adler | GRADUATE SCHOOL

Institutional Effectiveness 19-21

VISION

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

MISSION

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

VALUES

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

STRATEGIC GOALS

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

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

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

Updated 6/24/19

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

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

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

4.1. Institutional Sustainability: Provide resources to support institutional sustainability

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

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

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

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

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

Institutional Effectiveness / Assessment Plan

Quality Education — **Provide an excellent graduate education**

Goal 1.1: To provide an educational programming that meets standards of best practice						
Performance Indicator / Goal		**Jan 2018**	**April 2019**	**June 2019 Update**	**Possible Data Sources**	**Collection Agent**
1.1.1	100% of curriculum development will be informed by the standards established by accreditation bodies of each specialty or measurable outcomes (if no specialty).	• Current curriculum was developed according to perceived needs, rather than systematically organized using evidence-based framework.	• Curriculum map in process of completion.	• **Completed**	• Curriculum map • SLO summary sheets.	• Director of Assessment
1.1.2	100% of program have a developmental course sequence. Student advising plans are created in a developmental sequence by July 2019.	• Courses are not scheduled according to developmental plan.	• Developing	• Data to be analyzed at retreat	• Advisor Data on initial academic planning (Samples) • Curriculum map / KPI structure (I,R,A) • Start times • Developmental sequence • Master Schedule	• Advisors • Academic Council (master schedule informed by developmental sequence)
Goal 1.2: To engage in continuous improvement driven by student learning outcomes assessment.						
Performance Indicator		**Jan 2018**	**April 2019**	**June 2019 Update**	**Possible Data Sources**	**Collection Agent**

1.2.1	Each academic program will *develop and implement* a program evaluation plan; plans will include 1) evaluation of curricular and co-curricular activities and 2) processes that promote student professional dispositions.	• Not implemented.	• Initial plan developed.	• Data to be analyzed at retreat	• Program Evaluation Plan • AGS Evaluation Plan • AC meeting minutes • Syllabi showing incorporation of KPIs, SLOs, artifacts, and rubrics for key assignments.	• Director of Assessment and Program Chairs

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

	Performance Indicator	**Jan 2018**	**April 2019**	**June 2019 Update**	**Possible Data Sources**	**Collection Agent**
1.3.1	Hire full time faculty and designate advising responsibility. Identify standards of advising.	• The current adjunct model does not establish expectations for advising	• **Completed**	• 15 full time faculty (10 on campus; 4 online) and one .75, time on campus, faculty hired.	• Full time faculty job descriptions • Number of new FT faculty hired • Advising timeline • Advising records	• HR Associate • Program Chairs • Director of Assessment
1.3.2	Programs will support the development of students' professional identity through systematic evaluation of professional dispositions.	• Dispositions are not regularly assessed in all programs, with current focus being on remediation after dispositional challenges are detected.	• **Completed**	• Dispositions evaluation process has been implemented; process evaluation to be included in program evaluation plan.	• Record of disposition meetings with advisor • Protocol for disposition evaluations described in assessment plans and student handbook • Minutes of faculty meetings in which dispositions were formally discussed.	• Professional Development Coordinator • Student Advisors • Program Chairs • Director of Assessment • Director of Academic Affairs

					Possible Data Sources	Collection Agent
					• Minutes of Faculty Forum where the process was discussed/eval. • Minutes of AC where the process is evaluated.	
1.3.3	Create systematic use of evaluations for field experience.	• Not using a measurable system to collect and analyze data from field experience.	• Not implemented.	• To be examined at retreat.	• Field experience and Site Supervisor evaluations and surveys	• Field Experience Coordinators • Advisors • Program Chairs

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

	Performance Indicator	Jan 2018	April 2019	June 2019 Update	Possible Data Sources	Collection Agent
1.4.1	100% of all faculty will meet qualification standards, as determined by AGS' requirements (as required by the HLC since Sept. 2017)	• No official system in place	• **Completed**	• Minimum qualifications established for both full time and adjunct faculty. All current faculty meet the standards.	• Minimal qualifications for faculty description in job descriptions • PayCor data • Faculty files to include resumes, transcripts, and documentation of licensure • Job announcements	• Human Resources Associate
1.4.2	AGS will recruit and retain enough faculty with Doctoral degrees in CES to teach 51% of credits in CACREP-eligible programs	• None	• 5 CES full time faculty, 2 of which are ABD	• 8 CES faculty, 2 of which are ABD. One on campus position still open.	• Position announcements, interview documents, and faculty files. • Recruitment practices	• Human Resources • Registrar (number of credits = 51%)

