

REPORT OF THE WSCUC VISITING TEAM
For Reaffirmation of Accreditation

University of Redlands On-Campus Visit
March 28-30, 2023

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The team evaluated the institution under the 2013 Standards of Accreditation and prepared this report containing its collective evaluation for consideration and action by the institution and by the WASC Senior College and University Commission (WSCUC). The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. This report and the Commission letter are made available to the public by publication on the WSCUC website.

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Section I: Overview and Context

A. Description of Institution and Accreditation History

The University of Redlands (Redlands or UR) is a private, independent liberal arts University classified among “Master’s Colleges & Universities: Larger Programs” by the Carnegie Foundation for the Advancement of Teaching. A number of degrees, especially at the graduate level, are professionally accredited. In 2019, the University acquired the San Francisco Theological Seminary (SFTS), an ecumenical Christian seminary in San Anselmo, CA, with theological and programmatic commitments to interreligious teaching and learning. The University expected to leverage the acquisition in Marin, CA, as a space and place for building a reputation for the University in Northern CA.

With the SFTS merger, the University is organized into five academic units: the College of Arts and Sciences (CAS), the Graduate School of Theology (GST), the School of Business and Society (SBS), the School of Continuing Studies (SCS), and the School of Education (SOE). As of the fall 2022 census, Redlands served 3,042 FTFE across all six units. Approximately 33% of all degree-seeking students are enrolled in graduate programs, while undergraduate students are distributed between the traditional residential program in CAS (85%), the-degree completion programs offered in SBS (14%), and the teacher credential programs in SOE (1%). These overall percentages have held relatively stable in the aggregate since 2014, although there has been a decline in School of Business’s enrollment growth. Degrees offered in a distance modality accounted for 16% of the degree-seeking students in 2022–23, with the vast majority of these being enrolled in SBS.

Accreditation History and Responses to Previous Action Letters

In its July 2014 Action Letter reaffirming the University of Redlands’s accreditation, the Commission commended Redlands’s articulation of the distinctive elements of the institution’s education; attention to student success; and work attending to needed improvements in finances, planning, and faculty governance. The Commission both endorsed the 2014 accrediting visit team’s (AVT) commendations and made five recommendations:

1. Strengthen assessment,
2. Create a culture of transparency, openness, and clarity,
3. Establish an effective, collaborative faculty governance structure,
4. Maintain financial stability, and
5. Evaluate the University’s mission statement.

The Commission requested that an Interim Report be submitted in November 2018 to delineate progress in these areas. As requested, that report highlighted the University’s progress on three of the aforementioned issues: assessment, building financial reserves and reducing operating deficits, and shared governance.

In early 2019, the WSCUC Interim Report Panel commended the progress and commitment in those areas and encouraged the University to continue its forward movement. The Panel also suggested that the University simplify its models, improve its communication strategies, and continue making progress on its shared governance relationships, especially at its off-campus locations. The Panel also recommended that the University reduce its operating deficits, build its reserves, and link assessment to the budget. The Interim and Progress Report Action Summary sent by the Commission did not require the University to undertake any further follow-ups prior to the off-site review scheduled for November 2021.

The two years immediately preceding the off-site review (OSR) were marked by external and internal changes: the massive disruption of the pandemic and a presidential turnover at the University to name a few. When the 2021 AVT began its initial review in November 2021, it determined that the plans in the Institutional report were in the early stages of design and implementation. Thus, the AVT recommended that the Commission delay the comprehensive accreditation visit for at least a year. The AVT also recommended that the institution concentrate its energy on moving viable initiatives forward to help sustain its revenue and enrollment priorities. The Commission concurred with both these macro-level recommendations and the delineation of the visiting team's nine lines of inquiry to shape the accreditation work over the next year. The nine lines of inquiry included a focus on

- **Financial stability:** The Institution is at a critical juncture, navigating all of the following simultaneously: shifting enrollments, declines in tuition revenue, diminishing reserves, the implementation of organizational restructuring, and the ongoing impact of COVID.
- **Operational Effectiveness and Infrastructure:** Ensure that infrastructure that is (or will be) in place is designed to support quality assurance, institutional effectiveness, and planning.
- **Data-Driven Decision-Making:** Expect the Institution to show evidence of not only *collecting* data but *using* it to inform decisions and “close the loop” on issues that require data corroboration.
- **Assessment:** Ensure that processes and structures that have been created to facilitate assessment, including but not limited to EAC, are working and that the authority normally associated with such structures is granted and exercised at Redlands.
- **Institutional Learning Outcomes (ILOs):** Map out the connections between the mission, institutional learning outcomes, and program learning outcomes and identify the quantifiable and measurable metrics the institution is using to determine success.
- **Student Success and Outcomes:** Expect that aggregate and disaggregate retention and graduation targets are being formulated, analyzed, and distributed to campus constituents via best practices and that appropriate officials routinely analyze the

results, comparing Redlands's retention and graduation rates to those of similar institutions.

- **Strategic Planning:** Demonstrate the ways in which current strategic plans leverage the potential identified in North Star 2020 and Redland Reimagined and/or explain why earlier points of promise must be adjusted or set aside to make way for emerging priorities. Describe what the new and ongoing priorities, including those associated with new programs and mergers, are in such a way that everything is not equally weighted.
- **Shared Governance:** Publish the agreed-upon definition of shared governance, which depicts the following: the extent to which shared governance at the University of Redlands includes staff and/or students, the specific committees and entities that bring the concept to life, and the lines of authority and accountability associated with each entity.
- **Mission and Context:** Evaluate the University Mission, making efforts to tighten it, as recommended by the 2014 team for clarity and focus, paying special attention to the following questions: How is the mission statement used as a high-level platform with which to scaffold ILOs and PLOs, and how does the University operationalize and assess the mission's emphasis to provide a personalized education?

Off Campus Location Review

As part of the AVT's review process, the team chair and vice chair visited the Marin branch campus of the University of Redlands. During their one-day visit, they met with the Dean of the Graduate School of Theology, the Executive Director who oversees the Marin campus's operations, as well as the faculty and staff at the Marin Campus, including SFTS (now part of GST). A detailed description of the site visit will be included in an appendix.

Substantive Change

Effective July 1, 2019, the University of Redlands merged with the San Francisco Theological Seminary, and the US Department of Education approved the merger on October 21, 2019. The San Francisco Theological Seminary is located in San Anselmo, in Northern California, and is affiliated with the Presbyterian Church. After the merger, it was renamed the Graduate School of Theology. It prepares graduate students for ministries in justice, peace, and healing. Despite its efforts to remain relevant, the seminary had experienced a long-term decline in enrollment prior to the merger. Knowing that it could not continue to exist as a stand-alone entity, it merged with Redlands to achieve the following goals:

- Become part of a single entity (the University of Redlands) that would include all the assets, liabilities, staff, faculty, and programs of both institution.
- Create a Marin Campus for the University of Redlands in the space and place formerly known as the San Francisco Theological Seminary.

In a WSCUC commission letter dated July 12, 2019, the Commission “approved the proposed merger between University of Redlands and San Francisco Theological Seminary, such that the SFTS main campus in San Anselmo, CA, will become a Branch Campus of Redlands, with a deadline for implementation under this approval of December 31, 2019.” The letter further instructed that a “post-implementation visit” must occur within “six months of implementation to address the recommendation of the Substantive Change Panel,” per regulations. This occurred in December 9, 2019.

B. Description of Team’s Review Process

Each team member read and studied the Institutional Report submitted by the University of Redland’s ALO. The team had several preliminary calls after they read the report and then conferred virtually for a day and half at an off-site review (OSR) in November 2021. During the OSR, team members delved into the institution’s self-report, perused the University’s website, and examined documents and appendices in the team folder.

