Adler Graduate School Business and Institutional Effectiveness Plan

2018 - 2021

Adler Graduate School Business Plan 2018-2020

1. Executive Summary

Adler Graduate School (AGS) has a long history of providing education for mental health and human services professionals based on the individual Psychology of Alfred Adler. Having started as a small organization that provided training to community members, the school developed into an organization that today serves approximately 300 graduate students at any given time, offering a Master of Arts degree in Adlerian Counseling and Psychotherapy with five specialties (art therapy, clinical mental health counseling, co-occurring disorders, marriage and family therapy, and school counseling) and a non-clinical master's degree in Applied Adlerian Psychology.

Adler Graduate School has a rich tradition of preparing counselors and psychotherapists for service roles with individuals, couples, families, groups, and organizations. Over the years, the school has built upon the foundation of its Master of Art degree in counseling and psychotherapy by adding emphasis areas and specialty area programs. As a result, AGS has steadily increased its contributions within both professional communities and the community at-large. Adler Graduate School's educational programs are rigorous and well respected and, as such, AGS graduates are well represented in service organizations that provide mental health and other human services.

AGS is a practitioner-oriented school and as such has traditionally employed primarily faculty members who are actively practicing in their respective disciplines. Current trends in the mental health, human services, leadership professions and in counselor education have led to the need to move toward a full-time faculty model grounded on the best standards of practice in higher education in general and in counselor education in particular, which was implemented in July 2018. Additionally, AGS underwent a rigorous process of establishing minimum qualifications for faculty, in order to recognize, attract, and retain faculty-practitioners who do not hold a doctoral degree in counselor education but are highly qualified based on their work experience

Compared to other state and national programs offering master's degrees in the disciplines identified above, tuition and fees at the Adler Graduate School are generally set at an average level. In addition, courses are taught primarily during evening hours and on weekends, thus permitting students to work while pursuing their educational objectives. These are essential features for many of the School's students who might otherwise be unable to take advantage of graduate-level training. Over the last 5 years AGS has developed the online delivery of its programs, which again permits students to pursue their educational objectives.

Adler Graduate School has benefited significantly from its recent Institutional Effectiveness and Quality Assurance planning processes, along with strategic planning facilitated by the Board of Directors during its retreats and regular board meetings. More specifically, the Adler Graduate School's Institutional Effectiveness Plan (IEP) process has found representatives of the school reviewing AGS strategic goals and quality educational delivery. This process also led to a Mission and Vision revision in January and October of 2018, which emphasized the focus on Adlerian principles and delivery of education to both mental health and human service professionals. The process included surveys of the AGS community and stakeholders, with final AGS Board approval.

Some of the results of the Institutional effectiveness and quality assurance planning process include:

- Organizational restructuring around a shared leadership model
- Continuous quality review of the structure and activities of the school's board of directors, administration, and governance
- A full-time faculty member has been given release time to coordinate professional development for faculty and staff.
- Training is scheduled on Board Effectiveness by the internationally renowned leader on Board Governance Dr. Richard LeBlanc.
- The school's human, financial and physical resources are reviewed monthly, including the sustainability of these resources.
- The school's educational programs and the culture of assessment that these programs are being evaluated and mapped, including the critical dimensions of student learning and teaching performance.
- The Adler Graduate School's relationships with its various constituencies and the community, overall, have been reviewed and enhanced through the Alumni Association, the Institute of Professional Development, and strategic partners whose employees receive a 10% tuition scholarship along with students who are Native American and Veterans.

The business plan being presented takes into consideration the history of AGS, the current panorama of master level education for mental health and human services professionals, trends in graduate education in general and in counselor education in particular, and the trends in the mental health and human services professionals. As such, a decision was made to sell the old building for a profit and move the school to a new building that while less expensive is more appropriate to serve as a graduate school campus. This decision resulted in an increase of the reserve fund of approximately $2 million, minus an investment of a $1 million dollars in the physical plant of the new site. The $1million, plus an existing $1 million in cash reserve, will allow for strategic investments that will contribute to the quality of education and ultimately to the long-term sustainability of Adler Graduate School. The school has operated with a deficit for the last 2 years and without these strategic investments this picture is not likely to revert. The investment being made in strategic priorities such as implementing a full-time faculty model, meeting specialty accreditation requirements, increasing admissions and marketing human resources, and investing in technology improvements, while maintaining (or perhaps increasing) the deficit for another year or two will pay dividends in making AGS much more competitive in the field in three years and will contribute to the long term sustainability of the school

2. School Description

2.1 History of Adler Graduate School

The Adler Graduate School has a distinguished history in the Minneapolis and St. Paul area. Through the encouragement and support of internationally known psychiatrist Dr. Rudolf Dreikurs, the institution was initially founded in 1967 as the Minnesota Adlerian Society. It began in the Twin Cities as a small movement to present Adlerian concepts to the regional community. Dr. Adler's work emphasized the uniqueness of every individual and stressed the individual's relationship with, and embeddedness in, society. He espoused the belief that healthy persons embrace social equality and social interest. Adlerian Psychology, also known as Individual Psychology" to indicate that individuals must be understood as holistic beings who exist in the context of the community to which they belong, focuses on the need for individuals to value their relationships with others and their broader communities, and to be mutually respectful and socially conscious.

By 1969, the new Society experienced broad public exposure, broad participation, and enthusiastic volunteerism. Programs were offered to individuals, couples, and families at numerous locations around

Minneapolis and St. Paul. Concurrently, an Adlerian teaching institute was created as part of the Society. This was started by a group of professionals dedicated to teaching the practice of Alfred Adler's Individual Psychology. In May 1969, the Institute was separately chartered as the Alfred Adler Institute of Minnesota (AAIM). In 1982, AAIM began a cooperative program with its sister institution, The Adler School of Professional Psychology in Chicago.

In 1991, the State of Minnesota essentially discontinued licensure for master level psychologists. As a result, with the approval of the Minnesota Board of Marriage and Family Therapy, AGS began enrolling students who had already earned a Master's degree in psychology, but wished to complete the additional coursework necessary to obtain a license in Marriage and Family Therapy. Soon after, that same year, AAIM was first independently accredited as a graduate school offering various paths of study toward the Master of Arts degree in Adlerian Counseling and Psychotherapy.

In July 1998, the Institute formally changed its name to Alfred Adler Graduate School (AAGS) and to Adler Graduate School in 2004. Today, the school offers a Master of Arts in Adlerian Counseling and Psychotherapy, with specialties in Art Therapy, Clinical Mental Health Counseling, Co-Occurring Disorders, Marriage and Family Therapy, and School Counseling, as well as a non-clinical Master of Arts degree in Adlerian Studies. The school also offers graduate level certificates in some of its specialty areas and continues to offer post-graduate training for persons who require only the limited coursework necessary for licensure in Minnesota, as well as workshops that participants may use to satisfy continuing education requirements. The Master of Arts in Adlerian Studies has been discontinued to be substituted with a non-clinical degree in Applied Adlerian Psychology in Leadership, designed to take the Individual Psychology of Alfred Adler and Rudolph Dreikurs to non-clinical professionals working in human service, community, social justice and health organizations, This new program has been approved by the State of Minnesota and by the Higher Learning Commission.

Adler Graduate School has a rich tradition of preparing counselors and psychotherapists for service roles with individuals, couples, families, groups and organizations. Over the years, the school has built upon the foundation of its Master of Art degree in counseling and psychotherapy by adding emphasis areas and specialty area programs. As a result, AGS has steadily increased its contributions within both professional communities and the community at-large. Adler Graduate School's educational programs are rigorous and well respected and, as such, AGS graduates are well represented in all disciplines it offers.

Twenty years ago, Adler Graduate School worked primarily with one practicum/internship site. Today, AGS has partnerships with approximately 150 sites, including mental health clinics, social service organizations, religious organizations, local therapists' private practices, schools and a variety of other businesses and organizations.

Throughout its development, Adler Graduate School has occupied a number of locations, mostly in leased buildings. In 2008 the school purchased the building from where it recently moved, at 1550 East 78th Street in Richfield, MN. Based on market analysis of where our students come from and operational efficiency, the Richfield location has been sold for a profit and a new location in Minnetonka was purchased, allowing the school to lower its operational costs and improve the educational facilities with room to grow. The school moved to the new building in August 2018.

2.2 History of Accreditation

Adler Graduate School was initially approved by the State of Minnesota to offer the Master of Arts Degree in Adlerian Counseling and Psychotherapy in April 1989. This was followed by accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) in February 1991.

Since then, AGS has hosted HLC Comprehensive Visits in September 1993, May 1999, May 2003 and December 2004. In addition, a Focused Visit was hosted in December 2000. After the 2010 site visit Adler Graduate school achieved full affiliation in 2011 with the next Comprehensive visit in 2019-20. AGS has participated in the HLC Assessment Academy where it has honed its assessment process and developed a plan for continuous improvement. When it was decided by the AGS Board to move and a location was procured, in 2018, a Substantive Change Application was submitted to HLC and approved contingent on a site review.

2.3 Vision, Mission, and Core Values

Starting in February 2018, AGS engaged its community in a process of reviewing its Vision, Mission, and Core Values. The process included students, alumni, faculty, and staff and resulted in the following statements, which have served as basis for the development of the school's organizational structure and the institutional effectiveness plan, and guide our daily operations.

VISION: The Adler Graduate School will be a leader in empowering and developing mental health and human service professionals to transform society through social interest in action.

MISSION: Preparing mental health and human service professionals with a strong Adlerian foundation to foster encouragement, collaboration, and a sense of belonging to the individuals, families, and culturally diverse communities they serve.

CORE VALUES: At the Adler Graduate School, we value:
1. Quality Education
2. Adlerian Principles
3. Diversity
4. Institutional Sustainability

2.4 Institutional Effectiveness Plan (IEP)

Based on the Vision, Mission, and Core Values described above, the following strategic goals were developed and serve as framework for development of department-specific incremental goals.

1.1. Quality Education: Provide an excellent graduate education.

Goal 1.1: To provide an academic educational programming that meets standards of best practice.
Goal 1.2: To engage in continuous improvement driven by assessment of student learning outcomes.
Goal 1.3: To promote student professional development through student-faculty interactions in and out of the classroom
Goal 1.4: To employ highly qualified staff, faculty and administrators.
Goal 1.5: To promote faculty development that enhances teaching and supports lifelong learning.

2.1. Adlerian Principles: Foster a culture that demonstrates Adlerian Principles

Goal 2.1: To integrate Adlerian Principles into all our educational activities.
Goal 2.2: To practice Adlerian Principles throughout our campus community.
Goal 2.3: To demonstrate Adlerian Principles through community activities.

3.1. Diversity: Prepare all students for service to diverse communities

Goal 3.1: To seek out, identify, attract, and retain an increasingly diverse student body, staff, faculty, and board of directors to promote opportunities for understanding different perspectives.
Goal 3.2: To sustain, improve, and promote a sense of safety, belonging, and significance for all students.
Goal 3.3: To increase multicultural counseling awareness, knowledge, and skills through curricular experiences
Goal 3.4: To provide extra-curricular opportunities for students to develop multicultural and social justice counseling competencies.

4.1. Institutional Sustainability: Provide resources to support institutional sustainability

Goal 4.1: To ensure long-term institutional sustainability through relevant educational programming.
Goal 4.2: To monitor long-term institutional sustainability through enrollment management, tracking, and analysis.
Goal 4.3: To ensure long-term institutional sustainability through responsible resource management and development.
Goal 4.4: To provide the facilities, equipment and resources necessary for long-term institutional sustainability.
Goal 4.5: To promote long-term institutional excellence by securing and maintaining the highest level of accreditation available for all program.

AGS sees quality improvement as the cornerstone to quality education across the Institution and has integrated the evaluation of goals throughout the organization (**Appendix A**) and specific for the academic unit (**Appendices B and C**).

2.5 Operations and Management

In order to embody the Adlerian principles of belonging, encouragement, purpose, equality, and courage, the AGS Board of Directors approved, in 2018, an organizational structure based on shared leadership and increased horizontal functioning. This organizational structure is illustrated in **Appendix D**.