					Possible Data Sources	Collection Agent
1.4.3	Plan for systematic evaluation of faculty (full time and adjunct) will be developed and implemented 100% by Fall 2019.	• Currently not done systematically according to a plan	• Plan is developed	• Data and process to be examined at the retreat.	• Description of Faculty Evaluation Protocol to be included in Faculty Handbook. • Records of annual faculty evaluations. • Student Surveys/IDEA, SmartEvals.	• Program Chairs • Director of Academic Affairs
Goal 1.5: To Promote faculty development that enhances teaching and supports lifelong learning.						
	Performance Indicator	**Jan 2018**	**April 2019**	**June 2019 Update**	**Possible Data Sources**	**Collection Agent**
1.5.1	Develop Orientation Process for all faculty and staff.	• No formal orientation process in place.	• **Completed**	• Process has been developed, published in handbook, and implemented.	• Faculty Handbook, Employee Handbook • Orientation Process document	• HR • Prof. Development Coordinator • President
1.5.2	The professional development coordinator will create an effective program of professional development for faculty and staff.	• New Initiative	• **Completed**	• Program has been created and implemented. Data (evaluation reports) to be examined at the retreat.	• Plan submitted to President and Director of Academic Affairs • Policy added to faculty handbook for Full time faculty • Professional Development surveys/evaluations • Budget • Evaluation Summaries	• Program Chairs • Professional Development Coordinator

Foster a culture that embodies Adlerian Principles

Goal 2.1: To integrate Adlerian Principles into all our educational activities.						
	Performance Indicator	**Jan 2018**	**April 2019**	**June 2019 Update**	**Possible Data Sources**	**Collection Agent**
2.1.1	100% of curriculum will be revised to include core Adlerian competencies by June 2019, to also include key assessments.	• Adlerian Competencies are not developmentally integrated into the curriculum	• Adlerian Competencies are not developmentally integrated into the curriculum	• Work group at the retreat to examine current status and develop plan for completion	• Faculty work groups meeting notes and summary of where they are • Curriculum map • Syllabi • Student portfolio list of Adlerian competencies and rubric	• Academic Council
2.1.2	Create and implement a new-student orientation that is effective and includes Adlerian principles	• Planning new student orientation with an Adlerian element	• **Completed**	• Orientation is being carried on both on campus and online at the start of each new term.	• New Student Orientation agenda • Orientation Survey	• Director of Admissions
2.1.3	Practicum and internship experiences include opportunities for students to incorporate Adlerian Principles in their work and to demonstrate social interest in action.	• Random	• Random	• Current opportunities to be analyzed at the retreat and a plan to increase intentionality to be developed.	• Student eval of FE • Minutes of Field Experience Coordinators (FEC) meetings where FE syllabi are discussed and/or updated. • Syllabi • Site-supervisor trainings • Flyers	• Field Experience Coordinators and Program Chairs/Directors
Goal 2.2: To practice Adlerian Principles throughout our campus community.						

	Performance Indicator	Jan 2018	April 2018	June 2019 Update	Possible Data Sources	Collection Agent
2.2.1	Academic unit follows a shared leadership model that values everyone's contributions and promotes a sense of shared ownership and accountability by July 2018.	• Partially established. • President, Director of Academic Affairs, and Director of Assessment share overall leadership of the academic unit. A model to integrate Program Chairs, Coordinators, Field Experience Coordinators, and Fulltime Faculty into leadership structure is being developed.	• **Completed**	• Graphic representation of the model shared with stakeholders	• Academic unit structural chart, job descriptions, minutes of academic meetings • Org structure • Shared academic leadership	• Steering Committee
2.2.2	Trainings, forums, and other activities that promote a sense of belonging, significance, and social interest among staff and faculty are offered consistently throughout the year.	• Partially established • Trainings are not done systematically with intent to encourage Adlerian Principles	• **Completed.**	• Evaluations indicate high degree of satisfaction by faculty. • Process for increasing staff participation will be discussed at the retreat.	• Minutes of faculty forum • Newsletters and documentation of activities/celebrations • Training agendas and evaluations • Stand up meetings notes	• Allison Zapata • Professional Development Coordinator
Goal 2.3: To demonstrate Adlerian Principles through our community activities.						
	Performance Indicator	Jan 2018	April 2019		Possible Data Sources	Collection Agent
2.3.1	Increase Adlerian training opportunities to community	• Random	• **Completed**	• Effectiveness, efficiency, and	• Training announcements,	• Dir of Alumni Relations

