Adler Graduate School - MN

HLC ID 1291

OPEN PATHWAY: Reaffirmation Review   Review Date: 11/11/2019

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Context and Nature of Review

Review Date

11/11/2019
Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

There are no forms assigned.

Institutional Context

Adler Graduate School (AGS) is a specialized master's degree offering institution which offers three master's degrees and several certificates. AGS began as the Minnesota Adlerian Society and became the Adler Institute in 1969 providing family education. The institution was given degree granting authority by the Minnesota Office of Higher Education in 1989 and initial accreditation by the Higher Learning Commission in 1991.

The AGS mission and core values focus on integrating Adlerian principles into their courses and all of their processes including their organizational structure. Their current enrollment is 317 part-time students who take classes either on campus or online which a few courses delivered in a hybrid mode. In January 2018 a new president began his service. He changed the organizational structure to a more collaborative model than the institution had previously experienced. AGS also moved from an adjunct faculty model to a full-time faculty model with continued use of adjunct faculty. The full-time faculty have picked up additional roles and expectations such as advising, curriculum and programmatic oversight, and scholarly productivity.

In September 2019 a 50th Anniversary celebration occurred which brought together many alumni and previous employees. Beyond the opportunity to celebrate the history of the institution the celebration has resulted in many alumni reconnecting with the institution and is supportive of future efforts to seek additional funding from donors.

The three of the past four years have resulted in budget deficits. The one year without the budget deficit was because

AGS sold its previous building and bought another one. The price received from the old building was sufficient to purchase and renovate the new building and provide the institution with a budget reserve.

In October 2019 AGS completed four years of participation in the HLC Assessment Academy. The results of that work was a review and updates to the AGS Mission, a heirarchy of assessment model, and development of assessment processes and procedures which are now being implemented.

Interactions with Constituencies

Individuals with whom the team met:

President

Vice President for Finances

Director, Academic Affairs and Quality Assurance

Director, Online Education and Assessment

Director, Student Success Services

Human Resources and Executive Assistant

Director, Admissions

Assistant Director, Admissions

15 Full-time Faculty

5 Part-time Faculty

4 Alumni

Program Chairs

Chair, Board of Directors

Vice Chair, Board of Directors

Finance Committee Chair and Treasurer, Board of Directors

Past Chair, Board of Directors

Additional member of the Board of Directors

Director, Alumni Relations and Institute of Continuing Education Coordinator

Director, Information Technology

Director, Financial Aid

Registrar

Assistant Registrar

Assistant Director, Student Success Services

Help Desk Technician

Librarian

2 Student Success Services Specialists

19 Students

Additional Documents

Signed Conflict of Interest Forms from members of the Board of Directors

Letter of Approval from Minnesota Board of Teaching to offer School Counselor licensure program

Log of Student Withdrawal Reasons for past 2 years

Written student concern delivered to a staff member

Tested Experience Policy (Faculty Qualifications)

Faculty Qualifications for all full-time and part-time faculty

Professional Development schedule to orient to Adlerian Emphasis

Student Complaint Logs for last 4 years

Email string regarding one of the 3rd Party Complaints

Course Syllabi for the following courses:

- 505 Fall On Campus (OC)
- 511 Summer and Fall OC
- 504 Fall On Line (OL)
- 504 Summer OC
- 500 Fall OC
- 500 Fall OL
- 517 Fall Hybrid
- 505 Summer OL
- 521 Summer OC
- 536 Summer OL
- 562 Summer OL
- 571 Fall OC
- 574 Spring OC
- 573 Winter OC
- 570 Winter OL
- 513 Fall OL

- 542 Fall OL
- 513 Summer OC
- 537 Summer OL
- 511 Fall OL
- 512 Fall OL
- 532 Summer OL

Items uploaded to Addendum:

- AC_curriculum_approval_documentation.pdf
- Director_of_Student_Success_Services'_CV.pdf
- Enrollment_Plan.pdf
- IRB_information.pdf
- January_2018_IRB_application.pdf
- Nicholas-Reis_Resume.pdf
- Planning_Retreat_Summary_Report.pdf
- Program_Evaluation_Plan.pdf
- Program_Evaluation_Plan_-_Assessment_of_Student_Learnimng.pdf
- Registrar's_CV.pdf
- Time_given_to_students_to_transition_from_Master.pdf

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Rationale

Besides the information shared on the AGS web pages faculty, students, staff, and Board members, in multiple meetings, each shared the unique nature of the work environment that is present since the change in institutional leadership and the move from an adjunct faculty model to a fulltime faculty model. The institution has moved back to its Adlerian roots. Previous administrations provided top-down decision-making and did not support collaborative processes. Employees felt they had no input into the future of the institution and that their opinions were not valued (as described by a staff member, "We are invited to be creative now, its not top-down, there is now an openness"). The return to their Adlerian roots in their operations and interactions with each other and students has provided a more positive working environment as shared by faculty and staff. The students appreciate the new advising model with more rapid responses to requested information. Each year AGS holds a summer retreat in which all are invited including Board members and students. The June 2019 retreat focused on developing working plans within the Institution Effectiveness Plan (IEP). Everyone in attendance had a role in decision-making related to the IEP.

The process for the development of the mission statement supports the Adlerian principles that inform the mission, in particular the fostering of "encouragement, collaboration, and sense of belonging." When the new president began his service in January 2018, he established a steering committee for strategic planning and accreditation. That group created a draft of the new mission statement which was presented to various stakeholders who provided feedback. The revised draft was then submitted to the faculty and approved. The Board of Directors approved the revised mission statement at their 8/22/18 meeting. The minutes of this meeting indicate that prior to unanimous approval, the Board changed the wording slightly - switching the locations for "mental health professionals and develop human service." The Board members shared their support for the revised

mission and the unique niche of Adler Graduate School.

During Team interviews, faculty and staff readily offered examples of the Adlerian-mission in action - collaboration, belonging, diversity and encouragement - such as professional development topics, service events, an horizontal organizational structure, and ways of relating ("We are inclusive now, not isolating").

A review of the academic programs on the AGS website indicates that all students take a course in Adlerian principles, the programs are all focused on counseling, including school counseling, marriage and family counseling, and art therapy. These are all in the mental health and human services areas per the mission statement.

The enrollment profile reflects the core value of diversity with the diversity of the student body and faculty and staff reflecting the diversity of the area in which AGS is located and the diversity of professionals in the fields of their degrees. Students, faculty, and staff present in meetings supported the level of gender, age and racial diversity indicated on the website.

Budget priorities in the past two years reflect support for the AGS mission. These included moving the institution to a fulltime faculty model resulting in the hiring of 16 new fulltime faculty whose responsibilities include teaching, advising, and curriculum development among others. In some cases individuals are given assigned time for additional roles such as directing professional development. The Board also supported participation in the HLC Assessment Academy that triggered the need to review the mission statement. The outcome of participation in the Academy has changed the direction of the institution which is developing the culture of assessment as a result. A need was articulated for more employee hours in the Student Success Services area to provide more support to students who may seek their services; this need has been met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Rationale

The AGS publicly shares its vision, mission, values, and strategic goals of the institution via significant documents, on the website, throughout the School (on signage) and in public communications (i.e., newsletters, the viewbook, oral presentations).

As a unique example, news on the AGS website announcing tuition discount partnerships focus on the core characteristics in a consistent mission-focused manner; they begin: *"To embrace our mission, vision, values, and deep-rooted beliefs in a call for social interest in action, Adler Graduate School partners with various community organizations is offering discounted tuition scholarships. Our team recently met with each of our community partners to spotlight the social interest they have vested in our communities..."* and they end with the statement *"Adler Graduate School is honored to partner with such charitable organizations that focus on giving back to the diverse communities we serve."* These statements reflect AGS's collaborative, encouraging, community-oriented Adlerian approach within a basic news post.

Team meetings with the Board, faculty, staff, administration, and students affirm that the mission and Adlerian approach is reflected in all academic and service programs of AGS. The campus community is well versed in the Adlerian perspective and values and processes. AGS policies and procedures are understood within its context.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Rationale

The mission statement of AGS states that it educates students for the "culturally diverse communities they serve." Also, "Diversity" is one of the four values, along with Quality education, Adlerian principles and Institutional Sustainability. Four diversity goals are identified within the IEP:
*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.
*To sustain, improve, and promote a sense of safety, belonging, and significance for all students.
*To increase multicultural counseling awareness, knowledge, and skills through curricular experiences.
*To provide extra-curricular opportunities for students to develop multicultural and social justice counseling competencies.

Each goal has designated performance indicators (e.g., "*Development of a plan for providing training aimed at increasing faculty and staff Multicultural and Social Justice competence*" and *"Develop a student admission and interview process that values diversity*") with updates, data sources, and responsible parties. Progress and areas of needed attention are clearly documented.

The Board of Directors aims to increase diversity representation as they grow from seven to eleven members. Similarly, the 2019-20 recruitment plan describes strategies to reach more students who represent diverse backgrounds. These include attendance at recruitment fairs in Minnesota and surrounding states, attending professional meetings which target diverse populations, and contacting HBCUs. AGS is currently designated a Military Friendly school; staff indicate that they will be submitting a 2020 application to maintain the designation.

The AGS building offers both gender-specific and neutral public toilets; a lactation room is available for nursing mothers. Students with documented disabilities are accommodated with services such as extended test/assignment time, alternative format textbooks, preferential seating, early access to online courses, etc. Students for which English is a second language can receive supportive services in the Writing Center. Persons officially registered as a member of a Native American tribal group (and members of other specific groups [i.e., alumni, veterans]), can obtain a 10% tuition discount scholarship.

Team interviews confirm that faculty, staff and students know to refer to the website for information

on protections and policies, such as the Americans with Disabilities Act, AGS's Non-discrimination Policy and Gender-Based Misconduct Policy. The ADA and Non-discrimination Policy are listed in course syllabi.

The student capstone Portfolio evaluates " Multicultural, Social Justice, and Advocacy Competencies."

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

Adler Graduate School recognizes its role to serve the public.The Vision states that AGS educates "professionals to transform society through social interest in action." Community involvement is a key aspect of the Adlerian perspective and The AGS mission. During the President's presentation to the team, he discussed AGS' involvement in the community and the community's involvement in AGS. One of the slides includes community partner and alumni as connections between all sections of the shared leadership model. The AGS website has a section entitled *Adler in the Community;* included in this section are the Adler Institute for Continuing Education, and the two Service Centers: Art Therapy and School Counseling. Faculty and staff at Team forums readily identified community connections and services as illustrations of the AGS mission. Serving the public good goes beyond training and educating counselors in the areas of mental health and human services; it is notable that AGS includes "Community" on their organizational chart.

The viewbook for prospective students includes a significant section on "*Social Interest in Action*" and states that "Alfred Adler believed the true measure of one's overall health is displayed in one's level of social interest." The viewbook is titled, "Transforming society through social interest in action." Prospective students and those that apply are offered a very clear description of the AGS commitment to community service, interests, and collaboration.

The Adler Institute for Continuing Education focuses on continuing professional development for its alumni as well as other community professionals in the fields of mental health and human services counseling. Community groups have the opportunity to partner with the Institute and receive reductions in fees as a result.

