

Institutional Effectiveness 19-21 – Post-Retreat Update

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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.

VALUES

At the Adler Graduate School, we value:

1. Quality Education
2. Adlerian Principles
3. Diversity
4. Institutional Sustainability

STRATEGIC 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 programs.

Institutional Effectiveness / Assessment Plan

Quality Education

Provide an excellent graduate education

Goal 1.1: To provide an educational programming that meets standards of best practice					
Performance Indicator 2019-2020		Baseline	Action Plan	Persons/Dept Responsible	Target Dates
1.1.1	<p>100% of the syllabi will be updated to include standards addressed;</p> <p>Artifacts and rubrics to measure SLOs associated with I, R, and A for KPIs are developed and implemented.</p>	<p>June 2019 - 100% of curriculum development will be informed by the standards established by accreditation bodies of each specialty or measurable outcomes (if no specialty).</p> <p>Curriculum Plans are in Assessment webpage.</p> <p>Artifacts found in Assessment Moodle Page.</p>	<ol style="list-style-type: none"> Review core courses syllabi to determine which have been updated and which need new artifacts/rubrics. Review program-specific syllabi (CACREP standards are in, SLOs, KPIs, and assignments are in; several rubrics need to be finalized) Create Key Assignments for all KPIs at I, R, and A levels 	<p>Program Chairs to coordinate;</p> <p>FT faculty to review core courses and develop key assignments;</p> <p>Faculty assigned by Chairs to review program-specific syllabi and key assignments.</p>	<p>AC – Determine Target Dates.</p> <p>Determine % done and what needs to be completed – use planning form to create this plan.</p> <p>By 10/22 PCs will report on what syllabi are completed and which need to be finished.</p> <p>Immediately after 10/22 plan for finishing up will be developed.</p> <p>Deadline to have all done: Spring 2020</p>
Goal 1.2: To engage in continuous improvement driven by student learning outcomes assessment.					
Performance Indicator 2019-2020		Baseline	Action Plan	Persons/Dept Responsible	Target Dates
1.2.1	<p>Each program completes one cycle of analyzing data from The Program Evaluation Plan by end of FY21.</p>	<p>June 2019: Each academic program has developed and implemented a program evaluation plan; plans</p>	<ol style="list-style-type: none"> Core courses 500, 504, 512, 536, and 604 to be evaluated. 		<ol style="list-style-type: none"> Courses 500, 504, 512, 536, and 604: Summer 2020.

		will include 1) evaluation of curricular and co-curricular activities and 2) processes that promote student professional dispositions.	<ol style="list-style-type: none"> 2. Core courses 505, 511, 513, 523, 525, 533, and 541 to be evaluated. 3. Program specific courses to follow some schedule 4. Full-time faculty to be evaluated 5. Analyze number of disposition plans developed in 2019-20 and types of issues identified. 		<ol style="list-style-type: none"> 2. Courses 505, 511, 513, 523, 525, 533, and 541: Summer 2021 3. Program specific courses to follow same schedule (even numbered FY 20 and odd numbered FY21) 4. Full-time faculty to be evaluated by May 2020. 5. May 2020.
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Goal 1.3: To promote student professional development through student-faculty interactions in and out of the classroom.

Performance Indicator 2019-2020		Baseline	Action Plan	Persons/Dept Responsible	Target Dates
1.3.1	Full-time faculty will follow the advising protocol that team created.	June 2019: FT faculty model implemented and <ul style="list-style-type: none"> • 15 full time faculty (10 on campus; 4 online) and one .75, time on campus, faculty hired. • All full-time faculty have advising load. Standards of advising have been established. 	<ol style="list-style-type: none"> 1. Review advising protocol. 2. Ensure protocol is being followed. 3. Reported to Academic Council 4. All student contacts to be logged into Sonis by advisors 	<ul style="list-style-type: none"> • Chairs • Advisors • Advising Coordinator 	Ongoing at advisors meetings. To be spot checked by Director of AA in January 2020 (items 1 to 3). Sonis entries to be spot checked by Director of AAs in January 2020.
1.3.2	Students are receiving effective advising, as	No baseline	<ol style="list-style-type: none"> 1. Review exit surveys (#'s 7, 13, 15) 	<ul style="list-style-type: none"> • Advisors 	Exit Survey data analysis in May 2020

	defined in the advising protocol.		2 Keep track of timely program completion (for each program).	<ul style="list-style-type: none"> • Directors of Quality Assurance and Assessment • AC 	
1.3.3	Field experience is consistently evaluated across programs including: Student evaluation of: <ol style="list-style-type: none"> 1. Faculty/course supervisor(s) – SMART EVAL 2. Site (form) 3. Site supervisor(s) formative and summative evaluation of student (forms); 4. Site supervisor’s evaluation of AGS program(s). 	June 2019: Process for evaluating field experience is partially developed and is not consistent across programs.	<ol style="list-style-type: none"> 1 Create uniform rating scales to be used across programs and forms; 2 Create and use evaluation forms to promote uniform data collection. 3 Use one document with subset of questions specific to each specialty area. 4 Identify and use one (1) standard data collection tool. Select the proper technology for accurate data collection and analysis. <ul style="list-style-type: none"> • Include forms and procedures in FE manual? • Write down the steps of the evaluation plan. 	<ul style="list-style-type: none"> • Field Experience Coordinators • FT faculty • Program Chairs • Director of Academic Affairs • Director of Assessment and IT for implementation. 	<ol style="list-style-type: none"> 1. Questions for Student evaluation of instructor are developed. Implement Smart Evals by end of Fall 2019. 2. Craig to share AT form for student evaluation of site with other programs by 10/22. 3. In place. 4. Form for supervisor evaluation of program created and to be sent to site once a year in Summer by each program FE coordinator (Microsoft Docs). Share Point developed and implemented by End of Fall 2019.

