	/ Increased attention to the impact that scheduling changes have on the quality of the student experience. Get input from the student body before making final decisions.
	Increase ARC services with more professional staff to provide tutoring and writing support etc
	ARC services and others to assist the non traditional student who is interested in graduate work, but lacks to educational skills
	ARC needs more support as this works for students, except we have more students who need it than there are resources at present.
	Dealing with school and student life, inclusion and diversity
	I think we need in-house counseling/brief psychotherapy supports. There are many students with struggles and we are losing a sense of service vis a vis them.
	more ARC availability;scientific writing workshops/tutorials
	Stress reduction
	expanded ARC, low fee therapy, writing workshops, DP workshops
	More on mental Health support and wellbeing -- / / Courses on mindfulness as a core area of practice
	A regular assessment of student needs and the development of methods to meet those needs
	Mental health services with insurance available to students. More writing and tutoring services
	It would be great to give more funding to the ARC, as they seem overwhelmed by the number of students referred to them. I think this goes back to the problem of admitting too many students who are not ready for a doctoral program.
	Students need much more updated and geographically varied resources for their own therapy - reach out to alumni more vigorously asking them to add their names to the therapy referral list. / Writing workshops throughout the year, including on how to do a lit review. / Workshops on qualitative research of different kinds.
	Writing intensive course prior to fundamentals week for students who have difficulty with writing
	Better developed and integrated ARC services / Re-vamped and accessible low-cost/no-cost psychotherapy services for all interested students
	Teaching writing / Take fewer young students
	Career center services would be nice



Role	In what ways can the College build upon existing resources (or create new ones) to promote student success and advocate for their interests? (n=143)
Faculty (cont.)	The ARC should be supported financially to have professionally trained staff (not only work study students) available to work with students with documented disabilities. WJC is a school that accepts non-traditional learners, it is imperative to offer the resources needed to ensure those students can succeed. I already noted the need for counseling services. We either need a college counseling center (maybe operated by alumni and perhaps have it include a research component, we can learn much about practitioner well being and practice), and/or provide students with a better insurance plan with access to high quality mental health services.
	Research to fund assistantships
	Writing is an ongoing issue. More resources for the ARC would also help everyone. In particular, I think it would be helpful to have a few tutors who are not students but instead are people with training around teaching writing to adult learners would be helpful. Actual professionals with degrees in this would be ideal, but I'm guessing that's unrealistic budget-wise. There was talk at one point about collaborating with a graduate program for ESL teachers or English/writing, etc. to be a field placement for them, so our tutors are graduate students whose focus is on helping others better learn the mechanics of writing. What happened to that? / / From what I hear the student insurance has pitiful coverage for mental health services. This is ironic considering what we teach our students and the fact that we encourage them to go to therapy as they learn to become therapists. I'd like to see this improved. The low-fee therapy list is not enough. Another thing I've had conversations about with other faculty at some point or another is trying to collaborate with other clinical/counseling graduate programs in the area to create some kind of "clinic" for the graduate students that is staffed by advanced graduate students (e.g., as a practicum/internship placement) and faculty (both to provide therapy and to supervise students). This clinic would provide therapy to mental health graduate students of all participating programs for free or very low cost (like \$10/session). If clinicians at this clinic only saw students from programs other than their own we would avoid potential dual role issues. Basically the goal of this clinic would be to replicate the availability of a counseling center that is available on most traditional college campuses.
	more academic writing resources / access to lab experiences / support for faculty and students on academic publishing
	ARC is terrific--expand it; provide opportunities for students to display their talents-- music, art, cooking, etc.
	Build a "campus community" by making available more student-friendly activities and resources -- e.g., counseling support, self-care, career-focused workshops
	access funds to support minority students or students who commit to working in underserved communities, expand ARC services, provide lists of private tutoring resources to support students when ARC is overloaded, create role for neutral member of staff to address concerns related to diversity,
	ARC services are critical given current admissions trends/criteria
	Don't know



Role	In what ways can the College build upon existing resources (or create new ones) to promote student success and advocate for their interests? (n=143)
Administration /Staff	mental health support-
	skills workshops
	Expand ARC services / Increase accessibility of and access to low-cost psychotherapy /
	skills workshops
	expand ARC and career services. In house counseling service
	ARC service, skills workshops in writing and critical thinking
	Don't know.
	The ARC needs to have a bigger staff.
	I think greater mental health support or ability to link students to affordable resources in the community is paramount.
	Increase ARC workshops for all students
	ARC, skills workshops, mental health support - all great ideas.
	Continued supports in learning to read and write professionally, to organize thoughts and to present orally. General professional development! / Better system for helping our students be in therapy at a VERY/TRULY low cost!
	More ARC tutors; consider getting professional tutors (not just using students). More support for English Language Learners. Develop required "summer intensive" course on grad school prep (writing, organization, APA style, etc etc).
	More trained staff at ARC
	Provide workshops for research and writing skills; workshops or sessions like the clinical seminars where students working on their capstones or doctoral projects with a faculty or staff facilitator where students can ask questions and get peer support
	Increase access to student low cost treatment referral services that are relevant to particular disciplines of study. Create more effective internal access to student emotional support services.
	Enhance the ARC services, student health on site at least 1x per month
	I think there is a need for mental health support, whether its a clear process for being referred out, or a place to get help when they are overwhelmed. I think the pressure of A&P's, and the worry sometimes that friction at their site could impeded their progress in their program can be really intense. I think have a sense of how to seek out advocacy and de-stigmatizing the need for mental health help for the helper is really important.
	I think mental health and wellness services. Perhaps more time for formal faculty advising.
	ARC services - larger staff and resources / Bridge Programs - for students who are admitted but need help and a longer time to graduate / Skill building workshops / mental health / Peer mentoring / feedback to faculty and staff / Respect
	Increased mental health support services for students. Maybe get a post doc position created for the school to bring an outside clinician in.
	ARC services, writing workshops, testing labs, mental health supports, student government, workshops on various computer programs and statistical analysis tools

Role	In what ways can the College build upon existing resources (or create new ones) to promote student success and advocate for their interests? (n=143)
Administration /Staff (cont.)	Employing one or two individuals, perhaps on an on-call basis, to be dedicated to the mental health needs of currently enrolled students at the college. Employing another professional to assist with helping students to improve their research paper/APA style writing. Perhaps, this could be a part-time position or contract position that assists at peak time around postdoctoral and capstone projects coming due. Offer a few research writing workshops throughout the year.



SLRWG Question 3 Word Cloud:

In what ways can the College build upon existing resources (or create new ones) to promote student success and advocate for their interests? (n=143)

SWOT Analysis

In addition to the questions included by the Strategic Workgroups, the Office of Research included four questions for a so-called “SWOT Analysis”. The questions are designed to elicit positive and negative issues, both internal and external to the college that may affect William James College’s ability to advance our mission. **Strengths** are internal and positive. **Weaknesses** are internal and negative. **Opportunities** are external and positive. **Threats** are external and negative. Results for this section are presented verbatim below in Tables 8a-8d; each is followed by a word cloud to offer a crude visual summary.

Table 8a displays the verbatim responses to the first SWOT question: *STRENGTHS: What makes William James College better than other institutions of higher education to advance this mission? (n=170)*

Table 8a

STRENGTHS (SWOT Analysis)

Role	Strengths: What makes William James College better than other institutions of higher education to advance this mission? (n=170)
Student	Amount of practicum opportunities and time in the field.
	mission is important and early introduction to skills
	course work is rigorous and students are encouraged to think for themselves.
	Close attention to professional development through field experience.
	The extensive amounts of fieldwork and wonderful instructors
	Field education is good, good supervision available.
	I'm unsure as my only experience is at William James. I chose William James over other institutions because of the focus on social justice.
	Its EQ is very high. Its psychological approach, which supports diversity of ALL kinds. / / It's focus on only on psychology. Creates a strong identity and brand.can
	The extensive field education part. We get field experience the very first year; most schools don't do that.
	The practitioner-professors. Sadly, they are becoming a smaller and smaller group. That said, the bulk of the teachers I have had at MSPP/WJC have been incredible.
	Year long practicum and internship experiences, small classes with professors who care about their students
	Field placement opportunities
	all school is dedicated to psychology; great faculty
	the clinical focus - field placement experience - and the fact that WJC tries to provide their students with a well-rounded education regarding ALL orientations - including family and systems - and humanistic - bravo for that!
	The field education portion
	The professors
	Location and professors
	The superb clinical faculty, the are fantastic!!!
	Responsive, current-need classes; strong field placements; combination of academic and applied learning



