



## Campus Evaluation Visit Report Form

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**Institution name:** Adler Graduate School

**Name and street address of branch campus:** Adler Graduate School, 10225 Yellow Circle Drive, Minnetonka, MN 55343

**Date of visit:** February 4-5, 2019

**Reviewer(s):** (List names, titles and affiliation of each peer reviewer)

Dr. Diane C. Dingfelder, Executive Director of Adult & Continuing Education, Winona State University

Dr. Julie A. Furst-Bowe, Vice President, Chippewa Valley Technical College

The final report should be no more than 15 pages. The report begins with a general overview of the evaluation conducted and enough information about the campus and its operation to provide the context for an HLC decision or for review by a future evaluation team. For each review category, the team should indicate whether the institution fulfills the expectations of the category and provide 3–4 evidentiary statements that support the judgment. Within the evidentiary statements, the team should identify strengths, opportunities for improvement or any concerns.

A pattern of concerns across multiple categories may result in a recommendation for additional monitoring or may result in the team determining that the quality of the campus cannot be assured and that the campus should be closed.

Submit the completed report as a single PDF file at [http://www.hlcommission.org/document\\_upload/](http://www.hlcommission.org/document_upload/).

### Overview

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Provide background information about the institution's general approach to branch campus instruction. Describe the growth pattern at the institution since the last review, if applicable. Provide information about the involvement of external organizations or other higher education institutions.

The Adler Graduate School (AGS) is a private, not-for-profit school, providing graduate education for mental health and human services professionals based on the Individual Psychology of Alfred Adler. Founded in 1967 in the Twin Cities area of Minneapolis and Saint Paul, AGS has evolved into an institution offering 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 post-graduate training for individuals who require only the limited coursework necessary for licensure in Minnesota. According to AGS enrollment data as of November 2018, AGS had a total of 301 part-time graduate students taking a total of 1602 credits in the fall term. Approximately 150 internship sites provide important field experiences for students as they prepare to meet professional and licensure requirements.

On March 16, 2018, AGS submitted a proposal to the Higher Learning Commission for a substantive change, requesting a campus relocation from 1550 E. 78<sup>th</sup> Street, Richfield, Minnesota, to 102555 Yellow Circle Drive, Minnetonka, Minnesota. AGS sold their building in Richfield and moved their entire operation approximately nine miles to Minnetonka. AGS purchased and renovated the building in Minnetonka. Operations and classes began at the new campus on August 12, 2018. There are no other campus locations, branch campuses or faculty housed at off-campus locations.

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 in February 1991. Since then, AGS has hosted HLC Comprehensive Visits in September 1993, May 1999, May 2003 and December 2004. A Focus Visit was held in December 2000. Following the 2010 site visit, AGS achieved full affiliation in 2011. A Comprehensive Visit is planned for 2019-20.

Recently, AGS has undergone several significant changes that are influencing how the school does business and serves students. In 2015, AGS began participation in the HLC Assessment Academy. In December 2017, Dr. Jeffrey Allen was hired as president of AGS. Beginning in 2018, AGS initiated institutional effectiveness and quality assurance planning processes with major strategies and implications: revision of the school's mission and vision; transition from a part-time adjunct to a full-time faculty model; implementation of a shared governance model; effectiveness training for the Board of Directors; the identification of key performance indicators and student learning outcomes across the curriculum; curriculum mapping for all programs; and the hiring of several personnel including an Assistant Director of Admissions, Marketing Specialist, and Professional Development Coordinator. In addition, AGS has recently committed to expanding and improving its relationships with external constituents through its Alumni Association, Institute of Professional Development, and other strategic partnerships.

## History, Planning, and Oversight

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Provide 3–4 evidentiary statements that demonstrate that the institution effectively plans for and oversees the growth and maintenance of the campus. Describe whether the financial planning and resource allocation have proven effective at the branch campus.

