

REPORT OF THE WASC VISITING TEAM

Pilot 1

University of Redlands

February 4-7, 2014

In Partial Fulfillment of the Requirements for
Reaffirmation of Accreditation

Team Roster

Ron Troyer, Provost Emeritus, Drake University (Chair)

Jillian Kinzie, Associate Director, Center for Postsecondary Research, Indiana University
Bloomington (Assistant Chair)

Lisa Bortman, Assistant Provost, Pepperdine University

Brian Harlan, Associate Provost for Institutional Research and Effectiveness, California Institute
for the Arts

Jim Dunkelman, Vice President for Finances and Administration, Whittier College

Barbara Gross Davis, Vice President, WASC (staff liaison)

The team evaluated the institution under the 2008 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. 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 WASC website.

TABLE OF CONTENTS

SECTION I – OVERVIEW AND CONTEXT

Description of the Institution	4
Accreditation History	5
The Institution’s Reaccreditation Report and Update: Quality and Rigor.....	7
Response to Issues Raised in Previous Commission Actions and Reviews	9

SECTION II – EVALUATION OF INSTITUTIONAL ESSAYS

Defining the Meaning of Degrees and Ensuring their Integrity, Quality and Rigor; and Achieving Graduation Proficiencies	10
Assessment Infrastructure	11
Quality of Assessment	12
Transparency	13
Defining the Meaning of a Redlands’ Degree	14
Degree Coherence and Outcomes	15
Program Review.....	16
General Education and the Core Competencies.....	16
Co-Curricular Assessment	17
Summary of Essays One and Two: Assessing Quality	18
Defining and Promoting Student Success	19
Undergraduate Student Success Measures	19
Graduate Student Success	21
Capacity to Study and Improve Student Success.....	22
Assessing Redlands’ Distinctive Mission.....	23
Summary of Essay Three: Student Success	24
Ensuring Institutional Capacity and Future Effectiveness.....	25
Finances	25
Planning	27
Shared Governance	29
Summary of Essay Four: Institutional Capacity and Future Effectiveness	29

SECTION III – EVALUATION OF THE ELECTRONIC PORTFOLIO

The Standards and Criteria for Review.....	30
--	----

SECTION IV – FINDINGS, COMMENDATIONS, AND RECOMMENDATIONS

Findings.....	32
Commendations	35
Recommendations.....	36

APPENDICES

Appendix A. Compliance Checklist	38
Appendix B. Credit Hour Review.....	43

Appendix C. Student Complaints Review45
Appendix D. Marketing and Recruitment Review46
Appendix E. Offsite Location Review.....47

University of Redlands
Report of the WASC Team

SECTION I – OVERVIEW AND CONTEXT

Description of the Institution

The University of Redlands is a private, independent liberal arts university founded in 1907. Its main campus setting is in suburban Redlands, CA, on 160-acres with mountains and cities nearby. The institution serves a mix of undergraduate, graduate, adult and professional learners in Redlands, and has six regional centers in Southern California with an undergraduate enrollment of about 3,300 students and 1,100 graduate students. Currently enrolled students are racially and ethnically diverse (45.4% White, non-Hispanic, 7.0% Black, non-Hispanic, 0.6% American Indian/Native Alaskan, 5.3% Asian, 25.7% Hispanic, 2.1% Two or More ethnicities, 12.3% Other, and 1.1% International). Redlands promises a transformative education in an environment of academic rigor and personal responsibility that blends classroom with life skills to ensure students affect positive change in the world. A founding member of the New American Colleges and Universities, Redlands pursues the purposeful integration of liberal education, professional studies, and civic engagement. In 2012, 49% of the undergraduate degrees earned were in pre-professional fields demonstrating the university's commitment to providing a professional education within a liberal arts setting. The institution is organized into three units: the College of Arts and Sciences, the School of Business, and the School of Education, and offers degrees at the Bachelor's, Master's and Doctoral (EdD) levels. It competes in NCAA Division III and its mascot is the bulldog.

Redlands' history illustrates how the institution achieved this level of comprehensiveness and academic emphasis after serving only undergraduates for its first thirty years. In 1943, the

first graduate degrees were introduced, but the institution effectively operated until at least 1969 as a traditional, residential liberal arts college. The institution began evolving in the 1970s, growing larger and more structurally complex. The Johnston College, offering an independent educational program, was incorporated into the university to offer innovative and experimental courses. The spirit of innovative programs and integrative learning helped inspire the Whitehead College and efforts to serve adult learners, and in the introduction of new graduate programs in Business and Education. The 1990s saw additional organizational shifts, including the creation of a School of Education and the transition of the Whitehead College into the School of Business, and in 2011, the establishment of the School of Continuing Studies. The transitions at Redlands underscore a commitment to liberal arts and professional programs and to educating both traditional and post-traditional learners.

Accreditation History

The University of Redlands was first granted accreditation by WASC in 1949, and has maintained that status without interruption. It was last granted reaffirmation of accreditation in 2003. Following the review, the Commission emphasized four broad areas for attention: 1) defining learning outcomes, 2) developing quality assurance systems incorporating student learning assessment, 3) expanding institutional and strategic planning, and 4) sustaining diversity achievements. The Commission also required a Special Visit in 2006 focused on student learning outcomes. Redlands was urged to expand the scope of assessment efforts, link findings to core institutional processes, and draw from assessment models beyond the campus to increase progress.

As the Redlands' institutional report noted, at the time of the last review, the university had just completed its most significant restructuring in its history, including the establishment of

Schools of Education and Business to become equal to the College in status and reputation. Faculty governance had to be modified to accommodate the new organizational structure and new administrative arrangements were in development. A major thrust of the 2003 WASC team report was for the institution to monitor the effectiveness of the new structures. Since this time, the organizational structure has matured and student enrollment across Schools is comparable to the College. However, some matters of faculty governance and equal distribution of internal influence and financial resources are still being addressed. Notably, since the College still employs the vast majority of full-time faculty, the perspectives of the College primarily shape the university-wide faculty governance. In addition, the low ratio of full-time faculty to enrolled students in the College in comparison to the Schools, places greater service responsibility on faculty in the Schools. Redlands' institutional report raises fundamental concerns about influence skewing toward the College and the appropriate balance of part-time to full-time faculty and how this relates to sustaining program quality.

Additional topics significant to Redlands' accreditation history include issues raised in the 2003 review related to sustaining planned enrollment growth. The 2003 review recognized the institution's success in maintaining small class sizes during a period of planned growth. Redlands' institutional report indicates that this commitment has been sustained, despite serious fluctuations due to the impact of the economic downturn of 2008. Furthermore, the economic downturn, and lower enrollments hit at the same time the faculty was at its largest. In response, the institution enacted a combination of spending cuts, including reducing personnel costs, raised new revenue, and established a plan to achieve operating and budget goals over a six-year period. The institutional report indicates that while the university has balanced operating budgets and restored value to the endowment, significant financial challenges remain.

The institution's off-site location in Temecula, CA, which offers undergraduate degree completion and graduate degree programs in business for working professionals, teaching credentials and adult certificate programs and workshops, was visited as a part of this review. A separate report regarding the Temecula site is included in an appendix.

The Institution's Reaccreditation Report and Update: Quality and Rigor

The University of Redlands is to be commended for aggressively embracing the WASC pilot process and for preparing a candid and forthright report to address the redesigned reaffirmation process. Even in the face of a compressed timeline, Redlands completed an extensive institutional report and assembled a wealth of support materials. The institution's comprehensive list of recommendations to accomplish and plans for addressing areas for improvement over the next few years is a substantive outcome of meaningful analyses and self-reflection. The team concurs with every recommendation included in the institution's summary and encourages investment in next steps.

Redlands' institutional report described the university's recent accomplishments to address recommendations from the 2003 review to establish a strong assessment framework. The creation of learning outcomes for each program and a strong program review process with appropriate administrative support provide a vital foundation upon which the institution can build. The progress on assessment is strong and suggests that the institution has made solid strides to establish appropriate leadership and infrastructure to address the requirements of accreditation and assure quality learning. The report details the institution's attention to retention and graduation data, and in particular the in-depth examination of success metrics of various student populations within the College and Schools. This in-depth analysis is beneficial

and will be important to the institution's ongoing efforts to engage in evidence-based improvements of educational effectiveness and to enhance student success.

The institutional report provides a thoughtful presentation of the university's approach to preparing for the review. Faculty initiated the self-study themes, which were refined and shaped through open campus meetings, Assemblies, focus groups and meetings with the President's Cabinet. The three themes, Strengthening Collaborative Governance; Improving Program Quality to Support Transformative Learning; and Community: Looking Outwards, are discussed in the institutional report. These themes were subsequently incorporated into the new requirements for the pilot process. Relevant committees including the Academic Affairs Committee and Educational Assessment Committee reviewed the final report. Redlands' response to the Offsite Review Summary of Team Findings report addressed every question posed by the team and provided relevant additional information about several lines of inquiry.

The body of the report addresses WASC Standards with a focus on evidence of educational effectiveness and the essays address the required topics including defining the meaning of degrees and ensuring quality and rigor; achieving graduation proficiencies; defining and promoting student success; and ensuring institutional capacity. Redlands' self-review based on WASC standards provided a candid appraisal of strengths and in particular, weaknesses. For example, noting its lack of progress on direct, evidence-based assessment of co-curricular programs, the report concedes that assessment has not been linked to core educational objectives and acknowledges persistent struggles in this dimension of assessment. Even more, the report makes plain the challenges of faculty governance, and the ambiguities in roles and responsibilities and "disjunctions between the description of the division of authority and its actual practice" (Redlands' Institutional Report, page 10), and the immaturity of systems for

planning, use of data needed for educational effectiveness and to guide organizational decision-making. Redlands has clear strengths in student diversity, and the creation of a responsive educational program, but has struggled to develop a culture that supports inclusive, evidence-informed decision-making. Overall, the team found Redlands report and the detail provided in the response to the Offsite Review thorough and responsive to the lines of inquiry raised in the Summary of Team Findings.