Within this organizational structure, there is a Leadership Committee (comprised of the president, the vice-president for finances and administration, the director of academic affairs and quality assurance, the director of admissions, the director of student success services, and a representative of the academic unit), which meets weekly with the mission of guiding operations in order to meet the school's mission. Other standing committees with specific missions include Academic Council, Building and Grounds, Student Services, and Technology.

The Board of Directors has two standing committees, the Governance Committee and the Finances Committee (which also includes two staff members, the vice-president for finance and administration and the director of financial aid). The Board and its committees meet on a monthly basis. The school president participates in all monthly Board meetings and staff representatives are invited to Board meetings on a as needed basis.

In order to maintain consistence with the Adlerian principles discussed above and upon which the organizational structure was developed, the leadership of the department of Academic Affairs (also referred to as Academic Unit) is also shared and is illustrated in **Appendix E**.

2.6 Board Oversight and Fiduciary Oversight

A. AGS Board Governance Committee: The Governance Committee will review Financial and enrollment Health Dashboard created by the President.

Operations

1. The Committee will meet with such frequency as it may determine. The Chair of the Board will preside over Committee meetings. The presence of one-third (1/3) of the voting members of the committee shall be necessary to constitute a quorum for the transaction of business. Remote attendance and electronic voting are acceptable.

2. Committee approvals will require a vote of a simple majority of the Committee members present at a meeting at which a quorum is present.

3. The Committee will report its activities to the Board on a regular basis and will keep minutes of its meetings.

4. The Committee may invite any director, officer, employee, outside advisor or other individual who is not a Committee member to attend Committee meetings or meet with Committee members, but such persons will not have voting power and will not be held out as Committee members.

5. The President will serve as the Committee's staff liaison.

6. The Committee will review this charter periodically and recommend any proposed changes to the Board for review.

Responsibilities

1. Review periodically the Board's composition and identify, recruit and recommend candidates for Board membership.

2. Review periodically and make recommendations to the Board regarding the size, structure, charters, processes and practices of the Board and Board committees.

3. Recommend to the Board nominees for appointment to each committee, and for the chair of each committee if not already specified by committee charter.

4. Review periodically and make recommendations to the Board regarding the selection of, and succession process for, the Chair of the Board and other officers.

5. Oversee orientation, education and self-assessment programs for directors.

6. Review periodically the institution's bylaws, ethical conduct and conflict of interest policies, record retention policy, and other governance policies and practices and make recommendations to the Board as appropriate.

7. Evaluate the performance of the President at least annually against stated objectives and priorities.

8. As necessary, the Governance Committee with agreement from the Board will create an ad hoc Search Committee to identify candidates for the position of President in the event of termination or vacancy. The Search Committee will manage the process of identifying and evaluating qualified candidates and will make recommendations to the Board of Directors for action.

B. Finance Committee

Operations

1. The Committee will meet with such frequency as it may determine. The Chair of the Board will preside over Committee meetings. The presence of one-third (1/3) of the voting members of the committee shall be necessary to constitute a quorum for the transaction of business. Remote attendance and electronic voting are acceptable.

2. Committee approvals will require a vote of a simple majority of the Committee members present at a meeting at which a quorum is present.

   The Committee will report its activities to the Board on a regular basis and will keep minutes of its meetings.

3. The Committee may invite any director, officer, employee, outside advisor or other individual who is not a Committee member to attend Committee meetings or meet with Committee members, but such persons will not have voting power and will not be held out as Committee members.

4. The chief financial officer will serve as the Committee's staff liaison.

5. The Committee will review this charter periodically and recommend any proposed changes to the Governance Committee for review and presentation to the Board for approval.

Responsibilities

1. Review and make recommendations to the Board regarding the institution's budget, including the process used in developing the budget.

2. Review periodically operating cash flows, liquidity position, and operating (revenue and expense) performance against budget and projections.

3. Lead Board review of institution's plans to ensure long-term financial sustainability.

4. Review regularly developments in relevant state and federal funding programs and requirements and the institution's compliance with such requirements.

5. Review and make recommendations to the Board regarding the establishment and termination of banking and similar relationships.

6. Review the institution's investments, including investment objectives, strategy, reporting, and performance, and monitor execution against Adler's investment policy.

7. Review the performance and make recommendations to the Board on the retention and, when appropriate, termination of the independent auditor, and negotiate the terms of engagement subject to Board approval.

8. Meet with the auditor and staff to discuss the audit plan, the annual financial statements and the completed audit.

9. Review the audit and determine whether to recommend acceptance of the audit to the Board.

2.7 Marketing Communication

Institutional stability relies on attracting new students and retaining current students, and effective communication is key to accomplishing both. The following communication plan sets the communications framework for AGS's marketing project. It will serve as a guide for communications throughout the transition to the new campus facility and will be updated as communication needs change. This plan identifies and defines the roles of persons involved in this project. This plan informs the community of the change in location as well as perpetuates the AGS brand. In addition, this plan is transferrable to social media marketing for the sustainability of AGS according to the Institutional Effectiveness Plan and the recruitment of new students.

By transitioning to a new location, we are offering prospective and current students a refreshed atmosphere, more facility benefits, branding/positioning AGS as a leader in continuing education and providing awareness to our community outreach.

Section 1. Strategy Overview

Target Audiences

1. Prospective Students
2. Current Students
3. Alumni & Donors
4. Staff, faculty, and board members
5. Community partners

Online Communication Objectives

1. Inform the community, alumni, students, faculty, staff, and prospective students in school changes.
2. Position the school as an elite graduate school and leader in its field.
3. Attract prospective students.
4. Attract new donors.

Section 2. Communication Platforms

Communication Channels, Target Audience & Message Frequency

1. **Website**
    - Update landing pages / footer with appropriate contact information
    - Update video and photos to reflect new location / branding (see pt 3)
    - News Articles in conjunction with Bi-monthly newsletter
    - **Target audience** includes:
        i. Prospective students
        ii. Community Partners
        iii. Faculty, staff, & board

2. **Email Marketing**
    - E-newsletter bi-monthly
    - Periodic email blasts around one key point/issue
    - **Target audiences**
        i. Current students
        ii. Alumni & Donors
        iii. Staff, faculty, & board
        iv. Community Partners
3. **Video**
    - Gather materials for updating videos online (featuring new building, amenities, & updated faculty)
    - Replace on website, YouTube, & Social
    - Gather short clips of building renovations, completion, & move-in to build excitement and showcase school
    - Showcase live video to build hype and help boost branding
    - **Target audience**
        i. Community Outreach

ii. Prospective Students
iii. Current students
iv. Faculty & Staff

4. **Print**
    - Up ad frequency to reflect benefits of new location
    - Update all print material – business cards, viewbooks, handouts, letterhead, templates (disperse as needed)
    - Prepare and send PR release
    - **Target audience**
        i. Community Outreach
        ii. Prospective Students

5. **Facebook**
    - Multiple updates each week
    - Periodic promoted posts for excellent resources or important messages
    - **Target audience**
        i. Community Outreach
        ii. Prospective Students
        iii. Alumni

6. **Twitter**
    - Multiple tweets each day
    - **Target audiences**:
        i. Community Outreach
        ii. Prospective Students
        iii. Alumni
        iv. Community Partners

7. **YouTube**
    - New video each month to then share across other platforms
    - Replace outdated videos of Adler Why with new promos
    - Target audiences: all

8. **LinkedIn**
    - Multiple updates each week
    - Periodic promoted posts for excellent resources or important messages

- **Target audience**
    i. Community Outreach
    ii. Prospective Students
    iii. Alumni
    iv. Staff, faculty, & board

9. **Instagram**
    - Multiple updates per month
    - Periodic promoted posts for excellent resources or important messages
    - **Target audience**
        i. Community Outreach
        ii. Prospective Students

10. **In House**
    - Display move in email signatures
    - Finalize updated email signatures
    - Draft out of office if necessary during move
    - Update address on all associated web locations (search webs, google, maps)
    - **Target audience**
        i. Faculty, staff, & board

Section 3. Messaging

A. Article Topics To Publish on Website (and send out via email)

Moving Location Approved

- Announcement of sale and purchase
- Why new building
- New building visual
- Our vision for the space
- Staying in touch for updates

Making it Our Space

- Before & after visuals
- New facility benefits
- Space to fit all needs

Building Updates

- Completed so far
- What's left to do
- Moving in starts

Welcome To Our New Digs

- Moved in
- New space visuals
- Classes begin
- Update addresses

B. Daily/Weekly Messaging Topics for Social Media

In this section we want to detail some of the topics we know will resonate with our target audiences and strengthen our search engine optimization.

Topic 1 (60%) – Stories from the Field

- New building visuals
- Build outs – new benefits listed
- Building updates – what you can expect
- Painting completion & sneak peek
- Move in completion w/staff & faculty
- Getting ready for 1st day of classes

Topic 2 (20%) – Organization News

- Moving location announcement
- Dates of when we expect to move
- Updates as seen fit
- Moving date announced
- Address announcement
- Classes begin in new building

Topic 3 (10%) – Inspirational Quotes

- New year, new you, new location
- Change inspiration
- Adler Why video creation and replacement

Section 4 Key Dates - 2018

Feb

- Feb 15: announcement of sale / purchase
    - Newsletter email
- Feb 26: secure ad placement

March

- March 1: begin assembling print material for ad placement
- March 12: current building close date
- March 31: new building close date

April

- April 1: build out begins
- April 5: set email signature with notification of move for all faculty & staff
- April 5-10: announcement of sale / purchase
    - Social media announcement
    - Press release
    - Web article
- April 10: bi-monthly email notification of updates/progress on new building; list amenities and build hype / branding
- April 15: tentative move in date set – notify faculty & staff of process for moving
- April 15: expand on buildout via email, blog, & social media

May

- May 1: expand out in process via blog & social media
- May 5: Print material with updated location (business cards, handouts, etc)
- May 15: invite to grand opening via social media and CC
- May 30: Move in Date Set – notify students of process for moving, when classes will resume in new location
- May 28: before & after demo via blog & social media
- May 31: update location on associated web pages

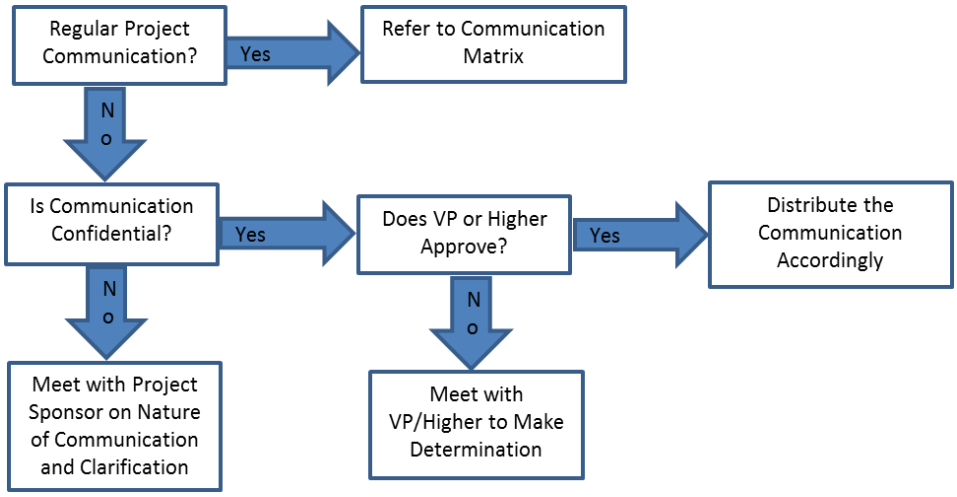
June

- Continue move in process as needed
- June 10: final product of buildouts with reminder of grand opening via blog, social media, & CC
- June 15: Begin video replacement / updates
- June 12: Update email signatures with template for all faculty & staff
- June 20: Grand Opening – allow Alumni, Donors, Community Partners, Prospective Students, Faculty, Staff, etc. to attend a gathering / walk through of the completed building

- Set up event details
- Send preliminary RSVP / secondary email notifications

Section 5 Communication Flowchart

The communication flowchart below was created to aid in project communication. This flowchart provides a framework for the project team to follow for this project. However, there may be occasions or situations which fall outside of the communication flowchart where additional clarification is necessary. In these situations, the marketing department is responsible for discussing the communication with the President and making a determination on how to proceed.



