

Expanded Common Data Set 2018-2019

College of Arts and Sciences
University of Redlands

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1 INTRODUCTION

1.1 PURPOSE

Common Data Set (CDS) is an initiative to standardize most-frequently-asked questions about higher education institutions. However, many educational organizations and college guide publishers ask questions that are not part of CDS. Efforts to respond to these questions had led to proliferation of answers that are likely to confuse instead of enlighten data users.

To streamline the question-and-answer (Q&A) process and provide a single source of reference, this Expanded Common Data Set combines CDS and non-CDS questions and organize them by topical clusters in order to present information in a conceptually intuitive manner. The goal is that users can quickly find answers to their questions and explore related Q&As that help them interpret the information in context.

1.2 SCOPE

The University of Redlands consists of two segments that serve different student populations: College of Arts and Sciences (CAS) Undergraduate Programs serve traditional-age residential students while the Graduate and Professional programs in CAS (Music, CDIS, GIS) and Schools (Business, Education, Theology, and Continuing Studies) serve working professionals who are predominantly commuting students.

Aggregating data across these segments often leads to misinformation that fail to depict the profile, experience and outcomes of a “typical” student. Therefore, this document focuses on undergraduate students and programs within CAS. Unless otherwise noted, answers are applicable to CAS undergraduate students only.

1.3 AUDIENCE

Students, parents, college counselors, faculty, and educational policy makers with various questions about the College of Arts and Sciences (CAS) at the University of Redlands (U of R)

1.4 CONTENT ORGANIZATION

1.4.1 Question types

Questions and Answers are organized in four categories:

1. General Information
Directory information, organizational settings and characteristics
2. Policy Questions
Policy questions are about principles and rules that guide actions. For example, admissions criteria are part of the admissions policy to determine whether an applicant should be admitted, waitlisted, or denied. These questions are mostly concerned with “how” and “why”.
3. Factual Questions – Qualitative
Factual questions are concerned with “what”. For example, questions about the availability and features of various student organizations and activities are factual questions. Qualitative answers to factual are descriptive in nature and usually presented in narratives or lists instead of numbers.
4. Factual Questions – Quantitative
Factual questions about sizes, compositions, ratios, and changes over time usually require quantitative measures and numerical answers. Quantitative answers to factual questions are often presented in numbers such as counts, sums, percentages, averages, percentiles, and coefficients in the form of tables and charts.

1.4.2 Topical Clusters and Related Terms

Questions cluster around seven topic areas regarding how to get into college (access), how to navigate through various options (pathways), and how to make the most out of a high quality and engaging educational experience (outcomes).

Typical terms¹ related to each cluster are listed below in alphabetic order:

Access and Selectivity

- Access to Education
- Admission Criteria
- College Applicants
- College Entrance Examinations
- Early Admission
- Open Enrollment
- Selective Admission

¹ Terms are based on [ERIC Thesauruses](#)

Educational Pathways

- Acceleration (Education)
- Advanced Courses
- Capstone Experiences
- Certification
- College Curriculum
- Community Colleges
- Credentials
- Credits
- Curriculum Organization
- Degree Requirements
- Doctoral Programs
- Elective Courses
- Introductory Courses
- Foreign Students (aka International Students)
- Graduate Students
- Interdisciplinary Approach
- Reentry Students
- Majors (Students)
- Masters Programs
- Nonmajors
- Professional Education
- Program Length
- Required Courses
- STEM Education
- Student Mobility
- Study Abroad
- Subjects of Instruction
- Transfer Policy
- Transfer Students
- Veterans Education
- Career Awareness
- Career Exploration

Student Costs and Affordability

- Debt (Financial)
- Educational Finance
- Eligibility
- Federal Programs
- Federal Aid
- Fees
- Fellowship

- Financial Needs
- Financial Services
- Financial Support
- Grants
- Income Contingent Loans
- Loan Default
- Loan Repayment
- Need Analysis (Student Financial Aid)
- Noninstructional Student Costs
- Parent Financial Contribution
- Paying for College
- Scholarship Funds
- Scholarships
- Self Supporting Students (aka Independent Students)
- State Aid
- State Federal Aid
- Student Costs
- Student Financial Aid
- Student Financial Aid Officers
- Student Loan Programs
- Tuition

Quality and Outcomes

- Academic Persistence
- Career Readiness
- Class Size
- Dropouts
- Educational Quality
- Educational Assessment
- Educational Attainment
- Educational Mobility
- Employment
- Graduate Surveys
- Graduation Rate
- Instructional Effectiveness
- Outcomes of Education
- Outcome Measures
- Program Effectiveness
- Quality Assurance
- Resilience (Psychology)
- School Effectiveness
- Social Mobility

- Stopouts
- Student Attrition
- Time to Degree
- Vocational Aptitude
- Withdrawal

Institutional Environment and Student Engagement

- Academic Ability
- Academic Achievement
- Academic Aptitude
- Career Development
- Censorship
- Civil Rights
- Classroom Environment
- College Environment
- Cultural Capital
- Diversity (Institutional)
- Intellectual Freedom
- Journalism
- News Media
- School Safety
- Student Adjustment
- Student Attitudes
- Student Behavior
- Student Characteristics
- Student College Relationship
- Student Diversity
- Student Experience
- Student Organizations
- Student Rights
- Student Subcultures
- Student Participation
- Student Personnel Services (aka Student Affairs Services)
- Student Welfare
- Teacher Student Relationship

Institutional Management and Strategies

- Academic Freedom
- Administration
- Administrative Organization
- Advisory Committees
- Civil Rights

- College Administration
- Committees
- Governance
- Institutional Administration
- Organization Size
- Organizational Change
- Organizational Climate
- Organizational Communication
- Organizational Culture
- Organizational Development
- Organizational Effectiveness
- Organizational Objectives
- Policy Formation
- School Administration
- State Departments of Education
- Student Government
- Teacher Rights
- Trustees

Partnerships in Education

- Alumni Associations
- Corporate Support
- Donors
- Endowment Funds
- Family Involvement
- Fund Raising
- Parent Associations
- Parent Influence
- Parent Role
- Parents
- Partnerships in Education
- Philanthropic Foundations
- Private Financial Support
- Trusts (Financial)

1.5 FORMAT

Within each question and answer (Q&A) categories and clusters, similar questions (Q) are grouped together under a shared heading, with the unique request IDs in parenthesis indicating the source of each question. For example,

2.2.1 Access and Selectivity

Factors in the Admission Decision

Q: How much importance is given to each of the following criteria in admission decisions made at your institution? **(CDS_CAS_2018 C7)**

Q: To what extent do the following student characteristics influence how the above factors in the admission decision are evaluated? **(NACAC_ATS_2018 Q22)**

2.2.3 Student Costs and Affordability

Undergraduate full-time tuition, required fees, room and board

Q: Comprehensive tuition and room and board fee (if your college cannot provide separate tuition and room and board fees) **(CDS_CAS_2018 G1 Q[1,10])**

After each Q&A, an organizational unit ID combined with a role ID is added to indicate the source of information and whether the information is reviewed and confirmed by another unit. For example, IRES is the unit ID for the Office of Institutional Research, and APIR is the role ID for the Assistant Provost for Institutional Research. These IDs are defined in the section of [Process Documentation](#).

Source: IRES/APIR

Reviewed by: ACAD/VPAA

2.1 GENERAL INFORMATION

2.1.1 Directory Information

Q: IPEDS ID (TPR_RDS_2019 A6)

A: 121691

Source: <https://nces.ed.gov/collegenavigator/?q=redlands&s=all&id=121691>

Q: College Board ID / CEEB Code (TPR_RDS_2019 A5)

A: 4848

Q: ACT Code (TPR_RDS_2019 A4)

A: 464

Q: Title IV Code / OPEID (CB_ASC_2019 G)

A: 001322

Source: <https://nces.ed.gov/collegenavigator/?q=redlands&s=all&id=121691>

Q: Preferred School Nickname (Shortened version of your school's name we will use to refer to you throughout Review.com) (TPR_RDS_2019 A12)

A: U of R

Q: Preferred School Abbreviation (e.g., Pennsylvania State University is PSU) (TPR_RDS_2019 A13)

A: UOR

Q: Additional Popular Nicknames (when students do a name search for your school, these nicknames will work as well as the two above) (TPR_RDS_2019 A13)

A:

U of Redlands

Redlands Bulldogs

Bulldog Athletics

2.1.2 College Characteristics

Q: Established (TPR_RDS_2019 A1)

A: 1907

Q: Undergraduate classification (CDS_CAS_2018 A3)

- Coeducational college
- Men's college
- Women's college

A: Coeducational college

Q: Is your college affiliated with a particular religious tradition?

Q: If so, which tradition?

Q: What proportion of undergraduates belong to that faith?

(FISKE_GC2021_2019 Q13, TPR_RDS_2019 A7, TPR_RDS_2019 A8)

A: No

Q: Please check whether your institution falls into any of the categories below regarding the enrollment of populations with significant percentages of minority students (TPR_RDS_2019 A15)

- 1) Alaska Native-Serving Institutions
- 2) American Indian Tribally Controlled Colleges and Universities
- 3) High Hispanic Enrollment
- 4) Hispanic-Serving Institutions (HSIs)
- 5) Historically Black Colleges and Universities (HBCUs)
- 6) Minority Institutions
- 7) Native American-Serving, Nontribal Institutions
- 8) Native Hawaiian-Serving Institutions
- 9) Predominantly Black Institutions (PBIs)
- 10) Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs)

A: TBA

Campus Setting and Size

Q: Location (Select One)

- City Center
- Small City
- City Outskirts
- Small Town
- Suburban
- Rural

(FISKE_GC2021_2019 Q6)

A: Suburban

Q: Environment

- Metropolis
- City
- Town

- Village
- Rural

(TPR_RDS_2019 A2)

A: Town

Q: Campus size: (number of acres) (TPR_RDS_2019 A3)

A: 160

Institutional Control Type

Q: Source of institutional control (CDS_CAS_2018 A2)

Q: Please indicate type of institution. (CAS_NACAC_ATS_2017)

- Public
- Private (nonprofit)
- Proprietary

A: Private non-profit

2.1.3 Contact Information

Institution

(CDS_CAS_2018 A1, FISKE_GC2021_2019 Q1, FISKE_GC2021_2019 Q2, FISKE_GC2021_2019 Q5)

| | |
|--------------------------------|---|
| Name of College/University: | University of Redlands |
| Mailing Address: | PO BOX 3080 |
| City/State/Zip/Country: | Redlands, CA 92373-0999 |
| Street Address (if different): | 1200 East Colton Avenue |
| City/State/Zip/Country: | Redlands, CA 92373 |
| Main Phone Number: | 909.793.2121 or 909.748.8000 |
| WWW Home Page Address: | www.redlands.edu |

Access and Selectivity

Undergraduate Admissions

(CDS_CAS_2018 A1, FISKE_GC2021_2019 Q3, FISKE_GC2021_2019 Q4)

| | |
|--------------------------|---------------------|
| Admissions Phone Number: | 909.748.8074 |
|--------------------------|---------------------|

Admissions Toll-Free Phone Number: **888.455.5064**

Admissions Office Mailing Address: **1200 East Colton Avenue, PO BOX 3080**

City/State/Zip/Country: **Redlands, CA 92374-3755**

Admissions Fax Number: **909.335.4089**

Admissions E-mail Address: admissions@redlands.edu

If there is a separate URL for your school's online application, please specify: www.commonapp.org
(CDS_CAS_2018 C20)

If you have a mailing address other than the above to which applications should be sent, please provide: **No**

Graduate Admissions

- Use this form to request additional information regarding graduate studies in Communication Sciences and Disorders, Geographic Information Science, and Music: <https://casgrad.redlands.edu/register/requestinformation>
- [Truesdail Center for Communication Sciences and Disorders](#)
 - 909.748.8061
- [School of Music](#)
 - Director of Music Admissions, 909.748.8014
- [Geographic Information Systems](#)
 - Senior Program Coordinator, 909.748.8128

Enrollment Pathways

Academic Programs, Dean's Office

- Dean: Kendrick Brown, 909.748.8359
- Associate Dean of Academic Programs Anne Cavender
- Associate Dean of Student Engagement: David Schrum
- Director of Curriculum: Eric Hill
- Dean, School of Music: 909.748.8700

Student Costs and Affordability

Financial Aid

Q: Name of Financial Aid Director (TPR_RDS_2019)

Q: Name of Chief Financial Aid Officer (CB_ASC_2019 G)

A: Emily Baker

Q: Title of Chief Financial Aid Officer (CB_ASC_2019 G)

Director of Student Financial Services

Q: Phone Number of Chief Financial Aid Officer (CB_ASC_2019 G)

A: 909.748.8266

Q: Email of Chief Financial Aid Officer (CB_ASC_2019 G)

A: emily_baker@redlands.edu

Q: Financial Aid Office Phone (TPR_RDS_2019, CB_ASC_2019 G)

A: 909.748.8047

Q: Financial Aid Office Email (TPR_RDS_2019, CB_ASC_2019 G)

A: sfs@redlands.edu

Q: Financial Aid Office URL (TPR_RDS_2019)

Q: URL to financial aid web page (CB_ASC_2019 G)

A: <https://www.redlands.edu/sfs>

Q: URL to undergraduate financial aid

<https://www.redlands.edu/admissions-and-aid/student-financial-services/student-financial-services-undergraduate/>

Q: If available please provide a URL to your school's scholarship page (TPR_RDS_2019)

A:

- **<https://www.redlands.edu/admissions-and-aid/student-financial-services/student-financial-services-undergraduate/scholarships-and-talent-awards/>**
- **<https://www.redlands.edu/meet-redlands/consumer-information/student-financial-assistance/>**

Source: URWEB²

² Source URLs

<https://www.redlands.edu/admissions-and-aid/student-financial-services/meet-our-staff/>

<https://www.redlands.edu/meet-redlands/consumer-information/>

2.1.4 Academic Calendar

Q: Academic year calendar (CDS_CAS_2018 A4)

- Semester
- Quarter
- Trimester
- 4-1-4
- Continuous
- Differs by program (describe)
- Other (describe)

A: Other

4-4-1, Fall, Spring, and optional one-month May Term

2.1.5 Net price calculator

Q: Please provide the URL of your institution's net price calculator (CDS_CAS_2018 G0 Q1)

A: www.redlands.edu/npc

2.1.6 Frequently Used Links

- Programs of study

<https://www.redlands.edu/study/schools-and-centers/college-of-arts-and-sciences/find-your-program/>

- Viewbook

<https://www.redlands.edu/globalassets/ucomm/www/study/college-of-arts-and-sciences/docs/redlands-viewbook.pdf>

- Undergraduate Application

<https://www.redlands.edu/study/undergraduate/how-to-apply-as-an-undergraduate/>

- Graduate Application

<https://www.redlands.edu/study/graduate-and-continuing-education/how-to-apply-as-a-graduate-or-register-for-continuing-education-courses/>

- Fact Sheet

<https://www.redlands.edu/globalassets/depts/cas-dean/newsletter/cas-18-000-fact-sheet-r14.pdf>

2.1.7 Respondent Information and Feedback

Q: Respondent Information (CDS_CAS_2018 A0, FISKE_GC2021_2019, TRP_RDS_2019 A17)

Name:

Yan Xie

| | |
|-------------------------|---|
| Title: | Assistant Provost for Institutional Research |
| Office: | Academic Affairs |
| Mailing Address: | PO BOX 3080 |
| City/State/Zip/Country: | Redlands, CA 92373-0999 United States |
| Phone: | 909.748.8187 |
| Fax: | 909.335.5380 |
| E-mail Address: | yan_xie@redlands.edu |

Are your responses to the CDS posted for reference on your institution's Web site?

Yes

If yes, please provide the URL of the corresponding Web page:

<http://sites.redlands.edu/provost/institutional-research> (TBA)

Q: Secondary point of contact (optional) (CB_ASC_2019 A0)

Q: Name of the Dean of Admissions (TRP_RDS_2019 B1)

Q: Dean of Admissions phone number (TRP_RDS_2019 B2)

Q: Dean of Admissions email address (TRP_RDS_2019 B3)

| | |
|-----------------|---|
| Name: | Kevin Dyerly |
| Title: | Vice President for Enrollment |
| Phone: | 909.748.8483 |
| E-mail Address: | Kevin_Dyerly@redlands.edu |

Source: IRES/APIR

Q: We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items. (CDS_CAS_2018 A0A)

A: CDS should clarify the intended audience of each question, so that the appropriate data scope may be applied in order to answer these questions. For example, if an institution has both residential and commuting-student segments whose students and programs are very different, data used to answer questions intended for the residential population should not be the combined data that include all segments.

2.2 POLICY QUESTIONS

Policy questions are about principles, values, goals, criteria, standards, rules, guidelines, and procedures that are adopted by the University of Redlands and applicable to students applying to or enrolled in the College of Arts and Sciences.

2.2.1 Access and Selectivity

Admitted Student Entry Types

Q: Does your institution admit first-time, first-year students? (NACAC_ATS_2018)

A: Yes

Source: CASA/DCA

Q: Does your institution enroll transfer students? (CDS_CAS_2018 D1 Q1)

A: Yes

Source: CASA/DCA

Q: If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities (CDS_CAS_2018 D1 Q2)

A: Yes

Source: CASA/DCA

Q: Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman? (CDS_CAS_2018 D4 Q1)

A: Yes

Source: CASA/DCA

Q: If yes, what is the minimum number of credits and the unit of measure? (CDS_CAS_2018 D4 Q2)

A: 24

Source: CASA/DCA

Common Application

Q: Policy toward the Common Application (admissions policies for students applying as first-time, first-year (freshmen) for Fall 2020)

- Do not accept

- Use exclusively
- Use with own supplement

(FISKE_GC2021_2019 Q24)

A: Use with own supplement

Source: CASA/DCA

Admissions Plans

Early Admission while in High School (EAHS)

Q: Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation?

(CDS_CAS_2018 C19)

A: No

Source: CASA/DCA

Rolling Admission (RA) and Regular Decision (RD) Plans

Q: Does your institution primarily admit students on a rolling basis or via a regular admissions plan?

- Rolling admissions
- Regular decision

(FISKE_GC2021_2019 Q25)

A: Regular admissions plan

Source: Source: CASA/DCA,

Reviewed by: ENMG/VPEN Email Communication

Early Action (EA) and Early Decision (ED) Plans

There are two types of Early Action plans: non-restrictive and restrictive. An EA acceptance is non-binding, meaning that you are not required to enroll if accepted and you don't have to submit a deposit prior to the due date in May.

- I: Non-restrictive Early Action: This plan is just as the name implies — you can apply to other schools at the same time.
- II: Restrictive Early Action: In contrast to non-restrictive EA, a restrictive plan differs in that the college places limitations on where else you can apply simultaneously with the ED or EA plan.

Early decision plan is an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted. The difference between Early Decision I and Early Decision II is timing.

- Most colleges offering both options ask ED I students to apply by mid-November, and they render decisions in mid-December.
- The deadline for ED II, on the other hand, is on or around Jan. 1. Students typically have a decision in late January or early February.

Q: Do you offer any of the following admissions plans:

- Early Decision I (C21) Yes No
- Early Decision II (C21) Yes No
- Early Action I (C22) Yes No
- Early Action II (C22) Yes No

(FISKE_GC2021_2019 Q26)

A: Early Decision I
Early Action I

Source: CASA/DCA

Q: Early decision

Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for fall enrollment?

(CDS_CAS_2018 C21 Q1)

A: Yes, effective since Fall 2017

Source: CASA/DCA

Q: If “yes,” please complete the following:

- First or only early decision plan closing date
- First or only early decision plan notification date
- Other early decision plan closing date
- Other early decision plan notification date

(CDS_CAS_2018 C21 Q2)

A:

First or only early decision plan closing date: **November 15**

First or only early decision plan notification date **January 15**

Other early decision plan closing date

Other early decision plan notification date

Please provide significant details about your early decision plan:

Source: CASA/DCA

Q: Does your institution offer an Early Decision plan?