The Art Therapy and School Counseling Service Centers provide opportunities for students to use their skills within specific community groups (i.e., senior centers, the Epilepsy Foundation of MN, immigrants) and schools. The Art Therapy Service Center serves individuals and families who benefit from art therapy interventions. Art Therapy students have had opportunities to travel abroad providing educational exposure to global/international communities, such as in Romania. The

School Counseling Service Center partners with underserved primary and secondary schools. AGS students and staff provide direct services to students and families. A letter from one K-8 charter school noted that it had received an award based on the positive changes that resulted from the partnership with AGS.

Resulting from data provided to the AGS Board of Directors by a member of the Board of the Minnesota Department of Health, AGS desires to target rural areas for prospective students and to encourage graduates to work in rural communities given these areas are under-served in Minnesota . This focus on underrepresented populations was shared in several meetings with faculty, staff, and administration.

Ensuring that students conduct themselves in a professional, ethical, and competent manner is a method to safe guard the public. AGS has a Protocol for Disposition Evaluation which outlines expected qualities,the 4 points of formal formative evaluation, processes for improving performance and removal from the program, if necessary, and a student appeal process. The Disposition Evaluation was shared in several of the Team meetings with faculty.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Rationale

AGS benefits from a clear understanding from all constituencies of the Vision, Mission, and Values of the institution. AGS has recently deepened its Adlerian approach by connecting to its historical roots in everything that it does. Faculty, staff administrators and board members speak passionately about the Adlerian perspective and how it now shapes AGS. The current mission and vision was developed through a collaborative process and has been adopted by the governing board.

From syllabi to group forums, the Team found a clearly understood sense of mission at AGS, including the distinctive values of social interest and diversity. AGS articulates its mission in all of its various enrollment materials, institutional documents, admissions processes, in syllabi, and throughout the website and building. Students understand the values and easily define how they are incorporated into the AGS experience and as practicing mental health and human services professionals.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Rationale

Comprehensive policies and procedures are defined for AGS constituents within the following documents:

- The AGS Board of Directors Policies and Procedures Manual (June 28, 2019 -draft)
- The AGS Employee Handbook (effective July 1, 2019; on web dated 1/1/2020)
- The AGS Faculty Handbook (most recent update May 2019)
- 2019-20 Catalogue/Student Handbook

The AGS Board of Directors Policies and Procedures Manual includes policies for areas such as member responsibilities, qualifications, lines of authority, committee charters and procedures [Governance, Finance] and others. Members annually acknowledge, in writing that they have reviewed the "Conflict of Interest and Business Ethics" policy. Review of Board minutes affirms that appropriate voting recusal occurred in such an instance.

A review of the 2019 audit demonstrates that the school is in compliance with government auditing standards. It was noted that AGS took appropriate actions to correct two significant deficiencies noted in the 2018 audit pertaining to Financial Reporting and Student Status Change. The June 20, 2018 Audit noted that corrective action was taken on two significant deficiencies – Audit Adjusting Entry and Separation of Duties and a third action related to Student Status Change.

The AGS Employee Handbook for staff and faculty covers 5 sections: Governing Principles of Employment, Operational Policies, Benefits, Leave of Absence, and General Standards of Conduct. It includes written acknowledgement that employees have received and read the Handbook, the Gender-Based Misconduct Policy, and the Non-Harassment Policy. An overview of the Handbook is provided during the on-boarding process for all full-time faculty and staff.

In addition, all full and part time faculty receive the Faculty Handbook and the Online Learning Policies and Procedures manual. The Handbook includes sections on Academic Procedures

(e.g., advising, grading system, syllabus deadlines), AGS Policies (e.g., intellectual property, copyright, human subjects research), Faculty Personnel Information (e.g., complaint procedures, evaluation, returning call and emails). Within the 'Faculty Ethics' section is a clear statement on the expectation that faculty will follow the code of ethics that regulates their licensure (e.g., ACA, AMFT, NASW, APA). The manual addresses best practices in on-line teaching and learning, including course development, faculty expectations, approaches, and advantages.

The Assurance Argument indicates that part-time faculty receive the Faculty Handbook but not the Employee Handbook; part-time staff may not receive either handbook. Thus, part-time faculty and staff may not be apprised of some relevant policies that are included in the Employee Handbook, such as the weather closing procedures, attendance/punctuality expectations, and the pet policy. The Team recommends that all employees, full and part-time, receive the Employee Handbook during the on-boarding process.

For students, the Catalog/Student Handbook includes a clearly identified and thorough list of appropriate policies (i.e., Academic Appeals, Complaints and Grievance Policy and Procedures, Academic Progress Policy, Academic Probation, ADA, Auditing a Course, etc.). An on-site review of the Student Grievance Log indicated outcomes of grievances (since 2015), and takeaways (since 2018).

The AGS Academic Integrity Policy, on cheating, plagiarism, fabrication and dishonesty, is included in the Faculty Handbook, Catalog/Student Handbook, and in all syllabi. Syllabi follow a School template which includes "The Academic Integrity Policy," "The Non-Discrimination Clause" and a "Learning Accommodations (including students with disabilities)" statement.

AGS outlines an "All-School Ethics Policy" on the "All School–Administrative" page. It opens with the statement, "*It is the policy of the Adler Graduate School that its employees and Board members uphold the highest standards of ethical, professional behavior. To that end, these employees and Board members shall dedicate themselves to carrying out the mission of this organization and shall: ...*" followed by 17 commitments (i.e, "*Hold paramount the safety, health and welfare of the students, the employees and the public in the performance of professional duties*," "*Treat with respect and consideration all persons, regardless of race, religion, sex, gender orientation, sexual orientation, maternity, marital or family status, disability, age, socio-economic status or national origin*"). This is a noteworthy commitment of integrity and ethics. It is recommended that it be included in the Faculty, Employee, and Board handbooks.

Team interviews with faculty, staff and students indicated that they know to turn to the handbooks and/or can name specific individuals (i.e., program directors, registrar) for the policies, practices, procedures, and expectations, many of which have been updated in the past few years.

Adjunct faculty reported useful and effective on-boarding practices. Some expressed interest in continued professional development beyond the on-boarding phase, such as individualized pedagogical feedback or Adlerian-trained peer group support and networking.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Rationale

The AGS website gives information aimed at prospective students, current students and current faculty and staff. The Admissions tab includes information on the application process, requirements, tuition, scholarship opportunities, etc.

Print materials supplement the website. For prospective students, admissions information is in the viewbook, "*Transforming Society Through Social Interest in Action.*" It includes expectation for each program such as credit hours, educational pre-requisites, tuition and fees, application requirements, and the Adlerian approach.

AGS communicates its accreditation status with the Higher Learning Commission on the bottom of every webpage via the HLC Mark of Affiliation linked to the Commission. However, there were instances in which the status is inaccurately posted:

> -a webpage and side tab state that 5 certificate programs are approved by the HLC under the title "Certificate Programs in Leadership and Counseling & Psychotherapy (Approved by the HLC)," [see *https://alfredadler.edu/programs/certificate]*
> - the master's degree in Applied Adlerian Psychology in Leadership is 'accredited by the HLC' [see: *https://alfredadler.edu/programs/masters/applied-adlerian-psychology-in-leadership*].
> - "Our courses are fully accredited by the Higher Learning Commission" [see *https://alfredadler.edu/programs*].

The HLC accredits institutions (not programs or courses) and approves institutions to offer programs. Thus, the three instances noted above must be corrected to avoid an inaccurate representation of HLC accreditation. If there is evidence that these issues have been rectified.

The NC-SARA mark is also posted on the footer of every webpage indicating that the organization authorizes AGS to enroll non-Minnesota residents in online courses. AGS should consider noting AGS's status as a not–for-profit institution on the AGS website and print materials.

Team interviews with students indicate that their perception and understanding of attendance costs, program expectations, and licensure eligibility at the time of enrollment match their experience. With regards to time-to-completion, a few students in the Art Therapy program indicated that it was longer or more intensive than expectations due to challenges with internship opportunities and timing; thus, descriptions of the Art Therapy program length should be reviewed for accuracy and

clarity.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Rationale

The policies and procedures to ensure the autonomy, integrity, and the monitoring of continuous improvement of AGS by the Board of Directors is outlined in the BOD Handbook of Policies and Procedures. The Bylaws include expectations on Leadership, Governance and Oversight, Board Engagement, Fundraising, Board terms and Qualifications. To ensure oversight of quality enhancement, the section on Strategy and Planning Process includes the responsibility to monitor progress on the Institutional Effectiveness Plan.

The current membership is seven. Four officers of the Board include the chair, vice chair, treasurer and secretary. The secretary position has been unfilled for months; per the Bylaws and (possibly state requirements) Directors were encouraged to fill this position. The Board is assisted by the Finance Committee, chaired by the treasurer and including 3 other members, in meeting its fiduciary responsibility to AGS as outlined in the Manual. Customarily, the Committee meets in advance of the Board meeting to review reports of the vice president for finance. The Governance Committee, headed by the Board chair, makes "recommendations to the Board regarding the size, structure, charters, processes and practices of the Board and Board committees."

During the Team interview, the Board chair stated a goal to increase the size of the Board to 11 members. Candidate qualities that are being sought include the ability to work effectively in a committee structure, officer capacity, and a commitment to the time and structure that is set.   Recent enhancements to support "the infrastructure to make the best decisions" are the development of an major project proposal template, guidelines for offering a resolution, and reporting improvements (i.e., agenda setting, clarity in notes). A job description for Board membership has also been created. Some of the enhancements were outcomes of the November 2018 Board Retreat which included exercises to identify accomplishments, strengths, and next-steps. A number of enhancements resulted from the retreat; an intended advancement yet to be initiated is formal evaluation of senior

leadership.

The interview confirmed that Board members recognize their fiduciary responsibility for AGS's mission, financial health and the appointment of the President. A review of Board minutes showed attention to the mission (i.e., proposed revisions) and financial health.   Members see their role as advisory; as one member stated, "we are strategic, not day-to-day" and that this governance perspective has been effectively delineated with the current President.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Rationale

The commitment of AGS to Academic Freedom is clearly articulated on the website and within the Catalog-Student Handbook under 'All School Policies - Academic/Student: Academic Freedom''' (..."*Academic freedom is preeminent among the rights of persons engaged in learning. Moreover, scholarly achievement depends upon the spirit of free inquiry characteristic of the best university traditions…*").

Related, a statement on the "Freedom of Inquiry" is in the Faculty Handbook (also available on the website) under "All School Policies – Administrative," noting that AGS "*acknowledges and respects the rights of all individual students, faculty and the public to engage freely in inquiry into all issues related to programs of the School, with no restrictions on personal, religious, academic or professional convictions*." It is recommended that the statement on 'Academic Freedom' as such also be included in the Faculty Handbook.

Team interviews with faculty and students found no concerns related to free expression. In fact, both adjunct faculty and students stated that the Adlerian value on overcoming fear empowered and encouraged them to speak out.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Rationale

Policies and procedures ensuring academic integrity are listed in the Faculty Handbook and Catalog/Student Handbook; including the expectation to abide by the professional codes of conduct in the practice of research and scholarship.

