

WSCUC Interim Report

INSTRUCTIONS

Interim Reports are limited in scope, not comprehensive evaluations of the institution. The report informs the Interim Report Committee about the progress made by the institution in addressing issues identified by the Commission.

The Interim Report consists of two sections:

- Interim Report Form and Appendices
- Additional Required Data (as specified on the Additional Required Data form)

Please respond completely to each question on the following pages and do not delete the questions. Appendices and Additional Required Data will be uploaded as separate attachments.

WSCUC is no longer using Live Text for receiving Interim Reports. Institutions will use a free Box.com account to upload the report. Instructions for creating the Box.com account and uploading the report will be provided by email.

REPORT GUIDELINES AND WORD LIMITS

Because the number of issues reported on varies among institutions (the average is four to six issues), the length of a report will vary. However, a typical interim report ranges from 20 to 60 pages, not including appendices. Narrative essays responding to each issue should be no more than five pages each. **The total number of pages of appendices supporting the report should be no more than 200 pages** unless agreed upon in advance with the institution's staff liaison. Be sure that all attachments follow a consistent naming convention and are referenced the same way at appropriate places within the narrative. Please name them so that it is clear what they are and what section they refer to, with cross referencing in the narrative. For example, "Attachment 2-1: Mission Statement", would be used for Criterion 2. Attachments are preferred as PDFs.

Institutions that provide excessive information in their report will be asked to resubmit. You may wish to consult with your staff liaison as you prepare your report.

Some tips for providing evidence to support your findings:

- Put yourself in the place of a reviewer: what is the story that you need to tell? What evidence supports your story? What is extraneous and can be left out?
- Provide a representative sample of evidence on an issue, rather than ALL of the evidence.
- Consider including an executive summary or the most relevant points of supporting evidence, rather than the entire document.
- If you are referring to a specific page or set of pages in a document, include only those pages, not the entire document.
- If you are providing an excerpt of a document, include the title of the document, and a table of contents and/or a brief narrative to put the excerpt in context.

- If you provide a hyperlink to a web page, make sure the link takes the viewer directly to the relevant information on the page. Do not make your reviewer search for it.

REVIEW PROCESS

A panel of the WSCUC Interim Report Committee (IRC) will review the report, typically within 90 days of receipt. Representatives of your institution will be invited to participate in the conference call review to respond to questions from the panel. Your WSCUC staff liaison will contact you after the call with the outcome of the review, which will also be documented in a formal action letter.

OUTCOMES OF THE REVIEW

After the review, the panel will take one of the following actions.

- **Receive the Interim Report** with recommendations and commendations—No follow up required.
- **Defer action** pending receipt of follow-up information—The panel has identified limited information that may be submitted in a short period of time, such as audited financial statements or the outcome of an upcoming meeting of the board. The panel may authorize the WSCUC staff liaison to review these materials without the full panel being brought together again, depending on the nature of the supplemental information.
- **Request an additional Interim Report**—Issues reported on were not adequately resolved or need continued monitoring.
- **Request a Progress Report**—A progress report is less formal than an Interim Report and is reviewed only by the WSCUC staff liaison. A progress report may be requested when institutional follow-up on one or two relatively minor areas is desired.
- **Receive the Interim Report with a recommendation that the Commission sends a site visit evaluation team**—Serious, ongoing issues involving potential non-compliance with WSCUC's Standards and Criteria for Review may require follow-up in the form of a Special Visit. Note that the IRC panel makes a recommendation for a visit, and the Executive Committee of the Commission or the full Commission decides on whether or not to require the visit.

Interim Report Form

Please respond to each question. Do not delete the questions. Insert additional pages as needed.

Name of Institution: Pardee RAND Graduate School

Person Submitting the Report: Rachel M. Swanger, Associate Dean

Report Submission Date: March 1, 2016

Statement on Report Preparation

Briefly describe in narrative form the process of report preparation, providing the names and titles of those involved. Because of the focused nature of an Interim Report, the widespread and comprehensive involvement of all institutional constituencies is not normally required. Faculty, administrative staff, and others should be involved as appropriate to the topics being addressed in the preparation of the report. Campus constituencies, such as faculty leadership and, where appropriate, the governing board, should review the report before it is submitted to WSCUC, and such reviews should be indicated in this statement.

The preparation of this report was coordinated by Rachel Swanger, Associate Dean and Accreditation Liaison Officer (ALO), at the Pardee RAND Graduate School. She solicited input from a variety of faculty and staff directly or indirectly engaged in the implementation of the three aspects of the program addressed in this report. They included:

- Susan L. Marquis, Dean
- Gery Ryan, Assistant Dean for Academic Affairs
- Stefanie Howard, Assistant Dean for Admissions and Strategic Projects
- Kristina Wallace, Program Coordinator
- Mary Parker, Registrar

At various stages of the drafting of this report, it was reviewed by the following individuals and groups:

- Faculty Committee on Curriculum and Appointments
- Members of RAND's Diversity Committee including students and staff
- Daniel Borgstadt, RAND Human Resources
- Michael Rich, President and CEO, RAND Corporation

List of Topics Addressed in this Report

Please list the topics identified in the action letter(s) and that are addressed in this report.

Refining and Conducting Program Review. As noted by the team, “PRGS has not conducted a formal program evaluation for over a decade” and has not integrated external reviewers or results of assessment of student learning into its program review process. While the PRGS faculty and academic leaders engage regularly in a strategic alignment between current RAND activities and the academic outcomes of the PhD program, the need for a well-designed and regularly scheduled program review process remains critical. The review should be sufficiently comprehensive to include the on-the-job training component that is central to the students’ experience. Building on the foundational work already accomplished for refining the OJT experience, PRGS will need to be innovative in more explicitly considering the results of assessment in the program review process. Comprehensive program review should also encompass an examination of the effectiveness of recent quality initiatives related to the dissertation. Given the importance of periodic program review as a major quality assurance process, the Commission urges PRGS to refine its program review process immediately and to complete this review before the next iteration with WASC (CFRs 2.7, 4.1, 4.3, 4.4)

Improving Degree Completion. While PRGS’s five- and ten-year overall completion rates (40 and 75 percent respectively) are well above national averages for similar doctoral programs, these rates reveal a substantial number of students that do not earn their degree despite a major investment of time and resources. Though graduation rates have improved in recent years, the Commission urges the institution to engage in a study to identify factors that might inhibit degree achievement. A review of disaggregated data reveals achievement gaps for women and students from underrepresented minority groups, which should be studied and addressed. Linkages to admission criteria and processes, as well as student support services, should be created in order to facilitate data-supported reflection and improvement. (CFRs 2.10, 2.11, 4.3, 4.5)

Serving the Underrepresented. As noted by the EER team, “the lack of underrepresented minorities (domestic) among the students and faculty has been a long-standing concern of visiting WASC teams.” The Commission commends the School’s Next Generation Initiative, which seeks to create a pipeline for students from domestic underrepresented groups. It notes that this initiative holds promise for addressing the team’s stated concern and recommends that this creative outreach should remain in the forefront of PRGS planning in coming years, combined with thoughtful means to assess and improve its effectiveness. (CFRs 1.5, 4.5)

Institutional Context

Very briefly describe the institution's background; mission; history, including the founding date and year first accredited; geographic locations; and other pertinent information so that the Interim Report Committee panel has the context to understand the issues discussed in the report.