Goal 1.4: To employ highly qualified staff, faculty and administrators.

	Performance Indicator 2019-2020	Baseline	Action Plan	Persons/Dept Responsible	Target Dates
1.4.1	AGS will recruit and retain enough faculty with Doctoral degrees in CES to teach 51% of credits in CACREP-eligible programs	Summer 2019: 38% of credits taught in counseling program taught by core faculty (including 2 ABDs)	<ol style="list-style-type: none"> 1. Recruit 2 additional faculty members with CES degrees. 2. In case of faculty attrition, replace exiting 	<ul style="list-style-type: none"> • Academic Unit. 	Summer 2020

	Two new CES full-time faculty hired by Spring 2020.		faculty with CES holders, if we can.		
1.4.2	Systematic evaluation of faculty (full- and part-time) is fully implemented.	June 2019: Plan for systematic evaluation of faculty (full time and adjunct) has been developed.	<ol style="list-style-type: none"> 1. Communicate plan developed at retreat with AC. 2. Full-time faculty to be evaluated yearly (next deadline. 3. Adjunct faculty to be evaluated according to schedule determined by # of credits taught (AC to decide) 4. Faculty to receive teaching observation and faculty evaluation forms 30 days prior to scheduled observation/evaluation and to perform self-evaluation. 5. Chair and faculty to discuss evaluations and create development plan. 6. HR to send reminders to Chairs when evals of faculty are due. 	<ul style="list-style-type: none"> • Program Chairs, Faculty, Human Resources 	<ul style="list-style-type: none"> • FT faculty hired Summer 2018 to be evaluated by Fall 2019; other FT faculty to be evaluated the semester following hiring anniversary.

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

	Performance Indicator 2019-2020	Baseline	Action Plan	Persons/Dept Responsible	Target Dates
1.5.1	Faculty and staff onboarding process is systematically evaluated and an improvement plan is	June 2019: Process for orientation of new staff and faculty	<ol style="list-style-type: none"> 1. Review checklist and schedule accordingly. 	<ul style="list-style-type: none"> • HR – agenda and schedule. • Professional Development Coordinator - facilitator 	<ul style="list-style-type: none"> • New staff and faculty to be surveyed at the end of every semester.

	developed and implemented as necessary.	has been developed and implemented.	<ol style="list-style-type: none"> a. Including SSS in faculty onboarding; 2. Developing a plan for addressing need to onboard single individuals. 3. Streamline paperwork processing to avoid delays; 4. Create evaluation protocol. <ul style="list-style-type: none"> • Survey new employees. 		<ul style="list-style-type: none"> • Comprehensive evaluation (aggregate data from surveys) done once a year at the retreat.
1.5.2	<p>All FT faculty attend a minimum of 80% events offered in academic year 2019-20.</p> <p>Adjunct faculty attend at least one professional development event from each strand (Adlerian/Andragogy/MSJ CCs). See retreat group action plan.</p> <p>An in-house professional development program specific for staff members is developed by October 2019 and Implemented no later than January 2020.</p> <p>Technology quality supports optimal</p>	<p>June 2019:</p> <ul style="list-style-type: none"> • Program for Professional development of faculty and staff created and implemented 2019-20 academic Year. • Attendance found to be less than ideal. • Distance attendance hindered by technology. • Program Chairs identified Professional Development 	<ol style="list-style-type: none"> 1. Implement policy requiring FT faculty to attend 80% of PD events and PT faculty to attend at least one training event per category. 2. Plan to be reviewed at AC, Leadership meeting, and stand up meeting. 3. PD coordinator to meet with AC to assess progress. 4. Formation of Professional Development Committees for AGS, one for faculty and one for staff. 	<p>Professional Development Coordinator to lead.</p>	<p>Completed</p> <ul style="list-style-type: none"> • Policy announced/confirmed at AC, leadership, and published in faculty handbook October 2019. <p>Ongoing beginning November 2019</p> <ul style="list-style-type: none"> • Policy reviewed at departmental meetings each semester. <p>November 2019</p> <ul style="list-style-type: none"> • Doug to meet with AC after first training of 2019-20 academic year. <p>September 2019 completed</p> <ul style="list-style-type: none"> • Staff committee to be formed in October 2019.