(NACAC_ATS_2018)

A: Yes

Source: CASA/DCA

Q: Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college? (CDS_CAS_2018 C22 Q1)

A: Yes

Source: CASA/DCA

Q: If “yes,” please complete the following (CDS_CAS_2018 C22 Q2)

- Early action closing date
- Early action notification date

A:

Early action closing date: November 15

Early action notification date: January 15

Source: CASA/DCA

Q: Is your early action plan a “restrictive” plan under which you limit students from applying to other early plans? (CDS_CAS_2018 C22 Q3)

A: No

Source: CASA/DCA

Q: Does your institution offer a non-binding Early Action plan?

Non-binding Early Action is an admission plan whereby students are notified of an admission decision well in advance of the regular notification date but have not made a commitment to attend. (NACAC_ATS_2018)

A: Yes

Source: CASA/DCA

Application Timeline and Deposit

First Time/Freshmen

Q: Application closing date.

Does your institution have an application closing date? (CDS_CAS_2018 C14 Q1)

A: Yes.

Source: CASA/DCA

Q: What is the application closing date for fall? (CDS_CAS_2018 C14 Q2)

A: January 15 of the starting year

Source: CASA/DCA

Q: What is the priority date for fall? (CDS_CAS_2018 C14 Q3)

A: November 15 of the year before the start year

Source: CASA/DCA

Q: Are first-time, first-year students accepted for terms other than the fall? (CDS_CAS_2018 C15)

A: Yes

Source: CASA/DCA

Q: Notification to applicants of admission decision sent (CDS_CAS_2018 C16)

A: On a rolling basis beginning on January 10th

Source: CASA/DCA

Q: Reply policy for admitted applicants (fill in one only)

- Admitted students must reply by _____
- No set date
- Must reply by May 1 or within _____ weeks if notified thereafter
- Other

(CDS_CAS_2018 C17 Q1)

A: Admitted students must reply by May 1st or within two weeks if notified thereafter

Source: CASA/DCA

Q: What is the housing deposit deadline? (CDS_CAS_2018 C17 Q2)

A: We have one deposit (\$350 Enrollment Deposit) that is due by May 1st. There is no separate housing deposit.

Source: CASA/DCA

Q: What is the housing deposit amount? (CDS_CAS_2018 C17 Q3)

A: We have one deposit (\$350 Enrollment Deposit) and there is no separate housing deposit.

Source: CASA/DCA

Q: Is housing deposit refundable if student does not enroll?

- Yes, in Full
- Yes, in part (___%)

- No

(CDS_CAS_2018 C17 Q4)

A: No, the \$350 Enrollment Deposit is not refundable

Source: CASA/DCA

Transfers

Q: Indicate terms for which transfers may enroll

- Fall
- Winter
- Spring
- Summer

(CDS_CAS_2018 D3)

A: Fall, Spring

Source: CASA/DCA

Q: List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a check mark in the “Rolling admission” column. (CDS_CAS_2018 D9)

| | Priority Date | Closing Date | Notification | Reply Date | Rolling |
|--------|------------------|----------------|--------------|-----------------|----------|
| Fall | March 1st | | | June 1st | X |
| Winter | | | | | |
| Spring | | Nov 1st | | | |
| Summer | | | | | |

Source: CASA/DCA

Deferred Admission

Q: Does your institution allow students to postpone enrollment after admission?
(CDS_CAS_2018 C18 Q1)

A: Yes

Source: CASA/DCA

Q: If yes, what is the maximum period of postponement? (CDS_CAS_2018 C18 Q2)

A: Two Semesters

Source: CASA/DCA

Waitlist

Freshman wait-listed students are students who met admission requirements but whose final admission was contingent on space availability (CDS_CAS_2018 C2)

Q: Do you have a policy of placing students on a wait list (CDS_CAS_2018 C2 Q1, NACAC_ATS_2018)?

A: Yes

Source: CASA/DCA

Q: Is your waiting list ranked (CDS_CAS_2018 C2 Q5)?

A: No

Source: CASA/DCA

Q: If yes, do you release that information to students (CDS_CAS_2018 C2 Q6)?

A: Not Applicable

Source: CASA/DCA

Q: If yes, do you release that information to school counselors (CDS_CAS_2018 C2 Q7)?

A: Not Applicable

Source: CASA/DCA

Q: For the Fall 2018 admission cycle, when did you first offer any student(s) admission from the wait list? (NACAC_ATS_2018)

- April—first two weeks
- April—second two weeks
- May—first two weeks
- May—second two weeks
- June
- No offers of admission made from wait list

A: TBA

Source: CASA/DCA

Q: When did you close (or expect to close) your wait list for the Fall 2018 admission cycle?

(NACAC_ATS_2018)

- May
- June
- July
- Other (please specify)

A: TBA

Source: CASA/DCA

Admissions Requirements

Basis for Selection / Open Admission Policy

Q: Do you have an open admission policy, under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications?

If so, check which applies

- Open admission policy as described above for all students
- Open admission policy as described above for most students, but--
 - selective admission for out-of-state students
 - selective admission to some programs
 - other (explain)

(CDS_CAS_2018 C6)

A: No open admission policy

Source: CASA/DCA

Q: Does an open admission policy, if reported, apply to transfer students? (CDS_CAS_2018 D10)

A: No open admission policy

Source: CASA/DCA

Admissions Requirement – First Time

Note: These requirements are also applicable to transfers with fewer than 24 transferrable credits.

Q: High school completion requirement

Check the appropriate box to identify your high school completion requirement for degree-seeking entering students

- High school diploma is required and GED is accepted
- High school diploma is required and GED is not accepted
- High school diploma or equivalent is not required

(CDS_CAS_2018 C3)

A: High school diploma is required and GED is accepted

Source: CASA/DCA

Q: Does your institution require or recommend a general college-preparatory program for degree-seeking students (CDS_CAS_2018 C4)?

- Require
- Recommend
- Neither require nor recommend

A: Require

Source: CASA/DCA

Q: Distribution of high school units required and/or recommended.

Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit equals one year of study or its equivalent). If you use a different system for calculating units, please convert.

(CDS_CAS_2018 C5)

A:

| | Units Required | Units Recommended |
|-------------------------------------|-------------------|----------------------|
| Total academic units | 13 | 16 |
| English | 4 | |
| Mathematics | 3 | |
| Science | 2 | 3 |
| Of these, units that must be lab | 2 | |
| Foreign language | 2 | 3 |
| Social studies | 2 | 3 |
| History | | |
| Academic electives | | |
| Computer Science | | |
| Visual/Performing Arts | | |
| Other (specify) | | |

***No change since Fall 2016**

Q: Please indicate any unique components of your application or admissions process (such as accepting portfolios in lieu of traditional applications, application questions about gender or sexual identity, etc.) that prospective students should know about.

(FISKE_GC2021_2019 Q27)

A: Application updated to ask gender identity questions

Source: CASA/DCA

Admissions Requirement – Transfers (24 or more credits)

Q: Indicate all items required of transfer students to apply for admission (CDS_CAS_2018 D5)

A: No change since Fall 2016

| | Required of All | Recommended of All | Recommended of Some | Required of Some | Not Required |
|--------------------------------|--------------------|-----------------------|------------------------|---------------------|-----------------|
| High school transcript | X | | | | |
| College transcript(s) | X | | | | |
| Essay or personal statement | X | | | | |
| Interview | | X | | | |

| | |
|--|---|
| Standardized test scores | X |
| Statement of good standing from prior institution(s) | X |

Source: CASA/DCA

Q: If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale) (CDS_CAS_2018 D6)

A: Not applicable

Source: CASA/DCA

Q: If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale) (CDS_CAS_2018 D7)

A: Not applicable

Source: CASA/DCA

Q: List any other application requirements specific to transfer applicants (CDS_CAS_2018 D8)

A: Not applicable

Source: CASA/DCA

Q: Describe additional requirements for transfer admission, if applicable (CDS_CAS_2018 D11)

A: Not applicable

Source: CASA/DCA

Factors in the Admission Decision

Factors in Admissions – First Time

Q: How much importance is given to each of the following criteria in admission decisions made at your institution?

Relative importance of each of the following academic and nonacademic factors in first-time, first-year, degree-seeking (freshman) admission decisions.

(CDS_CAS_2018 C7)

| | Very Important | Important | Considered | Not Considered |
|----------------------------------|----------------|-----------|------------|----------------|
| Academic | | | | |
| Rigor of secondary school record | | X | | |
| Class rank | | | X | |
| Academic GPA | X | | | |
| Standardized test scores | | X | | |

| | | |
|----------------------------------|----|---|
| Application Essay | X | |
| Recommendation(s) | X | |
| Nonacademic | | |
| Interview | X | |
| Extracurricular activities | X | |
| Talent/ability | X | |
| Character/personal qualities | X | |
| First generation | X | |
| Alumni/ae relation | X | |
| Geographical residence | X | |
| State residency | | X |
| Religious affiliation/commitment | | X |
| Racial/ethnic status | X | |
| Volunteer work | X | |
| Work experience | X | |
| Level of applicant's interest | X* | |

Source: CASA/DCA

***Level of applicant's interest was "Not Considered" in Fall 2016**

Factors in Admissions – First Time and Transfers, Domestic and International

Q: Please select the option that best describes how your institution uses any of the following data in its undergraduate selection process.

- Required
- Considered but not required
- Recommended
- Neither Required nor Recommended

(IPEDS_ADM_2018 Q1)

A:

Admission Considerations

- Secondary school GPA
Required
- Secondary school rank
Recommended
- Secondary school record
Required

- Completion of college-preparatory program

Recommended

- Recommendations

Required

- Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments)

Neither Required nor Recommended

Admission test scores

- SAT / ACT

Required

- Other Test (ABT, Wonderlic, WISC-III, etc.) Note: If this is the only requirement other than a diploma or equivalent, and few students are not admitted due to this test, your institution is open enrollment. Please contact the Help Desk to correct your response to this question

Neither Required nor Recommended

- TOEFL (Test of English as a Foreign Language)

Required

Source: CASA/DCA

Q: How much importance is given to each of the following criteria in admission decisions made at your institution? (NACAC_ATS_2018 Q21)

Q: To what extent do the following student characteristics influence how the above factors in the admission decision are evaluated? (NACAC_ATS_2018 Q22)

Levels of importance

- VI: Very Important
- I: Important
- C: Considered
- N: Not Considered
- N/A: Not Applicable

Student entry type

- FTFY DMST: First-Time, First-Year Domestic Students (Not Including International)
- TRAN DMST: Transfer Domestic Students (Not Including International)
- FTFY INTL: First-Time, First-Year International Students
- TRAN INTL: Transfer International Students

A:

| | FTFY DMST | TRAN DMST | FTFY INTL | TRAN INTL |
|--|--------------|--------------|--------------|--------------|
| Academic Criteria | | | | |
| Total High school GPA (all courses) | VI | VI | VI | VI |
| Academic GPA / High school GPA (college prep courses) | VI | VI | VI | VI |
| Strength of high school curriculum | I | I | I | I |
| High school class rank | C | C | C | C |
| Admission test scores (SAT, ACT) | I | N/A | I | N/A |
| SAT II scores | N/A | N/A | N/A | N/A |
| Other subject test scores (AP, IB) | N | N | N | N |
| Essay or writing sample | N | N | N | N |
| Interview | C | C | C | C |
| Portfolio | N/A | N/A | N/A | N/A |
| Work | C | C | C | C |
| • Volunteer work | C | C | C | C |
| • Work experience | C | C | C | C |
| Extracurricular activities | C | C | C | C |
| State graduation exam scores | N | N | N | N |
| Counselor recommendation | I | I | I | I |
| Teacher/professor recommendation | I | I | I | I |
| Student's interest in attending | C | C | C | C |
| Articulation with prior postsecondary institution(s) | C | C | C | C |
| Quality of prior postsecondary institution(s) | C | C | C | C |
| Overall GPA at prior postsecondary institution(s) | C | C | C | C |
| Average of grades in transferable courses | C | VI | C | VI |
| English proficiency exam scores | N/A | N/A | VI | VI |
| National school-leaving certificate (non U.S.) | N/A | N/A | I | I |
| Student Characteristics | | | | |
| Race/ethnicity status | C | C | C | C |
| Gender | C | C | C | C |
| First-generation status | C | C | C | C |
| Geographical residence | C | C | C | C |
| • State or county of residence for US students | C | C | N/A | N/A |

| | | | | |
|---|-----|-----|---|---|
| • Country of residence for international students | N/A | N/A | C | C |
| High school attended | C | C | C | C |
| Alumni relations | C | C | C | C |
| Ability to pay | C | C | C | C |

Source: CASA/DCA

College Preparatory Curriculum

Q: Secondary school students have access to a variety of courses and academic programs to prepare for college and demonstrate ability to succeed in college-level coursework.

For each of the following, please indicate the degree to which the course type is a reliable indicator of advanced academic preparation.

A=Always Reliable

U=Usually Reliable

D=Depends on School, Requires Further Review

- Advanced Placement (AP), no test score
- Advanced Placement (AP), with test score
- International Baccalaureate (IB)
- Dual/concurrent enrollment

(NACAC_ATS_2018)

A: TBA

Source: CASA/DCA

Testing Policies

Admissions

Q: Entrance exams

Does your institution make use of SAT, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year, degree-seeking applicants? (CDS_CAS_2018 C8A Q1)

A :Yes

Source: CASA/DCA

Q: If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for Fall 2020 (CDS_CAS_2018 C8A Q2)

Q: Please indicate your policies regarding standardized tests for domestic applicants applying as first-time, first-year freshmen for Fall 2020. SAT I or ACT:

- Required
- Optional
- Not used

(FISKE_GC2021_2019 Q16)

Q. SAT Subject Tests:

- Required
- Optional
- Not used

If SAT Subject Tests are required, which ones?

(FISKE_GC2021_2019 Q18)

A : SAT or ACT Required; SAT Subject Tests Not Used

| | ADMISSION | | | | |
|----------------------------------|-----------|-----------|------------------|-----------------------|----------|
| | Require | Recommend | Require for Some | Consider if Submitted | Not Used |
| SAT or ACT | X | | | | |
| ACT only | | | | | |
| SAT only | | | | | |
| SAT and SAT Subject Tests or ACT | | | | | |
| SAT Subject Tests only | | | | | X |

Source: CASA/DCA

Q: If your institution has a test-optional policy, please describe any conditions, exceptions, or requirements that applicants should know about (e.g., alternative application requirements, impact on consideration for merit scholarships, test scores being required for specific academic programs, etc.) (FISKE_GC2021_2019 Q17)

A: Not Applicable

Source: CASA/DCA

Q: If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2020, please indicate which ONE of the following applies: (regardless of whether the writing score will be used in the admissions process).

- ACT with writing required
- ACT with writing recommended
- ACT with or without writing accepted

(CDS_CAS_2018 C8B Q1)

Q: For students taking the ACT, what is your policy regarding the Writing component?

- Required
- Not required

(FISKE_GC2021_2019 Q19)

A: ACT with or without writing accepted

Source: CASA/DCA

Q: If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2020 please indicate which ONE of the following applies (regardless of whether the Essay score will be used in the admissions process)

| |
|--|
| SAT with Essay component required |
| SAT with Essay component recommended |
| SAT with or without Essay component accepted |

(CDS_CAS_2018 C8B Q2)

For students taking the Redesigned SAT, what is your policy regarding the Essay component?

- Required
- Not required

(FISKE_GC2021_2019 Q19)

A: SAT with or without Essay component accepted

Source: CASA/DCA

Q: Please indicate how your institution will use the SAT or ACT writing component; check all that apply. (CDS_CAS_2018 C8C)

A: Not using essay component

| | SAT essay | ACT essay |
|--|-----------|-----------|
| For admission | | |
| For placement | | |
| For advising | | |
| In place of an application essay | | |
| As a validity check on the application essay | | |
| No college policy as of now | | |
| Not using essay component | X | X |

Source: CASA/DCA

Q: What is the minimum score you require for unconditional admission?

- TOEFL Internet-based Test (iBT) (Range0-120)
- IELTS (Range0-9)

(CB_ASC_2019 C27 Q1)

A: TBA

Advising

Q: Does your institution use applicants' test scores for academic advising? (CDS_CAS_2018 C8D)

A: Yes

Source: CASA/DCA

Q: Latest date by which SAT or ACT scores must be received for fall-term admission (CDS_CAS_2018 C8E Q1)

A: April 1st

Source: CASA/DCA

Q: Latest date by which SAT Subject Test scores must be received for fall-term admission (CDS_CAS_2018 C8E Q2)

A: SAT Subject Test scores Not Used

Source: CASA/DCA

Q: If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if tests are not required of some students) (CDS_CAS_2018 C8F)

A: N/A

Source: CASA/DCA

Placement

Q: Please indicate which tests your institution uses for placement (e.g., state tests) (CDS_CAS_2018 C8G)

A: SAT, ACT, AP, Institutional Exam

| | |
|----------------------|---|
| SAT | X |
| ACT | X |
| SAT Subject Tests | |
| AP | X |
| CLEP | |
| Institutional Exam | X |
| State Exam (specify) | |

Source: CASA/DCA

2.2.2 Educational Pathways

Community College Transfer

Q: Does your institution have one or more articulation agreements with a community college? (NACAC_ATS_2018)

1. Yes

2. No

A: Yes

Source: CASA/DCA

Q: How would you characterize any perceived stigma on your campus about transfer from community colleges?

1. No Stigma
2. Slight Stigma
3. Moderate Stigma
4. Very Stigmatized
 - Admission office
 - Administration
 - Faculty
 - Student body

(NACAC_ATS_2018)

A: TBA

Source: CASA/DCA

Transfer Credit Policy - General

Q: Report the lowest grade earned for any course that may be transferred for credit (CDS_CAS_2018 D12)

A: 2.0

Source: CASA/DCA

Q: Maximum number of credits or courses that may be transferred from a two-year institution (CDS_CAS_2018 D13)

A: 66 credits

Source: CASA/DCA

Q: Maximum number of credits or courses that may be transferred from a four-year institution (CDS_CAS_2018 D14)

A: 96 credits

Source: CASA/DCA

Q: Minimum number of credits that transfers must complete at your institution to earn an associate degree (CDS_CAS_2018 D15)

A: Not applicable

Source: CASA/DCA

Q: Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree (CDS_CAS_2018 D16)

A: 32

Source: CASA/DCA

Q: Describe other transfer credit policies (CDS_CAS_2018 D17)

A: Not applicable

Source: CASA/DCA

Military Service Transfer Credit Policies

Q: Does your institution accept the following military/veteran transfer credits:

- American Council on Education (ACE)
- College Level Examination Program (CLEP)
- DANTES Subject Standardized Tests (DSST)

(CDS_CAS_2018 D18)

A: TBA

Q: Maximum number of credits or courses that may be transferred based on military education evaluated by the American Council on Education (ACE)

- Number
- Unit type

(CDS_CAS_2018 D19)

A: TBA

Q: Maximum number of credits or courses that may be transferred based on Department of Defense supported prior learning assessments (College Level Examination Program (CLEP) or DANTES Subject Standardized Tests (DSST))

- Number _____
- Unit type _____

(CDS_CAS_2018 D20)

A: TBA

Q: Are the military/veteran credit transfer policies published on your website? (CDS_CAS_2018 D21 Q1)

A: TBA

Q: If yes, please provide the URL where the policy can be located (CDS_CAS_2018 D21 Q2)

A: TBA

Q: Describe other military/veteran transfer credit policies unique to your institution (CDS_CAS_2018 D22)

A: TBA

International Student Recruitment

Q: How much importance is given to each of the following strategies in your institution's recruitment of international students?

1= No importance

2=Limited importance

3=Moderate importance

4=Considerable importance

- International student recruitment agents
- Partnerships with international colleges/universities
- State or regional recruitment consortium
- US federal government support
- Foreign government support
- Pathways programs

(NACAC_ATS_2018)

A: TBA

Q: In how many countries is your institution actively recruiting international students?

For the purpose of this question, please do not include countries in which social media is the ONLY means of recruitment. Rather, consider 'active recruitment' to include engaging in recruitment activities that involve either maintaining an in-country office/staff presence or periodic staff travel to students' home countries (e.g. attending education fairs, making high school visits, conducting site visits with international student recruitment agents).