Section 6

As the offering of online programs eliminates geographic limits, when considering market positioning it is also important to consider other schools that offer fully online programs. As discussed in Appendix C, factors affecting our positioning in relation to these institutions include, in addition to cost and on time graduation rates, ability of graduates to obtain licensure and/or to pursue additional education, such as doctoral degrees, and quality and uniqueness of the education provided.

When analyzing our product, we identify 1) quality of education, 2) quality of student support (directly related to on time graduation and therefore affordability), and 3) universality of the degree for advancement of career goals as areas central to AGS' market positioning and, as such, the focus for strategic investments.

3.2 Our Product: Quality Education

As described in our mission statement, AGS is dedicated to providing quality education that follows Adlerian principles, acknowledges, respects, and supports diversity, and promotes institutional stability. In order to improve our ability to evaluate the quality and effectiveness of the education provided by AGS the school has joined and participated in the Higher Learning Commission's Assessment Academy for the last 4 years. As a result of this initiative the Academic Unit of the school has developed an assessment plan to evaluate all aspects of the education provided by AGS, including student learning, curriculum, instruction delivery, co-curricular activities (ex: field experience), and advising. The process used in program assessment is illustrated in **Appendix B**. In addition, a plan for development and monitoring institutional effectiveness was developed and implemented in 2018 (**Appendix A**).

In order to meet the highest standards in counselor education, the academic unit engaged in a process of aligning curricula with the standards established by the Council for Accreditation of Counseling and Related Programs (CACREP; for core curriculum, clinical mental health counseling, and Co-Occurring disorders), by the Minnesota Board of Teaching (for school counseling), and by the Commission on Accreditation of Allied Health Education Programs (CAAHEP, for art therapy). There are no specialty standards available to guide the Applied Adlerian Psychology competencies, but criteria used for curriculum development and evaluation of student learning for this program follow a process equivalent to that used for the other programs. In addition, students entering the program from Summer 2018 forward will develop a portfolio that demonstrates the developmental process they engage during their career at AGS in the development of knowledge, skills, and professional identity. Students who entered the program prior to 2018 will also be given the opportunity to opt into developing a portfolio rather than writing a master's thesis.

Other indicators of quality education are directly related to the quality of faculty and the institutional commitment to serve students of diverse backgrounds and with different learning styles. AGS has recently made a commitment to high quality graduate education by hiring 12 full-time faculty members, five of which hold doctoral degrees in Counselor Education and Supervision, one with an unrelated doctoral degree and 18 years of experience as a counselor educator and program evaluator, and two who hold doctoral degrees in education. Ten of the new hires carry an advising load in their respective specialty area, to offer students not only academic support, but also mentoring for development of professional identity. One counselor educator (instead of an administrative staff member as done in most online schools) directs online education and evaluation and is current on both educational technology and trends in counseling and counselor education, and another full time faculty member leads curriculum development.

With the creation of a full-time faculty model, the intentional recruitment of faculty who hold doctoral degrees in Counselor Education and Supervision, and the curriculum overhaul that was started in March of 2018 and will be concluded by Spring 2019, AGS has made significant progress toward meeting CACREP-accreditation standards. Continued movement toward

accreditation, with the necessary commitment of resources, is likely to place the school in a position that would allow us to start the process of seeking accreditation as early as Winter 2020.

In addition to the support offered by program advisors, students also have writing and research support available, offered by the writing center and the librarian, and technology support offered by the technology department staff and by the director of online education. As discussed by Randick and Cummins (2018), however, virtual education no longer relies only on platforms such as Backboard and Moodle but must incorporate mobile technology, as well. The process of collecting data will determine whether AGS' human resources available in the student advising and technology areas are sufficient to meet demand and whether either a re-distribution of current financial resources or additional financial resources are necessary in order to meet student needs.

4. Financial Factors

As indicated in prior sections the strategic investment in quality and programmatic initiatives is crucial to the competitiveness and sustainability of AGS.

5. Three-year Business Plan

In today's higher education market, prospective and current students can choose educational institutions that provide the best educational value, independently of geographical limits. When determining educational value, students consider 1) future employability and career goals; 2) quality of education itself; 3) quality of the support offered by the institution, including support for both academic success and for the development of a strong professional identity; and 4) affordability of the education offered.

Furthermore, institutions which rely exclusively on tuition are struggling to maintain long term sustainability and are charged with identifying and implementing strategies for securing tuition-independent finding, with the long-term goal of creating an endowment fund that can guarantee support for long-term operations.

This higher education reality places AGS in a position that requires a several prong business plan, addressing both improvement of the educational value offered and raising of tuition-independent funding. This business plan includes the following strategic priorities with the corresponding necessary strategic investments.

5.1– Strategic Priority 1: Quality Education

- Development of a faculty body that meets national accreditation standards, supports the core values and institutional goas of AGS, and provides excellent

instruction, advising, and modeling of a strong professional identity. Steps necessary for achievement of this goal include:

- Recruitment of a critical mass of qualified full time faculty to meet national specialty-specific accreditation standards;
- Retention of current and newly recruited quality faculty, which is directly related to 1) the availability and quality of professional development opportunities; 2) opportunity for career progression; 3) a positive and engaging work environment; and 4) a benefits package that reflects the institution's commitment to its employees.

Specific strategic investments required to address this strategic priority include:

- Hiring of faculty who hold a doctoral degree in Counselor Education and Supervision, preferably from a CACREP- accredited program;
- Providing professional development opportunities both internally and externally;
- Implementing initiatives aimed at increasing faculty and staff cohesiveness and sense of belonging;
- Providing opportunities for faculty and staff to invest in a retirement plan, initially without employer contribution but with a long term goal (as AGS' financial picture improves) of initiating some level of employer contribution to individual plans.

- Development of competent technology infrastructure to support high quality online education. Steps necessary for achievement of this goal include:
  - Securing technology human resources competent in educational technology;
  - Maintaining a technology network that is sufficient to meet the needs of students and faculty.
  - Maintaining cyber security through third party vendors and IT best practices around safety and securing personal information

  Specific investments required to address this strategic priority include:
  - Providing necessary training for current technology personnel and/or recruiting new human resources trained in education technology;
  - Carefully monitoring new developments in educational technology to determine upgrade needs;
  - Maintenance of current hardware and hardware replacement as necessary;
  - Investing in secure cloud based secure networks and student information systems.

5.2 – Strategic Priority 2: Quality of the support offered to students

- Identifying type of support that results in maximum return and intentional allocation of funds to these areas.

5.3 – Strategic Priority 3: Optimization of Operations

- Analysis of cost-benefit of different components of daily operations, followed by development of strategies for optimization.

5.4 – Strategic Priority 4: Fundraising

- Fundraising plan.
    - Minor gifts: Development cards have been created to encourage gifts for individuals; this development cards are showcased in open houses, commencement, and other AGS public functions. Other strategies related to this goal include brand development and webpage re-design, and cultivation of alumni relationship with the school.
    - Major gifts: A development plan has been established, which includes the use of a third-party manager for major gifts leading to endowments. The goal of the 3-year development plan is to have endowments totaling $300,000.00. A significant component of this strategy involves training of the AGS Board of Trustees to engage in fundraising.

6. Conclusion: Investment Initiatives for the Future

The AGS Board has approved the following strategic investments using the surplus from the sale of the Richfield building, approximately $2 million, and approximately $1 million remaining after the build out of the Minnetonka building:

- To continue to invest in full-time faculty to enable eventual CACREP accreditation
- To increase faculty retention by providing retirement plan with the goal of using any surplus to distribute as an employer contribution equally amongst participants
- To invest in Admissions efforts to build enrollment levels and tuition revenues
- To invest in Resource Development efforts to increase the competitiveness of the institution
- To invest in technology and online educational delivery to increase the competitiveness of the institution and meet the expectations of potential students and their future employers

- Invest in cyber security and safeguarding private student and employee data.
- Expand Student Success Services to support the growing needs of our students, creating community and a network of support.
- To establish an development plan to support the mission and values and operations of the Adler Graduate School, connecting and involving the friends of AGS to our history and legacy.

At this time, any surplus will be held in liquid short-term investments to be drawn upon as needed while this plan is being implemented.

Appendix A – Institutional Effectiveness Progress Report

Institutional Effectiveness Improvement Progress Report

Based on 2018-2019 Institutional Effectiveness Improvement Plan finalized 7/11/18

Submitted to the Adler Graduate School Board of Directors

President: Jeffrey Allen

Prepared by: Solange Ribeiro

November 2018

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Christina Hilpipre-Frischman (ADM performance indicators)
Solange Ribeiro (ACA performance indicators; additional contributors: program Chairs and director of assessment and online education)
Meg Whiston (SSS performance indicators

Institutional Effectiveness Improvement Progress Report

Priority #1- Exceptional Education: Provide quality graduate education.

Goal 1.1: To provide an academic educational programming that meets standards of best practice

1.1.1 Intentional programming – curriculum development. (ACA)

- All academic standards established by ACATE, the MN BOT, and CACREP have been mapped to the curriculum.
- Standards from each core and specialty areas have been identified to serve as key performance indicators (KPIs).
- Student learning objectives (SLOs) at three different developmental levels (according to Bloom's taxonomy) have been identified for each KPI (for most KPIs).
- All KPIs for core and specialty areas have been mapped to the curriculum
- Syllabi are being systematically reviewed for incorporation of the assigned standards, student learning objectives, signature assignments to measure SLOs associated with KPIs (and the corresponding rubrics) are being developed and introduced as each course is reviewed.
- The whole curriculum has been examined in order to determine developmental progression and pre-requisites were introduced to the course sequence when necessary.

1.1.2 Program change: introduce portfolio. (ACA)

- Portfolio manual has been developed.
- Portfolio structure has been set up in LiveText and a portfolio pilot has been conducted with five students during the summer term.
- Feedback from the students and faculty who participated in the pilot has been incorporated and the corresponding changes have been made to content and/or process of portfolio development.
- Portfolio has replaced master's project in the 2018-2019 catalogue, and all students admitted in Summer 2018 or after will develop a professional portfolio rather than a masters' project.
- Based on feedback received from students who participated in the pilot (who stated the belief that all students would benefit from the opportunity to develop a professional portfolio), the faculty is engaged in developing a process to allow current students (admitted prior to Summer 2018) the opportunity to choose between master's project and professional portfolio. The roll-out of this initiative is expected to go out to students by the end of the Fall term.

1.1.3 Intentional scheduling. (ACA)

- The master schedule for the current year (2018-2019) was created with a developmental sequence in mind. This schedule went in effect Summer term, and therefore data for evaluating this goal are not available yet.

1.1.4 Support of portfolio development. (SSS)

- Given new syllabi and writing rubrics, Writing Center staff consistently promote use of the various writing rubrics as they relate to course assignments/expectations PRIOR TO beginning the writing assignment. This is a new practice as many students wrote assignments first and then tried to align it with the writing rubric afterwards.

1.1.5 New initiative: student orientation. (SSS)

- As of summer, 2018, Student Support Services was included in the new Student Orientation. All Support Services were introduced and students were encouraged to ask questions. ADA accommodations were mentioned as one support service. Within 24 hours of presenting information at the Orientation, three requests for ADA accommodation were received. This enabled a prompt reply with an application form and students were able to pursue necessary documentation in a timely way

1.1.6 Graduate support. (A/F)

- Director of Financial Aid is gathering resources relating to financial literacy, with an emphasis on student loan indebtedness/repayment; Once compiled, will be working with Marketing/Social Media/Communication Specialist to develop webpage; On track for competition by due date (12/31/18)

Goal 1.2: To engage in continuous improvement driven by assessment of student learning outcomes.

1.2.1 Systematic engagement in program evaluation. (ACA)

A - Development of assessment plan

- KPIs have been identified for core and specialty curriculum
- SLOs have been identified for most KPIs
- Seven courses have been updated to incorporate all aspects of the new curriculum; courses/syllabi updating is on target to be completed by the target deadline of Spring 2019.
- Comprehensive program assessment plan is complete and include: student learning and dispositions, quality of field experience, faculty effectiveness,

advising, analysis of retention, persistence, and completion, quality of student experience.