Student guidance in the ethical use of information takes a number of forms.
-it begins with the first course, "512: Introduction to Professional Writing and the Portfolio." This two credit on-line course covers ethical writing policies and practices, such as citations, copyright; plagiarism, authorship attribution and the use of peer reviewed literature. Something similar to "TurnItIn" is used to provide students with feedback on writing samples.
- Students are introduced to the ethical codes in the second class they take at AGS
- Writing rubics have been developed and are used in providing student writing feedback.
- The Writing Center has developed an on-line informative video.
- The academic integrity policy is included on all syllabi.
- Support is offered by the academic librarian and library tools (i.e., plagiarism tutorials).
- 'Academic integrity' is one of the professional dispositions assessed at specific points in the program.

At the first occurrence, students are referred to a 3-part educational intervention: educational video, writing sample review, and verbal discussion.

It was noted in an open Team interview with faculty and staff that there has been a recent uptick in plagiarism, with 2-3 students cited per term. Some of the procedures listed were developed in response to the increase. A comment was made that the 512 course, alone, is not enough to fully educate students on professional writing skills and on ethics of information; a suggestion was offered that continued education, support and evaluation of academic writing and integrity occur throughout the curriculum.

For faculty, expectations and support for ethical scholarship practices (i.e., plagiarism, copyright) are outlined in the Faculty Handbook and within their particular ethical code. Librarian assistance is readily available.

While not focused on generating original scholarship, AGS does have an Institutional Review Board comprised of at least four faculty in which all research conducted on Human Subjects by faculty and students must be approved.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Rationale

Based on the review of evidence and interviews conducted by the Team, AGS operates with integrity. Policies and procedures to ensure ethical and responsible practice and governance are published in various handbooks; faculty, staff, students and board members are aware of the institutions policies and resources. Preventative and corrective measures are in place and implemented as necessary. "Integrity" (along with "flexibility" and "the ability to work as a team member") were attributes shared in a variety of open interviews to the question of what are 'good fit' qualities for members of the AGS community.

The AGS Board's decision-making practices and self-examination are conducted within the context of what is in the best interest of the School and its students. The Board delegates day to day responsibility to the administration.

The Team observed some misstatements associated with the School's accreditation status with the HLC. Such inaccuracies may impede honest public disclosure. The occurrences were found on the website (on tabs and pages) and was expressed verbally during an interview. The Team shared the concern with the Board during the interview. Now that the concern has been brought to the attention of AGS, the Team is confident that the administration will take immediate corrective actions and attend to appropriate language and phrasing in presenting itself accurately in the future.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Rationale

The Adler Graduate School (AGS) offers four programs at the Master's level: Adlerian Counseling and Psychotherapy – Art Therapy, Adlerian Counseling and Psychotherapy – Counseling, Adlerian Counseling and Psychotherapy – School Counseling, and Applied Adlerian Psychology in Leadership. Additionally, AGS offers two post-baccalaureate certificate programs and three post-Master's certificate programs.

AGS is a recent graduate of the HLC Assessment Academy. Evidence shows the development of a rigorous program for continuous assessment of courses and program currency.

All four Master's programs have student learning outcomes, course descriptions, and assessment procedures in place appropriate for this degree level (see: *https://alfredadler.edu/programs/masters-programs-in-counseling-and-therapy*). Where appropriate, these student learning outcomes are mapped to competency standards established by the relevant program accrediting body. Programs of study are clearly articulated, with delivery modality (face-to-face, hybrid, or online) clearly stated on program websites. Student handbooks and online learning guides are provided and available on program websites.

 All five certificate programs have student learning outcomes, course descriptions, and assessment plans in place appropriate for these programs (see: *https://alfredadler.edu/programs/certificate*). Evidence includes listings of the certificate programs on the AGS website. The websites for each certificate program include program descriptions, course listings, student learning outcomes, gainful employment information, and delivery modality (face-to-face, hybrid, or online).

Two important items need clarification. First, the webpage for the Master's program in Applied Adlerian Psychology in Leadership claims that all Master's programs at AGS are accredited by the Higher Learning Commission (see: *https://alfredadler.edu/programs/masters/applied-adlerian-psychology-in-leadership*). This is an incorrect representation of HLC accreditation, and must be revised to indicate that AGS is approved to offer Master's degrees and the Adler Graduate School is accredited by the Higher Learning Commission. Second, the school counseling program is approved by the Minnesota Board of Teaching. This is accurately stated on the website (see: *https://alfredadler.edu/programs/masters/school-counseling*). However, the assurance argument misstated this as being *accredited* by the MBOT. This was addressed and clarified during the team visit.

The SLOs at both the course and program level are appropriate for the graduate programs and certificate programs offered by AGS. Course level SLOs are introduced within the curriculum in three differentiated phases: Introduced, Reinforced, and Applied. These staging ratings are used in the curriculum maps to appropriately track student learning outcomes by course within each program. Ample evidence of curriculum maps are provided in both the Criterion 3 and Criterion 4 sections of the assurance report. The assurance report and curriculum maps also demonstrate cross-referencing of common SLO's across academic programs.

All AGS academic programs are delivered at the graduate level. All courses offered by AGS apply to both the Master's and Certificate programs. There are no differences in student learning outcomes, course descriptions, or assessment processes relative to degree or certificate programs. The fundamental differences between the degree and certificate programs is the number of credit hours required, course options, and program goals for the certificate programs. See: *https://alfredadler.edu/programs/certificate* for complete descriptions of the certificate programs.

The decision to utilize the same courses for both degree-seeking and certificate-seeking students was a product of a program review process conducted in the 2018-2019 academic year. AGS moved to integrate these programs because the lack of structure of the prior "licensure-only" enrollment programs complicated the ability to adequately assess student learning. With the inclusion of Live Text as the assessment platform, the institution now can effectively assess all students in these courses regardless of whether they are enrolled for the purposes of a degree or a certificate. An additional benefit cited by AGS is the increase in rigor for the certificate seeking students.

The program review for the 2018-2019 academic year that led to the decision to integrate the Master's and certificate program courses was not linked in the Assurance Argument. The only evidence provided for program review is the template. The comprehensive planning retreat report, which documents the progress on the IEP, does not include the program review information related to the 2018-2019 program review that resulted in the decision to integrate the Master's and certificate programs.

Courses are delivered in one of three modalities: online, hybrid, or face-to-face.

AGS asserts that student learning outcomes (SLOs) are consistent regardless of delivery modality. Evidence shows that program SLOs are consistent across delivery modality. Syllabi and other course artifacts in evidence are consistent regardless of delivery modality. In addition, one of the peer viewers observed a live demonstration of the Moodle LMS and reviewed course shells for both online and on-campus courses. The syllabi included identical SLO, assignments, grading rubrics, and standard syllabi statements regarding accommodation, student success resources, grading scale, and course schedule.

AGS also provides an online policy and procedures manual for faculty. A review of this document shows a comprehensive resource for faculty regarding AGS policy, best practices in online course design, technology requirements, and related course-based information vital to the development of online courses.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Rationale

AGS does not offer undergraduate programs. Consequently, 3.B.1 and 3.B.2 are not applicable to this review.

The assurance argument and accompanying evidence provide ample support for engaging students in collecting, analyzing, and communicating information. Students take a common course, AGS 512-Introduction to Professional Writing and the Portfolio. Review of the course syllabus demonstrates a comprehensive course that includes student learning outcomes, cross-walk information mapping course content with relevant accreditation standards, grading rubrics for assignments, guidelines for the development of the professional portfolio, samples of assignments focused on APA style, and routine course details.

A review of course requirements across all four of the Master's programs on the website indicates all AGS students take AGS 500-Principles of Research course. This course fulfills the requirement focused on modes of inquiry. A review of a paper copy of the syllabus documents student learning outcomes, cross-walk information mapping course content with relevant accreditation standards, grading rubrics for assignments, content related to research topics, samples of assignments, and routine course details.

The assurance argument and evidence support the requirement relative to adapting to change. This requirement is accomplished through a number of courses embedded in all programs of study. There

are documents summarizing SLO, course assignments, and grading rubrics from several key courses as support.

The assurance argument indicates that a commitment to diversity and inclusion is a core value of Adlerian Psychology. A review of the mission, vision, and values statement and strategic goals on the institutional website confirms this assertion, see: https://alfredadler.edu/sites/default/files/Board%20Approval%20Mission_Vision_Strategic_Plan_1-26-18.pdf.pdf

All students are required to complete a course in multicultural studies appropriate to their field. Students in the Master's programs in counseling complete AGS 523-Multicultural Counseling. A review of the paper copy of the syllabus documents student learning outcomes, cross-walk information mapping course content with relevant accreditation standards, content related to the breadth of topics in this area of study, descriptions of assignments, and routine course details. Students in the Art Therapy program complete AGS 558-Multicultural Art Therapy. A review of the syllabus in evidence documents student learning outcomes, cross-walk information mapping course content with relevant accreditation standards, content related to the breadth of topics in this area of study, descriptions of assignments, and routine course details.

A review of the portfolio guidelines also requires students to provide evidence in their portfolios relative to topics of multiculturalism, social justice, and cultural awareness. These three competency areas form the foundation for the Adlerian approach to Social Interest-the connection to society for purpose and competence.

The assurance argument indicates that the AGS functions primarily as a teaching institution. The expectations for scholarship are to be understood within this context. Evidence presented in the argument and gathered during the site visit indicate a rising expectation of scholarly activity for faculty. Scholarship expectations have increased due to the shift from an all adjunct faculty to a full-time faculty, adjunct faculty model. Full-time faculty are expected to develop and sustain a line of scholarly inquiry. A review of the faculty handbook and faculty evaluation protocol support this shift in faculty workload.

The assurance argument includes CV's from the faculty as documentation for scholarship. A review of these CV's show faculty engaged in scholarly activities including publication, conference presentations, public presentations, and other professional activities related to scholarship. It is important to note that full-time faculty are growing into the new faculty model and it will take some time for faculty to demonstrate a robust, evenly distributed record of faculty scholarship.

Evidence also shows a growing number of students engaging in scholarship. Some of these projects are done with faculty but students are also engaging in independent scholarship. Documentation is provided showing students have published in local newsletters and presented scholarly work at regional conferences. In addition, students are engaged in scholarly activities associated with coursework and portfolio development.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Rationale

AGS recently made the strategic decision to move from an all adjunct faculty to full-time and adjunct faculty. This transition is in its early phases. Team members met with both the full-time and adjunct faculty. Both groups indicated that the transition is moving forward and there will be growing pains. For example, full-time faculty indicated that it has been challenging balancing what is now expected of a full-time faculty member regarding workload. Balancing teaching, scholarship, service, advising, and governance is new to most if not all of the newly hired full-time faculty. The transition to this type of workload has been challenging but the full-time faculty indicated that they are up to the challenge. Adjunct faculty indicated to team members that the transition has gone well, from their perspective. Adjuncts are satisfied with their onboarding and welcome opportunities for professional development. Adjunct faculty are invited to participate in on campus professional development sessions. In addition, adjuncts have access to institutional funds to support off-campus professional development. This is a critical point—AGS has made a real investment in professional development for not only full-time faculty but adjunct faculty too.