Response to Issues Raised in Previous Commission Actions and Reviews

Previous Commission action and reviews emphasized the need for the university to define learning outcomes, develop assessment systems, expand institutional and strategic planning, and sustain diversity achievement. Evidence presented in the university's report demonstrates that the institution has addressed many of these issues. The Special Visit in 2006, which emphasized closing the assessment loop and expanding models for assessment practice, placed additional emphasis on the need to work on these matters. The report and the institution's response to the Offsite Review thoroughly document the recent progress in the creation of learning outcomes for each program and a strong program review process with appropriate administrative support. However, Redlands is frank in its appraisal of the lack of headway in the specification of learning outcomes assessment in the co-curriculum, the relatively recent progress integrating assessment into the culture of the institution, and linking assessment findings to core institutional processes including enrollment management, planning, budgeting and curricular decision-making.

On the whole, Redlands presented a forthright discussion of the educational context and mission and the challenges of sustaining the university's commitment to personalized education and to diversity amidst complex structural transitions, the economic downturn, declining

enrollments and increased tuition discounting, and the difficulties of achieving structural budget and operating goals. These issues were significant, threatening institutional sustainability and challenging the comprehensive strategic planning recommended in the 2003 WASC review. The report adequately describes how the institution is continuing to address these matters. However, while the report acknowledges structural budget challenges and the effects of past personnel cuts, the report glosses over the extent to which these issues influence faculty and staff morale, the negative cast this has on organizational culture, and in particular, the press for a new model of governance.

SECTION II – EVALUATION OF INSTITUTIONAL ESSAYS

Defining the Meaning of Degrees and Ensuring their Integrity, Quality and Rigor; and Achieving Graduation Proficiencies

Redlands combined essays one and two to address issues of defining the meaning and quality of degrees, achieving graduation proficiencies, and gathering and analyzing evidence for assessment and improvement. As the University of Redlands' institutional report acknowledges, efforts to address recommendations pertaining to the measurement of student learning identified in the 2003 Educational Effectiveness Review team report and the 2006 Special Visit document were inconsistent and limited until the past four years. After the Offsite Review, however, it appears there has been significant progress and there are many hopeful signs that the institution is moving in the right direction. First, there has been widespread engagement by faculty members in the discussion and development of a sound assessment framework. Given the number of faculty members with whom the team met who were invested in committees with assessment responsibilities, it was clear that this work was undertaken through a thoughtful and open process, creating a model of transparency and collaboration that can be carried forward. Second, the institution has established the appropriate leadership and infrastructure necessary to

address standards for assuring quality learning through program and institution-level assessment. Assessment and program review are supported by the central administration, as well as by administrators within the College and Schools. The challenge for Redlands in the years ahead is to build upon the recent momentum and to ensure sustainability of the excellent work underway.

Assessment Infrastructure

Redlands demonstrated a strong infrastructure for assessment in the academic division. Particularly noteworthy is the establishment of an exemplary formative program review framework. Redlands has developed an assessment program with clear plans and provides resources to foster evidence-based decision-making. The institution's website and Moodle site are well-organized and relatively easy to access and navigate. Assessment resources such as the program review schedule and assessment forms, a link to the liberal arts foundation and other tools for assessment can be found on the website. There is a well-designed Assessment Plan template for each department to complete that specifies a five-year plan with more detailed instructions for the upcoming two years of assessment. The annual assessment report form is also very well done. It asks for details about the methodology for the assessment activity and includes questions to guide the department in the analysis of data and using the data for change. (CFRs 1.2, 2.3, 2.4, 2.6, 2.7, 4.4, 4.7)

Although a framework for assessment has been built, the team concurs with the Redlands institutional report that acknowledges that assessment is in a developmental stage and is practiced inconsistently across programs. Considering the recent establishment of an assessment structure, this is not surprising. Further, the report identifies many of these inconsistencies as matters requiring attention. The assessment process at Redlands appears to have been

constrained by the limited time the institution has dedicated to developing a manageable assessment approach.

Quality of Assessment

The promise of assessment to demonstrate educational effectiveness and inform improvement is dependent on employing valid methodologies that allow for triangulation of different sources of data. The team's examination of annual assessment reports and data from program reviews revealed that the assessment methodologies often included only one form of assessment (direct) with a very limited number of samples. To ensure that evidence is of sufficient quality to inform curricular decision-making, methodologies need to be more comprehensive using more than one source of data, tools that are valid and reliable and sample sizes that allow for accurate data collection. To illustrate, indirect data that include students' attitudes, opinions, behaviors and dispositions could help in the interpretation of direct evidence. National survey data could also help situate educational practices being assessed in a broader context, and aid in the identification of trends and provide meaningful comparisons for benchmarking. Longitudinal results and benchmarking will add depth to efforts to assess the meaning, quality and integrity of the degree. An essential next step is for the University of Redlands to improve the quality of the methodologies to enhance the collection of meaningful data, including direct and indirect, longitudinal and benchmarked data.

In addition to employing more comprehensive assessment approaches, it is also important for results to be regarded against relevant standards for performance and be reviewed by both internal and external constituencies. Currently, only program faculty analyzes annual assessment results, while program reviews utilize external evaluators. Measurements and methodologies could be designed in such a way that the results reveal the degree to which students have

achieved identified standards of performance. This can be accomplished through internal longitudinal benchmarking, using national comparisons or collaboration with other institutions. Comprehensive methodologies also include external stakeholders. As reported in the self-study, external stakeholders are not involved in the assessment process except for some use of anecdotal accounts from alumni or employers. There were limited indications of the use of alumni surveys or assessment of how graduates performed after graduation to provide feedback for program reviews. (CFR 4.8) Some programs reported that they surveyed some of their alumni, but this was largely an inconsistent practice across programs. As the assessment program matures, it will be necessary to implement more comprehensive methodologies to fully assess the meaning quality and integrity of the degree. (CFR 2.4, 4.5)

The purpose of assessment is to collect institution specific evidence to inform decision-making and enact change. This goal is not yet a reality at the University of Redlands. Systems are in place to achieve this goal, but Redlands needs to diligently continue their work to make appropriate progress.

Transparency

As stated in Redlands' institutional report, "sharing information about student success and educational effectiveness remains an area of weakness, both internally and externally. While faculty and administrators have endorsed assessment and are using the results locally, a culture of transparency has yet to develop." (Page 50) Communication of assessment results and student success data is erratic internally, largely dependent upon informal contacts between programs, and it is nonexistent externally. While it will take some time and effort, specifically by the Educational Assessment Committee and academic leadership, to cultivate a shift in the sense of

ownership and benefits that occur from sharing assessment data, it is necessary for the institution to make rapid progress in developing a culture of transparency. (CFR 1.8)

Valid and reliable data are needed to help monitor and evaluate student learning. Using the data to improve student learning is the ultimate purpose of assessment. The use of assessment findings for change (closing the loop) was found to be limited, a reality recognized by the institution in its report with a comprehensive set of recommendations to be accomplished in the next few years. Although the framework is in place, there has not been time and or the ability to examine assessment results longitudinally or with benchmark comparisons. This work is needed to establish standards of performance as well as to advance evidence-based decision-making. (CFR 4.6)

Defining the Meaning of a Redlands' Degree

Redlands concluded that given the differences among graduate and undergraduate programs, particularly with respect to professional and liberal arts degrees, the identification of a common meaning for all degrees was not appropriate. However, at a very general level, there was agreement that the common distinctive element of a Redlands education includes engagement beyond the classroom and dynamic learning. Assessment of these distinctive elements as features of all Redlands' degrees has just begun. (CFR 2.2, 2.6)

As part of the pilot, Redlands was asked, “to define the meaning of the undergraduate and graduate degrees they confer and to ensure their quality and integrity. ‘Quality’ and ‘integrity’ have many definitions; in this context WASC defines quality and integrity to mean a rich, coherent, and challenging educational experience, together with assurance that students consistently meet the standards of performance that the institution has set for that educational experience.” Redlands implemented a working group to address the meaning of the degree

(MOD Squad), and established a solid framework for assessing meaning through their well-developed student learning outcomes.

Degree Coherence and Outcomes

Redlands defined degrees in eight categories: undergraduate BA and BS, Bachelor of Music, Master of Music, Master of Business Administration, Master of Management, Master of Education, Master of Science, and Doctorate in Leadership for Educational Justice. Defining a degree requires a comprehensive set of learning outcomes that describe the learning expectations and also demonstrate the relationship between the learning outcomes at the course, program, and institutional level. At the program level Redlands has made a very good start at defining the degree through learning outcomes, although the School of Education and School of Business have been less successful than the College.

All degree programs have developed curriculum maps using institutional guidelines prepared to assist them. The maps indicate where opportunities for achieving learning outcomes occur, and specify whether the outcome is “introduced,” “developed,” or “mastered.” Maps are maintained and updated as needed through the Curriculum Committee. The College and the Schools all have their own Curriculum Committees that work with academic departments, deans, and the Educational Assessment Committee to coordinate any changes to the outcomes or to program requirements. In addition, each academic department has done an exceptional job of developing outcomes that reflect different levels of learning that are posted on each department’s website. Determining if these levels of learning are appropriate for the degree will require more extensive assessment activities.