(NACAC_ATS_2018)

A: TBA

27. Does your institution offer a pathway program for international students?

(NACAC_ATS_2018)

A: TBA

Q. Is your institution actively considering a pathway program for international students?

(NACAC_ATS_2018)

A: TBA

Q: Is the pathway program for international students administered by a third-party?

(NACAC_ATS_2018)

A: TBA

Q: Does your institution currently work with commissioned international recruitment agencies/agents? (NACAC_ATS_2018)

A: TBA

Q: Is the use of commissioned international recruitment agencies/agents at your institution under active consideration? (NACAC_ATS_2018)

A: TBA

Q: Are any of the following practices related to international recruitment agencies are used by your institution?

- Require recommendations from other U.S. schools as part of initial agency vetting process
- Require agencies to enter into a formal contract with the institution
- Provide the agency a training manual Conduct in-person training sessions (either in-country or on campus)
- Regularly assess the quality and satisfaction of students recruited by the agency
- List your agency contractors on a student-facing web site
- If other quality assurance efforts are used, (please specify)
- Financial Aid Notification

(NACAC_ATS_2018)

A: TBA

2.2.3 Student Costs and Affordability

Application Fee

Q: Does your institution have an application fee? (CDS_CAS_2018 C13 Q1)

A: Yes

Q: What is the amount of application fee? (CDS_CAS_2018 C13 Q2)

A:

Effective August 1st, 2017, the application fee is \$50

Prior Year (Fall 2016): \$30

Q: Can it be waived for applicants with financial need? (CDS_CAS_2018 C13 Q3)

A: Yes

Q: If you have an application fee and an on-line application option, please indicate policy for students who apply on-line

- Same fee: _____
- Free: _____
- Reduced: _____

(CDS_CAS_2018 C13 Q4)

A: Application is online only

Q: Can on-line application fee be waived for applicants with financial need? (CDS_CAS_2018 C13 Q5)

A: Yes

Undergraduate full-time tuition, required fees, room and board

Q: Provide 2019-2020 academic year costs of attendance for the following categories that are applicable to your institution.

Check here if your institution's 2019-2020 academic year costs of attendance are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2019-2020 academic year costs of attendance will be available.

(CDS_CAS_2018 G0 Q2)

Q: Please confirm whether the figures submitted above represent:

- Final 2019–2020 tuition and required fees
- Estimated 2019–2020 tuition and required fees

If necessary, please include any additional comments regarding your institution’s 2019–2020 tuition and required fees.

(FISKE_GC2021_2019 Q37)

A: Final 2019–2020 tuition and required fees

Source: <https://www.redlands.edu/admissions-and-aid/student-financial-services/student-financial-services-undergraduate/tuition-and-fees-for-undergraduates/>

Q: List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2019-2020 academic year (30 semester or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. Required fees include only charges that all full-time students must pay that are not included in tuition (e.g., registration, health, or activity fees.) Do not include optional fees (e.g., parking, laboratory use). (CDS_CAS_2018 G1, CB_ASC_2019 G1; KIP_BCV_2019)

| | FIRST-YEAR | Undergraduates |
|---------------------------------|---|---|
| PRIVATE INSTITUTION Tuition: | \$50,630 Fall, Spring, and May Terms Q[1,1] | \$50,630 Fall, Spring, and May Terms Q[2,1] |
| PUBLIC INSTITUTION Tuition: | Not Applicable | Not Applicable |
| In-district: | | |
| In-state (out-of-district): | Not Applicable | Not Applicable |

| | | |
|--------------------------------------|---|---|
| Out-of-state: | Not Applicable | Not Applicable |
| NONRESIDENT ALIEN Tuition | \$50,630 Fall, Spring, and May Terms Q[1,5] | \$50,630 Fall, Spring, and May Terms Q[2,5] |
| REQUIRED FEES: | \$500, including \$350 Associated Student Fee and \$150 Matriculation Fee Domestic and International Q[1,6] | \$500, including \$350 Associated Student Fee and \$150 Matriculation Fee Domestic and International Q[2,6] |
| ROOM AND BOARD: (on-campus) | \$14,670 Domestic and International Q[1,7] | \$14,670 Domestic and International Q[2,7] |
| ROOM ONLY: (on-campus) | \$10,828 Double occupancy Domestic and International Q[1,8] | \$10,828 Double occupancy Domestic and International Q[2,8] |
| BOARD ONLY: (on-campus meal plan) | \$3,842 Standard Meal Plan Domestic and International Q[1,9] | \$3,842 Standard Meal Plan Domestic and International Q[2,9] |
| Health Insurance | \$1,819 | \$1,819 |
| Books and Supplies | \$1,970 | \$1,970 |
| Annual Total (Domestic) | \$65,800³ | \$65,800 |
| Annual Total (International) | \$69,589 | \$69,589 |

³ Health Insurance (\$1,819) and Books and Supplies (\$1,970) are not included in [the total cost for domestic students](#), but are included in [the total cost for international students](#)

Q: Comprehensive tuition and room and board fee (if your college cannot provide separate tuition and room and board fees) (CDS_CAS_2018 G1 Q[1,10])

A: Not Applicable

Q: Other (CDS_CAS_2018 G1 Q[1,10])

A: Not Applicable

Q: Prior year tuition and fees (CB_ASC_2019 G1.1)

A:

- **2018-2019 School Year Standard Charges**
 - Tuition Fall, Spring, and May Terms \$49,154
 - Room & Board Double occupancy, Standard meal plan \$14,278
 - Associated Student Fee Student Activities \$350
 - Matriculation Fee One-time fee for all new students \$150
 - Annual Total \$63,932

- **2017-2018 School Year Standard Charges**
 - Tuition Fall, Spring, and May Terms \$47,722
 - Room & Board Double occupancy, Standard meal plan \$13,862
 - Associated Student Fee Student Activities \$350
 - Matriculation Fee One-time fee for all new students \$150
 - Annual Total \$62,084

Source:

<https://www.redlands.edu/admissions-and-aid/student-financial-services/student-financial-services-undergraduate/tuition-and-fees-for-undergraduates/previous-school-year-charges/>

Q: Please provide the typical tuition for a full-time, first-year (freshman) student for the FULL 2019–2020 academic year (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan. (G1, middle column) (FISKE_GC2021_2019 Q35)

A: Private institution first-year tuition: \$50,630

Source: <https://www.redlands.edu/admissions-and-aid/student-financial-services/student-financial-services-undergraduate/tuition-and-fees-for-undergraduates/>

Q: Please provide required fees for a full-time, first-year (freshman) student for the FULL 2019–2020 academic year, as defined above. Required fees include only charges that all full-time students must pay that are *not* included in tuition (e.g., registration, health, or activity fees). Do *not* include optional fees (e.g., parking, laboratory use). Do *not* include room and board. (G1, middle column)

(CDS_CAS_2018 G1 Q[1,6], CDS_CAS_2018 G1 Q[2,6], FISKE_GC2021_2019 Q36, CB_ASC_2019 G1 Q6)

A: \$500, including

| | | |
|------------------------|-----------------------------------|--------------|
| Associated Student Fee | Student Activities | \$350 |
| Matriculation Fee | One-time fee for all new students | \$150 |

Source: <https://www.redlands.edu/admissions-and-aid/student-financial-services/student-financial-services-undergraduate/tuition-and-fees-for-undergraduates/>

Q: Number of credits per term a student can take for the stated full-time tuition (CDS_CAS_2018 G2)

A: 12-19

Q: Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)? (CDS_CAS_2018 G3)

A: No

Q: Indicate tuition exchange or reciprocity agreements participated in by your institution (CB_ASC_2019 G3.1)

- Southern Regional Education Board Academic Common Market
- Midwest Student Exchange
- Western Undergraduate Exchange
- New England Regional Student Program

A: TBA

Q: Do tuition and fees vary by undergraduate instructional program? (CDS_CAS_2018 G4 Q1)

A: No

Q: If yes, what percentage of full-time undergraduates pay more than the tuition and fees? (CDS_CAS_2018 G4 Q2)

A: Not Applicable

Q: Required fees and estimated expenses for a typical full-time undergraduate student (CDS_CAS_2018 G5, CB_ASC_2019 G5)

A: Fall 2019

| | Residents (living on campus) | Commuters (living at home) | Commuters (not living at home) |
|---|------------------------------------|-------------------------------|--------------------------------------|
| Books and supplies | \$1,970 | \$1,970 | \$1,970 |
| Room only | \$10,828 | Not Applicable | TBA |
| Board only | \$3,842 | TBA | TBA |
| Room and board total (if your college cannot provide | Not Applicable | Not Applicable | Not Applicable |

| | | | |
|--|-----------------------|-----------------------|-----------------------|
| separate room and board figures for commuters not living at home): | | | |
| Transportation | Not Applicable | Not Applicable | Not Applicable |
| Other expenses* | TBA | TBA | TBA |

Note: Transportation costs are included in “Other expenses”.

Prior Year (Fall 2018)

| | Residents (living on campus) | Commuters (living at home) | Commuters (not living at home) |
|---|------------------------------------|-------------------------------|--------------------------------------|
| Books and supplies | \$1,900 | \$1,900 | \$1,900 |
| Room only | \$10,828 | Not Applicable | \$9,720 |
| Board only | \$3,842 | \$5,148 | \$4,558 |
| Room and board total (if your college cannot provide separate room and board figures for commuters not living at home): | Not Applicable | Not Applicable | Not Applicable |
| Transportation | Not Applicable | Not Applicable | Not Applicable |
| Other expenses* | \$3,240 | \$4,365 | \$3,240 |

Prior Year (Fall 2017)

| | Residents (living on campus) | Commuters (living at home) | Commuters (not living at home) |
|---|------------------------------------|-------------------------------|--------------------------------------|
| Books and supplies | \$1,850 | \$1,850 | \$1,850 |
| Room only | | Not Applicable | \$9,270 |
| Board only | | \$5,248 | \$4,592 |
| Room and board total (if your college cannot provide separate room and board figures for commuters not living at home): | Not Applicable | Not Applicable | Not Applicable |
| Transportation | Not Applicable | Not Applicable | Not Applicable |
| Other expenses* | \$3,240 | \$4,374 | \$3,240 |

Q: Undergraduate per-credit-hour charges (tuition only) (CDS_CAS_2018 G6)

- Private institutions
- Nonresident aliens (provide only if different from figure for domestic first-year students)

A:

Current year, domestic and international

- **May Term, per credit: \$1,537**

- **Special Status Undergraduate**
 - Part-time tuition, per credit: \$1,537
 - Individualized Study, per credit: \$1,537
- **Undergraduate Auditing, Per Credit**
 - Degree candidates: \$1,537
 - Non-degree students: \$225
 - High school students: \$120

Source: Catalog <https://www.redlands.edu/study/registrars-office/university-catalogs/current-catalog/college-of-arts-and-sciences/tuition-and-fees/>

Prior Year (Fall 2017)
\$1,492

Q: Other estimated expenses for international students for academic year 2019-2020 should not include cost information from G1 and should not include estimated expenses in G5. Typically, the figure reported here represents long-distance travel and other expenses unique to international students (CB_ASC_2019 G7)

A: TBA

Student Aid Options

US Students

Types of Aid Available. Please check off all types of aid available to undergraduates at your institution. (CDS_CAS_2018 H12-H13)

Q: Loans

FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

- Direct Subsidized Stafford Loans
- Direct Unsubsidized Stafford Loans
- Direct PLUS Loans
- Federal Perkins Loans
- Federal Nursing Loans
- State Loans
- College/university loans from institutional funds
- Other (specify)

(CDS_CAS_2018 H12)

A:

- **Direct Subsidized Stafford Loans**
- **Direct Unsubsidized Stafford Loans**
- **Direct PLUS Loans**

- **College/university loans from institutional funds**

Source: SFS/DSFS

Q: Scholarships and Grants (CDS_CAS_2018 H13)

NEED-BASED:

- Federal Pell
- SEOG
- State scholarships/grants
- Private scholarships
- College/university scholarship or grant aid from institutional funds
- United Negro College Fund
- Federal Nursing Scholarship
- Other (specify): _____

A:

- **Federal Pell**
- **SEOG**
- **State scholarships/grants**
- **Private scholarships**
- **College/university scholarship or grant aid from institutional funds**

Source: SFS/DSFS

International Students

Q. Does your institution offer in-state tuition to international students?(NACAC_ATS_2018)

A: Domestic and international students pay the same tuition.

Q: Indicate your institution's policy regarding institutional scholarship and grant aid for undergraduate degree-seeking nonresident aliens (CDS_CAS_2018 H6 Q1)

- Institutional need-based scholarship or grant aid is available
- Institutional non-need-based scholarship or grant aid is available
- Institutional scholarship and grant aid is not available

A: No change since 2016-2017

- **Institutional need-based scholarship or grant aid is available**
- **Institutional non-need-based scholarship or grant aid is available**

Source: SFS/DSFS

Q: Do you provide financial aid for international students? (TPR_RDS_2019)

A: Yes

Source: SFS/DSFS

Q: If yes, please describe or provide URL for more information. (TPR_RDS_2019)

A: TBA

<https://www.redlands.edu/admissions-and-aid/student-financial-services/student-financial-services-undergraduate/tuition--scholarships-for-international-undergraduates/>

Source: SFS/DSFS

Student Aid Process

Q: In response to the earlier availability of FAFSA data, has your admission office made any change in the past two years as to the timing of the financial aid notification?

- No change
- Yes, moved financial aid award notification to align with admission offers
- Yes, moved financial aid notification earlier in process, but not at same time as admission offer

(NACAC_ATS_2018)

A: TBA

Q: For the Fall 2018 admission cycle, please indicate what, if any, financial aid information was sent with the initial offer of admission

- No financial aid information sent
- Institutional scholarship(s) only
- Full financial aid package
- Other (please specify)

(NACAC_ATS_2018)

A: TBA

US Students

Q: Process for First-Year/Freshman Students

Check off all financial aid forms domestic first-year (freshman) financial aid applicants must submit

- FAFSA
- Institution's own financial aid form
- CSS/Financial Aid PROFILE
- State aid form
- Noncustodial PROFILE
- Business/Farm Supplement
- Other

(CDS_CAS_2018 H8)

A: No change since 2016-2017

FAFSA

Source: SFS/DSFS

Q: Indicate filing dates for first-year (freshman) students (CDS_CAS_2018 H9)

- Priority date for filing required financial aid forms
- Deadline for filing required financial aid forms
- No deadline for filing required forms (applications processed on a rolling basis)

A:

- **Priority date for filing required financial aid forms: Not Applicable**
- **Deadline for filing required financial aid forms: March 2**
- **No deadline for filing required forms (applications processed on a rolling basis): Not Applicable**

Prior Year (2016-2017)

- **Priority date for filing required financial aid forms: November 15**
- **Deadline for filing required financial aid forms: March 2**
- **No deadline for filing required forms (applications processed on a rolling basis): Not Applicable**

Source: SFS/DSFS

Q: Indicate notification dates for first-year (freshman) students (answer a or b)

- a. Students notified on or about (date): _____
- b. Students notified on a rolling basis: yes/no
If yes, starting date: _____

(CDS_CAS_2018 H10)

A:

- **Students notified on a rolling basis**
- **Starting date: December**

Prior Year (2016-2017)

- **A: Students notified on a rolling basis**
- **Starting date: Feb. 17**

Source: SFS/DSFS

Q: Indicate reply dates

Students must reply by (date) _____ or within _____ weeks of notification.

(CDS_CAS_2018 H11)

A: Not Applicable

Prior Year (2016-2017)

- **Students must reply by (date): May 1st**

Source: SFS/DSFS

International Students

Q: Check off all financial aid forms nonresident alien first-year financial aid applicants must submit:

- Institution’s own financial aid form (CDS_CAS_2018 H7)
- CSS/Financial Aid PROFILE
- International Student’s Financial Aid Application
- International Student’s Certification of Finances
- Other: _____

A:

- **International Student’s Financial Aid Application**
- **International Student’s Certification of Finances**

Prior Year (2016-2017)

- **International Student’s Certification of Finances**

Source: SFS/DSFS

Student Aid Criteria

Q: Check off criteria used in awarding institutional aid. Check all that apply. (CDS_CAS_2018 H14)

A:

| Criteria | Non-need Aid | | Need-based Aid | |
|--------------------------|--------------|---------------|----------------|---------------|
| | US Students | International | US Students | International |
| Academics | X | X | | |
| Alumni affiliation | | | | |
| Art | X | X | | |
| Athletics | | | | |
| Job skills | | | | |
| Leadership | X | X | | |
| Minority status | | | | |
| Music/drama | X | X | | |
| Religious affiliation | | | | |
| State/district residency | | | | |
| Additional_____ | | | | |

Source: SFS/DSFS

Student Aid Policy Changes

Q: If your institution has recently implemented any major financial aid policy, program, or initiative to make your institution more affordable to incoming students such as replacing loans with grants, or waiving costs for families below a certain income level please provide details below. (CDS_CAS_2018 H15)

A: TBA

2.2.4 Quality and Outcomes

Graduation Requirements

Q: Areas in which all or most students are required to complete some course work prior to graduation

- Arts/fine arts
- Humanities
- Computer literacy
- Mathematics
- English (including composition)
- Philosophy
- Foreign languages
- Sciences (biological or physical)
- History
- Social science
- Other (describe)

(CDS_CAS_2018 E3)

A:

- **Arts/fine arts**
- **Computer literacy**
- **English (including composition)**
- **Foreign languages**
- **Humanities**
- **Mathematics**
- **Sciences (biological or physical)**
- **Social science**
- **Other (describe): Cross-cultural Studies; Dominance and Difference**

2.2.5 Institutional Environment and Student Engagement

Current Events

Q: Current events such as the intensity of political rhetoric and ongoing student activism related to school shootings—may have impacted interactions with prospective students during the recruitment and admission process.

Please indicate if any of the following *have increased in the past two years*: Yes, No, Not applicable:

1. Questions about campus safety from students
2. Questions about campus safety from parents
3. Number of essays/personal statements addressing school violence
4. Number of essays/personal statements addressing political activism
5. Interest in colleges' political leanings
6. Difficulty recruiting international students due to safety concerns
7. Difficulty recruiting international students due to political and regulatory climate

(NACAC_ATS_2018)

A: TBA

Q: Please share any other observations about how current events have affected the recruitment and admission process.

(NACAC_ATS_2018)

A: TBA

2.2.6 Institutional Management and Strategies

Q: Does your institution's management structure include a Director/VP of Enrollment Management or Chief Enrollment Officer?

(NACAC_ATS_2018)

A: Yes

Q: How much importance is given to each of the following strategies in your institution's recruitment of first-time, first-year, transfer and international students?

Student entry type

- FTFY DMST: First-Time, First-Year Students (Not Including International)
- TRAN DMST: Transfer Students (Not Including International)
- FTFY INTL: First-Time, First-Year International Students
- TRAN INTL: Transfer International Students

Strategies

- Direct mail
- Email
- High school visits (in the U.S.)
- High school visits (outside the U.S.)
- Community college outreach/partnerships

- Articulation agreements with community colleges
- Hosted campus visits
- Alumni
- Web site
- Social media
- Online advertising
- Text messaging
- College fairs
- High school counselors
- Community-based organizations
- Parents
- Conditional/provisional admission program
- Test-optional policy

(NACAC_ATS_2018)

A: TBA

Q: Please comment on what you see as both the strengths and weaknesses of the enrollment management model. (NACAC_ATS_2018)

A: TBA

2.2.7 Partnerships in Education

Q: Regarding parent involvement (or lack of involvement) in their children's admission process, what are one or two top observations or suggestions that you would recommend NACAC articulate to the public (NACAC_ATS_2018)

A: TBA

2.3 FACTUAL QUESTIONS - QUALITATIVE

2.3.1 Access and Selectivity

2.3.2 Educational Pathways

Degrees/Certificates Offered

Q: What degrees and other formal academic awards are offered by College of Arts and Sciences (CDS_CAS_2018 A5)

A: Diploma, Bachelor's degree, Post-baccalaureate certificate, Master's degree⁴

Major Programs of Study Offered

⁴ Other schools at University of Redlands also offer certificate and doctoral degree.