	<p>participation of distance faculty attending professional development events.</p>	<p>Strands: Adlerian; Andragogy; and Multi-cultural Social Justice – Two sessions per Strand.</p> <ul style="list-style-type: none"> • Completed needs assessment focus group for administrative staff produced requests for more SONIS training, multicultural; awareness, and supporting students with mental health issues. 			
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Adlerian Principles

Foster a culture that embodies Adlerian Principles

Goal 2.1: To integrate Adlerian Principles into all our educational activities.					
	Performance Indicator 2019-2020	Baseline	Action Plan	Persons/Dept Responsible	Target Dates
2.1.1	100% of curriculum will be revised to include core Adlerian competencies by June 2019, to also include key assessments (original KPI)	Adlerian competencies defined but not mapped.	<ol style="list-style-type: none"> 1. Adlerian competencies identified in portfolio manual to be mapped to curricula. 2. Develop SLOs for I, R, and A levels of each competency. 3. Develop signature assignments and rubrics 4. Update Program Maps to reflect where competencies are I, R, A. 5. Review map/signature assignments at AC. 6. Add course # to portfolio template to guide students where to find artifacts. 	<ul style="list-style-type: none"> • Nicole, Rashida, and Solange to identify and do initial mapping. • AC for approval. 	<p>Adlerian Competencies created end of Fall 1 2019 (Done)</p> <p>Approved by AC on 10-22</p> <p>Mapped to Curriculum end of Fall 2 2019</p> <p>End of Winter 2020 – signature assignments completed and assigned to courses.</p>

2.1.2	New student orientation is effective and promotes student success.	<p>June 2019: New-student orientation has been created and implemented and includes Adlerian principles.</p> <p>Orientation is occurring both on campus and online at start of each term.</p>	Data from survey of students regarding effectiveness of orientation to be analyzed in January 2020.	Director of Admissions	<ul style="list-style-type: none"> • Data analysis January 2020 • Improvement plan to be developed and implemented as necessary.
2.1.3	Practicum and internship students incorporate Adlerian principles in their work and demonstrate social interest in action.	<p>June 2019: Adlerian case conceptualization book (Sperry & Sperry) included in FE.</p> <p>Case conceptualization assignment standardized across counseling specialties and includes Adlerian view.</p> <p>SC: Data Project with Goals of Misbehavior Assignment.</p>	<ol style="list-style-type: none"> 1. Determine whether students are able to apply Adlerian knowledge and skills in their work with clients – include question in site supervisor and student FE. evaluations 2. Review exit survey data. 3. Evaluate current case conceptualization rubric and update if necessary 4. FECs to review their manuals. 	<ul style="list-style-type: none"> • FE coordinators, Chairs, and faculty as assigned by Chairs. 	<ul style="list-style-type: none"> • New rubrics used Fall 2019 • Question included in student evaluation of FE faculty no later than Fall 2019 • Manual reviews yearly as determined in Program Evaluation Plans.

Goal 2.2: To practice Adlerian Principles throughout our campus community.				
Performance Indicator	Baseline	Action Plan	Persons/Dept Responsible	Target Dates

2019-2020					
2.2.1					
2.2.2	Evaluate progress toward trainings, forums, and other activities that are said to promote a sense of belonging, significance, and social interest among staff and faculty.	Trainings, forums, and other activities that promote a sense of belonging, significance, and social interest among staff and faculty are offered consistently throughout the year.	<ol style="list-style-type: none"> 1. Develop a three-tiered process for AGS adjuncts to improve/apply Adlerian concepts based on a Read and Reflect self-paced model (Doug). 2. Continue work group input on development of faculty rankings (Doug). 3. Introduce relevant/desired training for staff (Doug). 4. Identify action plan for: <ul style="list-style-type: none"> • Social Interest Work Group (Allison) • Adlerian Students in Action (Bre). • Other campus Activities 	<ul style="list-style-type: none"> • Responsible persons for each activity – take meeting minutes (evidence) 	<ul style="list-style-type: none"> • End of Spring Term each year.

Goal 2.3: To demonstrate Adlerian Principles through our community activities.					
	Performance Indicator 2019-2020	Baseline	Action Plan	Persons/Dept Responsible	Target Dates
2.3.1	Attendance to Institute training events by External professionals (i.e. professionals not associated with AGS) increases by 5% in FY20.	June 2019: Adlerian training offered to community members and stakeholders to promote a sense of belonging and social interest in action. <ul style="list-style-type: none"> 64 workshops offered in 2019-20 academic year, with 851 attendees. Attendees include 395 students (not accounting for repeat attendance) 	<ul style="list-style-type: none"> Take the Institute on the road, so to speak, to reach an audience of community member who could benefit from Adlerian training. Gather data to inform future offerings. Develop and implement a plan to increase Institute social media exposure. 	Dir of Alumni Relations Alumni Board Marketing specialist IT?	May 2020
2.3.2	Participation in conferences and workshops, etc. reflects our Mission, Vision, and Values.	June 2019: <ul style="list-style-type: none"> Program activities Jeff's involvement in MAARCH 	<ul style="list-style-type: none"> Implement new policy and rubric for disbursement of faculty and staff professional 	AC	October 2019

		<ul style="list-style-type: none"> • Participating in Admissions Diversity Fairs • Partnership with Adlerian Network • Academy and special groups • NASAP presentations • Training for site supervisors • Publications and presentations at other conferences that incorporate Adlerian principles 	<p>development funds.</p> <ul style="list-style-type: none"> • Faculty need to add their engagement in their Faculty Portfolio. 		
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Diversity

Prepare all students for service to all types of 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.