Program Review

Comprehensive program review is a key part of an assessment structure. The team concluded that Redlands had designed a strong program review process with appropriate administrative support that provides a vital foundation upon which the institution can continue to build and strengthen the linkages between assessment findings and core institutional processes. This is a significant accomplishment. However, the team's ability to assess the breadth and depth of degrees through program reviews was difficult since only a limited number of program reviews had been completed and none had more than three years of assessment results. Early results look promising. For example, after completing its program review, the Department of History revised its learning outcomes, designed an entirely new capstone requirement to provide evidence that majors are meeting the outcomes, and devised a rubric to assess learning in the capstone. This recent example reflects the potential for academic programs to use assessment data to alter the curriculum and pedagogical strategies to improve learning. The team commended Redlands' process of review for its formative approach allowing for revisions along the way.

General Education and the Core Competencies

Both the 2003 and 2006 WASC review team reports expressed concern about the lack of well-defined learning outcomes and systematic assessment for the general education requirements, referred to by the College as the Liberal Arts Foundation (LAF). Much progress has been made in this area since 2003.

The learning outcomes for the Liberal Arts Foundation were revised and can be found in the catalog, and a task force has been established and an assessment plan has been developed. The LAF Assessment Task Force consists of five elected College faculty members and the Associate Provost for Academic Affairs who serves *ex officio*. This task force will be in place

while the new general education program is implemented. Even more, Redlands has made considerable progress in defining learning outcomes and featuring student work in the assessment of the effectiveness of the current Liberal Arts Foundation (LAF) curriculum in the College, while simultaneously creating a dramatically revised and elegant general education plan that is reflective of Redlands' commitment to ensuring students a strong academic start and distinctive personalized education. This level of investment in following through with learning outcomes assessment in the Liberal Arts Foundation, while simultaneously developing a new general education program demonstrates Redlands' commitment to strengthening general education.

Redlands also created the Undergraduate Education Committee to work on the Core Competencies as well as general education for the College and the School of Business. This group submits their recommendations to both curriculum committees, which should improve consistency among the School of Business and the College. (CFR 2.1, 2.2)

Co-Curricular Assessment

The co-curricular areas have not been as quick to embrace assessment and have not yet established learning outcomes for all programs or participated in a program review process. The team recommends that the university support the work of the co-curricular programs in assessment and develop criteria and guidelines that meet their needs, such as making use of indirect data to establish the impact of co-curricular programs. In addition, the team noted that the co-curricular programs are not contributing as much as they could in defining the meaning of the degree. Given Redlands' distinct mission of personalized education and the premium placed on co-curricular learning, there is value to incorporating the co-curriculum into assessing meaning, quality and integrity of the degree. Redlands should move quickly to advance

assessment activities in these areas by establishing strong leadership for undertaking this work and professional development opportunities for staff to expand assessment capacity. (CFR 2.3, 2.11)

Summary of Essays One and Two: Assessing Quality

In summary, with just two to three years of assessment activities, the university is now moving beyond “emerging” and towards the “developing” phase. However, assessment activities must be institutionalized so they can be sustained and used for institutional decision-making. The creation of learning outcomes for each program and a strong program review process with appropriate administrative support provides a vital foundation upon which the institution can continue to build and strengthen the linkages between assessment findings and core institutional processes (enrollment management, planning, budgeting and curricular decision-making). The most critical question for the University of Redlands is how to build upon this promising beginning to fully create, and sustain, a culture characterized by dedication to measuring effectiveness in support of student success.

The faculty clearly embraced the preparation for the accreditation visit and the new requirements of the pilot process through participation in multiple committees and working groups. Faculty-driven assessment has led to an effective foundation for an assessment program. The team met with numerous faculty working groups and ad hoc committees that prepared the university for the visit and submission of the accreditation report. They were enthusiastic and committed to a culture of evidence, but confirmed concerns that the current assessment pace and workload in light of already heavy faculty demands, will be challenging for the university to maintain. A lot has been accomplished but there is still much more that needs to be done. The question of sustainability depends on administrative support for these endeavors. Redlands has

shown commitment with the appointment of the Associate Provost for Academic Affairs with responsibilities for leadership in assessment. However, past practice and limited institutional resources do cause concern that this ambitious and labor-intensive process will not be able to be sustained without substantial administrative and structural support. It will be important that leadership continues with this support.

Defining and Promoting Student Success

Ensuring the success of all students is a national imperative in undergraduate education. This demands that institutions monitor routine student success metrics, including first-year student retention, persistence to graduation, and graduation rates, and also use disaggregated data to make greater meaning of the findings and implement strategies to improve success for all. The Redlands' institutional report, the response to the review, and additional information collected during the visit demonstrate that the institution is committed to understanding the factors that affect student success and has systems in place to actively study and promote success at all levels. Redlands comprehensively defined, benchmarked and tracked measures of student success and has used this information to understand the student experience. (CFRs 1.2, 2.6, 2.10, 2.13, 4.4, 4.6)

Undergraduate Student Success Measures

The key measure of student success that Redlands has been monitoring and working to improve is retention disaggregated by student populations within Schools and the College. The retention working groups have thoroughly explored student success issues and identified goals, and relevant groups to track and study more deeply. For example, the College of Arts and Sciences set a retention target of 87% and exceeded this when the rate reached 91% in 2012, and the College dedicated attention to studying underperforming subpopulations including men,

lower-division Pell transfers, and academically underprepared students. Likewise, the retention working group in the School of Business first identified an index of potential stressors and groups at risk of withdrawing, examined graduation outcomes, concluded that a lack of general education courses was an impediment to graduation, and then started working on possible solutions. New working groups have formed to begin analyzing retention and graduation data for Adult and Professional Education programs, and to develop strategies to increase student success.

The median time to graduation for first-time, full-time, students is four years and this median is consistent for all student subpopulations. The four-year graduation rate is 67%, and the six-year graduation rate is 76% (fall 2002 cohort). Notably, after six years, graduation rates by gender and all racial-ethnic groups are similar. Most students, including the traditional College of Arts and Science students, post-traditional (working adult) students enrolled in the School of Business and transfers complete their course of study and graduate within the expected time frame for each program. Overall, retention and graduation rates are within the bounds of acceptability to the university and to the team. (CFR 2.10)

The university provided more good news about retention, with the College of Arts and Sciences cohort starting in fall 2012 retained to the 3rd semester at a rate of 88%, which the Graduation and Retention Working Group deemed “very good” (historically, this rate ranged between 84% and 86%), and efforts to retain male students are also bearing fruit (the retention rate for male students increased by 4% over the prior year). The attention that the institution has placed on studying persistence and completion across different student populations is essential to increasing completion rates and ensuring equity. Redlands has identified underperforming student subpopulations and has outlined initiatives to address the needs of these populations. In

2011, the university began administering the College Persistence Questionnaire (CPQ) to determine students who are at risk of withdrawing or are experiencing academic or personal difficulty with the goal of putting these students in touch with academic advisors who can improve the students' chances for success. In addition, the Working Group focused on improving graduation rates. For example, upon discovering that some students failed to complete their degree in four years because missing requirements were identified too late to address, the Registrar's Office rearranged its resources to move graduation checks up earlier in the junior year. (CFRs 2.10, 4.6)

Notably, Redlands has thoughtfully approached the examination of "post-traditional student" success. The creation of two new working groups within Adult & Professional Education, formed to begin to analyze graduation and retention data and develop strategies to increase post-traditional student success, have started to identify areas for attention and improvements. These analyses have already exposed some fundamental challenges at the institution. For example, after learning that a School of Business undergraduate student can complete the entire core program, but because the student lacks the general education units that the School does not offer, is not eligible for graduation, the Retention and Graduation Working Group questioned the legitimacy of calling its undergraduate programs "degree completion," as they are currently not able to offer all of the requirements for a degree. (CFRs 2.10, 2.13, 4.6)

Graduate Student Success

Graduate student retention and graduation rates are also of concern in higher education, and Redlands has been examining success across their varied programs. Given the working adult profile of the graduate students at Redlands, the time to degree and graduation rate figures, which range from a MA program completion in three years or less and a five-year rate for

students pursuing an MBA, are appropriate. The university's report indicated that very little reliable data on graduate and retention exists for these populations at peer institutions, making it difficult to identify comparison data. The university has adopted an approach to benchmark graduate programs against peers, but at the individual program level, not the institutional level. The program review process requires programs to identify and submit to the Educational Assessment Committee a list of five programs they consider peers. (CFRs 2.2b, 2.10)

Capacity to Study and Improve Student Success

Institutional Research at Redlands has grown in capacity over the last several years, and has been providing to internal stakeholders rich data and analysis to advance understanding of student success and challenges. The institution has established systems to support the collection and use of data for decision-making related to assessment and student success. Meetings during the visit with members of the campus graduation and retention working groups revealed solid use of customized results and action based on evidence. For example, members of the College Retention and Graduation Committee explained how beliefs about "students who were at risk" (e.g., at risk of withdrawing or failing academically) shifted after the team reviewed data. More accurate information provided an opportunity to work with the Registrar to modify withdrawal policies and to collaborate with faculty to provide resources to help students directly.