B - Data collection and analysis

- Student learning data collection started Summer 2018; first round of data analysis to start at the end of Fall 2018.
- Formative data collection regarding quality of student experience started Spring 2018, with survey performed by Student Success Services. Data related to academics indicated the need to improve advising and support offered to students for field experience placement. This resulted in the implementation of a new advising model; in addition. Field experience coordinators are engaged in a process to streamline field experience support.
- Summative data collection related to quality of student experience to start with students graduating in Fall 2018. All graduating students will be systematically asked to fill out an exit survey that addresses not only learning but also other areas of the academic student experience.

A schematic representation of the program assessment plan and a table with areas being assessed and timetable for data collection and analysis can be found in Appendix A.

1.2.2 Tracking of effectiveness of career support services. (SSS)

- After a student accesses the Career Specialist for career assistance, a Survey is sent to the student or alum assessing services received. The results are collected and reviewed for effectiveness. Results have been very positive so this reinforces our current approach to career support

1.2.3 Systematic evaluation of student support needs. (SSS)

- A Student Services survey was given in spring, 2018. We learned more about students' needs and wants. Students reported a need for self-care to address stress. Nexus, an online mindful meditation, is being completed and will be offered to students by the end of November.
- Students accessing the Writing Center have many questions about the use of Track Changes. On November 8th, Michael Grohs will host an online Zoom tutorial for any student seeking assistance with Track Changes. This session will be recorded and then housed on the Adler website for all to access within the Writing Center link.
- Writing Center log tracks ESL/ELL needs and usage. We are using more individual language dictionaries to assist with specific translation needs.

Goal 1.3: To promote student professional development through student-faculty interactions in and out of the classroom.

1.3.1 Improved advising. (ACA)

- With the introduction of a full-time faculty model, all students have been assigned a faculty advisor.
- New students are assigned an advisor upon admission; advisors communicate with students immediately following admissions and work with students on developing a developmentally appropriate plan of study.
- An intrusive model of advising has been introduced, according to which advisors initiate regular contact with students even when there is no indication that a student is struggling.
- Imbedded in the professional portfolio are 3 touchpoints in which students must meet with advisors to discuss progress in the portfolio development.
- Advisors are coordinated by a program Chair who has been designated as advising coordinator (coordinates the structure of advising and training of all advisors).
- Advisors have been trained on portfolio development and evaluation, on student dispositions evaluation, and on the 2018-2019 student catalogue policies most relevant to academics.

1.3.2 Tracking of student professional identity development. (ACA)

- Focus and process of evaluation of students' professional dispositions have been determined. New students are being introduced to this process during orientation. Data collection has started for students that demonstrate reasons for concern, and systematic data collection (with dispositions evaluations at pre-determined points during the program for all students) will start in Winter term.
- With the implementation of professional portfolio, advisors will track development of professional identity at each of the checkpoints (first check point for students admitted in Summer 18 is expected to take place in Winter 2019)

1.3.3 Staff involvement in activities that promote student professional development. Professional writing according to Counseling Standards. (SSS)

- The Writing Center team will be meeting with Academics on Nov. 14, 2018 to review portfolio rollout and best ways to support students as they submit portfolio artifacts.

1.3.4 Improved access to writing support. (SSS)

- Student Support Services is now offering online Writing support with dedicated hours, weekly, for all students.

1.3.5 Via career services, offer programs on small business skills such as marketing, money management, how to have a thriving practice. (SSS)

- Via Career Support, we are offering assistance for students to create LinkedIn profiles/accounts.

Goal 1.4: To Employ Highly Qualified Staff, Faculty and Administrators

1.4.1 Criteria for minimum qualification of faculty are established and used to inform hiring of new faculty and/or continuation of current faculty. (ACA)

Criteria for minimum qualification of faculty have been developed and implemented. All faculty in the master-level programs must meet all of the following criteria:

- Education (must meet one of the following options):
  - Earned Doctorate (Ph.D. or Ed.D) in Counselor Education and Supervision (preferable from a CACREP-accredited institution) or equivalent program in specific counseling discipline, or
  - Earned Master's Degree in Counseling or related field with 5 years of clinical/ direct experience, or
  - A Master's degree in the discipline or subfield in which they teach and at least 18-semester hour credits of Ph.D. or Ed.D. Graduate coursework in the discipline or subfield in which they teach and currently completing a Ph.D. or Ed.D.
- A record of professional identity, research, and scholarly contributions to the field, as evidenced by education, clinical experience, professional affiliations, professional presentations, service related committee work, publications, art making and exhibiting, etc.
- Training in Adlerian Psychology or commitment to the development of proficiency in Adlerian Psychology and evidence of compatibility with the Mission, Vision, and Values of the Adler Graduate School.
- A minimum of 1 year experience of teaching experience preferably in a post-secondary or college institution.
- Hold a clinical license/ national certification
- Documented professional experience and competency in working with culturally diverse populations.
- Qualify for the credential of Board Approved Supervisor

1.4.2 Recruitment and retention of high quality full-time faculty. (ACA)

A: Recruiting

- Faculty positions are advertised nationally, via channels used by highly qualified counselor educators for job search (ex: CESNET, a listserv specific to counselor educators and supervisors).
- Position educational and experiential requirements are clearly articulated in advertising materials and meet or exceed the criteria for minimum qualification of faculty discussed in 1.4.1.
- Applicants are required to submit a letter of interest that addresses the requirements and preferred qualities for the position, as well as a curriculum vita and list of contacts for recommendation
- Selected candidates undergo a first round of screening interviews with program leadership team.
- Candidates being considered for hiring undergo a second round of interviews with the search committee (3-5 full-time faculty members), which includes a teaching demonstration and an interview that explores different areas of professional functioning (knowledge and experience in specialty area and Adlerian psychology, leadership skills and experience in curriculum and student development, multicultural competence, and interpersonal skills). Following these interviews, the search committee makes a recommendation to the president for hiring.

B: Retention

- New faculty undergo an orientation process facilitated by the professional development coordinator.
- Each new faculty member receives one-on-one training on the use of educational technology (Moodle, VoiceTread) with the director of online education and assessment.
- All faculty receive support from Chair and the director of quality assurance and academic affairs for course development.
- In-house systematic training events are offered to support faculty development.
- Faculty receive financial support to participate in external professional development events (conferences, workshops, etc.).
- Faculty advising function is supported by the coordinator of advising.
- Instruction is supported and overseen by Chairs and the directors of online education and assessment and of quality assurance and academic affairs; faculty receive one-on-one supervision as needed to improve success.
- Annual faculty evaluations include a plan for continued professional growth.

1.4.3 Timely systematic faculty evaluation. (ACA)

A: Plan development

- Faculty evaluation plan was developed by program Chairs and Director of Academic Affairs. Evaluation criteria for full-time faculty are based on teaching effectiveness and performance on the other areas defined in the job description; these include service and scholarship activities. Teaching evaluation for full-time faculty includes two observations/year, one by program Chair and one by a peer. Evaluation of part-time faculty will focus only on teaching; part-time faculty will be observed once per year, by program Chair. Rubrics for performance evaluation in all three areas (teaching, service, and scholarship) were developed and included in a form that will be used to record assessment and to provide feedback for full-time faculty; faculty will use the same form for self-evaluation, which will happen prior to evaluation meeting with program Chair. Improvement plans will be developed for each faculty member, as necessary.

B: Plan implementation

- Teaching observations started in Fall 2018
- Full performance evaluations will be performed in the last term of each school year (Spring).
- Specific individual deficits will be addressed if/when they are observed, independently of formally scheduled performance evaluations. This includes meetings with program Chair for development of an improvement plan and referral to the professional development coordinator for further support.

The criteria for faculty performance evaluation are described in Appendices B-1 (teaching evaluation) and B-2 (comprehensive performance evaluation).

1.4.4 Admission staff meet industry qualification standards. (ADM)

- New position descriptions were created for Marketing and Communications Specialist and Assistant Director of Admissions positions.
- A Marketing and Communications Specialist was hired and began work 10/9/18.
- Position description for Admissions Coordinator is still in progress, to be completed 11/3018

1.4.5 Student Success/Writing Center staff meets "expert in writing qualifications". (SSS)

A. Develop a professional development plan

- Performance Dialogues were completed with all Writing Center staff in September/October 2018. Each Performance review included plans for

professional development opportunities to enhance individuals' skills and interests

B. Writing Center employs a certified ELL staff person

- The writing center continues to employ a certified ELL.

1.4.6 Performance Evaluation Process for all staff is implemented. (A/F)

- Human Resource Assistant is currently gathering examples of performance evaluation models to assist with development of process; On track to have process developed by due date (12/31/18).

1.4.7 Orientation Process for all faculty and staff is developed and implemented. (A/F)

- Orientation process for new faculty and staff has been developed by Human Resource Assistant and Professional Development Coordinator and was piloted in October 2018; Will be continued on a quarterly basis.

Goal 1.5: To promote faculty development that enhances teaching and supports lifelong learning

1.5.1 Faculty attends internal and external professional development events. (ACA)

- A full-time faculty member was appointed to the position of development coordinator and charged with creating an internal professional development program for all faculty. This program will include internal facilitators and external presenters.
- Internal professional development events were conducted on August 29 and October 26, 2018. The first event was facilitated by AGS faculty members and focused on creating an Adlerian classroom, on real-time formative evaluation of instructor effectiveness (student/instructor feedback loop), and on multicultural/social justice instructor competence (inclusiveness and prevention of microaggressions). The second event was presented by Stephen Brookfield, who is internationally known as an expert in adult education, and focused on classroom engagement and inclusivity.
- A process is under development for obtaining faculty (full- and part-time) feedback on the best way to designate funds for external professional development events.

1.5.2 Faculty and staff development curriculum. (ACA)

- The professional development coordinator has developed a process for faculty development that starts with an onboarding program for all new faculty, followed by 6 professional development days per school year. Dates for the 2018-19 school year are: August 29, October 26, December 19, February 8, April 10, and June 7. The first onboarding event took place on September 29, for individuals who joined the AGS faculty in Fall term. Future onboarding events will be scheduled according to need (as new faculty are recruited).
- Topics identified for future faculty training include:
    - Adlerian topics, aimed at increasing the depth of faculty's understanding of Adlerian psychology and its application to the classroom and workplace.
    - Andragogy themes such as: understanding the classroom and what students value in teachers; creative lectures; advanced methods for facilitating discussions; teaching in diverse classrooms; understanding and responding to students' resistance; teaching online and the dynamics of online discussions; teaching about racism; helping students take responsibility for learning; developing class participation rubrics.
    - Targeted topics such as working with students who are survivors of trauma.
- The program described above is offered to both faculty and staff, and a number of staff members (including student success services, the director of alumni relations, and the librarian) have participated in the events already offered.
- An onboarding process for all new staff members still needs to be developed and is beyond the scope of academic affairs. The professional development coordinator will work with the office vice-president for finances and administration to develop this process, as well as a process to address developmental needs specific to non-instructional staff.

1.5.3 Faculty and staff professional development funding receives budget allocation based on programmatic and institutional needs. (A/F)

- Vice President for Finance and Administration is creating a budget advisory group consisting of Program Chairs and Institutional Unit Directors to provide input on development of 2019-20 budget, including allocation of professional development funds

Priority #2 - Adlerian Principles: Foster a culture that demonstrates Adlerian Principles

Goal 2.1: To integrate Adlerian Principles into all our educational activities

2.1.1 Core Adlerian competencies will be identified and integrated into all aspects of the curriculum. (ACA)

- Most of the effort of the academic department has been focused so far in aligning curricula with the standards of accrediting agencies. Adlerian competencies have been added to the courses that have been reviewed, however a map identifying all Adlerian competencies to be developed via curricular and extra-curricular activities and mapping those competencies to the curriculum according to a developmental process has not been developed yet.
- A task group to identify and map these Adlerian competencies will be formed following the roll-out of the professional portfolio and this task is expected to be finished in Winter 2019.