	members and stakeholders to promote a sense of belonging and social interest in action.			plan for continuous improvement to be addressed at the retreat.	including agenda; participant evaluations • Website • Social Media • Adler Institute information	• Program Chairs • Marketing, Social media, and communications specialist
2.3.2	Community engagement activities and conference participation happen throughout the year to ensure we are connecting with our Adlerian community and stakeholders.	• In place	• **Completed**	• Engagement by full time faculty highlighted in May issue of the Newsletter. • Adjunct engagement to be highlighted in the July issue.	• Program activities • Jeff's involvement in MAARCH • Participating in Admissions Diversity Fairs • Partnership with Adlerian Network • Academy and special groups • NASAP presentations • Training for site supervisors • Publications and presentations at other conferences that incorporate Adlerian principles	• Collection from various sources.

Diversity

Prepare all students for service to all types of communities

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

	Performance Indicator	Jan 2018	April 2019	June 2019 Update	Possible Data Sources	Collection Agent
3.1.1	Development of a plan for providing training aimed at increasing faculty and staff Multicultural and Social Justice competence.	• No organized process	• **Completed.** Plan created that is grounded in the 2016 MSJCC.	• One training offered this year. There will be 2 trainings per academic year.	• Plan • Agenda, attendance lists, minutes, and surveys from professional development events or modules.	• Professional Development Coordinator
3.1.2	Recruit students from a variety of demographic populations to increase diversity.	• Ads in local papers with diverse readership, online marketing to rural MN, include people of color in print materials.	• **Completed**	• Admissions events and social media are specifically targeting diverse populations. • Continuous efforts to reach other diverse communities	• Student demographic data for last 3 years. • Admissions outreach plan. • Demographics data on admissions since plan was implemented (Jan 18);	• Marketing, Social media, and communications specialist (Parker) • Admissions Director
3.1.3	Develop a student admission and interview process that values diversity.	• Clear admissions standards in place.	• Rubric created.	• **Completed**	• Admission standards Interview rubric	• Director of Admissions • Program Chairs

					Possible Data Sources	Collection Agent
		• Admission standards are in place that do not include culturally biased assessments.				
3.1.4	Develop a plan for recruitment of members for the Board of Directors that increases diversity.	• No plan in place.	• Board of Directors including goal in meetings. Currently working on a plan.	• Current status to be examined at the retreat or at July Board meeting.	Recruitment Plan Board meeting minutes.	• Board of Directors
3.1.5	Our faculty and staff are representative of the diverse populations we wish to serve and prepare our students to serve.	• Faculty recruitment did not have diversity as a goal.	• Expanded recruitment to National network and professional organization	• **"Completed"**, meaning that we are intentionally recruiting diverse faculty. This is a goal that is never fully completed. Level of diversity among faculty is higher than the National average. There have been no opportunities for recruitment of new staff	• Faculty and staff demographic data • Faculty Vitae	• HR Associate

Goal 3.2: To sustain, improve, and promote a sense of safety, belonging, and significance for all students.					
Performance Indicator	**Jan 2018**	**April 2019**	**June 2019 Update**	**Possible Data Sources**	Collection Agent

Updated 6/24/19

| 3.2.1 | Students will report feeling a sense of safety, belonging, and significance by the time they graduate. | • Currently not systematically assessed | • Currently not systematically assessed – need a baseline.
• Question added to exit survey. | • Exit survey responses to be examined at the retreat. | Exit survey | • Director of Assessment |
| 3.2.2 | 100% of staff, faculty, and Board Members participate in Title IX training. | • In place for faculty and staff. | • Need plan for Board Members. | • Title IX training made available to Board members. | • Meeting minutes
• Title IX policies and training | • HR |

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

	Performance Indicator	Jan 2018	April 2019	June 2019 Update	Possible Data Sources	Collection Agent
3.3.1	MSJCCs are integrated in curriculum by Summer 2019.	• Not systematic. Currently facilitated by program concentration areas	• In Portfolio • Syllabi being updated.	• To be reviewed at the retreat.	• Syllabi • Portfolio	• Program Chairs curriculum development meeting minutes and Academic Council minutes

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

	Performance Indicator	Jan 2018	April 2019	June 2019 Update	Possible Data Sources	Collection Agent
3.4.1	Multicultural experiences and Social Interest programing and activities are available to students.	• Currently not done systemically.	• Integrated in Adler Institute and off-campus experiences.	• **"Completed"**, meaning these experiences are available to students. This goal is never fully completed, as	• Adler Institute workshops • Emersion experiences (i.e., Art Therapy trip; ICASSI) • AT service groups	• Program Chairs and Social Interest Committee.