### Judgment

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

### Evidentiary Statements

According to the AGS business plan and validated through interviews with the President, Chair of the Board, Chair of Finance Committee, and Chief Financial Officer, the primary reasons for the campus relocation are to promote savings in operational costs while providing improved instructional and

administrative spaces. As indicated on the AGS substantive change application, the school has operated with deficits for two consecutive years. For FY16, the AGS deficit was 11 percent of total expenses and cash balance was \$2,301,155. The Composite Financial Index (CFI) reported through IPEDS was 2.20. For FY17, the AGS deficit was 6 percent of total expenses and cash balance was \$2,404,298. CFI for FY17 was 2.24. Based on the AGS income statement from July 1 to October 31, 2018, a deficit for FY 2018 is projected between 6 and 11 percent, which includes a significant increase in resources to support student learning and institutional investment in the new facility.

AGS decided to sell the building in Richfield for a profit and move the school to a new building in Minnetonka, which is less expensive to operate and a more appropriate setting to serve graduate students. This decision resulted in an increase in the reserve fund of approximately \$1 million dollars after an investment of \$1 million dollars in the physical plant of the new site. AGS leaders predict that this \$1 million-dollar increase, plus an existing \$1 million dollars in cash reserve will allow for strategic investments that will contribute to the quality of education and ultimately to the long-term sustainability of AGS. However, there is a mortgage for the Minnetonka building, and although administrators and board members recognize the need to develop a long-term facility maintenance plan, the plan has not been completed at this time and funding sources have not been identified.

The Adler Graduate School Strategic Investment Policy identifies two priorities: 1) a dedicated and segregated endowment fund and 2) support of long-term strategic initiatives to increase enrollment. Through strategies such as the investment in new positions dedicated to marketing and admissions, the transition to a full-time faculty model and increased capacity for online education, AGS leadership is forecasting an increase in enrollment and financial stability within three to five years. However, the president and board members acknowledge that the school will likely continue operating with a deficit for at least another two years before reaching stability.

Relative to the first priority, establishing an endowment fund, the school is in the very early stages of exploring additional sources of funding beyond tuition revenue, including grants, gifts, alumni support and donor contributions. Further, although the campus is projecting an increase in student enrollment, it should be noted that enrollment has declined over the past several years, from a peak of approximately 400 students to approximately 300 students. Although enrollment did increase from 2017-2018 to 2018-2019, it did not increase by the 20 percent needed to achieve the tuition revenue goals stated in the 2018-2020 Business Plan. The 2018-2020 Business Plan projects a 20 percent increase in new students each year for the next three years. Given that there are several public and private universities with similar academic programs in the area and that the school isn't planning to add new or additional programs or locations, it will be very challenging to achieve a 20 percent increase in new students each year.

In summary, since the acquisition of the Minnetonka building occurred less than one year ago, it is still too early to predict whether the AGS strategies for long-term financial sustainability will be successful. Unless there is a significant increase in enrollment or other sources of funding materialize, in future years it may be difficult for the school to maintain the Minnetonka facility in its current condition. This will be a major issue that the Comprehensive Visit Team will certainly want to review in during their 2019-20 visit.

## Facilities and Technology

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Provide 3–4 evidentiary statements that demonstrate that the institution has the facilities and technology at the campus to meet the needs of the students, the staff and faculty, and the educational offerings. In particular, consider classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other facilities (food or snack services, study and meeting areas, etc.).

## Judgment

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

## Evidentiary Statements

The new Minnetonka facility is more than adequate in meeting the needs of faculty and staff in providing high quality academic programs and support services. The building was recently remodeled and has ample classrooms, offices, meeting rooms and other spaces for faculty, staff, student and administrative activities. Each of the rooms has new furnishings and modern technology. The art therapy laboratory/studio is particularly spacious and is able to serve as an exhibit space. Faculty members have private offices and there are spaces for students to meet as well. There are currently two floors of classrooms, offices and meeting spaces that are being utilized with additional space available in a lower level for future expansion.