The assurance argument provides evidence for FTE faculty-student ratios and show acceptable ratios. It is important to note that AGS is working diligently to hire qualified faculty to create a robust full-time faculty. This is important to note as AGS seeks CACREP accreditation. The assurance argument also provides evidence of clear policy on faculty qualifications. This policy is consistent with the HLC policy regarding qualified faculty. AGS is growing the number of terminally degreed faculty as

well as faculty with appropriate qualifications to hold faculty status at AGS. A faculty evaluation plan is also in place and was implemented if the fall of 2019. The assurance document contains a copy of this plan but no evidence is available due to the recent implementation of this process. It is expected that evidence of the implementation of the faculty evaluation protocol will be provided at the four-year review.

The transition to a full-time faculty has also moved AGS to develop a shared governance model that affords faculty the opportunity to be involved in governance matters at the institution. Evidence shows a shared academic leadership model that outlines faculty responsibilities in the governance process. The shared governance model shows that faculty have clear responsibilities regarding curriculum oversight, assessment of student learning, program review, academic advising, and faculty review. There is evidence supporting the faculty role in these matters throughout the assurance document in Criterion 3 and Criterion 4, including the AGS assessment of student learning plan, the program review plan, faculty hiring guidelines, portfolio evaluation of students, the formation of an Academic Council, and the AGS Institutional Effectiveness Plan.

The assurance document contains evidence that shows faculty are appropriately qualified in accordance with the HLC qualified faculty policy and AGS minimally qualified faculty policy. Evidence contains the CV's of full-time faculty and support the assertion that faculty possess appropriate level of degrees, possess relevant experience, and possess experience in college teaching. It should be noted that some of the CV's are in need of updating and it would be helpful if CV's followed a common format.

AGS is not engaged in dual credit, contractual, or consortial programs.

The assurance argument describes a robust faculty evaluation plan. Evidence includes a full-time faculty evaluation form, scoring rubric to evaluate faculty work, and relevant evaluation criteria. Full-time faculty are evaluated annually, per policy. Adjunct faculty are evaluated relative to teaching effectiveness. Student evaluations of both full-time and adjunct faculty are part of the faculty evaluation process.

A review of faculty resource pages on the AGS website shows links to the AGS Faculty Handbook and other resources useful for faculty work, https://alfredadler.edu/about/faculty-employee-resources and https://alfredadler.edu/about/quality-assurance-assessment/assessment-tools/livetext-faculty-e-portfolio. In addition, there is website material describing faculty responsibilities for assessment of student learning, student course evaluation and program review, https://alfredadler.edu/about/quality-assurance-assessment/assessment-evaluation-tools.

It is important to note that the faculty evaluation process is in its earliest phases. There is evidence of a faculty evaluation policy, evaluation process, and ample information available to faculty to help them navigate the evaluation process. The new faculty evaluation process is just underway. Evidence of how this process is working is expected as part of the year four comprehensive review.

AGS provides evidence of support for faculty development. Several faculty development events were held on campus for AGS faculty. Satisfaction surveys included in evidence indicate that these in-house events were positively evaluated by participants.

In addition, faculty development funds were increased in the 2019-20 budget. It was noted that faculty development funds have gone underutilized in past years. Efforts to address this have been established for the 2019-20 academic year. Faculty will make requests for funds directly to Academic

Council (AC), a previously existing faculty governance body that redefined its mission in 2018 to align itself with the newly developed shared leadership model. The AC will make distribution decisions. There is evidence on the AGS website that outlines the process faculty should use to request professional development funds, https://alfredadler.edu/about/quality-assurance-assessment/assessment-evaluation-tools.

AGS asserts that all full-time faculty are required to hold office hours. The relevant sections of the faculty handbook provide a description of this requirement (pg. 16). The statement in the assurance report provides more detail regarding office hours than the faculty handbook, https://alfredadler.edu/sites/default/files/AGS%20Faculty%20Handbook_Revised_10-25-19.pdf. We suggest the description in the faculty handbook of office hours be amended to include more details, comparable to the description of office hours in the assurance argument, regarding faculty responsibilities surrounding the holding of office hours.

Student satisfaction data in evidence, from exit surveys, show students report high levels of satisfaction with student support services, with faculty interactions, faculty comments on assignments and with their professional preparation.

AGS asserts that staff members are appropriately qualified. A review of a sampling of CV's of staff, notably the registrar, IT staff member, and director of student success services, show these staff members are appropriately qualified for their positions.

Evidence is provided for staff on-boarding and orientation. Orientation and on-boarding is similar to the faculty on-boarding process. Staff have been included in on-campus professional development events and funds equal to the amount available to faculty, are available for staff to participate in off-campus professional development programs. Staff performance evaluation is detailed on page 12 of the Employee Handbook, https://alfredadler.edu/sites/default/files/Adler%20Graduate%20School%20-%20Final.pdf. Employees are formally evaluated 90 days after hire and then on an annual basis.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Rationale

AGS recognizes the importance of student services as an important feature of student success. The assurance argument outlines a number of student service and student success entities available to students enrolled in either on-campus or online modalities. The following is a listing of the student services available at AGS: Admissions staff, Academic Advisors, Academic Librarian, Financial Aid Office, Technology Department, and the Student Success Services department.

A small sample of evidence provided in the assurance argument shows levels of student satisfaction with institutional services. A survey of active students in 2018, shows that students were generally satisfied with services provided by the primary student service areas: Admissions staff, Academic Advisors, Academic Librarian, Financial Aid Office, Technology Department, and the Student Success Services. It is important to note that these satisfaction survey results are from one point in time. We encourage AGS to continue to collect and analyze student satisfaction data and to disaggregate data by key demographic indicators, i.e., on-campus/online, degree program, sex and age of student, and ethnicity, important to AGS outcomes.

AGS has a robust set of student support services available to students. A review of the student support website details the supports available to students both on campus and online. The website: https://alfredadler.edu/services, details support across all of the service areas available to students. The information on the website, and its links, provides the customary information needed for students to seek support relative to academic advising; academic support, i.e., Writing Center; career development; library services; registrar; technology support; and other important student services.

Student support services offered to students who are conditionally admitted are clearly described on the admissions webpage: https://alfredadler.edu/admissions/status-levels. Conditionally admitted

students meet with the director of student success, create a student success plan, and are directed toward the related academic success supports available at AGS. The assurance argument details the processes in place to support conditionally admitted students. The material in the argument is consistent with information provided on the AGS website regarding the support available to conditionally admitted students.

Matriculated students, whether conditionally or fully admitted, have the benefit of personal academic advising by professional staff and program faculty. One important addition to the advising program is the AGS Professional Portfolio. A review of the Professional Portfolio submitted in evidence shows a very intensive, developmental approach to student advising. The protocol for this portfolio details the frequency of meetings with advisors, materials to be included in the portfolio, and a review of the student's professional development aligned with Adlerian Psychology principles. This portfolio model is a new addition, part of the work completed as part of the HLC Assessment Academy. Students indicated at an open hearing that they find the portfolio a wonderful addition to their educational experience. Students indicated that the portfolio allows them to include their work with descriptions of how the work demonstrates their academic progress, the portfolio materials are clear and have ample supportive materials on the website, and that the portfolio will help them when they look for internships and employment.

The student support websites and related materials contained on these websites demonstrates the AGS commitment to student support and student success: https://alfredadler.edu/services. All of the major student service areas are covered, each possessing their own web links to specific pages outlining the student support and student success resources available to students.

The Assurance Argument lays out a thorough, clearly articulated advising philosophy aligned with Adlerian Psychological principles. The Adlerian core values of: A Quality Education and Diversity are clearly represented in the AGS advising approach.

As noted elsewhere, AGS has moved from an adjunct faculty model to a full-time/adjunct faculty model. With this change, full-time faculty take advising as a core responsibility. Evidence includes a description of an advising framework that covers the duration of the educational experience for students, a clearly articulated set of professional dispositions needed to function as a professional, and a rubric to evaluate professional growth of students. Faculty reported at the open hearing that the new advising model and professional portfolio is an important addition to the faculty-student relationship. Faculty indicated that professional development in support of this initiative has been helpful and they expect more opportunities for professional development to be offered over time. In addition, there are robust faculty resources sections of the AGS websites: https://alfredadler.edu/about/faculty-employee-resources and https://alfredadler.edu/about/quality-assurance-assessment/assessment-evaluation-tools.

Taken together, faculty may find resources to support advising, assessment of student learning, and faculty work. It is important to note that this shift to the full-time faculty/adjunct faculty model has been supported by faculty and administration. It has brought more work to faculty but the faculty are committed to making the model work and see this shift as an extension of their Adlerian values and what is best for students.

The assurance argument provides a thorough summary of the key personal, physical, and technological resources available to students and faculty.

The assurance argument provides a description and links to resources available to hiring of new

faculty. A review of the faculty onboarding process included in evidence shows a very organized onboarding process. The protocol includes a comprehensive review of AGS operations and the faculty role at AGS, and hits the major areas of faculty performance. The onboarding protocol includes an onboarding checklist. There is no evaluation protocol available to review satisfaction with the onboarding process but one is in development. Adjunct faculty reported at the open hearing that they were very pleased with the onboarding process, found the information helpful, and would like more opportunities for professional development and engagement with the AGS mission. HR-related resources may be found on the AGS website at this location: https://alfredadler.edu/about/faculty-employee-resources. The faculty handbook, policy manual, and resources for assessment, training, and evaluation are linked on this page.

Campus facilities are well-positioned to support teaching and learning and the work of faculty and staff. The visiting team participated in a tour of the facility led by the president. This facility is a new location for AGS. HLC approved this location as the primary site for AGS in 2019. The facility is a modern building in an appealing location. The building benefits from an ample supply of natural light and creates a warm and welcoming space.

Faculty and staff offices have ample room for working with colleagues and students. There is dedicated space for the library, classrooms, the writing center, and conference space. The lower level of the building is expansion space for future growth. There is space for students to work and study. In addition, there is a spacious student lounge that provides students a place to warm food, meet socially with their student colleagues, and has a lactation room. These amenities are important. AGS serves an adult student body. Most students work and have family commitments that impact their graduate studies. These facilities help students in their pursuit of their graduate studies.

The assurance argument notes the art studio space as larger and well-suited to support the work of students and faculty in the Art Therapy program. The visiting team toured this facility and concurs with this assessment of the art studio.

The visiting team also toured the library. It is a modest facility but has critical resources for students and faculty. Students and faculty also have access to online materials through an online portal on the library webpage: https://alfredadler.edu/library. In addition, a special collections room contains a variety of primary resources in Adlerian Psychology. Many are historically relevant and do serve as a historical anchor to the mission of Adlerian Psychology.

Completion of field experiences and internships are an integral part of the academic programs at AGS. Evidence is in place describing the diversity and number of field experience and internships sites available to students. In addition, students are provided with resource materials useful in the completion of field experiences and internships; see, https://alfredadler.edu/students/internships/field-experience-forms.