Role	Strengths: What makes William James College better than other institutions of higher education to advance this mission? (n=170)
Students (cont.)	Smaller class sizes and more intimate relationships with professors. The counseling program requires mock sessions to be completed as assignments, which I believe is an opportunity we received as students that many other institutions don't implement into their curriculum.
	Good communication has created an attuned community. / Cultural and diversely considerate programming. / Broad range of courses and faculty. / Strive for excellence.
	Coursework that is challenging, experience in the field (practicum, internship), dedicated faculty, high standards (I.e. Nothing lower an a B can be earned to pass), and strength of the WJC community to work as a united front.
	It's a smaller community, at times very supportive
	The smaller community enhances opportunities for guidance from faculty; the expressly clinical focus (i.e., PsyD vs PhD) enhances practical training
	We offer clinical placements for all four years of the PsyD placement. This is unusual and a significant strength of the program.
	Obtaining the academic instruction simultaneously with the field education right from the beginning is an aspect of WJC that sets itself apart from other institutions.
	Nothing I'm very disappointed with the school currently
	The "extensive field education" and "many disciplines to meet the evolving needs of society" certainly seem to be a theme at WJC.
	Experiential leaning model and professors who are mentors in this field.
	Extensive clinical work required of the degree.
	It includes programs such as the Lucero Latino Mental Health Program and the Global Mental Health Program.
	The emphasis on extensive field education.
	APA
	Experiential education
	The field sites/colloquium sites
	Experiential/Field Education was top priority for me and the willingness to accommodate a busy life schedule was also paramount. To have come across a top notch program that did both? What a dream.
	It is the only program of its kind in Massachusetts
	You have created a new WJC which is no different than any other program. Money drives decisions and vacant attempts to connect to the community include offering supports to the middle to high class families rather than those that may actually need the supports.
	It has forward thinking programs/offerings.
	Really great placement opportunities
	Faculty experience.
	Clinical work begins in the first year.
	Experienced and passionate faculty that care about student well being and education.
	The small but strong community!
	Despite the changes the one constant remains- exceptional educators!!!!!! Truly the best.
	Quality of faculty. Cort, Ott, Hevia, Rosowsky, Childs, Burda, Ecker, Kincherff - These people make WJC what it is.



Role	Strengths: What makes William James College better than other institutions of higher education to advance this mission? (n=170)
Students (cont.)	Great field education
	Hands-on experience: working in the field from day one
	The closeness of the professors with the students.
	Professors who are practicing psychologists and rooted in clinical work.
	Field placement all 4 years of the program
	community, sense of belonging, comfort in advocating for needs to staff and peers.
	It primarily focuses on psychology and mental health needs.
	presence of psychodynamically- and humanistically-oriented faculty
	The professors; The clinical focus; The librarians (wow, they are AMAZING)
	Connection to great professors and rich history of MSPP
	First-year placements. Tight-knit community.
	There is a lot of experiential learning right from the beginning.
	strong community environment / strong involvement with clinical work immediately / integration of class work to clinical work / great amount of programs and areas of study /
	Great instruction by experienced and supportive professionals.
	Like I said in the first questions, the professors and their dedication to the students.
	Extensive field education and experience is unprecedented, particularly when comparing this part of our training with other known (local and national) programs.
	There is extensive field education training.
	Field education.
	I think the fact that it does help to provide a field experience makes it better and more helpful in training.
	Everything!
	WJC structures courses and field placement to allow for a rich clinical experience from the beginning as well as strong academic courses that compliment the field experience. WJC has been open to exploring other areas of mental health as well as evolve the common interventions used in various populations.
	Strong academic programs, as well as effective and available academic advisors
	the staff/professors' dedication to students and the field.
	We care about people. We care about underserved populations. We participate in immersions and talk about diversity and how we can grow ourselves and help others to grow too. I think William James' mission isn't just words, it has heart. The graduates go on to do great things!
	Commitment to multiculturalism /
	?
	There are quality people in the community who really want to be here and better themselves, the school, and the community. There are excellent professors who teach well and have a strong commitment to this discipline.
	?
	small size, personal relationships
	The faculty and the mission and the students
	The close relationship the professors have with their students.
	Experiential learning and family like atmosphere



Role	Strengths: What makes William James College better than other institutions of higher education to advance this mission? (n=170)
Students (cont.)	Field placement and faculty
	I wouldn't know. I haven't been to another comparable place.
	Professors
	It is very focused on jumpstarting one's career.
	Teacher and staff care about the students. Small number of students per class. The concentrations that are offered are also a plus.
	Very student focused
	Nothing
	The quality of training
	Nothing.
	Theory to practice model of working students and kind helpful professors.
	Its emphasis on working with diverse populations and experiences. Its emphasis on practical clinical skills. Creating comfortable classroom environments for students to grow and learn in. Creating an overall school environment that is supportive and nurturing.
	The variety of courses and concentrations offered
	The professors and unique concentrations.
	Sense of community / Supportive faculty / Clinical seminar
	WJC does a lot for our community, and with the existing communities within the WJC family.
	Students are in the field from day one.
	The professors.
	The fact that the overall mission is to encourage self development in accompaniment with learning clinical skills I think gives this school an advantage over other clinical programs.
	The size and access to many career planning resources, as well as the ability to explore options in the field through training offered by our field placements
	They appear to be increasing their locations for field placement for the new students who are entering the program.
	Field Experience.
	Placements
	Their dedication and attention to this particular field.
	Access to a variety of internships and our clinical experience. Opportunities for involvement in APA internships.
	First years being able to have field work year is the biggest advantage.
	Having field education begin in the first year is a huge advantage of this program. Consortium could be considered an advantage as well, although I don't think it contains enough site variability to benefit the whole student body.
	Non-profit, accredited, lots of hands on training in the field
	Focus on onsite training, great professors, concentrations, activities and events on campus
	Field education, experiences professors, blended coursework
	It is in the Boston area with great training hospitals available to select students.
	Strong focus on psychology



Role	Strengths: What makes William James College better than other institutions of higher education to advance this mission? (n=170)
Students (cont.)	That it includes diversity in every class and the professors are willing to teach about diversity and white privilege /
	Innovative
	Something that makes WJC better than other institutions is that they provide opportunities for practical, outside clinical experiences through practicum and internship.
	Incredibly adaptive, completely thorough and every one really does care they want you to succeed.
	Certain professors. Access to a number of excellent field placements
	the faculty; the singular focus of psychology
	Small size, personal connections between staff, faculty and students. Taking time to delve deeply into these aspects of the school's culture and determining how they can be enhanced in extended would make sense.
Faculty	Its focus on counseling, psychology, leadership and school services.
	Strong experienced practitioner based faculty which runs parallel to our curriculum.
	I did this already as part of a small group that will be giving feedback
	/ It isn't. The College needs a psychological focus to set itself apart.
	Focus on students. Dedication of faculty to ensure student success
	small classes, faculty knows their students, advisor advisee ratio
	In most respects it is not better; it is just different. Or put another way, it is a distinct personality among a field of other distinct personalities. I think what applicants and most students who come end up saying is that there is something special about the "community" at WJC. There is a sense of a collegial group of students who are close, helping one another, and growing together, and that students and faculty have an excellent relationship that facilitates learning.
	Singular mental health programs
	Again, the dedication to serving the underserved is a true strength
	Our dedication to serve the under-served and our respect for the value of experiential education.
	WJC encourages and supports volunteerism. The field placements are offered throughout training.
	concentrations and multiple programs
	Strong faculty
	Its commitment to innovative thinking and programming to serve a wide range of populations
	Excellent, caring, teaching focused faculty
	We have many field sites and a lot of them are excellent. However, many of the first year sites offer little supervision and sub-standard training.
	Certainly having field training from day one makes us stand out. Also having (mostly) faculty who practice what they teach is a major advantage.
	Emphasis on broad field education, and classes taught by faculty with ongoing clinical experience



Role	Strengths: What makes William James College better than other institutions of higher education to advance this mission? (n=170)
Faculty (cont.)	Cultivating a sense of social responsibility within the student body and preparing them to meet the evolving mental health needs of society - the advancement of this mission is facilitated by the strength of our practitioner faculty who are teaching and modeling what they are "doing" in the community - within their classrooms.
	Faculty
	specialization of focus
	Numerous partnering practice sites, faculty knowledgeable about practice and research
	Faculty
	Obviously our exclusive focus on psychology/mental health makes us particularly well suited to meet the first sentence of our mission. Starting our students in the field on Day 1 makes us unique and sets us apart in this as well. We have a lot of intent to meet the second sentence of our mission but I think this is where we have room to grow. (Will address that more in next question.)
	applied psychology and lack of arrogance and accessibility of faculty
	Superb faculty, rich plentiful community opportunities and connections, efforts to integrate with the larger community
	It is focused on its mission; there is a collegial commitment to the mission; there is follow-through to the components of the mission. The size of the school and the fact that it is a professional college is a strength. The different departments enrich one another.
	The faculty, staff and administrators -- They are caring, knowledgeable and dedicated to promoting the mission of WJC by supporting students during their tenure at WJC.
	emphasis on experiential education, both in regard to field placements each year and the relevance of course assignments to field work, comprehensive and rigorous coursework
	Relatively small, nimble; exclusive focus on psychology and service
Administration/ Staff	Its focus on high quality graduate-level training for psychologists in several fields
	4 years of field placement
	Small college, specifically focused towards Psychology. It gives the college a sense of community with its size.
	• Superior faculty / • Excellent field education department /
	The people who work here who have the best interests of the student as their priority
	Field experiential learning, explicit social justice mission
	Practitioner oriented / Field education from day 1 / Combining course work with field work / Programs that emphasize underserved populations
	The focus on the field education experience.
	I think the opportunity to engage in the field experience in the first year is a big strength; however, I also believe that we need to identify ways to ensure the quality of these early placements in terms of adequate supervision and level-appropriate clinical experiences.
	Commitment to Social Justice / Intentional attention to building and sustaining community / Experiential Learning / Personalized Services /