2.1.2 AGS provides faculty and staff trainings that promote a sense of belonging and significance and will encourage faculty and staff to contribute at institutional and community levels. (ACA)

- All faculty trainings include opportunities to interact and share ideas in response to the content being presented.
- Small groups of faculty will provide the professional development coordinator with input and assistance in the future development of trainings.
- Faculty is very motivated to continue the "in house" application of the material and discussion process provided by Stephen Brookfield. We anticipate Dr. Brookfield returning at a future training opportunity.
- Considerable interest has been developed in more training on Adlerian strategies and techniques. Our December staff training session will focus on Lifestyle Analysis and will be provided by Sue Brokaw.

2.1.3 Activities to strengthen students' Adlerian identity are incorporated in all Special Projects. (ACA)

- Cross curricular assignments are being added to ensure we are building on Adlerian information. For example, in 512 the students are writing a short paper on an Adlerian concept they learned in 511. The SPT paper has to incorporate 1 Adlerian article. For example, if a student is writing about eating disorders they will include at least one Adlerian article that discusses a concept that is related to this topic.

2.1.4 Student Success Services emphasizes encouragement when working with all students. (SSS)

- Encouragement comes with connection. Writing Center staff greet each person who comes in to work in the Writing Center. Staff ask for the student's name, if not known, so that student can be addressed by first name when returning.

2.1.5 Writing Center offers a collection of resources and references for students seeking Adlerian materials for use in any class. (SSS)

- Hard copies for all Adlerian texts are now kept in the Writing Center to assist students seeking Adlerian materials. This has been helpful since there are few available 'reserve' copies in the Library and students may want access to materials when the library is not open.

2.1.6 Incorporation of Adlerian concepts in New Student Orientation. (ADM)

- Both the summer and fall 2018 orientations included a section on the Adlerian Community of AGS and was offered to in-house and online students. The online session for fall 2018 was recorded and sent to all new students via email as well.

Goal 2.2: To practice Adlerian Principles throughout our campus community

2.2.1 Academic unit follows a shared leadership model that values everyone's contributions and promotes a sense of shared ownership and accountability. (ACA)

- A shared leadership model has been implemented for the Academics Department and is represented in Appendix C.
- Academic Council has been expanded to include the registrar and the librarian, in addition to the program Chairs, the director of online education and assessment, the director of quality assurance and academic affairs, and the president. Academic council meets twice a month to discuss and act on program concerns and recommendations.
- The president is responsible for direct supervision of the program Chairs and for providing the resources necessary for their professional development.
- The director of assessment and online education is responsible for coordinating the development and, upon approval by academic council, implementation of online education policies and procedures. This includes providing training on these policies and procedures to faculty who have not previously taught online courses at AGS and to current online faculty members who need extra support in online teaching. She is also responsible for data collection for program assessment and for collaborating with the Chairs and the director of quality assurance and academic affairs to develop and implement program assessment plans.
- The director of quality assurance and academic affairs is responsible for coordinating curriculum development and implementation and for assisting program Chairs in monitoring the quality of instruction being delivered. She is also responsible for collaborating with the program Chairs and the director of online education and assessment to develop and implement program assessment plans, and for offering one-on-one support to program Chairs as needed.

- All faculty play a role in leading different aspects of program development, implementation, and/or assessment.

2.2.2 Admissions utilize Adlerian concepts through a holistic review of applicants for admission. (ADM)

- Admissions criteria are clearly articulated on the admissions website. http://alfredadler.edu/admissions/status-levels

2.2.3 Admissions unit actively promotes scholarships to community partners. (ADM)

- Co-branded scholarship flyers have been sent to community partners.
- Scholarship partners listed on the website will be contacted by 12/31/18 for annual check-in.

2.2.4 Tuition discount for tribal community members. (ADM)

- Two applicants applied for the tribal scholarship from summer and fall 2018 terms
- Recruitment trip to Fond du Lac Tribal and Community College for the Minnesota American Indian Institute on Alcohol and Drug Studies occurred 7/30-7/31/18

2.2.5 Minimum of two college-wide employee engagement activities per year. (A/F)

- Social Interest Committee has been developed to plan and organize employee engagement activities; Employee Appreciation Event was held in September 2018; Holiday Potluck will be held in December 2018

Goal 2.3: To demonstrate Adlerian Principles through community activities.

2.3.1 Practicum and internship experiences will include opportunities for students to incorporate Adlerian Principles in their work and to demonstrate social interest in action. (ACA)

- School Counseling does this in Practicum by including the Goals of Misbehavior into student and case reviews required by each student, and in internship by applying the Consultation model into instruction and video reviews when appropriate.
- Faculty supervision of clinical internship includes looking at all clients through an Adlerian lens, independently of the theoretical orientation of the internship site.

2.3.2 Academic unit provides supervision training for field experience site supervisors to promote a sense of belonging and demonstrate social interest in action. (ACA)

- The school counseling program does Adlerian trainings each year in the 3 big school districts for all school counselors, on a topic from an Adlerian lens.
- The art therapy program has a training for site supervisors who work with their students, focused especially on art therapy supervision.
- A 2-hour training on Ethics in Clinical Supervision will be offered to all interested field experience site supervisors on November 27, 2018

2.3.3 Student Success Services unit considers partnerships for promotion of global transformation. (SSS)

- June/July/August 2018: Twins tickets were donated by community partners. Staff were able to sign up for tickets and students were selected from the Writing Center log (indicating a visit to the Writing Center).
- September 2018: Flash Fiction contest to encourage creative thinking and writing. An email was distributed to all students inviting a flash fiction paragraph related to a photograph of a woman in a boat reaching for the water. The winner's entry will be featured (with the actual photo) on the Writing Center bulletin board.
- October 2018: A pumpkin lantern was filled with candy corn and faculty, students, staff and alumni (during our open house) were asked to guess the number of candy corn in the lantern.
- November 2018: Reflective writing. Students and staff can submit a paragraph about three things that relate to gratitude. Entries will be reviewed and the 'winning entry' will be shared, if the writer gives permission.

2.3.4 Admissions unit actively supports community members by sponsoring booths in their conference expos/community events. (ADM)

- Minnesota American Indian Institute on Alcohol and Drug Studies expo 7/30-7/31/18
- MARRCH annual conference expo 10/29 – 10/31/18
- Promoted Art Lab RX, traveling art lab created by an AGS alumna

Priority # 3 - Diversity: Prepare all students for service to diverse communities

Goal 3.1: To seek out, identify, attract, and retain an increasingly diverse student body, staff, faculty, and board of directors to promote opportunities for understanding different perspectives

3.1.1 Interview process for new student admissions takes into consideration the applicant's lived experience and commitment to diversity and equity. (ACA)

- Applicants are instructed to address their multicultural life and work experience.
- Admission interviews intentionally address applicants' attitudes toward multiculturalism and social justice.

3.1.2 The Academic and Student Support units work in collaboration with the multiversity committee and the Professional Development Coordinator to provide professional development in topics of diversity and equity in order to promote faculty and staff recruitment and retention. (ACA)

- Topics of diversity and equity have been included in all trainings described in goal 1.5.
- The multiversity committee has been inactive in the past several months; its purpose needs to be re-evaluated and it is likely the committee will undergo a process of re-organization.

3.1.3 Admissions marketing strategies target diverse populations. (ADM)

- Recruitment at Fond du Lac Tribal and Community College July 2018
- Admissions has focused on regional, socioeconomic, gender, ethnic and age diversity by recruiting at the following events
    - Gustavus Adolphus College career fair 9/27/18
    - Grad School fair hosted at U of Minnesota 10/3/18
    - Grad School fair hosted at University of Illinois, Chicago 10/4/18
    - Grad School fair hosted at Creighton University, Omaha 10/5/18
    - Central WI Career Fair hosted at UW Stevens Point, 10/11/18
    - SW MN State University career fair, Marshall, 10/22/18
    - St. Mary's University career fair, Winonoa 10/24/18
    - Hamline University grad school panel, 11/7/18
- Photo shoot scheduled to obtain new pictures of our student body that are more representative of our current population than our old photos. Results will be used in marketing materials and website.

3.1.4 Admissions standards are clear and fair. (ADM)

- Standards are clearly stated on the website.
- Follow up still needs to occur with program directors regarding interview rubric.

3.1.5 Admissions demonstrate the inclusive environment of our campus through marketing materials and visual cues within the office. (ADM)

- Preferred pronoun buttons will be used at winter orientation 12/7/18
- Admissions staff has been encouraged to add preferred pronoun line in email signatures
- Photo shoot schedule for 11/17/18 to capture new, more representative images of our current student body
- Safe space signage options being explored.

3.1.6 Admissions plan that promotes enrollment of diverse students. (ADM)

- Still reviewing possible local scholarship partners to encourage ethnic diversity
- International recruitment plan rough draft developed

Goal 3.2: To sustain, improve, and promote a sense of safety, belonging, and significance for all students

3.2.1 Faculty strives to create learning environments that foster a sense of belonging. (ACA)

- This has been the main focus of the professional development trainings offered this year.
- Extent to which this is implemented in the classroom is one of the areas measured in the teaching evaluations that faculty is scheduled to undergo once (part-time faculty) or twice (full-time faculty) each year.

3.2.2 Signage in the Writing Center showcases diversity and globalism. (SSS)

- Though the Writing Center team continues to discuss best approach, we have not taken a specific action on this item yet.

3.2.3 Admissions unit includes themes of safety, belonging, and significance within the new student orientation programming. (ADM)

- New student orientation survey for fall students to be sent by 11/9/18 to assess

3.2.4 Admissions unit clearly articulates timelines and next steps for new students. (ADM)

- New student orientation survey for fall students to be sent by 11/9/18 to assess

3.2.5 AGS will develop, publish, and regularly review security policies and procedures with faculty, staff and students. (A/F)

- IT Department is currently developing a password change policy and procedures with a planned implementation for faculty and staff in December 2018; Vice President for Finance and Administration attended a breakout session on developing an Information Security Plan at CACUBO annual meeting and has shared information received with Leadership Team and Technology Committee

3.2.6 Ongoing Title IX training for faculty and staff which promotes awareness of ways to increase students' sense of safety and belonging. (A/F)

- Continuing to partner with Get Inclusive to deliver training to all new students and employees and refresher training to current employees; Monitoring mandatory completion by employees; Vice President for Finance and Administration will be revising existing Title IX policy to reflect new standards.

Goal 3.3: To increase multicultural counseling awareness, knowledge, and skills through curricular experiences

3.1.1 Community based multicultural experiences are integrated in curriculum. (ACA)

- As syllabi are being reviewed and revised, multicultural competencies are being included in all courses. The 2016 American Counseling Association (ACA) multicultural and social justice counseling competencies (MSJCC) are being used as a framework for curriculum development. This framework includes increasing students': a) awareness of their own cultural beliefs, attitudes, and behaviors (i.e. their own worldview); b) knowledge about others' cultural beliefs, attitudes, and behaviors (others' worldview); c) understanding of and skills for managing the dynamics created by the cultural differences between themselves and others; d) understanding and skills necessary to implement counseling and advocacy interventions. Some of the ways in each these competencies have been integrated into the curriculum are described below.
    - Both 523 (Multicultural Counseling) and Introduction to Field Experience have immersion experiences in which students are charged with spending time with individuals, families, or community groups of cultural background different from their own and then examining their own response to and learning from the experience.
    - Course 537 (Advanced Counseling Skills), includes a multicultural component in which students adapt the lifestyle assessment for use with a specific population (ex: Native American, geriatric, LGBTQ+, etc.) and write a narrative in support of these adaptations (evidence-based support). In addition, the lifestyle assessment performed for this assignment is shared with someone culturally different from the student, in order to elicit feedback as to how their culture might perceive such assessment, and how it may need to be adapted to better suit that population.
    - In 558 (Multicultural Art Therapy) the SPT is focused on the students' creation of a presentation on the intersection of historical and contemporary sociopolitical influences; art making purpose, process and media; perceptions and practices around mental health treatment and the identification of cultural, support and mental health resources. Each student is given a specific ethnic/cultural/immigrant

or refugee group who has a presence in our community. Their research/experience may include interviewing group members, visiting culturally significant locations, participating in culturally relevant events and visiting community resource agencies or mental healthcare providers. this experience is shared with the entire class via a narrated presentation posted on the course companion page.