The assurance argument outlines the technology and writing center resources available to students, faculty, and staff. A review of the AGS website shows a detailed listing of the technology resources and support available to students, https://alfredadler.edu/services/technology, and writing center resources, https://alfredadler.edu/services/writing-center.

Students have access to computer labs, printers, software for purchase, wireless connections, and the Moodle learning management system. These resources are customary and provide ample support for students as they pursue their academic program.

The Writing Center offers a number of resources, programs, and guidance regarding the completion of writing assignments. Staff availability is clearly posted on the website and shows that staff hold office hours and provide the customary information needed by students to contact writing center staff.

The assurance argument asserts that students are introduced to customary practices associated with research and information sources. Evidence indicates that students are exposed to research practices and use of information resources in an introductory course, AGS 512, required by all students regardless of academic program. In addition, students complete a research course, AGS 500, along with other courses requiring students to apply appropriate information resources in the execution of research projects and related scholarly activities. Grading rubrics for course assignments as well as rubrics for the professional portfolio are in evidence and discussed elsewhere, and include evaluative components regarding the appropriate execution and description of research.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Rationale

The assurance argument lists seven co-curricular programs available to students. This is notable, AGS serves primarily a working adult population. Nevertheless, AGS provides several co-curricular options for students that are rooted in the Adlerian mission and provide opportunities for students to enrich their academic experience via service learning, student organizations, and pre-professional activities rooted in the academic curriculum.

The websites for these programs are in evidence. A review of these websites describes the programs, connects the programs to the Adlerian mission and vision, and offers students opportunities to work with practicing professionals. Several of the programs focus on delivering services to special populations that are often underserved. Furthermore, participation in the programs provides students with evidence for their professional portfolio and supports their growth as Adlerian-trained professionals, https://alfredadler.edu/news,

The assurance argument provides ample evidence linking the Adlerian mission to the educational experience offered to students in the work of AGS faculty and staff. It is important to note that the core values of Adlerian Psychology; namely, Quality Education, fidelity to Adlerian Principles, Diversity, and Institutional Sustainability, are well-represented throughout the curriculum, co-curricular activities, professional development for faculty and staff, and institutional operations. Students are provided a rich array of educational opportunities both inside and outside the classroom that fit their work and life schedules. A number of these opportunities have been recounted throughout the argument and evidence for Criterion 3.

It is important to note that AGS has also introduced two international immersion experiences for students, one in Jamaica and one in Romania. The visiting team asked faculty about these immersion experiences and found that these are relatively new programs. These immersion experiences have been well-received by students.

AGS also supports an Institute of Continuing Education. Programs are free to students and available to the public. A review of the website and information in evidence show a vibrant selection of continuing education programs, https://alfredadler.edu/community/institute.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Rationale

The assurance document, associated evidence, and interviews conducted by the visiting team on campus supports AGS' assertion that they provide a high-quality education.

AGS provides a high-quality education in the spirit of the Adlerian Psychology mission, vision, and values. Academic programs, student support areas, faculty and staff have a clear commitment to Adlerian values. The visiting team noted this in the written documentation provided in the assurance report and accompanying evidence, through interviews on campus, and a deep review of the pertinent areas on the AGS website dedicated to the educational enterprise.

Faculty and staff are supported in their work. AGS has dedicated resources to professional development both on and off campus, provides support materials for teaching and learning throughout the website, and have created a collaborative governance model designed to support the AGS enterprise. There is also evidence that students have the support necessary to be successful. Appropriate accreditations and approvals are available for most academic programs. In addition, AGS is seeking accreditation for two programs; Art Therapy and Counseling, and maintains accreditation for presently accredited programs. Although program accreditation is not required, it is important for two reasons; one, it provides an important endorsement of program quality; and two, students graduating from accredited programs may use this to their advantage in finding employment as some employers may not hire students unless they graduate from an accredited program. AGS's investment in obtaining programmatic accreditation brings important advantages to both AGS and its graduates.

AGS has also shifted from a wholly adjunct faculty model to a full-time/adjunct faculty model. This shift has raised the academic qualifications of the faculty as a whole and supports the work in which AGS is now engaged seeking accreditation for the two programs listed above.

AGS participation in the HLC Assessment Academy provided much needed stimulus for a comprehensive academic program review leading to the development and implementation of a rigorous curriculum and assessment plan. This guided review of curriculum has refreshed the teaching and learning environment for both students and faculty.

The visiting team confirmed that AGS has the resources to support the academic mission. Review of the assurance argument, evidence, and tours of the campus confirmed that the campus infrastructure is satisfactory for student success.

It is important to note that AGS has undergone a high degree of institutional change in a relatively short period of time. Changes in AGS leadership, the academic programs, faculty staffing, institutional governance, and location has created a very challenging environment for AGS faculty, staff, administrators and students. Nevertheless, AGS has moved forward in a spirit of cooperation and commitment to their Adlerian values. There are many new processes and procedures now in place at AGS. Most significant is the new assessment plan and institutional effectiveness plan. Early

returns on the implementation of these two critical plans are encouraging. AGS has made substantial changes in their operations, well-described in their assurance document, evidence, and the campus website. AGS needs to stay the course. The visiting team agrees that AGS will need to show evidence of progress of the assessment plan and Institutional Effectiveness Plan at the four-year comprehensive review.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Rationale

AGS has an articulated plan for program review. The assurance report includes a detailed institutional effectiveness plan that describes the processes for program review. Additionally, a program review cycle, program review plan and template are in evidence. The AGS Academic Council is the oversight body for program review. Information regarding program review is included on the Quality Assurance and Assessment website, https://alfredadler.edu/about/quality-assurance-assessment. The site provides a number of links and resources to support program review and the assessment of student learning. Of particular note is the page dedicated to program review under the institutional effectiveness tab, https://alfredadler.edu/about/quality-assurance-assessment/institutional-effectiveness.

It is noted that the Institutional Effectiveness Plan and the program review cycle are new processes at AGS. There is evidence of one comprehensive report, https://alfredadler.edu/sites/default/files/Planning%20Retreat%20Summary%20Report_10-22.pdf on the Quality Assurance and Assessment website. This is a comprehensive report of all program review efforts, both academic and administrative, completed by AGS. This is a good start. It is expected that several cycles of program reviews and assessment review will be completed by the four-year comprehensive review.

AGS does not award credit for experiential learning or credit for prior learning. This sub-standard 4.A.2 does not apply.

AGS accepts transfer credit. There is a webpage dedicated to describing the policy for transfer of credit: https://alfredadler.edu/admissions/transferring-coursework. In addition, there is a link to a form "Request for Transfer Credits" on the transfer credit webpage, https://alfredadler.edu/sites/default/files/Transfer%20Credit%20Form%201-19.pdf and a section in the Student Handbook regarding transfer of credits, http://alfredadler.smartcatalogiq.com/2019-2020/2019-2020-Catalog-Student-Handbook/All-School-Policies-Academic-Student/Transfer-of-Course-Credits. The statements regarding transfer of credits are comparable across sources.

The assurance argument indicates that AGS holds authority over their curriculum and access to all resources necessary to execute the curriculum. AGS provides a number of pieces of evidence in support of this assertion including: an Academic Council and other governance bodies concerned with academic quality, a well-developed assessment plan, a cycle of program review, a minimum faculty qualifications policy, a detailed institutional effectiveness plan that includes a process and procedure to examine institutional operations, and several webpages and documents to support student success, faculty roles and responsibilities, and staff roles and responsibilities. The evidence for these elements of institutional effectiveness and operations have been enumerated in multiple sections of this review, in particular, sections of Criterion 2 and Criterion 3. Furthermore, it has been noted elsewhere that many of these processes are new to AGS.

There is evidence in the assurance report and on the AGS website that many of the processes and procedures listed above have been implemented. It is important to note that most of these operational activities are relatively new, many just implemented in the past year. There is evidence that AGS has an emerging culture of assessment, quality improvement, and institutional effectiveness. The visiting team is encouraged by the work done so far and expects four more cycles of assessment reviews, program reviews, and institutional improvement efforts at the time of the four-year review.

AGS provides evidence for approval for the Program in Art Therapy by the Educational Programs Approval Board. In addition, the Art Therapy Program has submitted a self-study in support of seeking accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). AGS has submitted its self-study to CAAHEP on 10/1/19. The accreditation website shows this program approval and status of CAAHEP approval, https://alfredadler.edu/about/quality-assurance-assessment/accreditation.

The School Counseling Program is shown to be fully approved by the Minnesota Board of Teaching and the Minnesota Professional Educator Licensing and Standards Board.

The AGS counseling programs are presently seeking accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). AGS has engaged in aligning program standards with CACREP regulations and is engaged in faculty hiring to meet the requirements for

qualified faculty for accreditation. The Director of Academic Affairs and Quality Assurance stated that AGS intends to submit their application in early spring. The website states that AGS is not presently accredited by CACREP.

AGS also possesses authorization from NC-SARA to enroll non-Minnesota residents in online programs. The NC-SARA badge is on the AGS accreditation website.

The assurance argument describes two quantitative indicators of graduate success: employment rates and pass rates on licensure exams. It was reported that the tracking of employment rates of graduates has been uneven. AGS recognized this inconsistency and has implemented an exit survey process that aids in the collection of student satisfaction data and student employment data. Preliminary data in evidence related to the newly implemented exit survey show high employment rates. This is a good start. The visiting team expects that AGS will be able to report four cycles of exit survey data at the four-year comprehensive review.

Similarly, AGS did not systematically collect data on licensure rates. Evidence from a 2016 survey of alumni showed high rates of passing licensure exams by students eligible for licensure. Salary information was also included in this survey. This data showed that alumni had annual salaries over $40,000. AGS recognizes the value of this form of surveying alumni and has implemented a plan to query alumni on a five-year schedule. The newly formed Alumni Association with manage this survey work.

AGS collects and makes freely available data on student retention, graduation, and employment rates. These data are easily located on the Student Outcomes page of the Quality Assurance and Assessment website, https://alfredadler.edu/about/quality-assurance-assessment/student-outcomes.

A review of the links shows trend data for retention and graduation rates. Retention data show a slow decline in retention rates between 2013-14 to 2017-18 from 97% to 78%. AGS leaders recognized this slide and are working to determine why retention has declined and seek interventions to reclaim their very good retention rates. Completion rates between 2016-17 and 2018-19 show patterns of rise and fall across academic programs. Completion rates are largely high with occasional low completion rates. AGS has indicated that they are working to improve completion rates to bring more consistent, high rates of completion. Employment data show a positive story, namely, high rates of employment, solid salary data, and positive results regarding licensure.

The visiting team is encouraged by the direction AGS has taken regarding the collecting of these data and developing programs to act on the data, when necessary. It is expected that AGS will have several more waves of data to share at the four-year comprehensive review.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met

Rationale

AGS recognized the need to attend to the assessment of student learning in 2015. Attending to assessment practices was also noted by the visiting team ten years ago. The AGS leadership made the decision to participate in the HLC Assessment Academy. The visiting team is very impressed with the work of the academic leadership, faculty, and staff connected to the work in the Assessment Academy. It is clear to the visiting team that AGS took full advantage of this opportunity to develop and implement good assessment practices. Routine evaluation and assessment has begun to take root in the AGS culture, as an administrator stated, "it has changed from being an end goal to a journey and process."