Sixteen months later, the AVT, with all of the OSR members still intact, met again to prepare for the on-site accreditation meeting scheduled for March 2023. The AVT re-read the materials submitted as part of the OSR and the institution’s responses to the nine lines of inquiry that were generated as part of the November 2021 process. In terms of the latter, the AVT asked Redlands officials to provide additional details and context to the lines of inquiry because the campus’s initial response to those nine lines was deemed insufficient by the visiting team. The AVT also asked for additional information on enrollment, financial standing, and the use of reserves. These materials were read closely by the team.

When the AVT arrived on site on March 27, 2023, they met for their initial F2F meeting. During that meeting, they shared summaries of their evolving reactions to the materials, mapped out areas where they wanted more information, and reviewed the schedule to ensure meetings were scheduled with appropriate campus officials. They also spent time identifying a number of questions and topics to address during meetings over the next few days. Finally, the Vice Chair of the team shared information from the confidential email and committed to reviewing that account daily and reporting pertinent information back to the team.

Once the meetings unfolded, the Chair and Vice Chair asked for an additional meeting with the Provost to delve into a few issues that were shared by campus officials in individual or small-group interviews. The Provost obliged and presented the information the Chair and Vice Chair requested. The Team Chair also requested a one-page summary of enrollment results, which was also promptly provided by the campus.

C. Institution’s Reaccreditation Report and Update: Quality and Rigor of the Report and Supporting Evidence

It is important to note that the report was organized and well written. However, to answer the commission’s interrelated prompts—did the institution 1) implement the review as a rigorous inquiry with searching questions and an appropriate methodology and 2) effectively use

evidence and data to support claims—the answers are “not really and not really.” Neither the self-study report nor the follow up progress report on the lines of inquiry included the type of analyses, projections, and findings that would have been ideal in assessing progress and demonstrable commitment. The reason for this is that many of the initiatives underway had not been in place long enough to track the results and trend data. In terms of the data the report included, the peer team found nothing dishonest. However, the report glossed over the level of angst over and dissatisfaction with the enrollment and financial positions of the institution. As such, the institution’s self-review did not lead to a greater understanding of its effectiveness, systems of quality improvement, and student learning. If anything, it slightly obscured the team’s understanding.

It also appeared that very few faculty and mid-level managers or staff had a substantial role in writing the report. From what the team gleaned, the report and materials submitted for review were created by the ALO and Cabinet. Additionally, the level of continuity and repetition among senior leaders made the visiting team wonder if they were speaking primarily as a single entity or as leaders of individual areas with distinct observations and experiences.

Section II – Evaluation of Institutional Essays

Component 1: Response to previous Commission actions

In the University’s 2018 interim report, the institution addressed five areas that required attention and development: strengthening assessment; creating a culture of transparency, openness, and clarity; establishing an effective, collaborative faculty governance structure; maintaining financial stability; and evaluating the University’s mission statement. In 2019, the WSCUC Interim Report Panel commended Redlands’s progress and recommended continued progress on those issues, making “suggestions towards simplifying models, better communication strategies, and continuing progress on shared governance relationships vis-à-vis off-campus locations and on reducing operating deficits, building reserves, and linking assessment and budgeting.”

Recognizing the impact of the pandemic and transitions in leadership at Redlands, the AVT found that the institution has enjoyed success in some areas but continued to struggle in other areas. As an example, Redlands has worked to enhance assessment and ensure that program learning goals are aligned with institutional learning goals (CFR 2.4). Redlands also invested in Watermark’s Planning and Self Study software, which provides an efficient tool to help departments collect, track, and analyze learning goals and assessment data. Additionally, the Educational Assessment Committee has been diligently reviewing departmental learning goals and assessment activities and providing insightful feedback. While there has been good progress made in the area, the AVT also found that not all faculty are supportive of recent efforts. Some faculty reported that the current processes are overly burdensome and complicated. While implementing new assessment initiatives can take time, the AVT’s sense is that there may be a disconnect between the University and its faculty. Redlands will need to work with the faculty to ensure that they understand the importance of and need for high-quality assessment.

In terms of shared governance, the AVT met with the University leadership, as well as members of the Faculty Assembly, Faculty Senate, Staff Assembly, and Student Senate. From these conversations, it is clear that there is a deep commitment to the principles of shared governance. At the same time, the AVT found there to be significant confusion among faculty about the role of the Faculty Assembly and Faculty Senate. It took some time for the AVT to understand each group's role in the decision-making process and which group ultimately makes final decisions. Given this lack of clarity, the institution will need to continue working toward a clearer understanding of each constituency's role in shared governance.

Ensuring financial stability continues to be a challenge for the University, as it has experienced an overall enrollment decrease of 37% (1,773 FTTE) since 2014–15. Not surprisingly, this enrollment decline has had a significant impact on the University's revenue. To its credit, the Board of Trustees and University leadership have taken significant steps to identify new sources of revenue, develop a process via which to analyze market demand for academic programs, reduce expenses, and identify opportunities for the centralization of services with an eye toward cost savings. Thus far, Redlands has seen some success in its centralization of marketing services, which has resulted in more than \$400,000 in savings. However, some of the larger initiatives, such as hiring a vice president for enrollment and analyzing market demand, are still in process. As it proceeds down a path toward financial stability, Redlands will need to significantly increase revenue and manage costs while ensuring it has appropriate staffing coverage to support students' curricular and co-curricular needs.

Overall, the AVT found that Redlands has been working to address previous Commission Actions. At the same time, progress has been slow, and there has been some confusion about the process.

Component 2: Compliance: Review under WSCUC Standards and compliance with federal requirements; Inventory of Educational Effectiveness Indicators

Standard One

The team's finding, which is subject to Commission review, is that the institution has provided sufficient evidence to determine compliance with the Standard. Over the past several years, the University has paid significant attention to its mission and goals through a process of reflection and revision. Based on conversations throughout the visit, the President and other senior leaders engaged in a consultative process to review the mission statement and the institution's strategic plan (CFR. 1.1).

Based on feedback from faculty and senior leadership, it is clear that the University has developed institutional learning goals and that the faculty members have developed clear education objectives at the program level. Currently, there is an ongoing effort to map program learning goals to institutional learning goals. The University also has a process via which to track retention and graduation data. Although there has been a drop in retention at the undergraduate level, the University has developed processes to support student success. There

is a concern about the low completion rates in the teacher education program. Serious attention must be paid to this issue (CFR 1.2).

The University has a faculty handbook and the faculty report having freedom to make decisions about the curriculum and their research (CFR 1.3). There is some concern that the process of curriculum review is fairly decentralized, which can lead to confusion and duplication. For example, there are business programs in the College of Arts and Sciences and the School of Business and Society. Given scarce resources, the University must better manage its portfolio of programs and avoid near-proximate duplication. Careful attention must be paid to the development of new programs and the termination of existing programs. The Committee on Academic Planning and Standards (CAPS) should play a role in this analysis (CFR 1.2, 1.3).

The Redlands institutional report did not pay much attention to issues of diversity and inclusion. During the accreditation visit, senior leaders and faculty reported that they were generally satisfied with their diversity and inclusion work. However, a number of students of color reported concerns during the open forum. These students indicated that there were not a great deal of resources to support students of color and that they felt disregarded in certain venues. The AVT also heard a significant number of concerns raised regarding accessibility issues in some of the academic spaces and residence halls. Attention to accessibility issues is of paramount importance (CFR 1.4). It is also important that the University addresses issues of belonging and monitors the level of diversity at senior leadership levels.

In general, the University appears to be in compliance with CFR 1.5, 1.6, 1.7, and 1.8. One issue that will need to be addressed is related to the future of the Marin Campus. While it is clear that the University is committed to ensuring academic programs are the primary focus of the Marin Campus, this campus has been increasingly used to generate auxiliary revenue. The University will want to ensure that it balances its academic mission with its efforts to generate alternate forms of revenue.

Standard Two

The University of Redlands is committed to maintaining compliance with WSCUC Standards and federal requirements. As part of this commitment, the University conducts regular assessments of its educational effectiveness indicators (EIs) to ensure that its programs are meeting the required standards. The University uses various tools and methods to measure its EIs, including the National Survey of Student Engagement (CFR 2.4).

