

# NORTH STAR 2020

University of Redlands Institutional Plan

MARCH 2017

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## **PART ONE: Educational Landscape & Framework for North Star 2020**

### **Introduction:**

The North Star 2020 strategic plan for The University of Redlands affirms our mission as a student-centered university that delivers a personalized education.<sup>1</sup> Our history illustrates that we have consistently accomplished that mission by fostering dynamic pathways that help students turn their curiosity into inspired learning — not only for short-term goals — but also for lifetime accomplishments. This is what we mean when we promise to educate the “hearts and minds” of students.

Meeting the challenge of creating attractive and effective educational pathways for new generations of students is a core objective for our North Star 2020 plan. Our strategy is grounded in affordable access to college and professions, routes to degree attainment, and promotion of degree combinations to connect undergraduate and graduate studies. Our result, as a tuition-dependent university, is to maintain and (we hope) grow our market share. Assisting students to find the best way into, through, and beyond Redlands is the hallmark of a University that makes good on its claim to enable life-long learning. We will serve as an enduring “anchor” — in the lives of our undergraduates who return for graduate and professional degrees; and in the lives of alumni who return for career-enhancing certificates or an enrichment experience.

We developed the strategies specific to North Star in response to our markets, as best we can forecast them within the dynamic landscape of higher education. Redlands-specific enrollment, demographic, and market-trend data provide our foundation. This framework document summarizes three key aspects of the landscape and market analysis, as conducted by senior leadership and the President’s Cabinet:

- Focusing our value proposition to align with the expected future landscape for higher education in our market/region;

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<sup>1</sup> Our core mission, captured in its first sentence of our mission statement, reads “*The University of Redlands is a private, independent liberal arts university committed to providing a personalized education that frees students to make enlightened choices.*”

- Strategic responses and planning; and
- Telling our story and promoting our outcomes.

In each corresponding section of this framework we provide our interpretation along with footnoted research and data references, and we identify relevant North Star initiatives that are underway or will soon be undertaken, coupled with performance indicators or similar metrics to evaluate our success.

## **I. Our Value Proposition and the Educational Landscape of the Future**

### **Focusing Our Value Proposition**

The University of Redlands offers a viable mission. We structure our curriculum and learning outcomes to ensure that all students complete a foundation of core competencies and general knowledge, develop research or applied methods to apply or test that knowledge, and finally, master evidence-based problem-solving or decision-making in a capstone course or experiences. We attract prospective College of Arts and Sciences (CAS) undergraduate students (and their families), as well as graduate, professional and degree-completion students. However, the market in which we compete for traditional-age (18-23) students seeking a residential four-year college is far more competitive than at any time since the mid-1990s, when our mission statement was penned.

In particular, our College of Arts and Sciences value proposition meets with some skepticism when the overall value of the liberal arts is questioned in favor of narrowly defined career education. Students and families of potential CAS students share in the well-documented national anxiety and confusion about the career worthiness of a liberal arts degree. Several factors account for their skepticism, as Jon McGee explains in *Breakpoint: The Changing Marketplace for Higher Education*, "Likely reflecting their apprehension about high and rising college costs, students and parents alike most often view the value of college through the lens of the economic, rather than developmental, return it offers." Only one-quarter of families surveyed by McGee for Saint Benedict and Saint Johns, colleges similar to CAS, "strongly agreed they would go to college or send their child to college for the

intellectual or social experience independent of the earnings potential associated with the degree.”<sup>2</sup>

Yet, a majority of analyses clearly confirm that attaining a college degree will likely ensure higher overall satisfaction and lifetime earnings. William Bowen and Michael McPherson review the economic data and statistical literature relevant to this standard claim in their book *Lesson Plan: An Agenda for Change in Higher Education*:

*“There is probably no better-documented finding in the social sciences than that education pays. Studies across a wide variety of countries, with differing economic systems examining different levels of education and employing a range of statistical techniques, have shown with mind-numbing consistency that the earnings differential between people with more education versus those with less education more than compensates students for the investment in time and money they make (or society makes on their behalf) in becoming more educated.”<sup>3</sup>*

Bowen and McPherson emphasize that low completion rates undermine this promise, making it essential that colleges and universities help improve time-to-degree rates.

Families are understandably concerned about “high priced” college educations, and private education can appear to be a less desirable value proposition than public education. The “loan crisis” bemoaned by college graduates, public policy analysts, the media and political pundits further discourages public confidence in our ever increasing “high sticker price” and highly discounted tuition model. The dollar value persists as the real cost in public understanding of our model.

In our case, specifics on the University of California (UC) system provide important context, especially as state funding and enrollment capacity for the UC system have increased since the recession. As recently reported in the Los Angeles Times, “California provides some of the most generous financial aid in the nation. UC covers tuition for all

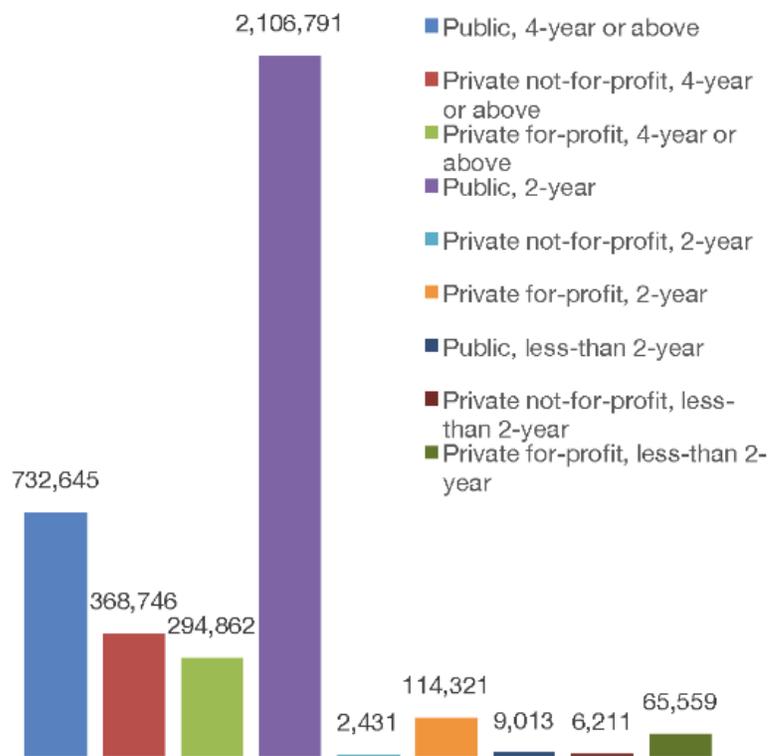
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<sup>2</sup> Jon McGee, *Breakpoint: The Changing Marketplace for Higher Education*, (Baltimore: Johns Hopkins University Press), 2015, p. 43.

<sup>3</sup> *Lesson Plan: An Agenda for Change in American Higher Education*, William G. Bowen and Michael S. McPherson, Princeton and Oxford: Princeton University Press, 2016.

students with family incomes of \$80,000 and less. Of the 2.1 million California Community College students, 45% receive tuition waivers from the Board of Governors, while 61% of Cal State University undergraduates pay no tuition.” And, “a scholarship program to assist middle-class families earning up to \$156,000 annually will be fully phased in by the 2017-18 school year.”<sup>4</sup>

### California Enrollment By Sector



<sup>4</sup> See story posted on January 4, 2017. [www.latimes.com/local/.../la-me-ln-uc-tuition-increase-20170103-story.html](http://www.latimes.com/local/.../la-me-ln-uc-tuition-increase-20170103-story.html).

## **Advantages of a Liberal Arts University Education**

The facts are quite different from media hype and misrepresentation. With other independent colleges across the nation, the University of Redlands is building positive brand awareness in policy and lobbying campaigns generally, as well as through our individual marketing campaigns, telling an accurate story that highlights our advantages. These are key propositions we communicate, summarized here from media resources collected through the Council of Independent Colleges (CIC):<sup>5</sup>

- Private college students graduate at higher rates and do so more quickly than students at public institutions.<sup>6</sup>
- Private colleges enroll students from all economic backgrounds, and enroll a higher proportion of students from households with incomes of less than \$40,000 than do public institutions.<sup>7</sup>
- Low-income and first-generation students are more likely to graduate in four years from private colleges than from public ones.<sup>8</sup>
- Private college graduates earn higher average starting annual salaries than public institution peers.<sup>9</sup>

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<sup>5</sup> The Council of Independent Colleges (CIC) “is an association of nonprofit independent colleges and universities that has worked since 1956 to support college and university leadership; advance institutional excellence; and enhance public understanding of private higher education’s contributions to society.” It is one of the nation’s largest consortiums of private colleges and universities, with over 500 members. See website link at <https://www.cic.edu/>.

<sup>6</sup> U.S. Department of Education, National Center for Educational Statistics, 2004-09 Beginning Postsecondary Students Longitudinal Study (BPS: 04/09). U.S. Department of Education, National Center for Educational Statistics, Digest of Educational Statistics, 2015.

<sup>7</sup> U.S. Department of Education, National Postsecondary Student Aid Study (NPSAS), 2012, as tabulated by the Pell Institute and Penn AHEAD, in Indicators of Higher Education Equity in the United States: 45 Year Trend Report, 2015.

<sup>8</sup> National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study (BPS: 04/09).

<sup>9</sup> National Association of Colleges and Employers, First Destinations for the College Class of 2015, 2016.

- Earnings increase with work experience and additional education, such as that provided through our Schools of Business, Education and Continuing Studies.<sup>10</sup>
- Private institutions award larger institutional grants to students, on average three times higher than what public colleges and universities provide.<sup>11</sup>
- Private colleges serve older and working students; over one quarter of students at independent colleges and universities are 25 or older, and more than one-quarter attend part-time.<sup>12</sup>
- The average student loan debt for private college graduates has remained stable since 2006-7, at \$19,300, more than a third of private college graduates owe less than \$10,000, and approximately 40% of all loans are for graduate and professional education. Only 15% of student loans go to students at CIC Colleges and Universities. Private college borrowers have the lowest student loan default rates.<sup>13</sup>

### **Trend in the Landscape of Higher Education / Dynamics of Our Regional Market**

A review of the higher education landscape reveals a national pattern of decline in the number of traditional-age undergraduates, causing increased competition for market share. Our specific market challenges are significant, even when we successfully communicate our value proposition. Jon McGee provides a general framework to understand how our CAS market has changed over the past two decades. McGee notes that between 1993 and 2008, the number of high school graduates in the United States “rocketed upward,” family income and net worth increased, home values appreciated, and consumer confidence remained steady or grew. McGee concludes, “Taken altogether, the economic trends that shaped the

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<sup>10</sup> A.P. Carnevale and B. Cheah, *Hard Times, 2013: College Majors, Unemployment and Earnings*, Georgetown University Center on Education and the Workforce, 2013.

<sup>11</sup> U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, Table 331.20, January 2015.

<sup>12</sup> National Center for Education Statistics (NCES), *National Postsecondary Student Aid Study, 2011-12 (NPSAS: 12)*, 2013.

<sup>13</sup> U.S. Department of Education, Federal Student Aid Office, 2015, *Official National Three-Year Cohort Default Rate*.

period created extraordinary conditions for operating success at colleges and universities across the country.”

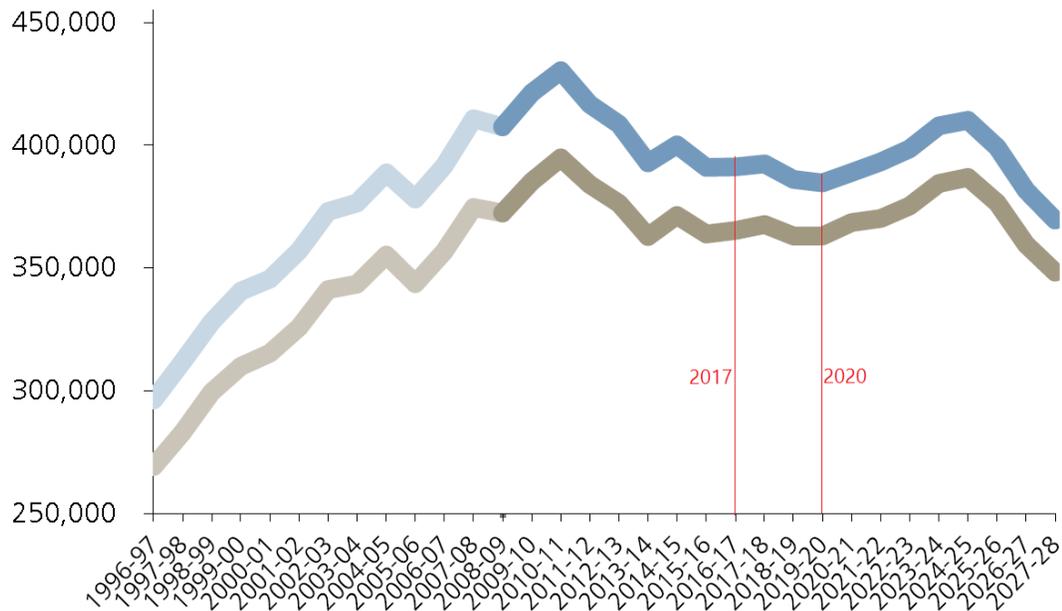
Today, an overall demographic decline in high school graduates limits this portion of our “consumer” base, thus The University of Redlands joins a number of institutions facing declining tuition revenue in recent years. In November of 2016, The Chronicle of Higher Education reported that a survey of more than 250 institutions conducted by Moody’s Investment Service projected “2%-3% net tuition revenue growth will now be the new normal for private higher education, in large part reflecting a highly competitive environment.” According to Moody’s, growing per-student tuition will be a continuing challenge: “A variety of factors will contribute to weaker net tuition gains per student. Growth of net tuition on a per student basis has slowed even more than aggregate net tuition growth, highlighting an increasingly competitive landscape and a continued focus on affordability. Approximately 30% of private and public universities are projected to be unable to grow net tuition per student in FY 2017, and the median growth is under 2%.” Moody’s further stated that “Small private colleges are the most strained, with nearly 40% projecting a decline in net tuition revenue for FY 2017; [while] approximately 20% of moderate-sized and comprehensive universities forecast declines.”<sup>14</sup>

Future trends for the state of California identify a declining number of high school graduates, according to the Western Interstate Commission for Higher Education (WICHE) report, “Knocking at the College Door: Projections of High School Graduates” (<http://knocking.wiche.edu/>). “National trends are expected to plateau until 2031-32, with fewer or about the same number of graduates.” Specific to California, the Association of Independent California Colleges and Universities documents that we can expect to have 10% less market share in the near future, as reflected in the following chart.

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<sup>14</sup> *Higher Education – US: Universities Face Another Year of Low Net Tuition Revenue Growth, Survey Shows.*  
<http://www.chronicle.com/blogs/ticker/files/2016/11/2016-Tuition-Revenue-Survey-Shows-Another-Year-of-Low-Net-Tuition-Revenue-Growth.pdf>

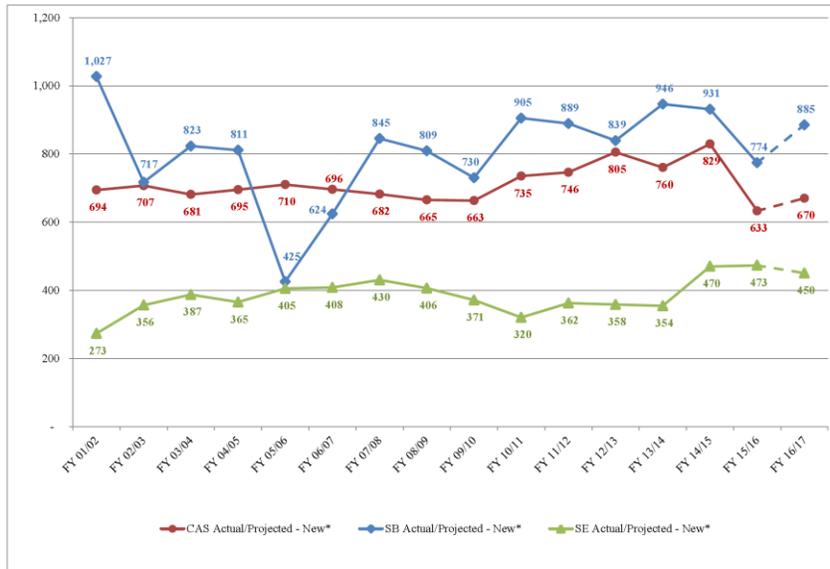
## Production of High School Graduates



The trend and projection for California, copied from the WICHE report, "Knocking at the College Door: Projections of High School Graduates." The 2017 to 2020 range (in red) was added to reference the immediate planning horizon for the North Star 2020 Plan.

Our own enrollment data illustrates the challenges we have faced over the last fifteen years (see graphs on the following pages).

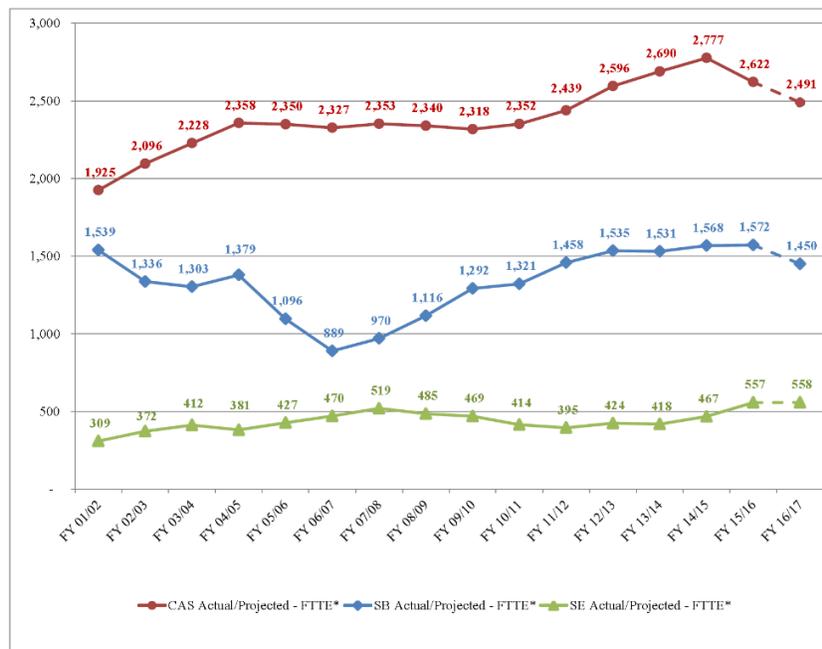
**University of Redlands  
New Student Enrollment (Headcount)  
FY 2001 - 2002 through FY 2016 - 2017**



Note: Excludes Liberal Studies Program, CAS Graduate Programs (MS GIS, Communicative Disorders and Music) and School of Continuing Studies

\*FY 16/17 Projected, all others are actual

**University of Redlands  
Full Time Tuition Equivalents (FTE)  
FY 2001 - 2002 through FY 2016 - 2017**

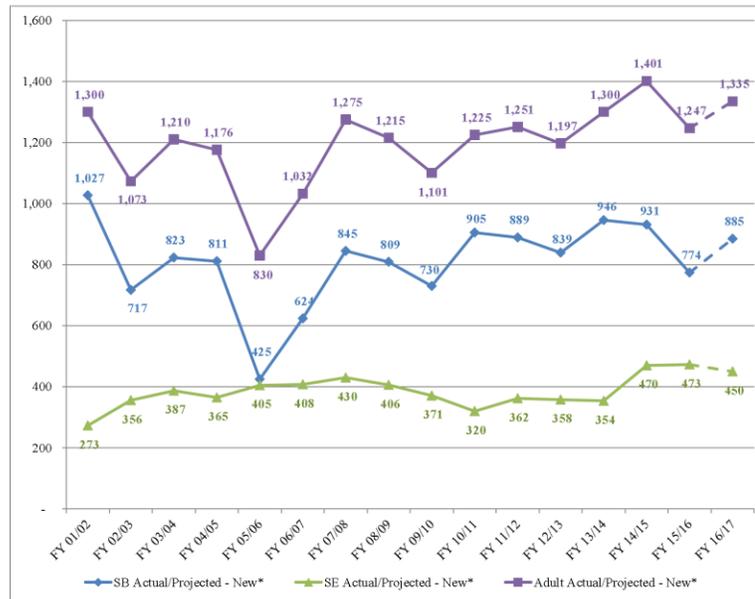


Note: Excludes Liberal Studies Program and School of Continuing Studies

FTE calculation for Schools of Business and Education - FY 15/16 forward exclude discounts and FY 14/15 and prior include discounts

\*FY 16/17 Projected, all others are actual

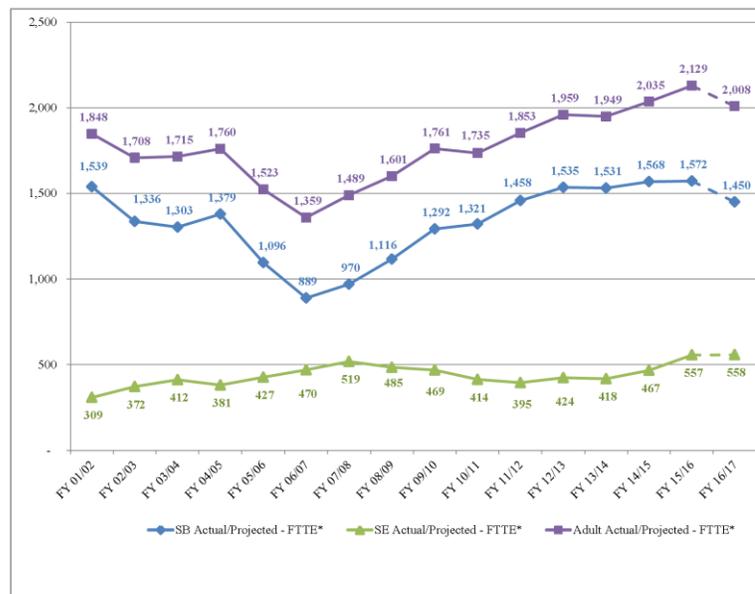
**University of Redlands  
New Student Enrollment (Headcount) - Adult Programs  
FY 2001 - 2002 through FY 2016 - 2017**



Note: Excludes School of Continuing Studies

\*FY 16/17 Projected, all others are actual

**University of Redlands  
Full Time Tuition Equivalents (FTE) - Adult Programs  
FY 2001 - 2002 through FY 2016 - 2017**

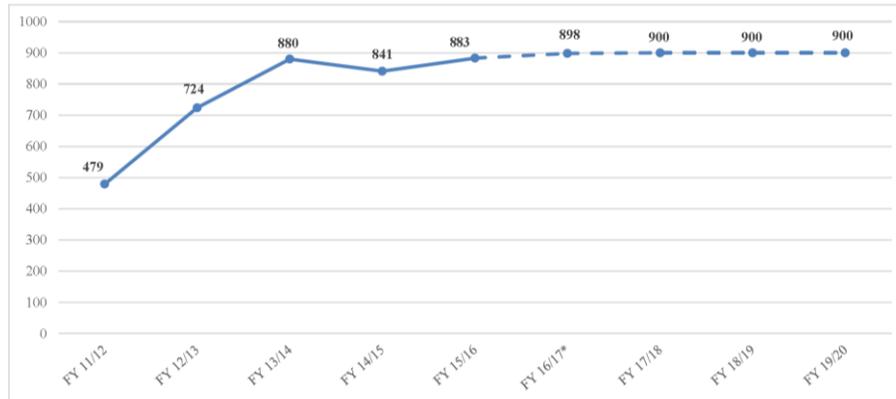


Note: Excludes School of Continuing Studies

FTTE calculation for Schools of Business and Education - FY 15/16 forward exclude discounts and FY 14/15 and prior include discounts

\*FY 16/17 Projected, all others are actual

**School of Continuing Studies  
Individual Course Enrollment  
FY 2001 – 2002 through FY 2019 - 2020**



\*FY 16/17 through FY 19/20 Projected, all others are actual

## II. Strategic Responses

### Aligning Mission and Strategy

North Star 2020 prioritizes productive responses to the dynamic landscape forecast by our analyses. The plan builds on our strengths and introduces new initiatives that we believe will better position the University for the future. We have already built momentum to achieve this goal.

We guarantee “certainty of admission” and “time-to-degree” via the Redlands Promise, along with guaranteed admissions pathways for transfer students. We adapted to the market demand for additional graduate and professional education by charting new degree pathways, some of which will be paired with specific undergraduate degree options. We differentiate ourselves from competitors by maximizing the diversity of selected, high-quality educational offerings.

North Star proudly affirms that the University of Redlands is a pioneer in educational innovation. When Ernest Boyer, then chancellor of the State University of New York, argued

in 1971 for “new forms of higher education,” he might have been imagining Redlands’ future. Boyer predicted that an “external approach [that] recognizes the validity of educational experiences *outside* the traditional campus setting” would become a national norm, especially for “countless thousands of adult” learners.<sup>15</sup> We continue today to seek opportunities to grow our graduate and professional degree offerings, and to serve the needs of graduate and professional learners for completion courses, certificates, short term training, work readiness, and leveling courses.

For “non-traditional learners,” who are an important segment of the national market — and ours — we are meeting the approximately 40 percent of adults who have completed a post-secondary credential but not completed their degrees. Additionally, almost 20 percent of Americans have some college with no degree. We sustain and grow access for these students through our Schools, transfer opportunities and veterans outreach. We know that the “non-traditional” student of the past “is in the majority today.”<sup>16</sup> Degree completion students constitute 43% of the School of Business enrollments, based on a five-year average. And with our new Associate Dean for the School of Continuing Studies (SCS), we will grow outreach for certificate-seekers, intergenerational/retiree learners, and other potential new markets and offerings via SCS.

No doubt the core mission that CAS provides shall remain our heart and soul foundation — as our budget model and the collaboration between Deans, enrollment, and marketing both demonstrate. Building upon the belief that CAS generates a halo effect for our brand, North Star 2020 nonetheless commits us more fully to enhance offerings for not only traditional-aged undergraduates, but also graduate and professional degree seekers, and adult learners. We believe this will also diversify tuition and course fee-based revenue.

### **Taking Action**

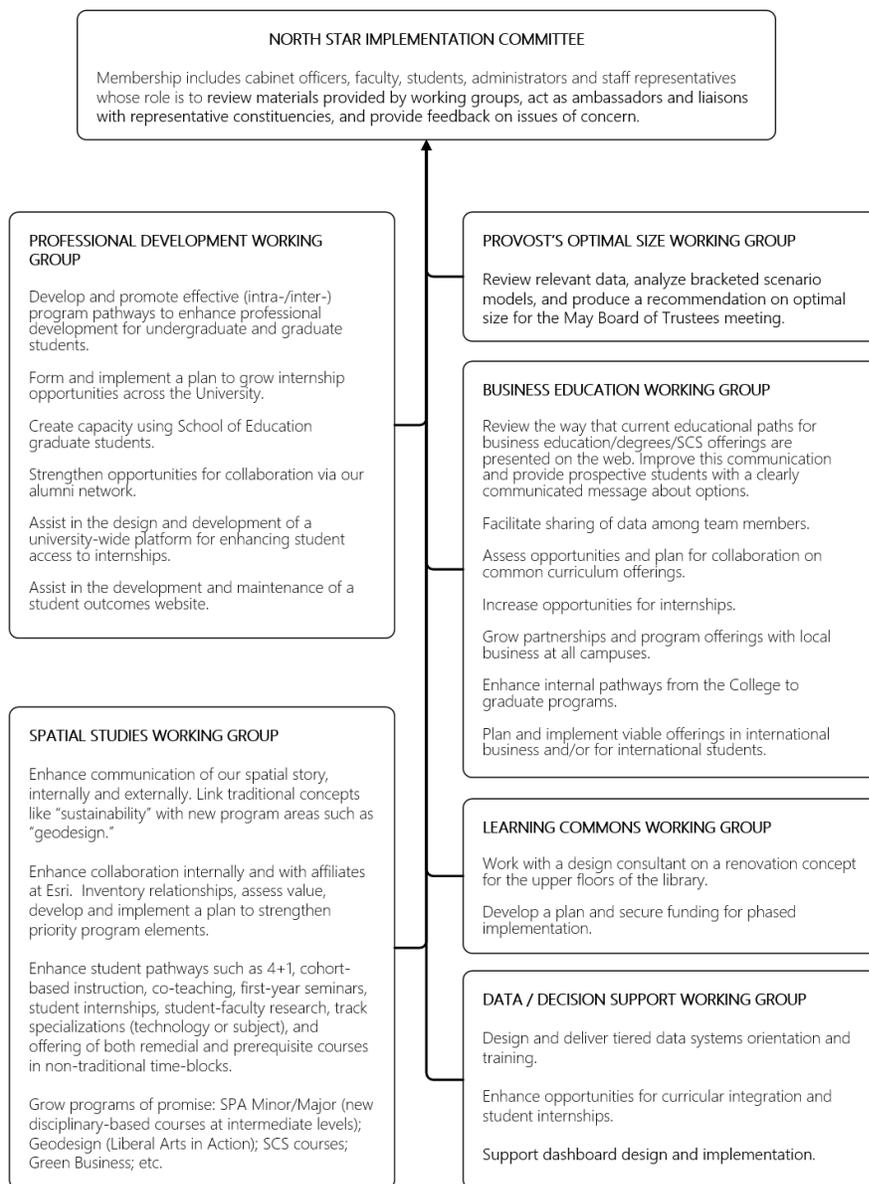
In terms of process, we have organized our implementation planning through a series of summit meetings with administrators, faculty, and staff who have direct responsibility to move the highest level of priorities forward. Some of the summits spun off working groups

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<sup>15</sup> *Chronicle of Higher Education* 50th Anniversary edition, November 2016, 17.

<sup>16</sup> Jim Geringer and Stan Jones, “Why College: The Many Implications of Completion, Trusteeship, (January/February 2016), 10.

with specific tasks. The summits were: Spatial Studies and GIS (Summer 2016); Fostering Professional Development from Admissions to Alumni I (Summer 2016); Business Education Summit (Fall 2016); Data and Decision Support (Fall 2016); Fostering Professional Development from Admissions to Alumni II (Fall 2016); Optimal Size Working Group (Spring 2017); and a Learning Commons Summit (planned for late spring 2017). An Implementation Committee to oversee and review North Star 2020 quarterly began in December 2016. Our North Star implementation and working groups are organized as indicated in the chart below:



Our budget and planning model has also been significantly influenced by North Star 2020. Based on the Cabinet summer retreat, we now project “most-likely,” “low,” and “high” enrollment scenarios. This gives us a more risk-oriented and flexible approach to our fiscal management and planning, which has been shared with the Senate Budget and Planning Committee. It will be used to inform our analysis and planning for optimal size.

In addition to scenario-based budget modelling, other specific actions are well underway:

- **Certainty of Completion.** Redlands Four-Year Promise is in place for fall 2017.
- **Guaranteed Admission Agreements to Build Our Enrollment Pipeline.** We will better identify and attract regional high school students and transfer students by promoting the desirability of a Redlands education. For high school students, we have now guaranteed scholarship grants to qualifying students from several surrounding high schools and community colleges. Our initial effort in this strategic pipeline resulted in completed MOU agreements with Crafton Hills College, the Redlands Unified School District, Yucaipa School District, and Chaffey Unified School District. For transfers, we provide guaranteed pipelines structured through articulation agreements now enhanced by financial aid promises and special consideration for honors students and housing. To promote this direction within our enrollment outreach and marketing, we will celebrate the first of the pathway agreements with Crafton Hills College and Redlands and Yucaipa Unified Schools on March 8, 2017. The Redlands Promise pathway for Crafton Hills will be expanded to other local community colleges such as Riverside Community College and College of the Desert as soon as possible.
- **Undergraduate to Graduate Degree Program Combinations.** We are exploring opportunities to accentuate or develop pipelines from CAS undergraduate programs to graduate programs university-wide — “cross-selling” our catalog of educational products. The “plus” (as in 4 +1) programs include the Masters in Learning and Teaching (MALT) and an anticipated Communication Sciences and Disorders and Education Specialist degrees within the School of Education. The Master of Science in Information Technology (MSIT) and the Green/Sustainable MA (especially for Environmental Business and other EVST students) in the School of Business are under consideration. CAS faculty are designing a CAS pathways into the GIS Master’s program. An Arts Management MBA and possibly a “STEM MBA” offer future possibilities.

Nationally, the number of 25+ undergraduates enrolling in undergraduate programs is declining. We may be able to offset losses in the SB undergraduate enrollments with increased 4+1 programs. Our most recent data indicates that about 20% of the School of Education matriculants are from the College, but the number in the School of Business is much smaller at 3%. Undergraduates in the SB account for 11% of our matriculated MBA students.

- **Brand, School, and Program Differentiation.** Some of our program offerings already differentiate us from competitors, such as our School of Music, the Johnston program, GIS, a new minor in Spatial Studies, the Hall Network, the School of Business consultancy capstones, and the Center for Educational Justice in the School of Education.
- **Enhancing Programs.** We will promote and strengthen other departments and programs that are competitive but not unique, such as the popular CAS degrees in Business, Accounting, the Pre-Health Track, and Psychology. College degree and program features that are attractive and need consistent attention include: internships in Business, Accounting and Public Policy/Political Science; Study Abroad and May Term; summer science research; and strong co-curricular learning and leadership opportunities in athletics, Greek life, and community service learning. In recent years we have typically seen fall retention rates for first-generation students out-perform retention rates for non-first-generation students — our support for first generation students is a success story to further, and an investment we must sustain.
- **Enriching the Student Experience.** We are prioritizing the competitive areas where improvement can add value (e.g., internships, professional development, and career readiness). North Star identifies the fostering of professional development for all students from “admission to alumni” as a high priority. To that end, we have conducted two “summits” since summer 2016 to coordinate campus-wide efforts to ramp up this initiative. Progress so far includes:
  - Student success from the Student Life division in this area is supported through the Office of Professional Development (OPD), led by Erik Larsen, who has purchased and will deploy a new digital platform called Handshake for connecting students to employers, internships, and career opportunities.
  - Faculty in the College are working with OPD and Dean Brown to expand internship and professional/career pathway opportunities like those offered through CAS Business, Global Business and Accounting. These departments are able to offer a range of opportunities to students thanks to faculty

commitments (and financial compensation and/or gift support), networking with the business and non-profit community, and alumni engagement. The Environmental Studies department (EVST), for example, aims to model its efforts after these departments. The Humanities Advisory Board is also seeking to create internships that bridge liberal arts learning in their degree areas — typically less applied than business and the social sciences — with career explorations.

- School of Education interns will inventory all internships in the SOE and CAS this spring. In addition to helping us inventory existing opportunities these SOE interns will provide support to students seeking professional career experience.
  - With funding from the Ahmanson Grant, our Director of Veterans Programs, Monique Pope, designed a career outreach and advising program specific to veterans (most of whom are in the School of Business),
  - Through the HEDS alumni survey conducted last spring, we are connecting with CAS alumni to better understand student success. We are closer to coordinated reporting on student outcomes on the web, and in other formats. ITS and Marketing/Communications are now working on this effort with other senior leaders.
- **New Program Revenue.** We are seek new revenue sources by investing in graduate and professional degree opportunities linking CAS and graduate programs, and growing a nimble and entrepreneurial School of Continuing Studies. Ideally, SCS reaches quickly-changing markets for certificates, short term training needs, leveling and preparatory courses, and on-line education. Some of these offerings show our adaptive response to disruptive models of higher education: the launch of an online MBA program in fall 2017, followed by two new graduate programs in the School of Education in spring 2018; active consideration of SCS as a completion/transfer “college;” exploration of on-line summer school offerings; and assertive outreach to local business and non-profits for training and certificate needs. We have engaged the services of Hanover Research to work directly with the Deans, Provost, and the Enrollment team to identify strategic market information and analyses specifically about these kinds of initiatives.
  - **Other New Revenue.** We are exploring service to community and revenue opportunities for consultancies and entrepreneurial outreach. For example, the Hall Network is working with a legislative training group to bring a leadership

development conference to Redlands for minority state-elected legislators. The School of Education is exploring a partnership to offer courses in the business of health care. Outreach is underway with Loma Linda University and the University of California at Riverside for similar courses.

### **Student Success and Faculty Excellence Ensures Our Strong Reputation and Attracts Students**

We are justifiably proud of accomplished University of Redlands students and faculty — examples from CAS and the Schools provide solid evidence that we have a strong reputation for engaging learners and challenging them to exceed their expectations. From the College, consider these examples: annual Fulbright finalists, College summer science research recipients, a large number of successful scholar-athletes, celebrated musicians and artists, and award-winning community service learning opportunities. Our graduate programs would point to the highly-ranked master's programs in Communication Sciences and Disorders, international and domestic School of Business consultancies, one of the most respected immersive master's programs in Geographic Information Systems (GIS), and the hugely successful Master of Arts in Learning and Teaching (MALT) in the School of Education. In general, our degree programs offer all students ample opportunities for integrating and enhancing their coursework through applied problem-solving, such as research, clinical practice, performances, or experiential application in internships, practicums, consultancies, and fieldwork. Many students will use cross-cultural or study abroad learning to deepen their comprehension and advance the quality of their learning.

Faculty excellence is regularly demonstrated through a range of measures: teaching evaluations, research and scholarly presentations on and off campus, books, other publications, musical performances, art shows, grant activity, and community engagement that brings recognition to the University. Examples of this success are too numerous to note here, however, external recognition and public promotion of faculty excellence demonstrates the value of our investment in faculty development. We have some measures to document this productivity and contribution: Higher Education Data Sharing (HEDS) Consortium alumni survey (in which our alums consistently affirm the value of faculty interaction in and outside the classroom); annual awards for excellence in teaching, research, innovative teaching, and service; and the Our House publication of faculty and staff accomplishments, to name a few. Creating an inventory of all the resources provided to faculty, as well as the contributions to teaching, research, and service that these resources make possible, is

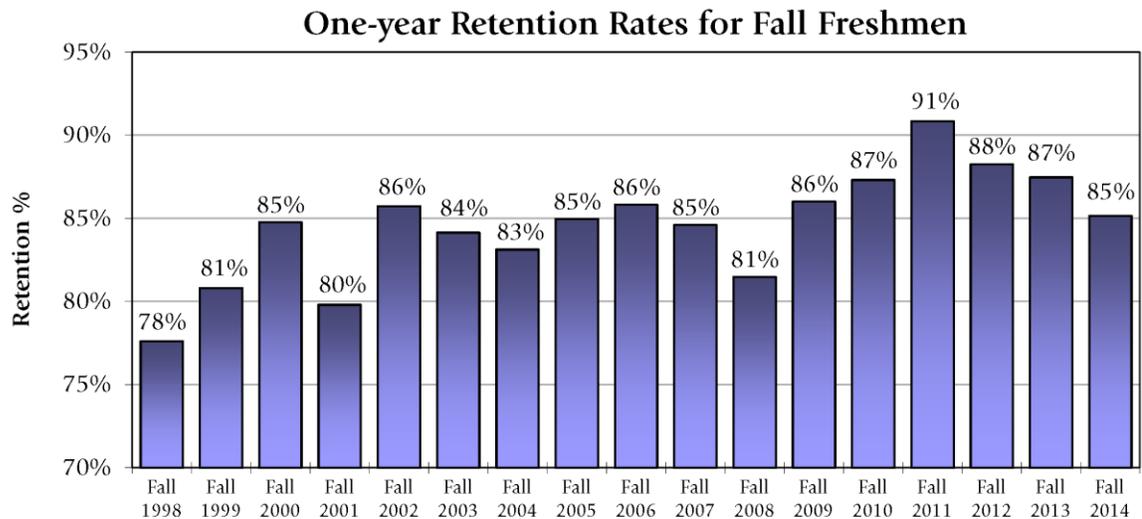
currently underway. Our goal is to present an annual report in May to the community and Trustees at the Academic Affairs Committee.

We consistently seek to enhance our support for student success through regularized data collection and analysis of retention trends. Obviously, this practice also aids in our overall enrollment goals. Two committees meet regularly to review retention patterns, discuss individual student issues and trends, develop policy, and propose improvements.

### Retention and Graduation Rates, College of Arts and Sciences

In a recent briefing on the College of Arts and Sciences retention effort, Associate Dean Sawa Kurotani observed that a recent decline in first-to-third-year retention rates, from a high of 91% in fall 2011 to 81.9% in fall 2015 resulted from several factors, including peer competition, financial aid policies, a lack of fully effective early detection of academic challenges, difficult transitions from high school to College, and delays in the general education curricular revision.

First, the data:<sup>17</sup>



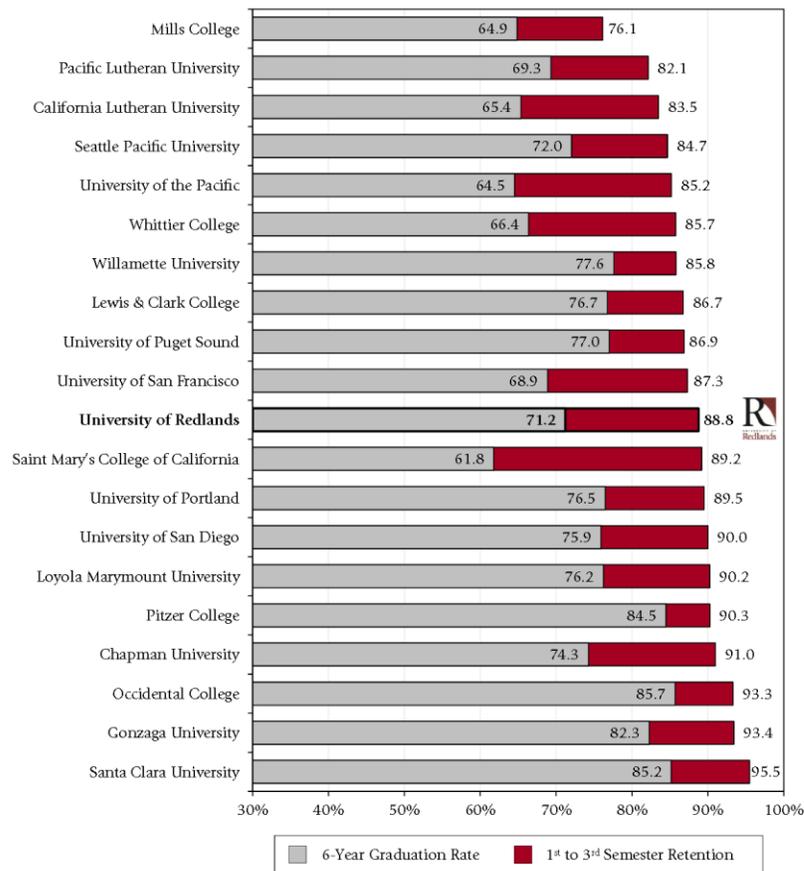
Dr. Kurotani, who works with faculty and staff from the Enrollment and Student Life groups, has proactively worked to address retention challenges in CAS. Our Retention

<sup>17</sup> 2016 Fact Book, University of Redlands, unless otherwise stated.

Working Group was recently re-organized into focused working groups who will produce improved data analysis, programming in the areas of student success, onboarding and orientation, early detection of academic challenges, improved academic success status reporting, and academic success coaching.

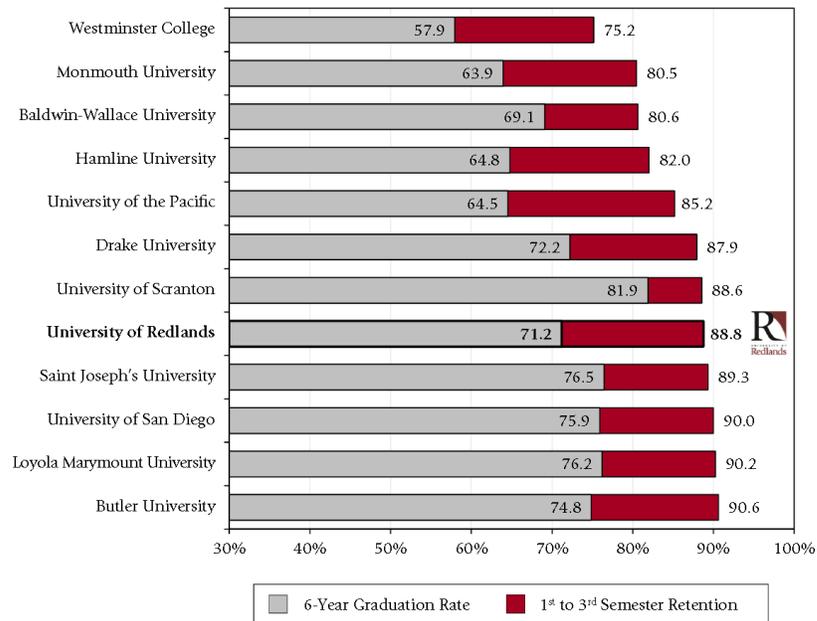
The graphs below, taken from our 2016 Fact Book, show our performance relative to our competitors and peers:

**College of Arts & Sciences Competitor Institutions  
First-Time Full-Time Entering Freshmen  
1<sup>st</sup> to 3<sup>rd</sup> Semester Retention and 6-Year Graduation Rates  
(Three-Year Weighted Averages)**



Note: *College Competitor Institutions* - Independent colleges and universities which are the top admissions competitors of the College of Arts & Sciences. These institutions have the highest number of enrolled students who were admitted by the College of Arts & Sciences in Fall 2013.  
*1<sup>st</sup> to 3<sup>rd</sup> Semester Retention* - Three-year weighted average for Fall 2011 through Fall 2013 first-time full-time undergraduate degree/certificate-seeking cohorts as reported to Integrated Postsecondary Education Data System (IPEDS).  
*6-Year Graduation Rate* - Three-year weighted average for Fall 2006 through Fall 2008 first-time full-time baccalaureate degree-seeking cohorts as reported to Integrated Postsecondary Education Data System (IPEDS).

**University of Redlands' Peer Group  
First-Time Full-Time Entering Freshmen  
1<sup>st</sup> to 3<sup>rd</sup> Semester Retention and 6-Year Graduation Rates  
(Three-Year Weighted Averages)**



Note: 1<sup>st</sup> to 3<sup>rd</sup> Semester Retention - Three-year weighted average for Fall 2011 through Fall 2013 first-time full-time undergraduate degree/certificate-seeking cohorts as reported to Integrated Postsecondary Education Data System (IPEDS).  
6-Year Graduation Rate - Three-year weighted average for Fall 2006 through Fall 2008 first-time full-time baccalaureate degree-seeking cohorts as reported to Integrated Postsecondary Education Data System (IPEDS).

In addition, the CAS Dean's Office and Admissions now meet monthly to address matters concerning CAS enrollment planning and management. Improving recruitment, orientation and onboarding, and communicating general education revisions are action items for this group.<sup>18</sup>

<sup>18</sup> A full version of the retention briefing is available in the appendix to North Star.

## **Retention and Graduation Rates School of Education and School of Business**

We also track retention and graduation rates for the graduate and professional schools. A committee reviews our policies on a regular basis.

The School of Business revised its retention practices and policies in the last two years by working with the Registrar to develop low grade, conditional admission, and probationary reports; re-established the practice of admitting students conditionally based on their college GPA; and created probation and disqualification standards. Quarterly round table meetings are used to evaluate student progress and design interventions. A new student orientation for international students is now tailored to specific challenges these students face regarding plagiarism, writing, socialization to group work, and critical thinking.

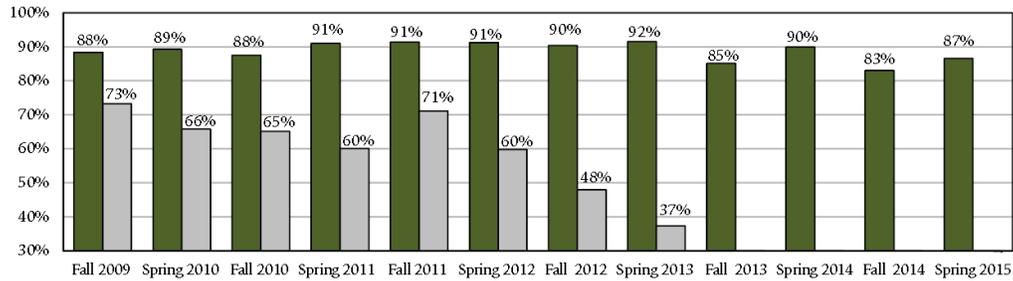
The School of Education has taken the approach that excellent teaching, advising, assessment and data infrastructure are the best way to create the highest quality student experience and in so doing increase retention/ graduation. Examples of this include transforming how we do advising so that all students have a clear advisor to assist them through their program. We also have worked hard to develop new assessment efforts to track student experiences and then use this data to drive change. An example, we learned through survey data that our feedback time on student work is poor, so we have engaged in a data based effort to improve turn around on course assignments. Further, we now have better reporting on semester to semester enrollment and specific outreach to those students who have not registered each semester. These are foundational efforts aimed at transforming teaching, advising, assessment and overall data so that we can improve operations and in turn retention/ graduation. Given the changes in operations, faculty, and enrollment, significant variation in retention and graduation should be anticipated in Education. It will likely be another 2 years before we see the stabilization of our retention/ graduation rates as a new and more consistent enrollment pattern becomes our new reality.

Please note — the charts listed below can be misleading — see the footnotes, which explain how terms differ from the College. A student enrolls January to June for the spring cohort, July to December for the fall cohort. Successful completion of three terms is our basis for retention. We also have varied time to degree expectations for the Bachelor of Science in Business and Bachelor of Arts in Management (30 months), Master of Arts in Management (18 months), and the Masters in Business Administration (24 months). Future graphs will reflect the recent addition of an 18-month BMA. The graduation rate is the

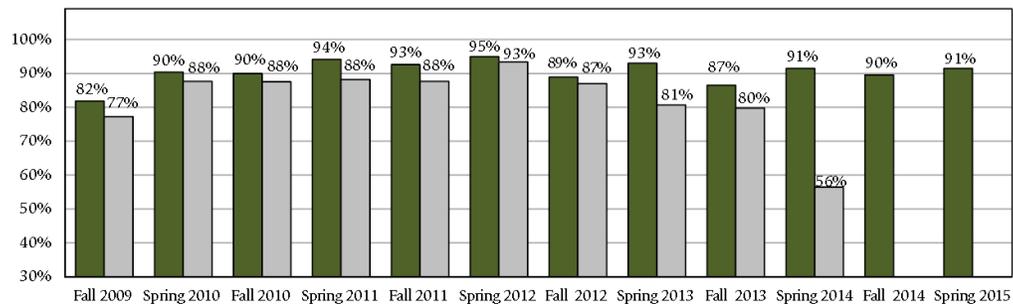
percentage of students who have graduated as of June 30, 2015, which captures those who are “on time to degree” within their respective programs.

## School of Business Retention and Graduation Rates

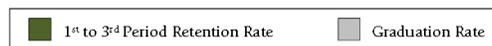
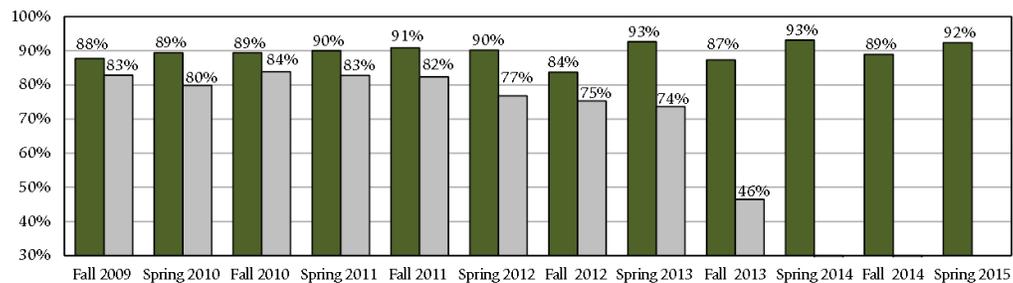
### Undergraduate Transfers



### Master of Arts in Management



### Master of Business Administration



Note: *Entering Cohorts* - Students entering a program of study during an enrollment period – January to June for the Spring Cohorts and July to December for the Fall Cohorts. Students who departed by the end of the second week of class are excluded.

*1<sup>st</sup> to 3<sup>rd</sup> Period Retention Rate* - The percent of entering students who were enrolled in their third enrollment period.

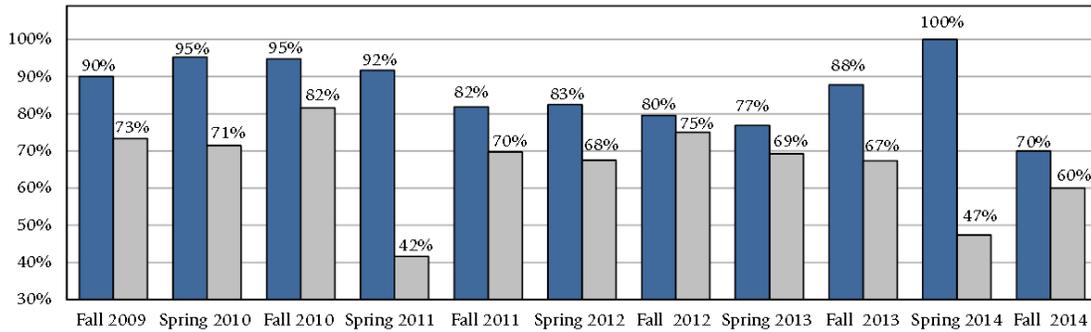
*Graduation Rate* - The percent of entering students who have graduated as of June 30, 2015.

*Undergraduate Programs* - Bachelor of Science in Business and Bachelor of Arts in Management are both 30-month programs.

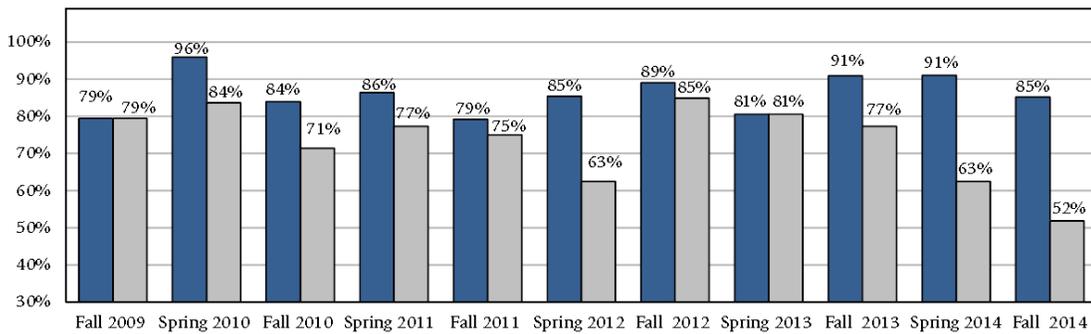
*Graduate Programs* - Master of Arts in Management is an 18-month program and Master of Business Administration is a 24-month program.

## School of Education Retention and Graduation Rates

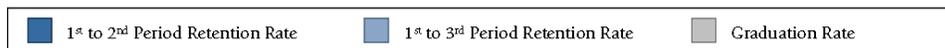
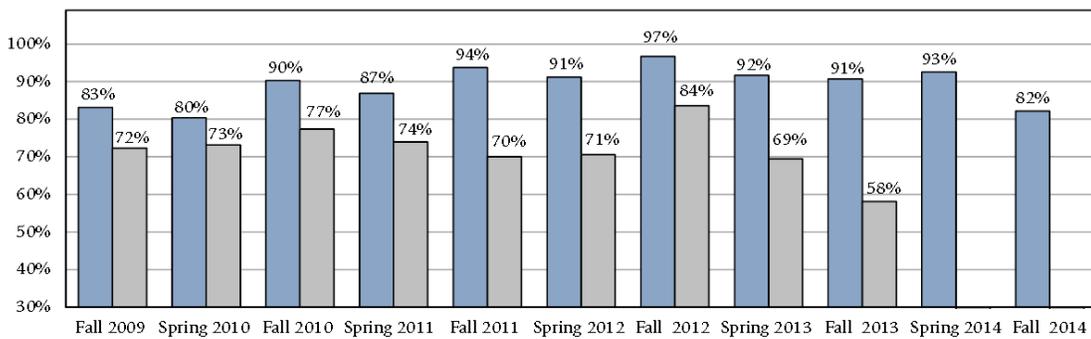
### Preliminary Teaching Credential Multiple Subject



### Preliminary Teaching Credential Single Subject



### Master of Arts



Note: *Entering Cohorts* - Students entering a program of study during an enrollment period – January to June for the Spring Cohorts and July to December for the Fall Cohorts. Students who departed by the end of the second week of class are excluded.

*1<sup>st</sup> to 2<sup>nd</sup> Period Retention Rate* - The percent of entering students who were enrolled in their second enrollment period.

*1<sup>st</sup> to 3<sup>rd</sup> Period Retention Rate* - The percent of entering students who were enrolled in their third enrollment period.

*Graduation Rate* - The percent of entering students who have graduated as of June 30, 2015.

The North Star plan is strongly focused on initiatives that are intended to sustain the high quality of our faculty, enrich the student experience, and support student success:

- **H2. Professional Development.** Grow internships, career and professional development opportunities for all students.
- **H3. Learning Commons.** Identify a centralized location for combined undergraduate and graduate student academic and support services, coordinated as an integrated campus Learning Commons complex in Armacost.
- **H4. Student Success.** Analyze existing surveys and/or conduct new surveys to confirm student attitudes and needs, which will inform the prioritization of improvements to the learning experience at Redlands. Incorporate regular alumni surveys into the data analytics used. Provide additional counseling support (ongoing). Using Cal Grant tuition guarantee in fall 2017, aim for an 87% 1-3 semester retention rate (by fall 2018).
- **H8. Grow Faculty-Mentored Student Research.** Increase funding to support faculty-mentored student research and creative projects beyond the sciences in the College of Arts and Sciences, including faculty and student co-publication. Establish university-wide funding for student conference participation.
- **A1. Provost Task Force on Scholar Teachers.** Establish a Provost Task Force on Scholar-Teachers to explore additional sources of support for faculty development. Work with faculty leadership, especially the Faculty Review Committee, the Personnel Policies Committee, and the Senate to evaluate concerns about standards for promotion and tenure. Align activities with the Hall Network, Faculty Fellows program, Multi-disciplinary Scholars program.
- **A8. Teaching and Learning Center.** Create a Center for Teaching and Learning that integrates academic leadership resources in the SOE with the programs sponsored by the Hunsaker Teaching Chair, as well as many other successful initiatives that foster excellent teaching and learning. To be incorporated in Learning Commons planning.
- **A9. Faculty-Student Research.** Establish University-wide funds to support faculty-mentored and supervised research/creative projects with students, and to assist students in attending conferences to present their work.
- **A10. Enhance Evaluation of Teaching.** Identify options to digitize all student evaluations of teaching through a platform that combines quantitative and qualitative measures.

- **R3. International Experiences.** Sustain excellent study abroad and May Term opportunities, providing equitable access to more interested students in the College and Schools. Identify the best range of international program options, including options in the Schools, while at the same time identifying efficiencies and budget savings (example: University of Havana).
- **R4. International Community.** Develop our on-campus international community through outreach to visiting international scholars, provision of support services to international students, and enhancement of exchange opportunities created through programmatic, faculty development and curricular initiatives.
- **R7. Civic Engagement.** Increase funding to ensure sustained and excellent access for students who want to participate in community service learning and/or programming that civically engages students. Currently we have an award-winning community service learning program (CSL) in the College, excellent opportunities for study abroad in the College and School of Business, and at the department level, many opportunities for students to engage in clinical supervision, fieldwork, and community-research and creative work across the University. The College and School of Education recently explored a domestic exchange relationship with Tuskegee University, a historically - black university in Alabama, and opportunities for study abroad in the SOE are underway. Coordinating our efforts through improved partnerships with the student life division and academic affairs has started in spring 2017.

### III. Telling Our Story: Promoting Outcomes

Sustaining accomplished student and faculty achievements is not, however, unique to Redlands. Most of our competitors can point to similar successes for their students, and we can learn from those who provide effective reporting of their student outcomes. We know that we need to better communicate the value of Redlands, especially as we develop new pathways to promote.

Our effective storytelling depends on a simple commitment: regular and comprehensive reporting of the wide-ranging ways our current students and alumni validate their educational experience from foundational content and skills courses in a liberal arts curriculum; to research or application in more specialized majors and fields; to capstone integration in research, internships, teaching, clinical applications. We can improve the ways we tell these stories by: (1) improving our data standardization, collection and analysis to provide accurate information for all communication mediums; and (2) creating a warehouse

for qualitative and quantitative “pride points.” These assets can then be more easily accessed across the institution for example, in media outreach, the website and UR social media, admissions and recruitment promotional materials, newsletters, and the *Och Tamale*. We find that our best stories are often scattered across the University in de-centralized databases rather than centralized in a common asset warehouse. We are incorporating dashboard reporting for selected areas to facilitate ease of access and transparent communication. For example, web-based status reporting for North Star itself is now in its first iteration (see: <http://sites.redlands.edu/northstar>, which replaces the spreadsheet-style implementation tracker). The Provost Office will continue to provide detailed reports and maintain the web reporting format. Outcome measures for each North Star initiative are still in development throughout the spring of 2017.

In March of 2016 we launched a new University website to provide a dynamic and engaging tool designed specifically to enhance outreach to prospective students. Many sections were under-developed at the launch, and updates are on-going. We are now working to infuse the website with examples of student success outcomes of many kinds, particularly in the areas of academic accomplishments, student satisfaction, and professional and career development.

University Communications conducts monthly training for content editors (over 35 training sessions to-date for about 200 editors, over 100 of which have been active content editors in the last six months). Some content editors are simply more effective than others at developing an engaging marketing presence for the University. Also, programs sometimes lack coherence about the goals that should inform our communication. In 2017-18, the University Communications team plans to (1) complete a “user experience/user interface” audit of the site and make improvements based on findings, (2) take advantage of the system’s capability to serve more targeted and changing content, and (3) focus on adhering to national accessibility standards that are constantly evolving.

Early North Star initiatives address these challenges in several ways:

- Data collection and analysis: We have made significant progress in formalizing policy for data stewardship, in standardizing our data warehouses, in automating our reporting functions, and in training end users. With the addition of an Enterprise Data Analyst, our ITS department is gaining traction on its planned agenda for moving operations to an enterprise level of integration.

- We began systematic surveys of the first post-graduate “destinations” of alumni who were one-, five-, and ten-years out through a HEDS (Higher Education Data Sharing Consortium) survey in 2016. A survey inventory group has met throughout the formative months of North Star’s implementation to track all the potential surveys we conduct of students for assessment and promotion of our success.
- As part of the Business Education Working Group, faculty reviewed our website and identified confusing communications about program expectations and pathways for prospective students in both the College and School of Business. Our messages on business education throughout the University will be re-designed and clarified.
- Market research for enrollment is developed by several partners:
  - **Hardwick Day / Education Advisory Board (EAB)** are our partners on optimization of net tuition revenue for the College undergraduate population, and they've also done retention analysis for us. They work with more than 70 peer and near-peer institutions and can therefore provide some regional and national perspective with regard to enrollment and pricing trends.
  - **The Lawlor Group** partnered with University Communications and CAS Admissions on a new suite of recruitment publications with a theme of "Yours for the Making." Its intentional focus towards Generation Z is on outcomes of our students and alumni to support the value proposition.
  - **Traffik**. This partner develops lead generation for the graduate and professional schools.
  - **Ruffalo Noel Levitz**. We worked with Craig Engel, Executive VP of Consulting, who has a background in graduate and professional education/enrollment. The intent of this project was to understand how our structure and allocation of resources to support enrollment of students in the professional schools benchmarks against other institutions. Engel noted that our growth in graduate enrollments in both schools since 2010 actually exceed national trends. The growth in Education and Business graduate enrollments was a positive bucking of the national trend in that those two fields saw small declines over the same period, according to Engel.

Implementation of Craig's recommendations will occur in the coming months. Some of the recommendations include:

- Further optimization of the website.
  - Opening the pipeline of CAS business undergrads to SB grad programs
  - Proactive referral strategy to undergraduates, graduates and alumni.
  - Qualify and rate the inquiry pool to strengthen targeted outreach.
  - Enhance presence of outcomes and testimonials of our students and graduates.
- Evaluating learning outcomes and documenting student success is regularly reported on our web, in publications like the *Och Tamale*, the University website, the Facebook page, and in many other communication tools. The successful re-accreditation of the School of Music, or the winning season of an athletic team, or the latest Fulbright scholars is likely to be captured dynamically on a daily and weekly basis. We are evaluating ways to expand and enhance this outcome reporting.
  - The new brand awareness campaign will frame this effort at the broadest level beginning in spring 2017.

## **Conclusion:**

As this survey of our educational landscape indicates, we had best strategize our mission for the next five years through innovative pathways that will enable us to meet the unexpected challenges of a competitive and easily disrupted educational market. The details of our institutional plan are presented below in PART TWO.

## **PART TWO: The University of Redlands North Star 2020 Plan**

### **I. CHART-ing Our Course**

Through the North Star plan we strategize our mission for the next five years. North Star's priorities "**CHART**" an innovative future pathway for a more fully realized engagement and integration of liberal arts and sciences with professional/graduate education at the University of Redlands.

Determining who our students can and should be through achieving optimal size, thoughtful enrollment growth, and diversified degree pathways comes first. "Pathways" is a key concept in this plan; it variously describes the new, predictable, and measurable inter-connections, both externally from collaborating institutions to the University of Redlands, and internally between and among our schools, the college, and departments. Pathways defines us as a "*uni*-versity" and helps us differentiate ourselves from competitors. Predictable and well-defined requirements and options assures students that a liberal arts foundation will inform a strong career or professional future. Predictable pathways guarantee undergraduate degrees completed in four years, as well as selected graduate degrees within 5-6 years. Graduate and professional students will appreciate preparation for a successful transition into career and professional lives. High Schools and community colleges with whom we partner will provide additional marketing and promotion of our agreements and pathways. **Creating** distinguished and distinguishing pathways assures Redlands' educational promise.

Equally important, we will **Heighten** student achievement and academic success. No student completes their pathway alone; thus we will **Advance** an aspirational institutional culture of teaching, research and professional development for faculty, staff, and administrators. And finally, here on our campus and in our city where pathways often converge, **Redlands** anchors our community of lifelong learning with our neighbors, our alumni, and our collaborative partners.

At every point in our journey, we aspire that resourceful leadership and an adaptive organizational culture will inform proactive **Transparent** communication — storytelling and news updates that accentuate our process and **Track** implementation of North Star. This will ensure that we rejuvenate our mission, and, at the same time, find new and diversified revenue to achieve the goal President Kuncl envisions for us as a "University on the move."

## II. A Bold Course for an Innovative Future

How will our future differ from the present at the University of Redlands? North Star 2020 answers this question by describing converging paths that will guide our journey as a collaborative, integrative university.

Long before maps drawn on parchment or tanned animal skins charted secure travel routes, travelers trusted ever bright Polaris to help them stay on course, especially in troubled waters or uncertain territory. Consider the example of abolitionist Harriet Tubman, who trusted the North Star while leading slaves to freedom against unfavorable odds. Our circumstances are less daunting, but the terrain of higher education is also difficult to navigate. Engaged liberal arts and sciences education remains central to our mission as a university, and we promise to deliver an education that will serve as a North Star for the lifetime of our learners. Our students — past, present, and future graduates — deserve a trustworthy pathway we will blaze in the next five years; our institution's health depends on it.

We set our first goal by focusing on our highest priority — delivering quality education to our students. Our mission determines this overarching pathway, our highest road, as captured in our mission statement:

*"The University of Redlands is a private, independent liberal arts university committed to providing a personalized education that frees students to make enlightened choices. Redlands emphasizes academic rigor, curricular diversity and innovative teaching. Redlands fosters a community of scholars and encourages a pluralistic notion of values by challenging assumptions and stereotypes in both classes and activities. A Redlands education goes beyond training to embrace a reflective understanding of our world; it proceeds from information to insight, from knowledge to meaning.*

*Welcoming intellectually curious students of diverse religious, ethnic, national and socioeconomic backgrounds, the University seeks to develop responsible citizenship as part of a complete education. Redlands encourages a community atmosphere with exceptional opportunity for student leadership and interaction. For working adults, the University offers innovative academic programs at convenient locations and times.*

*Redlands blends liberal arts and professional programs, applied and theoretical study, traditional majors and self-designed contracts for graduation. Small classes enable each student to participate in class discussion, to work closely with professors, and to receive extensive individual attention. Redlands remains sensitive to contemporary trends in society and challenges students to commit themselves to a lifetime of learning."*

Universities are always a crossroads for individual and collective learning journeys – a pathway writ large. Redlands is no different. North Star emphasizes particular paths as strategic directions elaborated throughout this document. We have a clear chart to aid our navigation. Determining who our students can and should be through achieving optimal size and diversified degree pathways comes first. **Creating** distinguished and distinctive pathways assures Redlands' educational promise. Equally important, we will **Heighten** student achievement and academic success. No student completes their pathway alone; thus we will **Advance** an aspirational institutional culture of teaching, research and professional development for faculty, staff, and administrators. And finally, here on our campus and in our city where pathways often converge, **Redlands** anchors our community of lifelong learning with our neighbors, our alumni, and our collaborative partners. At every point in our journey, we aspire that resourceful leadership and an adaptive organizational culture will inform proactive **Tracking** of implementation to ensure that we find new and diversified revenue to achieve the goal President Kuncl envisions for us as a "University on the move."

Let's imagine just one student on this pathway with us who arrives at the University in 2020. She is a new graduate student who steps off an ultramodern, streamlined train onto the new "University Village" platform. She will cross through an inviting plaza to the north campus for her courses, encountering undergraduate students from the historic residential quad bicycling or walking through campus and on the new Orange Blossom and Zanja trails. When courses are over for the day, our new arrival will return south to townhouse-style apartments at the Village. Residences and apartments for young professionals, alumni, senior retirees and the general public encompass a lively plaza and green space dotted with amenities for our University and its town: a hotel-conference center, a coffee shop, a pub and restaurants, a significant college bookstore, a meditation-yoga studio, and a hub for neighborhood shopping, recreation, and services. Members of the general public, as well as our students and alumni, attend performances at the Glenn Wallach's and Frederick Lowe theaters, and observe Redlands faculty and student artists working at sculpture, ceramics,

and glass arts in an outdoor courtyard adjacent to the Ann Peppers Art Center overlooking green spaces and a lake.

The transit-oriented community envisioned in this vignette will be connected via Metrolink and Amtrak to all of Southern California and beyond. Our University Village will become an inviting portal for students who are ready to explore the rich possibilities of a Redlands education in the near and enduring future. This vision is not entirely new; Redlands has opened gateways for students for more than a century. We provide a quality private education grounded in a dynamic liberal arts and sciences living-learning community. New arrivals in 2020 will find a more diverse campus community designed to support undergraduate, graduate and professional students who productively negotiate the tensions generated by education for both “the heart and mind.” The creation of a new south campus gateway by 2020 — literally and symbolically — provides us with a goal to effectively plan and deliver enhancements to Redlands’ personally-scaled education for years to come.<sup>19</sup>

Our plan anticipates a variety of paths because one student’s experience will not be everyone’s. Different learners need different skills and knowledge at varied times in their lives; our education is not one-size-fits-all. Increasing diversity and inclusion at Redlands is our prime meridian throughout North Star. But we also know that some aspects of a Redlands education should remain universal to our learners. We are a liberal arts university. We are small enough to deliver and wise enough to care. The students of 2020 will not only benefit from this legacy of a dynamic liberal arts education focused on personalized education — they will travel the pathway for a successful future that we envision and make possible now. As a university “becoming the University we want to be,” to quote President Kuncl, we need clear institutional coordinates to set an innovative future course together.

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<sup>19</sup> Larry Burgess, *With Unbounded Confidence: A History of the University of Redlands*, (Redlands: 2006), p. 16. The 1907 mission stated:

*“The University aims to mould the mind and the heart so than in the conflict of life, keenness and conscience shall go forth together. It seeks to impress its pupils with the idea that making men is more important than making money; that it is better to live a life than to make a living.”*

### III. Collaborative Pathways



#### Create Distinguishing Pathways

##### **Achieve Enrollment Growth, Determine Optimal Size, and Designate Diversified Degree Pathways**

Liberal arts and sciences learning is remade in each generation, nationally and at our campus. Consequently, strategic plans both build on the strengths of the present and foster innovation for the future. The Bulldogs and Buffaloes for Life who arrive in 2020 will benefit from the engaged (even futuristic) liberal arts pathways we enhance and create over the next five years. We cannot afford to be complacent, given the rapidly changing landscape of higher education, especially for private universities like ours; we cannot imagine the liberal arts “majors” of 2030 and beyond, nor the careers not yet invented. But as experienced pioneers in diversified liberal arts learning, the University can point to solid evidence of evolutionary and adaptive strengths.

The historical core of the University, the College of Arts and Sciences (CAS, or the College), was founded in 1907 and emerged alongside the School of Music (SOM, 1911) and the School of Education (SOE, 1924) over the last century. We successfully evolved to embrace both traditional and cutting-edge disciplines in our curriculum, attracting dedicated scholar-teachers who endorse our mission, and especially in recent years, expanding the diversity of access for undergraduate, graduate, and professional students. Johnston College and Whitehead College, established in 1969 and 1976 respectively, broadened the University mission to include innovative experiential learning and access to higher education advancement for working adults. Justifiably proud of our past leadership offering responsive educational pathways for interdisciplinary education for the 20<sup>th</sup> century, we established a university where “curiosity meets inspiration.” Redlands will provide clear pathways that build on this strength for the 21<sup>st</sup>.

Our current experience is instructive but may not capture all of the students who we hope to recruit in the future. As of fall 2016, setting reliable enrollment goals that are effectively coordinated with our academic mission remains a challenge in both CAS and the School of Business (SB). This is both a result of competition with one of the world’s largest university systems in the state of California, and of the perceived commoditization of

American higher education. Our students range from traditional-aged undergraduates to masters-level graduate and professional students who are advancing their career and professional training in business, education, communicative disorders, geographic information systems, and music. Some students are military veterans making good on the nation's promise to reward military service through education grants.<sup>20</sup> Others study at the workplace, for example, the Jet Propulsion Laboratory in Pasadena. No single pathway is sufficient to achieve our goal to deliver quality liberal arts education; thus, we will improve and greatly expand our current options.

### **The "Pathways Proposition"**

Undergraduate students in the College and in the SB are increasingly diverse in background, in socio-economic opportunity, in educational preparation, in learning needs, and in their college expectations. Students in the College and Schools will likely continue to be from racially and ethnically diverse backgrounds, and they may be first-generation learners in their families. While the College will continue increasingly to recruit nationally and internationally, we expect many of our undergraduate students to come from our region. The percentage of traditional-aged students interested in private liberal arts colleges has always been the small minority and is declining nationwide, although in our region the number of college-ready high school graduates is projected to remain steady. While the number of prospective students remains stable, an increasing proportion will struggle to afford the full cost of tuition. For this reason, out-of-state colleges have increased their recruiting in California. And, as California recovers economically, we face renewed competition from California's public institutions. We know that the middle class must pay a greater proportion of their income to access higher education — many students and families voice skepticism about debt incurred for educational degrees — thus they have greater expectations about the *value* of a college education for their children. These dynamics are not likely to change soon.<sup>21</sup>

Our graduate, professional and adult students are also exceptionally diverse in age, background, and educational preparation. Evidence suggests that the labor market

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<sup>20</sup> In fall 2016, 15% of our students are active duty or military veterans.

<sup>21</sup> Jon McGee, *Breakpoint: The Changing Marketplace for Higher Education*, (Baltimore: Johns Hopkins University Press, 2015).

increasingly requires advanced degrees for professional advancement, and thus graduate, professional and adult education is our most probable growth area for student enrollment. Meeting the learning needs of these students requires new teaching and instruction approaches, including those enhanced through digital, hybrid and on-line learning. It is imperative that we sustain and increase the optimal combination of undergraduate and graduate school degree programs, both to support our own students' futures and to improve reliable revenue streams for the University.

As a tuition-dependent, comprehensive master's university, we also know that affordable access is crucially important to our students, including international students. Preferred pathways will evolve with local Southern California educational, non-profit and business leaders. We will provide a range of options such as:

- Guaranteed undergraduate degree completion in four years or less;
- Strong residential options for traditional-aged students;
- Options for graduate students to choose housing on or near campus;
- Preferred access for students from local community colleges (e.g. Crafton Hills and Riverside community colleges) and other regional partners, including school districts (we begin with Chaffey and Redlands Unified school districts);
- Bachelor of arts and bachelor of science pathways that will simplify access to our own professional degrees in education, music, spatial studies, and business for qualified applicants from CAS;
- Degree completion, college preparation and work readiness courses through the School of Continuing Studies that will stream students into the SB; and
- Late career educational programs for retirees and others seeking educational or cultural enrichment.

Students attending courses at any campus will have improved "one-stop" access to obtain business and financial aid information and support (including digital access), to Armacost library's services, to academic and personal support services, to instructional technology support, and to professional development and career services. Pathways to professional development and successful lifelong careers will be central to our sustained support from admission to alumni status.

### **Priority Objectives for Creating Distinguishing Pathways**

1. **Optimal Size.** Within the first year of North Star, determine optimal enrollment growth, size, and configuration of undergraduate and graduate enrollments. Do we grow undergraduate enrollment, remain at a steady state, or reduce capacity? How do we maximize our access to and integration with master's programs? Under the stewardship of the Provost and Vice President for Enrollment, an "optimal enrollment and size working group" will launch in fall 2016, and engage administrative and faculty leaders. This working group will practice congruent execution of its charge with existing planning committees that currently manage or govern the following: enrollment and marketing; retention and student success; regional campuses; campus master planning; and curricular or program planning.
2. **Redlands Promise.** Move forward expeditiously in fall 2016 to offer a "Redlands Promise" guaranteeing four-year completion of BA and BS degree programs for qualifying CAS undergraduates by fall 2017.
3. **On-line Programs.** Offer our first two on-line degree programs in the SB and SOE by fall 2017.
4. **Preferred Pathways.** Develop preferred pathways with specific memoranda of understanding for Crafton Hills Community College transfer students, as well as local high schools, for example, the Redlands Unified School District and Chaffey School District. Extend success in transfers to the Crafton Hills Community College, the College of the Desert, Riverside City College, and Moreno Valley Community College. These "transfers" should be seen as "guaranteed" admissions if certain standards are met.
5. **Enhancing Access.** Continue to ensure access to a Redlands education in the College through funding scholarships as identified in the comprehensive campaign target. Additional scholarship aid, which serves as tuition discounting and graduate student support, will continue to evolve for graduate and professional programs, too.
6. **Internal Pathways.** Establishing a selection of internal pathways will advantage qualified undergraduate students who want to continue into our graduate and professional programs, and potentially distinguish Redlands from competitors. All credential and master's level offerings in the School of Education and the School of Music (SOM) already offer pathways to qualified CAS undergraduates. Additional pathways under development include those that are 5-year integrated routes to the master of science in geographic information systems (MSGIS) and master's in geographic information systems (MGIS) degrees; a sustainable/"green" master of

business administration (MBA) currently in development with the Environmental Studies (EVST) program and the SB; an arts management MBA; and the master of science in information technology (MSIT) program in the SB.

7. **Student Recruiting.** Recruit the best-qualified undergraduate and graduate students for the University and ensure we are prepared to support the students we want to attract. Working with the deans and the University Council on Inclusiveness and Community, we will actively seek students who are from under-represented groups.
8. **International Recruiting.** We will use the 2014 goals for CAS international recruitment that were set in the 2014 Council on Comprehensive Internationalization, which modeled growth in new international student enrollment from 3% to 5.3% between 2016 and 2019. The short-term international student target for the School of Business programs is 5%. Expand pathways like the Middlebury Institute of International Studies ESL programs that prepare international students to be successful at Redlands.



### **Heighten Student Achievement and Success**

The commitment to access and affordability affirmed in our first pathway rings hollow unless we remain determined to motivate and help students to achieve their highest goals. Thus, we will improve our efforts in several areas. We will appropriately scale our instruction for personalized learning; assess learning outcomes; effectively advise, mentor and coach students; and ensure support structures that foster student success.

We will place increased emphasis on faculty mentorship of students as they learn to engage in “unscripted” problems that require thoughtful engagement with research, creative work or portfolios, experiential learning, fieldwork, clinical experiences, service and consultative learning, and application of theoretical knowledge to applied problem-solving. Helping students apply liberal arts learning in experiential and applied contexts is a strength at the University — one we should continue.

While every learning opportunity at Redlands is not shaped by all these characteristics, all undergraduate, graduate and professional students participate in capstones that should provide at least one of these opportunities, many of which are considered “high impact”

practices. Rigorous and high-impact learning<sup>22</sup> sets ambitious expectations for students, engages them in meaningful problem-solving, provides opportunities to reflect on learning, and often requires encounters with a diverse learning environment. Specific examples of these curricular and co-curricular advantages at Redlands include instructional and mentoring opportunities provided in the College and Schools:

- First-Year Seminars and Experiences;
- Common Intellectual Experiences;
- Learning Communities;
- Writing-Intensive Courses;
- Collaborative Assignments and Projects;
- Faculty-Mentored Student Research;
- Diversity and Global Learning;
- Service Learning;
- Community-Based Learning, Internships, Consultancies, and Fieldwork; and
- Capstone Courses and Projects.

Identifying, exploring, and solving problems as a learning process is a signature advantage of a liberal arts university. When we do this well, students find satisfaction in mastering new accomplishments. Successful internships help students gain professional expertise and experience. Graduate students who participate in client-generated projects advance their expertise and career goals. All students develop a greater capacity to contribute to their communities and civic life. Examples include:

- Organic chemistry students use research-quality instrumentation to deduce the structure of many of the compounds they synthesize, gaining experience in the collection and analysis of group data to construct models that highlight important organic chemistry concepts. These practical applications of knowledge and skills in the laboratory prepare our students for successful post-graduate education or work;
- Graduate students in the Masters in Science Geographic Information Systems (MSGIS) program each complete a Major Individual Project (MIP) with a client who

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<sup>22</sup> High impact educational practices are often identified, following the models recommended by the American Association of Colleges and Universities' Liberal Education and America's Promise (LEAP) initiative ( <https://www.aacu.org/leap> ).

- could not otherwise pursue innovation in GIS. Our graduate students gain practical experience, often while volunteering hundreds of hours of community service; and
- Selected undergraduate and graduate students in the SB, via a partnership with Leeds Beckett University in the UK, have a unique option for completing their capstone requirement and applying the knowledge they have gained by participating in a global consultancy with a British firm.

Multi-disciplinary and cross-disciplinary programs currently provide an integrative curricular framework for many of our programs. These trends will surely continue, as evidenced in attractive programs such as Race and Ethnic Studies, Environmental Studies, Media & Visual Culture Studies, Public Policy, and the new undergraduate major track, Theater and Business. We know that approximately 200 CAS students take courses in the SOE each year (in fact, 25% of the SOE's total headcount). In the next five years, we will appropriately evaluate and restructure curricula to maximize multi-disciplinary qualities. This can be realized by an efficient, guaranteed, 5-year track that includes the BA, a teaching credential, and an M. Ed – which will increase enrollment. As noted earlier, we are actively exploring multi-disciplinary pathways from CAS into the SB with the existing Masters in Information Technology (MSIT) program and a proposed Environmental Studies (EVST)-Green Business MBA.

We will more effectively tell the stories of our students' successes. Publications, website feature stories, and on-campus recognition events need coordination by the deans and Provost to highlight accomplishments in the College and Schools. Examples of these stories include achieving competitive scholarships, outstanding performance by scholar-athletes, presentations of honors projects, participation in conferences and symposia, Science Center and MSGIS poster sessions, student recitals, art shows, and performances, and selection to externally funded merit-based scholarships, leadership societies, fellowships, and grants, such as the Fulbright, Marshall, Gilman, or Rhodes. But these stories must also tell of the key outcomes – jobs, graduate school accomplishments, publications, awards, entrepreneurship, and satisfaction. The most recent alumni survey, through the Higher Education Data Sharing (HEDS) Consortium in 2016, showed impressive results we must trumpet. Over 90% of graduates felt their Redlands education prepared them for their current career; 95% reported being employed, attending graduate school, or volunteering/national service; over 96% felt their education prepared them for graduate school; and 92% reported an overall satisfaction rate with their Redlands experience.

### **Priority Objectives for Heightening Student Achievement and Success**

1. **General Education.** Implement general education reform in the College, led by a Director of Curriculum appointed in January 2017.
2. **Professional Development.** Grow career and professional development opportunities for all students in all schools.
3. **Learning Commons.** Identify a centralized location for combined undergraduate and graduate student academic and support services, coordinated as a campus Learning Commons. The proximity of Armacost Library to existing student success centers for professional development, academic support services, counseling and technology support, volunteer services, and the student life offices located in the Hunsaker Center illustrates that we are well on our way to identifying a common location to achieve this vision. The Armacost librarians and staff have begun planning for a Learning Commons over the last year. Expanding the vision for and participation in this initiative should start in fall 2016.
4. **Student Success.** Using data to confirm student attitudes and behavior about their learning experience at Redlands, determine the most important areas of support for students to achieve educational satisfaction and timely degree completion. Incorporate regular alumni surveys into the data analytics used, beginning with the spring 2016 HEDS survey.
5. **Accreditation Actions.** Complete the WASC Senior College and University Commission Interim Report due April 2017. The University needs to demonstrate progress towards a comprehensive assessment plan, a description of progress in reducing operational deficits while building of reserves, and a report on the shared governance system.
6. **Business Education.** Beginning with a Business Education Summit in fall 2016 and the School of Business Dean's search, envision and achieve a quality mission and integrated paths for business education of all sorts (including degree completion) that are well-coordinated between CAS, the SB, and the School for Continuing Studies (SCS).
7. **Update SOE Curriculum.** Implement significant curriculum updates across all nine programs in the SOE, reflecting emerging professional learning and accreditation needs, and fully realizing the rigor of a Graduate School of Education.
8. **Student Support.** Increase funding to support faculty-mentored student research and creative projects beyond the sciences in the College of Arts and Sciences,

including faculty and student co-publication. Establish university-wide funding for student conference participation.



## **Advance Professional Development**

### **Our Aspirational Culture of Enhancing Teaching, Research, and Professional Development for Faculty, Staff and Administrators**

Quality liberal arts learning fundamentally depends on effective scholar-teachers at Redlands who offer undergraduate and graduate coursework and steward learning. Research, creative work and teaching are synergistic experiences at liberal arts universities, reflected in the evaluation and reward structure of our *Faculty Handbook*. Undoubtedly, faculty will continue to develop excellent liberal arts education through curriculum revision informed by new knowledge and improved teaching practices over the next five years. Faculty development supports teaching and scholarship across the College and Schools. We will increase that funding, including sponsored research opportunities, to sustain and grow professional development opportunities such as Hunsaker Teaching programs, Multidisciplinary Seminars, grants from the Center for Spatial Studies, Emerging Technologies Workshops, Faculty Fellow Awards, annual Innovation Grants, and the Hall Network for Innovative Public Policy Grants.

In its standards for review and tenure, the *Faculty Handbook* codifies four kinds of scholarship that inform faculty development at Redlands: the scholarships of discovery, integration, application, and teaching. These scholarship types, based on the influential work of Ernest Boyer in *Scholarship Reconsidered*<sup>23</sup>, have shaped our understanding of scholar-teacher roles for several decades. Faculty decide how to balance their teaching, research/creative work, and University service in accordance with the *Faculty Handbook*. Recently, individual faculty, the Faculty Review Committee, and academic administrators expressed concerns about the clarity and equity of our peer review of these four types of scholarship. The Faculty Review Committees also noted policies or practices that would benefit from updating, discussing, and reviewing; for example, faculty “profiles” called for by

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<sup>23</sup> Ernest Boyer, *Scholarship Reconsidered: Priorities of the Professoriate*, (Carnegie Foundation, 1990).

the Faculty Handbook, which have never been fully implemented. We should also consider options for improving and digitizing all student evaluations of teaching. Addressing these concerns is an appropriate goal for shared governance in the coming five years.

Just as we have asked the question, who will our students likely be in 2020, we need to ask, who will our faculty likely be? Prioritizing optimal size planning for the next five years will enable us to better anticipate the optimal size and distribution of faculty resources, including replacements of retiring faculty. In fall 2015, a majority of the 213 University of Redlands full-time faculty held the tenured ranks of Full Professor and Associate Professor, at 53% and 26% respectively. Assistant Professors account for 4%, Artist Professors for 2%, Clinical Professors for 1%, Lecturers for 5%, and Visitor Professors for 9%. Senior faculty aged 60 and over represented 36% of full-time faculty. Much like the rest of higher education, our faculty workforce is “grayer than it was a generation ago,” to quote Vimal Patel of the *Chronicle of Higher Education*.

In terms of ethnic diversity, 81% of full-time faculty report their ethnicity as White, 11% as Asian/Pacific Islander, 2% as Hispanic, 2% as Black, 1% as American Indian/Alaska Native, and 3% unspecified. Because of a variety of converging circumstances and academic management, new hires in 2016-2018 will bring approximately 20 new full-time colleagues to the University, which will improve the demographic range and diversity of the faculty. It is unlikely that we can regularly hire full-time faculty at this rate, however. Planning for faculty resources needs to address flexible ways to recruit, retain and support faculty throughout their careers. Given the dynamic nature of knowledge production, we also need to grow our support for existing faculty to retool their teaching and remain active in their disciplines. Recruiting and retaining a more diverse faculty is a widely-shared goal. It is our priority for future hires. With new – and coordinated – hiring guidelines issued in fall 2016, the deans have focused a renewed commitment to hire a more diverse faculty. Similarly, we want to respond humanely to the varied professional paths faculty choose as they approach retirement age. Development of flexible, phased-retirement options is also a high priority.

Effective staffing has depended on both tenure track and contingent faculty at Redlands.<sup>24</sup> Our planning aims to reduce dependency on contingent faculty, acknowledging a variable need to hire adjuncts to cover sabbaticals, when short-term enrollment trends indicate that staffing will not be aligned with teaching needs, or when we need to employ those who voluntarily seek part-time teaching (e.g., for specific assignments in the SOM and SB).

Faculty are not alone in the endeavor of professional development. Collaborating with staff and administrators, we are at our best when we foster collective institutional innovation. The University of Redlands Staff and Administrator Association (URSAA) enthusiastically contributed to the North Star planning process. Over the next five years we will regularize opportunities like the development conference URSAA organized in 2016, and increase professional development funding and support for staff and administrators.

### **Priority Objectives for Advancing Professional Development**

1. **Provost Task Force.** Establish a Provost Task Force on scholar-teachers to identify enhanced sources of support for faculty development. Following the fall Faculty Retreat, work with faculty leadership, especially the Faculty Review Committee, the Personnel Policies Committee, and the Senate to evaluate concerns about standards and practices for promotion and tenure.
2. **Hiring Targets.** Research appropriate and affordable faculty-student ratios in the Optimal Size Working Group to determine annual hiring targets for full-time faculty. Working with the Provost, deans, the Department of Human Resources, search committees and the University Council on Inclusiveness and Community (UCIC), recruit a greater percentage of faculty and staff from under-represented groups in the United States and internationally.
3. **Sustain Innovation.** Following assessment of its pilot year, if warranted, regularize Innovation Grants. All employees are eligible to apply for these grants.

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<sup>24</sup> For the purpose of this report, we use the definition for contingent faculty provided in the Council of Independent Colleges (CIC) report, "Changes in Faculty Compensation at Independent Colleges," June 2016: page 9. Contingent faculty are defined as those who are course-contract faculty holding neither full-time tenure track, multi-term, or full-time annual contracts.

4. **Contingent Faculty.** Reduce over-reliance on contingency faculty, especially in the SB. Improve compensation, orientation, professional support and community/shared governance inclusion for contingent faculty.
5. **Compensation.** Continue our progress toward more competitive faculty/staff salaries.
6. **Endowed Chairs and Faculty Development.** Achieve the campaign goal of additional endowed chairs and/or visiting fellows. Whenever possible, define these chairs to attract more faculty from under-represented groups in the United States and international scholars. Grow funded opportunities for faculty research and development.
7. **Retirement Options.** Determine the feasibility of early and/or phased retirement incentives for faculty and staff, including the option of sabbaticals for faculty nearing the term of retirement.
8. **Teaching and Learning Center.** Create a Center for Teaching and Learning that integrates academic leadership resources in the SOE with the programs sponsored by the Hunsaker Teaching Chair, as well as many other successful initiatives that foster excellent teaching and learning.
9. **Faculty-Student Research.** Establish greater University-wide funds to support faculty-mentored and supervised research/creative projects with students, and to assist students in attending conferences to present their work.
10. **Enhance Evaluation of Teaching.** Identify options to improve and digitize all student evaluations of teaching through a platform that combines quantitative and qualitative measures.



## **Redlands Anchors Learning Communities**

### **Leading Community Engagement**

Since its founding in 1907, the University of Redlands has provided exemplary educational leadership grounded in spiritual and civic values. As Southern California has changed, the trails and trains that first brought settlers and tourists to this “orange capital” built on the lands of native peoples have been replaced by highways and a global network of information and commerce. Our converging paths have a central location at a home campus of remarkable beauty – one at the heart of a city and region undergoing significant economic, social, and environmental change. The arrival of passenger rail transportation at

the south side of campus in 3-4 years will make the campus physically accessible to all of Southern California in new ways, highlighting our role as an anchor institution for our region.

Today, commercial development, transportation and logistics, international GIS information technology (Esri), and educational and health services shape much of the social and economic landscape. We are engaged in conceptual planning for a University Village that will be anchored by the terminus rail station of the Redlands Passenger Rail Project – approved, funded, and due to be constructed by 2019-2020. A core objective in developing a new transit-oriented village is to convert our vacant south campus land into a revenue-generating asset independent of, but complementary to, our tuition-based revenue stream. This economic development will directly and indirectly benefit our greater “town and gown” local community.

In both economic and cultural terms, we believe our leadership as an influential educational and civic institution can retain the advantages and personalized scale of a village, even as we provide access to and from the global world beyond our campus. Broadly speaking, Redlands students, faculty, staff and administrators advocate the importance of a community “looking outwards,” to cite a thematic focus from the 2011-13 WASC Reaccreditation Report. Our students are regularly involved in immersive or applied learning opportunities that demonstrate and reinforce the power of engaged liberal arts. Students in the College and Schools provide skills to address regional, national, and sometimes global “unscripted problems.” The importance of strengthening learning communities and expanding resources for students to learn in off-campus “away settings” – from internships, to field work, to study abroad – enhances our opportunities for more students to learn in and out of the traditional classroom. As a result, students have been among the most enthusiastic supporters of the Rail to Redlands initiatives.

We are exploring the potential for private-private partnership funding (private investors and a developer, with the U of R as the land holder) of the Village, and public-private partnership funding of public amenities adjacent to the rail station is already underway [SANBAG has just received an \$8.7m federal Tiger grant and a \$9.2m state Transit and Intercity Capital Program (TIRCP) grant]. But this is only one site in which community-engaged learning will take place at Redlands. We have existing facilities from residence halls to athletic fields, and from academic buildings to regional campuses that demand our

planning attention for both physical and programmatic prioritization.<sup>25</sup> Coordinating effective master planning began with the Board of Trustees Campus Planning Committee and the South Campus/University Village Working Group in 2016, and will continue as we address capital needs, deferred maintenance, and aspirations for new facilities.

The Village leads by its example. Any university – and certainly the University of Redlands – should be poised to lead productive change in local, national, and global communities by sharing the ideas that are explored on its campus. To this end, we will determine funding and improve our communications to promote University forums, convocations, lecture series, symposia, and events that enhance civic education. We will use vehicles like the University Distinguished Fellows Program (UDF) to bring public intellectuals to campus, thus enhancing regional and national presence as a University on the move.

### **Priority Objectives for Redlands Anchoring Learning Communities**

1. **Rail Station Planning.** Prepare for the arrival of the passenger rail station through proactive and transparent planning.
2. **Coordinated Planning.** Continue coordination of master campus facilities planning by the on-campus, multi-disciplinary Facilities Project Review Panel. Strengthen our capital and ITS planning processes. High priority initiatives to support the living-learning mission of the University include, but are not restricted to the following: residence hall upgrades; strategic evaluation of regional campus locations; arts facilities upgrades; renovation of Armacost Library building areas as a Learning Commons with co-located support services for all students; and an appropriate location and space for the School of Education.
3. **International Experiences.** Sustain excellent study abroad and May Term opportunities, providing greater and equitable access to interested students in the College and Schools. Equitable access for all interested students has been the focus of recent planning and we will continue to make this goal a priority.
4. **International Community.** Develop our on-campus international community through outreach to visiting international scholars, provision of support services to international students, and enhancement of exchange opportunities created through programmatic, faculty development and curricular initiatives.

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<sup>25</sup> The Board of Trustees reviewed and approved our current Campus Master Plan and TOD Concept as prepared by ZGF in 2012.

5. **Spatial Studies.** Continue to emphasize the distinctive qualities of spatial studies across the curriculum at Redlands. Promote and support collaboration with the GIS and spatial studies programs by all affiliate academic programs in their curricular content or methodological approaches. Employ GIS as a decision-support platform for internal operations and planning.
6. **Humanities.** Determine a future direction for humanities at Redlands as “engaged liberal arts.” Identify optimal spaces for new initiatives in the humanities, including digital humanities.
7. **Civic Engagement.** Increase funding to ensure enhanced access for students who want to participate in community service learning and/or programming that civically engages students. Redlands passenger rail service should enlarge the learning “laboratory” to all of Southern California.
8. **Community Leadership.** Advance initiatives that positively promote the University’s community leadership in public policy, education, culture, and the arts (for example: the Frederick Lowe Symposium in American Music, the University Distinguished Fellows program, the School of Education’s Educational Justice Symposium, the Banta Center, Charlotte S. Huck Children’s Literature Festival, the Institute for Spatial and Economic Analysis, the Center for Business GIS and Spatial Analysis, and the Ken and Lynn Hall Network for Innovation in Public Policy). Opportunities such as these enable us to enliven our campus conversation and expand awareness of Redlands’ leadership.

The new student whom we imagined in our introduction to North Star will look locally, towards campus, and also outwards to the surrounding region. Universities at their best are not isolated enclaves, but rather intentionally inclusive crossroads of knowledge and experiences, where our intellectual compass is regional, national and global in its reach. Redlands educational journeys will launch from a learning gateway — a village located at a global crossroads – through which students will direct their curiosity to find and fuel inspiration.

## **T** Transparently Tracking Implementation

### **Resourceful Leadership and an Adaptive Organizational Culture**

At the onset of the North Star planning process, the Cabinet debated the challenges facing tuition-dependent universities like ours. We studied various formats used in strategic planning, many of which impose standardized templates from business and military enterprises through a top-down process of imposition rather than a transparent collaborative process. We resolved to avoid the pitfalls of these models and jettisoned the assumption that there is a “Redlands Way” that we must preserve and protect at all costs. We seek optimal ways for the Redlands liberal arts tradition to sustain our best practices and risk new ones. In short, we want to make a difference through doing, not merely talking.

Consequently, North Star is not a lengthy document that devolves into a long iteration of annual operational goals. Instead, we’ve focused on a relatively short guide directing the best course for the next five years. Goals set in the Schools, College, and across administrative units at the University should be informed by North Star priorities.<sup>26</sup>

### **Institutional Planning**

Current institutional planning processes remain the foundation of North Star work:

- Financial health and stability is the foundation of our successful North Star journey. We seek ever better operational excellence through financial planning, for example, our implementation of a two-year budget cycle, a capital plan and budget, and a campaign plan.

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<sup>26</sup> The North Star planning process started in summer 2015 as a Provost-led Cabinet initiative. Cabinet members reviewed all previous campus-wide vision statements and planning documents produced since the 2008 Strategic Planning Framework, the annual University Strategic Framework and Operational Planning Documents from 2010-2015; Vision 2030 created with multiple stakeholders in 2013; President Kuncl’s inauguration address; the 2014 State of the University presentation; departmental self-studies and program reviews; and the WASC institutional reports. Planning was extensive and consultative. Following invitations for comment and participation, shared governance committees, faculty, the AAUP, trustees and University-wide focus groups responded to the invitation to comment on the first two iterations.

- We must maintain regular and transparent communication and reporting by councils and committees tasked with initiatives, such as those on internationalization, digital and on-line learning, the University Council on Inclusiveness and Community, assessment, program review, WASC re-accreditation, and the North Star Implementation Committee.
- North Star has evolved alongside campaign fundraising priorities for the University of Redlands, and this congruence continues.
- Campus master planning for existing and future facilities is both informed by North Star priorities and at the same time, will set criteria for prioritization.
- Data governance and stewardship improvements consistently inform North Star planning. Establishment of *I-Q Smart: The University of Redlands Knowledge Management Guide* in fall 2015 laid the foundation for common data protocols to ensure effective evidence-based decision-making at Redlands. A Decision Support Summit in fall 2016 will further specify goals to support North Star over the next five years.

### **Tracking Process**

Effective planning requires vigilant coordination and accountability to meet prioritized objectives. In fall 2016, the Provost's Office will convene a North Star Steering Committee charged to coordinate planning with the Cabinet and shared governance, in particular, the Committee on Academic Planning and Standards (CAPS). Membership on the Steering committee will include faculty, student, administrator, and staff representatives. The Director of Planning, Decision Support and Special Projects, Jordan Henk, will assist the Steering Committee and any other campus group engaged in North Star initiatives to track the status of our pathways through a North Star Dashboard.

The Steering Committee's first task, to be completed by February 2017, will be to refine the content of an implementation tracking platform that defines the priority, timeline, operational and/or endowment cost, and assigned leadership for **each** initiative associated with the North Star paths. To support this, a web-based status reporting for North Star is now in its first iteration (see: <http://sites.redlands.edu/northstar>). We will track implementation and report on progress relative to metrics of expected performance for each initiative. Following the timeline, the Steering Committee will then provide quarterly updates for each priority in North Star through written and web-based communication to trustees, alumni, the President's Cabinet, faculty, employees, students/parents, and the

campus community generally. In addition to this narrative, a one-page strategic plan that visualizes and iterates North Star goals will be provided to every employee and trustee to help inform decision-making.

North Star is of little use if it simply sits on a shelf. That's why integrated, consultative, and iterative planning is compelling in university cultures. We assume that some flexible adaptation will be required to stay our course, but we should, as a community, be able to adjust to challenges, mark achievements and account for changes we will make to the plan.

## **APPENDIX A: Memorandum on Current CAS Retention Efforts**

**Date:** 2/3/2017  
**To:** Kathy Ogren  
**From:** Kendrick Brown, Sawa Kurotani, and Bethann Corey, on behalf of CAS Dean's Office and CAS Retention and Graduation Working Group  
**RE:** Briefing on Current CAS Retention Effort

### **1. CAS Retention Goals**

In fall 2016 our retention rate dropped to 81.9%, and the institutional goal of 85% retention was communicated to the Working Group. In January, 2017, CAS Dean Kendrick Brown visited the Working Group and shared the insights he gained from the Hardwick Day analysis. He, then, charged the Working Group to analyze and recommend actionable solutions to the following:

- Detailed analysis of the Seattle and Northeast markets and their relatively low retention rates
- The relationship between dropped units in the first semester, levels of academic achievement in high school, and retention rates
- The effects of a financial aid "gap amount" on lower retention rates, especially the group with \$0-3499 gap amount, which is the first group we could attempt to alleviate.

### **2. Shifting Retention Rates and Comparison with Peers**

After three years of steady climb between FA08 (81.3%) to FA11 (90.8%), our first-to-third semester retention rates have decreased to 81.9% in FA15. One of the key factors in this downward change is the change in our financial aid practice. Namely, we matched the CAL Grant between FA09-11, but not between FA12-16. Considering that financial hardship is one of the several top reasons mentioned in the exit interview, it is possible that this policy change was at least a factor in reduced student persistence.

How do we compare with our peers and regional competitors? No pattern is immediately clear, but when we look at some data from peers and competitors with better retention and graduation rates, a few possible patterns emerge:

- More selective institutions with acceptance rates <50% (Santa Clara, Occidental, Pitzer) can obviously pre-select entering students who have the best chance of succeeding in their specific institutional environment.
- Better financial aid also contributes to a higher retention. Three institutions with highest retention rates (Santa Clara, Gonzaga, Occidental) all have a higher average % of financial need met, based on the Free Application for Federal Student Aid (FAFSA) than other institutions. This is likely to mean that the institutions cover need through more grants and fewer loans within financial aid packaging.
- Notable exceptions: 1) Gonzaga and St. Joseph's U with relatively high acceptance rates (73 and 82% respectively).

## Progress to Date

### **Reorganization of the Working Group:**

In the first several years of its existence, the Working Group included representatives of the units across the institution, chaired by Bethann Corey (Admissions). Starting in AY2015-16 three co-chairs, Bethann Corey, Ruben Robles (Student Life) and Sawa Kurotani (CAS Dean's Office), worked together to set the agenda for the Working Group. This academic year, co-chairs decided to further reorganize the Working Group, whose large membership made it difficult for us to focus on key action items. We are currently meeting with a small "task force" that includes three co-chairs and two faculty members, Scott Randolph (Business Administration) and Adrianna Alvarado (School of Education). The larger group will remain as a "consulting group," as we clarify the Working Group's priorities and start implementing actionable solutions.

### **Data Analysis:**

To better understand the factors behind the sagging retention rate, the Working Group undertook the following activities during FA16:

- Reviewed the April, 2011 Working Group Findings and Recommendations, and their current status
- Reviewed and discussed the "Report on the Institutional Commitment of Freshmen at the University of Redlands: Fall 2015 Sample" (W. Davidson and H. Beck, April 2015).
- Reviewed and discussed 2015 NSSE survey outcomes
- Reviewed the Hardwick Day retention analysis (June 2016) to identify high-risk factors and discussed potential programming
- Reviewed CAS student departure report and discussed reasons for departure

Furthermore, the Working Group has begun data collection in response to the charge given by Dean Brown. We are reviewing the historical data that became the basis for the Hardwick Day analysis and will also be requesting more detailed and up-to-date enrollment data from the Registrar's Office. Our goal is to have preliminary outcomes and recommendations by the end of this academic year.

### **Programming:**

Review of these data has led to two areas that demand our most immediate attention:

- Student success – how to increase student success (and improve retention as a result)
- Onboarding and orientation – how to better support the transition to college (which leads to better retention)

Collaborative efforts that involve multiple units are currently underway to address those two areas identified above:

**Early detection of academic challenges:** a multitude of data is available to show the close relationship between academic struggles and low retention. The key question was how to detect the

signs of academic challenges, so that we can mobilize appropriate support early enough. Key areas of work being conducted this academic year include:

- Improved academic status reporting (ASR) – The ASR system is an important communication tool to share information about students who are academically challenged. In FA15 and SP16, ASR filing was hampered by technology limitations and lack of familiarity among some faculty. The CAS Dean’s Office streamlined this reporting system last year, and worked with the faculty so that they utilize the ASR more actively. Now the student, instructor, academic advisor, and Academic Success Center are notified of academic issues within two business days after academic status report notices are filed by the instructor. In FA16 236 ASRs were filed, allowing us to intervene sooner and more effectively.
- “Academic success coaching” pilot – Noting that intervention after the ASR is one key to student success, Academic Success Center and the CAS Dean’s Office are piloting an academic success coaching program in SP17. School of Education interns will provide individualized support to each student who receives multiple ASRs, to make sure that they are working closely with their instructors and faculty advisors to address their academic challenges effectively.

**Transition to college:** The National Orientation Directors Association (an association for orientation, transition, and retention in higher education) -emphasized in 2016 the *intersection* of variables:

*The field of orientation, transition, and retention is organizationally complex and a practical field which professionals routinely attempt to interpret in simplistic viewpoints. In the viewpoint of organizational theory, orientation, transition, and retention cannot be categorized or understood as a simple issue or approached through simple structures ... Contemporary professionals ... must recognize the intersectionality of orientation, transition, and retention to demonstrate the knowledge, skills, and abilities needed to successfully support students.*

Transition from high school to college is increasingly difficult for today’s new students. We are also working with more transfer students, whose entry to the University often takes a complicated path. The “first impression” matters – a smooth, positive transition experience is the necessary first step for student success in the first year. Key activities this academic year include:

- SSRV100 pilot course – CAS Dean’s Office worked with Leela MadhavaRau (Center for Diversity and Inclusion, CDI) to pilot this one-unit course, which focused on academic, personal and interpersonal skills essential for successful transition to college. Eight instructors participated in the pilot, who either required or encouraged their First Year Seminar students to take this course. Feedback from the pilot faculty indicates that, while the course has some promise, its effectiveness is limited unless it is more closely integrated with the FYS itself (see below under “CAS General Education Revision”).
- Revamping Fall 2018 New Student/Transfer Student Orientation – CAS Dean’s Office, Student Life and Admissions are working together to improve the onboarding process for both first-year and transfer students. The task force for a revamped New Student/Transfer Student Orientation in fall 2018 has recently been launched. The eight-member task force is charged to find a way to improve the fall orientation in response to changing needs of incoming students.

- Revamping Spring Transfer Orientation – Joining the University mid-year is a tricky endeavor. As we plan to work with more transfer students in the future, the demand for the Spring Transfer Orientation will increase. CAS Dean’s Office, Student Life and Admissions are currently reviewing the past practices to ascertain how to improve this event.

### 3. Strategic Effort

The following strategic efforts are underway:

- Fostering information sharing and collaboration – Recruitment, onboarding and retention are a continuum, requiring broader conversation and collaboration across Admissions, CAS Dean’s Office and Student Life. The CAS Undergraduate Enrollment Planning Group was created to improve coordination between the CAS Dean’s Office and Admissions. The group meets monthly to address matters concerning CAS enrollment planning and management. In November, 2016, CAS Dean’s Office held a two-hour workshop with Admissions Counselors. The workshop topics included important updates on CAS and tips on how to communicate effectively with prospective students about CAS academic programs. We hope to make this a regular event in the future.
- Turning prospects into Bulldogs – Recruitment, onboarding and retention were among key conversations in the recent annual meeting of the CCAS (Council for Colleges of Arts and Sciences). Success stories from Elon University and other institutions point to the importance of early and consistent effort to build institutional identification among prospective, admitted and deposit-paid students. We can do more to turn prospects into Bulldogs even before they set their foot on our campus. Recent renewal of the university website is also a major step in the right direction. We have improved the New Student Welcome page for the fall class of 2017. In the future we will implement online and social media tools to engage admitted and incoming students in placement testing and curriculum advising during spring and summer; thus they can more fully connect with the University even before they arrive on campus.
- CAS General Education Revision – The ongoing work of the faculty to improve our general education program will have significant impact on the first-year student experience. Three key considerations are:
  - How the First Year Seminar can be updated to serve more effectively as the foundation for the college learning experience, including the academic, personal and interpersonal skill building.
  - What tools we can adopt to help students integrate various facets of their college learning experience, including general education, the major/minor, experiential learning (e.g., study abroad, internship), undergraduate research, co-curricular activities, and professional development.
  - How we accommodate the needs of transfer students and help them incorporate their prior coursework meaningfully into our new general education program.