The assurance argument includes robust evidence from participation in the assessment academy. Each academy report in evidence shows a growing understanding of the assessment of student learning, the development of a robust plan for assessment, and evidence related to the initial implementation of the AGS assessment plan. AGS has developed student learning outcomes for all of their academic programs. These outcomes are mapped to program goals and course-level goals. Where appropriate, SLO are mapped to accreditation standards for specialty accrediting bodies. The assessment plan includes the use of Signature Assessments as a mechanism to assess student learning.

Assessment rubrics for student writing and the professional portfolio are also in evidence. The use of these rubrics show a commitment to the implementation of standardized procedures for assessment across courses and programs.

The AGS assessment plan is also linked to the program evaluation plan. This is an important connection, namely, linking student assessment to program review. In sum, AGS has developed clearly stated goals for student learning and has implemented a thoughtful plan for the assessment of student learning.

There is evidence for a very strong assessment program. AGS has developed several processes to collect student learning data in multiple formats via Live Text and have developed and implemented a comprehensive professional portfolio to guide student performance.

AGS provides evidence linked to their Assessment Academy work that includes information regarding Signature Assessments, the Professional Portfolio, a manual to help students in the completion of the portfolio, and rubrics used to evaluate the portfolio. There are ample support materials for the assessment program on the institutional website for faculty and students, https://alfredadler.edu/about/quality-assurance-assessment/assessment-evaluation-tools. A review of this website shows links to tutorials, forms, content, and other guidance for both students and faculty relative to assessment.

The AGS assessment program is robust and sets a strong framework for the assessment of student learning. It is important to note, this program is newly implemented. It is important for AGS to show continued progress on assessment at the four-year comprehensive review.

The visiting team has noted that the assessment program is in its early phases of implementation. Preliminary evidence shows a strong effort in implementation of the assessment program.

The assurance report includes evidence from the review of three courses: Foundations of School Counseling; Group Counseling in Schools; and Career Development in Schools. The information included in these reports use student performance data to evaluate student learning outcomes. In addition, the data are used to make recommendations for adjustments to courses to improve the student learning experience. For example, evidence shows that faculty developed a universal writing rubric for use in bringing some consistency to the assessment of student writing. Also, evidence shows that faculty use an Action Planning Report to follow up on quality improvements recommended in review of assessment data.

The assurance report describes a thoughtful assessment process and preliminary evidence in how the assessment cycle informs continuous improvement to maximize student learning. There is a clear, emerging culture of assessment on campus. It is important for AGS to show continued progress on assessment at the four-year comprehensive review.

AGS has adopted a sound assessment plan, driven by their participation in the HLC Assessment Academy. Evidence shows that AGS has involved all pertinent stakeholders in the assessment process, used assessment data to inform institutional effectiveness and strategic planning, and used assessment data for program improvement.

There is ample support documentation on the institutional website, https://alfredadler.edu/about/quality-assurance-assessment https://alfredadler.edu/about/quality-assurance-assessment/institutional-effectiveness https://alfredadler.edu/about/quality-assurance-assessment/assessment-evaluation-tools.

Students, faculty, and staff are informed about AGS assessment practices and engage in assessment. The visiting team learned from faculty that students have been part of the assessment program through attendance at the annual planning meeting and by choosing learning objects as evidence of progress in the professional portfolio. Staff are also included in the assessment process, participate in professional development programs to improve assessment, and are involved in student support for student success. It is noteworthy that hanging in every classroom is the AGS pyramid process of assessment and evaluation - which serves to reinforce a culture of assessment.

The assessment program for AGS has been institutionalized in the Institutional Effectiveness Plan (IEP). The IEP is the guiding institutional plan for quality improvement, assessment of student learning, program review, and institutional process improvements.

It should be noted that the assessment program is in its early stages. AGS should be commended for the work they completed. It is recommended that AGS continues to be diligent in the implementation of their assessment program, use the findings for program improvement, and engage campus stakeholders in the assessment process. It is important for AGS to show continued progress on assessment at the four-year comprehensive review.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Rationale

The assurance report recounts persistence and completion rates for the past few academic years. Persistence and retention rates have declined. AGS recognizes this and suggests the decline may be a consequence of increased rigor in the program. Efforts are being made to improve retention through more invasive advising, professional development for advisors and professional development for academic support staff. Retention data are posted on the Student Outcomes page of the Quality Assurance and Assessment website, https://alfredadler.edu/about/quality-assurance-assessment/student-outcomes.

Completion rates are similarly posted on the Student Outcomes page of the Quality Assurance and Assessment website, https://alfredadler.edu/about/quality-assurance-assessment/student-outcomes. The assurance argument notes that completion rates are inconsistent across programs. The Marriage, Couple, and Family Counseling program has been consistently and significantly below average. This program has transitioned from a unique, stand-alone program to a specialty in the Counseling program. This shift changed some of the academic requirements and increased rigor in the program. This program, along with two other specialties, namely Clinical Mental Health and Co-Occurring Disorders and Addiction Counseling, have been brought under the general umbrella of Counseling programs. This shift occurred in anticipation of seeking CACREP accreditation. Like persistence and retention rates, efforts are being made to improve completion rates through more invasive advising, professional development for advisors and professional development for academic support staff.

AGS is increasing its attention on persistence, retention, and completion rates. The next step in the process is to establish ambitious yet realistic goals for persistence, retention, and completion.

Presently, there are no specific targets set across these areas at AGS other than to improve across these three areas. It is important for AGS to set specific goals and establish appropriate resources needed to achieve these goals. One strategy is to fold in persistence, retention, and completion goals into an overall enrollment management plan in the next strategic plan. Thus, attention to admissions practices and processes expands to attend to a holistic enrollment management perspective. It is expected that AGS will show progress in persistence, retention, and completion at the four-year comprehensive review.

Evidence suggests AGS has developed merging processes to examine retention, persistence, and completion. The Registrar tracks attrition and persistence by term. A member of the visiting team engaged the registrar in conversation regarding the recording of student withdrawals. The registrar shared her attrition report with this member of the visiting team. She catalogues student withdrawals and noted that students leave for the customary reasons: financial, non-cognitive factors, such as family obligations, and academic performance. These data are shared with leadership. The Academic Council also discusses student performance to determine intervention strategies. AGS faculty determined a more deliberate effort is needed to analyze student performance. There is evidence that persistence, retention, and completion data from 2016 to 2019 was reviewed at a June 2019 planning retreat as part of the overall review of the Institutional Effectiveness Plan. The retreat report contains the product of this review. This review has informed strategies for improving persistence, completion, and retention efforts.

Retention, persistence, and completion data are published on the institution's Quality Assurance and Assessment webpage: https://alfredadler.edu/about/quality-assurance-assessment. It is important for AGS to set specific goals for persistence, retention, and completion. Goal setting will aid in establishing appropriate resources needed to achieve these goals.

AGS uses accepted IPEDS definitions and methodologies to collect persistence, retention, and completion data. The Registrar is an experienced professional with institutional research, enrollment management, and registrar experience. The assurance argument indicates that analysis of student performance data is an integral component of the AGS Institutional Effectiveness Plan. There is evidence of the effort to review enrollment management data in the Institutional Effectiveness Plan, namely, Assessment Results & Action Plan – Goal 4.2.1. This report describes who is responsible for examining this data, what was discussed, how the data were collected, and what the next steps are regarding improving persistence, retention, and completion.

Like many of the institutional effectiveness processes, the review of these data is in an early phase. AGS has developed a good plan, is collecting data, and beginning a disciplined process of review for quality improvement. Yet these are emerging and not yet mature institutional processes. We recommend that AGS show progress in persistence, retention, and completion at the four-year comprehensive review.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Rationale

AGS has provided evidence to demonstrate their responsibility to provide a quality educational experience for their students. It is clear that participation in the HLC Assessment Academy pushed AGS to develop a comprehensive assessment of student learning plan that includes curriculum maps, appropriate assessment software to support the gathering of evidence, an articulated set of student learning outcomes, a detailed assessment plan, and preliminary evidence of implementation of the assessment plan. Faculty are adequately engaged in the development of program curriculum, oversight of assessment activities, and have the responsibility for the development, implementation, and revision of the educational experience. The assessment plan is a prominent component of the AGS Institutional Effectiveness Plan, the de facto continuous improvement plan for the School.

There is evidence demonstrating that AGS is attentive to retention, persistence, and completion rates for their students. The rates for these three student success indicators were entered into evidence and are readily available on the AGS website. Preliminary analyses of these data show that persistence and completion rates are uneven across programs. AGS recognizes this and has begun a plan to reverse this trend. The persistence and completion plan is part of the Institutional Effectiveness Plan. It is important to note that AGS needs to establish specific goals for persistence, retention, and completion. Goal setting will aid in establishing appropriate resources needed to achieve these goals. One strategy is to fold in persistence, retention, and completion goals into an overall enrollment management plan and the next strategic plan. It is expected that AGS will show progress in persistence, retention, and completion at the four-year comprehensive review.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met With Concerns

Rationale

Adler Graduate School (AGS) commits sufficient resources to support its educational functions. The school depends heavily on tuition revenue as the primary source of funds for that purpose.

AGS reported net operating losses for each of the past four years ranging from approximately $230,000 to $400,000. In FY2018, the operating loss was mitigated by proceeds from the sale of their prior facility (net of costs for purchasing and renovating their present facility). Financial statements indicate reserves of approximately $2M, about half of which represents net proceeds from the property sale. These reserves represent approximately half of their annual operating budget. The CFI scores for past 3 years range from 2.2 to 3.0, within limits acceptable according to HLC criteria. Discussions with President, VP for FInance, Board Chair, and Board Treasurer indicated a clear understanding of the financial picture including the financial ratios underlying the CFI. AGS has made several substantial resource decisions that are intended and projected to have a significant impact on the annual revenue as well as significant benefit to the educational enterprise (further elaborated in reports on Criterion 3).

The commitment of resources to educational programming is reflected in a strategic plan (adopted in 2018) and includes a shift from all-adjunct faculty to 16 full-time faculty and additional adjuncts. The financial model anticipates increased enrollment and retention with concomitant increase in tuition revenue, so as to reverse the pattern of annual operating losses. Enrollment increases of about 5% per year (approximately 30 students) over the next 3-4 years are projected to bring the operating budget to equilibrium. To that end, monitoring progress towards that equilibrium should be assessed within the next two years. Moreover, careful examination of the progress made on the financial status will be a key aspect of the Year 4 evaluation in the next reaffirmation cycle.

AGS has the requisite human resources to fulfill their educational functions and the operational functions to support that education. The move to build a base of full-time faculty was regarded as a substantial improvement by most faculty (whether full-time or adjunct), staff, and students. The staff are appropriately qualified for their functions and their job descriptions are consistently defined. Resources for staff development have increased in recent years; specific examples of utilization include the participation of the Admissions director at the NAGAP convention and the participation and leadership of the VP for Finance in the NACUBO organization.