Role	Strengths: What makes William James College better than other institutions of higher education to advance this mission? (n=170)
Administration/ Staff (cont.)	The focusing on social responsibility and providing experiential training provided WJC a unique college.
	Model of training and commitment to social responsibility! We really do what we say we are committed to!
	Personal attention and support from faculty and staff
	Field Education, faculty of practitioners who enjoy and are skilled at teaching, emphasis on the practice of psychology, exceptional student support.
	commitment to work with underserved
	The college gives everyone a wide variety of options to explore their interests via field education in ways that other schools cannot offer
	Vision, Creativity, Devotion, Motivation, a dedicated staff and faculty, an enduring and strong reputation locally and beyond, a record of achievement in credentialing of both programs and in licensure rates. an outstanding picture of creative and successful program evolution.
	Field experience /
	Classes that are intensive, but for the sake of learning, not for the sake of just being challenging. Several field site experiences, and opportunities to exposure serving a diverse set of populations to inform future career goals. A variety of programs that allow students to specialize.
	Our experiential education model, unique program to address unmet mental health needs and underserved population.
	We are a small institution free standing institution and can change policies etc easily because we are not embroiled in bureaucracy and do not have funders, feds or state government holding us accountable - so we can recreate ourselves more easily and use the opportunity to better serve the needs of society.
	We have the only PsyD in Clinical Psychology in the state.
	the responsivity to student feedback and community needs / excellent faculty / well developed training network with other agencies in the community
	Faculty that also work out in the field, so they are current in their teachings.



Strengths Word Cloud

*What makes William James College better than other institutions
of higher education to advance this mission? (n=170)*

Table 8b presents the verbatim response to the second SWOT question: *Weaknesses: What could William James College improve in order to advance this mission? (n=158)*

Table 8b

WEAKNESSES: SWOT Analysis

Role	Weaknesses: What could William James College improve in order to advance this mission? (n=158)
Student	catch up the program design and administration with the new changes in the school. Be prepared for the higher student counts
	The coursework is not rigorous compared to other higher institutions of learning. Students who struggle in classes are given a lot of support, which is excellent and a strength, but sometimes the coursework is simplified in order for more people to pass, and this feels like a detriment to the mission.
	Stop accepting everyone who applies and vet the potential students better.
	More academic rigor, more classes, more selectiveness around admissions, more consequences for academic dishonesty or unethical clinical behavior in students.
	Build a stronger sense of community amongst students, particularly between the different degree opportunities.
	Can't think of any.
	I don't know. I think the school meets the mission pretty well.
	Decrease the size of the PsyD program, and increase the masters level programs. I think shrinking the size of the clinical doctorate program to half the size would have a dramatic impact across the board. The quality of the students is a real weakness. Having more students increases class sizes, dilutes quality of teaching, adds need for less qualified faculty, adds enormous strain to the system, and undermines the intimacy of the network as a whole. I did not realize how large MSPP had become when I decided to matriculate. In retrospect I likely would have chosen a different program that had smaller classes and greater connection. If I can offer any advise, it would be that, WJC really needs to return to its roots and go back to a program that is half the size.
	More field placement opportunities need to be made available including ones that online and full time working students can participate in. Many students and working adults can't attend these things during the day. / / Secondly I think WJC needs to make a bigger presences for itself. A lot of people have never heard of our school and that would be a great place to start advancing its mission
	better registration procedures
	the "close attention to professional development" is not actually happening - / we fill out forms but no one truly engages in a deeper process regarding the prof. dev. / In fact, students who are asked to leave their sites are not supported and challenged in the way they should -
	Pay better attention to the professional development of the students. Administration has a tendency to shut down ideas and treat students with disrespect for voicing opinions.
	Higher administrative focus on the students rather than expansion and money.
	Much stricter admission criteria and smaller cohorts. Must recruit highly qualified applicants to keep the reputation in the field as good as it has been for many years.



Role	Weaknesses: What could William James College improve in order to advance this mission? (n=158)
Student (cont.)	Cost prohibitive to many; increase opportunities for sharing of learning from placements
	More groups/community involvement to address the pressing issues of our times (opioid crisis, etc.) other than student groups.
	Increase public awareness and respect about WJC (advertising). /
	Can't think of any
	Improve public knowledge of the organization
	As previously noted, provide greater financial assistance and in this way perhaps draw a more diverse student body; also embed stronger training throughout all programs regarding ways to advance preventive mental health practices, at the community level, through advocacy as well as direct service.
	WJC could increase the academic rigor of the program and tighten its admission standards.
	Expanding the amount of field sites for each program in different locations would be beneficial for students.
	At this point the only thing that would improve the institution is bringing in additional (qualified) educators and decreasing the class sizes. We are not getting the individualized attention we expected upon admission.
	The "rigorous academic instruction" is a bit lacking at WJC. The classes could be a bit more challenging.
	Listen to students more before making decisions.
	Quality of the clinical work varies by placement and can ultimately mean that students graduating with the same degree have drastically different clinical skill levels. Classes are designed to be uniform but taught to their detriment by different teachers teaching the same syllabus.
	Require everyone to at least take a course under a program geared at meeting the mental health needs of minorities (e.g. a class under LMHP).
	More competitive admission. Better student atmosphere. Making students feel valued. More rigorous academic work.
	Smaller more qualified students. Challenging course work that requires thinking instead of memorization. Students who enjoy school and speak highly of the program.
	better understanding and outlining of APA preparedness beginning with first year (e.g., research? how much? in what capacity?)
	Variety of classes offered, stop letting in so many students
	Connections to more sites? I think that would be helpful.
	Either develop better administrative infrastructure or (my preference) become absorbed into a larger institution of higher ed with greater capacity for administration.
	The academic environment can only be high quality with input from the faculty. It would be nice to have a standard of quality of student this program accepts. All undergrads should not be accepted because they liked a psychology class once.
	Create an innovation lab and use it to test new types of offerings and allow students to get experience in designing and developing programs. It would be run by a staff member and students can take part.
	Talk to the students more
	Cost, portfolio requirement



Role	Weaknesses: What could William James College improve in order to advance this mission? (n=158)
Student (cont.)	Prepare us better for APA and explain in the first year what is expected of us for APA>
	Stronger research partnership in industries or possible with other institutions.
	Opportunities to have more internship in the Boston Area.
	Introduce more opportunities within each concentration
	Organization at a larger systemic level. Continue to cut out poor field placements that provide insufficient training. Registrar specifically - the last 2 years the server crashed with only 1 class registering at a time, we registered for classes a year early before most people had field placement schedules which caused a lot of problems, and just a few weeks ago they planned for 32 people to take an ethics class that is REQUIRED for my year, they had less than half of the needed space available, and then they send an email out annoyed that people are asking for another section and telling us they'll get to it in a few weeks - after registration is over. This is the worst of WJC.
	Professionalism across the staff and student body
	communication and organization: significantly lacking and students get the brunt of it. Better communication of processes/procedures to students is needed
	I feel as if the main focus this past year has been to re-brand the school. To be honest, I would have gone elsewhere as I feel as if things have been chaotic ever since. Greater help needs to also be given to whomever sets up the class schedule.
	Better quality field education sites. Also, do a better job of including culture and diversity as part of every class, not just the one required class.
	Since the school has grown exponentially over the last several years, many feel as though we are not as closely tied to our mission of "meeting the need, making a difference" and that we no longer have a tight-knit community. We need to reconnect to these values by starting with ourselves- meeting the needs of students and making a difference with them.
	Scheduling. I am not sure if this is impacted by where I am in my program, but I would like more opportunity to explore specific interventions I utilize at practicum. I have heard of other schools filming sessions and reviewing them in seminar. I think this would be a great tool. / / I have yet to review fat bias in class, or proper professional language (i.e. person first language, "client" versus "patient"...the use of the term "crazy"). While human diversity/difference covered many areas of bias and stigmatization I believe there should be additional emphasis on how professionals present clients and the connotations that language can suggest. I hope that in future required courses these topics are covered
	Reach out to students from undergraduate institutions that may be in health policy management or biology to apply.
	better teaching!!!!!! higher expectations for students
	Offer better and more FP options. There's not enough available, and some of the existing ones are disasters (kick 'em out!).
	More faculty to support increased class sizes or stop admitting so many students
	More preparation prior to first-year practicums for those entering the school with no field experience.
	Continue to add specialty courses such as Latino Mental Health and CFAR
	the class scheduling protocol.