			there is continuous effort to create new opportunities.	• SC service center • Social Interest Committee	
3.4.2	Student Success Services integrates, supports and promotes multicultural awareness and diversity.	• ELL staff member draws from best practices and tools for working with diverse ELL students.	• In process of increasing services to include / promote multicultural awareness and diversity.	• To be examined at the retreat.	• Log sheet indicating ELL student assistance • Survey of whether services represent diverse values. • Service menu	• Director of Student Success Services

Provide resources to support institutional stability

Goal 4.1: To ensure long-term institutional sustainability through relevant educational programming.						
	Performance Indicator	**Jan 2018**	**April 2019**	**June 2019 Update**	**Possible Data Sources**	**Collection Agent**
4.1.1	AGS offers programs that are relevant to the needs of the community	• 4 Programs focused on MH • AT, CMHC, MFT, SC, COD • Adlerian Studies (non-licensure) • 2 Post MA Certificates • 1 Adlerian Certificate	• Adlerian Studies taught out. Added Applied Adlerian Psychology • Adlerian certificate created. • COD certificate modified • Counseling Program encompasses the CMHC, COD, and MFT specialties	• **Completed.**	• Public Health study • White paper for creation of Applied Adlerian Psychology program • Rationale for development of certificates and for offering licensure-only opportunities • Dept of labor data • 2025 report	• President • Program Chair of AAP • Program Chairs
4.1.2	AGS will provide relevant continuing education programs for professionals through the Adler Institute.	• Currently offering some workshops on an inconsistent basis with no feedback from stakeholders. Not certified for CEUs. • Low attendance	• Certified by NBCC and Play Therapy. • Increase in offerings on a consistent basis. • Intentional social media	• To be examined at the retreat.	• Site Supervisor surveys • Institute program evaluations • Social Media data • Alumni advisory group	• Adler Institute Director

			• presence for sustainability. • Increased attendance. • Increased Adlerian focus.		• Attendance to Institute programs	

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

	Performance Indicator	Jan 2018	April 2019		Data Source	Collection Agent
4.2.1	AGS will track enrollment, student persistence, retention, and graduation rates in order to identify areas for improvement.	• Rates are tracked for federal compliance, but not used for evaluation.	• Data is systematically collected and prepared for evaluation on 6-21-19	• To be examined at the retreat.	• SONIS data reports on Retention, Persistence, and completion.	• Director of Admissions • Registrar
4.2.2	Number of new students increases by 5% each year for the next three years.	• Report current numbers (Jan 2018)	• Need current April 2019 #	• To be examined at the retreat.	• Admissions yield report	• Director of Admissions
4.2.3	Student Success Services provides a diversified menu of support services that meet the needs of students.	• Currently offering writing center support (including ESL) and ADA accommodations; career services; no formal process for support of conditional admits.	• New support service for conditional admits. • In process of redefining services offered, including career service workshops and licensing prep services.	• To be examined at the retreat.	• SSS webpage / LT and resources going out to students.	• Director of Student Support Services

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

	Performance Indicator	Jan 2018	April 2019		Possible Data Sources	Collection Agent
4.3.1	Data from institutional assessment plans are used to	• In process of creating system of evaluation.	• System created and	• To be examined at the retreat.	• Cost-benefit analysis of 4 starts v. 8 starts	• AC • Leadership Team

	inform decisions about resource management.		• partially implemented. • Procedure is in place to monitor and distribute dashboard reports on a weekly basis.		• Review of dashboard by board • Leadership team reviews monthly. • Annual program evaluation • Meeting minutes regarding resource management. • Org structure review		• Director of Admissions • School President • VP of Finance • Board
4.3.2	ROI on each marketing and recruiting initiative is conducted.	• Developed 2018-19 budget and spreadsheet for tracking ROI.	• Reviewing every 2 weeks.	• To be examined at the retreat.	• ROI reports • Sources of income, including % of each • Cost of education comparison with competing institutions		• DOA and Marketing, Social media, and communications specialist
4.3.3	Development of fundraising plan with sufficient resources for implementation, monitoring, evaluation, and modification.	• There is currently no formal fundraising plan.	• Plan in development. • Developing plans with alumni on creating endowments through Thrivent.	• To be examined at the retreat.	• Alumni advisory group meeting minutes. • Review data from new initiatives.		• President • Director of Alumni Relations • VP of Finances • Board

			• Re-designed fundraising webpage.			
4.3.4	Tuition procedures and processes are in place to prevent bad debt.	• Informal process is currently performed	• Plan in development. • Currently using policy for collections.	• **Completed.**	• Bad debt data prior to developing a plan for • Collection plan development and implementation • Bad debt data post plan implementation • Plan for effective on-time tuition collection.	• VP of Finance and Student Accounts Assistant
4.3.5	Create full time faculty model and salary structure for all faculty (adjunct and full time)	• No systematic model in place for sustaining programs.	• New structure in place for full time faculty. • Faculty forum developing a level structure for adjuncts. • Adjunct contract to be put in place in July 2019.	• **Completed.**	• New Faculty Model report • Org structure • Job descriptions • Performance evaluations • # of support staff & # of faculty • Budget review (dashboard) • Faculty handbook	• VP of Finance • Pres • Academic Dir. • HR Associate
Goal 4.4 To provide facilities, equipment and necessary resources necessary for long-term institutional sustainability.						
Performance Indicator		**Jan 2018**	**April 2019**		**Possible Data Sources**	**Collection Agent**

4.4.1	Technology software and third-party vendors (in support in the delivery of education and institutional systems) are evaluated every two weeks.	• Somewhat reviewed without long-term plan.	• Tech committee meets every 2 weeks to review tech support. • New long-term plan established.	• **Completed** (evaluation happens at biweekly Tech meetings).	• Lists of vendors, software, and hardware (including computer labs) • Budget • IT meeting minutes	• Director of Information Technology • Technology committee
4.4.2	Create a procedure to evaluate and maintain equipment, and resources necessary for institutional sustainability	• No formal pro-active planning process in place.	• Third party vendors hired for janitorial and facility maintenance to develop pro-active plan.	• **Completed.** Master Plan developed.	• Facilities master plan.	• Building and Grounds committee • President
4.4.3	AGS will develop, publish, and regularly review safety and security policies and procedures with faculty, staff and students.	• Not reviewed systematically outside of IT meeting.	• Published in employee handbook. • Goal – to be put on website.	• **Completed.**	• Meeting minutes • Campus safety and security policies	• Director of Technology • Building and Grounds • President

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

	Performance Indicator	**Jan 2018**	**April 2019**		**Data Source**	**Collection Agent**
4.5.1	Secure HLC reaccreditation in November 2019	• Accredited; with re-accreditation scheduled for 2019	• Collecting and reviewing data; Preparing assurance document.	• In Progress.	• Assessment Academy portfolio • Program evaluation goals, plan, and implementation plan.	• President and Director of Quality Assurance and Academic Affairs • Director of Assessment

				• Institutio nal data.		
4.5.2	CACREP and other discipline specific accreditations (i.e. AT, BOT) are sought and/or maintained.	• Art Therapy program approved by ACATE; • School Counseling program approved by MN Board of Teaching.	• Collecting and reviewing data; • Preparing to meet institutional standards for CACREP. • Preparing documents and collecting evidence of meeting standards for BOT and CAAHEP.	• In Progress.	• Accreditation documentation for AT and SC. • Program evaluation goals, plan, and implementation plan. • Curriculum maps; program assessment plans; • FT faculty announcements/ file	• President and Director of Quality Assurance and Academic Affairs • Director of Assessment • Program Chairs • HR

Student Outcomes

Adler Graduate School is committed to empowering and developing mental health and human service professionals beyond their graduate studies. Student outcomes reveal how students emerge from their academic experiences and enter into a world of work that is dedicated to service.

Student Learning: Student Learning Outcomes are used to assess student learning and to determine decisions we make regarding curriculum and student experiences.

1. **Student Learning Outcomes**
2. **Evidence of Student Learning**
3. **Student Engagement Opportunities**
   a. **SC Center**
   b. **AT study abroad**
   c. **Inclusion and Diversity**
   d. **New (Developmental) Core Curriculum**

     e.   Student Professional Portfolios
     f.   Internship Opportunities

Retention and Graduation: A measure of student success is retention and graduation. AGS tracks graduation rates and post graduate opportunities for students.

1. **Retention Data by Year**
2. **Graduate Time: Admission to Degree**
3. **What Types of Careers to AGS Student Pursue?**
4. **What Our Field Experience Supervisors Have to Say.**

Career Outcomes: When students graduate from AGS they enter into service careers or professional work focused on transforming society through social interest in action.

1. **Employment**
2. **Service Programs**
3. **What AGS Graduates Are Doing.**