The above are examples of the different ways in which the academic unit is integrating multicultural experiences into the curriculum. This process is being intentionally organized in order to meet all 4 levels of the multicultural and social justice counseling competences adopted by the ACA in 2016.

3.3.2 Writing Center uses specific learning culturally sensitive techniques for ELL students. (SSS)

- Flash fiction bulletin board in Writing Center emphasized international theme/image for month of October 2018.

3.3.3 Interactive world map bulletin board identifying (with pins) where an individual student/staff/faculty member has been. (SSS)

- Photos were taken of the Interactive world map bulletin board so we can keep an archive of our multicultural efforts over time. The bulletin board was dismantled when we moved to the new location.

Goal 3.4: To provide extra-curricular opportunities for students to develop multicultural and social justice counseling competencies

3.4.1 Multicultural Field and Social Interest programing and activities are available to students. (ACA)

- Several programs presented by the Adler Institute this calendar year focused on issues related to multicultural and social justice competence, such as spirituality and adverse childhood experiences. Trainings offered by the Adler Institute are free to students.
- All students are invited to participate in activities coordinated by the social interest committee (Chaired by the art therapy field experience coordinator), which to date has focused primarily on Holidays support of communities in need.
- The art therapy program launched the first international field experience for students. Four students and a faculty member traveled to Kinston Jamaica for an immersive cultural experience. They interacted with students and professionals in psychology, social work and the arts communities and provided experiential education workshops in classrooms and agencies. The students participated in an afterschool program for children who have experienced trauma and/or poverty and helped create a mural that is on display at the primary school.

- Art therapy students participate in a number of collaborative initiatives aimed at supporting persons with mental and/or physical disabilities. These include collaboration with the following:
    - Epilepsy Foundation. This collaboration is a grant-funded project; the grant supports purchase of materials, space rental, and stipends for students and student supervision. The Spring report of this initiative is found in Appendix D. It is anticipated that this program will be offered again in Spring 2019.
    - Open Circle, an adult daycare program administered by Augustana Care. This consists of monthly 2-hour group work with adults experiencing dementia/Alzheimer's disorder. This program is scheduled to culminate in May 2019 with a closing art exhibit. The AGS art studio receives some funding for materials.
    - Lifeworks, an organization that serves adults with developmental disabilities. This collaboration consisted of 6 monthly art making experiences and took place early in 2018. The experience culminated in an art exhibit at AGS.
    - Reach for Resources, an agency located near the AGS campus and serving community members struggling with mental or developmental disabilities. This collaboration was just established and will run through Spring 2019. The program consists of weekly art therapy groups; the collaborating agency provides materials and a stipend for space and student supervision.
- The School counseling program has contracts with three charter schools that had no counselors until their association with AGS started. Each of these schools has a multicultural dimension: One is a Chinese immersion school, one serves a student population that is 75% East African, and the third is racially mixed, has a larger than average special education student population, and a high number of students that qualify for free or reduced lunch. In each of these schools AGS School Counseling Service Center tailors services within the framework of an Adlerian internship training model.

3.4.2 Faculty Executive Committee will lead Social Interest Activities that promote student, faculty, and staff involvement with diverse communities. (ACA)

- The Faculty Executive Committee has been inactive and will be replaced with task-specific faculty work groups that include both full- and part-time faculty members. This goal hasn't been addressed yet.

Priority # 4 - Institutional Stability: Provide resources to support institutional stability

Goal 4.1: To ensure long-term institutional sustainability through diversified educational programming.

4.1.1 AGS provides relevant programming in 6 specialty areas for MA degree, 3 certificate options and Non-Academic Adler Institute Professional Development Training. (ACA)

- Master's degrees are offered in Applied Adlerian Psychology, Art Therapy, Counseling, with 3 specialty areas (clinical mental health, co-occurring disorders, and marriage and family), and School Counseling.
- The Applied Adlerian Psychology is a 35 credits program and replaced the Adlerian Studies program. The program aims to enhance human services professionals' effectiveness through an understanding of how an Adlerian framework can enhance the quality of the services they provide and through development of Adlerian leadership skills. The program has been approved by the Higher Learning Commission and the admissions department has started to intentionally promote the program to target audiences.
- The Adler Institute has offered 32 trainings in 2018.

4.1.2 AGS maintains current information regarding labor market needs, locally and nationally, to influence choice of offerings. (ACA)

- Labor market needs were researched prior to the development of the new Applied Adlerian Psychology program (Appendix E).
- Curriculum for the clinical programs is informed by trends in the profession, as discussed in the report submitted to the Board's Governance Committee (date September 14, 2018)

Goal 4.2: To monitor long-term institutional sustainability through enrollment management, tracking, and analysis

4.2.1 Academic Programs continue to track retention and graduation rates I in order to identify areas for improvement. (ACA)

- As the academic unit started to examine how this was being done in recent years, it became clear that no systematic process for tracking retention, attrition, persistence, and graduation rates had been in place (see report submitted to the HLC in February 2017; Appendix F). The registrar, or her own initiative, started manually tracking persistence in Fall 2016, and attrition in Summer 2017. These data can be seen in Appendix G). It is clear that a systematic process for tracking, analyzing and making decisions based on these variables needs to be developed. This is one of the priorities of the academic leadership at this moment, and the registrar is leading the process of investigating how we can utilize SONIS to collect and manage these data. In the meantime, we continue to track attrition and persistence. Our rate of attrition is very low; persistence (continuous enrollment

by a student) varied significantly in 2017 but has been steady in 2018 (79-85%). A process for tracking the reasons for variation has not been developed yet.

4.2.2 Advisors maintain contact with advisees at least on a quarterly basis. (ACA)

- Advisors meet with students during new student orientation.
- Portfolio development includes three touchpoints during the student's career at AGS.

4.2.3 Number of new students increases by 20% each year for the next three years. (ADM)

- Fall 2017 to fall 2018 new student increase = 10%
- 2017 to 2018 overall increase 5.4% after summer and fall 2018 terms
- Will continue to review after winter and spring 2019 terms

4.2.4 Enrollment numbers are distributed to key staff on a weekly basis. (ADM)

- Sent every Monday

4.2.5 "Grade report" Dashboard measuring goal process is completed on a weekly basis. (ADM)

- The president completes the grade report monthly based on the Monday admissions report

4.2.6 Detailed analysis of 3 – 5 alternative student information systems is conducted. (A/F)

- Vice President for Finance and Administration briefly talked with Jenzabar (current SIS vendor) representative at CACUBO annual meeting and will be reaching out to sales rep to gather more information; Will likely not have sufficient resources to replace current SIS system during 2019-20 fiscal year

Goal 4.3: To ensure long-term institutional sustainability through responsible resource management and development.

4.3.1 Data from program assessment plans are used to inform decisions about resource management. (ACA)

- Not enough data from the programs assessment plan have been collected yet to inform resource management decisions. This is expected to be achieved at the end of the assessment cycle (Spring/Summer 2019)
- Informal assessment has indicated a need for more offerings in online courses. As a result, more online instructors are necessary. For the time being, more on campus part- and full-time faculty have started to teach online, but the trend indicates that our next full-time faculty should be hired to fill the specific needs of online education (both teaching and advising).
- The increase in number of online courses and instructors has resulted in a need for more resources for online instructors. This includes an increase in the number of Zoom accounts owned by AGS and on the need to develop a training program for online instructors (This was developed by the director of online education and assessment).

4.3.2 AGS provides conditions that promote faculty retention. (ACA)

- This performance indicator was addressed in 1.4.2.B. Details of professional development opportunities available to faculty are described in 1.5.

4.3.3 ROI on each marketing and recruiting initiative is conducted. (ADM)

- Working to set up SONIS elements for tracking ROI
- Parker Lindo, the new marketing specialist is completing a review of all marketing which will result in the creation of a new ROI spreadsheet. The deadline for this spreadsheet was delayed due to the delayed hire of this position.

4.3.4 Comparison of actual vs. projected enrollment is completed each term. (A/F)

- Admissions director collects information which is shared at campus leadership meetings.

4.3.5 Future enrollment is projected using results of 4.3.4. (A/F)

- Actual enrollment by term is being compared against projected enrollment and results are being used by Vice President for Finance and Administration to revise current year budget projections on a quarterly basis and will be used to develop enrollment projections for 2019-20 fiscal year.

4.3.6 Development of fundraising plan with sufficient resources for implementation, monitoring, evaluation, and modification.

- Website is being redesigned to provide easier access for Donations; will be completed by January 2019

- Donation Cards (Appendix I) are developed and Printed; completed November 2018
- Condensed Donation Categories to simplify donation categories for transparency: Tuition Scholarships, President's Discretionary, Open, Building Capital Improvements, and Social Interest; completed November 2018.
- Give to the Max Minnesota activated Website and Registration for November 15, 2018 date. Will include social media; completed November.
- Research Alumni and activate alumni engagement in volunteering and giving; ongoing
- Plan a 50th Anniversary event in May to Commemorate 50 years of the Adler movement being in Minnesota.
- Research Foundations and Grants which would support the AGS mission. Ongoing.
- Send our Donation letters for an Annual Campaign to Friends of AGS and Alumni. January 2019.

4.3.7 Written policy for collection of past due student accounts is developed and implemented. (A/F)

- Policy has been developed and implemented by Vice President for Finance and Administration, Assistant Registrar, and Staff Accountant

4.3.8 Administrative Structure effectiveness is evaluated. (A/F)

- Administrative Structure was evaluated as part of the student survey earlier this year and was found to be satisfactory. Administrative Structure was also addressed in the faculty and staff survey, but the results have not been released.

4.3.9 SONIS (student information system) and Moodle (learning management system) are updated. (A/F)

- SONIS was updated from Version 3.2 to Version 3.3 on 6/29/18. Moodle was updated from Version 3.0 to Version 3.2 on 9/19/17. We currently have Moodle Fordson theme. We installed/applied Moodle Boost theme on 9/26/18, but it was rolled back to Fordson theme on 10/13/18 due to incompatibility issues. IT Department is currently trying to determine the most stable version of Moodle with a goal of upgrading no later than Summer 2019.

Goal 4.4: To provide the facilities, equipment and resources necessary for long-term institutional sustainability.

4.4.1 Technology software and third-party vendors in support in the delivery of education and institutional systems are regularly evaluated. (ACA)

- After determining that Zoom is a better platform than GoToMeetings for our educational needs, online face-to-face communication between faculty and students now consistently uses Zoom. In addition, Zoom conversations have been found to increase student engagement and group cohesiveness in the online learning environment and starting Fall 2018 all 3-credit courses require a Zoom class meeting on the first Friday of the section.
- Students have indicated they find PowerPoint lectures that use VoiceThread to be effective, and also that they like having class discussions through VoiceThread. In response, many instructors have incorporated VoiceThread presentations and discussions into their courses, and the director of online education and assessment provides training VoiceThread training to faculty.
- The director of online education and assessment has invested in learning more about Moodle capabilities and has increased the usefulness of the platform to students and faculty. She has also created training modules on Moodle for faculty, including the use of these recently identified capabilities. In addition to being the platform AGS uses for online education, Moodle is now also used in all on campus courses, with each course having a companion page where instructors upload additional resources for learning, and students upload all course assignments.
- The academic unit, led by the director of online education and assessment, is in the process of learning how to use LiveText not only for program assessment (its originally intended use), but also for portfolio development and management of field experience.
- The most recent professional development event introduced faculty to two free Apps (SliDo and Backchannel Chat) that can be used for increasing student participation in discussions and to informally assess student learning in real time.

4.4.2 Advisory group consisting of institutional unit directors and academic program Chairs provides input on annual budget development and review results. (A/F)

- Vice President for Finance and Administration is creating a budget advisory group consisting of Program Chairs and Institutional Unit Directors to provide input on development of 2019-20 budget; Initial organizational meeting will be held prior to 12/21/18

4.4.3 Network is secure and reliable. Tech department runs monthly Windows Updates. Vipre antivirus software is kept up-to-date. Security system (firewall) firmware and wires access points is kept up-to-date. Old hardware such as printers, computers, and servers is upgraded as needed. (A/F)

- We are maintaining a secure and reliable network by running monthly Windows updates; renewing and updating VIPRE antivirus software; renewing and

updating Meraki wireless access points and WatchGuard (firewall) firmware and yearly subscription. We are replacing hardware when needed. We are protecting user's data on Office 365 and have an active subscription with Carbonite to back-up our server data. We will need to continue the discussion on upgrading our servers.