Role	Weaknesses: What could William James College improve in order to advance this mission? (n=158)
Student (cont.)	Smaller cohorts, add consortium/internship sites and promote professional development
	There is not enough attention to students' professional development. We are largely on our own in this respect, hence the need for better career services.
	Admit less students
	Provide more options for practicums and internships.
	More social activities!
	WJC could improve the variety of field placement relationships so each student in a concentration has the opportunity to have a second year internship position at a site that relates to the concentration.
	More flexibility in class schedules/More sections for classes / -mental health services for students on-campus / -Better support from field education/staff who are willing to actually help students instead of responding harshly and directing students to figure it out by themselves / -Professional development services that would help students to develop their own practices or Better understand how to get licensed, apply for APA internships, etc.
	Communication among students and staff. Sometimes students are not aware of all the programs/events that are happening at the school. Transparency about future changes.
	Keep the heart, keep it simple, don't get sloppy about the training of future psychologists. You are putting other people's hearts in their hands.
	More support around field education / More options for field education
	Better teaching. Lower tuition.
	As a student it often feels like no change can be made because of administration. I have no relationship with administration or the president. I am very involved at school and even still he doesn't know who I am. I don't feel like the student's voices are heard by administration and even when we use the appropriate channels, like SCC or signing petitions, the administration shoots us down. [REDACTED]
	Start practicing what you preach. Cultural diversity and cultural sensitivity looks great on syllabi but is pretty meaningless when not discussed to any real extent in class.
	increase limited class options (single session) and decrease late afternoon evening classes
	Continue building it's brand
	Not sure.
	Listen to your students
	Again, critical thinking is so important and I don't feel that it's being asked of students, or even encouraged, at the level that it needs to be.
	Administrative things. It can be very complicated to register, get proper forms, figure out who the point person is...
	See above.
	Lack diversity. Lack gym
	Guidelines for assignments are often altered and feedback that is provided is not consistent across students. Having professors meet to discuss common themes in curriculum that have been a challenge for students in the past may be beneficial.
	Very expensive



Role	Weaknesses: What could William James College improve in order to advance this mission? (n=158)
Student (cont.)	Have firmer admission requirements; actually force students to grow and develop and not just push them through the system. This school will graduate terrible psychologists in a lot / Of situations
	Figure out how they can best meet the needs of their students
	Improve quality of academics.
	Need more financial aid/scholarships, internship sites and career services, and cafe and better library.
	Its academic excellence. Again, ask professors to show up with lesson plans for dynamic 3-hour classes rather than just opening up meandering classroom discussions that never incorporate the readings. Some professors are very dynamic and organized and take their class time seriously, but some really don't. When we're paying so much per class and the professor hasn't done the assigned reading (or at least not any time recently), that's not good. / / I also think WJ could offer more practicum and internship placement opportunities than it does.
	Provide better professional development opportunities.
	More internship sites / More APA consortium sites / / Requiring APA in order to graduate for the 1st years
	I think growth in general will improve the advancement of this mission. For example creating more programs and concentration and strengthening the ones we already have.
	More grants and scholarships / College Counseling center
	Organization
	The school needs to become less business oriented.
	None
	Be more cautious with the caliber of student who is offered placement. As a fourth year, the readiness and maturity of some of the new class of students has been shocking. As in they have no business being trained to be a clinician, and potentially could do harm to future clients. My understanding (via the WJC grapevine) is that many of these ill prepared and inappropriate students dropped out. Good. Those that are offered placement (inappropriately) but who do make it through the program will go out and be a representative of the "mission" of WJC. From what I have personally seen in some students, this should be concerning to WJC. Those that do harm and are from WJC may have a far greater impact long term, than the good programs that WJC does have. I will also add that my 4th year supervisee (who Dr. Burda recommended) is Brilliant and will be a wonderful ambassador for WJC, so more students like her are who WJC needs to bring into the fold.
	Too many politics involved. Name change was unexpected.
	Placements should be paid to get a higher caliber of students



Role	Weaknesses: What could William James College improve in order to advance this mission? (n=158)
Student (cont.)	Better vent who we are taking into our programs! Quantity seems to be reducing quality! I understand and agree that diversity of all types is important, but I think it is also important that candidates at least understand their own internal "barometers" enough to be able to work successfully with clients. I understand that growth is a part of the educational experience. / / Also, while I should note that I came from a research-oriented undergrad school where everything we did was a research paper and it may be skewing my perception, I find that the expectations for the quality of assignments at the graduate level at WJC to be reduced in comparison. Essentially, less is expected of me as far as my writing capabilities at the graduate level. I understand we have the doctoral project to complete, but greater expectations for writing in courses would make this project a lot less strenuous. Of course, when I do have a professor that has higher standards for papers I will adamantly complain about it, but it's definitely useful for my growth as a competent clinician.
	Although having field work in year one is the strength, lack of proper sites and supervision at these sites may be setting students up to fail year two and beyond. n
	HOW do we pay close attention to professional development? I guess the reason I don't know is because it hasn't been an issue for me (hopefully!) I will once again mention the in-service trainings which could be really beneficial for the student body.
	More classes. There doesn't seem to be enough for all the students to get necessary courses
	More communication about changes to program requirements. More field site opportunities, a more organized registration process, and more courses so they don't get filled as quickly.
	Assistance in field work, opportunity to earn psych degree to enable eligibility for BACB boards
	Be more selective in the admissions process, more students are dropping out, they are making a bad name for the school at placements, and they do not represent those of us who are more professional.
	making the school more accessible to the minority communities that we are trying to help
	Organization and collaboration
	They could increase the number of opportunities available for field education.
	Reach out more to online students
	Step away from acquiring more students and focus on the ones who are already here
	make things easier for students who work full-time related to class/activity scheduling; more scholarships/grants
	One way would be to present this mission and ask stakeholders outside the day to day operation of the institution to consider it, observe the community and then provide feedback by asking this same question.
Faculty	Measured growth and time to develop and grown new programs. Conducting thorough marketing analysis by professionals before launching new degree programs.
	Introduce new programs that are both needed by the public and have a strong chance for success.
	I did this already as part of a small group that will be giving feedback
	/ Establish a psychological brand for the institution.



Role	Weaknesses: What could William James College improve in order to advance this mission? (n=158)
Faculty (cont.)	Provide more support to students from traditionally underrepresented populations. (i.e. academic coaching
	Cost, partner with SAMHSA and community providers to get funds to drive down cost of education for non traditional work force development / /
	I still think the long-term reputation of the school rests on finding a way to not accept the bottom 25% of applicants. I am also concerned that, in the name of seeking a higher reputation, the college's push toward faculty being more active in research, grant-getting, and spread of national/international reputation that we will end up with a non-practitioner faculty, mostly young and not clinically experienced, and who are too busy with research/grants that they no longer mentor students as intensely as they do now. That is our bread and butter as an institution, and it is what makes WJC most attractive to applicants. We could lose our most valuable asset in the next 10 years.
	Stop trying to grow so fast
	Greater focus on promoting empirically supported treatments and reduced focus on teaching therapeutic techniques that have little to no empirical support. / If possible, create a (fiscal?) model that allows for some flexibility in the number of entering students per year so that admissions standards can remain constant from year to year. /
	more high quality field placements:better quality control of field placements / /
	Include a course in Spanish for all students.
	don't know
	Financial aid for students from lower SES
	A 'thicker' infrastructure and resources, e.g., money, personnel, thought leaders
	More services to support writing and critical thinking skills; continue supporting diversity goals throughout programming
	Admit fewer students, and more qualified students, so that the faculty could spend less time dealing with students with behavioral issues and/or an inability to complete the work that is required of them. More time could then be spent focused on teaching doctoral students who are ready, willing and able to learn.
	Winnow out the problematic field placement sites. Give faculty less back-breaking schedules so we can be more available to students and less exhausted.
	Offering more scholarships to high achieving applicants. Only admitting students we believe will be successful, rather than accepting some that are clearly problematic in order to meet a minimum number for the incoming class.
	More institutional support for students and faculty on a variety of levels
	Diversity / Take older students / Fewer concentrations
	more "cross pollination" across departments
	Increase research opportunities for faculty and students in methodologies that reflect college mission/values.