Additionally, the University has established an inventory of EIs to measure student learning outcomes and assess the effectiveness of its programs. These EIs include assessments of student performance in areas such as critical thinking, writing, and quantitative reasoning, as well as assessments of student engagement and satisfaction. However, at the time of the site visit, the institution has only provided limited evidence to demonstrate how they have “closed the loop” on the educational effectiveness of their programs.

The institution conducts regular program reviews to evaluate the quality and effectiveness of its academic programs. The reviews include site visits by external reviewers, who provide feedback and recommendations for improvement. Redlands must use this feedback to make changes to its programs, continually improve the quality of its education, and make this education more readily available (CFR 2.7).

Redlands has established committees, such as the Committee on Academic Planning and Standards (CAPS) and the Educational Assessment Committee (EAC), to ensure that its programs are meeting the required standards and support the continual improvement of its education (CFR 2.1). These committees are responsible for reviewing data on student learning outcomes, assessing the effectiveness of the University's programs, and making recommendations for improvements. However, as noted in Components 3 and 6 of this report, these committees lack the authority to compel programs to follow their recommendations.

One concern that emerged during the AV related to staffing. Some indicated that faculty lines that were lost due to retirement or transition were not replaced. While decisions about faculty lines should rest with the Provost, concerns were expressed that the lack of replacement lines impacts the delivery of the curriculum. Some faculty noted that their departments do not have enough faculty with the appropriate disciplinary background to support the entire curriculum. There were also reports that some major requirements were being changed due to a lack of faculty with appropriate disciplinary experience. Moving forward, Redlands must ensure that all programs are staffed by sufficient faculty who are qualified for the type and level of curriculum offered (CFR 2.1).

In summary, the University of Redlands is committed to maintaining compliance with WSCUC Standards and federal requirements. The University uses various tools and methods to measure its EEIs, conducts regular program reviews, and has established committees to ensure the quality and effectiveness of its education. However, as is noted throughout the report, there are opportunities for improvement.

The team's finding, which is subject to Commission review, is that the institution has provided sufficient evidence to determine compliance with the Standard.

Standard Three

Redlands meets its academic objectives by providing human, physical, technological, and information resources, which must be balanced against its available fiscal resources. The institution has acknowledged financial challenges and operational deficits that have persisted over the past three years, even preceding the effects of the pandemic. The University administration should be recognized for its efforts to identify problem areas, engage a broad swath of institutional stakeholders, and develop plans and strategies to address problems systematically. The implementation of these broad efforts has created some areas of concern and transition pains within the institution. However, the administration has demonstrated a conscious effort to provide transparency and broadly communicate regarding the implementation of initiatives and management imperatives.

It was evident that faculty, staff, and students have a sincere commitment to and affinity for the institution. Their consistent positive expressions indicating the institution's commitment to its academic mission and meaningful ability to affect students' lives are commendable. However, these sentiments were tempered with faculty and students expressing concerns that Redlands has already implemented measures that have resulted in increased unfilled faculty positions, an augmented curriculum, and reduced course offerings, thereby compromising the perception that the institution can continue to be successful in the future.

To be considered successful, the institution must deliver an in-demand program curriculum that is led by renowned and credentialed faculty. The institution reports that the filled full-time faculty count decreased by 7% between FY21 to FY23, representing a change for about 16 of 222 positions. Over the preceding five years (FY17 versus FY22), full-time faculty positions declined by 21 (10%). Given the decline in enrollment and the administration's efforts to reorganize institutional programs with the acquisition of new campuses, Redlands is still in the process of implementing its plans to create new programs that have sufficient faculty and staff while maintaining historical faculty-staff-student ratios (CFR 3.1).

The institution has established a centralized faculty hiring authority rooted in the Provost Office, in discussion with CAPS and Deans, and coordinated through Human Resources. To more closely manage strategic decisions to locate or relocate positions that could support the curriculum within the budget, some parts of the institution are experiencing transition pains. This has been expressed by faculty and staff experiencing a prolonged sense of institutionalized "scarcity" of resources and elevated workloads. Given the extent of planned restructuring contemplated by the institution, this expression—whether intentional or perceived—is likely a typical consequence of being in the midst of a significant organizational transition. The senior leaders have acknowledged the elevated level of angst on campus and incorporated broader communication opportunities and stakeholder engagement to foster inclusivity (CFR 3.2).

The institution has formal procedures via which to measure the results of initiatives on student learning. The Educational Assessment Committee collects annual departmental and program data, which are reviewed institutionally to measure success. There are also other faculty-organized committees or working groups that provide advice regarding new programs, initiatives, and directions. These are formally supported to the extent that they are organized and/or financially allocated in the budget. However, fiscal conditions and budget levels, as presented during the period of this review, highlight the fact that the present financial resources are not able to adequately fund new programs and initiatives to the degree or quantity desired by the institution (CFR 3.3).

To address issues that may compromise the institutional management of financial resources in the face of difficult operating conditions, the institution established a Task Force for Financial Health and has produced a report entitled "Path to a Structurally Healthy Multi-Year Budget for Fiscal Years 2022 through 2024." Through engaging stakeholders from the Redlands community, the plan provides a roadmap to establishing a consistent balanced budget while

also providing sufficient financial resources to fund strategic initiatives that include ensuring human-resource competitiveness, improving facilities, leveraging the endowment, and growing profitability.

The “Path” outlines a plan that includes prescriptive steps to developing new and expanded academic programs, restructuring for the sake of institutional and administrative efficiencies, and addressing employee compensation. Plan areas include estimates for the potential financial investment needed to execute these plans and measurable deliverables. The plan is evidence that the Administration has taken its financial challenges seriously (CFR 3.4).

Recent financial trends during the years encompassed by the pandemic coincide with less-than-favorable trends within the higher education industry. The institution has sufficient assets and financial activity to support the organizational and program restructuring contemplated in its strategic plan. The institution’s financial condition is validated by its presentation of financial statements and annual financial audits. Fiscal and annual operational activities are, appropriately, of higher concern than the financial attributes reflected on the balance sheet of the institution. The team finds that the assessment of financial sustainability should emphasize three priority areas: enrollment and tuition revenue components, incorporating land and campus acquisitions, and building financial reserves.

After acquiring the Graduate School of Theology, tuition and fee revenues from the school contributed approximately \$624K in FY20, which grew to \$780K in FY22. However, tuition revenue contributions from the school represent less than 1.0% of total aggregate tuition revenues from all schools. The majority of tuition revenue is derived from the College of Arts & Sciences, which has experienced a decline in tuition revenues over the same period, from \$131.4 million in FY20 to \$121.0 million in FY22. The University reports that tuition and fees from the College of Arts & Sciences account for as much as 80.0% and 83.4% of total tuition and fee revenues, respectively.

Over the 3-year period from FY2020 to FY2022, enrollment has declined, coinciding with a drop in net student revenue. Operating revenue components generally declined during the years of the pandemic, but financial statistics for the most recently completed fiscal year (FY22) indicate a return to the growth of revenues. However, revenues for FY22 are still more than 5.0% below those for the years prior to the pandemic.

It would appear that the administration has also been proactive in mitigating the decline in tuition and fee revenues by reducing expenditures. The administration has formatted a joint committee on structural deficit, which is composed of representatives from faculty, staff, and trustees. The committee advises the senior administration on ideas about how to reduce expenses and generate new revenue. The plans could be viewed as an aggressive but opportunistic approach on the part of the institution to evolve and counter negative revenue trends. The bold plans have the potential to create incremental increases in overall revenues and develop new revenue streams.

Reserve balances have declined to below Redlands's desired threshold, and the institution reports that the use of the reserve has been consciously programmed to support the operating budget. The institution reports that the reserve was bolstered by \$3.4 million in FY22. However, reserve funds of \$5 million are also forecast to be necessary for operations in FY23. The reserve balance after FY23 is forecast to be approximately \$11.3 million (CFR 3.5).