Performance Indicator 2019-2020		Baseline	Action Plan	Persons/Dept Responsible	Target Dates
3.1.1	Evaluate status of trainings aimed at increasing faculty Multicultural and Social Justice competence.	<p>June 2019:</p> <ul style="list-style-type: none"> • Framework developed, based on MSJCCs. • Two 3-hour trainings offered in FY19. • Faculty suggests upcoming training focus on multicultural awareness with classroom applications. • Staff requests more training designed specifically for them. 	<ul style="list-style-type: none"> • Two of the six faculty development events for FY20 to focus on MSJCCs, with applications for instruction and classroom management. • Offer trainings that meet staff-specific needs. • Leadership team to collect feedback from their units in order to inform future planning. 	<ul style="list-style-type: none"> • Professional Development Coordinator 	<p>June 2020: Evaluations of the Professional Development experiences will be reviewed by the Professional Development Coordinator, the AGS President, and the Director of Academic Affairs and Quality Assurance.</p> <p>Discussion of the results and future direction will be presented in Academic Council.</p>
3.1.2	Recruit students from a variety of demographic populations to increase diversity.	<ul style="list-style-type: none"> • Admissions events and social media are specifically targeting diverse populations. 	<ul style="list-style-type: none"> • Review student demographic data for last 3 years. • Evaluate admissions outreach plan. 	<ul style="list-style-type: none"> • Admissions and Registrar • Quality Assurance and Assessment 	<p>January 2020;</p> <p>Review in June 2020</p>

		<ul style="list-style-type: none"> • Continuous efforts to reach other diverse communities 	<ul style="list-style-type: none"> • Evaluate demographics data on admissions since plan was implemented (Jan 18) 		
3.1.3	Implement staff trainings aimed at increasing Multicultural and Social Justice competence.	<p>June 2019:</p> <ul style="list-style-type: none"> • Framework developed, based on MSJCCs. • Two 1.5-hour trainings offered in FY19. • Staff requests more training designed specifically for them. 	<ul style="list-style-type: none"> • Offer trainings that meet staff-specific needs. • Develop staff workgroup to collect feedback from their units in order to inform future planning. 	<ul style="list-style-type: none"> • Professional Development Coordinator • HR • Director of Quality Assurance 	<p>June 2020</p> <p>Two of the Professional Development day experiences will be devoted to Multicultural and Social Justice competency during the Academic year. They will be planned along with the Professional Development Committee.</p>
3.1.4	Recruitment of members for the Board of Directors increases diversity.	<p>June 2019:</p> <p>Board of Directors have developed a plan for recruiting new board members that includes intentional increase in inclusivity.</p>	<ul style="list-style-type: none"> • Define current board inclusivity. • Recruit board members through diverse platforms. • Board will implement new plan. • Board will Assess performance and provide feedback at 6- month mark. 	<ul style="list-style-type: none"> • Board of Directors 	<ul style="list-style-type: none"> • Board will implement new plan in Fall 2019 • Board will Assess performance and provide feedback at 6 month mark (March 2020)
3.1.5	Continue to recruit faculty and staff that are representative of the diverse populations we wish to serve and prepare our students to serve.	<ul style="list-style-type: none"> • Diversity among faculty has increased by 8% between April 2018 and June 2019. • Level of diversity among faculty is 	<ul style="list-style-type: none"> • Continue to recruit – ongoing. 		<p>Review in June 2020</p>

		higher than the National average.			
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Goal 3.2: To sustain, improve, and promote a sense of safety, belonging, and significance for all students.

Performance Indicator 2019-2020		Baseline	Action Plan	Persons/Dept Responsible	Target Dates
3.2.1	75% of students will report feeling a sense of safety, belonging, and significance by the time they graduate.	June 2019: Approximately 60% of students endorsed feeling a sense of belonging at exit interviews.	<p>Student Success Services will implement their list of initiatives in order to increase students' sense of safety, belonging, and significance by the time they graduate (see retreat action plan).</p> <p>Faculty will develop a menu of initiatives to support goal.</p> <p>Student Success Services and Faculty will collaborate on new initiatives not included in the retreat action plan.</p> <p>Review exit survey data.</p>	<ul style="list-style-type: none"> • Student Success Services • Faculty • Director of Quality Assurance • Director of Assessment 	<p>Fall 2019: SSS Guest Book for shared student reflections and Community Blast initiatives begin.</p> <p>Fall 2020: Safety Protocols for Emergency Response-in collaboration with Admin. and Faculty.</p>