The Pardee RAND Graduate School is a unique and exceptional institution. Established as one of the original schools of public policy in 1970, Pardee RAND is the only one of the eight to be located at a public policy research organization, the RAND Corporation headquartered in Santa Monica, California, and the only one to focus solely on the PhD. From its inception, Pardee RAND has offered a distinctive program featuring a curriculum weighted heavily towards teaching the tools of policy analysis combined with hands-on application of those tools through supervised work on RAND research projects. All students must complete a minimum of 300 days of On-the-Job-Training (OJT) in order to earn their doctoral degree. We awarded our first doctorate in 1974 and received accreditation from the Western Association of Schools and Colleges in 1975. Accreditation from WASC has been reaffirmed in 1985, 1990, 2000 and 2011. To date, Pardee RAND has granted over 350 doctorates in policy analysis. We admit 21-25 new PhD candidates each fall and have a student body of 100 students making us the largest public policy PhD program in the nation.

Charles Wolf Jr. was the founding dean, serving for 28 years until 1998. Robert Klitgaard succeeded him, serving from 1998-2005. During Dean Klitgaard's tenure the school received a naming gift from Frederick S. Pardee, a former RAND researcher and philanthropist, which significantly increased the school's endowment and, along with the growth of the RAND Corporation, enabled an expansion of enrollment, an increase in professional staff, and a revamping of the academic program. In 2004, Pardee RAND and the RAND Corporation relocated to a state-of-the-art LEED Gold certified building just south of the original building. This move expanded the footprint of the graduate school and created a dedicated space for both students and classrooms. John Graham served as dean from 2006-2008. During this time, he consolidated most of the core curriculum into the first year and shifted the qualifying exams from the end of the second year to the end of the first year.

Early in her tenure, which started January 1, 2009, our current dean, Susan L. Marquis, set forth a vision for the school to be the premier policy PhD program in the nation. Recognizing that achievement of this vision required not just a superior faculty and capable student body but also a firm financial foundation on which to build, she launched a major fundraising campaign for the School with a goal of raising \$15 million by May 2016. As of February 2016, the campaign raised nearly \$30 million in new funding. These funds have enabled Pardee RAND to offer full tuition scholarships to all first year students for the first time and partial tuition scholarships to all second year students, to offer more financial support for dissertations, provide more mentoring for students, expand our engagement with RAND research staff; and extend and improve our student support services including advanced computing, library and data access, and career services. Through the Pardee Initiative, the Cazier Initiative, and the Brown Faculty Fellows, these funds have enhanced student learning and provided opportunities for more faculty engagement.

Response to Issues Identified by the Commission

This main section of the report should address the issues identified by the Commission in its action letter(s) as topics for the Interim Report. Each topic identified in the Commission's action letter should be addressed. The team report (on which the action letter is based) may provide additional context and background for the institution's understanding of issues.

Provide a full description of each issue, the actions taken by the institution that address this issue, and an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? What is the evidence supporting progress? What further problems or issues remain? How will these concerns be addressed, by whom, and under what timetable? How will the institution know when the issue has been fully addressed? Please include a timeline that outlines planned additional steps with milestones and expected outcomes. Responses should be no longer than five pages per issue

Issue 1: Refining and Conducting Program Review

In the Commission's letter, we were asked to design and conduct a formal review of our academic program. We were advised that this program review should pay attention to the new measures we had instituted to track student learning through On-the-Job-Training (OJT) and to assess dissertation quality. In this section, we describe the process of our Program Review, report on the findings provided by our two outside reviewers, lay out what we have done in response and what additional changes we have planned for the future. We will also provide an update on our new tracking mechanisms for OJT learning and dissertation quality assurance.

The first step in our Program Review process was to conduct a Self-Study examining all aspects of our academic program. [See Appendix A]. This 33-page document, completed in August 2014, included analysis of the results to-date of our recently instituted system for measuring student learning through OJT and provided an in-depth description of our expanded process for monitoring student progress through the dissertation phase of our program and communicating with faculty and students our expectations for dissertation quality.

OJT Learning Assessment

Since December 2009, Pardee RAND students have been completing an online OJT learning assessment tool annually to measure at the individual and the program level the types of learning students are consistently exposed to, the types of learning that are at lower levels than desired, how much learning students are reporting and how well learning opportunities are distributed across the student body. Our results have been consistent at the program level with students reporting overall high levels of learning. They report the highest levels of exposure and learning in writing and collaboration and lowest levels of exposure and learning on proposals and client relations across all years of the survey. Table I below reports on actions we have taken in response to this data and the recommendations from our Program Reviewers. For more details on our results and analysis see pp. 13-23 of our Self-Study [Appendix A] and the 2015 OJT Learning Charts [Appendix D].

Dissertation Quality Assurance

In our Self-Study, we identified three primary levers for improving dissertation quality: 1) provide more time for students by getting them started early and keeping them on track; 2) provide more mentoring for students by creating structures for periodic check-ins and engaging their committee members in the process; and 3) providing more funding to enable more creative dissertations beyond the constraints of client-funded work. Table I below reports on actions we have taken in response to this data and the recommendations from our Program Reviewers. For more details on our results and analysis see pp. 25-34 of our Self-Study [Appendix A].

Program Review

Given our goal to train future policy leaders, we sought reviewers who had exemplary academic credentials and had served in prominent leadership positions in public policy. The two reviewers we selected were: Alan B. Krueger, Bendheim Professor of Economics and Public

Affairs at Princeton University, who served as the chair of the Council of Economic Advisors in the Obama administration, and James B. Steinberg, Dean, Maxwell School of Citizenship and Public Affairs at Syracuse University, whose most recent post was as Deputy Secretary of State in the Obama administration. Dean Steinberg had earlier service on Capitol Hill and in the Clinton Administration. They each read our Self-Study report and visited Pardee RAND to meet with students, faculty, alumni and staff in August and September 2014. At the culmination of their visits, they met with Dean Marquis and, in the case of Dean Steinberg, with RAND President and CEO Michael Rich, as well, to discuss their initial impressions. Subsequently, each of them submitted a written report [Appendices B and C] and participated in a joint conference call with Dean Marquis and Associate Dean Swanger.