There is tremendous, demonstrated support from constituents through philanthropy. The institution reports that the most recent fundraising campaign, "Forever Yours," has been successful in achieving more than their targeted \$200 million commitment goal. The capital campaign was successful in achieving its allocated goals for Capital/Plant (\$32M), Endowment (\$140M), Program Support (\$15M), and bolstering the Redlands Fund (\$13M). This illustrates solid community and constituent support from alumni, trustees, staff, and associates of the University. Revenue from philanthropy to the institution's Annual Fund is a key part of plans to ensure that the institution is fiscally balanced.

A Board of Trustees, which is organized with a slate of committees, governs the institution. The Board of Trustees is composed of volunteers, mostly trustees who are alumni working in a variety of fields and industries. The Board has reported collaborative and collegial support on the part of University leadership. This is evidenced in Board support for strategic initiatives and operational reforms in the institution (CFRs 3.7, 3.8).

The President is advised by a cabinet composed of senior-level administrative executives, as well as the deans of the schools and colleges of the institution. A majority of the executive leadership members in the President's cabinet team either are new to the University or were recently elevated to their senior roles. The leadership team has provided advice and counsel to the President, as evidenced by a number of difficult but necessary decisions to augment the organizational structure and revise operations.

There is a Faculty Assembly, as well as a Faculty Senate, both of which are composed of committees with faculty member representatives. The presence of both an Assembly and a Senate is somewhat counter-intuitive, and it appears that they are prone to operate at odds with one another. A refinement of the roles and authority of the two would help faculty and administrators alike develop a clearer understanding of faculty governance at the institution (CFRs 3.9).

The University has contracted with external contractors and consultants to supplement its internal data formation, assessment, and decision processes. External support from EAB, Lightcast Analyst, and the Gardner Institute add evaluation capacity to the University's institutional research and add to the analysis of budget decisions, student success, program performance, and enrollment. The leadership of the University and these supporting organizational units within the institution have all mentioned the expectation to employ more data-driven analysis to evaluate programs and measure success (CFRs 3.10–3.11). However, there is an open question regarding how the University will manage this work once the external contracts end.

The team's finding, which is subject to Commission review, is that the institution has provided sufficient evidence to prove compliance with the Standard.

Standard Four

The team's finding, which, again, is subject to Commission review, is that the institution has provided sufficient evidence to determine compliance with the Standard. At the same time, there are opportunities for improvement.

Assessment and program review begin in the individual departments and are largely siloed. The University's assessment practices favor decentralization and autonomy rather than a single set of University-wide standards of performance. For example, the College of Arts and Sciences (CAS) has processes that leverage the Educational Assessment Committee (EAC), which, in turn, reviews and makes recommendations on desired changes. This process then goes to the Faculty Senate for input and support. If the senate disagrees with the EAC, the recommendations are blocked at that point. Meanwhile, the professional accreditation requirements of the SOE and SBS prompt the University to use a different assessment process. The processes used by these two schools involve an internal staff member who is responsible for bringing forward, making, and managing any curricular changes outside of the EAC model (CFR 4.1).

The review of written material and the comments made during campus interviews indicated that the EAC lacks the degree of authority that should be vested in a structure charged with this work. For example, some reported that EAC recommendations may be cast aside by a department that simply does not want to implement change. Furthermore, it was unclear whether any implemented recommendations were re-assessed to ensure that the desired outcomes were achieved and whether the emerging departmental outcomes were aligned with institutional ones. For these reasons, the AVT questions the efficacy of the EAC.

In sum, the extent to which the EAC, as it is currently configured and charged, impacts program success in any meaningful way was unclear to the AVT and interviewees as well. Additionally, the AVT was unable to confirm that the intended assessment cycle is maintained. In the materials provided, it appeared that 19% of program reviews were in process (11/58), with another 14% being delayed or past due (8/58), thus generating more questions regarding the efficacy of the program review and assessment processes.

Institutional Research Capacity

Institutional research and data-analysis capacity has been identified by the accreditation team as making strides to improve previous areas of concerns. Specifically, institutional research has made progress in collecting and sharing meaningful data. A good example of this is the data book produced by Business and Finance Office, which contains robust data that can be used for the analysis by many campus constituents. There are also descriptive, analytical, and non-administrative data reports produced by Institutional Research via a SharePoint site, which are made available. However, during a review of the material and interviews, complaints by faculty and staff show the University still has challenges successfully and effectively placing data into

the correct person's or department's hands easily. There is a lack of centralized, effective, and transparent communication with the broader community about what is available, how to gain access to it, and to whom it is available. Moreover, the current leader in this area also serves in a dual role as the University Registrar. Given the significance of both roles, there are concerns regarding the ability of this leader to effectively address both areas adequately and thus ensure sufficient progress on the identified items (CFR 4.2).

Insufficient and unsustainable data-reporting capacities could result in data bottlenecks that hinder an institution in its pursuit of key activities and initiatives, such as assessment, program review, strategic planning, grant preparation, accreditation, and more. These bottlenecks could also distract operational offices from their core functions if they must fulfill various data requests, which ultimately affects an institution's operational efficiency.

The re-focus on the data governance structure to provide leadership in data collection, consolidation, and reporting will help in these efforts to ensure that data are broadly available and widely accepted. These efforts are all necessary and valuable resources that will help improve the University's IR capacities to create and support a standardized data-reporting structure, which also shows that the college is heading in the right direction.

Institutional Learning and Improvement

Interviews with the President, Provost's Office, deans, faculty, and staff indicate that the University has a common understanding of using data for continual improvement and has been working toward that goal by adopting multiple strategies. Some strategies include creating a committee to regularly review and make recommendations to drive curricular innovation, as well as taking steps to ensure data transparency, availability, and quality (CFRs 4.1–4.7).

Curricular improvement is supposed to be overseen by the Educational Assessment Committee (EAC), with representation from across the colleges. However, as previously mentioned, the EAC is almost exclusively used for the College of Arts and Sciences, and there is no evidence of its efficacy. The examples provided indicate that curricular change goes through this process and then ends at the Faculty Senate, which is a black hole of sorts. In terms of the other colleges, the School of Education and the School of Business and Society, specifically, have internal positions that render them responsible for bringing forward, making, and managing any curricular changes outside of the EAC model.

Much energy and effort has gone into the new Vision and Mission, including engaging external vendors to help facilitate and guide this process. When the Provost's Office, deans, and those involved in assessment and curricular innovation were asked how they were mapping the program learning objective into these institutional learning objectives, the interviews revealed this process had not yet begun in earnest. There may be pockets of effort, but there is no unified or comprehensive approach to these processes. While attempts have been made to codify and create an inclusive process for curricular innovation and assessment and, thus, inform institutional learning, these processes continue to be siloed, have not proven effective, and are not as transparent or collaborative as we hoped for.

The University has taken strides to provide data for continual improvement, but many assessments and program review activities seem to be siloed and uneven. The college's continuous improvements require sufficient, reliable, and timely data that can be easily accessed by campus decision-makers. Interviews with the college leadership, faculty, and staff indicate that the college lacks a systematic approach to collecting, reporting, and using data and that inefficiency in producing data affects the college's ability to use data for continual improvements. For example, the college's last attempt to conduct a campus-wide program review a few years ago failed due to lack of data support. The college's efforts to expand the Institutional Research office and the supporting Information Technology Office have enabled the institution to better address issues of both program-review and data-reporting capacity (CFRs 4.1–4.7).

The team's finding, which is subject to Commission review, is that the institution has provided sufficient evidence to prove compliance with the Standard.

Compliance with Federal Requirements and Inventory of Educational Effectiveness Indicators (IEEI)

Based on a review of the federal requirements for credit hours, marketing and recruitment, student complaints, and transfer policy, the University of Redlands appears to be compliant with the federal requirements. A question was raised regarding the credit hours required for undergraduates. The documents that were provided illustrate that the University is in compliance with the credit-hour requirements. At the same time, the University Registrar should review the academic calendar and schedule of classes to ensure the current schedules comply with the University's Credit Hour Report Policy and Definitions.