Role	Weaknesses: What could William James College improve in order to advance this mission? (n=158)
Faculty (cont.)	I think our main are for growth is actually walking the talk of the second sentence of our mission statement. Not just talking about social justice but training our students to actually live the social justice mission. This means training students in ALL programs to really think and practice in a culturally competent manner, able to address dimensions of difference/diversity beyond race and ethnicity. I think students who participate in programs like the LMHP get this more than others, and that there is a lot of variability of how well we do this across programs.
	not overload faculty and provide more administrative support to key people
	I don't think we do enough with professional development - students have few opportunities in year 4 or 5 to get help with career planning, services. One ethics course builds professional development into its curriculum. I think we could have brown bag lunches, on-line talks that address these issues.
	The process of acquiring training sites and the application to the sites by students could be less stressful and labor intensive.
	Encourage students, faculty, staff and administrators to become more active in advocacy-related efforts, in particular with public policies that affect mental health and mental health services in the state and nationally
	Make the coursework in the Centers and specializations accessible to all students without significantly adding to the cost of their training; prospective students are excited about the opportunities offered by LMHP/Global Mental Health/CFAR, but do not all have electives built into their program and thus must pay substantially extra costs to participate in this programming.
	Program-specific marketing / Expanded work-study opportunities for students that advance mission
	More attention to the quality of the site training experiences
Administration/ Staff	Offer more classes on trauma and have better communication
	Well known speakers would not only be a great experience for students and faculty but also bring awareness to the college. There should be a certain number a year.
	<ul style="list-style-type: none"> • Dedicated career services department / • Diversify faculty, staff and students (provide more financial support to students in need/lower tuition costs) / • Accept the fact that more students are coming to graduate school directly from undergrad and many are 1st generation college grads, as such there need to be many more support services (ARC, etc) in place here to ensure their academic/professional success; we need to be proactive in anticipating this need and implementing these structures before there is a heavy demand, rather than having to scramble to meet the need after it has become a problem /
	Lack of focus and administrative capability
	Greater academic rigor and more explicit focus on training behavioral scientists who are innovative but intellectually rigorous life long learners
	Be able to be more selective in admissions / Recruit stronger faculty / Make more realistic workloads for students, faculty and staff / Increase gifts and targeted funding
	Focus on behaving more like a college and less like a corporation.
	Developing more community-based mental health resources within the college would help to advance this mission. Even better if these would provide opportunities for training.



Role	Weaknesses: What could William James College improve in order to advance this mission? (n=158)
Administration/ Staff (cont.)	Ability to find and sustain more practica and internship sites / Struggle to find pathway to control costs and tuitions
	Sometimes the social responsibility part may take over more resources than the education part. I believe the resources school gain from the students such as tuition should only be used to operate / enhance / maintain education and learning agenda. Using these resources for any other agenda other than improving student's learning experiences, I believe, is a dis-service to our current students.
	Find innovative strategies for making the program more affordable to our students. / More job as placement opportunities found and organized by the counseling program. / More directing students to part time employment that helps them in their career development.
	Put more resources towards building and marketing our brand; conduct professional market analyses; develop other funding sources so we are less tuition-driven / /
	more focus on quality of academics instead of all of the advocacy work taking center stage
	Provide students with better instructional and support services particularly in statistics and encouragement of more academic research outside of the doctoral project or capstone / /
	generate more financial support beyond tuition. / have a broader geographically represented student body that shows increasing diversity. / anchor some of its creative program (e.g., MVP, nationally) / Garner more local and national media recognition. / Invite more interested/invested trustee (financial) support
	To be a preeminent school, and demonstrate success with a rigorous education, the school needs to be selective. While there are certainly students who are not selected, there are students who are admitted that do not seemed prepared for being in a truly "elite" type program. Students also will need to ensure that their students are not only well trained, but able to present themselves professionally, understand how to be prepared to talk about their training and career goals, and the importance of taking care of themselves to effectively take care of others.
	Increase student and faculty diversity. More scholarship money. Increaed the schlarship amounts to be more competitive. Continue to partner and collabrate with other institutions of higher educaton, federal, state and local goverment/policy makers and non-goverment organizations.
	Our strength is our weakness as well we often take on too much and do not do is well because we are not accoutnable to anyone but our accrediting bodies.
	Improved planning on launching new programs and communication on decisions coming from senior administration.
	Offer a Phd program for those wanting to do more research



Weaknesses Word Cloud

What could William James College improve in order to advance this mission? (n=158)

Table 8c displays the verbatim responses for the third question in the SWOT analysis: *Opportunities: What external opportunities and trends are present today to advance this mission? (n=120)*

Table 8c

OPPORTUNITIES (SWOT analysis)

Role	Opportunities: What external opportunities and trends are present today to advance this mission? (n=120)
Student	Relationships with local area sites that extend to career/postdoc opportunities.
	Interest in psychology and mental health, increasing validity of mental problems as real
	Unsure
	Massive change in our world. Disruptions all around that are causing fear and anxiety throughout all levels of society. WJC's alumni are well-positioned to support individuals and communities throughout the world.
	I'm not entirely sure what this is asking. I guess field placement? Does that count as external?
	Many of the students are quite immature and under-qualified for the program. I think the administration needs to take a hard look in the mirror and think about what their goals are. If the goal is for them to turn MSPP in to a larger and profitable William James College, I think they are doing great. But, if instead they are driven by a goal of producing great clinicians, they are not doing such a wonderful job. Too much of the experience is undermined by the schools adherence to the APA. For me, we all suffer as a result.
	multicultural perspectives and progress in psychology field
	I don't know
	Continue with offering more field placement opportunities
	Question unclear - through WJC or community?
	The necessities of our communities create the demand for our involvement as students, we simply need to find where we are needed most and would be most useful. As a student in the forensic program, I would have loved to experience community involvement with local police departments and experience field training other than at my practicum site.
	More community connected events. / Better college apparel. / Now an accredited program.
	Can't think of any
	There seems to be an increasing public awareness of the need to provide greater access to mental health services, in general, as well as to adopt a more public health model in addressing mental health needs preventively. Every effort can be made to capitalize on this climate.
	There continues to be a demand for mental health practitioners.
	WJC provides many opportunities of a variety of training for students to attend.
	The changes in political platforms and legal policies are adjusting with regard to mass incarceration and the need for substance abuse treatment. Those areas lend themselves to niches WJC can tap into.
	SCC.
	Not sure. It's a tough place to grow a psychology program when there are already so many existing psychology program.s



Role	Opportunities: What external opportunities and trends are present today to advance this mission? (n=120)
Student (cont.)	Encourage students to attend conferences and seminars and better yet, bring guest speakers to come in to lecture about various topics throughout the year.
	Unsure.
	Opioid crisis- WJC can spearhead efforts to combat the problem
	Supportive, knowledgeable staff who wholeheartedly look out for the best interest of their students.
	WJC has exhausted its alumni. / Free care would be nice. I heard that there was a time when a community mental health center was considered in conjunction with the Brenner Center. This would be nice if it didn't cater to the Newton/ Wellesley community.
	WJC ought to consider creating online courses that they can sell to the general public. Topics would be shorter than a typical college semester-based class and they would cost less. But once you create it, it becomes a new revenue stream. Online course platforms such as Thinkific.com could be used. Also, I think being leaders in the research we do is key to set us apart.
	Possibly providing WJC access to workshops or seminars outside of WJC.
	I don't know.
	Involvement in more communities reaching different areas of MA and RI.
	Reaching out more sites in the Boston Area.
	Immersion trips; conferences
	Continue to email opportunities for external talks, conferences, training opportunities, etc.
	SCC group
	Restructuring SCC is a good start. We need more opportunities for administration, faculty, and students to all come together.
	Encouragement to work with different populations in seminar versus internship from year to year. Presentations offered to the WJC community.
	I would say social media, and visits to undergraduate programs across the New England area or MA, RI and NH.
	hire better teachers?
	Phone applications
	having a low-cost therapy clinic run by the school
	seminars, role-plays, basic understanding of the ethics code
	Social media
	I am not sure
	Increasing relationships with new field sites.
	Quality of field sites
	There are tons of sites that can be made available to students through networking.
	I'm not sure, maybe SCC could help!
	The social movement toward integrated settings has allowed WJC to promote mental health and train clinicians in a way that is accessible to more of the community.
	I'm not aware of any.
	Immersion programs, practicum sites, internship sites! We have a lot. I wish we had more international initiative.



Role	Opportunities: What external opportunities and trends are present today to advance this mission? (n=120)
Student (cont.)	Hire better faculty
	There seem to be a lot of great CE opportunities at WJC that benefit the community.
	?
	The faculty and the mission and the students
	The school has a lot of connections for internship placements.
	I do like the free CE seminars. I find those helpful.
	More lgbtq
	The opportunity to be in the field the first year is very important.
	It's ABSOLUTELY difficult to be a working professional and find my OWN internship sites when I pay \$30k a year to an institution that should be helping me! It's also VERY tough paying increases of almost \$3k a year in tuition, especially when extending doc project. Please please help. I try to find searches online and scholarships online but like I said it's super tough.
	WJ could hold more day-long conferences like the one it held on the Opiate Crisis but on other topics -- Single-Parent parenting, Social Media and Depression, Teenagers and Porn, etc.
	I don't know.
	CEU Programs
	I don't know.
	Open more diverse mental health sites to students of all years.
	The practicum sites seem relevant to the mission and offer great experiences
	IDK
	I don't know.
	Maybe volunteer opportunities? I'm not sure. We need to be more involved in community and society. The Brenner Center used to be what we could point to for community involvement, but now it feels very sterile and inaccessible. I don't think this answer really addresses the question.... / / Actually, getting involved in APA groups and chapters.
	The growing opioid epidemic calls for more attention to substance use disorders. WJC could benefit from the addition of more courses/attention to this issue.
	Specialized trainings that can be available for students, it should be better publicized however that students can attend four trainings a year for free.
	More elective courses.
	All the little extras that everyone attends. it would be nice to develop some interactive way for online students to, for instance the culture community meeting would have been nice to see and hear even if we could not interact (love the hacks Dr Stanley has been posting)
	Again, I'd stop looking outside when the challenges are dealing with what is going on within
	Better connect the various departments and cross pollinate knowledge and learning opportunities
Faculty	I don't know for sure, but I imagine that careful attention to changes in regulations and service delivery trends need to be monitored.
	I did this already as part of a small group that will be giving feedback