The facility has adequate technology to support teaching, learning and administrative functions. Each classroom and meeting room is equipped with presentation technology as well as technology for videoconferencing with students, faculty or staff members who are at a distance. There is a computer lab, as well as several locations where students may plug in their laptops and other mobile devices. Several faculty and students commented that they appreciated the new and reliable technology in this facility. Training is provided for both faculty and students in the use of the student information system, the learning management system and other software used at the school. IT support personnel are readily accessible.

The facility is located in a small campus-like setting with surrounding green space, wildlife and ample parking. The building is accessible for students and employees with disabilities; however, it is not easily accessible by public transportation. The nearest bus stop is approximately one mile away. There are security cameras throughout the facility, which are monitored by staff members, and students stated they felt very safe at the campus even though classes are held primarily in the evenings and on weekends.

The facility also includes a library, a Writing Center and several spaces for students to study individually or in groups. Students order their textbooks online and copies of textbooks and resources for specific courses are held in the library. There is no cafeteria or food service; however, there is a kitchen and several vending machines. There are outdoor tables and chairs for students to meet or eat during the summer months. Several sandwich shops are in easy walking distance.

In summary, the Minnetonka facility appears to be a major improvement over the previous facility relative to classroom space, faculty and staff offices, group meeting and study spaces, technology, location of academic and student support services and safety. Faculty, staff and students all had positive comments about the move to Minnetonka and how this facility better meets their needs.

## Human Resources

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Provide 3–4 evidentiary statements that demonstrate that the institution has appropriately qualified and sufficient staff and faculty in place for the branch campus, and that the institution supports and evaluates personnel at off-campus locations. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

## Judgment

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

## Evidentiary Statements

All of the faculty and staff are housed at the Minnetonka campus. The school does not maintain branch campuses or faculty and staff at off-campus locations. As part of the effort to obtain specialized accreditation (CACREP), the school recently transitioned to a full-time faculty model. Fourteen full-time faculty were hired at the beginning of the 2018-2019 academic year. Several of these faculty members had been part-time faculty members at the school. The school continues to use qualified part-time instructors for specific courses.

Class sizes are small, appropriate for graduate level courses, and students commented that faculty were generally accessible outside of the classroom. The school also recently moved to a new course delivery model where scheduled classes are offered regardless of class sizes. Previously, classes with insufficient enrollment were canceled causing scheduling problems for students. One of the specialty areas, school counseling, is offered in a cohort model and that model appears to be quite effective relative to student persistence and completion.

All full-time and part-time faculty members hold appropriate academic qualifications and many of the faculty continue to practice as counselors in their areas of specialty. All faculty members are hired on an "at will" basis and there are no process for tenure, promotion or multi-year contracts. To date, the lack of any type of "career path" or opportunities for career progress does not appear to have a negative impact on faculty hiring or retention. Faculty have detailed job descriptions and there are processes in place for hiring and orienting new faculty members. Faculty are evaluated on classroom performance, scholarship and service using an evaluation form that was developed with input from faculty members. Methods used to evaluate faculty include student course evaluations, observations and portfolio review. A faculty member was recently provided with release time to serve as the Professional Development Coordinator, coordinating internal faculty development programming. Faculty also receive annual funding to attend conferences or seminars in their disciplines.

The school also appears to have an adequate number of qualified staff members in areas such as enrollment services, financial aid, information technology, the library and the Writing Center. There are limited opportunities for student employment as well. Students interviewed had many positive comments regarding the responsiveness and helpfulness of staff members. Overall, the campus culture appeared to be very student-centered, and there is a significant amount of faculty and staff involvement in all of the school's major initiatives.

In summary, the change to a full-time faculty model is less than a year old and many of the processes described above are in the early stages of deployment. Thus, this is another area that the Comprehensive Visit Team will want to review in during their 2019-20 visit.

## Student and Faculty Resources and Support

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Provide 3–4 evidentiary statements that demonstrate that the institution delivers, supports, and manages necessary student and faculty services and academic resources at the campus. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to

admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

### Judgment

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

### Evidentiary Statements

As a small graduate school based on the holistic Adlerian values of cooperation, collaboration and community, Adler Graduate School demonstrates that it delivers, supports, and manages necessary student and faculty services and academic resources at the campus in a variety of ways. Through a review of the student catalog and an interview with a diverse group of over 20 students during the campus visit, it was evident that the needs of busy adult students are generally recognized and addressed. Classes are scheduled at night and on Saturdays to accommodate the schedules of working adults. More online classes are being developed and delivered using the Moodle platform. Orientation is provided for all students with some onboarding technology support for those who need it. Students expressed satisfaction with the online process of completing the FAFSA application through the Financial Aid office.

The move to the new building appears to have improved student connectivity to resources and faculty. Students expressed satisfaction with the new building and its open floor plan, ample windows with natural light, and plentiful study spaces. It feels more like a campus to them than the old building. They feel safe and secure in the new environment. The Writing Center has been expanded and co-located with the modest library, and there is more access to computers and study spaces. Each full-time faculty, at this time 14, has an office located near the Writing Center and library, providing greater access to faculty for students.

In the campus interview with AGS representatives from academic support and student support services, it appears that student support is embedded in the campus culture. As a small institution, services for students are often tailored to individual needs. An online form for students requesting accommodations is reviewed by the ADA Coordinator and an individualized plan is established. The Writing Center is currently providing additional ESL support for Russian and Somali students. Students admitted to AGS conditionally are contacted by student support services to develop strategies for student success. Although AGS cannot support the hiring of a full-time career specialist at this time, an off-site workforce specialist is available to students as needed.

For the past two years, a student services survey has been administered, providing data on how services might be developed or adapted to student needs. For example, student interest in stress management has resulted in the development of an online meditation program.

Academic and student support personnel have not been involved in the HLC Assessment Academy. Although this is not unusual, there is an opportunity to engage the academic and student support personnel in the culture of assessment that is developing at AGS and to provide them with opportunities to engage in continuous process improvement within their areas of responsibility.

## Educational Programs and Instructional Oversight

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Provide 3-4 evidentiary statements that demonstrate that the institution effectively oversees educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is adequate.

Consider, in particular, consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

### Judgment

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

### Evidentiary Statements

Through recent efforts in developing institutional effectiveness and quality assurance processes, Adler Graduate School is making significant progress in the effective oversight of its educational offerings and instruction. Engagement in the HLC Assessment Academy and pursuit of CACREP accreditation has set AGS on a course of continuous improvement in the delivery of curriculum and programs. This includes the transition from a part-time adjunct faculty to a full-time faculty with greater connectivity to students through designated advising responsibilities, supervision of internships, and portfolio development.

In the focused discussion with over 20 adult students during the campus visit, several students indicated that some faculty were difficult to “track down;” however, in general, students stated that faculty are available to them outside the classroom through email, phone, or in-person contact. A few individuals who are primarily online students expressed some frustration regarding a lack of communication with faculty and “being out of the loop.” As AGS moves to more delivery of online courses, there is an opportunity to provide additional professional development for faculty on building online communities consistent with Adlerian values.

Students expressed satisfaction with the year-round academic schedule built upon five-week sessions that keep them moving steadily toward graduation. Several students stated that they would like more direction around graduation requirements and timelines. Specifically, students stated that they can access their AGS transcripts online; however, they are not always clear about all the requirements they need for degree completion. There is an opportunity to consider a degree audit process for students. Overall, students expressed satisfaction with registration, class availability, and time to graduation.

Recently, AGS has made significant infrastructure investments to increase enrollment and retention by adding new full-time positions in admissions, marketing and communications, and professional development. This is in addition to 14 full-time faculty who have been hired as AGS transitions to a full-time faculty model with shared governance.

AGS has undertaken several strategic initiatives since January 2018. It is still too early to assess the effectiveness of these strategies. This will be an interesting area for the Comprehensive Visit Team to review with AGS faculty and staff. Administrators, faculty, and staff seem very positive about the changes that AGS is undergoing and the potential for growth and stability.

## Evaluation and Assessment

Provide 3-4 evidentiary statements that demonstrate that the institution (a) evaluates and improves the educational offerings of the campus, and (b) measures, documents, and analyzes student learning, persistence, and completion sufficiently to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at a campus are equivalent to those for assessment and evaluation on the main campus.

### Judgment

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

### Evidentiary Statements

Recognizing a need to develop and implement systematic processes to assess student learning in courses and programs, Adler Graduate School joined the HLC's Assessment Academy in 2015 and has made substantial progress over the past three years. All academic standards established by the Minnesota Board of Teaching and by CACREP have been mapped to the curriculum, and standards from each core and specialty area have been identified to serve as key performance indicators. Student learning objectives have been identified for each key performance indicator. Syllabi are being systematically reviewed for the incorporation of the assigned standards and student learning objectives, and signature assignments are being developed and introduced as each course is reviewed. Each specialty area has begun to collect data from the assignments although some specialty areas are further ahead in this process. In summary, at this time processes and instruments for measuring student learning in courses and programs have been developed but are in the early stages of implementation. Data collection on student learning began for all programs in the summer of 2018, and the first round of data analysis was scheduled to begin at the end of 2018. The institution is also in the process of establishing a formal process for academic program review.

The school does collect persistence and completion data for each of its specialty areas, although it is challenging given their students attend on a part-time basis and many students stated that they enjoyed the flexibility of attending classes for a term and then "taking a term off" for various reasons. Completion rates vary significantly by specialty area. For example, the Art Therapy specialty has an on-time completion rate of 31 percent; in contrast, the School Counseling specialty, which is delivered in a cohort format, has an on-time completion rate of 75 percent. Recognizing a need to improve completion rates, the school has implemented a number of recent initiatives, including expanding new student orientation to include information on support services, assigning each student a faculty advisor and offering scheduled courses regardless of class sizes.

Another recent change intended to improve student completion rates is the elimination of the traditional final master's thesis or project. Beginning in the 2018-2019 catalog, all students admitted in the summer of 2018 or after will develop a professional electronic portfolio rather than a master's thesis. A portfolio manual has been developed, and the portfolio structure has been set up in Live Text. A pilot was conducted with a small group of students during the summer of 2018. The plan is for students to complete their portfolios as they complete their coursework, so completion is not dependent on a final paper or project that may take multiple terms to complete.

Although AGS recognizes the importance of tracking the success of its graduates, the institution has not collected data on job placement for graduates, starting salaries, career advancement or other information that would be helpful both in promoting the program to prospective students and for making improvements in courses and programs.



Overall, AGS has undertaken several strategic initiatives in the areas of student learning assessment and student completion rates in the last three years, with many of these initiatives being implemented during the past year. It is still too early to assess the effectiveness of these initiatives. This will be another interesting area for the Comprehensive Visit Team to review with AGS faculty and staff. Administrators, faculty, and staff seem very positive about their efforts to improve student success and produce more graduates as the need for counselors continues to increase on a state and national basis.

## Continuous Improvement

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Provide 3-4 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus and ensure alignment of the branch campus with the mission and goals of the institution as a whole.

### Judgment

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

### Evidentiary Statements

Adler Graduate School demonstrates that it encourages and ensures continuous quality improvement at the campus. As stated at the beginning of this report, the school has undergone several significant changes that are influencing how the school plans for the future, hires faculty, serves students and measures student learning. In 2015, AGS began participation in the HLC Assessment Academy and faculty have made considerable progress in this area.

More recently, as mentioned in previous sections of the report, the institution has engaged in very detailed strategic academic, business and financial planning for 2018 to 2020. With a new president hired at the end of 2017 and support from the board of directors, the school has moved from a traditional "top down" approach to governance, planning, budgeting to more inclusive structures and processes with greater faculty and staff input and involvement. During the past year, AGS initiated institutional effectiveness and quality assurance planning processes with major strategies and implications. Over the past twelve months, there has been an update of the school's mission and vision; implementation of a shared governance model; a transition from a part-time to a full-time faculty model; the hiring of several professional staff, particularly in marketing and student recruitment; the move to the new facility; and the introduction of several strategies to improve student enrollments, persistence and completion.

A shared leadership model has also been implemented for the Academic Departments, and the Academic Council has been expanded to professional staff members, including the library director and the registrar. As listed previously, the school has numerous academic goals involving CACREP accreditation, faculty development, assessment of student learning outcomes, field experiences as well as several initiatives intended to improve student persistence and completion rates. The most notable change has been the elimination of the traditional master's project or paper which had become a barrier to program completion.

The school recently began surveying current students about their experiences and their use of services, and improvements are planned for the student support areas as well, based on the results of the surveys. An opportunity exists to contact and survey alumni to obtain data on job placement

rates, job placement sites, continuing education needs and other information to be used for continuous improvement of programs and services. It may be useful to survey employers to ascertain their satisfaction with AGS graduates and seek their input on knowledge and skills by graduates.

As mentioned previously, the business plan includes expanding marketing and student recruitment that is intended to increase new student enrollment by 20 percent each year. The school has also developed its first fundraising plan that includes soliciting donations from alumni and friends, exploring foundation and grant opportunities and increasing alumni and community engagement through events, volunteer projects and social media. The school's plans also include improvements to administrative technology as well as information security.

As previously stated, most of these changes, improvements and new initiatives began in 2018. Although much progress has been made, it is still too early to evaluate the results of all of these activities. And although it is difficult to engage in detailed and longer-term planning because of the many variables involved, the school's processes for strategic academic and business planning beyond the year 2020 have not been made explicit.

## Summary Recommendation

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Select one of the following statements and include, as appropriate, a summary of findings.

- Confirm approval of the new campus based on evidence that the institution has the capacity to sustain quality at the campus and thus meets HLC expectations as defined in its Criteria. No interim monitoring is necessary.

### Rationale

From the written reports and the subsequent site visit, it is recommended that the Minnetonka campus be approved. Although this was simply a move from an aging facility in Richfield, Minnesota, to a newer facility nine miles in Minnetonka, Minnesota, the move did change the financial status of the school and was also part of a series of other major changes as described in previous sections. Although the school has experienced serious declines in enrollment in recent years and has gone into a pattern of deficit spending, senior leaders and board members believe they have established a business plan that will lead AGS to financial stability in three to five years. It was noted that enrollment has increased, for the first time in several years, during the 2018-2019 academic year.

The Minnetonka facility is newer than the previous facility and is clearly meeting the needs of faculty, staff and students. Full-time faculty have been hired and adequate professional staff members and student support services are in place. Leadership and faculty are currently working on a number of initiatives to improve student enrollment, persistence and completion including expanded marketing and student recruitment; CACREP accreditation; improved student orientation and advising; improved course scheduling; additional online courses and the transition from a master's thesis to a portfolio as a graduation requirement. The school maintains affordable tuition and fees but offers few scholarships and only small tuition discounts for special populations.

AGS is also at the early stages of exploring revenue sources beyond tuition and fees including grants, gifts, as well as contributions from alumni and donors. The school also intends to establish a foundation. Faculty and staff appear to be supportive of these changes and excited about the opportunities to become more involved with alumni, donors and community groups.

The move to the new facility, as well as the majority of the accompanying changes and improvements described in this report, have taken place over the past twelve months. And while preliminary results are encouraging, the team conducting the Comprehensive Evaluation of AGS

during the 2019-2020 academic year will have an opportunity to review further progress, results and evidence to determine if AGS is able to sustain quality at the Minnetonka campus and meet the expectations associated with each of the HLC criteria.

- Confirm approval of the new campus based on evidence that the institution has the capacity to sustain quality at the campus and thus meets HLC expectations as defined in its Criteria. However, concerns identified in the review indicate that interim monitoring is necessary.

### **Rationale and Expectations**

### **Monitoring Required**

- Deny continued approval of the campus based on evidence that the institution lacks the capacity to sustain quality at the campus as defined in HLC's criteria. The evidence indicates that the campus should be closed in accordance with HLC policies and procedures on teach out.

### **Rationale**