The Inventory of Educational Effectiveness Indicators (IEEI) appears to have been completed, and sufficient data were provided. However, the extent to which the campus engaged in a comprehensive analysis of the IEEI remains unclear.

In general, the AVT found sufficient evidence that the University meets the obligations under the four Standards. However, the final determination of compliance with the Standards rests with the Commission.

Component 3 Degree Programs: Meaning, Quality, and Integrity of Degrees

The University of Redlands is engaged in several lines of inquiry related to the meaning, quality, and integrity of its degree programs. One of the lines of inquiry explored how the University defines and assesses the institutional learning outcomes (ILOs) for its undergraduate and graduate programs (CFRs 2.3, 2.4, 2.6, 2.7, 4.3).

Efforts in this regard are critical to the effective measuring of the outcomes that flow from the newly created mission and vision statements (CFRs 1.1, 1.2, 2.1, 2.2). While it is noted that the University has access to data from several sources, including the National Survey of Student

Engagement (NSSE), Global Perspective Inventory (GPI), the First Destination Survey (FDS) and the National Alumni Career Mobility Survey (NACM), to measure the effectiveness of its ILOs, Redlands shared few specific examples of how it uses data from these surveys to measure the effectiveness of its ILOs.

In addition, the AVT inquired into Redlands's efforts to promote high-impact practices (HIPs) and engage students in experiential learning opportunities (CFRs 1.2, 2.2, 2.3, 2.4, 2.6, 2.7, 4.3). Redlands provided some examples of how it integrates HIPs, such as study abroad, community-based learning, and undergraduate research, into its degree programs. It also discussed how it assesses the impact of these practices on student learning and engagement. For example, the NSSE and UCUES are surveys administered to undergraduate students at Redlands. These surveys gather data on various aspects of the student experience, such as student engagement, academic experiences, and satisfaction with the University. At the same time, Redlands must better facilitate the widespread use of the data from these surveys to evaluate how well its ILOs align with the experiences and perceptions of its students. Specifically, the AVT encourages Redlands to better utilize the CLA+ with seniors as a way to measure the effectiveness of its ILOs in developing these skills. Redlands must then use the results of the CLA+ to identify areas in which its programs may need improvement and evaluate the effectiveness of changes made to its curriculum and pedagogy. By using data from these sources, the University of Redlands can better evaluate the effectiveness of its ILOs and make data-informed decisions about how to improve its programs.

The University of Redlands evaluates its courses, credits, and grades (CFR 2.2) through a process that ensures that students receive a high-quality education that prepares them for success in their chosen fields. The University expects its students, both undergraduate and graduate, to demonstrate mastery of specific learning outcomes upon graduation. To evaluate courses, the University uses a combination of student evaluations and faculty assessments. The University also regularly reviews its course offerings to ensure that they are aligned with its mission and values and meet the needs of its students (CFRs 2.2, 2.7, 4.1).

The University evaluates credits through a process that ensures that students have met the necessary requirements for their degree programs. This process includes a review of transcripts and a thorough evaluation of coursework to ensure that students have achieved the required level of proficiency.

The University's grading system reflects its commitment to academic excellence and rigor. Redlands expects students to demonstrate mastery of specific learning outcomes, and grades are assigned accordingly. The University uses a letter-grade system, with grades ranging from A to F, to evaluate student performance (CFR 2.2).

Upon graduation, the University of Redlands expects its students to have achieved specific learning outcomes and to be prepared for success in their chosen fields. The University's educational effectiveness indicators include measures of student learning and success, such as

graduation rates, retention rates, and job placement rates, which reflect Redlands's commitment to preparing students for success in their careers (CFRs 2.7, 4.1).

Redlands also expects its graduates to embody the distinct values and traditions of the institution through their dispositions and future plans. The University's mission emphasizes the importance of service, leadership, and social justice, and the University encourages its graduates to use their education to make a positive impact in their communities and the world. Specifically, Redlands has used NSSE data to help the University identify a few areas in need of improvement, such as student-faculty interaction and undergraduate research. The data have also been used to inform the development of new programs and initiatives, such as a first-year seminar and a student research symposium. These NSSE data should also be used to assess the effectiveness of Redlands's educational programs and continually improve the quality of its education, as well as to benchmark its performance against other institutions and track changes over time. This allows the University to identify trends and make data-informed decisions about how to allocate resources so as to best support student learning and success.

Redlands is encouraged to develop its own strategies for articulating the meaning of its degrees in ways that make sense in view of its mission, values, and student populations. Until the University widely shares data such as those derived from the NSSE, UCUES, and CLA+, it will be ineffective in their attempts to measure the effectiveness of its ILOs and newly created academic mission.

Component 4: Educational Quality: Student Learning, Core Competencies, and Standards of Performance

The University of Redlands expounds that excellence in teaching and learning is central to its institutional mission, which emphasizes academic rigor, curricular diversity, and innovative teaching. Students' access to high-quality instruction throughout their educational journeys is bolstered by both curricular and co-curricular support. The Armacost and Graduate Theological Union libraries provide access to resources, study spaces, and consultation to help students perform at their best. The Office of Career and Professional Development (OCPD) provides access to all on the Redlands campus seeking career assistance and development, enabling students to garner gainful employment.

Redlands uses program learning outcomes (PLOs), as well as curriculum maps, to assess student learning and achievement of core competencies. This process appears to be faculty driven and overseen by a faculty governance committee, the Educational Assessment Committee (EAC). This process is further aided by the faculty-led Hunsaker Chair in Distinguished Teaching, which is a rotating endowed position focused on improving the teaching and learning experiences of faculty and students. Furthermore, during the COVID-19 pandemic, there was a renewed focus on equity, allowing for renewed efforts toward cross-unit and trans-disciplinary discussions, research reviews, and collaborations in teaching and learning through the use of formative assessments.

The University has made some strides in their undergraduate core competencies since the last WSCUC review. In the School of Business and Society, ACBSP accreditation has been achieved, enabling the college to assess and adjust these competencies. Furthermore, the College of Arts and Sciences has formed working groups and successfully established updated proficiency levels, specifically reforming its GE requirements by paying specific attention to the development of core competencies.

Redlands does an adequate job of assisting students who may be experiencing academic and personal difficulties. An array of services are provided based on referrals by faculty members or the students themselves. Closing the gap in student achievement is accomplished through a series of assessment cycles for various learning outcomes. To accomplish this, the responsible committees assess the data on course completion rates, as well as the testing of students in communication and mathematics courses and capstone courses, in order to make the necessary adjustments. These adjustments involve not only course requirements but also SLOs and PLOs.

There is direct evidence, including the completion of course assignments, some pre- and post-testing, standardized tests, and capstone course requirements. There are also indirect measures, such as surveys, course evaluations, and consultations with employers. There are also committee-review processes, in which there is a consultative process with faculty, students and administrators. Such processes are labeled “assessment cycles.” However, there is no clear matrix via which these are articulated and understood by the entire University of Redlands community. The main source of Redland’s inability to assess student learning in a more comprehensive and systematic way is the lack of clarity in program review and numerous simultaneous/overlapping leadership transitions: in the Provost’s Office, among the Deans, and Institutional Research. The shifting of the program review process is underway and will be critical to the success of assessing student learning and achievement.

Component 5: Student Success: Student Learning, Retention, and Graduation

The University of Redlands defines student success in terms of student opportunities to actively pursue undergraduate and graduate studies and thus develop perspectives, skills, and ethics. This allows them to shape meaningful learning within their fields of study and to create a just and equitable world. The University measures success by evaluating individual student learning, student retention and graduation, and career outcomes. Furthermore, there is a renewed emphasis on personalized advising.