The physical infrastructure of the school is housed in a single building that was purchased and substantially renovated to meet the school's operational needs. Inspection of the physical plant by the site visit team indicated adequate classroom space, study space, offices for on-site full-time and adjunct faculty and staff. Technological infrastructure, including that required for online instruction, seems fully adequate for current and near-future operations. Many software functions are now handled in the "cloud" via software-as-a-service modality (e.g., Office365, Moodle). A new server for computer functions was recently installed. Students and faculty reported that the Zoom technology for online interactions were robust and effective.

A review of the budget clearly indicated that resource allocation is appropriately devoted to the educational mission of the school. As a stand-alone entity, AGS has no superordinate entity that might draw off funds. Resource allocations to other (non-degree) aspects of the School (such as the Adler Institute for Continuing Education) are reasonably aligned with the overall mission of the school and its service to key constituencies. The budget process described in the Assurance Argument was confirmed in discussion with VP Finance, Board Chair, and Board Treasurer. Other operational and academic leaders affirmed how they can and have had input into the budget process including requests for special investment or initiatives, such as the CRM software for Admissions work. The Board has defined a process and template for major project proposals (requiring clear linkage to the strategic benefit); both an example cited in the assurance argument and discussion with Board chair and treasurer indicate that this process is used effectively and appropriately. The Board reviews financial statements regularly, as reflected in minutes of Board meetings and as affirmed in person by the Board chair and treasurer.

External fundraising (i.e., advancement or development) is modestly active but does not presently represent a substantial portion of annual revenues. The President and Board Chair confirmed indications in the Assurance Argument that a more vigorous Development initiative is being considered but no concrete plan has yet been established.

Interim Monitoring (if applicable)

The site visit team recommends an interim monitoring report to be submitted. This monitoring report should give evidence that the resource investments (and new costs model) reported in the current reaffirmation process are making progress towards reaching financial equilibrium in the annual operating budget. The expected benchmark is that annual deficits will be reduced to less than 10% of reserves, with optimal goal of break-even or modest surplus. This goal might be achieved through increased revenue (e.g., via increased enrollment) or through reduced expenses. Evidence in this report should include:

1. Annual financial reports through calendar year 2021 with explicit attention to the status of operating deficit or surplus
2. Annual budgets through FY 2021
3. Enrollment data (recruitment funnel, new students enrolled, retention/persistence, total enrollment, total enrolled credits) through Fall 2021
4. Updated projections for enrollment and financial implications (through 2024).
5. Board of Director minutes showing regular consideration of financial matters (as is the present practice) and any strategic decisions that revise the cost or revenue models for the institution.

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Rationale

AGS has made significant improvements to its governance and administrative structures. These changes have led to improved effective leadership by the Board and administration, and to enhanced collaborative processes with the administration and faculty.

The Board of Directors comprises seven members, well within the range of 5-15 members prescribed by its Bylaws. The visit team met with five members (one remotely) including the Chair, Vice-Chair, and Treasurer. The Board has two standing committees (Finance and Governance), which meet prior to each regular Board meeting. As shown by minutes from 2018, the Board meets more often (8-10 times/year) than mandated by the Bylaws (4 times/year). Board minutes reflect attention to the duty for oversight of financial status and of educational quality. The work of the Board is guided by a Policy and Procedures manual; in conversation, the Board Chair and Treasurer both indicated a well-informed familiarity with the manual and its provisions and also with the strategic vision and institutional effectiveness planning that presently guide the operations of the school. The Board members reflected a solid understanding of the appropriate role of the Board with respect to the administration of the school.

AGS has established new governance structures for administration and faculty. A Leadership Team [comprising President; VP-Finance; three Directors (Quality Assurance and Academic Affairs; Admissions and Marketing; Student Success Services) and one Program Chairs' representative] meets weekly to make institution-wide policy decisions. Minutes of these meetings indicated the depth and breadth of matters addressed by the Leadership Team.

An Academic Council includes all Program Chairs as well as President, Dir-QA&AA, Director of Assessment and Online Learning, Registrar, and Librarian and meets biweekly. This Council approves all academic policies, curriculum, assessment and evaluation processes. To enhance effective linkage of academic and non-academic functions (and in response to concerns about

effective and transparent communication), minutes of Academic Council meetings are now distributed broadly to faculty and staff.

During the visit (prompted by comments from AGS faculty or staff), the team learned that two of the three principal leaders (Dir-QA&AA and Dir-A&OL; the two academic leaders) work primarily from remote locations. The institution is advised to carefully re-examine whether this model adequately ensures that the two key academic leaders remain closely aware of academic operational matters and that for key institutional leaders (including President and Board) the academic mission remains foremost in strategic, operational, and financial planning and implementation.

A Faculty Forum has convened once or twice a month since January 2019, for input on matters that affect faculty (full-time and adjunct). Faculty may attend on-site or remotely using Zoom technology as in the classroom; in an open forum session, responses indicated that both on-site and on-line full-time faculty as well as local adjunct faculty regularly participate. Minutes reflect consideration of requirements for faculty appointment; contract language for adjuncts; and revising compensation program for full-time and adjunct faculty. Input has materially affected the content of policies being developed.

A strategic planning retreat in June 2019 included full-time and adjunct faculty, all staff, Alumni Association board, and student representatives. Groups at this retreat each addressed one or more Goals from the Institutional Effectiveness Plan, with suggestions for action plans related to those goals. The actual impact of these suggestions on the Institutional Effectiveness Plan will take time to become visible.

Student input into governance processes at the School level is minimal, arising primarily from course evaluations and exit surveys. In conversation, program directors asserted that some academic programs have advisory boards that include student members; a document describing the advisory board for the School Counseling program (cited for core component 1.D.3), has no student member indicated.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Rationale

AGS embarked on a vigorous and energetic planning process following the appointment of the new president. The outcome of the planning process is most explicitly evident in the Institutional Effectiveness Plan, which was initially developed in early 2018. The IEP lists specific goals for each of the four major planks of the strategic plan and tracks the progress on these goals at six-month or three-month intervals. The IEP is thorough, rigorous, and ambitious in linking assessment of student learning, evaluation of operations, budgeting, and iterative planning.

The impact of this planning process is evident in the significant shift in the approach taken by AGS in its academic structure, most explicitly in the decision to hire a substantial cadre of full-time faculty as an investment towards greater student success and satisfaction; towards specialized accreditation; and thereby towards increased student enrollment, which are intended to drive the financial status into a more favorable position.

The decision to move AGS to its present campus was made in 2017, prior to, but fully consistent with the current strategic plan. An HLC team visited the new campus in February 2019 and found that it fully meets the present and near-future needs of the institution for providing high quality academic program and student support, an opinion with which we concur based on a tour of the facility and discussions with faculty, staff, and students.

Some uncertainty exists as to whether the planning is based on a sound understanding of the institution's current and near-future capacity. For example, the President, VP Finance, admissions director, and Board Chair all acknowledged that the enrollment projections for the next few years may not come to fruition (and thus may not bring the annual budget out of deficit). The institution has invested thoughtfully in several steps that both enhance the academic experience for current students and may enhance the prospects for increased enrollment of future students. These steps

include the campus relocation, the move to hire full-time faculty (as well as adjuncts), and the efforts towards specialized accreditation. AGS has also invested significantly in admissions efforts (staff positions and CRM software) to improve enrollment, but the team did not see a comprehensive enrollment management plan. The Board and administration identify philanthropic fundraising as an additional step in this direction, but it remains uncertain whether that effort will have a significant impact in the foreseeable future.

Given that the current strategic plan / institutional effectiveness plan is intended to guide the institution through 2021, the institution will be expected to show evidence in the next (4-year) reaffirmation cycle that a new strategic plan, with a five- to ten-year vision, has been developed and is being implemented.

Planning clearly reflects an awareness of technology trends, most notably in the use of online instruction and online programs for the degrees offered by AGS. Technological support for online learning was evident in the hardware, software, and staff positions dedicated to this effort. The Director of Online Learning and Assessment also has institution-wide responsibilities for assessment and has led the way through the institution's participation in the HLC Assessment Academy. This position also serves as one of the three primary leadership positions in the institution including on the Leadership Team and Academic Council. Enrollment for online programs is expected to grow but these projections were not explicitly documented.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Rationale

In the past several years (since launching its participation in the HLC Assessment Academy), Adler Graduate School has made considerable strides forward in building a culture of assessment in which the performance of academic and administrative units is documented and fuels new efforts in improvement. Evidence in the Assurance Argument was reinforced by conversation in the site visit as detailed below.

The Leadership Team regularly reviews enrollment data and makes tactical decisions based on those data, as evident in their minutes. Enrollment data are also reviewed regularly by the Board of Directors.

The Leadership Team and the Finance Committee of the Board of Directors regularly review financial status reports and key performance indicators, as evident in the minutes of those meetings.

As detailed in the review of Criterion 4, a new Program Assessment plan has been developed and is now being implemented. The Director of Assessment and Online Learning, and several degree program leaders, affirmed the salutary effect of this plan in documenting aspects working well and those needing attention, as well as promoting consistency between programs. Several years of experience will be needed to demonstrate that it works effectively to stimulate continuous program improvement. Thus, the effectiveness of the Program Assessment plan should be re-examined in the four-year reaffirmation of accreditation.

Assessment of various facility and technology functions reported in the assurance argument were validated in discussion with key personnel. For instance, the IT director reported on regular assessment of hardware needs (resulting in a new server) and functionalities such as access time, while acknowledging that stress-testing for vulnerability to electronic threats could be improved.

AGS has worked diligently and intentionally in the past few years to use data on academic and operational functions to improve overall effectiveness. The institution is investing in their academic programs based on both assessment information and strategic vision. As noted elsewhere, these investments include hiring full-time faculty, adding academic advising as a key faculty function, shifting from a capstone project to a portfolio for the master's degree, and improving the curriculum. The assessment of the Admissions efforts has resulted in implementation of Customer Relations

Management software and additional staff.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Rationale

Adler Graduate School has demonstrated that its present resources, structures, and processes are sufficient to fulfill its mission. Significant efforts and actions in recent years have led to a clear awareness of future challenges and opportunities, and to a robust Institutional Effectiveness Plan that addresses many of the short-term (two to three year) challenges and opportunities. The institution has improved its planning processes by engaging the Board, administration, faculty and staff in setting strategic vision and specific action plans.

These significant efforts will take some time to mature such that positive impacts can be observed and documented in enrollment, financial stability, governance effectiveness, and long-range planning. Evidence of these positive (and, potentially, negative) impacts will be carefully reviewed in the next reaffirmation with the Higher Learning Commission. Early indications of the outcomes of changes in enrollment management and their impact on financial status should be reported in a monitoring report to ensure that the institution is well-positioned to successfully continue its mission into the foreseeable future.

FC - Federal Compliance

INSTITUTIONS
Download the Federal Compliance Filing Form and Federal Compliance Overview at
hlcommission.org/federal-compliance. After completing the form, combine it with all required
appendices into a single PDF file. Bookmark the appendices in the combined PDF. Upload the PDF
here by clicking the Choose File button below. The Federal Compliance Filing must be uploaded
prior to locking the Assurance Argument.

PEER REVIEWERS
Download the Federal Compliance Overview and Instructions for Peer Reviewers at
hlcommission.org/federal-compliance. The institution's Federal Compliance Filing and supporting
documentation are provided below.