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

Performance Indicator 2019-2020		Baseline	Action Plan	Persons/Dept Responsible	Target Dates
3.3.1	MSJCCs are integrated throughout the curriculum.	June 2019: MSJCCs are mapped to curriculum.	<ul style="list-style-type: none"> • Identify teams and timeline. 	Chairs and faculty assigned by them	<ul style="list-style-type: none"> • Identify additional competencies to be infused throughout core

		<ul style="list-style-type: none"> • CACREP standards 2.F.2 are fully mapped at each level throughout the curriculum. • Portfolio template and rubrics reflect requirement that students demonstrate competence using the MSJCCs framework. • SLOs identified in approximately 1/3 of the curriculum. 	<ul style="list-style-type: none"> • Include MSJCCs in other courses to complement competencies introduced in 523. • Textbook reviews (and scholarly article reviews) will include intentional choice books that include multiculturalism, social justice, and/or advocacy. • Course reviews to include increased use of experiential and service learning activities. • Assignment and discussion forum reviews to intentionally include MSJCC and advocacy elements. 		<p>curriculum by January 2020 (Rashida, SR, FT counseling Faculty)</p> <ul style="list-style-type: none"> • SC will finish mapping Competencies Spring 2020.
Goal 3.4: To provide extra-curricular opportunities for students to develop multicultural and social justice counseling competencies.					
Performance Indicator	Baseline	Action Plan	Persons/Dept Responsible	Target Date	

2019-2020					
3.4.1	Increase Multicultural experiences and Social Interest programing and activities available to students.	<ul style="list-style-type: none"> Last inventory identified that these experiences have been <i>“Integrated in Adler Institute and off-campus experiences.”</i> 	<ul style="list-style-type: none"> Identify new opportunities / activities. Create a system to inform Nicole to put on Website. 	<ul style="list-style-type: none"> Program Chairs and Social Interest Committee. 	Spring 2020
3.4.2	Student Success Services integrates, supports and promotes multicultural awareness and diversity.	<ul style="list-style-type: none"> Writing center offering support to ESL students. SSS promotes multicultural awareness through activities such as Flash fiction prompts, interactive mapping, and outreach to community organizations such as the Guthrie theater. Offers support to students with accommodations. Bathroom signage updated to make it more inclusive (partnered with 	<p>SSS will offer at least one training for faculty and one training for staff (each specific to the area of interaction with students) on how to better support students for whom English is a second language and people with accommodations</p> <p>Include new questions on the SSS survey.</p> <p>Need to implement initiatives identified at the retreat:</p> <ul style="list-style-type: none"> Training on inclusive language Meg Whiston to drive 	<ul style="list-style-type: none"> Director of Student Success Services 	<p>10/30/19: Second training with Academic Advisors on working with and addressing students who have ADA accommodations (including inclusive language); March 2020: ESL training opportunity for faculty/staff.</p> <p>Spring 2020: SSS survey including questions related to extra-curricular activity options.</p> <p>Beginning October, 2019: Development of LiveText SSS page including access to community and support service resources.</p>

		Building and Grounds Group).	development of a web page with community resources.		
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Institutional Sustainability

Provide resources to support institutional stability

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

Performance Indicator 2019-2020		Baseline	Action Plan	Persons/Dept Responsible	Target Dates
4.1.1	Community agencies or program advisory groups will report that AGS degree and certificate programs are relevant to the services they provide.	<ul style="list-style-type: none"> 3 programs leading to the degree in Adlerian Counseling and Psychotherapy and 1 program leading to the degree in Applied Adlerian Psychology in Leadership. Certificates in Counseling with specialization in CMHC and 	<ul style="list-style-type: none"> Evaluate community agencies and advisory groups. 	<ul style="list-style-type: none"> President Program Chairs Director of Assessment Director of Quality Assurance 	June 2020

		MCFC; School Counseling; CODAC; and AAPL, CAT.			
4.1.2	AGS will provide relevant continuing education programs for professionals through the Adler Institute.	<ul style="list-style-type: none"> • Certified by NBCC and Association for Play Therapy. • 64 programs offered last year. • Good student attendance; need to increase professional attendance. • Intentional social media presence for sustainability. • Increased attendance. Increased Adlerian focus. 	<ul style="list-style-type: none"> • Gather and analyze data regarding number of repeat and new attendees to each workshop (first analysis proposed for Fall 2019) • Identify areas of professional interest of potential attendees. • Improve contact with alumni, including plan for more alumni events. • Survey alumni every 5 years. • Ensure proper questions to target action plan are listed on workshop evaluation survey. • Eliminate program of low interest and attendance. 	<ul style="list-style-type: none"> • President • Adler Institute Director • Director of Assessment • Alumni Advisory Group 	May 2020
Goal 4.2: To monitor long-term institutional sustainability through enrollment management, tracking, and analysis.					
	Performance Indicator 2019-2020	Baseline	Action Plan	Persons/Dept Responsible	Target Dates
4.2.1	AGS will track enrollment, student persistence, retention, and graduation rates in order to identify areas for improvement.	<ul style="list-style-type: none"> • Data is systematically collected and prepared for evaluation on 6-21-19 • Persistence and Retention rates are high (averages 	<ul style="list-style-type: none"> • Persistence, Retention, and completion data to be examined by AC and Leadership team as they are collected and discussed with faculty and staff in order to identify strategies for improvement. 	<ul style="list-style-type: none"> • Director of Admissions • Registrar 	<p>New student enrollment data collected and analyzed at each semester start.</p> <p>Persistence, retention, and completion data collected and reviewed</p>

		<p>= 90% and 88%, respectively).</p> <ul style="list-style-type: none"> Decline in retention rates in recent years. Completion rates vary by program, with MCFC being the lowest. New proactive advising process is expected to improve all metrics. 	<ul style="list-style-type: none"> Data are to be published in QA/A page of the website as they become available. Develop and implement plan to determine why and when students tend to stop attending. Identify persistence and retention rates for conditional admits comparable to those of full admits. 		<p>quarterly; Annual Review in June 2020</p>
4.2.2	<p>Number of new students increases by 5% each year for the next three years.</p>	<p>June 2019:</p> <ul style="list-style-type: none"> 2018-19 admissions were 16% above those in 2017-18. HR increase has allowed for increased effectiveness. SONIS is not efficient for recruiting and admissions. 	<ol style="list-style-type: none"> CRM (Element 451) approved June 2019; Implement and track effectiveness for student recruitment and starts. Increase quality of student experience via <ol style="list-style-type: none"> intentional effort to recruit more diverse student body; improvement of new-student orientation to establish clear expectations; improving communication of academic and business changes to Admissions. Admissions to a) build a recruitment plan to target attendees of 50th 	<ul style="list-style-type: none"> Admissions Leadership Team 	<ol style="list-style-type: none"> CRM – roll out Oct 2019 through Dec 2019 Student experience: <ol style="list-style-type: none"> Reviewed each April Jan 2020 Complete. Access to meeting notes given. Admissions: <ol style="list-style-type: none"> Nov 2019 Jan 2020 Jan 2020 Jan 2020 Done, 10/12/19 Completed

			<p>anniversary; b) develop plan for Adler Institute to promote programs/certificates; c) add section to newsletter to market return to programs; d) build an admissions communication plan that goes out to alumni and inactive students; e) build communication plan for admitted students who apply long before start date; f) collaborate with alumni director and program Chairs to capture metrics of graduate success.</p>		
4.2.3	<p>Student Success Services provides a diversified menu of support services that meet the needs of students.</p>	<ul style="list-style-type: none"> • Currently offering writing center support (including ESL); ADA accommodations; and career support services; usage data indicate an increasing number of students being served. • Plan for support of conditional admits, which includes 	<p>SSS to offer the following programs:</p> <ul style="list-style-type: none"> • Stress-management and other programs aimed at increasing resilience/self/care; • Career support (includes collaboration with Chairs to better understand job interview needs) • Webinars on topics that promote student support; • Online support services equivalent to those available on campus; 	<ul style="list-style-type: none"> • Director of Student Support Services 	<p>November 2019: Launch of online Nexus (stress management and self-care); October 22, 2019: Program offering: Financial Fitness: Addressing Debt and Savings (offered as part of Wellness Week); November, 2019: Program: Retirement— Tips for Planning; April 21, 2020: Webinar (in collaboration with</p>

		<p>collaboration between SSS and advisors, has been developed and implemented.</p> <ul style="list-style-type: none"> Increased resources and redefined positions for SSS. 	<ul style="list-style-type: none"> Test-taking preparedness. Improve connection between SSS and advisors to increase understanding of support needed. Offer practice in test-taking to aid preparation for licensure. Develop program for interview practice, in collaboration with program Chairs. SSS to consider rebranding to be more attractive to students. 		<p>Chairs and Advisors): Jobs and Interviewing; Quarterly meetings with Academic Advisors to share resources/support; August 2019: Provided program on how to prepare for MFT licensure (in conjunction with MFT Field Coordinator).</p>
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Goal 4.3: To ensure long-term institutional sustainability through resource management and development.

Performance Indicator		Baseline	Action Plan	Persons/Dept Responsible	Target Dates
4.3.1	Data from institutional assessment plans are used to inform decisions about resource management: in order to reduce dependency on tuition and fees and maintain quality facilities, services, and education.	<p>June 2019:</p> <ul style="list-style-type: none"> System created and partially implemented. Procedure is in place to monitor and distribute dashboard reports on a weekly basis. Developed 2019-20 budget and spreadsheet for tracking ROI. Financial break-even expected to 	<ul style="list-style-type: none"> Create a timetable with data to be analyzed, by whom, and when. Implement CRM system and evaluate impact on ROI and HR. Develop and implement fundraising plan, which might include new hire for development. Expand Service Center activity. Expand Institute attendance. Develop and implement plan for systematic capital asset repair and 	<ul style="list-style-type: none"> Leadership Team Director of Adler Institute. Program Chairs Director of IT 	March 2020 and annually

		<p>be achieved in 2022-23.</p> <ul style="list-style-type: none"> • Total revenue and net tuition/fees have been steadily increasing. • 97% of total revenue comes from tuition and fees. • Switch from 8 to 4 starts had no negative impact on enrollment and had significant positive impact on the use of HR 	<p>replacement, technology and cybersecurity upgrades, and operational system upgrades.</p> <ul style="list-style-type: none"> • Maximize use of financial information to inform decision-making process by leadership team. 		
4.3.2	ROI on each marketing and recruiting initiative is conducted.	<p>June 2019:</p> <ul style="list-style-type: none"> • Increased understanding of Izenda has resulted in better reporting. • Spending decisions have improved as result of hiring a communications specialist certified in Google analytics. • Enrollment of prospects from all sources has often 	<ul style="list-style-type: none"> • Element 451 to be implemented October 2019 – Track impact on marketing and recruitment ROI. • Marketing specialist to develop consistent messaging across all communication media utilized. • Director of admissions and marketing specialist to develop and distribute survey to inform future marketing decisions. <p>Sub Goals:</p> <ul style="list-style-type: none"> • Landing Page tracking. 	<ul style="list-style-type: none"> • DOA and Marketing, Social media, and communications specialist 	<p>Marketing specialist resigned 10/12/19. Looking into replacement options, including outsourcing. CRM rollout will occur Oct – Dec 2019</p>

		been above industry averages.	<ul style="list-style-type: none"> Evaluate additional recruitment opportunities. Identify resources that can support us in Implementing new initiatives (risk taking). 		
4.3.3	Development of fundraising plan with sufficient resources for implementation, monitoring, evaluation, and modification.	<ul style="list-style-type: none"> Plan in development. Developing plans with alumni on creating endowments through Thrivent. Re-designed fundraising webpage. 	<ul style="list-style-type: none"> Explore hiring a Coordinator of Development. Perform market analysis to determine hiring and fundraising priorities. Reach out to key stakeholders for raising additional funds. 	<ul style="list-style-type: none"> President and Board 	End of 2020
4.3.4	Reduce bad debt.	<ul style="list-style-type: none"> Procedures and processes for timely tuition billing and payment are in place. Small increase in bad debt expense forecast for 2019-20. Expected recovery rate for 2019-20 of 75%, resulting in net bad debt expense of \$5,000 (o.125%) for 2019-20. 	<ul style="list-style-type: none"> Improve process of updating student accounts after students register or make registration changes. Follow policy of not carrying over \$599.00 without a payment plan. Improve communication of billing prior to start of next session. 	<ul style="list-style-type: none"> VP of Finance and Student Accounts Assistant 	Hold policy will be reviewed and updated by 10/31/19

		<ul style="list-style-type: none"> Manual updating of student accounts taxes HR. 			
4.3.5	Create full time faculty ranking model and salary structure for adjunct faculty.	<ul style="list-style-type: none"> New structure in place for full time faculty. Faculty forum developing a level structure for adjuncts. Adjunct contract to be put in place in July 2019. 	<ul style="list-style-type: none"> Faculty forum makes recommendations to the President on ranking model and salary structure for adjuncts. President makes decision and puts new system in place. 	<ul style="list-style-type: none"> Professional Dev Coordinator (facilitator) President 	FY 2020

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

	Performance Indicator 2019-2020	Baseline	Action Plan	Persons/Dept Responsible	Target Dates
4.4.1	Technology software and third-party vendors (in support in the delivery of education and institutional systems) are evaluated annually.	<ul style="list-style-type: none"> IT meets every two weeks to review effectiveness of software and hardware. IT team attends workshops on technology several times a year. 	<ul style="list-style-type: none"> Every year all systems are evaluated for any updates/newer versions. Continue to go to workshops. Continue to take IT meeting minutes. 	<ul style="list-style-type: none"> Director of Information Technology Technology committee 	Annually (March – based on budget creation).
4.4.2	Evaluate and maintain equipment, and resources necessary for institutional sustainability and budget development – To	<ul style="list-style-type: none"> Master Plan developed. 	<ul style="list-style-type: none"> Evaluate facility and equipment needs. Minutes are kept by Finance Committee and reviewed by the board. 	<ul style="list-style-type: none"> Building and Grounds committee President Finance Committee 	March 2020

	maintain Class B Facilities.				
4.4.3	AGS will develop, publish, and regularly review safety and security policies and procedures with faculty, staff and students.	<ul style="list-style-type: none"> Published in Employee Handbook. Safety Procedure Handbook created. 	<ul style="list-style-type: none"> Review annually. Published on website. 	<ul style="list-style-type: none"> Director of Technology Building and Grounds President 	<ul style="list-style-type: none"> Annually (end of FY)
Goal 4.5: To promote long-term institutional excellence by securing and maintaining the highest level of accreditation available for all programs					
	Performance Indicator 2019-2020	Baseline	Action Plan	Persons/Dept Responsible	Target Dates
4.5.1	Secure HLC reaccreditation in November 2019	<ul style="list-style-type: none"> Accredited; with re-accreditation scheduled for 2019. Assurance Argument submitted July 30, 2019; visit scheduled for Nov.11 and 12, 2019. 	Prepare for visit: <ul style="list-style-type: none"> Provide HLC Assurance Argument on website. Create folders for visit. Announcement to stakeholders Review of website, Faculty Handbook, Employee Handbook, and Student manuals and catalogue. 	<ul style="list-style-type: none"> President, Director of Quality Assurance and Academic Affairs, and Director of Assessment 	Plan was sent to all faculty and staff. Up on webpages to read. Asked for feedback.
4.5.2	CACREP and other discipline specific accreditations (i.e. AT, SC, Counseling) are sought and/or maintained.	<ul style="list-style-type: none"> Art Therapy program approved by ACATE; CAHEP self-study to be submitted October 2019. School Counseling program approved by Minnesota Professional 	<ul style="list-style-type: none"> AT submission of self-study to CAHEP SC submission of self-study to Minnesota Professional Educator Licensing and Standards Board Counseling program: Curriculum aligned with CACREP standards. Preparing to meet institutional standards 	<ul style="list-style-type: none"> President and Director of Quality Assurance and Academic Affairs Director of Assessment Program Chairs HR 	CAHEP submission October 2019 SC submission -September 2019 CACREP self-study to start Spring 2020

		<p>Educator Licensing and Standards Board</p> <ul style="list-style-type: none">• Curriculum aligned with CACREP standards.			
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Additional Considerations

Additional considerations are items that team members identified as important but did not answer the goal or question asked in the Institutional Effectiveness Plan. These items add additional information and depth to discussions for future consideration.

Quality Education

Provide an excellent graduate education

Performance Indicator 2019-2020		Additional Considerations
1.1.2	100% of students have program plans that follow the developmental sequence created for their program.	<p>Are we looking at data on student stress levels and burn out? How are we doing this and do we know if students are keeping up in courses?</p> <p>Do we need to then build in one break period beyond the break week for self-care?</p> <p>Course offerings support the developmental sequence designed for each program.</p>
Performance Indicator 2019-2020		Additional Considerations
1.2.1	Each program completes one cycle of analyzing data from The Program Evaluation Plan by end of FY21.	<ul style="list-style-type: none"> • There is a need to have a face to face meeting with Field Experience coordinators to determine what evals they have that can be launched sooner than later. • Need to set a date for all LT data (signature assessments) to be completed. • SmartEvals has an advising survey that we can use – we need to investigate this survey and determine usefulness. • We can use instructor evaluation data to help us determine Professional Development plans. • Establish time frame and protocol for evaluating a) student dispositions and b) the current process of professional dispositions evaluation. I propose adding this to AC agenda as a starting point.
Performance Indicator 2019-2020		Additional Considerations
1.3.1	Full-time faculty will follow the advising protocol that team created.	<ul style="list-style-type: none"> • Are there changes to the Portfolio Manual? • Changes need to be approved by AC.

1.3.2	Students are receiving effective advising, which promotes development of professional identity as indicated by exit surveys and portfolio examination in 604.	Are exit surveys being done?
Performance Indicator 2019-2020		Additional Considerations
1.4.3	Systematic evaluation of faculty (full- and part-time) is fully implemented.	<ul style="list-style-type: none"> The team determined that there were a lot of areas (teaching, scholarship, service) that need evidence of being done. Faculty should consider creating a LiveText portfolio and continue to update the portfolio throughout the year. This will allow faculty to have this information readily available when it is evaluation time. Without having a tracking system in place we think that faculty will be spending a lot of time trying to gather this evidence last minute and may miss/forget some of the work that has been done.

Diversity

Prepare all students for service to all types of communities

Performance Indicator 2019-2020		Additional Considerations
3.2.1	75% of students will report feeling a sense of safety, belonging, and significance by the time they graduate.	<p>SSS to evaluate:</p> <ul style="list-style-type: none"> • The value of good communication. • How do you honor students in communication? • How do they feel when we really listen attentively? • Additional ideas/specifics in the Retreat Report. • Who locks the building? • SSS to create protocol for an active shooter. Safety Protocol.
Performance Indicator 2019-2020		Additional Considerations
3.3.1	MSJCCs are integrated throughout the curriculum.	<ul style="list-style-type: none"> • President and program faculty to explore community partnerships to increase opportunities for service learning. • Work to increase counseling services/ access to rural and outstate MN.
Performance Indicator 2019-2020		Additional Considerations
3.4.2	Student Success Services integrates, supports and promotes multicultural awareness and diversity.	<ul style="list-style-type: none"> • Increase diversity on recruitment team. Enhance the recruitment efforts. Could there be a satellite office or location for underserved population? • Possible partnership to increase presence? • Partnerships in social justice – identify resources – list for students – additional internships: A dedicated page on website for resources. Resources within benefit plans (employees). • Examine possibility of increasing student participation in ICASSI.

**Institutional
Sustainability**

Provide resources to support institutional stability

Performance Indicator 2019-2020		Additional Considerations
4.2.1	AGS will track enrollment, student persistence, retention, and graduation rates in order to identify areas for improvement.	<ul style="list-style-type: none"> • How does a student taking a break or leave effect completion rate at Adler?