Top Programs

Q. Traditionally, what are four exceptionally strong undergraduate academic programs for which your institution is best known (majors or departments that might be considered signature programs, are top draws for applicants, are nationally or regionally recognized, etc.)? (FISKE_GC2021_2019 Q46)

A:

1. **Global Business**
2. **Johnston Center for Integrative Studies**
3. **Communication Sciences & Disorders**
4. **Music**

Source: ENMG/VPEN

Q: For the most recent graduating class, what were the four most popular undergraduate majors, by enrollment (in descending order)? (FISKE_GC2021_2019 Q47)

A:

1. **Business Administration**
2. **Psychology**
3. **Communication Sciences & Disorders**
4. **Biology**

Source: IRES/APIR

Completion Trend by Fields of Study, Top 10 Fields, <https://tinyurl.com/y37sxn66>

| CAS UG Degree Completion | 2016-2017 | 2017-2018 | 2018-2019 | Grand Total |
|--------------------------|-----------|-----------|-----------|-------------|
| Business Administration | 74 | 71 | 94 | 239 |
| Psychology | 62 | 47 | 63 | 172 |
| Communicative Disorders | 53 | 57 | 50 | 160 |
| Biology | 52 | 39 | 52 | 143 |
| Johnston: See Emphasis | 48 | 33 | 46 | 127 |
| Global Business | 30 | 30 | 18 | 78 |
| Sociology & Anthropology | 25 | 20 | 25 | 70 |
| English Literature | 32 | 16 | 18 | 66 |
| Environmental Science | 22 | 23 | 21 | 66 |
| Accounting | 19 | 27 | 19 | 65 |

Q: What degree and certificate programs are offered?

A:

Bachelor's degree, HSBS⁵

- 1) 05.0103-Bachelor of Arts in Asian Studies
- 2) 05.0107-Bachelor of Arts in Latin American Studies
- 3) 05.0207-Bachelor of Arts in Women, Gender, and Sexuality Studies⁶
- 4) 05.0299-Bachelor of Arts in Race and Ethnic Studies
- 5) 13.1312-Bachelor of Music in Music: Education
- 6) 16.0501-Bachelor of Arts in German
- 7) 16.0901-Bachelor of Art in French
- 8) 16.0905-Bachelor of Art in Spanish
- 9) 23.0101-Bachelor of Art in English Literature
- 10) 23.1302-Bachelor of Arts in Creative Writing
- 11) 38.0101-Bachelor of Art in Philosophy
- 12) 38.0201-Bachelor of Art in Religious Studies
- 13) 42.0101-Bachelor of Art in Psychology
- 14) 44.0501-Bachelor of Arts in Public Policy
- 15) 45.0601-Bachelor of Art in Economics
- 16) 45.0601-Bachelor of Science in Economics
- 17) 45.0901-Bachelor of Arts in International Relations
- 18) 45.1001-Bachelor of Arts in Political Science
- 19) 45.1101-Bachelor of Art in Sociology and Anthropology
- 20) 50.0401-Bachelor of Arts in Media and Visual Culture Studies⁷
- 21) 50.0501-Bachelor of Arts in Theatre Arts
- 22) 50.0702-Bachelor of Arts in Studio Art
- 23) 50.0901-Bachelor of Art in Music
- 24) 50.0903-Bachelor of Music Performance: Wind or Percussion
- 25) 50.0904-Bachelor of Music in Music: Composition
- 26) 50.0907-Bachelor of Music Performance: Keyboard
- 27) 50.0908-Bachelor of Music Performance: Voice
- 28) 50.0911-Bachelor of Music Performance: Strings
- 29) 50.0911-Bachelor of Music Performance: Guitar
- 30) 50.1004-Bachelor of Arts in Theatre Business
- 31) 51.0204-Bachelor of Arts in Communication Sciences and Disorders⁸
- 32) 52.0201-Bachelor of Arts in Management

⁵ Humanities and Social-Behavioral Sciences

⁶ was Bachelor of Arts in Women's and Gender Studies

⁷ was Bachelor of Arts in Visual & Media Studies

⁸ was Bachelor of Arts in Communicative Disorders

- 33) 52.0201-Bachelor of Science in Business Administration
- 34) 52.0301-Bachelor of Science in Accounting
- 35) 52.0601-Bachelor of Science in Financial Economics
- 36) 52.1101-Bachelor of Science in Global Business
- 37) 54.0101-Bachelor of Art in History

Bachelor's degree, STEM⁹

- 1) 03.0103-Bachelor of Arts in Environmental Studies
- 2) 03.0104-Bachelor of Science in Environmental Science
- 3) 03.0299-Bachelor of Science in Sustainable Business
- 4) 11.0101-Bachelor of Arts in Computer Science
- 5) 26.0101-Bachelor of Art in Biology
- 6) 26.0101-Bachelor of Science in Biology
- 7) 26.0202-Bachelor of Science in Biochemistry & Molecular Biology
- 8) 27.0101-Bachelor of Science in Mathematics
- 9) 40.0501-Bachelor of Science in Chemistry
- 10) 40.0801-Bachelor of Arts in Physics
- 11) 40.0801-Bachelor of Science in Physics

Bachelor's degree, INTE¹⁰

- 1) 24.0101-Bachelor of Art in Liberal Studies
- 2) 30.9999-Bachelor of Arts in Health, Medicine, and Society
- 3) 30.9999-Bachelor of Art Johnston
- 4) 30.9999-Bachelor of Science Johnston

Post baccalaureate certificate

50.0903-Artist Diploma in Music: Performance

Master's degree

- 1) 13.1312-Master of Music in Music: Education
- 2) 45.0702-Master of Science in Geographic Information Systems
- 3) 45.0702-Master of Geographic Information Systems
- 4) 50.0903-Master of Music in Music: Performance
- 5) 50.0903-Master of Music Performance: Wind or Percussion
- 6) 50.0904-Master of Music in Music: Composition
- 7) 50.0906-Master of Music in Music: Conducting

⁹ Science, Technology, Engineering, and Mathematics

¹⁰ Interdisciplinary and Integrative

- 8) 50.0908-Master of Music in Vocal Chamber Music
- 9) 50.0912-Master of Music in Pedagogy
- 10) 51.0204-Master of Science in Communication Sciences and Disorders¹¹

Special Study Options

Q: Identify those programs available at your institution. Refer to the glossary for definitions (CDS_CAS_2018 E1¹²)

A:

| | |
|-------------------------------------|---|
| Accelerated program | No (*Note that accelerated MBA programs are offered by School of Business) |
| Cooperative education program | Yes |
| Cross-registration | Yes |
| Distance learning | Yes |
| Double major | Yes |
| Dual enrollment | |
| English as a Second Language (ESL) | We do not offer ESL courses. What we do offer is support sections of English composition classes with instructors trained in ESL. There are U.S. and international students in those sections, and they are not formally ESL sections. |
| Exchange student program (domestic) | Yes |
| External degree program | Yes |
| Honors Program | Yes |
| Independent study | Yes |
| Internships | Yes |
| Liberal arts/career combination | Yes |
| Student-designed major | Yes |
| Study abroad | Yes |
| Teacher certification program | Yes |
| Weekend college | Yes |
| Other (specify) | Nontraditional study programs are available through Johnston Center for Integrated Studies |

¹¹ was Master of Science in Communicative Disorders

¹² CDS_CAS_2018 E2 has been removed from the CDS.

Q. Tell us about any other signature or one-of-a-kind undergraduate academic degree programs, minors, or concentrations that potential applicants should know about.

(FISKE_GC2021_2019 Q48)

A:

Signature academic programs that we want to highlight for potential applicants:

Degree programs/majors:

Johnston Center for Integrative Studies degrees

School of Music undergraduate degrees

Education 4+1 Credential/Masters

Biochemistry and Molecular Biology major

Health, Medicine, & Society major

Communication Sciences and Disorders major

Creative Writing major

Theatre Business major

Minors

Spatial Studies minor

Human Animal Studies minor

Q: Please tell us about the extent and nature of your study abroad programs.

(FISKE_GC2021_2019 Q49)

A:

In Academic Year 2018-19, CAS offered 98 approved study away programs. Among those programs were a) the study away program offered at the University's Salzburg international campus; b) exchange programs with 6 partner universities in China, the United Kingdom, Japan, and Australia; and 91 approved third-party provider programs in every region of the world. These possibilities are in addition to programs that students may select off the approved programs list that must be recommended by the Study Away Advisory Committee and approved by the CAS Dean.

Redlands was ranked 16th nationally in its class of institutions by IIE (Institute for International Education) for Study Abroad Participation Rate.

(FISKE_GC2021_2019 Q50-58)

Each of the following questions will be relevant to some but not all colleges and universities. Please feel free to answer only those questions that describe particularly important aspects of your institution.

Q: Please describe recent changes, if any, in the general education requirements that all undergraduates must complete.

(FISKE_GC2021_2019 Q50)

A:

Starting with the 2018-19 academic year, the general education program has been restructured into three broad categories that prepare students for rewarding lives in and beyond college:

- 1. Essential skills: writing, quantitative reasoning, oral communication, information & media literacy, and communicating in another language**
- 2. Practices: creative, humanistic, social scientific, and natural scientific**
- 3. Issues and perspectives: diverse perspectives and worldviews, the relation of self to society, problems of power and inequality, and the benefits and challenges of global interconnections**

This is the first year of our four-year transition from the Liberal Arts Foundation (LAF) general education requirements to the new Liberal Arts Inquiry (LAI) requirements. LAI seeks to cultivate relevant academic skills that can be transferred to many professional contexts. It also encourages students to make connections between a variety of approaches and methods for problem solving in classroom and in real life. It is designed to deliver a meaningful liberal arts experience in a relatively small package, with more choice and flexibility for students.

Q: Have you made any other curriculum changes in the last two years, such as adding or dropping any undergraduate programs? If so, please describe.

(FISKE_GC2021_2019 Q51)

A:

In the last year, we added a Health, Medicine, & Society major.

Bachelor of Arts in Computer Science is now available as a Bachelor of Science option.

Minor in Astronomy is no longer available.

Please consult the University Catalog (www.redlands.edu/catalog) for more information about these new and updated programs.

Q: Do you require any sort of first-year experience, such as seminars, advising, or pre-orientation activities?

What does your school do to make the campus a welcoming community?

What percentage of freshmen participate in these activities?

(FISKE_GC2021_2019 Q52)

A: 100% of freshmen participate in these activities

- **First-Year Seminar-A “bridge” between high school and college learning experiences, the First Year Seminar helps students build a sound foundation for success in college and beyond, by developing essential academic skills and the ability to make connections between a variety of courses and learning experiences.**
- **A week-long orientation program in August with optional First-Year Journeys allows all incoming students to engage in collaborative exercises with peers along with impactful sessions led by members of Student Affairs, Residence Life, Academic Affairs, and Support Services.**

Q. Please describe your institution’s services to international students.

Are merit- or need-based scholarships or grants available for international students?

(FISKE_GC2021_2019 Q53)

A: Merit and limited need-based scholarships are available for international students. The Office of International Students and Scholars provides administrative and peer support through programming, orientation services, and student visa processing.

Q. Following is a list of programs that some schools have started as ways to enhance the academic and overall quality of the undergraduate experience. If you have any of these programs please tell us about them (FISKE_GC2021_2019 Q54)

“Capstone” programs in which seniors draw together what they have learned during the previous four years

A: A capstone is required of all CAS undergraduate students. It may take different forms depending on the discipline, but seniors are supposed to complete them.

What percentage of undergraduates participate? %

A: 100%

Undergraduate research

A: While some undergraduate research is clear (e.g., summer science research), others are not always tracked.

What percentage of undergraduates participate? %

A: Unknown

Community service

A: Community service is at the core of our student experience. Students are required to complete 80 hours of community service, this can be fulfilled through on-campus or community experiences. As a CAS undergrad graduation requirement, all students participate.

What percentage of undergraduates participate? %

A: 100%

Living/learning communities

A: Yes

What percentage of undergraduates participate? %

A: TBA

Honors programs

A: Yes

What percentage of undergraduates participate? %

A: TBA

Other?

A: TBA

Q. Are there ways in which the academic mission of your school (CAS) is evolving?

(FISKE_GC2021_2019 Q55)

A: The new CAS mission statement:

The College of Arts and Sciences is a welcoming and collaborative community that empowers students to ask challenging questions, consider many approaches, and combine multiple perspectives. Fostering curiosity and creativity, we are dedicated to a personalized education that integrates liberal arts and professional knowledge. Our students commit to life-long inquiry distinguished by critical thinking, problem-solving, and expressive skills leading to meaningful engagement with diversity and contributions to their communities.

Q. Have you completed any new physical facilities within the past two years? If so, please describe. (FISKE_GC2021_2019 Q56)

A: Yes.

New spaces in the library

- **A “maker space” in Naslund Study Lounge**
- **A new Digital Learning Center**
- **A new Office of Career and Professional Development**

Other new spaces

- **A “maker space” on which Physics, Art, and ITS collaborated, housed in Ann Peppers Hall**
- **Tennis team room in Currier Gym**

Source: FACL/DFM, CASD/DEAN

Q. Campus diversity: What actions have you taken in the last year to raise awareness of, and support for, diversity? (FISKE_GC2021_2019 Q57)

A: Please consult this website on how we create an inclusive, diverse, and equitable environment for all students, faculty, staff, and other stakeholders:

<https://www.redlands.edu/meet-redlands/inclusiveness-and-community/university-wide-council-on-inclusiveness-and-community/>

This Briefing of the University-wide Council on Inclusiveness and Community describes the most recent activities:

<https://www.redlands.edu/globalassets/depts/office-of-the-president/meet-dr.-kunc/cic/briefing-on-ucic-2017-activities.pdf>

In addition, we have invited a consultant, Dr. Jesús Treviño, to study our current status of diversity and inclusion. He has submitted recommendations for a University strategic plan for diversity and inclusion efforts across campus.

<https://www.redlands.edu/bulldog-blog/2018/november-2018/university-diversity-consultant-emphasizes-inclusivity-accountability/>

Q: How is your institution dealing with the national issue of sexual assault? Please describe any actions that you have taken in the last year to raise awareness of, and prevent, sexual violence. (FISKE_GC2021_2019 Q58)

A: Please consult this website on how we deal with the issue of sexual assault:

<https://www.redlands.edu/public-safety/annual-security-and-fire-safety-report/sexual-assault-prevention--response/>

2.3.3 Student Costs and Affordability

2.3.4 Quality and Outcomes

Accreditation¹³

Institutional Accreditation

Q: Indicate if your school is accredited by any of the following organizations (TRP_RDS_2019 A16)

8. Middle States Commission on Higher Education – MSCHE
9. Northwest Commission on Colleges and Universities - NWCCU
10. The Higher Learning Commission (formerly NCA)
11. New England Association of Schools and Colleges/Inc. / Commission of Institutions of Higher Education - NEASC-CIHE
12. Southern Association of College and Schools / Commission on Colleges - SACS-CC
13. Western Association of Schools and Colleges / Accrediting Commission for Senior Colleges and Universities - WASC-Sr.

¹³ Source: <https://www.redlands.edu/meet-redlands/accreditation-and-accolades/>

A: The University of Redlands is accredited by the WASC Senior College and University Commission (WSCUC)

<https://www.wscuc.org/institutions/university-redlands>

Programmatic Accreditation

- Chemistry programs by the American Chemical Society
- School of Music by the National Association of Schools of Music (NASM)
- Communicative Disorders programs by the American Speech-Language-Hearing Association

Programs / Services for Learning Disabled Students

Computing Services

Library Services

2.3.5 Student Life and Engagement

Student Activities Offered

Q: Identify those programs available at your institution

- Campus Ministries
- Choral groups
- Concert band
- Dance
- Drama/theater
- International Student Organization
- Jazz band
- Literary magazine
- Marching band
- Model UN
- Music ensembles
- Musical theater
- Opera
- Pep band
- Radio station
- Student government
- Student newspaper
- Student-run film society
- Symphony orchestra
- Television station
- Yearbook

(CDS_CAS_2018 F2)

A:

- Campus Ministries
- Choral groups
- Concert band
- Dance
- Drama/theater
- International Student Organization
- Jazz band
- Literary magazine
- Music ensembles
- Musical theater
- Opera
- Radio station
- Student government
- Student newspaper
- Symphony orchestra
- Yearbook

ROTC

Q: ROTC program offered in cooperation with Reserve Officers' Training Corps

(CDS_CAS_2018 F3)

A:

| | On Campus | At Cooperating Institution | Name of Cooperating Institution |
|---------------------------|-----------|----------------------------|---------------------------------|
| Army ROTC is offered | | X | Cal State San Bernardino |
| Naval ROTC is offered | | | |
| Air Force ROTC is offered | | X | Cal State San Bernardino |

Collegiate Athletics

Q: In what NCAA division do you compete in athletics? I II III None

(FISKE_GC2021_2019 Q32)

A: **Division III**

Q: Which intercollegiate teams (men's and women's) are most competitive? Please list any athletic championships in the last two years.

(FISKE_GC2021_2019 Q33)

A:

Competitive Teams:

Football, Men's and Women's Track and Field, Men's and Women's Golf, Men's and Women's Soccer, Men's and Women's Tennis, Men's and Women's Swim

Top SCIAC Conference Finishes in 2017-18 and 2018-19:

- Men's soccer – 2014, 2015, 2016, 2017 champs, 2018 2nd
- Football – 2017 2nd place/ 2018 co-champs
- Men's golf – 2018 3rd/ 2019 2nd & 15th at NCAA's
- Baseball – co-champs 2018
- Men's track 2018 – 2nd/ 2019 tied 2nd

NCAA

- Women's golf 2018 2nd/ 2019 2nd & 10th

Source: ATHL/CMPE, CASA

Q. Please describe the intramural and club sports programs. Which are the most popular?

What proportion of undergraduates participate? %

(FISKE_GC2021_2019 Q34)

A:

Intramural sports:

Flag Football, Volleyball, Basketball, Soccer, Beach Volleyball, Life Jacket Water polo,

Club sports:

Soccer, Ultimate Frisbee, Rock Climbing, Men's Lacrosse, Men's Volleyball.

Participation Rate TBA

Source: CASA

Housing

Q: Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your institution

- Coed dorms
- Men's dorms
- Women's dorms
- Apartments for married students
- Apartments for single students
- Special housing for disabled students
- Special housing for international students
- Fraternity/sorority housing
- Cooperative housing
- Theme housing

- Wellness housing
- Other housing options (specify):

(CDS_CAS_2018 F4)

A:

- **Coed dorms**
- **Women's dorms**
- **Apartments for married students**
- **Apartments for single students**
- **Special housing for disabled students**
- **Special housing for international students**
- **Fraternity/sorority housing**
- **Theme housing**
- **Other housing options (specify):**

Note: The University of Redlands College of Arts and Sciences is a residential campus and requires all students to live on campus. For exceptions, please see the Off Campus Approval Process information.

2.3.6 Institutional Management and Strategies

Peer Institutions

Q: Shared Prospective Applicants: Please list in descending order the eight colleges or universities with which you have the most applicant overlaps (competing applications from first-time, first-year applicants).

(FISKE_GC2021_2019 Q28)

A:

- 1. Chapman University**
- 2. UC Riverside**
- 3. San Diego State**
- 4. Loyola Marymount University**
- 5. Cal Poly San Luis Obispo**
- 6. UCLA**
- 7. University of Puget Sound**
- 8. Occidental College**

Source: CASA

Q: Please list the five colleges or universities that you regard as your closest “peer” institutions (schools with similar personality and fit).

(FISKE_GC2021_2019 Q29)

A:

1. Chapman University
2. Loyola Marymount University
3. University of San Diego
4. Whittier College
5. Cal Lutheran University

Source: CASA/

2.3.7 Partnerships in Education

Q: Prominent Alumni: Please list up to seven, and identify the person's accomplishments

Name Identification (TPR_RDS_2019 A14)

A:

Pete Aguilar, U.S. Representative from California's 31st Congressional District

Angel Blue, Opera singer¹⁴

David Boies, American lawyer and chairman of the law firm Boies, Schiller & Flexner

2.4 FACTUAL QUESTIONS – QUANTITATIVE

2.4.1 Access and Selectivity

Applications and Admissions - Size, Selectivity and Yield

First-Time (Freshmen)

Q: First-time, first-year (freshmen) students.

Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2018.

Include early decision, early action, and students who began studies during summer in this cohort.

¹⁴ <https://www.redlands.edu/meet-redlands/student-faculty-and-alumni-stories/alumni-stories/angel-blue-05/>

Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution).

Admitted applicants should include wait-listed students who were subsequently offered admission.

- Total first-time, first-year (freshman) men who applied
- Total first-time, first-year (freshman) women who applied
- Total first-time, first-year (freshman) men who were admitted
- Total first-time, first-year (freshman) women who were admitted
- Total full-time, first-time, first-year (freshman) men who enrolled
- Total part-time, first-time, first-year (freshman) men who enrolled
- Total full-time, first-time, first-year (freshman) women who enrolled
- Total part-time, first-time, first-year (freshman) women who enrolled

(CDS_CAS_2018 C1; KIP_BCV_2019)

A: see below

Q: Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2018. Include early decision, early action, and students who began studies during summer. Admitted applicants should include wait-listed students who were subsequently offered admission.

- Total applied
- Total admitted
- Total enrolled

(NACAC_ATS_2018)

A: [Current Year Admissions Statistics](#)

Q: Provide the number of first-time, degree/certificate-seeking undergraduate students who applied, who were admitted, and who enrolled (either full- or part-time) at your institution for Fall 2018. Include early decision, early action, and students who began studies during the summer prior to Fall 2018.

Remember that this question is only applicable to first-time students, do not include other students in these totals. (IPEDS_ADM_2018 Q2)

A: [Current Year Admissions Statistics](#)

Q: Number of first-time, first-year, degree-seeking applicants (FISKE_GC2021_2019 Q21)

A: 4,713

Q: Percentage admitted (FISKE_GC2021_2019 Q22)

A: 75%

Q: Percentage of admitted applicants who enrolled as full-time freshmen (yield) (C1)
(FISKE_GC2021_2019 Q23)

A: **20% (702/3,523)**

Transfers

Q: Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2018 (CDS_CAS_2018 D2)

Gender

- Men
- Women
- Total

Status

- Applicants
- Admitted Applicants
- Enrolled Applicants

(CDS_CAS_2018 D2)

A: [Current Year Admissions Statistics](#)

Current Year Admissions Statistics

| Fall 2018 Entering Cohort | Applicants | Admits | Matriculates ¹⁵ | Full-Time Enrollee | Part-Time Enrollee |
|-----------------------------------|------------|--------|----------------------------|--------------------|--------------------|
| First-Time (Freshmen) | 4713 | 3523 | 727 | 702 | 25 |
| Men | 1986 | 1438 | 283 | 270 | 13 |
| Women | 2727 | 2085 | 444 | 432 | 12 |
| Admit and Yield Rates (Freshmen) | | 75% | 21% | 20% | |
| Men | | 72% | 20% | | |
| Women | | 76% | 21% | | |
| Transfer-In | 380 | 206 | 85 | | |
| Men | 175 | 117 | 50 | | |
| Women | 205 | 89 | 35 | | |
| Admit and Yield Rates (Transfers) | | 54% | 41% | | |
| Men | | 67% | 43% | | |
| Women | | 43% | 39% | | |

¹⁵ Denied applicants and admitted but not enrolled students may enroll in other divisions (mostly SB). They are excluded from the total number of CAS Matriculates.

| | | | | | |
|--------------------|------|------|-----|--|--|
| Total New Entering | 5093 | 3708 | 813 | | |
| Readmission | 24 | 1 | 0 | | |

Source:

[CAS Admissions Statistics Report – Fall 2018](#)¹⁶

Prior Year Admissions Statistics

| Fall 2017 Entering Cohort | Applicants | Admits | Matriculates ¹⁷ | Full-Time Enrollee | Part-Time Enrollee |
|-----------------------------------|------------|--------|----------------------------|--------------------|--------------------|
| First-Time (Freshmen) | 4775 | 3580 | 733 | | |
| Men | | | | | |
| Women | | | | | |
| Admit and Yield Rates (Freshmen) | | 75% | 21% | | |
| Men | | | | | |
| Women | | | | | |
| Transfer-In | 381 | 211 | 96 | | |
| Men | | | | | |
| Women | | | | | |
| Admit and Yield Rates (Transfers) | | 55% | 45% | | |
| Men | | | | | |
| Women | | | | | |
| Total New Entering | | | | | |
| Readmission | | | | | |

Changes from Prior Year

Q: What was the percent change in the total number of applicants from Fall 2017 to Fall 2018? (NACAC_ATS_2018)

Q: What was the percent change in the total number of admitted students from Fall 2017 to Fall 2018? (NACAC_ATS_2018)

A:

- **First-Time Freshmen Applicants: -1.3%**
- **First-Time Freshmen Admits: -1.6%**

¹⁶ Transfer data by gender are missing from this report. Gender-specific data from CASA/ADOP through email.

¹⁷ Denied applicants and admitted but not enrolled students may enroll in other divisions (mostly SB). They are excluded from the total number of CAS Matriculates.

- **Transfer Applicants: -0.3%**
- **Transfer Admits: -1.9%**

Admissions Plans and Timeline

Early Decision Applicants

Q: For the Fall 2018 entering class:

- Number of early decision applications received by your institution
- Number of applicants admitted under early decision plan

(CDS_CAS_2018 C21 Q3)

Q: For the Fall 2018 admission cycle, please indicate the following

- Number of Early Decision applications received
- Number of applicants admitted under Early Decision plan
- Number of Early Decision admits who enrolled

(NACAC_ATS_2018)

A: TBA

Prior Year (Fall 2016)

- **Number of early decision applications received by your institution: 0**
- **Number of applicants admitted under early decision plan: 0**

Q: What was the percent change in the number of students applying Early Decision from Fall 2017 to Fall 2018? (NACAC_ATS_2018)

A: TBA

Q: What was the percent change in the number of students admitted Early Decision from Fall 2017 to Fall 2018? (NACAC_ATS_2018)

A: TBA

Early Action Applicants

Q: For the Fall 2018 admission cycle, please indicate the following:

- Number of Early Action applications received
- Number of applicants admitted under Early Action plan
- Number of Early Action admits who enrolled

(NACAC_ATS_2018)

A: TBA

Q: What was the percent change in the number of students applying Early Action from Fall 2017 to Fall 2018? (NACAC_ATS_2018)

A: TBA

Q: What was the percent change in the number of students admitted Early Action from Fall 2017 to Fall 2018? (NACAC_ATS_2018)

A: TBA

Waitlist

Q: Please answer the questions below for Fall 2018 admissions (CDS_CAS_2018 C2)

A:

- **Number of qualified applicants offered a place on waiting list: 111**
(CDS_CAS_2018 C2 Q2)
- **Number accepting a place on the waiting list: 21** (CDS_CAS_2018 C2 Q3)
- **Number of wait-listed students admitted: 3** (CDS_CAS_2018 C2 Q4)

Prior Year (Fall 2016)

- **Number of qualified applicants offered a place on waiting list: 35**
(CDS_CAS_2016 C2 Q2)
- **Number accepting a place on the waiting list: 23** (CDS_CAS_2016 C2 Q3)
- **Number of wait-listed students admitted: 11** (CDS_CAS_2016 C2 Q4)

Source: CASA/ADOP

Q: For the Fall 2018 admission cycle, please indicate the following

- Number of applicants offered a place on the wait list
- Number accepting a place on the wait list
- Number of wait-listed students admitted
- Number of wait-listed admits who enrolled

(NACAC_ATS_2018)

A: 111, 21, 3, TBA

Source: CASA/ADOP

Q: What was the percent change in the number of students placed on the wait list from Fall 2017 to Fall 2018? (NACAC_ATS_2018)

A: TBA

Q: What was the percent change in the number of students admitted from the wait list from Fall 2017 to Fall 2018? (NACAC_ATS_2018)

A: TBA

Applicant Profile

Q: Please indicate approximately what percentage of applicant transcripts contain the following.

- AP course(s)

- IB program
- Dual/concurrent enrollment course(s)

(NACAC_ATS_2018)

A: TBA

Q: What is the average score of accepted applicants?

- TOEFL Internet-based Test (iBT) (Range0-120)
- IELTS (Range0-9)

(CB_ASC_2019 C27 Q2)

A: TBA

Freshmen Profile

High School GPA

Q: Percentage of all enrolled, degree-seeking, first-time, first-year (freshman) students who had high school grade-point averages within each of the following ranges (using 4.0 scale). Report information only for those students from whom you collected high school GPA. (CDS_CAS_2018 C11)

A:

| | |
|---|------------|
| Percent who had GPA of 3.75 and higher | 48 |
| Percent who had GPA between 3.50 and 3.74 | 20 |
| Percent who had GPA between 3.25 and 3.49 | 14 |
| Percent who had GPA between 3.00 and 3.24 | 11 |
| Percent who had GPA between 2.50 and 2.99 | 7 |
| Percent who had GPA between 2.0 and 2.49 | 0 |
| Percent who had GPA between 1.0 and 1.99 | 0 |
| Percent who had GPA below 1.0 | 0 |
| Totals should = 100% | 100 |

Q: Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA (CDS_CAS_2018 C12 Q1)

Q: Percent of total first-time, first-year (freshman) students who submitted high school GPA (CDS_CAS_2018 C12 Q2)

A:

Fall 2018

| | |
|---|-------------|
| Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA | 3.71 |
|---|-------------|

| | |
|---|----------------------|
| Percent of total first-time, first-year (freshman) students who submitted high school GPA | 96% (698/725) |
|---|----------------------|

Prior Year (Fall 2017)

| | |
|---|-------------|
| Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA | 3.65 |
|---|-------------|

| | |
|---|----------------------|
| Percent of total first-time, first-year (freshman) students who submitted high school GPA | 98% (712/730) |
|---|----------------------|

High School Rank

Q: Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges (report information for those students from whom you collected high school rank information) (CDS_CAS_2018 C10)

A: TBA

| | |
|--|--|
| Percent in top tenth of high school graduating class | |
|--|--|

| | |
|--|--|
| Percent in top quarter of high school graduating class | |
|--|--|

| | |
|---|--|
| Percent in top half of high school graduating class | |
|---|--|

| | |
|--|--|
| Percent in bottom half of high school graduating class | |
|--|--|

| | |
|---|--|
| Percent in bottom quarter of high school graduating class | |
|---|--|

| | |
|--|--|
| Percent of total first-time, first-year (freshmen) students who submitted high school class rank | |
|--|--|

Prior Year (Fall 2016)

| | |
|--|-----------|
| Percent in top tenth of high school graduating class | 22 |
|--|-----------|

| | |
|--|-----------|
| Percent in top quarter of high school graduating class | 55 |
|--|-----------|

| | |
|---|-----------|
| Percent in top half of high school graduating class | 88 |
|---|-----------|

| | |
|--|-----------|
| Percent in bottom half of high school graduating class | 12 |
|--|-----------|

| | |
|---|----------|
| Percent in bottom quarter of high school graduating class | 1 |
|---|----------|

| | |
|--|-----------|
| Percent of total first-time, first-year (freshmen) students who submitted high school class rank | 51 |
|--|-----------|

SAT and ACT Scores

Q: Provide data for Fall 2018. Include new students admitted the summer prior to Fall 2018.

SAT scores for 2018-19 must be reported using the new (2016) SAT score scale. Please see instructions for more information.

(IPEDS_ADM_2018 Q3, CDS_CAS_2018 C9 Q1, CDS_CAS_2018 C9 Q2; KIP_BCV_2019)

A:

- **Number of enrolled students that submitted SAT scores: 516**

- **Percent of enrolled students that submitted SAT scores: 71%**
- **Number of enrolled students that submitted ACT scores: 207**
- **Percent of enrolled students that submitted ACT scores: 28%**

Prior Year (Fall 2016)

- **Number of enrolled students that submitted SAT scores: 428**
- **Percent of enrolled students that submitted SAT scores: 72% (428/591)**
- **Number of enrolled students that submitted ACT scores: 290**
- **Percent of enrolled students that submitted ACT scores: 49% (428/591)**

Q: Test score ranges of the middle 50 percent of all enrolled first-time freshmen (C9). (Please provide New SAT (2016) scores, converting Old SAT scores to New SAT scores as needed using the College Board’s concordance tools and tables: <http://www.sat.org/concordance>.)

- SAT Evidence-Based 25th percentile 75th percentile
- Reading and Writing 25th percentile 75th percentile
- SAT Math 25th percentile 75th percentile
- ACT Composite 25th percentile 75th percentile

(IPEDS_ADM_2018 Q3, CDS_CAS_2018 C9 Q3, FISKE_GC2021_2019 Q20)

A:

Current Year Test Scores (Fall 2018)

| | 25th Percentile | Median | 75th Percentile |
|--|-----------------|-------------|-----------------|
| SAT Combined | 1100 | 1160 | 1250 |
| SAT Evidence-Based Reading and Writing | 550 | 590 | 640 |
| SAT Math | 530 | 570 | 620 |
| ACT Composite | 23 | 25 | 28 |
| ACT English | 22 | | 30 |
| ACT Math | 20 | | 27 |

Source:

Prior Year (Fall 2017)

| | 25th Percentile | Median | 75th Percentile |
|----------------------|-----------------|-------------|-----------------|
| SAT Combined | 1080 | 1160 | 1250 |
| SAT Critical Reading | 540 | 590 | 630 |
| SAT Math | 530 | 570 | 620 |
| ACT Composite | 23 | 25 | 28 |
| ACT English | | | |
| ACT Math | | | |

Source:

Q: Provide information for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students enrolled in Fall 2018, including students who began studies

during summer, international students/nonresident aliens, and students admitted under special arrangements.

Percent and number of first-time, first-year (freshman) students enrolled in Fall 2018 who submitted national standardized (SAT/ACT) test scores. Include information for ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores. Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item.

Do not convert SAT scores to ACT scores and vice versa. Do convert Old SAT scores to New SAT scores using the College Board's concordance tools and tables (sat.org/concordance).

(CDS_CAS_2018 C9 Q4; KIP_BCV_2019)

A: TBA

SAT Score Intervals

| | SAT EBRW | SAT Math | SAT Writing |
|----------------------|----------|----------|-------------|
| 700-800 | | | N/A |
| 600-699 | | | N/A |
| 500-599 | | | N/A |
| 400-499 | | | N/A |
| 300-399 | | | N/A |
| 200-299 | | | N/A |
| Totals should = 100% | | | |

ACT Score Intervals

| | ACT Composite | ACT English | ACT Math |
|----------------------|---------------|-------------|----------|
| 30-36 | | | |
| 24-29 | | | |
| 18-23 | | | |
| 12-17 | | | |
| 6-11 | | | |
| Below 6 | | | |
| Totals should = 100% | | | |

Prior Year (Fall 2016)

SAT Score Intervals

| | SAT Critical Reading | SAT Math | SAT Writing |
|---------|----------------------|----------|-------------|
| 700-800 | 4 | 3 | N/A |
| 600-699 | 19 | 24 | N/A |
| 500-599 | 51 | 48 | N/A |
| 400-499 | 25 | 25 | N/A |
| 300-399 | 1 | 1 | N/A |

| | | | |
|----------------------|---|---|-----|
| 200-299 | 0 | 0 | N/A |
| Totals should = 100% | | | |

ACT Score Intervals

| | ACT Composite | ACT English | ACT Math |
|----------------------|---------------|-------------|----------|
| 30-36 | 7 | 12 | |
| 24-29 | 47 | 47 | |
| 18-23 | 42 | 34 | |
| 12-17 | 4 | 8 | |
| 6-11 | 0 | 0 | |
| Below 6 | 0 | 0 | |
| Totals should = 100% | | | |

2.4.2 Educational Pathways

Degree Programs Offered

Q: How many degree and certificate programs are offered?

A: 63

37 Humanities and Social-Behavioral Sciences Degrees

11 Science, Technology, Engineering, and Mathematics Degrees

4 Interdisciplinary and Integrative Degrees

1 Post-baccalaureate Certificate

10 Master's Degrees in Music, GIS, and CDIS

Degree and Certificates Awarded

Awards by IPEDS Award Level

Q: Number of degrees awarded from July 1, 2017 to June 30, 2018 (CDS_CAS_2018 B3; CB_ASC_2019)

| | |
|--|----------------|
| Certificate/diploma | 0 |
| Associate degrees | Not applicable |
| Bachelor's degrees | 601 |
| Post-bachelor's certificates | 2 |
| Master's degrees | 48 |
| Post-Master's certificates | Not applicable |
| Doctoral degrees – research/scholarship | Not applicable |
| Doctoral degrees – professional practice | Not applicable |

| | |
|--------------------------|-----------------------|
| Doctoral degrees – other | Not applicable |
| Total Awards | 651 |

Source: IRES/APIR

IPEDS Completion Survey, Summary by Level and Major Position (Xie, 2018c)

| IPEDS Award Level | Primary Major | Secondary Majors |
|-------------------|---------------|------------------|
| 5 | 601 | 95 |
| 6 | 2 | |
| 7 | 48 | |
| Grand Total | 651 | 95 |

Filters

- Report Section: 1. CIP Data of First/Secondary Majors, by Race/Ethnicity and Gender
- Award Year: 2017-2018
- School: College of Arts and Sciences

Awards by Major Fields of Study, 1st and 2nd Majors

Q: Number of degrees, credentials, and certificates awarded from July 1, 2017 to June 30, 2018

Surveys (UORFB_2019 Page31)

A: Fact Book 2019

<https://uredlands.sharepoint.com/sites/MyRedlandsPortal/IR/Fact Books>

Awards by Major Fields of Study's CIP Code

Q: For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and bachelor's degrees awarded. To determine the percentage, use majors, not headcount (e.g., students with one degree but a double major will be represented twice). Calculate the percentage from your institution's IPEDS Completions by using the sum of 1st and 2nd majors for each CIP code as the numerator and the sum of the Grand Total by 1st Majors and the Grand Total by 2nd major as the denominator. If you prefer, you can compute the percentages using 1st majors only. (CDS_CAS_2018 J1)

| CIP2 Category | Diploma Certificates | Associate | Bachelor's | CIP 2010 Categories to Include |
|---------------------------------------|-------------------------|-----------|------------|--------------------------------------|
| Agriculture | | | | 1 |
| Natural resources and conservation | | | | 3 |
| Architecture | | | | 4 |
| Area, ethnic, and gender studies | | | | 5 |
| Communication/journalism | | | | 9 |
| Communication technologies | | | | 10 |
| Computer and information sciences | | | | 11 |

| | |
|---|---------|
| Personal and culinary services | 12 |
| Education | 13 |
| Engineering | 14 |
| Engineering technologies | 15 |
| Foreign languages, literatures, and linguistics | 16 |
| Family and consumer sciences | 19 |
| Law/legal studies | 22 |
| English | 23 |
| Liberal arts/general studies | 24 |
| Library science | 25 |
| Biological/life sciences | 26 |
| Mathematics and statistics | 27 |
| Military science and military technologies | 28 & 29 |
| Interdisciplinary studies | 30 |
| Parks and recreation | 31 |
| Philosophy and religious studies | 38 |
| Theology and religious vocations | 39 |
| Physical sciences | 40 |
| Science technologies | 41 |
| Psychology | 42 |
| Homeland Security, law enforcement, firefighting, and protective services | 43 |
| Public administration and social services | 44 |
| Social sciences | 45 |
| Construction trades | 46 |
| Mechanic and repair technologies | 47 |
| Precision production | 48 |
| Transportation and materials moving | 49 |
| Visual and performing arts | 50 |
| Health professions and related programs | 51 |
| Business/marketing | 52 |
| History | 54 |
| Other | |
| TOTAL (should = 100%) | |

A:

| | | |
|--|-----|---------|
| 03-NATURAL RESOURCES AND CONSERVATION | 51 | 6.25% |
| 05-AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES | 15 | 3.62% |
| 11-COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES | 10 | 1.97% |
| 13-EDUCATION | 5 | 0.99% |
| 16-FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS | 21 | 3.95% |
| 23-ENGLISH LANGUAGE AND LITERATURE/LETTERS | 35 | 6.25% |
| 24-LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES | 6 | 1.64% |
| 26-BIOLOGICAL AND BIOMEDICAL SCIENCES | 52 | 7.24% |
| 27-MATHEMATICS AND STATISTICS | 12 | 2.30% |
| 30-MULTI/INTERDISCIPLINARY STUDIES | 46 | 0.66% |
| 38-PHILOSOPHY AND RELIGIOUS STUDIES | 12 | 2.96% |
| 40-PHYSICAL SCIENCES | 12 | 2.63% |
| 42-PSYCHOLOGY | 63 | 7.89% |
| 44-PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS | 23 | 4.93% |
| 45-SOCIAL SCIENCES | 68 | 13.16% |
| 50-VISUAL AND PERFORMING ARTS | 58 | 11.84% |
| 51-HEALTH PROFESSIONS AND RELATED PROGRAMS | 51 | 4.28% |
| 52-BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES | 148 | 15.46% |
| 54-HISTORY | 10 | 1.97% |
| Grand Total | 698 | 100.00% |

Source: IRES/APIR

Completion Trend by Fields of Study, % Awards by CIP Family (Xie, 2018b)

Post-Baccalaureate Enrollment

Q: How many students are enrolled in each of the U of R Graduate Programs after attaining bachelor's degree? (UOR_CAS_2019 <https://trello.com/c/fAgK74Sz>)

A: TBA

Q: How many CAS undergraduate students are enrolled in each of the U of R Graduate Programs after attaining bachelor's degree? (UOR_CAS_2019 <https://trello.com/c/fAgK74Sz>)

A: TBA

2.4.3 Student Costs and Affordability

Aid Awarded to Enrolled Degree-Seeking Undergraduates

Note: Domestic and international students' data are combined in this section

Enter total dollar amounts awarded to enrolled full-time and less than full-time degree-seeking undergraduates (using the same cohort reported in CDS Question B1, "total degree-seeking" undergraduates) in the following categories. (Note: If the data being reported are final figures for the 2017-2018 academic year (see the next item below), use the 2017-2018 academic year's CDS Question B1 cohort.)