Role	Opportunities: What external opportunities and trends are present today to advance this mission? (n=120)
Faculty (cont.)	/ Mission needs to be revisited in light of need for return to core psychology training and address changes in the practice of professional psychology that are already occurring due to media and technology changes.
	DK
	the push for behavioral health integration, community based, one stop shopping. this offers opportunity to WJC to be seen as the thought leaders, or at very least, engage and enriching this community. Given the competition in Boston, I think students would choose WJC over BU or BC because they would be excited about the opportunity to work with a faculty member or be engaged in an exciting program or initiative.
	There may be more grant money out there for the institution, but it also can come at a price. Grantors give often in exchange for a get. Some faculty have received small grants that ended up costing the school/department more money than the grant brought in in order to comply with the demands of the granting agency.
	Attract large donations
	There seems to be many opportunities and trends available for students, the limitation is students' need to work to support their educational expenses.
	don't know
	Involvement with community programs
	Scholarships, grants. Could work with programs that prepare writing teachers to intern at our school.
	Not sure.
	More collaboration with other institutions, whether through continuing education or through our various centers of excellence.
	Use of technology in increasing access to care
	Not sure.
	addiction / community based challenges
	When we hire new faculty we need to be intentional about inviting people to join us that understand the mission/values of our college. They need to understand that our mission is focused on meeting the needs of the communities we serve. I would be especially interested in recruiting faculty that have graduated from programs that are strong in social justice curricula and with experience conducting research that is responsive to community needs. Partnering with hospitals and organizations that want more research, evaluation, and assessment of their services is desirable. Most non-profits are interested in research and evaluation but lack the funding to hire consultants. This would require WJC to further develop relationships with training sites to identify research/evaluation needs, assign students and faculty to work on a project, and present/publish findings. It would help WJC grow their research experience, and potentially help sites secure funding and other resources.
	Don't know.
	expanding internationally
	We need to promote more research opportunities for students, including built in faculty time for grant proposals
	There is a clear need in society for our programs and the there is a need for the high caliber professional we turn out.



Role	Opportunities: What external opportunities and trends are present today to advance this mission? (n=120)
Faculty (cont.)	1) Create opportunities to attract and retain a more diverse student body. / 2) Facilitate cross-collaborations with other academic programs and community partners to create volunteer and community service opportunities for WJC students and faculty
	Collaboration with schools and agencies on service projects and research/evaluation
	Recognition of the importance of attending to mental health needs
Administration/ Staff	Getting students and faculty to volunteer more outside of the college bringing awareness to the community.
	• Possibility of collaboration with other schools / • Cultural shift toward increased knowledge of/emphasis on importance of mental health, particularly preventative mental health) – capitalize on this by expanding preventive mental health initiatives (such as work that freedman center is doing) /
	the need for mental health services keeps increasing
	A shifting health care landscape with many opportunities but also serious threats if we cannot adapt nimbly
	Health care cost containment emphasizing masters level practitioners / ACA and medical home model bringing MH into medical settings / Increased use of technology
	I think there's a wide array of resources available within the Boston Area that we can tap into - I'd have to think more specifically to provide examples. This speaks to the importance of identifying ways to engage professionals in the community (not just WJC alums) to help further the College's mission.
	Responding to societal needs by training in needed areas: Vets, Children, Addictions. Geropsychology etc
	Growing global demands on mental health service providers, especially India and China.
	Trends towards consultation and supervision in doctoral-level psychology - must ensure strong training in these areas for clinical and school psychologists. Opportunities to train non-doctoral mental healthcare providers, such as substance abuse counselors.
	APA demand for internships has created incentive for students to get this credential
	Provide a wider exposure to practice areas such as geropsychology and substance abuse- areas that need support given the aging population and the increase number of people in addiction situations.
	Freedom to move creatively without constraints. / think big but not wildly for the future. / Lay out a plan that will go beyond our current framework that other and future visionaries can embrace.
	As the mental health world needs to respond to the cultural complexities present in their clients from religion to race and ethnicity to language diversity and customs, this mission will become increasingly more important. I think that there are opportunities to partner with some of the communities in Massachusetts that are serving as resettlement areas for refugees to truly demonstrate the commitment to the mission of "social responsibility" and "meeting the need". The recognition that the school is truly on the forefront of meeting the need, not just abroad in other countries, but in our backyards will be critical.



Role	Opportunities: What external opportunities and trends are present today to advance this mission? (n=120)
Administration/ Staff	The need for mental health clinicians. Perhaps governmental policies around mental health coverage.
	We have successfully managed to secure external grants etc. The increased focus on mental health will help create jobs for our graduates
	Building out our APA consortium to attract more students and create a better unique draw for the school.
	growing awareness for the need for appropriate mental health treatment, new initiatives in the public school system to deal with trauma and substance abuse, returning veterans in need of training programs and services, growing awareness of the need for culturally competent treatment.



Opportunities Word Cloud

What could William James College improve in order to advance this mission? (n=158)

Table 8d presents the verbatim responses to the fourth SWOT analysis question: *Threats: What external threats and trends are present today that might be problems to advance this mission in the future?* (n=135)

Table 8d
THREATS (SWOT Analysis)

Role	Threats: What external threats and trends are present today that might be problems to advance this mission in the future? (n=135)
Student	lack of student involvement
	The growing perception that the school is producing lower quality professionals at a higher rate.
	The reputation of the school is plummeting
	cost of tuition, student loan debt - there's not a lot of reason to get a PsyD when you can do most of the same things with a masters degree and at a quarter of the cost. I'd like to see the program teach beyond that level and deliver an advanced education that is worthy of the price tag.
	Unsure
	Can't think of any. Clearly I am not a strategic thinker.
	At least with working in public K-12 schools, the faculty/parents may not allow the graduate student to do some of her assignments (ex: parents don't want a graduate student doing it, faculty may not want to give a certain responsibility to a graduate student, etc.).
	The APA
	Lack of awareness of psychological impacts in the workplace
	trying to fulfill APA standards and being a business more than a school that wants to educate thoughtful, reflective, self-knowledgeable clinicians - is a problem
	I don't know
	5 year mandate may decrease applications
	Question unclear - through WJC or community?
	Funds, budgets, and time on behalf of WJC and students collectively.
	Clinical on site supervision has not been as helpful as my off-site (faculty) supervision. It seems that this is a pitfall for many of my colleagues who aren't as fortunate to have an off-site supervisor.
	So many psychology programs available from other universities. What makes WJC stand out?
	Can't think of any
	Health care (insurance) limitations on mental health services pose a very significant threat to accessing needed services for many.
	The current trend of steadily increasing class size is a threat to the mission of academic rigor. As long as the school continues to rely on student tuition for the vast majority of its budget, the school will feel a pressure to keep admission numbers high and relax on academic standards.
	The fact that the school is focused on making money rather than advancing the careers of its students



Role	Threats: What external threats and trends are present today that might be problems to advance this mission in the future? (n=135)
Student (cont.)	This external problem is really an internal one: the moral of students and staff. Everyone seems so burned out these days that it's difficult to buy into the constant process of change at WJC. How can we advance a mission when the current state of the school is flagged. / / Also, money is an issue. High tuition and low scholarships mean many prospective students would rather pay the price to go to a school with better overall name recognition or choose a much cheaper option closer to home.
	Administration doesn't listen to students.
	Not enough quality training sites in the area. Not enough retention of quality training sites throughout the years.
	Sometimes the students can feel too entitled and believe that only their way is the best way. Creating an environment where all students are aware that the collective voice (not individualistic ideas) is most important should be fostered.
	It seems like the financial issues with the institution threaten the interest in truly pursuing the mission.
	Too many students who are under qualified getting their Psy.D from our school who are not qualified.
	WJC is relatively new to the competitive world of APA while other institutions are more established in this
	Money
	Inability for students to be matched with a site.
	I could have chosen another program that would have been invested in supporting me to develop my career. / The movement in the role of the masters level clinician and shift to short term therapy work is a severe threat. Same idea as the increase in nurse practitioners verses psychiatrists. the PsyD role needs to be distinguished from others. It is troubling that the most critical and serious mental health problems are being treated by individuals who have earned certificates in counseling or drug treatment.
	There is much competition out there in the professional development arena. Free online classes are also a threat.
	student debt
	Too many students.
	not sure
	High competition from other universities to get internship sites in the Boston Area.
	People's personal beliefs that there is a divide between administration and the rest of the community.
	Widespread systemic racism in our country, likely present in our institution and field placements we work in. We need to continue to look at ourselves and our partners. Integrate diversity into our curriculum more - the diversity class was great, but diversity is a footnote in other classes rather than integrated. This is a challenge too because most people, my supervisors and some of our faculty included, are hesitant to discuss these issues in depth. I believe this is the single greatest threat to our successful delivery of clinical services (besides a Donald Trump presidency).
	Admission given to those who do not appear as motivated/driven than others.



Role	Threats: What external threats and trends are present today that might be problems to advance this mission in the future? (n=135)
Student (cont.)	cost of the program / / lack of resources
	"Corporate" nature of our school makes many students feel as though we are focusing on bringing in more money and students so that we can expand without paying attention to who is already here at WJC. It would be important to prioritize existing students rather than the financial gains that we could have if we continue expanding.
	Cost of education, and consideration of the hierarchy of needs. Specifically, students in financial strain's inability to engage in socially responsible activities and volunteer work which may enhance experiential education and resume strength.
	competitive salary market
	I know the school is bleeding money and that's one reason why we're accepting younger and less-prepped students, but there needs to be better prep work done. Administration seems disconnected from each other so the organization and communication across sectors would be beneficial.
	continuing to grow the class sizes
	financial ability to provide seminars that may be helpful prior to first-year practicum.
	Money. Students truly struggle to may ends meet while working and going to school. I miss out on so many school opportunities for growth, like attending speaker series ext. because of work. It is so expensive to attend the school. Our motto is Meeting the need, making a difference. But I feel like they have not met the needs to students who are not socioeconomically well off.
	William James College might benefit from slowing down it's need to grow exponentially.
	It is hard to promote/engage students when the class size is over 86 students
	Cost of the education, dearth of scholarships, too many students admitted for current faculty capacity, closing mental health agencies for field training.
	Amount of students in the school
	I am not sure.
	I guess we need to always be cautious with social media, and what gets posted online during social events.
	With the growing field, ensuring a quality field experience may become difficult as the population of training clinicians grows.
	How we are growing so fast.
	High cost of tuition. Student loan pyramid.
	Money. It seems the school needs to take in more students to stay afloat financially. Yet some people they let in are NOT appropriate candidates to complete a doctoral program or make a good psychologist. I think to lower the standards for acceptance just so we can get more money is unfair and unethical.
	No clarity of expectations of students...is APA internship important or not!?...10 different administrators have 10 different answers. I have been told by one administrator in the field placement department that "...I (the administrator in question) care more about the benefits to the school than any one individual student"...pretty hard to feel valued when interacting with individuals with this attitude.
	Cost



Role	Threats: What external threats and trends are present today that might be problems to advance this mission in the future? (n=135)
Student (cont.)	Not sure.
	The unwillingness to demand that students take the risk of getting to know themselves more before they go out and treat other people.
	Lack of discussing emotions on classroom
	Changes in the guidelines and laws in psychology are things that should be known by professors and mentioned in classes.
	The difficulties of being able to afford school and be approved for extra loans to support oneself while in school. There's a high need to work throughout school to pay basic bills that we are not able to afford solely from our "approved student loans".
	The schools reputation in the community and among field placement supervisors
	I have SO many bills--car, loans, and my mortgage. They are a threat to me affording this school for which I must be enrolled at minimum 5 credits per semester. I'm also discouraged by LEP license which I could get for less rather than a PsyD and coworker/professor pessimism.
	In Massachusetts, WJ benefits from the fact that it's the only game in town for many of the degrees it offers. I would imagine this will change as the mental health field grows and more traditional universities offer the PsyD and different counseling degrees. To stay competitive, WJ will have to make sure their classes feel worth the money and that their practicum and intern opportunities are second to none.
	Growing number of psychologists in the field.
	Other more est. colleges and universities in the area.
	I don't know.
	The school will become too big to be managed in a way that still validates the student and their experience.
	None
	See my above answer [Be more cautious with the caliber of student who is offered placement. As a fourth year, the readiness and maturity of some of the new class of students has been shocking. As in they have no business being trained to be a clinician, and potentially could do harm to future clients. My understanding (via the WJC grapevine) is that many of these ill prepared and inappropriate students dropped out. Good. Those that are offered placement (inappropriately) but who do make it through the program will go out and be a representative of the "mission" of WJC. From what I have personally seen in some students, this should be concerning to WJC. Those that do harm and are from WJC may have a far greater impact long term, than the good programs that WJC does have. I will also add that my 4th year supervisee (who Dr. Burda recommended) is Brilliant and will be a wonderful ambassador for WJC, so more students like her are who WJC needs to bring into the fold.]
	I don't know
	The ongoing un or under-education of the general public of psychology, and the ongoing stigma attached to mental health. Public portrayal, etc., the typical stuff that has been relevant for a while now.
	Difficulty in competing with PhD students for some of the same sites/jobs (especially considering the general bias in the field against PsyD)



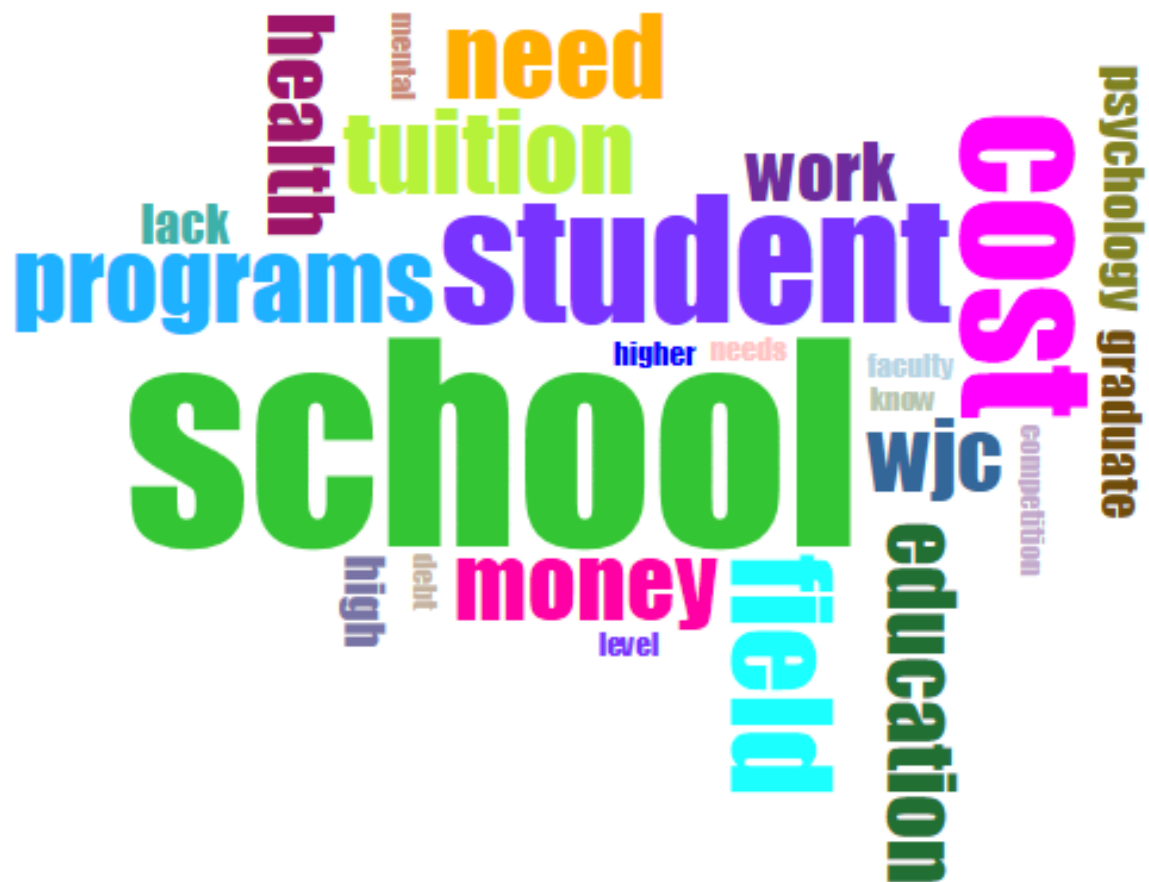
Role	Threats: What external threats and trends are present today that might be problems to advance this mission in the future? (n=135)
Student (cont.)	CACREP changing degree names
	The school leadership not listening to the students, the administration not listening to the SCC, and abrupt decisions that affect all the students are made quickly and communicated insensitively.
	White privilege and the presidential election dividing the country
	Not having a Big data Class this is a field that will change how we do research for all fields of psychology.
	People encountering poor representatives of the profession in general. Also, underwhelming students reflect poorly in the public arena
	economy; time
	Decline in grad school attendance, Staying insular and not paying careful attention to the external changes in higher education as witnessed through the advancements in technology. If you are going to do a SWOT analysis, which is a high level start to strategy development, then I would also suggest time be taken to do some environmental scanning. One way would be to use Porter's 5 force model adjusted for higher ed. Good project for fledgling Org Psych students.
Faculty	Developing programs without considering the competition which is often more affordable.
	The changes for practitioners that are brought about by the ACA which reduce productivity for practitioners and lower reimbursement for MH services. We need an equitable single payer system.
	I did this already as part of a small group that will be giving feedback
	/ Failure to focus on psychology as our knowledge base.
	DK
	the many schools in Boston area, and the cost of graduate education
	The sheer cost of education when students must bear the majority of the cost of tuition and living expense. WJC will not grow its scholarship funding fast enough to make this issue go away. If there are downward pressures on incomes for Behavioral Health Specialists in the coming years, fewer and fewer students will want a MA or PsyD degree in Psychology. / / At some point, it may need to be part of the Strategic Plan to figure out how the school survives on 400-500 total student body rather than 800-1000.
	Competition with more established institutions
	A limited number of excellent/exceptional field supervisors for students.
	don't know
	Pressures on Psychology as an independent profession --
	Support, in all forms, for development of community relationships to expand the offerings and meet the needs of different communities
	New licensure regulations make finding supervisors for field placement available. We need to develop more community and incentives with those in field for LMHC.
	The school seems to need money to pay for the new building, so we admit many unqualified students in order to pay our bills.
	Educational costs (tuition especially) are skyrocketing. Finances require us to take too many weak and mediocre students, who are a drag on our majority of otherwise good to excellent students.



Role	Threats: What external threats and trends are present today that might be problems to advance this mission in the future? (n=135)
Faculty (cont.)	Stigma regarding seeking mental health services. / Student loan debt from graduate training preventing post graduate work with underserved populations due to need for higher salaried positions.
	Poor economy / Massive student debt / Political climate
	Finances
	cost of education
	Practice is our strength, we need research to catch up but I'm concerned that we might get lost in the process. It will not work if all we try to do is emulate research-focused universities. We are in a position to do something different, a type of research that responds to the needs of the communities we serve: PAR methodologies, naturalistic studies, practice-related studies, etc.
	I don't know about external threats other than general cost of living and changes in the way mental health services are funded (e.g., movement towards medical home model, insurance companies discontinuing fee-for-service reimbursement, etc.). Internally, I think our tuition is a barrier for many current and prospective students. It's going to take a LONG time for our graduates to pay back the loans they take out to come to us.
	insurance policy changes in terms of what coverage there will be for doctoral level graduates / not investing in smaller programs
	Other schools may offer more money to attract students.
	Competition with other (less costly) institutions and graduate programs
	Lack of funds
Administration/ Staff	<ul style="list-style-type: none"> • Trend toward fewer students going to graduate school; since our school's finances are so heavily tuition-driven this business model may not be sustainable / • Prestige of other schools' psychology programs and inability to compete with "name-brand" or less costly programs /
	Trying to be too much to too many
	See above [A shifting health care landscape with many opportunities but also serious threats if we cannot adapt nimbly]
	Lack of scholarships available and the level of student debt / Size of doctoral program -- too big. Affects faculty/staff workloads, quality of application pool, can't be too selective. / APA requirement of approved internships for licensing / Increasing emphasis on measuring clinical outcomes, academic outcomes, etc. and resistance in the school and field /
	Degree programs at other colleges that may cost less and offer more on-campus resources. Also, the increased accessibility of graduate school to those not capable of the work before means we have to put more into our resources to support these students who are now able to attend.
	Larger systems (insurance companies, etc) that might dictate the work that we do and how we do it. It's important that we have an understanding of such things and adjust our training and educating of students accordingly. Also, the imbalance of APA-internship applicants and number of available slots.



Role	Threats: What external threats and trends are present today that might be problems to advance this mission in the future? (n=135)
Administration/ Staff (cont.)	High tuition costs...concern that public universities will attract the majority of strong students / For clinical psychology department: ascendancy of LICSW and LMHC roles and job opportunities and unclear sense of where clinical psychologists will fit into the new health care environment
	WJC is falling behind on global reach. So far WJC has been pretty restricted by the source of students, geographically.
	Modest salaries and very high debt!
	Increased competition, smaller applicant pool
	Increasing cost of higher ed; competition with universities that are able to give students bigger scholarships; rapid growth of WJC programming may spread existing faculty and staff too thin and decrease quality of existing academic programs. Need to protect and enhance faculty resources.
	years of admitting weaker applicants wreck the reputation of the program / too large a program results in using poor field education sites out of necessity
	The availability of other programs that offer better scholarship and financial aid opportunities; overreliance on tuition income
	Stagnation. / Grandiosity / Fiscal excessiveness / failure to build the infrastructure that we need at the base level (i.e., support level) to accomplish our goals.
	Changing mental health delivery system.
	People in the College's Community not being on board with change
	PhD programs are highly selective, and much of tuition is paid for through grants. As the cost of PsyD programs continues to increase, without much financial assistance aside from loans, there may be competent students who do not apply because it feels cost prohibitive.
	The decrease in applications at WJC but also generally in higher ed. The cost of higher education.
	As we rely more on funds the lack of new grants can put us in jeopardy, very high graduation numbers indicate that students will not find placements they desire because of increased competition.
	Lack of scholarship funding. Many schools offer in the region offer very similar programs at lower costs with more student services. Tuition increases will eventually price out students when they can get 'more' for their dollars. Lack of name brand recognition.
	insurance companies, costs,







Threats Word Cloud

What external threats and trends are present today that might be problems to advance this mission in the future? (n=135)

Finally, to provide a single summary visual, the results on the following page are in a 2x2 table for comparison.



Overall SWOT Analysis

	Internal	External
Positive	 <p>community field education faculty students experience clinical professors work training programs mission health strong learning great focus wjc small experiential psychology</p> <p>Strengths</p>	 <p>opportunities need mental students health facult programs needs research help areas better field create school training know sites year sure mission psychology think facult</p> <p>Opportunities</p>
Negative	 <p>class field school program better think facult sites work professional academic support mission diversity quality student opportunities year training need development</p> <p>Weaknesses</p>	 <p>cost school student tuition need health mental work education field money level high lack programs higher needs faculty know wjc competition graduate psychology</p> <p>Threats</p>



Appendix – Strategic Planning Survey

Dear William James College Community:

As many of you are aware, William James College, like many forward looking organizations, periodically engages in a strategic planning process. Currently, there are ten groups working on various aspects of an overall plan. Some groups are interested to collect survey data from the wider college community to inform their thinking as they draft their plans. The Office of Research volunteered to coordinate these separate efforts to reduce the burden on the community, and enhance the data collection process. To that end, we invited the various planning groups to contribute a few questions each, which we have edited and compiled into a single survey along with a few general questions.

Your participation is voluntary and anonymous. We hope you will take a few minutes to contribute to this overall effort. We want and need all our voices if we are to plan effectively for our future. The College's Strategic Plan will be available online Fall, 2016.

Please complete by 4/29/2016.

Thank you for your participation.

Best,

Ed De Vos

Associate Vice President for Research

William James College

1. What is your primary role at William James College?

- ☐ Student
- ☐ Faculty
- ☐ Administrator/Staff
- ☐ Other (please specify): _____

2. With which academic department do you primarily identify?

- ☐ Clinical
- ☐ Counseling
- ☐ Organizational and Leadership
- ☐ School
- ☐ N/A

3. How likely are you to recommend a friend or colleague to a William James College graduate program?

- ☐ Extremely Unlikely
- ☐ Unlikely
- ☐ Neutral
- ☐ Likely
- ☐ Extremely Likely

4. In the past year, how many times (if at all) have you shared information about our school, programs or events using the following methods?

	(I do not use)	0	1	2	3	4	5+
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Linked-In	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SnapChat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other 1 (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other 2 (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



5. What is your favorite thing about the educational experience at WJC?

6. What do you perceive to be the strengths of the educational experience at WJC?

7. What do you perceive to be the weaknesses of the educational experience at WJC?

8. William James College creates new degree programs to meet identified mental health needs which are unmet or underserved in the community. If the college offers new degree programs in the next 5 years, what program or programs do you believe are of the highest priority?



9. What changes, supports, programs, or events can the College initiate to promote student engagement and involvement (e.g., the SCC, student groups, peer mentors, etc.)?

10. Outside of coursework, in what ways can the College promote student professional development and growth (e.g., in terms of career services, developing leadership skills, etc.)?

11. In what ways can the College build upon existing resources (or create new ones) to promote student success and advocate for their interests (e.g., ARC services, skills workshops, mental health support, etc.)?



Finally, part of this planning process involves a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats). Please answer the following four questions from the standpoint of helping William James College to advance its 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.”

12. STRENGTHS

What makes William James College better than other institutions of higher education to advance this mission?

13. WEAKNESSES

What could William James College improve in order to advance this mission?

14. OPPORTUNITIES

What external opportunities and trends are present today to advance this mission?

15. THREATS

What external threats and trends are present today that might be problems to advance this mission in the future?

Thank you for your participation.