Greater collaboration between Student Life and Academic Affairs, for example, in the weekly "Students of Concern" meetings, in which individual student issues are reviewed to determine a course of action, have been helpful to student success initiatives. However, the team concurs with Redlands' reflection in the institutional report that student success data are not widely shared or understood on campus. During the visit, faculty and staff commented that the use of data to inform action about student success and retention is relatively new, and knowledge

about the data and its use is not widespread. Faculty and staff mentioned recent developments in breaking down silos and creating new policies and practices around specific initiatives including male student retention, use of the new tool the College Persistence Questionnaire (CPQ), and the Diversity Scorecard, as new, promising approaches for engaging a wider audience in data and student success. (CFRs 2.4, 2.10, 2.12, 4.4, 4.6)

Assessing Redlands' Distinctive Mission

Redlands' distinctive mission emphasizes a personalized education and a commitment to liberal arts and professional education. During the visit, students and faculty shared powerful personal accounts of a vibrant residential campus, rich study abroad experiences, and unique "May Term" experiences. The strong connections between students and faculty and the quality of advising and support for learning emerged during sessions with students and in discussions with faculty. A student described Redlands as a "mentor-rich environment." Another student described meaningful curricular and applied learning experiences, and concluded that Redlands allowed her to "bring education into the co-curriculum and back again." Another student asserted: "the approach to learning is what was promised." During the visit, students identified orientation mentors, the First-Year Seminar, construction of a "Four-Year Plan," and close connections with faculty and administrators, as critical to their success. Students and faculty accounts demonstrated the ways that Redlands challenges students with high expectations, while providing them with appropriate and ongoing support and feedback about their performance. While these and other anecdotal reports are compelling, Redlands is not collecting evidence about broader dimensions of undergraduate quality, and in particular, evidence of its distinctive personalized education mission. The lack of evidence suggests that more can be done to develop meaningful approaches to assessing undergraduate learning at Redlands, and to then use these

data to document educational effectiveness and inform improvement. (CFRs 2.4, 2.5, 2.12, 4.5, 4.6, 4.7)

Co-curricular experiences make significant, positive contributions to student persistence and quality learning. Student life experiences appear strong at Redlands, yet the limited assessment activities in student life raise questions about how Redlands is monitoring impact, performance and quality. During the visit, the team learned that the university is very interested in conducting assessments of student life programs but little activity has taken place. Some student life programs have developed learning outcomes, though this effort is in the early stages. Training and leadership in assessment in student life is needed if Redlands is going to advance quality and assure the delivery of its distinctive personalized education. In addition, the university needs to make a priority of program review and structured support for co-curricular assessment. (CFRs 2.4, 2.11)

Summary of Essay Three: Student Success

The team concluded Redlands is dedicating appropriate attention to measuring and tracking student success. Even more, support for student success is clearly a value and priority among faculty, staff and administrators. Faculty and staff are deeply dedicated to personalized teaching, learning and advising and students understand and appreciate this commitment to their success. The extent to which Redlands has fostered a student success-oriented culture by cultivating institution-wide success for all students—including traditional and post-traditional—and has put in place systems to examine and address impediments to student success, is commendable. In addition, the team determined that Redlands' retention and graduation rates for its students are within acceptable ranges.

Ensuring Institutional Capacity and Future Effectiveness

The sufficient application of resources to organizational structures to ensure sustainability is central to Redlands' future. The current operations budget supports the academic program and student outcomes assessment processes discussed in earlier sections of this report. Redlands is working on improving financial stability, focusing on strengthening collaborative governance, and planning for the future.

Finances

Redlands' ability to adequately fund its academic and student programs, operations, and plant facilities depends largely on sustaining enrollment at an adequate gross margin. Redlands' Statement of Financial Position is not particularly strong in an absolute sense but most likely not different from many other similar, small, private higher education institutions in the U.S.

Redlands reports expendable net assets excluding any such funds designated for plant, as growing over the last five years from \$11.7 million to \$34.4 million. Investigation of the annual financial reports and WASC financial ratio data by the team shows that this growth through 2012 came largely from the recovery of endowment investments since the recession. Growth in 2013 came from a combination of endowment net gains and other non-operating activities. Of Redlands' \$34.4 million in expendable net assets, \$21.6 million is temporarily restricted endowment, \$3.3 million is unrestricted endowment, and \$9.5 million is other operating and non-operating. The observation of the team is that Redlands has limited balance sheet reserves for unexpected downturns relative to annual expenses that totaled \$119 million in fiscal 2012-2013. It seems that new initiatives must be funded from current operations, fundraising, or special gain appropriations.

Despite the negative operating margins, Redlands has continued to achieve positive operating cash flows. This demonstrates that Redlands is able to meet its ongoing operating expenses. Redlands' operating budgets continue to be balanced from a management perspective, but annual depreciation on its capital assets is not funded. Redlands has implemented budget discipline designed to build an expendable liquidity reserve. This was evidenced by a multi-year budget report submitted to the team showing \$1.1 million of funds invested in the reserve in fiscal 2012-13 with \$2 million planned annually in each of the next few years. The plan is to continue to grow an annual allocation to an expendable liquidity reserve that will be available for plant renewal or other priority initiatives. (CFRs 1.8, 1.9, 3.5, 3.8, 4.6)

The team's observations about Redlands' financial capacity were generally consistent with those reported in a recent credit rating update. The team examined a report dated December 13, 2013 from Fitch Ratings that affirmed a 'BBB' rating for Redlands. Fitch noted Redlands' limited balance sheet strength and weak Generally Accepted Accounting Practices (GAAP) operating performance evidenced by eight consecutive years of negative GAAP operating margins. However, Fitch also noted consistent FTE enrollment growth, annual net tuition revenue growth, cash-basis surpluses that provide more than adequate debt service coverage and the commitment of Redlands' management team to improve the GAAP operating margin. Fitch reported that the 'BBB' rating affirmation hinges on continued improvement towards breakeven GAAP performance. (CFRs 1.8, 3.5, 4.6)

In terms of sustaining resources through operating gross margin, Redlands projects modestly increasing enrollment in the College of Arts and Sciences and Schools of Business and Education through 2015. New programs implemented include a Special Education Credential, an MA in Clinical Mental Health, and a one-year MBA. An MA in Learning and Teaching is

planned to launch in Fiscal 2014. Positive gross margins are projected in each program. (CFRs 3.8, 4.2)

Redlands reports that it is in the first phase of a fundraising campaign that will generate over \$200 million during the next five to seven years with 70% targeted for endowment in the areas of funding scholarships and current professorships. The \$200 million in investable endowment would provide an additional \$5 million annually to operations to the extent that ongoing unrestricted resources can be reallocated to other institutional initiatives. This should improve the annual operating results if expenses can be controlled in line with inflationary changes. (CFR 3.5)

The team concluded that while Redlands has limited balance sheet resources and a recent history of GAAP operating losses, the institution has taken action by implementing cost reductions, exercised budget discipline, and committed to improvement, at a number of levels, its financial position and performance. Redlands is generating adequate operating cash flows to fund its annual operating expenses, and financial measures and ratios are showing improvement. Redlands' continuing improvement is heavily dependent on maintaining enrollment growth and the team encourages leadership to sustain the organizational focus on assessment and program performance to demonstrate a commitment to quality and sustainability. (CFRs 1.3, 4.6)

Planning

Redlands links future financial sustainability to educational effectiveness through the annual planning process that is undergoing significant change. As the *Operational Planning Document of the President's Cabinet 2013 – 2015 (Draft v16)* notes, past efforts consisted of collecting the “operational initiatives identified by various constituencies” into one document that was then approved by the Board of Trustees. For 2013, the President's Cabinet developed a

“two-year operational planning document organized around core themes, aligned with both the annual budget planning process and comprehensive campaign, and accountable to assessment metrics” (page 4). At the time of the visit, the vetting process was underway but the identified initiatives were at the infancy stage. To illustrate, internationalizing the campus is one of the highest priorities and a group has been appointed to lead the way. Recognition of the complexities and issues that will require attention is beginning to emerge but needs further exploration. As one example, if the goal of increasing the number of international students is realized, student services for that population will need to be developed. A second and more difficult challenge that has emerged on campuses where the number of international students has increased is the tension that can develop between domestic diversity goals and internationalization. The team encourages Redlands to become more intimately involved with national associations that have devoted much attention to these issues. The American Council on Education’s (ACE) Internationalization Laboratory is one such example. (CFRs 3.8, 4.2, 4.3, 4.8)

The *Operational Planning Document* has become the means by which the results of the assessment process are documented with action steps to identify those responsible for moving initiatives forward, the project status, timeline, and financial implications. The team learned during its visit that planning initiatives come from a variety of levels in the university including the President’s cabinet, academic planning committees, and individual operating units. This demonstrates broad stakeholder involvement in the planning process. However, the team recommends that management evaluate the efficiency of this approach, the adequacy of communications out to the campus community, and how expectations of community members are managed towards the optimization of morale. (CFRs 3.8, 4.2, 4.3)

The broad stakeholder involvement in planning is commendable but brings a challenge that deserves attention. While themes have been identified, it is unclear how these themes and the attendant initiatives explicitly align with the Mission. The current Mission is a rather lengthy collection of statements describing laudable educational goals and practices but the document is not tightly focused providing a clear direction to the various stakeholders. A revision of the current Mission Statement to present a concise powerful vision for the future University of Redlands will bring coherence and focus to the initiatives. (CFRs 1.1, 4.2)

Shared Governance

In order for planning to be successful, Redlands acknowledges that improvement in the shared governance process is required. After the faculty identified “Strengthening Collaborative Governance” as one of the major themes for the self-study, considerable work was done to study the current shared governance process, evaluate structures at other institutions, survey faculty and staff, and develop recommendations. The recommendations include, among other things, improved representation and communication in Redlands’ administrative budget processes. At the time of the team’s visit, however, no action had been taken. The team encourages Redlands to establish an effective, collaborative governance system suited to the realities and needs of a Master’s level university with a liberal arts core and professional schools. Further, it is recommended that the governance-restructuring project be brought to a timely conclusion in order to maintain the positive momentum with regards to assessment and improvement. (CFRs 1.3, 3.8, 3.11)

Summary of Essay Four: Institutional Capacity and Future Effectiveness

The team observed that Redlands has gone through a stress test since the beginning of the 2008 recession in terms of economic impact, structural budget issues, strategic planning and

governance while at the same time developing the current academic and student assessment processes. Redlands experienced a worsened regional economic impact during the recession through family affordability, declining enrollment, and reduction of cumulative endowment gains, at a time when the cost structure was at its peak. These factors resulted in budget deficits that required staff, faculty, and operating cost reductions through implementation of a multi-year budget correction. Under a new and improved planning framework, learning success is supported by a focus on affordability, new initiatives, branding and marketing, and expanding the number of international students to increase diversity and resources. The success of these efforts will be enhanced with a more effective governance system. The team encourages Redlands to sustain its efforts on these multiple initiatives.

SECTION III – EVALUATION OF THE ELECTRONIC EXHIBIT PORTFOLIO

The team confirmed the availability of all required components in Redlands' Electronic Exhibit Portfolio. The quality and comprehensiveness of institutional exhibits, including detailed retention and graduation reports, supplemental information on committee roles and purpose, and self-study theme reports, were complete and quite useful to the team. Specific elements of the electronic portfolio, including the response to the finance review and momentum in assessing student learning and program review, have been discussed in relevant sections of this report. The standards and criteria for review are discussed in greater detail below.

The Standards and Criteria for Review

Overall, there were many areas of agreement between the team's findings and Redlands' self-assessment against WASC Standards and Criteria for Review (CFR). The institution did a commendable job of demonstrating improvement. The team appreciated the obvious effort taken to clarify the evidence behind the self-evaluation and in the many instances where the university

presented the next steps required. In its institutional report, Redlands cited 19 CFRs as high priorities, 18 requiring some attention, and 4 in need of significant development. Additionally, the university identified 14 CFRs in which they had improved their performance, and 6 where their performance had either slipped or the priority had changed. The team was impressed by the university's candid self-evaluation, and encourages Redlands to maintain focus on the issues identified.

Most, if not all, of the successes and challenges acknowledged in the university's review against the standards are highlighted within this report. Some of the issues raised by the university that the team pursued as lines of inquiry during the visit included: well-defined degrees and graduation expectations (CFR 2.2, 2.6), effective academic and co-curricular program review (CFR 2.7, 2.11), clear decision-making processes and sound faculty governance (CFR 3.8, 3.11), and solid capacity and commitment to continuous learning and improvement (CFR 4.4, 4.5, 4.7, 4.8). It is significant that the university has recognized the work needed in these areas, and the team looks forward to future progress.

Redlands is also compliant with respect to federal regulations for its marketing and recruitment practices, its careful handling of student complaints, and in its definition of credit hours. The team through documents provided as well as in conversations with students, staff, and faculty reviewed evidence. In the spirit of improvement, the team suggests that Redlands provide information about post-graduation employment in a more systematic fashion. Currently the information is spread out in different locations on the website. In addition, procedures for reporting student complaints online could also be simplified for students by making them available through a search on the university's website.

SECTION IV – FINDINGS, COMMENDATIONS, AND RECOMMENDATIONS

It is the team's judgment that the University of Redlands fulfilled the intended outcomes of the comprehensive review at a high level. The process led to significant changes and ongoing discussions that will strengthen an already powerful student experience and lead to a stronger institution, provided that the activities underway are sustained in the future.

Findings

The following are the findings from the team's review of the University of Redlands.

Overview and Context

- The University of Redlands aggressively embraced the pilot process and prepared candid and forthright reports (CFR 1.9)
- All required data were provided (CFR 1.9)
- There was extensive participation by the campus community in the process (CFR 4.7)

Combined Essay: Defining the Meaning of Degrees, Achieving Graduation Proficiencies, and

Ensuring Quality and Rigor

- There was little action on the 2006 Special Visit and Commission recommendations pertaining to assessment for almost four years (CFR 1.9)
- During the past few years, there has been widespread engagement by faculty members in the discussion and development of a sound assessment framework (CFR 2.4)
- The institution has established the appropriate leadership and infrastructure necessary to address standards for assuring quality learning through program and institutional level assessment (CFRs 1.2, 2.2)

- While a strong assessment framework has been built, as the Redlands' self-report acknowledges, practices across the institution are inconsistent and in a developmental stage (CFR 2.7)
- External stakeholders are not yet involved in the assessment process although plans exist to do so in the future (CFR 4.8)
- Communication of assessment results internally is erratic dependent largely upon informal contacts among programs (CFR 2.4)
- Assessment finding and use for change were found to be limited, a result of the recent establishment of the framework (CFR 2.7)
- All degree programs have established learning outcomes and curriculum maps (CFR 2.7)
- The program review framework is especially noteworthy (CFR 2.7)
- Co-curricular programs have just begun the process of identifying learning outcomes and designing assessment activities (CFR 2.11)

Defining and Promoting Student Success

- Student success is clearly a priority among faculty, staff and administrators, and students understand and are appreciative of that support (CFRs 2.6, 2.11, 2.13, 3.2, 4.6, 4.7)
- The university has comprehensively defined, benchmarked and tracked measures of student success and has used this information to understand the student experience (CFRs 2.6, 2.11)
- Retention and graduation rates, especially for undergraduates, are very good (CFR 2.10)
- Working groups, both at the undergraduate and graduate level, are analyzing data and designing activities to continuously improve retention and graduation rates (CFR 2.10)
- Communication of student success data is not widespread across campus (CFR 2.4)

Ensuring Institutional Capacity and Effectiveness in the Future, and Planning for the Changing Environment for Higher Education

- Redlands' ability to adequately fund its academic and student programs, operations, and plant facilities depends largely on sustaining enrollment at an adequate gross margin (CFR 3.5)
- The institution has limited balance sheet reserves for unexpected downturns and new initiatives (CFR 3.5)
- While Redlands has reported negative operating margins found in its annual financial reports in recent years, it has generated positive operating cash flows (CFR 3.5)
- Management has committed to improve its financial position and performance by implementing budget discipline and beginning to build liquidity reserves for capital renewal and other initiatives (CFR 1.8 3.5)
- Redlands is in the first phase of a fundraising campaign that will increase the endowment, fund student scholarships and create endowed professorships (CFR 3.5)
- Planning is undergoing significant change, switching from an annual approach to a multi-year process organized around core themes (CFR 4.1, 4.2)
- The draft multi-year plan identifies a number of initiatives that are being vetted with campus constituencies (CFR 4.1, 4.2)
- Collaborative governance is ineffective (CFRs 3.8, 3.11)

Electronic Exhibit Portfolio

- The required data exhibits were provided (CFR 1.9)
- The compliance checklist was completed satisfactorily (CFR 1.9)

- The University of Redlands provided a candid self-evaluation of how well it was meeting the CFRs and provided plans for improvement for those where performance could be strengthened (CFR 1.9)
- Redlands is compliant with respect to federal regulations for its marketing and recruitment practices, its careful handling of student complaints, and its definition of credit hours (CFRs 1.7, 1.8)

Commendations

The University of Redlands is to be commended for:

- Fostering a student success-oriented culture by cultivating institution-wide success for all students -- including traditional and post-traditional -- effectively examining and addressing impediments to student success, and assuring deep dedication from faculty and staff to quality and personalized teaching, learning and advising. (CFRs 2.5, 2.10, 2.12, 2.13, 3.2, 3.6, 4.7)
- Making considerable progress in defining learning outcomes and featuring student work in the assessment of the effectiveness of the current Liberal Arts Foundation (LAF) curriculum in the College, while simultaneously creating a dramatically revised and elegant general education plan that is reflective of Redlands commitment to ensuring students a strong academic start and distinctive personalized education. (CFRs 2.2a, 2.3, 2.4)
- Building a strong assessment infrastructure in the academic division. Particularly noteworthy is the establishment of an exemplary formative program review framework. (CFRs 1.2, 2.3, 2.4, 2.6, 2.7, 4.4, 4.7)

- Establishing a faculty led and owned curricular assessment process that engaged faculty in numerous thoughtful discussions of important questions related to teaching and learning posed by the pilot guidelines, and including an extensive plan for addressing areas that need further development. (CFRs 2.4, 2.7, 2.10)
- Aggressively embracing the pilot process, meeting the requirements of a compressed deadline, and preparing and submitting extensive, quality, candid and thorough reports, including responses to team requests (CFR 1.9)

Recommendations

The team offers the following recommendations:

- Continue the excellent work towards building a comprehensive plan for assessment and a culture of evidence. Special attention should be paid to:
 - a. Including direct indirect, longitudinal and benchmarked data, in addition to direct evidence; (CFRs 2.3, 2.6)
 - b. Sharing assessment findings with community members; (CFR 2.4)
 - c. Analyzing and applying results to improve curriculum and pedagogy; (CFR 2.3)
 - d. Including and supporting co-curricular program assessment; (CFR 2.11)
 - e. Broadening co-curricular contributions to academic program assessment and general education; (CFR 2.11)
 - f. Involving students in the assessment process by having them serve on committees and participate in program review (CFRs 2.2a, 2.3)
- Evaluate the Mission Statement to ensure it presents a concise, powerful and coherent vision for the University of Redlands (CFR 1.1)

- Maintain operating budget discipline to address priorities, build reserves, and achieve a positive operating result in the Statement of Activities (CFR 3.5)
- Establish an effective, collaborative governance system suited to the realities and needs of a Master's level university with a liberal arts core and professional schools (CFR 3.8, 3.11)
- Create a culture of transparency and clarity characterized by:
 - a. Sharing important institutional data; (CFRs 2.4, 3.8)
 - b. Openness in evidenced based decision-making; (CFRs 3.8, 4.3, 4.6)
 - c. Welcoming of thoughtful suggestions from all community members; (CFR 3.8)
 - d. Clarity and openness in administrative procedures and responsibilities, (CFR 3.8)
 - e. Regular communications to affected constituencies. (CFRs 1.3, 3.8, 4.1)

Appendix A. Compliance Checklist

COMPLIANCE AUDIT CHECKLIST FOR REACCREDITATION

Name of Institution: University of Redlands

Review Date: March 11, 2013 and February 6, 2014

Instructions to institution:

Please provide a link to each document designated below. Be sure that the reviewer will be able to see where this document is published. If you do not have the exact document that is specified but have some comparable document, please provide a link to that document.

We expect to conduct this initial compliance audit for all accredited institutions once. In subsequent reaccreditation reviews, you will be asked to update the documents if they have been revised.

Instructions to team:

Please attach this form to the team report. Missing documents should be noted in the recommendations section of the team report as appropriate.

CFR	Documents Required	Link to Website or Document Portfolio	WASC Check
1.1	Mission statement	http://www.redlands.edu/about-redlands/221.aspx	X
1.2	Educational objectives at the institutional and program levels	http://www.redlands.edu/academics/7931.aspx	X
1.2.1	Public statement on student achievement (retention/graduation, student learning)	http://www.redlands.edu/docs/Academics/Graduation_Rates_ONLY.pdf	X
1.3	Organization chart (Also see 3.8, 3.9, 3.10)	Institutional Exhibit 27	X
1.4	Academic freedom policy	Faculty Handbook 3.5.1	X
1.5	Diversity policies and procedures; procedures for accommodations re disabilities	http://www.redlands.edu/student-life/disability-services.aspx Admissions: http://www.redlands.edu/student-life/2116.aspx Arranging Accommodations: http://www.redlands.edu/student-life/2117.aspx	X
1.6	Documents setting forth the authority of a corporate, governmental, religious organization or system that is affiliated with the accredited institution	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
1.7	Catalog (online ____, hard copy ____) with complete program descriptions, graduation requirements, grading policies (X 2.10.1)	http://www.redlands.edu/academics/course-catalogs.aspx	X

1.7.2	Student complaint and grievance policies	http://www.redlands.edu/student-life/7673.aspx https://publicdocs.maxient.com/incidentreport.php?UnivofRedlands Disability Services: http://www.redlands.edu/student-life/2122.aspx http://moodle.redlands.edu/mod/folder/view.php?id=67390 (distributed information)	X
1.7.2.1	Grade appeals policy	Catalog , p. 11	X
1.7.2.2	Records of student grievances	Available in Team Room During Site Visit (Files kept by type of grievance)	X
1.7.3	Faculty grievance policies	Faculty Handbook 3.11	X
1.7.3.1	Record of faculty grievances	Available in Team Room During Site Visit (Files kept in Provost's office)	X
1.7.4	Staff grievance policy	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
1.7.4.1	Record of staff grievances	Available in Team Room During Site Visit (Files kept in HR)	X
1.7.5	Employee handbook, if available	http://moodle.redlands.edu/mod/folder/view.php?id=67390 (type-written PDF of policies and procedures)	X
1.7.6.1	Up-to-date student transcripts with key that explains credit hours, grades, levels, etc.	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
1.7.6.2	Admissions records that match stated requirements; complete files	Available in Team Room During Site Visit	X
1.7.6.3	Policies and procedures to protect the integrity of grades	http://www.redlands.edu/offices-directories/registrar-office/10759.aspx (FERPA policy; grade changes can only occur using a special form, signed by faculty member and delivered to Registrar's Office)	X
1.7.6.4	Tuition and fee schedule	Catalog, pp. 46-50 , 297-299 , 342-344	X
1.7.6.5	Tuition refund policy	Catalog, pp. 49-50 , 299 , 344	X
1.7.6.6	Policy on credit hour/award of credit; processes for review of assignment of credit; review of syllabi/equivalent for all kinds of courses	Definition: Catalog, p. 23 Review Policy	X
1.7.6.7	Policy on human subjects in research, if applicable	https://my.redlands.edu/resources/Pages/InstitutionalReviewBoard.aspx	X
1.8	Independent annual audits of finances (also see CFR 3.5)	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
1.9	Policies to ensure that WASC substantive change policies are followed	Program changes go to Committee on Academic Standards and Planning; ALO sits on this committee	X
1.9.1	Documents relating to investigations of the institution by any governmental entity and an update on the status of such investigation;	None	X

1.9.2	List of pending legal actions by or against the institution, including a full explanation of the nature of the actions, parties involved, and status of the litigation	http://moodle.redlands.edu/mod/folder/view.php?id=67390 (handful of employment cases)	X
2.1	List of degree programs, showing curriculum and units for each (also see CFR 1.7)	http://www.redlands.edu/academics/course-catalogs.aspx	X
2.2	Syllabi for all courses offered	Sample available in team room during visit	X
2.2.1	For associate and bachelor's degrees: General education requirements (Also see CFR 1.7)	Catalog, pp. 52-26 and 300-301	X
2.3	Student learning outcomes for every program	http://www.redlands.edu/academics/course-catalogs.aspx	X
2.4	Grading standards	Catalog, pp. 23-25	X
2.5	Class participation policies if available	Not Available	Not Available
2.6	Placement data if available	Not Available	Not Available
2.7	Program review process/guidelines	http://www.redlands.edu/academics/9821.aspx	X
2.7.1	Schedule of program review (including reviews of non-academic units)	http://www.redlands.edu/docs/Academics/PR_Schedule_2011_2017.pdf & http://www.redlands.edu/docs/Academics/PR_Schedule_2013_2019.pdf	X
2.8	Policies re faculty scholarship and creative activity	Faculty Handbook 3.9.3.4	X
2.9	-	-	-
2.10	-	-	-
2.10.1	Data on retention and graduation, overall and disaggregated (link to the standard templates for retention/graduation reports)	Institutional Exhibit 18	X
2.10.2	Collection and analysis of grades at the course or program level, as appropriate	Not done	Not Available
2.10.3	Policy on student evaluation of faculty	Faculty Handbook 3.9.4.5 http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
2.10.4	Forms for evaluation of faculty by students	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
2.11	List of student services and co-curricular activities	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
2.11.1	Financial aid policy and procedures	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X

2.12	Academic calendar (also see CFR 1.7 catalog)	http://www.redlands.edu/calendars/index.aspx	X
2.13	Recruitment and advertising material for the last year, including scripts for recruitment	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
2.13.1	Procedures for students to register	http://www.redlands.edu/offices-directories/registrar-office/Class%20Schedules.aspx	X
2.14	Policy on transfer of credit	Catalog, pp. 27-28 , 289 , 334	X
3.1	Staff development policies	None	None
3.2	List of faculty with classifications, e.g., core, full-time, part-time, adjunct, tenure track, by program (link to relevant data exhibit)	Data Exhibit 4	X
3.3	Faculty hiring policies if available	Faculty Handbook , 3.2 and 3.3	X
3.3.1	Faculty evaluation policy and procedures (Also see CFR 2.10)	Faculty Handbook , 3.9	X
3.3.2	Faculty handbook or equivalent	Faculty Handbook	X
3.4	Faculty development policies	Faculty Handbook , 2	X
3.4.1	Faculty orientation policies and procedures	Agenda from past orientations in team room	X
3.4.2	Policies on rights and responsibilities of non-full-time faculty	Faculty Handbook , 3.2.3 - 3.3.8	X
3.4.3	Statements concerning faculty role in assessment of student learning	Assessment Principles	X
3.5	Last two years audited financial statements (Also see CFR 1.8)	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
3.5.1	List of financial records maintained	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
3.5.2	Last two years' financial aid audits	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
3.5.3	Last federal composite score if applicable	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
3.5.4	Last report of two- and three-year cohort default rates	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
3.5.5	Campus maps	http://www.redlands.edu/maps-directions/index.aspx	X
3.6	Inventory of technology resources for students and faculty	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
3.6.1	If online or hybrid courses, information on delivery method	Not Available	X
3.6.2	Library data/holdings, size	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
3.7	Inventory of technology resources and services for staff	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X

3.8	Organization chart (Also see CFRs 1.3 and 3.1)	Institutional Exhibit 27	X
3.9	List of governing board members	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
3.9.1	Governing board member biographical information	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
3.9.2	List of governing board committees with members	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
3.9.2.1	Minutes of board meetings for last two years	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
3.9.2.2	Governing board bylaws and operations manual	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
3.10	CEO biographical information	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
3.10.1	CFO biographical information	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
3.10.2	Other senior administrators' biographical information (e.g., cabinet, VPs, Provost)	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
3.10.3	Policy and procedure for the evaluation of president/CEO	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
3.11	Faculty governing body charges, bylaws and authority if applicable	Faculty Handbook Appendix 1B (pp. 6-23 of pdf file)	X
3.11.1	Faculty governance organization chart if applicable	(Redlands is in the process of moving from an Assembly model to a Senate model of faculty governance)	In process
3.11.2	Minutes of the last year's faculty meetings	Provided in Team Room	X
4.1	Strategic plan	Planning Tab	X
4.1.1	Operations plan	Included in Strategic Plan	X
4.1.2	Academic plan	Included in Strategic Plan	X
4.1.3	Technology plan	http://moodle.redlands.edu/mod/folder/view.php?id=67390	X
4.1.4	Facilities plan		
4.2	Description of planning process	Planning Tab	X
4.2.1	Process for review and monitoring of strategic plan/metrics	Planning Tab	X
4.3	-	-	-
4.4	New program approval process	Programs reviewed by Committee on Academic Planning and Standards	X
4.4.1	Program review process (Also see CFR 2.7)	Academic Program Review	X
4.5	Description of institutional research function and staffing	http://www.redlands.edu/academics/7830.aspx http://www.redlands.edu/offices-directories/business-finance/2240.aspx	X
4.6	Process for review and analysis of key data, such as retention, graduation (Also see CFR1.2)	http://www.redlands.edu/academics/7830.aspx	X
4.7	-	-	-
4.8	List of major industry or other advisory committees	Provided in Team Room	X

Appendix B. Credit Hour Review



CREDIT HOUR AND PROGRAM LENGTH REVIEW – TEAM REPORT APPENDIX

Institution: University of Redlands

Date: Feb 15, 2014

Overview:

Under federal regulations, WASC is required to demonstrate that it monitors the institution's credit hour policy and processes as well as the lengths of its programs.

Credit hour is defined by the Department of Education as follows:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Program length may be seen as one of several measures of quality and as a proxy measure for scope of the objectives of degrees or credentials offered. Traditionally offered degree programs are generally approximately 120 semester credit hours for a bachelor's degree, and 30 semester credit hours for a master's degree; there is greater variation at the doctoral level depending on the type of program. For programs offered in non-traditional formats, for which program length is not a relevant and/or reliable quality measure, reviewers should ensure that available information clearly defines desired program outcomes and graduation requirements, that institutions are ensuring that program outcomes are achieved, and that there is a reasonable correlation between the scope of these outcomes and requirements and those typically found in traditionally offered degrees or programs tied to program length.

A completed copy of this form should be appended to the team report. Teams are not required to include a narrative about this matter in the team report but may include recommendations, as appropriate, in the Findings, Commendations, and Recommendations section of the team report.

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 checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Where is the policy located? Online and print course catalog
	Comments: Semester is 14 weeks; university defines credit hours per semester (40 for undergraduates, and 45 for graduates). Syllabi show extensive out-of-class work requirements.
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 checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Does the institution adhere to this procedure? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: Credit hour is reviewed through the program review process; new courses are submitted to curriculum committee (one for the college, and one for each professional school)
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 checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: The team noted that in some cases 4-unit courses meet for 3 hours, but after reviewing syllabi there were no concerns about the rigor of courses or the workload of students.
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)?
	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? Approximately 25
	What kinds of courses? Lecture, seminar, lab, studio, independent study
	What degree level(s)? Graduate and undergraduate
	What discipline(s)? Education, business, and various liberal arts and sciences
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? 3
	What kinds of programs were reviewed? Science and social science
	What degree level(s)? Graduate and undergraduate
	What discipline(s)? Physics, Education (MA), Women's and Gender Studies
	Does this material show that the programs offered at the institution are of a generally acceptable length? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:

Rev 9/2013

Appendix C. Student Complaints Review



STUDENT COMPLAINTS REVIEW - TEAM REPORT APPENDIX

Institution: University of Redlands

Date: Feb 15, 2014

A completed copy of this form should be appended to the team report. Teams are not required to include a narrative about this matter in the team report but may include recommendations, as appropriate, in the Findings and Recommendations section of the team report.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)	Verified Yes/No
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints?	Yes
	Is the policy or procedure easily accessible? Where? Student Handbook	Yes
	Comments: Complaint reporting forms are not easily searchable on the university's website.	
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? Please describe briefly:	Yes
	Does the institution adhere to this procedure?	Yes
	Comments: Student complaints are handled by Student Life, employee complaints are handled by Human Resources, and faculty complaints are handled by the Office of the Provost.	
Records	Does the institution maintain records of student complaints? Where?	Yes
	Does the institution have an effective way of tracking and monitoring student complaints over time? Please describe briefly:	Yes
	Comments: Student complaint records are managed by Student Life, which reviews them regularly as a team.	

Rev 9/2013

Appendix D. Marketing and Recruitment Review



MARKETING AND RECRUITMENT REVIEW - TEAM REPORT APPENDIX

Institution: University of Redlands

Date: Feb 13, 2014

A completed copy of this form should be appended to the team report. Teams are not required to include a narrative about this matter in the team report but may include recommendations, as appropriate, in the Findings and Recommendations section of the team report.

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.	Verified Yes/No
*Federal regulations	Does the institution follow federal regulations on recruiting students?	Yes
	Comments: Redlands is in compliance with Section 487 (a)(20).	
Degree completion and cost	Does the institution provide accurate information about the typical length of time to degree?	Yes
	Does the institution provide accurate information about the overall cost of the degree?	Yes
	Comments: Confirmed through review of admissions and marketing materials, hard copy and online, and in conversations with students, faculty, and staff.	
Careers and employment	Does the institution provide accurate information about the kinds of jobs for which its graduates are qualified, as applicable?	Yes
	Does the institution provide accurate information about the employment of its graduates, as applicable?	Yes
	Comments: Evidenced in marketing materials and alumni surveys, as well as materials for online and in-person career services.	

*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.

Appendix E. Off Site Location Review



OFF-CAMPUS LOCATIONS REVIEW – TEAM REPORT APPENDIX (2008 Standards)

Institution: University of Redlands
Name of reviewer/s: Jim Dunkelman
Date/s of review: December 12, 2013

A completed copy of this form should be appended to the team report for all visits in which off-campus sites were reviewed¹. One form should be used for each site visited. Teams are not required to include a narrative about this matter in the team report but may include recommendations, as appropriate, in the Findings and Recommendations section of the team report.

1. Site Name and Address

University of Redlands – Temecula Campus
27720 Jefferson Avenue, Suite 400
Temecula, CA 92590
951.296.2067

2. Background Information (number of programs offered at this site; degree levels; FTE of faculty and enrollment; brief history at this site; designation as a regional center or off-campus site by WASC)

Previous site – 27270 Madison Avenue, Temecula CA 92590 (July 2005 to August 2010)
Current site – 8,477 square feet; 6 classrooms; 1 Computer lab; 1 conference room; 3 staff offices; lease through 2015

Programs Offered
School of Business
Graduate – MA in Management, MBA
Undergraduate – BS in Business; BA in Management

School of Education
Preliminary Teaching Credential (Single and Multiple Subject)

School of Continuing Studies – Professional Certificates
Purchasing, Logistics & Supply Chain Management
Project Management
Human Resource Management

Students in fall of 2013
157 headcount – School of Business
21 headcount – School of Education

Faculty
Part-time – approximately 160 for all off-site programs
Full-time – 22 for all off-site programs

¹ See Protocol for Review of Off-Campus Sites to determine whether and how many sites will be visited.

Temecula site has five to six total faculty during any one term

3. Nature of the Review (material examined and persons/committees interviewed)

Persons interviewed:

School of Education

James Valadez, Dean

Nirmla Flores, Adjunct Faculty Liaison

Amanda Wirtz, Director of Admissions

Cynthia Hyun, Admissions Counselor

Kristin Grammer, Student Services Manager

School of Business

Keith Roberts, Associate Dean

Richard Doyle, Adjunct Faculty Liaison

Christine Taitano, Director of Student Services

Nguyen Le, Student Services Manager

Enrollment

Pat Golden-Romero, Campus Director

Robyn Jones, Director of Enrollment and Operations

Dave Porter, Assistant Director of Enrollment

Students from evening class sessions, December 12, 2013 (approximately 20 students)

Student brochures, orientation, and marketing materials

Faculty development conference agendas – September 2012, April 2013, September 2013

Sample of adjunct faculty evaluations

Sample of student evaluations of course and instructor

Observations and Findings

Lines of Inquiry	Observations and Findings	Follow-up Required (identify the issues)
<p><i>Fit with Mission.</i> How does the institution conceive of this and other off-campus sites relative to its mission, operations, and administrative structure? How is the site planned and operationalized? (CFRs 1.2, 3.1, 3.5, 4.1)</p>	<p>The mission is the same as that of the University. The programs at this off-campus site are designed for degree completion and a working adult population.</p> <p>The campus is relatively small and occupies the fourth floor of an office building in an office building complex. There are six classrooms with seating of approximately 25 each equipped with table style seating in three rows. Two classrooms can be combined for a larger meeting or lecture space. All classrooms are equipped with technology including overhead projectors controlled by PCs at instructors' tables with pull-down screens. White boards are in all rooms. The facility is in very good physical condition and appears well laid out for the purpose.</p> <p>Classes are taught Monday through Thursday evenings occupying 4 to 5 classrooms. The facility is open from 9:30 am for computer lab use.</p>	
<p><i>Connection to the Institution.</i> How visible and deep is the presence of the institution at the off-campus site? In what ways does the institution integrate off-campus students into the life and culture of the institution? (CFRs 1.2, 2.10)</p>	<p>External - University of Redlands sign is at the top of the four-story building in a prominent location. Internal – The University of Redlands name is on the building directory in the lobby. The University of Redlands name is well identified inside through flat screen, brochures, posters and historical pictures of the Redlands campus.</p> <p>Student connections to the UoR campus include a dedicated librarian for all students, and Redlands campus support personnel in the areas of career services mentoring program, study abroad office, and commencement services visiting the Temecula campus once each semester and available by phone and email. Students participate in Whitehead honors program and Class Executive Officer (CEO), which are peer elected positions.</p> <p>An interview was conducted with a group of approximately 20 students. Students have on-line accounts and receive daily emails communicating Redlands' on and off-site campus events. Students from any campus can participate in events at all other campuses.</p>	
<p><i>Quality of the Learning Site.</i> How does the physical environment foster learning and faculty-student contact? What kind of oversight ensures that the off-campus site is well managed? (CFRs 1.8, 2.1, 2.5, 3.1, 3.5)</p>	<p>The classrooms are appropriately sized and configured to stimulate interaction between faculty and students and among students. There are no faculty offices. Students who need to meet with a faculty member contact the faculty prior to class and arrange to meet in the classroom or conference room prior to or after class.</p> <p>Operations at the Temecula site are currently managed by Enrollment Management, Adult & Professional Education, with strong collaboration with the School of Business Dean's Office. Property management is provided by the Office of Business and Finance.</p> <p>Located onsite are: Pat Golden-Romero, Campus Director Dave Porter, Assistant Director of Enrollment Sharon Mungo, Office Coordinator Lyndi Logan, Administrative Assistant Richard Doyle, adjunct faculty and faculty liaison to the School of Business dean's office</p>	

	<p>[note: also onsite is Ryan Zurborg, Director of Corporate Outreach; Ryan's role is not specific to Temecula]</p> <p>There are no on-site academic personnel and student questions are primarily taken by the Campus Director who then decides who to contact to resolve any issues.</p> <p>Located offsite are: Nancy Svenson, Associate Vice President for Adult and Professional Education Enrollment Management Robyn Jones, Director of Enrollment & Operations, School of Business Cynthia Hyun, Admissions Counselor, School of Education Keith Roberts, Associate Dean, School of Business Marc Kowalski, Business Services Manager, Office of Business & Finance Dennis Christensen, Director of Real Estate, Office of Business & Finance</p>	
<p><i>Student Support Services. CPR:</i> What is the site's capacity for providing advising, counseling, library, computing services and other appropriate student services? Or how are these otherwise provided? <i>EER:</i> What do data show about the effectiveness of these services? (CFRs 2.11-2.13, 3.6, 3.7)</p>	<p>Support services for the Temecula students are identical to those for all students in the schools of Business and Education.</p> <p>Centralized student services include: Library (Temecula students are assigned a dedicated librarian) Registrar Military and Veteran Services Student Financial Services (Offices of Financial Aid and Student Accounts) with designated staff assigned to School of Business and School of Education students Student Services Managers (separate managers for Business and Education) Career Counseling is provided to School of Business services via the School of Business Office of Student Services</p> <p>The student services manager tracks academic achievement and counseling services for each Temecula student in Datatel.</p> <p>An interview was conducted with a group of approximately 20 students. Students reported that administration is responsive to calls and questions typically resolving issues within one day.</p> <p>The most recent formal survey was conducted by the Lawlor Group.</p>	
<p><i>Faculty.</i> Who teaches the courses, e.g., full-time, part-time, adjunct? In what ways does the institution ensure that off-campus faculty are involved in the academic oversight of the programs at this site? How do these faculty members participate in curriculum development and assessment of student learning? (CFRs 2.4, 3.1-3.4, 4.6)</p>	<p>The School of Business courses are taught primarily by adjunct faculty. School of Education courses are more mixed, with 29% being taught by full-time faculty. Adjunct faculty for the Adult & Professional Schools can be classified more robustly than just adjunct and full-time. With the approval of the Dean, a faculty can become a "core" faculty after teaching at least 10 courses. While still considered adjunct, this group of core faculty teach a large number of courses in both the School of Business and School of Education.</p> <p>Temecula course count data provided by the ALO was reviewed. Of the approximately 55 undergraduate courses taught over a year, approximately 14 are taught by non-core adjunct, 35 by core, 5 by full-time, and 1 by administration. Of the approximately 75 teaching credential and graduate courses taught over a year, 10 to 20 are by non-core, 50 by core, and 10 by full-time.</p> <p>The deans' offices, and specifically the associate deans of both School of Education and School of Business, hire and evaluate all faculty who teach at Temecula. Input from the Temecula campus director may be used in the evaluation of adjuncts.</p> <p>All faculty receive some type of orientation. School of Business faculty</p>	

	<p>go through a selection process applicable to any of the eight offsite campuses. School of Education faculty has also taught at the UoR main campus and is provided the same orientation as those on the main campus.</p> <p>The School of Business faculty is invited to participate in the UoR main campus development conferences held semi-annually. The on-site adjunct liaison monitors faculty development and reports any issues to the Dean on a monthly basis.</p> <p>As described above, The School of Education faculty consists of experienced practitioners, has taught on the UoR main campus, and is routinely invited to participate in adjunct meetings in which operational procedures and course delivery issues are discussed. School of Education Faculty is involved in curriculum development through regular review of syllabi by the responsible department Chair. Dean of School of Business selects certain part-time faculty to participate in course and curriculum development processes depending on faculty performance.</p> <p>The agendas from the three most recent faculty development conferences were reviewed noting the structure was a mix of educational topics and break-out sessions.</p>	
<p><i>Curriculum and Delivery.</i> Who designs the programs and courses at this site? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to those on the main campus? (CFR 2.1-2.3, 4.6) [Also submit credit hour report.]</p>	<p>School of Education: There are no differences in course content from those taught at the UoR main campus.</p> <p>School of Business: Dean of School of Business selects certain part-time faculty to participate in course and curriculum development processes depending on faculty performance.</p> <p>The MA in management has been recently revised through this process. The self study and five-year template of goals were reviewed.</p>	
<p><i>Retention and Graduation.</i> What data on retention and graduation are collected on students enrolled at this off-campus site? What do these data show? What disparities are evident? Are rates comparable to programs at the main campus? If any concerns exist, how are these being addressed? (CFRs 2.6, 2.10)</p>	<p>The Office of the Provost oversees Institutional Research. The Assistant Provost for Institutional Research tracks retention and graduation rates for adult and post-traditional learners. This office produces an annual report which includes retention statistics and graduation statistics by gender, race/ethnicity, campus location, and program. The report is distributed to the Deans, Enrollment Management, and the Retention and Graduation Rate Working Groups for both of the Schools.</p> <p>Comparative (Temecula to UoR main campus) retention and graduation data was provided by the ALO and reviewed. Average retention and graduation rates for Temecula generally lag those of the UoR main campus but not materially. The reason for lag per the Academic Dean and Director of Student Services is that the circumstances of working adult and military students involve more life changes and result in a lower retention rate.</p> <p>The Office of Enrollment Management coordinates Retention and Graduation Working Groups for both the School of Business and the School of Education. These working groups include members from the Dean's offices, full-time and adjunct faculty, representatives from student services, the Registrar, the Assistant Provost for Institutional Research, and representatives from Enrollment Management. The working groups meet monthly to discuss retention and graduation rates trends, gaps, and opportunities for process improvement from the various offices which impact our adult and post-traditional learners.</p>	

<p><i>Student Learning. CPR:</i> How does the institution assess student learning at off-campus sites? Is this process comparable to that used on the main campus? <i>EER:</i> What are the results of student learning assessment? How do these compare with learning results from the main campus? (CFRs 2.6, 4.6, 4.7)</p>	<p>Assessment data is collected and sampled using the same methods as all of the other campuses.</p> <p>School of Business: UoR collects student outcome data from offsite campuses but has not yet made formal comparisons by campus. UoR is in the process of implementing a demographic survey that will be compiled and used to make comparisons among the regional campuses.</p> <p>School of Education: UoR offers only the Preliminary Teacher Education Program at the Temecula site which is highly structured and governed by the California Commission on Teacher Credentialing. Students must complete a Teacher Performance Assessment and signature assignment. TPA is assessed through a rubric. Written feedback is provided and the student must retest. Signature assignments are reviewed by the adjunct coordinator for rigor. The primary issue is students not meeting a required regulatory requirement due to procrastination or lack of understanding of the requirements. This orally reported to be 5% to 10% of students – approximately 1 student per cohort.</p> <p>The courses and standards in Temecula program are the same as those on all other campuses.</p>	
<p><i>Quality Assurance Processes: CPR:</i> How are the institution's quality assurance processes designed or modified to cover off-campus sites? <i>EER:</i> What evidence is provided that off-campus programs and courses are educationally effective? (CFRs 4.4-4.8)</p>	<p>School of Education: Students at the Temecula site complete a thorough course evaluation. Faculty provides regular reports on syllabi to the Academic Dean.</p> <p>School of Business: Students at the Temecula site complete a thorough course evaluation. The Adjunct Faculty Liaison is included in the adjunct faculty interview process. The Liaison attends and sits in on Temecula classes regularly to compare performance to interview and counsels faculty accordingly.</p> <p>A sample of 8 Temecula student evaluations were reviewed, 4 from each school. Courses and instructors are evaluated on scales ranging from "strongly disagree" to "strongly agree."</p> <p>Academic assessment of the Temecula programs is included in the master schedule of assessment for the Redlands campus. Assessments for BS in Business and BA in Management have been completed.</p> <p>An interview was conducted with a group of approximately 20 Temecula students. Students reported that UoR conducts thorough reviews of faculty and curriculum at the end of each course and also reported that faculty and administration address issues when raised.</p> <p>UoR has model syllabi for all courses in website public folders that adjunct faculty are to use to build courses. Some syllabus sections cannot be changed to assure quality and consistency in course design. Some parts of a syllabus can be changed to fit the adjunct's particular needs and teaching style.</p>	