Include aid awarded to international students (i.e., those not qualifying for federal aid).

Aid that is non-need-based but that was used to meet need should be reported in the need-based aid columns. (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for "non-need-based scholarship or grant aid" on the last page of the definitions section.)

(CDS_CAS_2018 H1)

Q: Indicate the academic year for which data are reported for items H1, H2, H2A, and H6 below

(CDS_CAS_2018 H1 Q1)

A: 2018-2019 estimated

Q: Which needs-analysis methodology does your institution use in awarding institutional aid?

- Federal methodology (FM)
- Institutional methodology (IM)
- Both FM and IM

(CDS_CAS_2018 H1 Q2, Formerly H3)

A: Institutional methodology (IM)

Amount of Awarded Financial Aid

Q: Total Amount of Awarded Financial Aid by Award Sources and Types (CDS_CAS_2018 H1 Q3)

| Award Type | Source | Need Amount | Non-Need Amount | Total Awards |
|-------------------------------|---------------|--------------|-----------------|--------------|
| Grants and Scholarships | Federal | \$4,167,849 | \$0 | \$4,167,849 |
| | Institutional | \$51,389,431 | \$15,342,795 | \$66,732,226 |
| | Outside | \$1,293,959 | \$368,053 | \$1,662,013 |
| | State | \$6,568,505 | \$0 | \$6,568,505 |
| Grants and Scholarships Total | | \$63,419,745 | \$15,710,848 | |
| Self-Help: Loans | Federal | \$8,469,131 | \$1,108,082 | \$9,577,213 |
| | Institutional | \$884,612 | \$6,804 | \$891,416 |
| | Outside | \$0 | \$3,831,651 | \$3,831,651 |
| Self-Help: Loans Total | | \$9,353,743 | \$4,946,537 | \$14,300,280 |

| | | | | |
|-----------------------|---------------|--------------|--------------|---------------|
| Self-Help: Work | Federal | \$2,664,018 | \$0 | \$2,664,018 |
| | Institutional | \$717,312 | \$1,338,036 | \$2,055,347 |
| Self-Help: Work Total | | \$3,381,329 | \$1,338,036 | \$4,719,365 |
| Parent Loans | Federal | \$0 | \$7,648,573 | \$7,648,573 |
| Tuition Benefits | Institutional | \$751,562 | \$595,844 | \$1,347,406 |
| Athletic Awards | | N/A | N/A | N/A |
| Grand Total | | \$76,906,379 | \$30,239,837 | \$107,146,217 |

Source: IRES/APIR

CAS Undergraduate Student Financial Aid Report

Number of Aid Recipients

Q: Number of Enrolled Students Awarded Aid: List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. Aid that is non-need-based but that was used to meet need should be counted as need-based aid. Numbers should reflect the cohort awarded the dollars reported in H1.

Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates. (CDS_CAS_2018 H2)

List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source.

Aid that is non-need-based but that was used to meet need should be counted as need-based aid.

Numbers should reflect the cohort awarded the dollars reported in H1.

Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

- a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2018 cohort)
- b) Number of students in line a who applied for need-based financial aid
- c) Number of students in line b who were determined to have financial need
- d) Number of students in line c who were awarded any financial aid
- e) Number of students in line d who were awarded any need-based scholarship or grant aid
- f) Number of students in line d who were awarded any need-based self-help aid
- g) Number of students in line d who were awarded any non-need-based scholarship or grant aid
- h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)
- i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any

resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)

- j) The average financial aid package of those in line d. Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)
- k) Average need-based scholarship and grant award of those in line e
- l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f
- m) Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f who were awarded a need-based loan

(CDS_CAS_2018 H2; KIP_BCV_2019)

| | First-time Full-time Freshmen | Full-time Undergraduate | Part-time Undergraduate | Degree- seeking UG |
|----|-------------------------------------|----------------------------|----------------------------|-----------------------|
| a) | 723 | 2408 | 16 | 2424 |
| b) | 717 | 2384 | 16 | 2400 |
| c) | 574 | 1882 | 10 | 1892 |
| d) | 574 | 1882 | 9 | 1891 |
| e) | 570 | 1853 | 5 | 1858 |
| f) | 350 | 1322 | 4 | 1326 |
| g) | 193 | 482 | 1 | 483 |
| h) | 267 | 747 | 1 | 748 |
| i) | 91% | 87% | 61% | 87% |
| j) | \$43,733 | \$42,041 | \$33,803 | \$42,010 |
| k) | \$35,971 | \$34,056 | \$26,866 | \$34,037 |
| l) | \$4,127 | \$4,934 | \$3,917 | \$4,932 |
| m) | \$4,127 | \$4,934 | \$3,917 | \$4,932 |

Q: Number of Enrolled Students Awarded Non-need-based Scholarships and Grants

List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional non-need-based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates. (CDS_CAS_2018 H2A)

- n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)
- o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n
- p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant
- q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p

| | First-time Full-time Freshmen | Full-time Undergraduate | Part-time Undergraduate | Degree-seeking UG |
|----|-------------------------------|-------------------------|-------------------------|-------------------|
| n) | 83 | 247 | 1 | 248 |
| o) | \$27,549 | \$23,649 | \$7,000 | \$23,582 |
| p) | N/A | N/A | N/A | N/A |
| q) | N/A | N/A | N/A | N/A |

Q: All told, what percentage of your full-time degree-seeking undergraduate students receive financial aid from any source and thus do not pay the full sticker price for tuition, fees, and room and board?

(FISKE_GC2021_2019 Q38)

A: 98%¹⁸

Source: IRES/VPIR

Census Enrollment Trend by School and Student Characteristics: Any Aid Status

| Degree-Seeking Full-Time CAS Students | | Aid Recipient (Any Aid) | |
|---------------------------------------|---------------|-------------------------|-------|
| Census | Student Level | Headcount | % |
| 2017 Fall | Undergraduate | 2,394 | 98.2% |
| | Graduate | 90 | 93.8% |
| 2018 Spring | Undergraduate | 2,300 | 98.1% |
| | Graduate | 90 | 94.7% |
| 2018 Fall | Undergraduate | 2,364 | 98.2% |
| | Graduate | 85 | 96.6% |
| Grand Total | | 7,323 | 98.0% |

¹⁸ CASA's number 90%. Find out the reason for this discrepancy.

Q: Percentage of freshmen eligible for Pell Grants (FISKE_GC2021_2019 Q39)

A: 33%¹⁹

Source: IRES/VPIR

Census Enrollment Trend by School and Student Characteristics: Pell Status

| Degree-Seeking CAS Entering Freshmen | | Pell Recipient | |
|--------------------------------------|---------------|----------------|--------------|
| Census | Student Level | Headcount | % |
| 2017 Fall | Undergraduate | 270 | 37.0% |
| 2018 Fall | Undergraduate | 216 | 29.9% |
| Grand Total | | 486 | 33.4% |

Filters

| | |
|-----------------------|------------------------------|
| School | College of Arts and Sciences |
| Entering | Entering |
| Admit Status | ENFR |
| Full-Time Status | (All) |
| Degree-Seeking Status | Degree-Seeking |

Q: Percentage of degree-seeking undergraduate students eligible for Pell Grants (IMFST_GTC_2019)

A: 33%

Source: IRES/VPIR

Census Enrollment Trend by School and Student Characteristics: Pell Status (Xie, 2019a)

| Degree-Seeking CAS Students | | Pell Recipient | |
|-----------------------------|---------------|----------------|--------------|
| Census | Student Level | Headcount | % |
| 2017 Fall | Undergraduate | 806 | 32.9% |
| 2018 Spring | Undergraduate | 783 | 33.0% |
| 2018 Fall | Undergraduate | 789 | 32.5% |
| Grand Total | | 2,378 | 32.8% |

Note: All Pell-eligible students receive Pell grants.

Filters

| | |
|-----------------------|------------------------------|
| School | College of Arts and Sciences |
| Entering | (All) |
| Admit Status | (All) |
| Full-Time Status | (All) |
| Degree-Seeking Status | Degree-Seeking |

¹⁹ CASA's number 34%. Find out the reason for this discrepancy.

Q: What percentage of your last graduating class (as defined in CDS H4) borrowed at any time through any loan programs (federal, state, institutional, private)? (H5-a, middle column)

(FISKE_GC2021_2019 Q40)

A: 68

Source: IRES/VPIR

Q: Among those who borrowed, what was the average cumulative principal borrowed per undergraduate? (H5-a right column)

(FISKE_GC2021_2019 Q41)

A: \$34,023

Source: IRES/VPIR

Q: What number of full-time, degree-seeking undergraduates (including freshmen), as defined in CDS H2-a, applied for need-based financial aid? (H2-b, middle column)

(FISKE_GC2021_2019 Q42)

A: 2,384

Q: Of these, indicate the number of students who were determined to have financial need. (H2-c, middle column)

(FISKE_GC2021_2019 Q42)

A: 1,869

Q: Of these, indicate the number of students who were awarded any financial aid. (H2-d, middle column)

(FISKE_GC2021_2019 Q42)

A: 1,869

Q: Of these, indicate the average percentage of need that was met (excluding any aid that was awarded in excess of need, PLUS loans, unsubsidized loans, and private alternative loans). (H2-i, middle column) %

(FISKE_GC2021_2019 Q42)

A: 87%

Indicate the average financial aid package awarded to these students (excluding PLUS loans, unsubsidized loans, and private alternative loans). (H2-j, middle column) \$

(FISKE_GC2021_2019 Q42)

A: \$49,814

Source: IRES/VPIR

Q: What number of full-time, degree-seeking undergraduates (including freshmen), as defined in CDS H2-a, had no financial need and were awarded merit-based institutional scholarships or

grant aid (excluding athletic awards)? (H2-A-n, middle column)?(FISKE_GC2021_2019 Q43)

A: 260

Q: What was the average dollar amount of non-need-based merit scholarships and grants awarded to these students? (H2-A-o, middle column) \$(FISKE_GC2021_2019 Q43)

A: \$30,050

How many athletic scholarships do you offer? (FISKE_GC2021_2019 Q43)

A: Not Applicable

In how many sports?(FISKE_GC2021_2019 Q43)

A: Not Applicable

What was the average dollar amount of institutional non-need-based athletic scholarships and grants awarded to these students? (H2-A-q, middle column) \$(FISKE_GC2021_2019 Q43)

A: Not Applicable

Source: IRES/VPIR

Q: Do you have any special financial aid programs aimed at making your institution more affordable and accessible to incoming students, such as replacing loans with grants or waiving costs for families below a certain income level? If so, please provide details. (H15)

(FISKE_GC2021_2019 Q44)

A: TBA

Source: IRES/VPIR

Aid Awarded to International Students (Nonresident Alien)

Note: Aid to Undergraduate Degree-seeking Nonresident Aliens.

Report numbers and dollar amounts for the same academic year checked in item H1.
(CDS_CAS_2018 H6-H7)

Q: If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid. (CDS_CAS_2018 H6 Q2)

A: TBA

Prior Year (2015-2016 final): 39

Q: Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens. (CDS_CAS_2018 H6 Q3)

A: TBA

Prior Year (2015-2016 final): \$15,431

Q: Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens (CDS_CAS_2018 H6 Q4)

A: TBA

Prior Year (2015-2016 final): \$601,821

Aid Awarded to Degree Completers

Note: These are the graduates and loan types to include and exclude in order to fill out CDS H4 and H5.

Include:

14. 2018 undergraduate class: all students who started at your institution as first-time students
 - and received a bachelor's degree between July 1, 2017 and June 30, 2018.
 - only loans made to students who borrowed while enrolled at your institution.
 - co-signed loans.

Exclude:

- students who transferred in.
- money borrowed at other institutions.
- parent loans
- students who did not graduate or who graduated with another degree or certificate (but no bachelor's degree).

(CDS_CAS_2018 H4, CDS_CAS_2018 H5)

Q: Provide the number of students in the 2018 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2017 and June 30, 2018. Exclude students who transferred into your institution. (CDS_CAS_2018 H4)

A: 510

Prior Year (2016 class): 515

Q: Number and percent of students in class (defined in H4 above) borrowing from federal, non-federal, and any loan sources, and the average (or mean) amount borrowed. NOTE: The "Average per-undergraduate-borrower cumulative principal borrowed," is designed to provide better information about student borrowing from federal and nonfederal (institutional, state, commercial) sources. The numbers, percentages, and averages for each row should be based only on the loan source specified for the particular row. For example, the federal loans average (row b) should only be the cumulative average of federal loans and the private loans average (row e) should only be the cumulative average of private loans. (CDS_CAS_2018 H5; KIP_BCV_2019)

| Source/Type of Loan | Number in the class (defined in H4 above) | Percent of the class (defined above) who borrowed | Average per-undergraduate-borrower cumulative |
|---------------------|---|---|---|
|---------------------|---|---|---|

| | who borrowed from the types of loans specified in the first column | from the types of loans specified in the first column (nearest 1%) | principal borrowed from the types of loans specified in the first column (nearest \$1) |
|---|--|--|--|
| a) Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans. | 345 | 68% | \$34,023 |
| b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans. | 338 | 66% | \$25,852 |
| c) Institutional loan programs. | 196 | 38% | \$3,087 |
| d) State loan programs. | 0 | | |
| e) Private student loans made by a bank or lender. | 67 | 13% | \$38,127 |

Student Debt

Student Earning

2.4.4 Quality and Outcomes

Attention

Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2018 term

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions,

practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings

Class Subsections: A class subsection includes any subsection of a course, such as laboratory, recitation, and discussion subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Undergraduate subsections are defined as any subsections of courses in which degree-seeking undergraduate students enrolled for credit. As above, exclude noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Each class subsection should be counted only once and should not be duplicated because of cross-listings

Using the above definitions, please report for each of the following class-size intervals the number of class sections and class subsections offered in Fall 2018. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the “100+” column in the class section column and 40 times under the “20-29” column of the class subsections table

(CDS_CAS_2018 I3)

| Number of Class Sections with Undergraduates Enrolled | | | | | | | | |
|---|-----|-------|-------|-------|-------|-------|------|-------|
| CLASS SECTIONS | 2-9 | 10-19 | 20-29 | 30-39 | 40-49 | 50-99 | 100+ | Total |
| | 93 | 251 | 138 | 38 | 10 | 1 | 1 | 532 |

| CLASS SUB-SECTIONS | 2-9 | 10-19 | 20-29 | 30-39 | 40-49 | 50-99 | 100+ | Total |
|--------------------|-----|-------|-------|-------|-------|-------|------|-------|
| | 23 | 39 | 4 | | | | | 66 |

Average Class Size

| Class Type | Class Size Groups | Sections | % Sections | Average Class Size |
|-----------------------------|-------------------|----------|------------|--------------------|
| Class Sections | 2-9 | 93 | 17% | 6 |
| | 10-19 | 251 | 47% | 15 |
| | 20-29 | 138 | 26% | 24 |
| | 30-39 | 38 | 7% | 33 |
| | 40-49 | 10 | 2% | 42 |
| | 50-59 | 1 | 0% | 49 |
| | 70-99 | 1 | 0% | 77 |
| <i>Class Sections Total</i> | | 532 | 89% | 18 |
| Class Sub-Sections | 2-9 | 23 | 35% | 5 |

| | | | |
|---------------------------------|------------|-------------|-----------|
| 10-19 | 39 | 59% | 14 |
| 20-29 | 4 | 6% | 22 |
| <i>Class Sub-Sections Total</i> | <i>66</i> | <i>11%</i> | <i>11</i> |
| <i>Grand Total</i> | <i>598</i> | <i>100%</i> | <i>17</i> |

Source: IRES/VPIR

Fall 2018 CAS Course Sections by Class Type and Class Size Groups (Xie, 2019b)

Q: What percentage of undergraduate class sections (not courses) have (I3):

- 2–19 students %
- 20–49 students %

(FISKE_GC2021_2019 Q45)

A:

- **2–19 students: 65%**
- **20–49 students: 35%**

Source: IRES/VPIR

Student to Faculty Ratio

Q: Report the Fall 2018 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Do not count undergraduate or graduate student teaching assistants as faculty. (CDS_CAS_2018 I2; KIP_BCV_2019)

A:

Fall 2018 Student to Faculty Ratio: 12 to 1

Based on 2,510 Student FTE and 217 Faculty FTE

- **Student FTE: 2,501 Full Time + 1/3 of 26 Part Time**
- **Faculty FTE: 170 Full Time + 1/3 of 140 Part Time**

Source: IRES/APIR; BOFP/BSA

Retention

Retention Rate – First Time (Freshmen)

Q: Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2017 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in Fall 2017 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2018? (CDS_CAS_2018 B22; KIP_BCV_2019)

Q: Percentage of entering freshmen who return for their sophomore year (FISKE_GC2021_2019 Q14)

A: 84% (Fall 2017 FTFT Entering Cohort: 616/730)

Source: IRES/APIR

CAS Retention and Graduation Report, Freshmen Term to Term (Xie, 2018a)

Retention Rate – Not First Time (Transfers-in)

Completion

Graduation Rate of Freshmen

Fall 2011 and 2012 Cohorts

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2011 and Fall 2012 cohorts (formerly CDS B4-B11) into four groups:

- Students who received a Federal Pell Grant*
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan
- Total (all students, regardless of Pell Grant or subsidized loan status)

*Students who received both a Federal Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For each graduation rate grid below, the numbers in the first three columns for Questions A-G should sum to the cohort total in the fourth column (formerly CDS B4-B11).