- In July 2016, we upgraded our network switches. All four 100Mbps network switches were replaced with 1000 Mbps switches. The new network switches increased the network data transfer speed capability by tenfold.
- On 1/12/17, we added 2 MR32 access points to our wireless network.
- In May 2017, we upgraded all four multi-function printers/copiers.
- In January 2018, the firewall firmware was updated and the service agreement was renewed with WatchGuard Live Security, which includes overnight hardware replacement. We are protected until February 2019.
- On 3/16/18, we renewed our VIPRE antivirus software Business Premium subscription (75 licenses for one year). We are protected through 5/5/2019.
- On 5/17/18, our firmware was upgraded to MR 25.11 for all 8 MR32 access points in our wireless network. The new firmware includes support for performance and stability improvements.
- We are running Windows updates on all PCs via Windows Server Update Services (WSUS) and we are periodically checking computers to ensure they are being installed. Critical server Windows updates are being installed manually. On 9/14/18, Windows updates were installed on the Sadie server and, on 9/16/18, they were installed on the Raissa server.

Goal 4.5: To promote long-term institutional excellence by securing and maintaining the highest level of accreditation available for all programs.

4.5.1 HLC regional accreditation is maintained. (ACA)

In preparation for the quality assurance document that AGS needs to submit to the HLC by August 1, 2019, the academic unit has accomplished the following tasks:

- Creating standards of minimum qualification for faculty (both full-time and part-time).
- Hiring of a full-time faculty body consisting of counselor educators and other highly qualified counseling/education professionals that increases the quality of advising, and curriculum development and implementation.
- Aligning curriculum to meet the foundational and specialty knowledge standards established by CACREP (considered best practice in counselor education).
- Mapping each standard to the foundational and specialty curricula.
- Determining key performance indicators KPIs) for each foundational and specialty area and identifying student learning objectives that represent each KPI (this continues to be refined as the syllabus for each course is reviewed and revised).

- Creating processes to support student development of a strong professional identity (this includes invasive advising, a process to monitor development of professional dispositions, and the development of a professional portfolio with checkpoints throughout the students' career at AGS).
- Developing program assessment maps that include assessment objectives, data collection, that analysis, and processes to identify and address areas of weakness. Data collection on specific student learning objectives started in Summer 2018.
- Examining and improving existing policies and procedures for online education.
- Developing a policies and procedures manual for online instruction.
- Creating a training program for online instruction.

4.5.2 CACREP and other discipline specific accreditations (i.e. AT, BOT) are sought and/or maintained. (ACA)

A. CACREP

- CACREP has standards in 4 general areas: 1) the learning environment, which addresses the institutional, academic unit's, and faculty and staff standards; this includes types of program offered, resources available to the program, efforts to create diversity among students, staff, and faculty, policies, student orientation, etc.; 2) Professional counseling identity, which focuses on academic standards and curriculum; 3) Professional Practice, focused on field experience; and 4) Program evaluation, which addresses all areas of program quality assurance, from assessment of student learning (aggregate and individual), to evaluation of faculty and supervisors, to evaluation of the assessment program itself (what data are generated, how data are used to inform program improvement, generation of and access to annual reports, etc.).
- The curriculum alignment we have undergone allows us to meet all standards in section 2 at this time. We also meet most of the standards in sections 3 and 4 and are positioned to fully meet these standards by academic year 2019-2020.
- We have made significant progress toward meeting the institutional and academic unit standards, including admissions process; new student orientation; retention, remediation, and dismissal policies; efforts toward diversity of student body, staff, and faculty; having qualified faculty; and having a minimum of 3 core faculty (full-time faculty who have a doctoral degree in counselor education and supervision).
- We do not meet one of the standards in this category, which says that 51% of the total number of credits taught in the program must be taught by core faculty. Of the 13 current full-time faculty members, 5 qualify as core faculty for CACREP purposes. Due to administrative duties (program Chairing, field experience coordination, upper administration), only two of these faculty members teach a full load of 33 credits/year. CACREP requires that core faculty teach more than 50% of the total number of credits taught in the program/specialties seeking accreditation. In order to meet this standard, and be in a position to apply for

accreditation, AGS will need to recruite additional full-time faculty with doctoral degrees in Counselor Education and Supervision.

- The work AGS is doing in preparation for the 2019 HLC re-accreditation (including the quality assurance argument to be submitted by August 1st and the accreditation visit planned for November) serves the double purpose of preparing us for CACREP accreditation. Preparation of the self-study required for CACREP accreditation can start as early as late Fall 2019 (we need to have one cycle of comprehensive program evaluation included in the self-study). However, without being at least close to meeting standards 1S (core faculty teaching at least 51% of the credits) and 1T (FTE Students : Faculty not to exceed 12:1), our chances of obtaining even a 2 year accreditation are not high; if we don't exactly meet all standards but are close enough that reviewers believe standards will be met in the following 2 years, a 2-year accreditation is likely to be granted, with the remainder 6 years being granted at the end of this 2-year period.

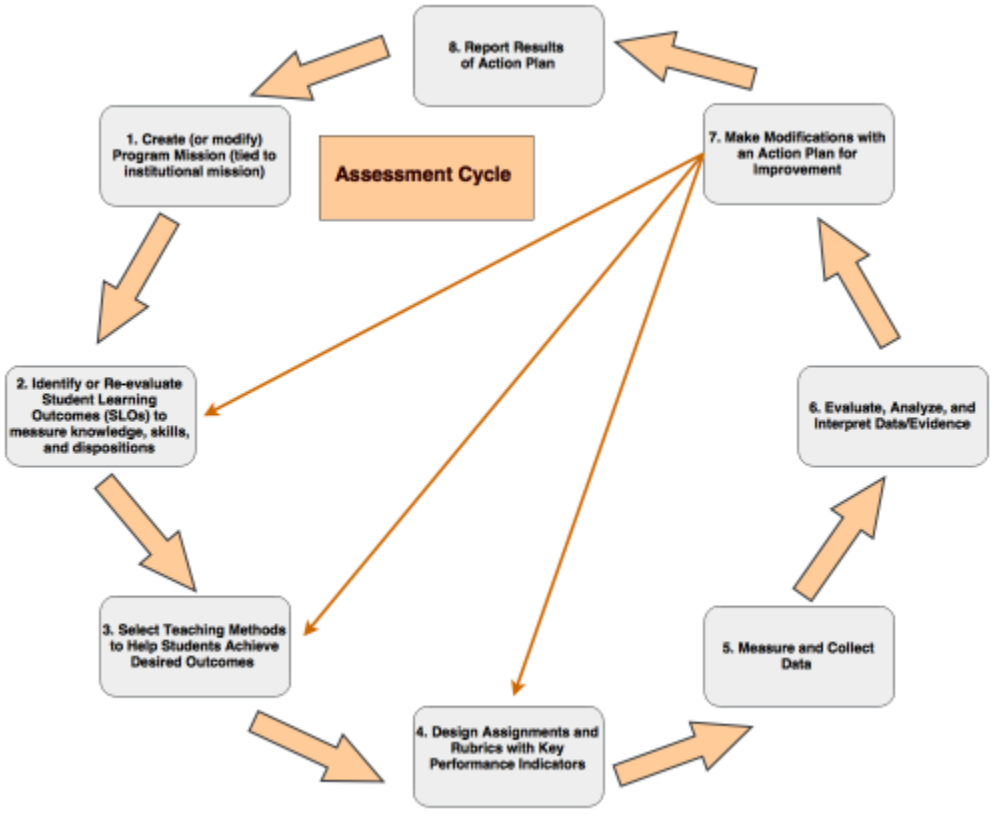
B. Art Therapy

- The Art Therapy program will be submitting their Request for Accreditation Services Document and pay half of the accreditation fee to the Accreditation Council for Art Therapy Education (ACATE) in the fall of 2018. They will then begin their self-study process (beginning with a survey of the program stakeholders) and submit our self-study documentation approximately around January 2020. Once this is reviewed by ACATE, a 2 day site visit will be scheduled.

C. School Counseling

- The school counseling program is fully accredited by the Minnesota Board of Teaching until June 30, 2020, with an on-site re-accreditation visit expected in Fall 2019. According to the reviewers report of the last accreditation cycle, areas of weakness focused on a) limited supporting evidence for statements made (including advising), b) lack of a data management system and the consequent lack of a comprehensive systematic program evaluation, and c) lack of career services for students. Processes related to a) and b) have been addressed by the academic unit. It is unclear at this point whether the changes made in career support will be considered sufficient. The school counseling program is well positioned for re-accreditation by the Minnesota Board of Teaching.

Appendix B – Academic Program Assessment Map



Appendix C

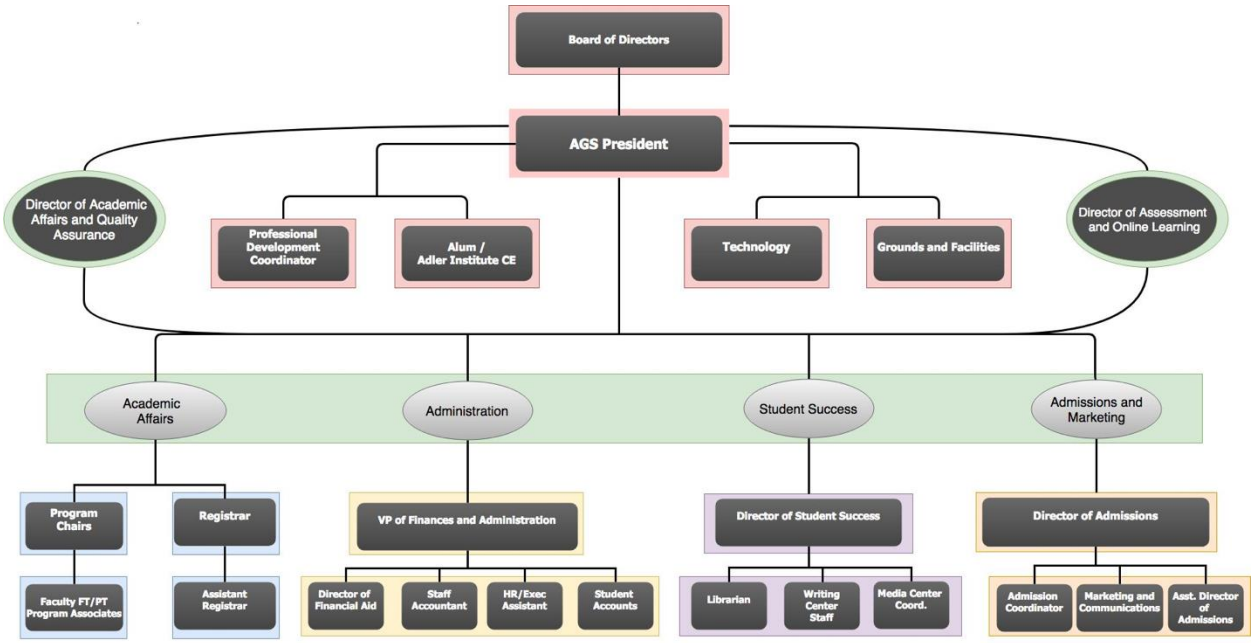
Program Assessment Map

What do we want to know?	Assessment Tool	What data?	When will we evaluate?	Who is part of evaluation ?	What decisions were made based on analysis of data? (create action plan)	What resources are necessary to complete action plan?
Core Curriculum and Instruction: Are students learning what we say they are learning?	Signature Assessments	Core SLO data	Even Summers: 511,504,513, 525 Odd Summers: 500, 505,512,521, 523, 537	Chair and Core Faculty		
Specialty C&I Are students learning what we say they are learning?	Signature Assessments	Program Specific SLOs	SC – annually in Summer AT – Annually in Spring COD/CMHC/MFT Annually in Spring	Chair and program and course Specific faculty.		
Quality of Field Experience	Field Experience Evaluation from LT; 1) Site eval of student. 2) Student eval of site. 3) Site survey of	Data reports	Aggregated data annually in Fall	1,2,3: Field Experience Coordinators and Program Chair 4: Chairs		