The success of individual student learning is demonstrated through University-wide efforts that have expanded to include the assessment of co-curricular student learning. Recent initiatives to collect and analyze the experiences of graduates ensure that student success translates to positive career outcomes. Redlands has begun participating in the National Alumni Career Mobility (NACM) Survey, an annual survey offered by the Career Leadership Collective. This will measure alumni career mobility at 5- and 10-year intervals. The assessment helps colleges and

universities better understand alumni: educational satisfaction, career pathways, career satisfaction, economic mobility, and community engagement.

Furthermore, Redlands has strengthened its relationship with the Peace Corps. In the agency's 2020 list of top volunteer-producing small colleges and universities, the University of Redlands ranked. This year was the third year in a row that the University has been among the agency's top 10 list of small schools, and this year, Redlands was the only California school to rank in the category. Based on this success and an invitation from Peace Corps to apply, Redlands has taken steps to become a partner school with Peace Corps, providing a more structured curricular and co-curricular pathway to becoming a volunteer.

The University could benefit from expanding these programs to reach younger high school students so that they are in the pipeline longer and have time to understand what it takes to apply, be admitted, and obtain financial aid. Students should be prepared in all ways so that they can be successful after they matriculate. This will greatly assist in retaining students. Student retention data show that students who attend the University of Redlands graduate at modest rates, currently 81%. For first-time, full-time (FTFT) first-year-to-sophomore retention, the current three-year rolling average is 81%, down slightly from 84%. Redlands explains that this is due to the recent COVID-19 pandemic and expects student numbers to increase in the coming terms.

However, during the last 3 years, 6-year graduation rates have remained relatively constant, between 74.6% and 75.6%, for FTFT students (three-year weighted average) who are CAS undergraduates. In comparison to peer institutions, they are near the median of their comparators. When assessing retention rates by sex, race, and ethnicity, their data demonstrate a descending trend across these populations; however, the values are still consistent with national averages.

For transfer students, in the School of Business and Society and the College of Arts and Sciences, retention efforts have seen mixed outcomes. In CAS, transfer students are retained and graduate at slightly higher levels than FTFT students, indicating that CAS has placed extra effort into retention and support strategies specifically for transfer students. In the School of Business's the undergraduate completer program, which serves working adults who have already completed 40 credits, retention improved to 87% in spring 2019 but fell to 72% during the COVID-19 pandemic.

Graduation rates vary more widely for masters and doctoral students. The highest graduation rate, 75%, is associated with the flexible requirements of the MATS program, while the EdD program graduation rate averages 63%. During interviews, the EdD program shared that they have significantly revised their curriculum to build in more support and structure for students, thereby helping to lift graduation rates.

Component 6 Quality Assurance and Improvement

Component 6 of the WASC standards focuses on quality assurance and improvement, specifically on the institution's use of program reviews, assessments of student learning, and institutional data, to support decision-making and improvement efforts. The University of Redlands has demonstrated an initial commitment to quality assurance and improvement by conducting program reviews.

The University of Redlands has a regular program review process for all of its academic programs. They have a Program Review Handbook that outlines the process and timeline for conducting reviews, and it includes information about how to prepare for the review, who is involved, and the intended outcomes (CFRs 2.7, 4.1). The University is attempting to use the results of program reviews to identify areas for improvement and make changes in its instructional programs in order to improve student learning, at least in a few programs. The Committee on Academic Planning and Standards (CAPS) at the University of Redlands and the Educational Effectiveness Committee (EAC) are both involved in the University's quality-assurance and improvement efforts.

The Committee on Academic Planning and Standards is responsible for overseeing the development, review, and approval of academic programs and courses at the University. The committee ensures that academic programs and courses meet the University's standards and are consistent with its mission and goals. The Committee on Academic Planning and Standards also plays a key role in the University's quality assurance process for programs, which involves the evaluation of proposed or substantially modified academic programs to ensure that they are meeting their goals and objectives.

The EAC, on the other hand, is responsible for overseeing the University's assessment processes. The committee ensures that the University is meeting its educational-effectiveness goals and objectives by coordinating the assessment of student learning outcomes and the evaluation of program effectiveness.

While CAPS and the EAC have distinct roles and responsibilities, they are both essential components of Redlands's quality-assurance and improvement efforts. The Committee on Academic Planning and Standards ensures the quality and consistency of academic programs and courses, while the EAC ensures that the University is meeting its educational-effectiveness goals and objectives. Unfortunately, both CAPS and the EAC's work is often confronted with a lack of follow-through due to the decentralized nature of the academic programs, as well as the lack of authority inherent in the committees to compel programs to comply with their recommendations. Until this problem is rectified, the broad assessment efforts of the University will continue to be ineffective.

The ongoing efforts to provide a high-quality educational experience that prepares students for success in their future careers and lives must rely on continually assessing student-learning outcomes and program effectiveness. Redlands can help to ensure that the University is

meeting its goals and fulfilling its mission by empowering the EAC and CAPS with more authority to keep programs aligned and create more effective follow-through.

As part of this analysis, the AVT examined the program-review process. One recent review focused on the Physics program and involved the collection and analysis of data related to program goals and objectives, as well as the inclusion of relevant stakeholders in the review process. The review identified several strengths of the program, including the quality of the faculty and the relevance of the curriculum to industry needs. The review also identified areas for improvement, including the need for additional resources to support student research and the need to improve communication between program faculty and students (CFRs 2.7, 4.1).

Another example of the University of Redlands's program review is the review of the College of Arts and Sciences. The review involved the collection and analysis of data related to student success and institutional effectiveness, as well as the inclusion of relevant stakeholders in the review process. The review identified several strengths of the College of Arts and Sciences, including the quality of the faculty and the diversity of the student body. The review also identified areas for improvement, including the need to improve retention rates and enhance support for first-generation and low-income students.

In addition to program reviews, the University of Redlands conducts some ongoing assessments of student learning. For example, there is an ongoing assessment of student learning in the College of Arts and Sciences' General Education program. The assessment involves the collection and analysis of data related to student learning outcomes, as well as the involvement of relevant stakeholders in the assessment process. The assessment results are used to identify areas in which student learning could be improved and make changes to the General Education program to better align with program goals and objectives (CFRs 2.7, 4.1).

The assessment of the Master of Business Administration (MBA) program, for example, involves the use of standardized tests to assess student learning, as well as the collection and analysis of data related to student success and institutional effectiveness. The assessment results were used to make changes to the MBA program to better align with program goals and objectives, as well as to improve student-learning outcomes.

The University also uses institutional data to support planning and inform strategic-planning efforts. The University conducts research on enrollment trends, student demographics, and other factors that can impact its programs and services. The research results are used to develop strategic plans that guide the University's decision-making and resource-allocation processes.

As mentioned above, the University uses multiple measures to assess student learning, including standardized tests, course evaluations, and student portfolios. The assessment data are analyzed to identify areas where improvements can be made to academic programs and to make changes in these programs so as to better align them with the programs' goals and objectives. However, until programs are compelled to provide opportunities to review them, and then follow the recommendations provided, quality improvement will be lacking.

Component 7: Sustainability: Financial Viability, Preparing for the Changing Higher-Education Environment

The University of Redlands is at a critical juncture. It must improve its financial stature, in part by reducing expenses and investing in initiatives that promote growth and strength. The University's balance-sheet finances are adequate, but yearly fiscal revenues and the ability to address expenses and operational activities are areas of concern.

Redlands derives a significant portion of its operating revenue from tuition and auxiliary revenue sources. Student revenues and revenues from educational activities, as a proportion of total operating revenues, have been relatively flat, accounting for 76% of total operating revenues in FY 2021–22 and FY 2020–21.

Investment and endowment balances remained healthy, at \$299 million, at the conclusion of FY 2021–22, and represented 2.3 times the annual operating expenses for the same fiscal year. Total assets (\$479 million) are more than 4.8 times the total liabilities for net assets (\$98 million). Reserve levels declined in FY 2019–20, at the onset of the COVID-19 pandemic. Reserve Fund Balances peaked in FY 2017–18, at approximately \$23.5 million, but have since declined. The University grew the reserve balance in FY 2021–22 by \$3.4 million but has forecasted that up to \$5 million in reserve funding may be needed to address the structural deficit in FY 2022–23. This would leave the Reserve Fund Balance at approximately \$11.3 million.

The University leadership has a targeted plan to build reserves that includes increasing annual fund revenue to bolster philanthropic support for operations. It has also implemented a number of cost-savings measures that have consolidated redundant expenditures, as well as other reduction measures that have impacted areas of operations and curriculum as well. These have included expenditure reductions across all operating categories, including staff and faculty reductions. Success depends on the phased rebuilding of positions and programs in more strategic areas that University leadership believes will be more relevant to the future programs of the institution. Redlands is also demonstrating a successful fundraising campaign that has raised approximately \$207 million.

The University has demonstrated a proactive approach to improving its financial viability and sustainability. Redlands has developed a "Path to a Structurally Healthy Multi-Year Budget" agenda, which it initiated for fiscal years 2022 through 2024. Additionally, the institution has acknowledged its need for fiscal improvements, as illustrated by its establishment of a working committee on structural deficits. This committee is comprised of a broad base of internal representatives who can advise on potential actions to improve financial health.

The plan has been broadly socialized throughout the University community and engaged both external community members and internal stakeholders. As of May 2021, the institution's plans projected that a fiscally balanced budget could be achieved within three years, thereby addressing as much as the \$20 million forecasted fiscal imbalance. The plan was not purely cost

cutting, as it also identified areas for investment intended to improve the customer attractiveness and relevancy of the University of Redlands. The plan included a number of specific and prescribed details that incorporated specific academic program restructurings, degree offerings, labor reductions, targeted investment in new faculty positions, enhancing revenue opportunities, philanthropy, and enrollment increases, among other objectives.

As demonstrated by the efforts mentioned above, it is clear that the University does have a clear understanding of its financial realities. The current financial condition of the University requires improved cash-account balances.

The University's endeavors to improve its fiscal position through a viable strategic plan that includes key restructuring are notable. As the University continues these efforts, it must address the following issues:

1. Generating net tuition and auxiliary service revenues that align with operating expenses.
2. The likely need to simultaneously downsize in some areas and invest in others. These difficult decisions must be made through processes that include faculty input and attempt to mitigate effects on employee morale, faculty retention, and student acceptance.
3. The downgrade in Moody's rating from A3 to Baa1, which occurred in 2020. The rating also included a negative outlook.
4. The Moody's report warns that steep competition for students will limit the University's pricing power and, therefore, could pose challenges for sustained revenue growth in this area.
5. Industry headwinds that have battered the university during the pandemic, leading to reduced enrollment, stagnant tuition revenues, declining reserves, and a "sense of scarcity" among faculty and staff.

As it addressed the aforementioned challenges, the University has also made moves that could bolster its reputational and financial health. A 2022 \$52 million tax-exempt issuance of bonds will allow the institution to upgrade existing facilities, build a new e-sports arena, and make improvements to its recently acquired Marin campus. While the transaction nearly doubled the institution's existing debt, it was structured so as to refinance previously outstanding debt at a savings. At the same time, it is important to note that the new debt service schedule will see an increase in annual debt service of more than \$2 million in FY 2025–26. The University is also concluding its merger and acquisition of the Presidio Graduate School, which it hopes will expand its market penetration and attraction in Northern California. A real-estate-development partnership for a University Village could also add financial lift and positive upside for new long-term non-academic revenue generation.

Component 9: Reflection and Plans for Improvement

In its summary chapter, the University of Redlands noted "that the past decade can be characterized as an era of positive transformation and challenging changes." From the AVT's

perspective, this is a fair assessment. The pandemic, coupled with declining enrollment and associated declines in revenue, has created a notable set of challenges for the institution.

The University's leadership understands the external challenges facing Redlands and has taken some steps to address major issues. Recent successes include the development of an inclusive strategic-planning process and the centralization of marketing and communications. Both of the efforts have the potential to strengthen the quality and focus of the academic enterprise and bolster enrollment. At the same time, more work must be done. One of the crucial components of the strategic plan is to develop a process via which to analyze future demand for smaller programs, build programs for which there is market demand, and sunset programs that are no longer viable. While difficult, this work will be critical to ensure the institution's long term viability.

On another level, attention should be paid to shared governance and faculty and staff morale. As Redlands noted in the institutional report, the establishment of a more effective governance model continues to be a work in progress. During the visit, the AVT found that confusion still exists about the various roles that the Faculty Assembly and Faculty Senate play. Careful attention must be paid to the future of shared governance, with a clear articulation of the roles and responsibilities of each constituency.

Like many institutions, the University of Redlands is experiencing a significant amount of turbulence as it emerges from the pandemic and deals with the changing landscape of higher education. The Board of Trustees and University Leadership, in partnership with the campus community, have created a strategic plan that has the potential to strengthen the campus and its faculty, staff, and students. To ensure its success, it will be critical for the entire community to work in partnership to ensure the University's success.

Section III – Other Topics: Branch Campuses

As mentioned above, the Chair and Vice Chair visited the Marin Campus as part of the AVT process. They met with the Dean of the Graduate School of Theology (GST), the Senior Executive who oversees the Marin campus operations, and faculty and staff at the Marin Campus, including SFTS (now part of GST).

It appears that the Marin Campus has two purposes: to serve as a space for academic programs and to serve as a space for auxiliary services. In terms of academics, the site serves as the home of the Graduate School of Theology and a space for the School of Business and Society and potential programming of other academic units of the University. As a practical matter, enrollment in Business and Continuing Studies has mostly been online due to the COVID-19 pandemic. In terms of auxiliary services, the University has monetized some of the housing units and rented a number of campus buildings to local non-profit centers. In terms of enrollment, there are 146 disaggregated students enrolled in all GST programs. However,

because most are part time, the FTTE are 34, with 13 in residence. In terms of SBS and SCS, it was not clear how many were enrolled at the Marin Campus.

While the pandemic has delayed implementation plans at the Marin Campus, the University must more clearly articulate the site's educational purpose and academic focus. The vision and purpose of the property and the programs was not made clear to the peer team during the visit. For example, does the University expect to use the site to develop robust academic programs, generate revenue through auxiliary services, or some combination of the two?

In its current form, the academic and financial models for the GST are not sustainable. The seminary's enrollment of 130 translates to a total of 30 FTEs; this is not sufficient to ensure the School's survival. The School must grow its enrollment to ensure a financially sustainable and academically vibrant community.

There was also some concern about the current delivery of courses. It appears that all of the GST courses are delivered online, even though the School offers a residential experience. This was a cause for concern for students, who reported taking courses at other Graduate Theological Union (GTU) institutions so that they could have some form of shared community experience. Similarly, students noted that there were limited opportunities on campus to build community, which contributed to feelings of isolation.

In terms of the SBS and SCS, it seems that there is hope of growing enrollment with the merger of the Presidio Graduate School and the development of executive leadership programming. However, at the time of the site visit, the plans are still in process, with, for example, WSCUC approval not yet secured. There is not any real enrollment until Fall 2023 with the addition of 130 FTTE from Presidio (pending WSCUC and Department of Education approval).

As conversations about the Marin campus move forward, the University will need to make a clear set of decisions about the purpose of the campus, modes of delivery, and support for students. It will also be critical to clearly communicate these decisions to all stakeholders.

Section IV – Findings, Commendations, and Recommendations

The AVT commends the University of Redlands for the following:

- Most students are engaged and positive about their experiences at the University; report feeling cared for by both faculty and staff; and value personal interactions, small class sizes, and a sense of community.
- Faculty, staff, students, and alumni alike expressed a strong sense of family and a spirit of community.

- University leadership has guided an inclusive strategic-planning process that a) brought faculty and staff to the table—on multiple occasions—for input, recommendations, and updates; b) chipped away at the silos that have long separated departments and created divisions across campus; and c) made it clear that substantial, not incremental, changes are necessary.
- The implementation of cost-reduction measures, including the centralizing of key marketing services, has yielded significant savings.

The AVT identified the following recommendations:

- **Financial Sustainability (CFR 3.4):** The institution must articulate a sustainable financial plan that includes the following: a multi-year budget that explicitly aligns forecasted revenues with planned expenses to eliminate fiscal imbalances within a Board-approved time horizon; the prudent use of reserves and a formal plan to replenish and grow them; and a plan, with a corollary timeline, to fund the prioritized initiatives and objectives of the strategic plan.
- **Strategic Enrollment Planning:** Develop and implement a comprehensive strategic-enrollment plan for all undergraduate and graduate programs. The enrollment plan should include realistic and achievable targets in FTE and net tuition revenue. Special attention should be given to all programs at the Marin campus (CFR 3.4).
- **Assessment and Program Review:** Review and update assessment processes across the college and all schools to ensure appropriate approval, tracking, and accountability. As part of this process, faculty must play a role in the annual assessment process and incorporate feedback from the Education Assessment Committee. Finally, the University should implement an academic-program-portfolio-management process to inform decisions about where to invest and divest (CFRs 2.4 and 2.7).
- **Shared Governance:** Have the appropriate group of constituents (e.g., the University president and members of the senior leadership team, faculty senate, URSA, student government, and the trustees) come together to formulate an agreed-upon definition of shared governance, identify the specific entities or mechanisms via which key constituents can participate in shared governance, and craft (for Presidential or Board approval) a decision-making matrix that clarifies who has authority over and accountability for key decisions.
- **Diversity, Equity, Inclusion, and Belonging (DEIB):** Formalize an institution-wide commitment to Diversity, Equity, Inclusion, and Belonging (DEIB). Promote and encourage ongoing cultural sensitivity training for faculty and staff, with special attention to those in supervisory and student-facing roles. To the extent possible, make buildings and other physical environments accessible to all (CFR 1.4 & WSCUC Equity and Inclusion Policy).

- **Morale and Workload Pressures:** Implement strategies that mitigate low faculty and staff morale, enhance a sense of belonging, and address workload issues (CFR 3.2).
- **Course Coverage:** Develop a sustainable plan to ensure that faculty are sufficient in number, professional qualification, and diversity to achieve the institution's educational objectives and the continuity of its academic programs (CFR 3.1).

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? <input type="checkbox"/> YES <input type="checkbox"/> NO
	If so, where is the policy located? https://www.redlands.edu/study/registrars-office/university-catalogs/current-catalog/academic-standards/
	Comments:
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Each curriculum committee requires an attestation of the credit hour on all approved classes; each program verifies the credits attached to a thorough sample of courses of their curriculum at the time of their Program Review. See Exhibit 2.25 Credit Hour Policy and Credit Hour Worksheet.
	If so, does the institution adhere to this procedure? <input type="checkbox"/> YES <input type="checkbox"/> NO
Comments:	
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? <input type="checkbox"/> YES <input type="checkbox"/> NO
	The University's schedule of classes is available through the Self-Service portal for each term: https://colss-prod.ec.redlands.edu/Student/Student/Courses
	Comments:
Sample syllabi or equivalent for online and hybrid courses <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed?
	What kind of courses (online or hybrid or both)?
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s)?
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed?
	What kinds of courses?
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s)?
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:

Sample program information (catalog, website, or other program materials) https://www.redlands.edu/study/registrar-office/university-catalogs/current-catalog/	How many programs were reviewed?
	What kinds of programs were reviewed?
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s)?
	Does this material show that the programs offered at the institution are of a generally acceptable length? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:

Review Completed By: Ed Ryan

Date: March 29, 2023

2 - MARKETING AND RECRUITMENT REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices.

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.
<p>**Federal regulations</p>	<p>Does the institution follow federal regulations on recruiting students? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>We follow federal regulations, provide information about time to degree as well as the cost of the degree, and provide information about post-graduation employment. We provide distinct information for first-year undergraduate, transfer, graduate, and continuing studies students: https://www.redlands.edu/admissions-and-aid.</p> <p>Comments:</p>
<p>Degree completion and cost</p>	<p>Does the institution provide information about the typical length of time to degree? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>We provide graduation requirements and information about program duration in admissions materials as well as the catalog. Information about graduate rates is publicly available on our student success page.</p> <ul style="list-style-type: none"> • https://www.redlands.edu/student-success/retention-and-graduation/ • https://www.redlands.edu/study/registrars-office/university-catalogs/current-catalog • https://www.redlands.edu/admissions-and-aid/ <p>Does the institution provide information about the overall cost of the degree? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>We provide tuition and fees information for all our programs in our catalog as well as specific web pages:</p> <ul style="list-style-type: none"> • https://www.redlands.edu/admissions-and-aid/student-financial-services/first-year/tuition-and-fees-for-undergraduates/ • https://www.redlands.edu/admissions-and-aid/student-financial-services/transfer/tuition-and-fees-for-bachelors-degree-for-professionals/ • https://www.redlands.edu/admissions-and-aid/student-financial-services/graduate-and-continuing-education/tuition-and-fees-for-graduate-and-continuing-studies/ <p>Comments:</p>
<p>Careers and employment</p>	<p>Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>The university provides information about the kinds of jobs for which its graduates are qualified at the Office of Career and Professional Development, and on the student success webpage.</p> <ul style="list-style-type: none"> • https://ocpd.redlands.edu/student-outcomes/ • https://www.redlands.edu/student-success/ <p>Does the institution provide information about the employment of its graduates, as applicable? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>The university provides information about the kinds of jobs for which its graduates are qualified at the Office of Career and Professional Development, and on the student success webpage.</p>

	<ul style="list-style-type: none">• https://ocpd.redlands.edu/student-outcomes/• https://www.redlands.edu/student-success/
	Comments:

*§602.16(a)(1)(vii)

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By: Ed Ryan

Date: March 29, 2023

3 - STUDENT COMPLAINTS REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution’s student complaints policies, procedures, and records.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Policy on student complaints	<p>Does the institution have a policy or formal procedure for student complaints? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>There are several places where students find information on how and where to lodge communal or individual complaints, including through ASUR. Individual complaints are handled by different offices such as the Registrar, Student Affairs, the Academic Review Board, Title IX, or the relevant Dean’s Office. A table-view is available for students at: https://sites.redlands.edu/provost/student-conduct-complaints/</p>
	<p>If so, is the policy or procedure easily accessible? Is so, where?</p>
	<p>Comments:</p>
Process(es)/ procedure	<p>Does the institution have a procedure for addressing student complaints? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If so, please describe briefly:</p>
	<p>If so, does the institution adhere to this procedure? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>
	<p>Comments:</p>
Records	<p>Does the institution maintain records of student complaints? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If so, where?</p>
	<p>Does the institution have an effective way of tracking and monitoring student complaints over time? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If so, please describe briefly:</p>
	<p>Comments:</p>

*§602-16(1)(1)(ix)

See also WASC Senior College and University Commission’s Complaints and Third Party Comment Policy.

Review Completed By: Ed Ryan

Date: March 29, 2023

4 – TRANSFER CREDIT POLICY REVIEW FORM

Under federal regulations*, WSCUC is required to demonstrate that it monitors the institution’s recruiting and admissions practices accordingly.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Our transfer policies are clearly stated in the Catalog as well as through the Registrar’s online presence , including information on articulation agreements, for international applicants, and in the transfer equivalency portal developed by the Registrar.
	If so, is the policy publically available? <input type="checkbox"/> YES <input type="checkbox"/> NO If so, where?
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

- (1) Are publicly disclosed in accordance with 668.43(a)(11); and
- (2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WASC Senior College and University Commission’s Transfer of Credit Policy.

Review Completed By: Ed Ryan
Date: March 29, 2023