- CDS_CAS_2018 B4: A- Initial 2012 cohort of first-time, full-time bachelor's (or equivalent) degree seeking undergraduate-students
- CDS_CAS_2018 B5: B- Of the initial 2012 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions
- CDS_CAS_2018 B6: C- Final 2012 cohort, after adjusting for allowable exclusions
- CDS_CAS_2018 B7: D - Of the initial 2012 cohort, how many completed the program in four years or less (by Aug. 31, 2016)

- CDS_CAS_2018 B8: E - Of the initial 2012 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2016 and by Aug. 31, 2017)
- CDS_CAS_2018 B9: F - Of the initial 2012 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2017 and by Aug. 31, 2018)
- CDS_CAS_2018 B10: G - Total graduating within six years (sum of lines D, E, and F)
- CDS_CAS_2018 B11: H - Six-year graduation rate for 2012 cohort (G divided by C)

(CDS_CAS_2018 B4 to CDS_CAS_2018 B11²⁰; KIP_BCV_2019)

A:

| Entry Cohort | 4-Year Avg ²¹ | Fall 2009T | Fall 2010T | Fall 2011T | Fall 2012T | Fall 2012A | Fall 2012B | Fall 2012C |
|--------------|--------------------------|------------|------------|------------|-------------------|------------|------------|------------|
| B4 | | 568 | 646 | 644 | 724 | 183 | 199 | 342 |
| B5 | | 0 | 0 | 4 | 3 | 0 | 0 | 3 |
| B6 | 2,575 | 568 | 646 | 640 | 721 | 183 | 199 | 339 |
| B7 | | 371 | 418 | 456 | 487 | | | |
| B8 | | 38 | 55 | 33 | 46 | | | |
| B9 | | 6 | 6 | 4 | 11 ²² | | | |
| B10 | 1,927 | 411 | 479 | 493 | 544 ²³ | 148 | 166 | 219 |
| B11 | 75% | 72% | 74% | 77% | 75% | 81% | 83% | 65% |

T: Total

A: Recipients of a Federal Pell Grant

B: Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant

C: Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Source: IRES/APIR

IPEDS Graduation Rates 2018-19 Survey: University of Redlands Submitted Data (Xie, 2019d)

²⁰ CDS_CAS_2018 B12 to CDS_CAS_2018 B21 are questions for two-year institutions.

²¹ 4-year average Student Right-to-Know completion or graduation rate calculation: Total Completers within 150% / Total Adjusted Cohort

²² 11 students graduated in six years but were not recorded in the credential database as of IPEDS GR Survey reporting time. The reported total completers, 533, will change to 544 when IPEDS Survey Portal is open in the 2019-2020 cycle for prior year correction.

²³ The reported total completers, 533, will change to 544 when IPEDS Survey Portal is open in the 2019-2020 cycle for prior year correction.

Q: Percentage of entering freshmen who graduate within six years
(FISKE_GC2021_2019 Q15)

A:75% (Fall 2012 FTFT Entering Cohort, 544/721)

Source: IRES/APIR

Graduation Rate of Transfer Students

2.4.5 Student Life and Engagement

Q: Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in Fall 2018 who fit the following categories

| | First-time, first-year (freshman) students | Undergraduates |
|---|---|----------------|
| Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator) | | |
| Percent of men who join fraternities | | |
| Percent of women who join sororities | | |
| Percent who live in college-owned, -operated, or -affiliated housing | | |
| Percent who live off campus or commute | | |
| Percent of students age 25 and older | | |
| Average age of full-time students | | |
| Average age of all students (full- and part-time) | | |

(CDS_CAS_2018 F1; KIP_BCV_2019)

A:

Fall 2018

| | First-time, first-year (freshman) students | Undergraduates |
|--|---|----------------|
| Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator) *based on last institution attended | TBA | 25 |
| Percent of men who join fraternities | N/A* | 16 |
| Percent of women who join sororities | N/A* | 25 |

| | | |
|---|------------|------------|
| Percent who live in college-owned, - operated, or -affiliated housing | TBA | 69 |
| Percent who live off campus or commute | | |
| Percent of students age 25 and older | TBA | TBA |
| Average age of full-time students | TBA | TBA |
| Average age of all students (full- and part-time) | TBA | TBA |

Prior Year (Fall 2016)

| | First-time, first-year (freshman) students | Undergraduates |
|--|--|----------------|
| Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator) *based on last institution attended | 34 | 30 |
| Percent of men who join fraternities | N/A* | 15 |
| Percent of women who join sororities | N/A* | 20 |
| Percent who live in college-owned, - operated, or -affiliated housing | 89 | 66** |
| Percent who live off campus or commute | 11 | 34 |
| Percent of students age 25 and older | 0 | 2 |
| Average age of full-time students | 18 | 20 |
| Average age of all students (full- and part-time) | 18 | 20 |

*students must be sophomore to join.

** 66% includes 5% study abroad students who pay on-campus housing fee

Q. What percentage of undergraduates (all degree-seeking undergraduates, both full-time and part-time) reside in college-owned housing, on or off campus? (F1)

(FISKE_GC2021_2019 Q30)

A: 69% (Fall 2018 CAS Undergraduate Degree-Seeking Students, 1668/2424)

Q. Fraternities and sororities, or Greek letter organizations (GLOs)

What percentage of degree-seeking undergraduate men belong to fraternities? (F1)

What percentage of degree-seeking undergraduate women belong to sororities? (F1)

(FISKE_GC2021_2019 Q31)

A:

- **Men 16%**
- **Women 25%**

- **Total 21%**

Q. Study abroad: What percentage of undergraduates receive academic credit for study abroad during their four years? %

(FISKE_GC2021_2019 Q49)

A: 48%

Estimate based on CAS UG annual study abroad percentage (2015-16 to 2018-19 four-year average 12%)

Source: IRES/APIR

Study Abroad Trend by Course Division and Location, Trend by Division and Level

| Acad Year | Study Abroad | All Students | Pct of Study |
|-----------|--------------|--------------|--------------|
| 2015-2016 | 390 | 2,958 | 13.18% |
| 2016-2017 | 376 | 2,727 | 13.79% |
| 2017-2018 | 274 | 2,787 | 9.83% |
| 2018-2019 | 304 | 2,748 | 11.06% |
| Average | | | 11.98% |

Filters

| | |
|--------------|--------|
| Division | AS, JC |
| Course Level | UG |

2.4.6 Institutional Management and Strategies

Enrollment Management

Enrollment by level and full-time status

Fall Census Enrollment

| Full-Time Degree-Seeking CAS UG | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---------------------------------|-------|-------|-------|-------|-------|-------|
| Undergraduate | 2,644 | 2,730 | 2,582 | 2,385 | 2,439 | 2,408 |
| Graduate | 90 | 98 | 92 | 90 | 96 | 88 |
| Total | 2,734 | 2,828 | 2,674 | 2,475 | 2,535 | 2,496 |

Source: IRES/APIR

(Xie, 2019a)

Q: Total enrollment (FT, degree-seeking undergraduate, graduate & professional. Do not include part-time or non-degree seeking students.) (FISKE_GC2021_2019 Q7)

A: 2,496

Q: Undergraduate enrollment (only full-time, degree-seeking students. Do not include part-time or non-degree seeking students.) (FISKE_GC2021_2019 Q8)

Q: What was the total number of full-time, degree-seeking undergraduates enrolled in your institution for Fall 2018? (NACAC_ATS_2018)

A: 2,408

Enrollment by level, full-time status, and gender

Q: Institutional Enrollment - Men and Women

Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2018. Note: Report students formerly designated as "first professional" in the graduate cells. (CDS_CAS_2018 B1; CB_ASC_2019; KIP_BCV_2019)

Q: Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2018. Note: Report students formerly designated as "first professional" in the graduate cells. *Nonstandard questions added by The Princeton Review. (TPR_RDS_2019)

| | FULL-TIME | | PART-TIME | | FULL-TIME | PART-TIME |
|--|-----------|-------|-----------|-------|-----------------------|-----------|
| | Men | Women | Men | Women | Gender Not Specified* | |

A: Fall 2018 Census Enrollment by Level and Gender

| Student Level | CDS Level | Full Time | | | Part Time | | Total |
|--------------------------|------------|--------------|------------|--------------|-----------|-----------|--------------|
| | | Women | Men | FT | Women | Men | |
| Undergraduate | First Time | 441 | 282 | 723 | 1 | 1 | 725 |
| | First Year | 64 | 69 | 133 | | 1 | 134 |
| | Continue | 945 | 607 | 1,552 | 6 | 7 | 1,565 |
| <i>Degree-Seeking UG</i> | | <i>1,450</i> | <i>958</i> | <i>2,408</i> | <i>7</i> | <i>9</i> | <i>2,424</i> |
| | Non Degree | 3 | 2 | 5 | 2 | 1 | 8 |
| <i>Total UG</i> | | <i>1,453</i> | <i>960</i> | <i>2,413</i> | <i>9</i> | <i>10</i> | <i>2,432</i> |
| Graduate | First Time | 27 | 17 | 44 | | 1 | 45 |
| | Continue | 34 | 10 | 44 | 2 | 4 | 50 |
| | Non Degree | | | | | | NA |
| <i>Total GR</i> | | <i>61</i> | <i>27</i> | <i>88</i> | <i>2</i> | <i>5</i> | <i>95</i> |
| <i>Grand Total</i> | | <i>1,514</i> | <i>987</i> | <i>2,501</i> | <i>11</i> | <i>15</i> | <i>2,527</i> |

Source: IRES/APIR

Census Enrollment Trend by School and Student Characteristics, CDS Level and Gender (Xie, 2019a)

Q: Please characterize the undergraduate student body (only full-time, degree-seeking students. Do not include part-time or non-degree seeking students, as described in Q8) in terms of Sex: Male __% Female __% (FISKE_GC2021_2019 Q9)

A: Male: 40% (958/2,408)

Female: 60% (1,450/2,408)

Enrollment by race/ethnicity

Q: What is the trend of undergraduate enrollment by race/ethnicity as of Fall and Spring Census (Internal Request <https://trello.com/c/W4v3Zyrw>)?

A:

| CAS UG Total | 2016 FA | 2017 SP | 2017 FA | 2018 SP | 2018 FA | 2019 SP |
|--|---------|---------|---------|---------|---------|---------|
| Nonresident Alien | 50 | 43 | 68 | 67 | 77 | 75 |
| Hispanic or Latino | 609 | 592 | 728 | 707 | 748 | 724 |
| American Indian/Alaska Native | 17 | 18 | 16 | 16 | 13 | 14 |
| Asian | 152 | 146 | 143 | 138 | 144 | 141 |
| African American | 70 | 70 | 88 | 82 | 93 | 88 |
| Native Hawaiian/Other Pacific Islander | 20 | 19 | 15 | 14 | 14 | 13 |
| White | 1,240 | 1,200 | 1,163 | 1,117 | 1,068 | 1,023 |
| Two or More Races | 144 | 140 | 136 | 135 | 158 | 145 |
| Unknown/Not Disclosed | 106 | 103 | 99 | 101 | 117 | 124 |
| Grand Total | 2,408 | 2,331 | 2,456 | 2,377 | 2,432 | 2,347 |

Source:

Census Enrollment Trend by School and Student Characteristics, Race and Ethnicity Trend (HC) (Xie, 2019a)

Q: Fall Enrollment by Racial/Ethnic Category

Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2018. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

(CDS_CAS_2018 B2)

A:

| Degree-Seeking CAS UG by Level | A | | B | | C | |
|--------------------------------|-----|-----|-------|-----|-------|-----|
| | HC | % | HC | % | HC | % |
| Nonresident Alien | 24 | 3% | 74 | 3% | 77 | 3% |
| Hispanic or Latino | 232 | 32% | 748 | 31% | 748 | 31% |
| African American | 36 | 5% | 93 | 4% | 93 | 4% |
| White | 300 | 41% | 1,066 | 44% | 1,068 | 44% |
| American Indian/Alaska Native | 2 | 0% | 13 | 1% | 13 | 1% |

| | | | | | | |
|--|-----|----|-------|----|-------|------|
| Asian | 44 | 6% | 144 | 6% | 144 | 6% |
| Native Hawaiian/Other Pacific Islander | 3 | 0% | 14 | 1% | 14 | 1% |
| Two or More Races | 55 | 8% | 158 | 7% | 158 | 6% |
| Unknown/Not Disclosed | 29 | 4% | 114 | 5% | 117 | 5% |
| Grand Total | 725 | | 2,424 | | 2,432 | 100% |

Student Level

- A Degree-Seeking First-Time First Year (new freshmen)
- B Degree-Seeking Undergraduates (new and continuing freshmen and transfers)
- C Total Undergraduates (both degree- and non-degree-seeking)

Source: IRES/APIR

Census Enrollment Trend by School and Student Characteristics, CDS Level and Race Ethnicity (Xie, 2019a)

Q: Please characterize the undergraduate student body (only full-time, degree-seeking students. Do not include part-time or non-degree seeking students. As described in Q8) in terms of Race (B2). (FISKE_GC2021_2019 Q12)

A:

- **Nonresident aliens 3%**
- **Hispanic/ Latino 31%**
- **Black or African American, non-Hispanic 4%**
- **White, non-Hispanic 44%**
- **American Indian or Alaska Native, non-Hispanic 1%**
- **Asian, non-Hispanic 6%**
- **Native Hawaiian or other Pacific Islander, non-Hispanic 1%**
- **Two or more races, non-Hispanic 7%**
- **Race and/or ethnicity unknown 5%**

| Full-Time Degree-Seeking CAS UG | 1 | | 2 | | 3 | | Total | |
|--|-----|----|----|----|-----|----|-------|----|
| | HC | % | HC | % | HC | % | HC | % |
| Nonresident Alien | 24 | 3 | 8 | 6 | 42 | 3 | 74 | 3 |
| Hispanic or Latino | 232 | 32 | 46 | 35 | 466 | 30 | 744 | 31 |
| African American | 35 | 5 | 11 | 8 | 44 | 3 | 90 | 4 |
| White | 299 | 41 | 44 | 33 | 715 | 46 | 1,058 | 44 |
| American Indian/Alaska Native | 2 | 0 | | 0 | 11 | 1 | 13 | 1 |
| Asian | 44 | 6 | 5 | 4 | 95 | 6 | 144 | 6 |
| Native Hawaiian/Other Pacific Islander | 3 | 0 | 1 | 1 | 10 | 1 | 14 | 1 |
| Two or More Races | 55 | 8 | 9 | 7 | 94 | 6 | 158 | 7 |

| | | | | | | | | |
|-----------------------|-----|---|-----|---|-------|---|-------|---|
| Unknown/Not Disclosed | 29 | 4 | 9 | 7 | 75 | 5 | 113 | 5 |
| Grand Total | 723 | | 133 | | 1,552 | | 2,408 | |

Student Level

- 1 Degree-Seeking First-Time First Year (new freshmen)
- 2 Other First-Year Degree Seeking Undergraduates
- 3 All Other Degree-Seeking Undergraduates
- Total: All CAS Degree-Seeking Undergraduates

Source: Census Enrollment Trend by School and Student Characteristics, CDS Level and Race Ethnicity (Xie, 2019a)

Enrollment by geographic origin

Q: Please characterize the undergraduate student body (as described in Q8) in terms of geographic origin

- In-state %
- Out-of-state (do not include international students) %
- International %

(FISKE_GC2021_2019 Q10)

A:

- **In-state 69%**
- **Out-of-state (do not include international students) 25%**
- **International 5%**

Source: IRES/APIR

Census Enrollment Trend by School and Geographic Background, % Headcount by Residency Status

| Residency Status | 2016 Fall | | 2017 Fall | | 2018 Fall | |
|------------------|-----------|------|-----------|------|-----------|------------|
| | HC | % | HC | % | HC | % |
| In State | 1,614 | 68% | 1,683 | 69% | 1,667 | 69% |
| Out of State | 563 | 24% | 605 | 25% | 598 | 25% |
| Foreign | 147 | 6% | 143 | 6% | 132 | 5% |
| Unknown | 61 | 3% | 8 | 0% | 11 | 0% |
| Grand Total | 2,385 | 100% | 2,439 | 100% | 2,408 | 100% |

Q: Number of foreign countries represented by your student population (Degree Seeking Undergraduates) (TPR_RDS_2019 A9)

Q: Indicate which foreign countries are represented by your student population (Degree Seeking Undergraduates)(select all that apply)

- 1) Afghanistan
- 2) Albania
- 3) Algeria
- 4) Angola
- 5) Antigua
- 6) Argentina
- 7) Armenia
- 8) Australia
- 9) Austria
- 10) Bahamas
- 11) Bahrain
- 12) Bangladesh
- 13) Barbados
- 14) Belarus
- 15) Belgium
- 16) Belize
- 17) Benin
- 18) Bolivia
- 19) Bosnia and Herzegovina
- 20) Botswana
- 21) Brazil
- 22) Bulgaria
- 23) Burkina Faso
- 24) Burundi
- 25) Cambodia
- 26) Cameroon
- 27) Canada
- 28) Central African Republic
- 29) Chad
- 30) Chile
- 31) China
- 32) Colombia
- 33) Congo
- 34) Costa Rica
- 35) Croatia
- 36) Cyprus
- 37) Czech Republic
- 38) Denmark
- 39) Djibouti
- 40) Dominica
- 41) Dominican Republic
- 42) Ecuador
- 43) Egypt
- 44) El Salvador

- 45) Eritrea
- 46) Estonia
- 47) Ethiopia
- 48) Fiji
- 49) Finland
- 50) France
- 51) Gabon
- 52) Gambia
- 53) Georgia
- 54) Germany
- 55) Ghana
- 56) Greece
- 57) Grenada
- 58) Guatemala
- 59) Guinea
- 60) Guyana
- 61) Haiti
- 62) Honduras
- 63) Hungary
- 64) Iceland
- 65) India
- 66) Indonesia
- 67) Iran
- 68) Iraq
- 69) Ireland
- 70) Israel
- 71) Italy
- 72) Jamaica
- 73) Japan
- 74) Jordan
- 75) Kazakhstan
- 76) Kenya
- 77) Kuwait
- 78) Laos
- 79) Latvia
- 80) Lebanon
- 81) Lesotho
- 82) Liberia
- 83) Libya
- 84) Liechtenstein
- 85) Lithuania
- 86) Luxembourg
- 87) Macau
- 88) Malawi

- 89) Malaysia
- 90) Moldova
- 91) Malta
- 92) Mayotte
- 93) Mauritania
- 94) Mauritius
- 95) Mexico
- 96) Montserrat
- 97) Monaco
- 98) Mongolia
- 99) Morocco
- 100) Mozambique
- 101) Myanmar
- 102) Namibia
- 103) Nepal
- 104) Netherlands
- 105) New Zealand
- 106) Nicaragua
- 107) Niger
- 108) Nigeria
- 109) Norway
- 110) Oman
- 111) Pakistan
- 112) Palau
- 113) Panama
- 114) Reunion
- 115) Paraguay
- 116) Peru
- 117) Philippines
- 118) Poland
- 119) Portugal
- 120) Qatar
- 121) Romania
- 122) Russia
- 123) Rwanda
- 124) Samoa
- 125) Sao Tome and Principe
- 126) Saudi Arabia
- 127) Senegal
- 128) Serbia
- 129) Sierra Leone
- 130) Singapore
- 131) Slovakia
- 132) Slovenia

- 133) Somalia
- 134) South Africa
- 135) Spain
- 136) Sri Lanka
- 137) Sudan
- 138) Suriname
- 139) Swaziland
- 140) Sweden
- 141) Syria
- 142) Taiwan
- 143) Thailand
- 144) Togo
- 145) Trinidad and Tobago
- 146) Tunisia
- 147) Turkey
- 148) Turkmenistan
- 149) Uganda
- 150) Ukraine
- 151) United Arab Emirates
- 152) Tanzania
- 153) United States
- 154) Uruguay
- 155) Uzbekistan
- 156) Vatican City
- 157) Venezuela
- 158) Vietnam
- 159) Yemen
- 160) Yugoslavia
- 161) Zambia
- 162) Zimbabwe
- 163) Switzerland
- 164) Abu Dhabi
- 165) Anguilla
- 166) Bermuda
- 167) Borneo
- 168) British Virgin Islands
- 169) Cook Islands
- 170) Crete
- 171) East Timor
- 172) England
- 173) French Guiana
- 174) French Polynesia
- 175) French West Indies
- 176) Greenland

- 177) Guadeloupe
- 178) Guernsey
- 179) Ivory Coast
- 180) Macedonia
- 181) Malagasy
- 182) Nauru
- 183) Netherland Antilles
- 184) New Caledonia
- 185) New Guinea
- 186) North Korea
- 187) Northern Ireland
- 188) Northern Mariana Islands
- 189) Other Not Listed
- 190) Scotland
- 191) South Korea
- 192) St Croix
- 193) Tahiti
- 194) Wales
- 195) Zaire
- 196) Aruba
- 197) Kyrgyzstan
- 198) Bhutan
- 199) Azerbaijan
- 200) Montenegro
- 201) Madagascar
- 202) Cuba
- 203) Mali
- 204) Saint Lucia
- 205) Hong Kong
- 206) United Kingdom
- 207) Tajikistan
- 208) Equatorial Guinea
- 209) Micronesia
- 210) Palestine