The results of the Program Review were shared widely with our students, faculty, and board of governors, and they are available on our website. <http://www.prgs.edu/degree-program/accreditation.html>

While each reviewer provided an independent report, they shared their findings with each other and confirmed their agreement with each other's observations and recommendations. Given this consensus, we will present their findings together below. The program reviewers did not comment directly on the mechanisms for measurement and monitoring we had created, but they did find them a useful source of information about the program and this is reflected in their comments.

Coursework

Overall, our reviewers found that our coursework delivered the type of academic content they expected in a high-quality public policy PhD program. They also made the following observations and recommendations for changes.

- Compared with other Public Policy programs, they noted our relative lack of courses in Macro Economics and suggested we consider adding additional elective courses
- They suggested adding more survey research skills into the curriculum
- They were intrigued by our attempt to conduct a fully, multi-disciplinary course in Social and Behavioral Sciences, but found that in its initial iteration it was not fully delivering on its promise
- They recommended that to build more of a sense of community we consider creating “soft tracks” or “clusters” to group students around policy areas
- They encouraged us to expand our program in Economic Development to include more field work and real experiments

On-the-Job Training

They noted the OJT portion of the RAND program is an aspect of graduate training at RAND that is not available elsewhere and that the “unique strength” provides students with a window into how research is conducted and used by policymakers. They also made the following observations

- Looking at the results of our OJT learning surveys and noting the five lowest ranked tasks for learning included many related to leadership, they suggested we augment our OJT with simulations to enable every student to have the ability to lead
- Related to this, they also saw the need for more “protected space” for faculty and student engagement beyond that provided by the environment of project work for RAND clients
- They pointed out that students reported not always receiving adequate feedback on their performance on OJT and encouraged us to find ways to incentivize more direct mentoring
- They noted a lack of coordination between OJT and coursework and suggested the classroom experience could be enriched if students infused their studies with examples from OJT

Dissertations

They noted that the greatest tension in the program is students trying to work on their dissertations while also doing work on client-based projects.

- They encouraged us to continue to find funding to enable students and faculty to pursue topics outside of those that are the subject of externally-commissioned RAND research projects.
- They recommended we create more opportunities for students to present their work to peers especially when on dissertation status.

Table I below shows our current and planned responses to the recommendations of our reviewers.

Table I. Program Review Recommendations and Responses

Issue Area	Recommendation	Response to-date	Future Plans
Coursework	More Macroeconomics	<ul style="list-style-type: none"> • Revised process for proposing elective courses to increase new offerings and respond to student demand • Continue to allow students to propose tutorials to supplement regular offerings • Instituted a pass/fail option for 2 courses to encourage students to explore new areas 	While we do not envision moving to the 50-50 balance of micro and macro found in other policy programs, over the next 5 years, we will continue to monitor our offerings to ensure students who aspire to leadership positions in government have exposure to macro concepts and tools
	More Survey Research	<ul style="list-style-type: none"> • Lined up a new course to be 	Going forward, Survey Research will be

		offered in 2016-17	offered regularly
	Improve Integrated Social & Behavioral Science Course (SBS I)	<ul style="list-style-type: none"> We have reworked this course in 2016 around case studies of real world problems such as Ferguson, obesity, terror in Paris and drought in California-de-emphasizing disciplinary ownership of the key conceptual and methodological concepts that are being applied. Stronger emphasis has been placed on learning to apply the concepts to real-world policy issues and link it more directly to SBS II – Research Design 	We will continue to refine this course as it will serve as a model for a new type of problem-focused learning course we will be developing over the next few years.
	Create policy clusters	<ul style="list-style-type: none"> While we agree with the need to foster smaller intellectual communities, we believe these are best formed at the RAND level rather than the School level. Students as members of RAND’s research community can join topical interest groups such as those set up by RAND Health, attend Brown Bag seminars in their policy field and engage with the Methods Centers. 	We will continue to encourage students to engage as research professionals in all the opportunities RAND affords them. But we do not want them to limit themselves to one policy issue as the richness at RAND comes from inter-disciplinary and cross-policy issue interactions.
	Build on RAND’s strengths to expand offerings in Economic Development	<ul style="list-style-type: none"> The Pardee Initiative in Global Human Progress has provided opportunities for more experimental projects and fieldwork for students and faculty, especially in Africa. 	We believe it is vitally important for students who wish to devise and implement projects on the ground to have field work experience so they understand the context of problems. Finding ways to increase student opportunities is one of our priorities in the next 5 years.
OJT	Simulations & Protected Space	<ul style="list-style-type: none"> We have a course that links teams of students with local NGOs with policy problems and provides them the “protected space” to lead a policy analysis from start to finish in the space 	While there is value in having students working on real rather than simulated policy problems, we recognize that simulations also

		of 10 weeks.	contribute to learning. We expect to add one or more courses that use simulations over the next few years.
	More feedback on performance	<ul style="list-style-type: none"> • In addition to the first year review, we have added a second year review that includes written feedback from OJT supervisors. • As seeking feedback is part of being a professional, we are also exploring ways to train both students and mentors in the art of providing constructive feedback. 	We will add a formal OJT performance assessment for the third/fourth year review beginning in academic year 2017.
	More coordination between OJT and classroom	<ul style="list-style-type: none"> • We were surprised by this recommendation, but it led to the discovery that some students had the mistaken idea that they could not use RAND research in the classroom. 	We are more explicit about encouraging this for both students and faculty.
Dissertations	More funding for research topics outside those funded by RAND clients	<ul style="list-style-type: none"> • We have consistently provided \$350,000 in dissertation funding each year with an emphasis on areas where RAND clients do not provide funding reliably including on issues related to Energy & Environment and International Development. • RAND and RAND research units also provide funding from their discretionary resources. 	This has been one of the priorities of our fundraising campaign and will continue to be so for the foreseeable future. We now have 5 endowed dissertation awards (up from 2 in 2010) providing over \$150K in funding each year.
	More opportunities for students to present their dissertation research	<ul style="list-style-type: none"> • In 2015-16 we increased the amount of travel funding provided for students to present at conferences to \$20K per year. • We are also encouraging students to present to each other and at other brown bags sponsored by RAND research units. 	We agree that learning to present is a critical skill for research professionals. We track this and will monitor to see if the numbers of students taking advantage of these opportunities expands over time. [Appendix E]

Issue 2: Improving Degree Completion.

When we submitted our Educational Effectiveness Report to WASC in December 2010 our 10-year graduation rates indicated that certain sub-populations within our student body did not seem to do as well as other sub-populations or as the average. In particular, 10-year graduation rates for women were about 68%, well below that for men at 81%, and consistently below our high overall graduation rates of 76%. Though this was an improvement over the 10-year graduation rates for 1995-2005 of 30% for women compared with 76% for men and 60% overall, the gap was still noticeable and required action.