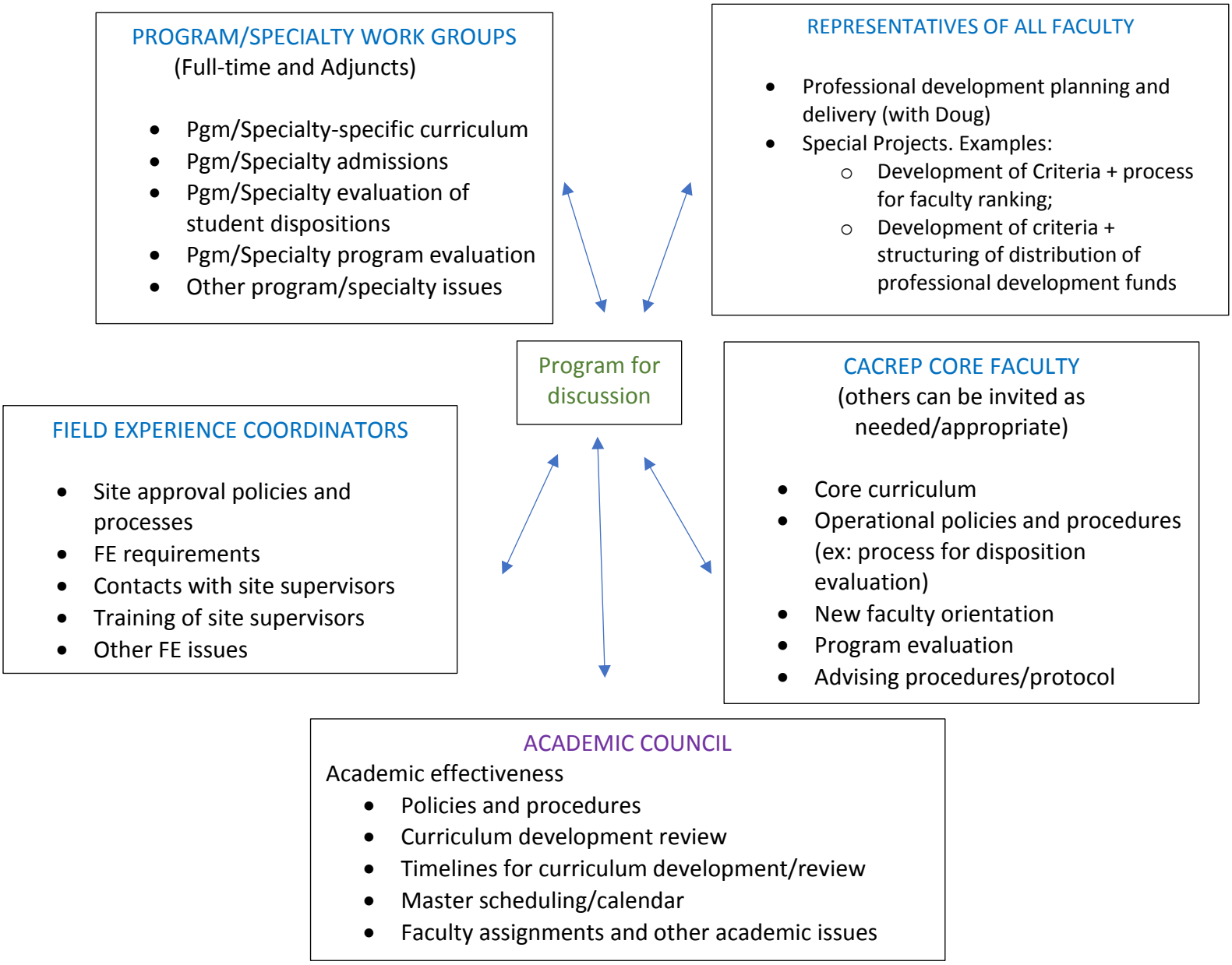
	school. 4) Student eval of faculty.					
Professional Disposition and Academic Readiness	Dispositions Form	Disposition data (google docs);	2x a year in Spring and Fall	Advising Team		
Is our faculty meeting required performance level criteria?	Instructor evaluations and observations	Rubric data IDEA survey data	1) Annually throughout year. 2) Aggregated data annually in Winter	Chairs 2) Academic Leadership and PD Coordinator		
Are students receiving satisfactory advising?	Exit survey given by advisor before oral exam.	Exit survey data	Aggregated data annually in Spring and Fall	Advising Team		
What is our retention, persistence, and completion rate?	SONIS data reports	Retention data; Persistence data; Completion data	Annually in Fall	Academic Council		
Program Documents/Artifacts						
Are our program documents/tools useful, accurate, and user friendly?	Review of program mission/goals	mission statement and goal statement	Annually	Advisory Council		
	Program Handbook	handbook	Annually	Advisory Council		
			Annually	Program Faculty and Advisory Council		

			Annually	Academic Council		
			Annually	Academic Council		
			Annually	Academic Council		

Appendix D – Organizational Chart



Appendix E – Academic Leadership Structure



Delivery. AGS' ability to offer all degrees on campus, online, or in a hybrid format (combination of online and on campus) sets us apart from a large number of programs, as in most institutions students need to choose either an on campus or an online version of the program. One of the main reasons for this forced choice is that most online counselor education programs require periods of residency, in which online students gather on campus (or another predetermined location), usually 2 or 3 times, for approximately one week each time, in the course of the program. In addition to adding to the overall cost of the program, these residencies may pose difficulties to the working student.

On the affordability front, a comparison of the cost of education provided by AGS with that of other institutions in the list of competitors provided (online degrees with the same number of credit hours), shows that our cost is significantly lower than theirs (from $5,000 to $40,000 difference). More important, however, is the difference in the percentage of students that completed the program within the expected timeframe in 2017.

Graduation rate. Graduation rate is directly related to affordability, in that the longer it takes a student to graduate the longer it takes for the student to be able to earn a living wage, keeping the student dependent on student loans for everyday living. It is also, however, a reflection of the quality of instruction and/or student support provided by the program. Although graduation rates for AGS students are lower than what we would like it to be, it is significantly higher than that of other Minnesota institutions that offer online programs (with the caveat that our numbers represent both on campus and online students, as our number of fully online students does not allow for significant statistical analysis). In addition, with the introduction of the new model of proactive advising for online and on campus students recently introduced at AGS, as well as the introduction of a professional portfolio to replace the master's thesis, it is expected that our on-time graduation rates will improve significantly.

Quality of instruction and student support. Other indicators of quality education are directly related to the quality of faculty and the institutional commitment to serve students of diverse backgrounds and with different learning styles. AGS has recently made a commitment to high quality graduate education by hiring 12 full-time faculty members, five of which hold doctoral degrees in Counselor Education and Supervision, one with an unrelated doctoral degree and 18 years of experience as a counselor educator and program evaluator, and two who hold doctoral degrees in education. Ten of the new hires carry an advising load in their respective specialty area. One counselor educator (instead of an administrative staff member as done in most online schools) directs online education and evaluation and is current on both educational technology and trends in counseling and counselor education, and another leads curriculum development. Other aspects of quality education will be discussed later.

In addition to the support offered by program advisors, students also have writing and research support available, offered by the writing center and the librarian, and technology support offered by the technology department staff and by the director of online education. As discussed by Randick and Cummins (2018), however, virtual education no longer relies only on platforms such as Backboard and Moodle but must incorporate mobile technology, as well. We are in the

process of collecting data to determine whether AGS' human resources available in the student advising and technology areas are sufficient to meet demand and whether either a re-distribution of current financial resources or additional financial resources are necessary in order to meet student needs.

Trends in Mental Health and Human Services Professions

Some of the current trends in mental health and other human services that are likely to affect our graduates include:

a) A shortage of mental health and human services professionals, especially in non-metropolitan areas;

b) A movement toward business integration in the pursuit of scale and scope in service offerings. The integration imperative also has been encouraged by federal policy initiatives that have created financial incentives for providers to integrate, especially with a focus on services supported by Medicare and Medicaid;

c) Third party payers (insurance, government, etc.) are increasingly shaping access to care and the type of care delivered. Additionally, the current fee for service system probably undervalues behavioral health services which are generally time based, as opposed to procedure based;

d) Mental health and substance use providers often lack up-to-date training in delivery of empirically supported treatments. Small independent practitioners are often not prepared to work effectively in teams or collaborative settings with medical care providers.

These trends are complex and must be analyzed in a broad context that includes legislature, counselor preparation, and managed care, based on *Dynamic Modeling* and understanding the systems inputs and demands (Allen, 1998). In order to examine these issues in a meaningful way it is necessary to understand ~~1)~~ the licensure laws that regulate the counseling profession; ~~2)~~ the counseling profession in context (i.e. ways in which counselors contribute to the mental health community) and the current trends in the profession; and ~~3)~~ the influence of managed care. These topics will be the focus of the discussion that follows.

Ability to practice.

AGS prepares students to work in two main areas: professional counseling and psychotherapy, and non-clinical human services. Clinical programs include Art Therapy, Clinical Mental Health, Co-Occurring Disorders, Marriage and Family Therapy, and School Counseling.

The newly created non-clinical program, Applied Adlerian Psychology in Leadership, will prepare human services professionals, community leaders, government and healthcare professionals for leadership positions that can benefit from an Adlerian orientation and strength-

based skills that facilitate organizational and community development. This is a 38 semester-credits program and was recently approved by the Higher Learning Commission (HLC). The White Paper submitted to the HLC with the application for approval highlights the types of professions that will be available for graduates of this program.

Clinical programs prepare students to qualify for professional counselor and/or marriage and family therapist licensure and AGS' school counseling program prepares students for school counselor licensure in the state of Minnesota. Graduates of the art therapy program are qualified to seek licensure as professional counselors of marriage and family therapists, depending on the track they chose, and for the registered art therapist credential.

Ability to Provide Services in diverse settings and to diverse Populations.

Regardless of whether graduates are able to secure licensure in the state of their choice, accreditation impacts the ability of licensed counselors to practice the profession, and this impact is likely to increase by 2025.

Military veterans and active military and their families constitute a significant portion of the U. S. population. With the high indexes of post-traumatic stress disorder and suicide among this population, in addition to the high incidence of adjustment disorders triggered by prolonged separation and/or re-entering into civil life, the need for mental health services among this population is high. The Veterans Administration and TRICARE require that Mental Health Counselors graduate from CACREP-accredited programs (Department of Veterans Affairs, 2018a) and Licensed Marriage and Family Therapists graduate from COAMFTE-accredited programs (Department of Veterans Affairs, 2018b) in order to qualify as service providers for military veterans and for active military personnel and their families.

Other managed care organizations do not hold the same requirements at this time; however, some of these organizations have already stopped credentialing of new providers in many urban areas, as their panels are full. As the number of CACREP-accredited programs continues to increase, with well over 50% of the programs offered nationwide holding accreditation at this time (Neukrug, 2016), it is reasonable to conclude that by 2025 graduates from non-accredited programs will have a hard time joining panels of mental health service providers for managed health care organizations.

Medicare parity.

Medicare currently reimburses psychiatrists, doctoral level psychologists, clinical social workers, and psychiatric nurses for outpatient behavioral health services. Although educational and training requirements for professional counselor and marriage and family therapist licensure are comparable to those of the other two master level professions, Medicare does not recognize professional counselors and marriage and family therapists as independent practitioners. The legislature to change this scenario was introduced in 2001, and since then both chambers of Congress have passed stand-alone bills adding counselors to Medicare. Unfortunately, no single

bill has been approved by both the House and the Senate. The American Counseling Association, the National Board of Certified Counselors, and the American Association for Marriage and Family Therapists continue to work diligently for the passing of parity laws, with the last bill being introduced to House in June 2016 and a companion bill introduced to the Senate in September of the same year (http://www.nbcc.org/GovtAffairs/Medicare). At this time, it is not possible to determine if or when professional counselors and marriage and family therapists will obtain Medicare parity and what educational requirements will be included in the approved parity bills.