(TPR_RDS_2019 A10)

A: 45

List TBA

Q: Enrollment by country: Please provide the top 10 foreign countries as represented by your undergraduate student population and the total number of degree-seeking-undergraduates from each country (TPR_RDS_2019 A11)

A:

Q: Please characterize the undergraduate student body (as described in Q8) in terms of High school

- Public %
- Private/Parochial %
- Homeschooled %

(FISKE_GC2021_2019 Q11)

A: Public 66%

Private/Parochial 26%

Homeschooled 1%

Foreign 2%

Charter 6%

Source: IRES/APIR, <https://tinyurl.com/y24gd3el>

Census Enrollment Trend by School and Student Characteristics: High School Type

| | Charter | | Foreign | | Homeschool | | Parochial | | Private | | Public | | Total |
|--------|---------|------|---------|------|------------|------|-----------|------|---------|-------|--------|-------|-------|
| Census | HC | % | HC | % | HC | % | HC | % | HC | % | HC | % | |
| 2017FA | 44 | 6.72 | 10 | 1.53 | 5 | 0.76 | 14 | 2.14 | 149 | 22.75 | 433 | 66.11 | 655 |
| 2018SP | 36 | 7.26 | 7 | 1.41 | 3 | 0.60 | 12 | 2.42 | 119 | 23.99 | 319 | 64.31 | 496 |
| 2018FA | 41 | 5.96 | 10 | 1.45 | 6 | 0.87 | 16 | 2.33 | 161 | 23.40 | 454 | 65.99 | 688 |
| Total | 121 | 6.58 | 27 | 1.47 | 14 | 0.76 | 42 | 2.28 | 429 | 23.33 | 1206 | 65.58 | 1839 |

Filters

| | |
|------------------|------------------------------|
| School | College of Arts and Sciences |
| Student Level | Undergraduate |
| Entering Status | (All) |
| Admit Status | (All) |
| Full Time Status | Full Time |
| Degree Status | Degree-Seeking |

| | |
|-----------------|-------------|
| Inst Category | (All) |
| Inst Category 2 | High School |

Faculty

Q: Please report the number of instructional faculty members in each category for Fall 2018. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

The following definition of full-time instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey (the part time definitions are not used by AAUP). Instructional Faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research. Use the chart below to determine inclusions and exclusions

| | Full-time | Part-time |
|---|-----------|--|
| (a) instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral fellows | Exclude | Include only if they teach one or more non-clinical credit courses |
| (b) administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status | Exclude | Include if they teach one or more non-clinical credit courses |
| (c) other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status | Exclude | Include |
| (d) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like | Exclude | Exclude |
| (e) faculty on sabbatical or leave with pay | Include | Exclude |
| (f) faculty on leave without pay | Exclude | Exclude |
| (g) replacement faculty for faculty on sabbatical leave or leave with pay | Exclude | Include |

- Full-time instructional faculty: faculty employed on a full-time basis for instruction (including those with released time for research)
- Part-time instructional faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two

semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full-time instructional faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

- **Minority faculty:** includes faculty who designate themselves as Black, non-Hispanic; American Indian or Alaska Native; Asian, Native Hawaiian or other Pacific Islander, or Hispanic.
- **Doctorate:** includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health in any field such as arts, sciences, education, engineering, business, and public administration. Also includes terminal degrees formerly designated as “first professional,” including dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), or law (JD).
- **Terminal degree:** the highest degree in a field: example, M. Arch (architecture) and MFA (master of fine arts).

(CDS_CAS_2018 I1)

A:

| | Full-time | | Part-time | | Total HC | | Total FTE | |
|---|-----------|------------|-----------|------------|----------|------|-----------|------------|
| a.) Total number of instructional faculty | 170 | 100% | 140 | 100% | 310 | 100% | 217 | 100% |
| b.) Total number who are members of minority groups | 35 | 21% | 47 | 34% | 82 | 26% | 51 | 23% |
| c.) Total number who are women | 90 | 53% | 78 | 56% | 168 | 54% | 116 | 54% |
| d.) Total number who are men | 80 | 47% | 62 | 44% | 142 | 46% | 101 | 46% |
| e.) Total number who are nonresident aliens (international) | 2 | 1% | 0 | 0% | 2 | 1% | 2 | 1% |
| f.) Total number with doctorate, or other terminal degree | 147 | 86% | 24 | 17% | 171 | 55% | 155 | 72% |
| g.) Total number whose highest degree is a | 22 | 13% | 40 | 29% | 62 | 20% | 35 | 16% |

| | | | | | | | | |
|--|---|----|----|-----|----|-----|----|-----|
| master's but not a terminal master's | | | | | | | | |
| h.) Total number whose highest degree is a bachelor's | 1 | 1% | 10 | 7% | 11 | 4% | 4 | 2% |
| i.) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.) | 0 | 0% | 66 | 47% | 66 | 21% | 22 | 10% |
| j.) Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students | 5 | 3% | 8 | 6% | 13 | 4% | 8 | 4% |

Source: BOFP/BSA

Staff

Q: How many full-time admission/enrollment management professionals does your institution employ (please exclude administrative staff).

(NACAC_ATS_2018)

- Admission Counselors (Primary responsibility is working directly with prospective students)
- Mid- and Senior-Level Managers (Including Directors, Deans, and VPs)

A: TBA

Q: How many admission counselors work exclusively with transfer students? (Enter 0 if applicable.)

(NACAC_ATS_2018)

A: TBA

Q: How many admission counselors work exclusively with international students? (Enter 0 if applicable.)

(NACAC_ATS_2018)

A: TBA

2.4.7 Partnerships in Education

3 PROCESS DOCUMENTATION

In order to keep track of data sources and streamline the quality assurance process, unit IDs (Xie, 2019c) and role IDs are added at the end of each Q&A block to indicate which units (schools, divisions, departments, or offices) and which individuals (roles or job titles) are involved in data collection, processing, and reviewing.

The unit IDs and role IDs tagged in this document are listed alphabetically in section 3.1. The complete list of administrative and academic units are listed in sections 3.2 and 3.3, respectively.

3.1 KNOWLEDGE SOURCES

There are two types of knowledge sources

- Tacit knowledge is knowledge embedded in the human mind, such as personal wisdom and experience, context-specific insights and interpretations
- Explicit knowledge is knowledge codified and digitized in objects such as books, documents, reports, memos, websites, etc.

3.1.1 Tacit Knowledge

Table 3.1

| Unit ID | Unit Name | Role ID | Role Name |
|---------|------------------------------------|---------|--|
| ACAD | Academic Affairs | VPAA | VP of Academic Affairs |
| ATHL | Athletics | DATHL | Director of Athletics |
| | | CMPE | Compliance & Eligibility |
| | | ADSI | Assistant Director of Athletics - Sports Information |
| BOFP | Budget Office & Financial Planning | BODFP | Budget Officer & Director of Financial Planning |
| | | BSA | Business Services Analyst |
| CASA | Office of CAS Admissions | DCA | Director of Admissions |
| | | DIR | Director of International Recruitment |
| | | ADOP | Associate Director of Operations |
| | | ADAMC | Senior Associate Director of Admissions Marketing and Communications |
| | | ADTR | Associate Director of Transfer Recruitment |

| | | | |
|------|--|------|--|
| CASD | College of Arts and Sciences, Office of the Dean | DEAN | Dean of College of Arts and Sciences |
| | | ADAP | Associate Dean of Academic Programs |
| | | ADSE | Associate Dean of Student Engagement |
| | | DCUR | Director of Curriculum |
| DWHA | Data Warehouse and Analytics | DOA | Director of Analytics |
| ENMG | Enrollment | VPEN | VP of Enrollment |
| FACL | Facilities | DFM | Director of Facilities Management |
| IRES | Office of Institutional Research | APIR | Assistant Provost for Institutional Research |
| MVSC | Military & Veteran's Services | DMVS | Director of Military & Veteran Services |
| MUS | School of Music | DEAN | Dean of School of Music |
| REGO | Registrar's Office | REG | Registrar |
| SFS | Student Financial Services | DSFS | Director of Student Financial Services |
| UCOM | University Communications | CCO | Chief Communications Officer |
| | | DWS | Director of Web Strategy |

3.1.2 Explicit Knowledge

| Unit ID | Unit Name | EK ID | EK Name | Role ID |
|---------|----------------------------------|-------|---|---------|
| IRES | Office of Institutional Research | IRSP | IR SharePoint Site https://uredlands.sharepoint.com/sites/MyRedlandsPortal/IR | |
| UOR | University of Redlands All Units | UWEB | University Webpage www.redlands.edu | |
| | | USTS | University Sites https://sites.redlands.edu | |
| | | USP | University SharePoint Site https://uredlands.sharepoint.com | |

3.2 ADMINISTRATIVE UNITS

| Report To | Unit Name | Unit ID | |
|---------------------------------|---|--|------|
| Board of Trustees | President's Office | PRES | |
| President's Office | Academic Affairs | ACAD | |
| | Enrollment Management | ENMG | |
| | Finance & Administration | FINA | |
| | Student Affairs | STLF | |
| | University Advancement | UADV | |
| | University Communications | UCOM | |
| | Academic Affairs | Information Technology Services | ITS |
| | | Institutional Research | IRES |
| | | Military & Veteran's Services | MVSC |
| | | Planning, Decision Support, & Special Projects | PDSP |
| Enrollment Management | Registrar's Office | REG | |
| | Spatial Studies | SPTS | |
| | Data Warehouse and Analytics | DWHA | |
| | CAS Admissions | CASA | |
| | Enrollment Systems, Operations, and Analytics | ESOA | |
| | Graduate & Professional Enrollment | GPE | |
| | Student Financial Services | SFS | |
| | Finance & Administration | Administrative Services | ADSV |
| | | Budget Office & Financial Planning | BOFP |
| | | Facilities | FACL |
| Financial Operations & Planning | | FNOP | |
| Human Resources | | HR | |
| Student Affairs | Public Safety | PUBS | |
| | Athletics | ATHL | |

| | | |
|--|--|------|
| | Campus Diversity & Inclusion | CDIN |
| | Career Services | CRSV |
| | Community Service Learning | CSLN |
| | Residence Life | STRL |
| | Title IX Office | TIX |
| University Advancement | Advancement Services | ADVS |
| | Alumni & Community Relations | ACR |
| | Development | DEVP |
| University Communications | Media Relations | MREL |
| Administrative Services | Event Services | EVSV |
| | Office Services | OFFS |
| Alumni & Community Relations | University Archives | ARCH |
| College of Arts and Sciences | Art & Sciences Faculty Support | ASFS |
| | Center for Science & Mathematics | CSMM |
| | Study Abroad | SABD |
| | Theatre Arts Productions | THAP |
| | Town & Gown | TOWN |
| | Writing Across the Curriculum | WAC |
| | Writing Services | WRIT |
| Development | Annual Giving | ANGV |
| Facilities | Ground's Shop | GRND |
| Information Technology Services | Academic Computing & Instructional Tech Services | AITS |
| | Administrative Information Systems | AIS |
| | Enterprise Services | ENTS |
| | Operations & Executive Support | OPES |
| | Web Development | WEBD |
| Academic Computing & Instructional Tech Services | Instructional Technology Services | INTS |
| | Multimedia Services | MMSV |

3.3 ACADEMIC UNITS

| Report To | Unit Name | Unit ID |
|-----------|--|---------|
| ACAD | College of Arts and Sciences, Office of the Dean | CASD |
| | General School of Education, Office of the Dean | SOED |
| | Library | LIBR |
| | School of Business, Office of the Dean | BUSD |
| | School of Continuing Studies, Office of the Dean | SCSD |
| | Speech & Debate | SPCH |
| CASD | Accounting | ACCT |
| | Administration | ADMIN |
| | Art | ART |
| | Art History | ARTH |
| | Arts & Sciences, General | GNAS |
| | Asian Studies | AST |
| | Biology | BIOL |
| | Business Administration & Management | BUS |
| | Chemistry | CHEM |
| | Communication Sciences & Disorders | CDISS |
| | Creative Writing | CRWR |
| | Economics | ECON |
| | Education | EDUG |
| | English | ENGL |
| | Environmental Studies | EVST |
| | Geographic Information Systems | GIS |
| | Global Business | GLB |
| | History | HIST |
| | Interdisciplinary Studies | IDS |
| | International Relations | IR |
| | Johnston | JNST |
| | Latin American Studies | LAST |
| | Liberal Studies | LBST |
| | Math & Computer Science | MTCS |
| | Media & Visual Culture Studies | MVC |
| | Modern Languages & Literature | MDLL |
| | Music | MUS |
| | Philosophy | PHIL |
| | Physical Education | PE |
| | Physics | PHYS |
| | Political Science | POLI |
| | Psychology | PSYC |
| | Public Policy | PLCY |
| | Race & Ethnic Studies | REST |

| | |
|--------------------------------------|------|
| Religious Studies | REL |
| Salzburg Semester | SALZ |
| Sociology & Anthropology | SOAN |
| Theatre | THA |
| Women, Gender, and Sexuality Studies | WGS |

3.4 LIST OF REQUESTS

Each question is related to at least one of the request IDs listed below:

| Request ID | Description | |
|-------------------|---|-------------------------|
| IPEDS_ADM_2018 | IPEDS Admissions Survey 2018-2019 | Feb |
| IPEDS_GR_2018 | IPEDS Graduation Rate Survey 2018-2019 | Feb |
| IPEDS_GR200_2018 | IPEDS Graduation Rate 200 Survey 2018-2019 | Feb |
| CDS_CAS_2018 | Common Data Set - CAS Data 2018-19 | Feb-Jul |
| CB_ASC_2019 | College Board Annual Survey of Colleges 2019 | Feb-Jun |
| PTRS_ASUI_2019 | Peterson's Annual Survey of Undergraduate Institutions 2018-2019 | Mar |
| TPR_RDS_2019 | The Princeton Review CDS and RDS 2019 | |
| USN_BCM_2019 | U.S. News Best Colleges Main Survey 2019 | May |
| PTRS_FAS_2019 | Peterson's Financial Aid Survey 2019 | May |
| FISKE_GC2021_2019 | Fiske Guide to Colleges Pub2021 2018-2019 | May-Jun |
| WGOH_2019 | Wintergreen Orchard House Survey 2019 | Jul |
| IMFST_GTC_2019 | I'm First Guide to College 2019 | Jul |
| PCA_2019 | Personal College Admissions 2019 (CDS Sections B,C,G,H) | Jul |
| NACAC_ATS_2018 | NACAC Admission Trends Survey Fall 2018 | Aug |
| PTRS_IEUUI_2019 | Peterson's Interim Expense Update for Undergraduate Institutions 2019-2020 | Sep |
| KIP_BCV_2019 | Kiplinger's Best College Values Rankings 2019 | Sep-Oct |
| UOR_CAS_2019 | U of R Internal Requests of CAS Data Each request has a unique URL such as https://trello.com/c/W4v3Zyrw | Sep-Aug (year round) |

3.5 PUBLICATIONS

This section tracks publications that contain data provided in this document.

3.5.1 U.S. Department of Education

- College Navigator
- College Scorecard

3.5.2 Fiske Guide to Colleges

- Fiske Guide to Colleges 2020
- Fiske Guide To Colleges 2021

3.5.3 U.S. News

- U.S. News Best Colleges 2019
- Website
 - <http://www.usnews.com/education>,
 - 60 million visitors per year

3.5.4 College Board

- College Handbook
- Book of Majors
- Getting Financial Aid
- International Student Handbook
- Website
 - <http://bigfuture.collegeboard.org>
 - Averages 7.3 million visitors each month during the school year

3.5.5 The Princeton Review

- The Best 384 Colleges, 2019 Edition

3.5.6 Peterson's

- Four-Year Colleges
- Two-Year Colleges
- How to Get Money for College
- Website
 - <http://www.petersons.com>
 - 6 million visitors per year
 - Additional 5.9 million active military service members; their families; DoD civilian employees; and retired service members

3.5.7 Wintergreen Orchard House

- The College Finder
- The College Admissions Data Hyper-Handbook

3.5.8 Kiplinger's

- Website
 - Kiplinger's Best College Values, 2018
 - Kiplinger's Best College Values, 2019

3.5.9 NACAC

- The State of College Admission: 2018 Report (National Association for College Admission Counseling, 2018)

3.5.10 Personal College Admissions

TBA

4.1 STUDENT TYPE

Student entry type:

- FTFY DMST: First-Time, First-Year Students (Not Including International)
- TRAN DMST: Transfer Students (Not Including International)
- FTFY INTL: First-Time, First-Year International Students
- TRAN INTL: Transfer International Students

4.2 STUDENT FINANCIAL AID

Awarded aid: The dollar amounts offered to financial aid applicants. (CDS_CAS_2018 H)

Financial aid applicant: Any applicant who submits **any one of** the institutionally required financial aid applications/forms, such as the FAFSA. (CDS_CAS_2018 H)

Indebtedness: Aggregate dollar amount borrowed through any loan program (federal, state, subsidized, unsubsidized, private, etc.; excluding parent loans) while the student was enrolled at an institution. Student loans co-signed by a parent are assumed to be the responsibility of the student and **should** be included. (CDS_CAS_2018 H)

Institutional scholarships and grants: Endowed scholarships, annual gifts and tuition funded grants for which the institution determines the recipient. (CDS_CAS_2018 H)

Financial need: As determined by your institution using the federal methodology and/or your institution's own standards. (CDS_CAS_2018 H)

Need-based aid: College-funded or college-administered award from institutional, state, federal, or other sources for which a student must have financial need to qualify. This includes both institutional and non-institutional student aid (grants, jobs, and loans). (CDS_CAS_2018 H)

Need-based scholarship or grant aid: Scholarships and grants from institutional, state, federal, or other sources for which a student must have financial need to qualify. (CDS_CAS_2018 H)

Need-based self-help aid: Loans and jobs from institutional, state, federal, or other sources for which a student must demonstrate financial need to qualify. (CDS_CAS_2018 H)

Non-need-based scholarship or grant aid: Scholarships and grants, gifts, or merit-based aid from institutional, state, federal, or other sources (including unrestricted funds or gifts and endowment income) awarded solely on the basis of academic achievement, merit, or any other non-need-based reason. When reporting questions H1 and H2, non-need-based aid that is used to meet need should be counted as need-based aid. (CDS_CAS_2018 H)

Note: Suggested order of precedence for counting non-need money as need-based:

Non-need institutional grants

Non-need tuition waivers
Non-need athletic awards
Non-need federal grants
Non-need state grants
Non-need outside grants
Non-need student loans
Non-need parent loans
Non-need work

Non-need-based self-help aid: Loans and jobs from institutional, state, or other sources for which a student need not demonstrate financial need to qualify. (CDS_CAS_2018 H)

Private student loans: A nonfederal loan made by a lender such as a bank, credit union or private lender used to pay for up to the annual cost of education, less any financial aid received. (CDS_CAS_2018 H)

External scholarships and grants: Scholarships and grants received from outside (private) sources that students bring with them (e.g., Kiwanis, National Merit scholarships). The institution may process paperwork to receive the dollars, but it has no role in determining the recipient or the dollar amount awarded. (CDS_CAS_2018 H)

Work study and employment: Federal and state work study aid, and any employment packaged by your institution in financial aid awards. (CDS_CAS_2018 H)

4.3 COURSES

High School College-Level Course Types:

- Advanced Placement (AP), no test score
- Advanced Placement (AP), with test score
- International Baccalaureate (IB)
- Dual/concurrent enrollment

(NACAC_ATS_2018)

4.4 DATA QUALITY

Decision Reliability: the extent to which an indicator is reliable for making correct decisions

A=Always Reliable

U=Usually Reliable

D=Depends on School, Requires Further Review

(NACAC_ATS_2018)

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