Likewise, our 10-year graduation “rates” for underrepresented minorities were noticeably low and should probably not be expressed as rates at all. In 2010 we graduated 2 of 4 African American students and 1 of 3 students classified as Hispanic, Latino or Puerto Rican. These “rates” were based on exceedingly small numbers and said more about our lack of success in recruiting minorities than they reflected our ability to provide a supportive environment once these students matriculated. However, we recognize that the problems are linked and that improving retention and graduation rates could complement and reinforce our efforts to recruit more students from these underrepresented populations.

Since 2010 we have identified five main categories of reasons for why students, in general, do not persist in the program. We have taken several steps to provide all students with more support to ensure that if a student wishes to graduate, we have the infrastructure in place to support and enable them to do so. The issues, our remedies, and preliminary results are captured in Table 2 below.

Table 2. Departure Reasons, Remedies, and Preliminary Results for Academic Persistence

Departure Reason	Student Action	Our Remedy	Results
Not the right fit	Transfer or drop out	Do a better job during the admissions process describing the program and selecting those who seek a quantitative, tools-based, applied multi-disciplinary program rather than a traditional academic program in economics, international relations or health policy.	Attrition between the first and second year has dropped from a high of 2-4 each year between 2004-2010 to one per year between 2011-2014.
Personal Issues	Leave of Absence (LOA) due to family, health, mental health, issues	<ul style="list-style-type: none"> Clarify that all students are eligible for medical leave of up to one quarter for physical or mental health issues without loss of student status. Provide more counseling and mental health support 	We started in 2015 and early indications are that students who might otherwise have taken a formal leave are remaining in the

			program for now
Financial Issues	Take LOA or drop out to pursue employment	Increase funding for scholarships and dissertation awards and raise base pay from \$16,500 to over \$20,000.	More students are graduating by the beginning of their fifth year and total financial aid requests have dropped from \$229K per year in 2009 to \$89K in 2015.
Stymied by Dissertation Process	Stay enrolled for longer than 5 years and/or take LOA or drop out to pursue employment	<ul style="list-style-type: none"> Standardized program expectations and created a “stop-light chart” timeline for dissertation process. Put in place regular quarterly monitoring of all students on dissertation status. Created more structure in Year 2 with expectation that students will select a chair and submit a preliminary outline of their dissertation proposal by year end. Tied internal funding to dissertation progress. Deans are more regularly engaged with students through formal review and informal check-ins. Students must petition the Dean for a Year 6 and submit a plan for completion. 	Students report that they use the stoplight charts to keep themselves on track and most students are now meeting requirements beginning in Year 2. Tying dissertation funding to progress also seems to be moving students along.
Find Employment Before Completion	Remain enrolled or take LOA while hoping to finish	We discourage students from looking for work too early and remind them that the jobs will be there when they’re done given our nearly 100% employment record Increased investment in Career Services, an active alumni network and better pipelines to employers have all eased anxiety somewhat.	Compared with 5 years ago, this problem has receded. We have only 1 student enrolled and working full time. Three others are on leave but planning to finish by June 2016.

We can see some indications that these policies are having some of the desired effects. Most dramatically, from 2005-2015 10-year graduation rates for women have increased to 80% surpassing the rates for men, 74%, and the mean 10-year graduation rates of 77%. [Appendix F] However, we have not seen similar progress with our underrepresented groups. Between 2000 and 2010, we graduated 2 of 4 African American students in our PhD program (50%) and 1 of 3 Hispanic students (33%). Looking at our data from 2005-2015, we can see where percentages have gone up but this is only because the total numbers are lower. For African American students we saw no change graduating 2 of 4 students who enrolled (50%) and for Hispanic students we graduated 1 of 2 (50%). This clearly does not represent progress.

On further investigation, we can see the problem originates at the admissions stage. We are not enticing sufficient numbers of minority candidates to apply. Our applicant pools from 2011-15 indicate though we have only 1-3 African American applicants per year, they are of very high caliber as since 2013 we have been admitting 100% of these applicants. (Our overall admission rate for all applicants ranges between 25-30%). However, we have been somewhat less successful at translating offers of admission into enrollment. Table 3 below shows that over the 4-year period between 2012 and 2015 we have experienced a range of outcomes. Two were admitted in 2012 and one was admitted in 2013 and both years we have 100% acceptance. Two were admitted in 2014 and both declined our offer. Two were admitted in 2015 and one accepted and one declined our offer. Unfortunately, our applicant pool for 2016 included no students who identified as African American.

Table 3. Applied, Admitted, and Accepted African American Applicants, 2011-2016

African American	2011	2012	2013	2014	2015	2016
Applied	1	3	1	2	2	0
Admitted	0	2	1	2	2	0
Accepted	0	2	1	0	1	0

As can be observed in Table 4 below, we have done somewhat better at attracting Hispanic applicants although these higher numbers in our applicant pool have not yet translated into significantly more students in the program. Our applicant pool for 2016 included nine prospective students who identified as Hispanic, and we admitted five.

Table 4. Applied, Admitted, and Accepted Hispanic Applicants, 2011-2016

Hispanic	2011	2012	2013	2014	2015	2016
Applied	7	6	7	5	2	9
Admitted	2	2	4	3	0	5
Accepted	2	0	2	2	0	?

Our lack of success is not because of lack of effort. As will be described in more detail in the next section which addresses diversity, we take seriously our commitment to helping ensure that the next generation of policy makers reflects the populations they will serve. And at a

minimum, we would at least like our student body to reflect the average figures for underrepresented minorities in the graduate student population. Data from the Survey of Earned Doctorates 2014 show the population that earned doctorates from 2002-2012 averaged 6% African American and 6% Hispanic. Using this as a benchmark means for a student body of approximately 100 students Pardee RAND should aim to have, at a minimum, 6 African American and 6 Hispanic students enrolled at any given time and to graduate between 1-2 per year. Table 5 below lays out the intentional actions we have taken over the past five years to move in that direction.

Table 5. Efforts to Increase Recruitment and Retention of Underrepresented Minority Students

Area	Activity
Admissions	Diversity Scholarship: Two year tuition scholarship. Created to highlight our commitment to diversity, promoted on our website, and students can apply as part of our application. Students are advised we are looking for a commitment to and experience with diverse communities.
	Website: We have a page on our external site describing our commitment to diversity. (www.prgs.edu/admissions/diversity.html) The RAND Corporation website has a similar page: (www.rand.org/diversity.html) Our photos, videos and other activities all aim to reflect we are an institution which values diversity.
	Application: Starting with the 2016 application, we asked students, “How did where or how you grew up influence your interest in public policy?” This was to enable us to identify applicants whose formative experiences have prepared them for service in diverse communities.
Recruiting and Outreach	Public Policy and International Affairs (PPIA): For decades, PPIA has been the primary vehicle for preparing underrepresented minority students in undergraduate programs for graduate work in public policy and for careers in public service. Pardee RAND taps into the extensive PPIA alumni network for recruiting. We also waive our admissions fee for PPIA alumni.
	McNair Scholars: The goal of the McNair Scholars Program is to increase graduate degree awards for students from underrepresented segments of society. We send outreach emails to faculty leads of McNair Scholars programs asking them to encourage promising scholars to apply.
	California Diversity Forum in Graduate Education: In fall 2015, Pardee RAND participated in this grad forum for highly-regarded and motivated diverse undergraduates in California.
	GRE Search Service: We have done email outreach to a group of potential applicants selected for their qualifications and diverse background who have indicated they would be receptive to contact.
	Faculty Leadership Program: An effort to build a larger pipeline of diverse students. Described in more detail in our response to Issue 3.
Engagement with	PPIA Marketing and Outreach Committee: Our Assistant Dean joined

Professional Groups	this committee in 2014 as an institutional representative. This enables us to collaborate with and learn from other institutions.
	APPAM Diversity Committee: Our Associate Dean served for two years (2014-15) on the Diversity Committee for the Association of Public Policy Analysis and Management.
Internal Diversity	Diversity Committee at RAND: Our staff, professors and students participate with RAND researchers on this RAND-wide committee which meets monthly to plan and execute activities which contribute to the diversification of staff, share research and generate conversations on issues of diversity.
	Climate Survey: RAND and Pardee RAND are discussing partnering on a climate survey to be administered next fiscal/academic year to address issues related to the work environment including those related to how open and welcoming RAND is to under-represented minorities.

We recognize the need to be even more creative and intentional in reaching out to under-represented groups. Three new actions we are planning for our next recruitment cycle are:

- **“Pursuing Your PhD” Webinar for PPIA participants and alumni:** PPIA alumni are exposed to master’s level graduate programs through webinars sponsored by PPIA. We are planning to offer a similar webinar to PPIA alumni focused on PhD programs. A Pardee RAND and PPIA alumna will participate alongside other PPIA alumni with PhDs from other programs. The idea is to demystify the PhD and describe the expanded career trajectories a PhD can open up. Pardee RAND will “host” this in the September/October 2016 timeframe. By exposing PPIA alumni early on to the possibility of a PhD we hope to raise the visibility of the Pardee RAND PhD as well.
- **Outreach through Existing Diversity Networks:** We continue to investigate and research strong networks for engaging faculty and students at diverse institutions or from diverse groups to help us promote Pardee RAND. A main avenue for this may be through social media and existing online (or other) groups. Examples include the National Conference for Race and Ethnicity (NCORE) which has different caucuses, e.g., Hispanic Caucus and a Facebook group of participating faculty. There are also professional associations such as the Hispanic Association of Colleges and Universities (HACU) that we will reach out to as part of our recruiting for the class of 2017.
- **Increasing Diversity Scholarship Amount:** When we introduced full tuition scholarships for all students the value of the existing Diversity Scholarship was diminished because it was no longer unique. While the Diversity Scholarship does provide about \$2000 more in the second year, this is not well publicized and the additional amount may not be sufficiently attractive. Therefore, for the next recruiting cycle we plan to increase the value of this scholarship so it once again is attractive and unique.

Issue 3: Serving the Underrepresented: The Next Generation Initiative

We firmly believe that those who understand the context in which problems arise are best positioned to find solutions. From the beginning of her tenure, Dean Marquis set the goal of increasing the diversity of Pardee RAND's student body as one of her key objectives. In conversations with deans at other public policy schools, Dean Marquis discovered that these programs also struggled with the same lack of minority representation. And in her conversations with faculty at institutions across the southern United States where RAND has established a satellite office, she discovered that many faculty members at undergraduate institutions lacked a comprehensive understanding of the field of public policy and the value of academic training in this field. Out of these discoveries emerged an idea that we call the Next Generation Initiative (NGI).

When we conceptualized the NGI in 2010 it was designed not just to build awareness of the Pardee RAND PhD program in policy analysis and diversify our pipeline of applicants, but to expand awareness of the field of public policy in general, especially in regions of the country where graduate programs in public policy are not as widespread. We envisioned three interconnected phases:

- **Phase I: Outreach** to Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs) and regional colleges and universities with diverse student bodies with a focus on U.S. Gulf States, California and the Southwest
- **Phase II: Summer Workshops** for faculty from the targeted institutions emphasizing professional development in current analytic tools and methodologies used in policy analysis, encouraging ongoing policy research, and relationship building between faculty and RAND researchers.
- **Phase III: The Next Generation of Policy Leaders National Conference** for faculty and administrators from the targeted institutions, major public policy graduate programs, and foundations committed to diversity in higher education

Outreach efforts began immediately, but we needed funding to execute Phases II and III. Throughout 2011 and 2012 we approached a number of foundations and obtained expressions of interest from a number of local and national foundations including Kellogg, who asked us for a proposal. Ultimately, they all declined to support this effort saying that it was outside their current funding priorities including Kellogg whose strategic priorities shifted suddenly. Not willing to abandon the idea which we believed had merit, Michael Rich, president and CEO, RAND Corporation, provided RAND investment funds to launch a pilot effort of the Summer Workshop for faculty in July 2013. When this workshop showed promise, we sought funding to continue the program from a donor interested in helping underserved populations. The funds were sufficient to execute the summer program, now known as the Faculty Leaders Program, two more times. We are in the midst of planning the fourth session to be held in July 2016.

We now are in a position to evaluate the effects of the Faculty Workshops and to make some decisions about how we intend to move forward. We can evaluate our efforts to-date on three levels: Recruitment and Admissions; Program Content; and Post-Program Effects. And we plan

to reach out to foundations again in fall 2016 to try to re-engage them given our successes to-date.

Recruitment and Admissions

Table 6 below provides some insight into how effective we have been at getting the word out about our program. It also enables us to begin to assess whether or not we are attracting the types of applicants we are most desirous of engaging.

Table 6. Faculty Leadership Program Participants 2013-15

Participants	2013	2014	2015	Totals**
Number	12	12	12	36
Number of Schools	7	9	11*	19*
• HBCUs	3	4	1	6
• HSIs	1	1	2	2
Number of States	5	8	7	10

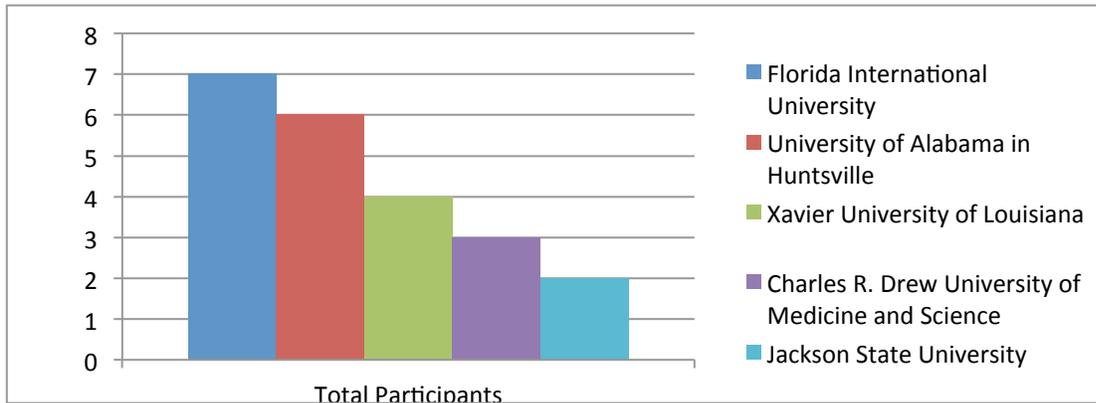
*Includes US Department of Agriculture outreach coordinator to HSIs

**Counts each institution and state only once

Our initial focus was on a select number of schools in Florida, the U.S. Gulf States and Los Angeles chosen for their diverse student bodies, and close proximity to a RAND office, or, as is the case with Florida International University, close ties to RAND. The second year of the program we extended our outreach to two HBCUs in the Washington D.C. area where RAND also has an office. Recommendations from previous participants brought us two participants from outside our target area—Texas and Illinois. In 2015, we expanded our outreach in the Los Angeles region resulting in participants from California State University San Bernardino (HSI) and another LA-based program in psychology. Additionally, recommendations from previous participants brought us faculty from universities in Utah and Chicago, Illinois.

As is evident in Table 6 above, we have succeeded in expanding the number of institutions we have reached, and as of 2015 we have had participation from 19 different institutions in 10 states. Moreover, as can be seen in Chart 1 below, we have had multiple participants from five universities all of which were part of our initial target group. We have noticed, however, that participation from Howard, Morehouse, Tuskegee and other HBCUs has not been as robust as we had anticipated. We will be watching to see if this changes with the 2016 cohort, and if not, will investigate to better understand the reasons for the drop off in participation.

Chart 1. Top Five Institutions Represented

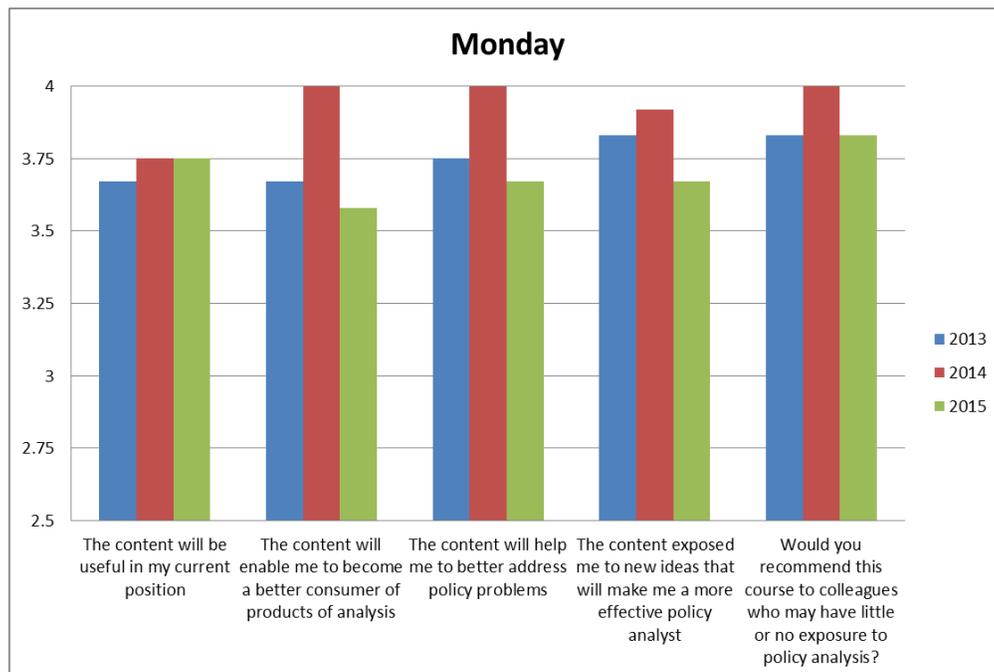


Content of the Program

We have been gathering data which enables us to evaluate what aspects of the program are most useful to participants and whether or not the participants are learning the skills they need to do something meaningful when they return to their communities and institutions.

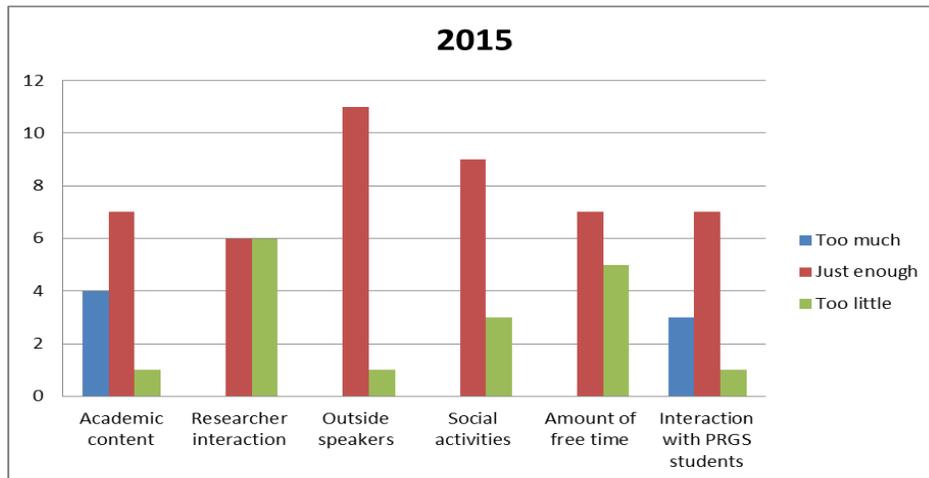
Attendees were asked to report on the following four sessions: Introduction to Policy Analysis (Monday); Research Design (Tuesday); Quantitative Methods in Policy Analysis (Wednesday); Phases of Policy (Thursday) by completing an evaluation form asking them to rate the material on a four point scale with 4 being “strongly agree”. Below is a sample response for Monday’s session. Appendix H contains responses for the other sessions which on the whole are positive.

Chart 2: Introduction to Policy Analysis



We also asked participants to provide us with their overall assessment of the major components of the program. Results for 2015 are in Chart 3 below. We can see that there is still a demand for more time with RAND researchers and perhaps less time covering academic content.

Chart 3: Overall Assessment

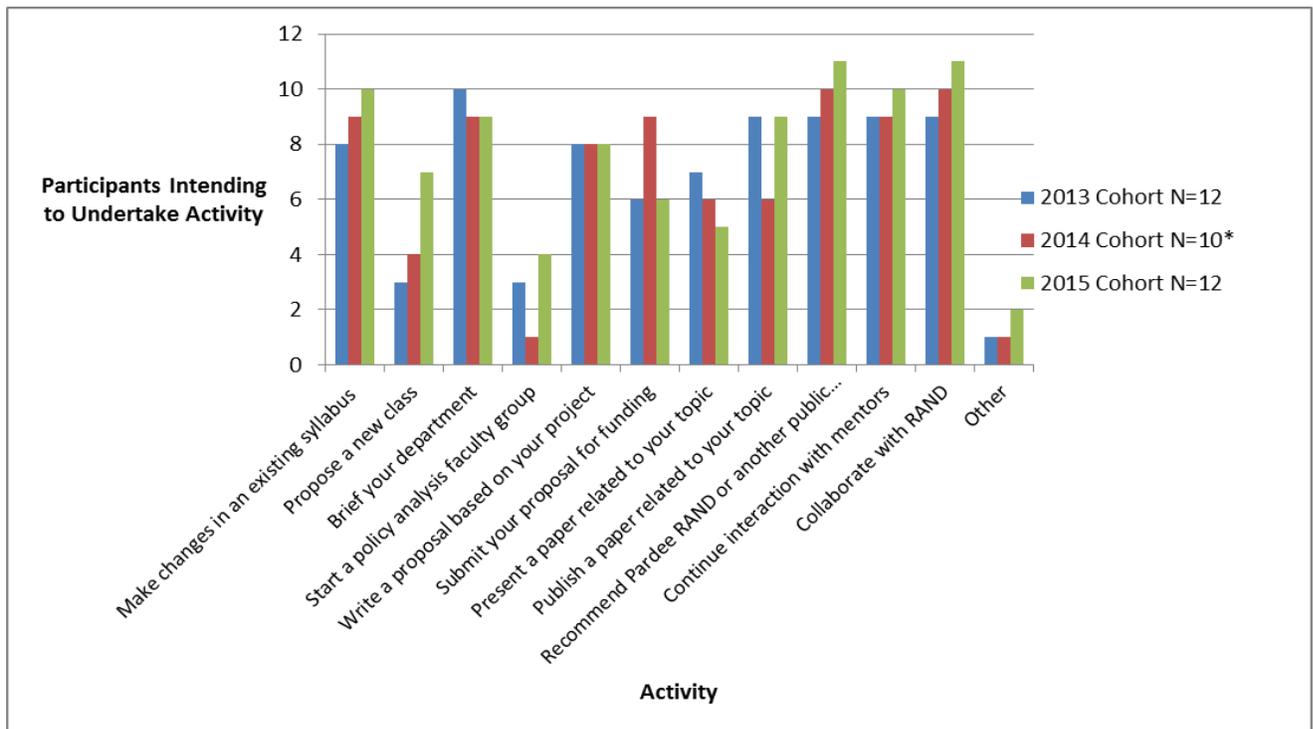


Post-Program Efficacy

Finally, we are interested in learning whether participants are able to incorporate what they learned in the post-program academic activities. The Chart 4 below indicates that the majority of participants are intending to engage in the activities the program is designed to encourage.

Beyond proposing classes and briefing their departments, a number of past participants have engaged in policy analysis in their communities. Some recent examples include: Dr. Richard Peters, of the Business department at Xavier University of Louisiana, is using his knowledge of the tools of public policy analysis to partner with the Urban League to address disparities in employment among minorities in New Orleans. Dr. Patricia Waldron-Moore, also of Xavier and a professor of political science, recently did field work related to her Workshop project comparing post-disaster knowledge economies in three different regions- including in post-Katrina New Orleans. And Dr. Taunjah Bell-Neasman of Jackson State University of Mississippi used policy analysis tools learned to improve procedures for mental health crisis interventions by first responders. A recent highlight of her work was her fruitful effort to have this issue recognized at the state level through a proclamation by Governor Bryant of Mississippi designating February 2015 as “Crisis Intervention Team Awareness Month”.

Chart 4: Post-Program Activities



*Two participants did not fill out this portion of the survey in 2014

By almost all measures, the initiative has been a success thus far. We have reached a diverse array of professors teaching at HBCUs, HSIs and other institutions serving diverse populations creating a network for us of 36 alumni that RAND and Pardee RAND can tap into. We have introduced these participants to the field of public policy and prepared them to introduce their students to the field. For some, the program has enabled them to publish, compete for grants, and assist policy makers in their communities.

We do not yet know in what ways and to what extent these successes will cascade and have impact on the pipeline of students in public policy programs. We have begun to see some evidence in our pre-application process that professors are encouraging their students to look at the Pardee RAND program. We believe the next step will be to secure additional funding so that we can move into Phase III—a national or even a regional conference where we can gather previous participants together with deans and faculty from other prominent public policy programs to share ideas about how best to draw underrepresented minorities into the field of public policy as well as continue to offer our summer program. This is the challenge which remains and we will continue to strive over the next few years to obtain the resources to make an impact.

Identification of Other Changes and Issues Currently Facing the Institution

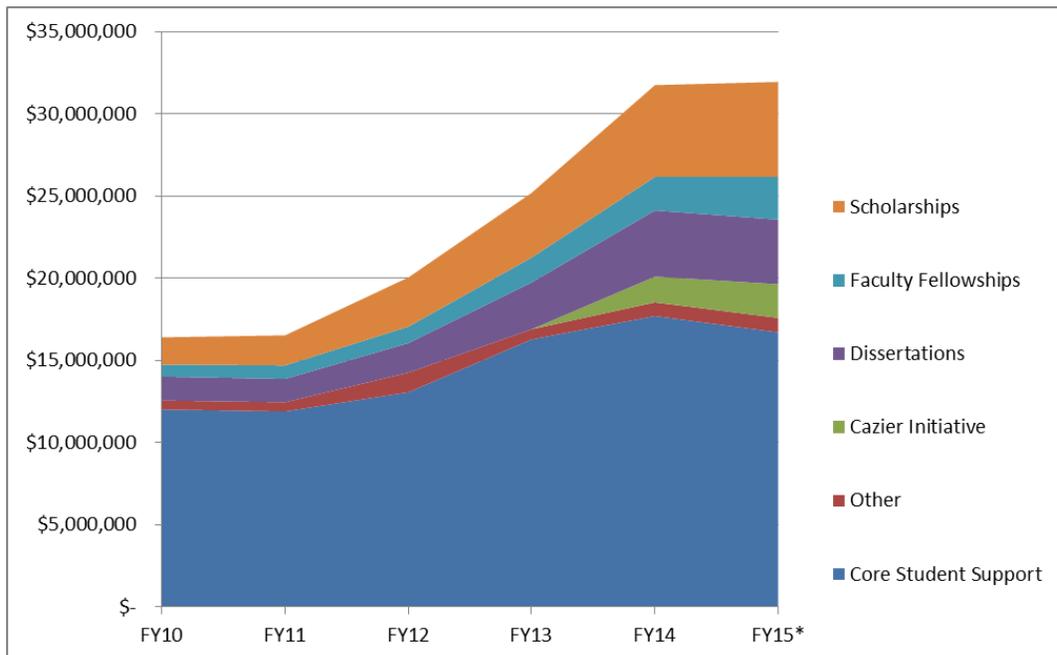
Instructions: This brief section should identify any other significant changes that have occurred or issues that have arisen at the institution (e.g., changes in key personnel, addition of major new programs, modifications in the governance structure, unanticipated challenges, or significant financial results) that are not otherwise described in the preceding section. This information will help the Interim Report Committee panel gain a clearer sense of the current status of the institution and understand the context in which the actions of the institution discussed in the previous section have taken place.

A Firmer Financial Foundation

As mentioned earlier in this document, we are nearing completion of a 5-year fundraising campaign. Our initial goal was \$15 million and few thought it achievable. However, we have already raised over \$27 million with a few months remaining in the campaign. In addition, we have \$3 million in planned gifts. These funds have solidified our foundation and enabled us to enhance our academic program and provide more student support.

As you can see in Chart 5 below, our endowment has grown substantially (driven by \$16.6 million in new gifts) over the past five years.

Chart 5: Pardee RAND Endowment



Over the same time period, we raised more than \$10.6 million for current use gifts including \$1 million to support dissertations, \$1.9 million to provide tuition scholarships, \$3 million in general student support used to cover costs associated with the delivery of our academic program, and \$150,000 to provide career services.

Additionally, we received a gift of \$2 million to support fieldwork, dissertations and innovative research and experimentation on issues related to the poorest of the poor in Asia and Africa. The Pardee Initiative for Global Human Progress has created opportunities for our students and faculty to pursue projects on food security in Africa, low-income housing in India, and to create a global index of the endowments of food, energy and water by country. It has also supported seven dissertations on topics from agriculture in China to maternal health care in Nigeria.

A combination of annual gifts and an endowed fund, the Cazier Initiative in Environmental and Energy Sustainability has also created new opportunities for students and faculty to engage with each other and with outside experts through workshops, pilot projects and visiting scholars.

Finally, an endowed gift to support faculty, the Harold and Colene Brown Faculty Fellows fund, has generated sufficient funding from 2015-2016 to support mini-Sabbaticals for six RAND researchers/Pardee RAND faculty, enabling them to spend up to one month in residence at Pardee RAND focusing on research topics of their choice (not client-driven projects) and providing mentoring to our students. In 2015, the Browns increased their commitment which will enable us to increase the number of faculty participating in the program.

We are now poised to begin to thinking about a new long-term direction for the school. The policymaking environment is changing — there is more interconnectedness, along with a redistribution of power to individuals, NGOs, and the private sector. The definition of a “decisionmaker” has changed significantly since 1970, and the world needs policy analysts who understand all of these new stakeholders and how to interact with them. Moreover the world’s biggest problems are increasingly complicated and even more complex, requiring a new class of agile problem solvers who are comfortable moving across disciplinary boundaries to create new methods and adapt old ones in new ways. The increasing rate of technological development is affecting everything. Technology is motivating new policy questions, while also offering powerful new problem solving methods. Tomorrow’s policy analysts must be prepared to understand all this. At the same time, the RAND Corporation, itself, is changing, with stronger emphasis on and more researcher training in transforming the findings from policy analysis into concrete changes in policy and practice and increased investment in methodological and other kinds of innovation.

Pardee RAND was on the forefront when the field of policy analysis was developing. We aim to be on the forefront as we move towards a new paradigm. We have just begun to imagine what the public policy school of the future should look like and how we need to continue our evolution to become that institution. We look forward to sharing our discoveries with WASC as they develop.

Concluding Statement

Instructions: Reflect on how the institutional responses to the issues raised by the Commission have had an impact upon the institution, including future steps to be taken.

As is apparent through what we have reported in this document, we have benefitted greatly as an institution from the challenges posed to us by the Commission in 2011. Over the intervening 5 years, we have accomplished a lot.

The Program Review process helped us to refine and solidify many of the structures we put in place as part of our re-accreditation process to measure and monitor learning. The stability in our core staff at all levels from Dean to Registrar has meant that we have begun to develop the capacity to collect and analyze data over time and to build systems that will be enduring yet adaptable as we learn and refine them. It also enabled our Associate Dean and Assistant Dean for Academic Affairs to augment their individualized counseling of students with data specific to each student and at the program level so that the guidance the Deans provide students on their strengths and weaknesses is more targeted and better able to help students overcome the specific obstacles they are confronting. This combination has proven to be truly powerful.

Challenged to improve graduation rates for women and underrepresented minorities, we took some important steps towards creating a more supportive environment for all students. We have evidence at the individual level that these actions have benefitted minority students. Of the two African American students who entered the program in 2012, one graduated in less than 4 years and the other is also on track to graduate. But we recognize that our job is not done.

The data we are gathering through our application process and beyond enables us to monitor four key stages of the pipeline: (1) the number and type of people who apply; (2) the number and type of people we admit; (3) the number and type of people who enroll; and (4) those who graduate. Our goal is to increase diversity. We recognize, like all PhD programs, we have a pipeline challenge for underrepresented minorities. We have focused on this for the last several years and we will continue to do so.

This leads us to what is perhaps the most important and valuable result of this process. While we have long had rich communication with our faculty and a myriad of pathways for discussions related to the academic program, this has not been the case for issues related to diversity at Pardee RAND and RAND. This process has spawned some very important conversations on this topic and prompted us to reach out within RAND and beyond. In seeking to better understand how we can do a better job of recruiting underrepresented minorities, we have engaged with outside groups such as PPIA and the McNair Scholars and have built connections with the constituencies at RAND who also share our goal of creating a more diverse work environment. The Pardee RAND and RAND Communities value not only this discussion, but the progress we are making towards achieving our aspirations.

Appendices

Program Review Section

- A. Program Review Self-Study (33 pages)
- B. Review by Alan B. Krueger, Bendheim Professor of Economics and Public Affairs, Princeton University (3 pages)
- C. Review by James B. Steinberg, Dean, Maxwell School of Citizenship and Public Affairs, Syracuse University (3 pages)
- D. 2015 OJT Learning Charts
- E. 2012-16 Conference Funding

Improving Degree Completion

- F. 10-year graduation rates 2005-2015
- G. 5-year completion rates 2010-2015

Serving the Underrepresented

- H. Course Evaluations for 2015 Faculty Leaders Program