Federal Compliance reviewer: Use the template provided in the Rationale section to enter the
preliminary findings for each component of Federal Compliance. The findings should include one of
the following conclusions for each component as well as a rationale that fully supports the
conclusion:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.

If the reviewer recommends monitoring for any Federal Compliance component, provide that
information in the Interim Monitoring section. Describe what improvement is needed as well as how
HLC would determine the institution has resolved the issue. In the Rating field, select the drop-down
option that reflects the reviewer's preliminary findings.

Notify the team chair when the draft evaluation is complete, no later than one week before the team's
on-site visit.

Evaluation team: While conducting the visit, the peer review team determines whether the
preliminary findings made by the Federal Compliance reviewer accurately represent the institution's
compliance with all applicable requirements. If necessary, adjust the rating, preliminary findings and
rationale provided by the Federal Compliance reviewer. All information in the rationale should
explain the findings ultimately selected. Specific instructions addressed directly to the evaluation
team by the Federal Compliance Reviewer should be removed. Ensure that one of the conclusions
listed above is provided for each Federal Compliance component in the Rationale section.

If the team finds that there are substantive issues related to the institution's compliance with the
Criteria for Accreditation, address those issues within the appropriate Core Component sections of
the Review tab.

Rating

Does not require monitoring

Federal Compliance Filing Form

- HLC_Federal_Compliance

Rationale

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

Adler's Credit Hour Requirements are published in the Faculty Handbook which is available on the website.

At Adler, a typical 3-credit on campus course is comprised of 30 hours (2 credits) of in-class time, 2 hours of outside work for each in-class hour (60), and 45 hours for Special Project Time activities, which equals 135 hours.

A typical online course is comprised of 18 hours of work per week (90 hours) and 45 hours of Special Project Time, which also equals 135 hours. The length of each semester is 10 weeks.

Face-to-face classes meet for 5 weeks with 2 additional weeks to complete final assignments. The 24 syllabi reviewed on site indicate that Adler uses a standard syllabus template that includes the credit hour requirements. Courses offered in more than one modality generally have the same or similar course objectives.

2. INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The Academic Appeals, Complaints, and Grievance Policy is found in the Catalog/Student Handbook as well as on the school's website. The process and timeline are clearly explained. Four years of logs were provided and reviewed.

3. PUBLICATION OF TRANSFER POLICIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The links provided in the Federal Compliance Document filed by the institution led to a broken page. However, I found the policy on the Admissions web page, Transferring Coursework. The site includes a link to a form to request acceptance of transfer credit. The policy is also found in the Student Handbook/Catalog. The school does not have any articulation agreements with other institutions.

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

All students are assigned a unique email address which must be used for all communication. Students must upload a photo of themselves to the LMS. During the first week of each online class there is a mandatory Zoom meeting where all students are visible. Only directory information is provided for students, thus protecting their privacy. There are no additional fees for online classes.

5. TITLE IV PROGRAM RESPONSIBILITIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

General Program Responsibilities: Adler did not provide the most recent Title IV program review or other report in Appendix A, AGS *does* post them on their website at:

https://alfredadler.edu/about/quality-assurance-assessment/board-of-directors.

Also, in the Evidence File are two letters from the DOE dated 2016 and 2018 referring to several findings in 2016 and another finding in 2018. While neither of these resulted in fines or other action, the institution did not mention them in its Federal Compliance document. The team has reviewed the 2019 audit report which was clean and indicates that the previous issues had been resolved. The Board of Directors indicated that they were aware of the situation, what had occurred, and how it was resolved through the use of the National Student Clearinghouse.

Financial responsibility requirements: The composite ratios are healthy: FY16 - 2.20, FY17 - 2.24, and FY18 - 3.0. Adler indicates that no other review by the DOE resulted in adverse findings.

Camus Crime information, Athletic Participation and Financial Aid, and related disclosures: The required information is located on the web page: https://alfredadler.edu/about/safety-security. Adler is a graduate school and does not have athletic programs. The other related policies are found in the Student handbook/catalog, and are also easily identified on the website under All School Policies - Academic/Student: http://alfredadler.smartcatalogiq.com/en/2019-2020/2019-2020-Catalog-Student-Handbook/All-School-Policies-Administrative/Campus-Crime-Report.

Satisfactory Academic Progress Policy: The financial aid policies are published on the web site: https://alfredadler.edu/services/financial-aid/policies and meet DOE requirements.

6. PUBLICATION OF STUDENT OUTCOME DATA

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The website (https://alfredadler.edu/about/quality-assurance-assessment/student-outcomes) includes: Retention Data by Year, Graduation/Completion Rate by Program, Persistence Data, and Attrition Data.

7. STANDING WITH STATE AND OTHER ACCREDITING AGENCIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

Adler provides information regarding institutional and programmatic accreditation on its Accreditation web page: https://alfredadler.edu/about/quality-assurance-assessment/accreditation. The accreditation web page provides links to the respective accrediting organizations. Some incorrect language on the website related to accreditation was found during the review process and some changes were made during the time of the team visit but not all of the errors found by the team. For example, the Our Approach web page (https://alfredadler.edu/Our-Approach) incorrectly identifies The Higher Learning Commission of the North Central Association of Colleges and Schools. This now correctly reads as Higher Learning Commission. The following are three examples where changes were not made before the peer review team completed its work:

-a webpage and side tab state that 5 certificate programs are approved by the HLC under the title "Certificate Programs in Leadership and Counseling & Psychotherapy (Approved by the HLC)," [see *https://alfredadler.edu/programs/certificate]*
- the master's degree in Applied Adlerian Psychology in Leadership is 'accredited by the HLC' [see: *https://alfredadler.edu/programs/masters/applied-adlerian-psychology-in-leadership*].
- "Our courses are fully accredited by the Higher Learning Commission" [see *https://alfredadler.edu/programs*].

The review team believes that AGS will quickly make the necessary changes and understands HLC's accreditation and approval roles how they differ from other entities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met With Concerns
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Does not require monitoring

Review Summary

Interim Report(s) Required

Due Date
6/1/2022

Report Focus
The site visit team recommends an interim monitoring report to be submitted. This monitoring report should give evidence that the resource investments (and new costs model) reported in the current reaffirmation process are making progress towards reaching financial equilibrium in the annual operating budget. The expected benchmark is that annual deficits will be reduced to less than 10% of reserves, with optimal goal of break-even or modest surplus. This goal might be achieved through increased revenue (e.g., via increased enrollment) or through reduced expenses. Evidence in this report should include:

1. Annual financial reports through calendar year 2021 with explicit attention to the status of operating deficit or surplus
2. Annual budgets through FY 2021
3. Enrollment data (recruitment funnel, new students enrolled, retention/persistence, total enrollment, total enrolled credits) through Fall 2021
4. Updated projections for enrollment and financial implications (through 2024).
5. Board of Director minutes showing regular consideration of financial matters (as is the present practice) and any strategic decisions that revise the cost or revenue models for the institution.

Conclusion

Adler Graduate School meets the criteria for accreditation. Concerns were raised in one area resulting in one interim report being recommended. The concern is over budget deficits that have occurred over the past four years. The Board of Directors is also concerned about the deficits and is working with the AGS administration to increase student enrollment and retention and persistence to increase student tuition and is considering additional funding sources. Since there are no guarantees of increased student enrollments at the level necessary to change the financial picture, the interim report was recommended to determine if targets have been met.

AGS remains committed to its mission and has enhanced its articulation of that mission and underlying values. Those values are evident among its personnel and in their interactions with students. The leadership change that occurred in January 2018 has had a significant impact and has increased transparency. The organizational structure was also changed as well as a transition to full-time faculty with adjuncts model from an adjunct faculty only model. All of these changes have been well-received by faculty, staff, students, and alumni. The Board has been pleased with the results of the changes.

AGS is generating integrity and flexibility into its practices and interactions with others. The Board is well-engaged at a level appropriate for boards and recognizes that daily operations is the responsibility of the administration.

Strong evidence was found of significant investments in teaching with the move to a full-time faculty model,

pursing specific programmatic accreditations, investing in faculty and staff development, and a shift in the advising model. AGS have grown substantially in developing a culture of assessment through their participation in the Assessment Academy. AGS knows that the lessons learned in the academic area need to be transferred to other aspects of the institution. As a result of these efforts, there has been an increase in the quality of the student experience. Since the assessment efforts are in their early stages, use of the data for changes are just now beginning and will need to be reviewed carefully in the 4-year review.

As indicated earlier, AGS has financial challenges. The Board and administrative leadership have a vision for emerging to financial equilibrium and realize it may take from three to four years to realize the vision. The vision depends almost entirely on increases in student enrollments. Efforts are underway to increase marketing. AGS has a Institutional Effectiveness Plan that runs through 2021. AGS is encouraged to begin work on a long range strategic plan to guide their efforts and to set specific targets for enrollment increases.

The 4th year review team is encouraged to focus on the impact of the number of changes that are currently being implemented given the volume of changes that have occurred in the past two years, early assessment efforts, financial concerns, and the need for a clear vision for the future. Evidence of the use of assessment data for changes, both academically and in other areas, and a new strategic plan should be available. The Board's goal is that the yearly financial deficits will have ended by the time of the 4th year review.

Overall Recommendations

Criteria For Accreditation
Met With Concerns

Sanctions Recommendation
No Sanction

Pathways Recommendation
Eligible to choose

Federal Compliance
Does not require monitoring

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Adler Graduate School, MN
TYPE OF REVIEW:	Open Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	Visit to include a Federal Compliance Reviewer: Dr. Pamela Humphrey
DATES OF REVIEW:	11/11/2019 - 11/12/2019

☐ No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Private NFP

Recommended Change:

Degrees Awarded: Masters

Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2009 - 2010

Year of Next Reaffirmation of Accreditation: 2019 - 2020

Recommended Change: 2029-2030

Accreditation Stipulations

General:

Accreditation at the Master's level is limited to the Master of Arts in Adlerian Counseling and Psychotherapy.

Recommended Change:

Additional Location:

Prior HLC approval required.

Recommended Change:

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change:

Accreditation Events

Accreditation Pathway   Open Pathway

Recommended Change: Eligible to Choose

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change: Interim Report due by 6/1/2022 on finances.

Institutional Data

Educational Programs		**Recommended Change:**
Undergraduate		
Certificate	3	_____
Associate Degrees	0	_____
Baccalaureate Degrees	0	_____
Graduate		
Master's Degrees	2	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

Extended Operations

Branch Campuses

None

Recommended Change:

Additional Locations

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

None

Recommended Change:

Correspondence Education

None

Recommended Change:

Distance Delivery

42.0101 - Psychology, General, Master, MA in Adlerian Counseling & Psychotherapy w/an emphasis in Adlerian Studies

42.0101 - Psychology, General, Master, MA in Adlerian Counseling and Psychotherapy with an emphasis in Co-occurring Disorders

42.0101 - Psychology, General, Master, MA in Adlerian Psychotherapy and Counseling with an emphasis in Career Counseling

Contractual Arrangements

None

Recommended Change:

Consortial Arrangements

None

Recommended Change: