

Substantive Change: New Degree Program Proposal (Assoc, Bach, Masters)

Note: For doctoral degree programs, use the Doctoral Program template.

Please read these instructions carefully before beginning. Proposals filled out incorrectly will not be forwarded to the Substantive Change Committee.

INSTRUCTIONS

This form is to be completed for the following types of programs at the Associates, Bachelors, or Masters level:

- New degree program offered at any location (main campus or any off-campus location, including international)
- Distance education program (if 50% of more of the program will be offered by distance modality)
 - Defined as a program that delivers instruction to students who are separated from the instructor, either synchronously or asynchronously, via these technologies: 1) the internet; 2) one-way or two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband, fiber optic, satellite, or wireless communication devices; or 3) audio conferencing.
- Joint or dual degree program

IMPORTANT NOTE RE: DISTANCE EDUCATION PROGRAMS AND OFF-CAMPUS LOCATIONS:

If you are proposing to convert an existing degree program to a distance education program, you may be eligible for an expedited review process if the institution has:

- Three or more substantive change approvals in the modality with those programs in operation for at least one year, and
- The recommendation of your WSCUC staff liaison.

If you are proposing to offer an existing degree program at a new off-campus location (domestic only), please use the template: **Additional Location or Branch Campus**.

Please contact John Hausaman, Director of Substantive Change and Committee Relations, for more information at jhausaman@wscuc.org

COMPLETING THE PROPOSAL

- Please answer each question. If a question is not applicable, enter "N/A" in the appropriate section. Do not delete the questions.
- We strongly recommend that you review the document [Common Issues in Substantive Change Proposals](#) which identifies common areas of weakness in proposals and can be a useful tool as you draft your proposal.
- The proposal should be no more than 10,000 words, not including the words in the template questions or attachments.
- The proposal must be saved as a Microsoft Word document. Attachments are preferred as PDF.

NAMING YOUR PROPOSAL AND ATTACHMENTS

Use the following naming convention for your document.

[Tentative Review Year-Month], [Institution Name]: [Degree/Program Name]

Example: 2008_Sunshine University_BS in Engineering

Please make sure that all attachments are named consistently and referenced with the same name in the appropriate place in the narrative. The name of the attachment should begin with the Section number and question to which it is referring. For example, “Attachment III.B.2: Curriculum Map”, would reference the curriculum map requirement in Section III, question B.2. Attachments are preferred as PDFs.

REVIEWING YOUR PROPOSAL

Before submitting your proposal, the Accreditation Liaison Officer (ALO) should conduct a review of the proposal noting the following:

- The proposal uses the appropriate form and is named correctly.
- All questions in the proposal are answered completely and directly, or marked as “N/A”.
- The narrative is complete, clear, and understandable to someone outside of the department or institution.
- All attachments open.
- All attachments are referenced in the narrative in the appropriate section.
- All hyperlinks function appropriately. Hyperlinks should be used sparingly. As much as possible, please summarize the information requested or copy the appropriate information in an attachment to the proposal.
- There are no font or formatting inconsistencies that might distract the readers.

SUBMITTING YOUR PROPOSAL

- Refer to the “READ ME FIRST Sub Change Proposal Submission Instructions” document in the Box.com folder for this proposal.
- **Request that your institution's Accreditation Liaison Officer notify Konami Chisholm (kchisholm@wscuc.org) once the proposal is complete and has been uploaded to Box.com.**

RESOURCES

For more information on substantive change policy and procedures, please refer to:

- The [Substantive Change Manual](#).
- For Masters programs, see [Guidelines for the Review of Graduate Programs](#).
- Information on the [Degree Level Approval Policy](#).
- Samples of substantive change proposals may be found at: <http://www.wascsenior.org/samples>.
- The rubric used by the Committee for scoring can be in the Box.com folder for your proposal.
- Additional resources and documents may be found on the [Substantive Change page](#) or in the [Document Library](#) on the [WSCUC website](#).

NEXT STEPS

Once the proposal is uploaded into Box.com, WSCUC staff will conduct a preliminary review of the proposal to determine if additional information is needed before forwarding the proposal to the Substantive Change review panel. It is very unusual that a proposal is not returned to the institution with at least a couple of clarifying questions.

Approximately one month prior to the conference call date, the ALO will receive an email notification requesting response to any questions. Detailed information about how to revise the proposal will also be provided. You will have one week to respond. After the revised proposal is submitted, it will be forwarded to the Substantive Change Committee for their review.

Degree or Program Name:

Section I: Program and Institutional Overview

A. Program Overview

1. List the percent of the program being offered:

On-campus: 93%

Via distance education: 7%

Off-campus: Not Applicable

Location of new site:

Internationally: Not Applicable

Location of new site:

If the program will be delivered in a hybrid/blended format, please briefly explain how the program will be delivered (example: *The program contains a combination of face-to-face courses held on-campus, online courses, and several weekend residencies at an off-campus location*).

2. What is the anticipated start date of classes?

September 22, 2022

3. If 50% or more of the program will not be in English, identify the language of instruction.

See [WSCUC's Policy on Instruction in Languages Other than English](#).

N/A

B. Institutional Context (CFRs 1.1, 1.2, 2.2, 2.2a, 2.2b, 4.6, 4.7)

1. Provide a brief description of the institution including the broader institutional context in which the new program or site will exist. Connect the anticipated substantive change with the mission, purpose, and strategic plan of the institution.

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. 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.

Pardee RAND's mission is to provide the next generation of policy leaders an unsurpassed education in the fundamental tools of policy analysis. We believe our school should open our excellent program to students interested in policy training and analysis, but who are not yet ready for (or simply not interested) in earning a PhD. Adding a "terminal master's degree" will enable the school to train policy analysts in many disciplines and prepare the next generation of leaders to address the world's most pressing problems.

Policy analysis as an academic discipline is inherently multi-disciplinary. To be successful as a policy analyst demands competence across a number of disciplines including economics, statistics, and the social and behavioral sciences, and increasingly ethics, data science, complex modeling, network analysis, and implementation science among others. Our students come from a variety of backgrounds including economics, public health, engineering, international relations, biostatistics, and law.

At Pardee RAND our core curriculum provides a multi-disciplinary foundation that also plays the role of unifying our students around a body of knowledge. Our core curriculum is made up of 10 units of coursework in the areas of economic analysis, policy analysis, quantitative analysis, social and behavioral science, and ethics.

Classroom exercises alone do not create highly-skilled and creative leaders, policy analysts and technologists. Hands-on experience dealing with real-world problems of direct concern to decision makers and communities is also essential. The Pardee RAND Graduate School has always provided a unique way for students to obtain this kind of practical experience while also earning a research fellowship: project-based research, internally known as On-the-Job Training, or OJT.

Many OJT opportunities arise through ongoing RAND research. Pardee RAND students have the opportunity to join teams of RAND researchers, initially as apprentices and later, as their skills develop, in roles of increasing responsibility and independence. Students work on a variety of projects during their time at Pardee RAND giving them exposure to a range of policy areas, research methods, colleagues, and clients. Students may also pursue project-based research outside RAND, in the public, private, or non-profit sectors or at other graduate schools.

2. To demonstrate prior experience, list the number, variety and longevity of other programs at the proposed degree level and/or modality, and include a brief summary or profile of one of these programs.

The degree Master of Philosophy was established in 1999 and approved by WASC as part of the 2000 reaccreditation. The degree has been awarded in progress to PhD students since that time, with WASC permission awarded post hoc to previous graduates who would have earned the degree had it existed during their period of enrollment. To date a total of 603 MPhil degrees have been awarded.

3. If this is the first degree program at this level, provide the rationale for the change in degree level and description of what the institution has done to build an appropriate academic culture at that level (i.e., research expectations, opportunities, and funding for faculty, research opportunities for graduate students, appropriate library resources.)

N/A

C. Accreditation History Relevant to Substantive Change (CFR 1.8)

1. What other degree programs have been reviewed by the Substantive Change Committee in the past 12 months and/or planned for review in the next 12 months? Provide a brief summary of issues noted by WSCUC in prior substantive change reviews since the institution's last comprehensive review and the

institution's response to these issues, even if the programs reviewed were at a different degree level or offered in a different discipline.

N/A

2. Provide the institution's response to issues noted by WSCUC in prior Commission or other Committee action letters or visiting team reports that are relevant to the proposed substantive change. Contact your WSCUC staff liaison if you need more information.

Pardee RAND's accreditation was reaffirmed just over one year ago, in March 2021. Since that time, Pardee RAND has made several changes in response to the issues noted by the Commission, including by strengthening our assessment infrastructure and strengthening our approach to student success and well-being, with particular attention to the needs of underrepresented and international students.

Pardee RAND is strengthening our assessment infrastructure, notably by updating our course evaluations and preparing for program review.

A revised course evaluation form was introduced in September 2021 which allows students to assess the course's success in meeting specific learning objectives identified in the syllabus – each course objective is stated as a separate response item, so that every course has its own unique evaluation form. This design will provide continuity of attention to the learning objectives from the initial syllabus creation, through the course, and to subsequent academic review and instructor revision.

We are also in the early planning stages of our next program review, planned for the 2022-23 academic year. We are outlining our assessment needs, paying special attention to the items highlighted by the WSCUC Team and Commission in the 2020 Team Report and 2021 final letter reaffirming Pardee RAND's accreditation. By summer 2022 we plan to have a detailed plan for program review in place, including descriptions of assessment goals and criteria, data collection and analysis needs, and program review team roles.

Pardee RAND has made important strides in strengthening our approach to student success and well-being, paying particular attention to the needs of underrepresented students. In the fall of 2020, then Dean Susan Marquis appointed several students, faculty, and staff members to a Diversity, Equity, and Inclusion Working Group. The Group was tasked with identifying problems related to diversity, equity, and inclusion (DEI) and proposing potential solutions. The Group spent several months researching DEI-related issues at Pardee RAND, conducting meetings, focus groups, a student survey, and an analysis of institutional data. In March of 2021, the Group submitted a report to school leadership, which was then widely shared with the Pardee RAND community.

In the spring of 2021, former Dean Marquis appointed Malcolm Williams, a senior RAND researcher and Pardee RAND faculty member, as the Pardee RAND Diversity, Equity, and Inclusion Advisor. This role was expanded in February 2022, when current Dean Nancy Staudt elevated Dr. Williams position to Director of Diversity, Equity, and Inclusion. Dr. Williams's role includes promoting DEI initiatives at Pardee RAND, recommending solutions to DEI issues to school leadership, and providing guidance to the Pardee RAND community related to DEI issues.

3. If the proposed program is within a school accredited by a professional accrediting agency, or is related to a program that is accredited by a professional accrediting agency, list the agency, year

accredited, and attach as PDF a copy of the executive summary to the most recent team evaluation report and agency action. Also, indicate whether the specialized agency needs to review and approve the proposed program prior to implementation or when in the program's schedule that the review will be scheduled. Provide similar information for licensure purposes.

N/A

Section II: Program Need and Approval

A. Program Need (CFRs 1.1, 1.7, 1.8, 2.1, 2.12, 4.1–4.3, 4.6, 4.7)

1. Describe the program need/rationale framed by the institution's mission and strategic goals.

Pardee RAND will maintain its overall mission and rigorous Master of Philosophy (MPhil) in Policy Analysis as part of our PhD program. By offering a terminal master's program to students who are not interested in or not yet ready for a PhD program, Pardee RAND will bring value to the policy analysis education space.

Pardee RAND's mission is to provide the next generation of policy leaders an unsurpassed education in the fundamental tools of policy analysis. The Pardee RAND MPhil degree consists of both rigorous classroom learning and significant, in-depth research experience. While this degree currently serves as an excellent foundation for our PhD students, we believe other students could benefit from this program. We currently envision two kinds of students who may be admitted to a terminal MPhil degree program.

The first are students who may be interested in a PhD in Policy Analysis, but are not yet ready for Pardee RAND's PhD program. Every year, we turn away hundreds of applicants to our program who may be ready for a master's-level program but are not yet ready for the Pardee RAND PhD. Admitting some of these students to a Pardee RAND terminal MPhil program will give these students a strong foundation for a PhD program, either at Pardee RAND or elsewhere. Pardee RAND MPhil students would be eligible to apply for our PhD program, and, if admitted, would be given full credit for all coursework and On-the-Job Training completed during their MPhil course of study.

In addition to students who are interested, but not yet ready for a PhD program, some students may be interested in obtaining a master's degree in policy analysis without a PhD. In addition to the success of policy analysis master's-level programs across the country, demonstrating a strong market for terminal master's degree programs, a small number of Pardee RAND students admitted to our PhD program choose to leave the program after obtaining the MPhil degree and go on to successful careers.

2. Describe the methods used to collect evidence (surveys, focus groups, documented inquiries, etc.) that supports the enrollment projections and the conclusion that interest in the program is sufficient to sustain it at expected levels. Evidence should demonstrate interest in this program specific to your institution, as well as broader trends and employment outlook. Please provide a summary of the findings, not the full study.

Pre-application and application numbers from the past 5 years and beyond show a consistent and high demand for the unique work and study model at Pardee RAND; many students share that Pardee RAND is the only program for which they applied. Each year, we repeatedly see individuals re-apply to the program, many after having gone to a master's degree program elsewhere.

Pre-applications offer those thinking about our PhD program an opportunity to receive feedback on their candidacy via a short form on our website where they share some basic coursework and academic backgrounds prior to filling out a full application. These inquiries have risen steadily over the past 5-7 years, from 300-400 to 1200-1500 each year. Completed full applications have risen as well, from 140 to 200. The applied nature of our learning and research environment and the opportunity to do the kind of hands-on training offered at Pardee RAND is unique in higher education.

Of the dozens of individuals whom we decline to admit to the PhD program, there are applicants who are highly qualified and who are a little earlier in their career pipeline. In these cases, we recommend they pursue a master's degree and apply again. If offered the opportunity to pursue their master's degree at Pardee RAND many would jump at the opportunity to do so. To investigate this, we identified 14 applicants to the fall 2022 PhD cohort who fit this description. That is, (a) they did not have a master's degree already and/or had a master's degree but in a non-policy field, (b) would like more training in policy analysis and policy research, and (c) were not accepted into the Pardee RAND PhD program. We set up a time to meet and called each one by video chat to let them know we were thinking about offering a stand-alone MPhil in policy analysis degree and were pursuing this idea with our accrediting body. All 14 applicants verbalized on the phone and confirmed in a subsequent follow-up email that they would be interested in remaining on our list to follow up with additional information about a possible MPhil degree once we had it, even though they had initially applied to the PhD program.

As the world's challenges have grown ever more complex, people with the skills to help interpret data and analyze policies have become increasingly important. RAND uses rigorous, fact-based research and analysis to help individuals, families, and communities throughout the world be safer and more secure, healthier, and more prosperous. To help train the next generation of policy and data analysts, Pardee RAND's core curriculum is broadly interdisciplinary, and our teaching and mentoring faculty pulls from the more than 1,000 members of RAND's research staff. No other program can provide this training and the ability to offer additional entry points and a menu of degree options fits the marketplace.

3. Attach the recruitment and/or marketing plan for the program, including the geographic scope of the program. Financial resources committed to marketing this program should be clearly explained in the budget. Note that all materials regarding this program should clearly state, "Pending WSCUC approval" prior to Commission ratification. Include a hyperlink to the program website, if available.

The recruitment and marketing plan for the MPhil in Policy Analysis degree will mirror our current recruitment and marketing efforts for our existing PhD in Policy Analysis. Both programs will have a global geographic scope, as we do now. We will use existing financial resources.

For recruitment, on our website we offer an optional pre-application that prospective students can fill out to receive feedback on their potential fit and competitiveness with our program. This is a way both to save applicants time and effort as well as offer them the option of being added to our mailing list and keep in touch. We offer information sessions (both virtual and in person in our different RAND locations) to learn more about our degree program as well as additional virtual sessions to get to know us in various formats including our "Coffee Chats with Faculty" and weekly "Admissions Office Hours". Through our mailing list (collected via the pre-application), we offer prospective students to join us at RAND and Pardee RAND events throughout the fall.

Our marketing efforts utilize a direct approach and focus on digital marketing including Google Ads and social media and targeted email campaigns. For Google Ads, we will take terms that a prospective student might use in their search, for example, “master’s in public policy” or “master’s in policy research” and create a sponsored post that will feature prominently at the top of the search results. For LinkedIn and Facebook, we will create ads that are targeted to those whose interests and profile match a policy master’s degree, much as we have done for our PhD program. We will send targeted email campaigns to various lists of prospective students we can obtain from, for example, the GRE search service and PPIA alumni (more below).

Lastly, we will ask to join the recruiting forum/school search feature of various repository websites. The most important one of these will be “[Find Your Graduate Degree for Public Service](#)” on the Network of Schools of Public Policy, Affairs, and Accreditation (NASPAA) website, the lead accreditation agency for public policy education. This is an incredible resource for students looking for master’s level degrees and allows for searching based on location, degree name, etc. We will do the same on the Public Policy and International Affairs (PPIA) website as well as other repositories of master’s degree programs that list programs in public policy (MPP), public administration (MPA), etc. such as www.masterstudies.com, www.bestcolleges.com, www.gradschools.com, and www.petersons.com.

4. If the program is planned to be offered for a finite period, provide the enrollment projections for the length of the program. If the program is planned to be offered continuously, provide enrollment projections including projected attrition rates for the first three years. These enrollment projections should be reflected in the budget.

Pardee RAND plans to offer the new master’s program continuously. While our PhD program is relatively large (20-30 students every year), we expect to keep our master’s program small for the first several years. For this reason, we forecast enrolling 5-7 masters students each year for the first three years of the program. Given this small enrollment and the personalized attention the school offers the students, we forecast attrition will be comparable to that of the first two years of our PhD program or about one student per year.

B. Planning/Approval Process (CFRs 1.8, 4.1, 4.2)

1. Describe the planning and approval process within the institution (and system, if applicable), indicating how the faculty and other groups (administrators, trustees, stakeholders, system office, etc.) were involved in the review and approval of the new site or program. Attach documentation of necessary approvals. CSU campuses must attach a letter of approval from the Chancellor's office.

The introduction of an MPhil program that would terminate at the masters was presented and discussed in multiple decision-making fora. Pardee RAND has several bodies responsible for providing input into key school decisions, listed below. At a regular meeting of each organization, the dean presented the idea of creating a terminal master’s program based on our existing MPhil degree. Individuals from each organization asked questions and provided comments to improve the new degree program.

Faculty Committee on Curriculum and Appointments (FCCA)

The Faculty Committee on Curriculum and Appointments (FCCA) exercises major influence on Pardee RAND's curriculum policy, and is comprised of the school's dean, associate dean of student life and

operations, and associate dean for academic Affairs, elected and appointed members of the Pardee RAND faculty, and two student representatives. The FCCA's primary responsibility is to examine proposed new courses, scrutinize course learning objectives, evaluate proposed syllabi, and review qualifications of proposed faculty. In addition, the FCCA is responsible for evaluating the quality of teaching in all Pardee RAND courses. It also serves as the body which discusses and approves any major changes to the academic program.

The members of the FCCA expressed overwhelming support for the new master's program.

Board of Governors

Established in 1998, the Pardee RAND Graduate School Board of Governors (BoG) includes distinguished leaders in academia, business, and public service—people whose vision and commitment provide advice and leadership to the School. The BoG meets three times a year, once jointly with the RAND Board of Trustees. The BoG reviews and provides recommendations to the President of RAND and to the dean on:

- Long-range strategic and financial planning,
- The business plan and annual budget, and
- The organization and programs of the School.

The members of the BoG expressed overwhelming support for the new master's program.

Senior Leadership

The school's senior leadership consists of the dean, associate deans, stream leads, executive director of development, DEI director, and communications advisor and digital producer. Senior leadership met to set the agenda for the school, identify areas of strength and weakness for the school, and develop future opportunities that will benefit the school and students.

The members of the school's senior leadership team expressed overwhelming support for the new master's program.

Student Leadership Council (SLC)

The Pardee RAND Student Leadership Council (SLC) is dedicated to representing and addressing the concerns and needs of students. The SLC assists students with their professional development, plans community-building events, and fosters communication between students and the larger RAND community. When appropriate, the School's administration seeks comments and input from the SLC regarding changes in school policies and procedures, and the academic program. The organization is empowered to convene short or long-term committees to address issues and create initiatives. The SLC is comprised of elected cohort representatives and one member chosen by the student body on an at-large basis.

The members of the school's student leadership council expressed support for the new master's program.

2. Describe the external and/or internal partners contributing and/or participating in this proposal, if applicable. Attach any Memoranda of Understanding (final and signed) between the requisite parties. If this is the first program offered 50% or more online at the institution, or if the LMS provider has recently changed, please provide the contract with the provider. If the program will be offered under contract

with an institution or organization not certified to participate in Title IV, HEA programs, please see WSCUC's [Agreements with Unaccredited Entities Policy and Guidelines](#) and explain how this arrangement conforms with the policy.

N/A

3. For international programs ONLY: N/A

a.) Attach evidence that any necessary governmental licensure or approvals required to operate in the host country have been attained.

b.) Is the institution recognized by an accrediting agency or the Ministry of Education in the proposed country? Describe the due diligence conducted to qualify the partner and what criteria were used.

c.) Describe the nature of the relationship with the partner institution in terms of admissions, faculty, governance, finances, and support services.

Section III: Program Description and Evaluation

A. Curriculum (CFRs 2.1–2.5, 2.8, 3.5, 4.1, 4.4, 4.7)

1. Provide an overall description of the program including the alignment of the program philosophy, curriculum design, and pedagogical methods/instructional theory with the target population, modality and degree nomenclature selected.

Pardee RAND Graduate School is a selective, multidisciplinary graduate program with a focus on policy analysis and the ways it can shape our world. The ideal prospective student will use the MPhil program to enter or to further a career in the field of policy research. Students will attain this preparation through a combination of core classes, elective classes and practical experience drawn from work on policy research projects.

Core courses provide students with foundational knowledge in the professional field of policy analysis and in the analytic approaches most commonly used in the profession:

- Statistics
- Other quantitative methods
- Microeconomics; and
- Approaches drawn from other social sciences, including, but not limited to Psychology, Sociology and Political Science; and other quantitative methods

As a multidisciplinary program, core courses use a combination of lecture and guided practice to enable to students to master unfamiliar material.

Elective courses will allow students to understand the connection between analytic approaches and various policy areas, or gain more depth in analytical area introduced in core classes. Elective course will use a variety of methods depending on the subject matter, with seminar- or colloquium-style discussions being the most common.

Following Pardee RAND's longstanding commitment to a highly collaborative learning environment, the MPhil degree is offered almost entirely in-person with 6-7% of coursework offered online.

Per its original accreditation, "Master of Philosophy" is preferred over Master of Public Policy to reflect the emphasis on research, and the fact that many of the recipients had already earned an MPP degree prior to beginning their doctoral studies. Although we expect that the MPhil will now be students' first master's degree. The nomenclature nevertheless reinforces the emphasis on the acquisition of research skills, and not merely their application.

1.a. If 50% or more of the program will be offered via distance education: provide guest log-in access to the learning management system for at least one course for which a syllabus is provided. The course must be part of the proposed program, not from another program.

N/A

2. How has the curriculum design and pedagogical approach been adapted to the modality of this program?

Because the terminal MPhil program is essentially the same program as our current MPhil program, no adaptation to curriculum design or pedagogical approach is necessary.

3. Attach a list of courses for the major, identifying which are required and including the units earned in each course. Also include the number of elective units required for the program, if any, and provide a link to the institution's GE requirements (for undergraduate programs).

Students will be required to complete ten units of core curriculum courses, five units of elective coursework, and 3 units of experiential learning tutorials.

The core curriculum consists of:

- Perspectives on Policy Analysis (1 unit)
- Policymaking in Complex Environments (1 unit)
- Ethics in Policy and Practice (0.5 units)
- Tech and Society (0.5 units)
- Understanding Human Systems (1 unit)
- Designing Empirical Research (1 unit)
- Understanding Economic Systems I (1.0 unit)
- Understanding Economic Systems II (1.0 unit)
- Statistics for Policy Analysis I (1 unit)
- Statistics for Policy Analysis II (1 unit)
- Social Network Analysis (0.5 units)
- Introduction to Data Science (0.5 units)

Students explore their particular interests and passions through a range of electives and tutorials with Pardee RAND faculty and RAND research staff. MPhil students will have access to the same elective courses as PhD students. Elective course content is demand-driven based on student interest and is updated each year. Examples of past courses can be seen on the Pardee RAND [Program Curriculum](#) webpage.

4. Describe how library resources will be used in the curriculum.

The RAND library provides Pardee RAND with access to journal articles and other materials for course materials. This collection is available to all students.

Pardee RAND works in conjunction with the library each quarter to purchase class reading materials for future use.

5. For undergraduate programs, describe the information literacy competencies expected of graduates and how they will be evaluated.

N/A

6. Attach three sample syllabi that are representative of the program and appropriate to the degree level. If the program has a capstone/thesis or culminating experience, the syllabus for that course must also be provided. Syllabi must include:

- specific student learning outcomes for the course
- a course schedule including a schedule of all assignments
- the number of credit hours earned in the course and expectations for how those hours are earned both in and out of class (seat time, lab time, homework, etc.)
- use of the library and information resources, as appropriate
- relevant university/departmental policies

Syllabi must also be adapted to the modality of the course, and be appropriate to the level of the degree. Online courses must include information about the learning management system and expectations for students participating in the online modality, netiquette, and other considerations specific to the modality.

See Attachment III.A.6. Sample Syllabi

7. Describe any internship or residency requirements and monitoring procedures, if an internship or residency is required.

Students must complete 150 days (1,200 hours) of experiential learning, at least 100 days (800 hours) of which must be spent working on policy research projects at the RAND Corporation. Project work is tracked through Workday, an enterprise management system customized to the RAND Corporation's needs, including timesheet management, accounting, and other systems.

Students are formally evaluated after the first year of the program by the First-Year Review Committee. The Committee is comprised of the dean, a subset of the first-year core faculty selected by the dean, the associate dean of student life and operations, the associate dean of academic affairs, and the registrar. The committee reviews both academic and experiential learning records including course grades, OJT supervisor evaluations, and comments from Pardee RAND staff, and arrives at a judgment about the student's academic strengths, weaknesses, and prospects at Pardee RAND. Students also provide the Committee with a self-assessment on their performance. The Committee provides each student with individualized, written feedback, and determines if a student has: (1) passed the first-year review and may proceed to the second year; (2) passed the first-year review with specific qualifications or conditions (e.g., requirements to enroll in a specific course to address an area of weakness or accelerate involvement in OJT; or (3) did not pass the first-year review and has been advised to exit the program immediately.

As mentioned above, our terminal MPhil students will be required to enroll in an experiential learning tutorial all six quarters of the program. This tutorial is designed to provide structure and mentoring support for their RAND project work to ensure that they are meeting the learning objectives for OJT.

8. Describe other special requirements for graduation, i.e. comprehensive examination, service learning, etc.

N/A

B. Evaluating Educational Effectiveness (CFRs 1.2, 2.1–2.7, 2.9, 3.2, 3.3, 4.1–4.7)

1. Attach program learning outcomes that articulate what the student will be able to do after he/she completes the program and are appropriate to the level of the degree.

See Attachment III.B.1. Program Learning Objectives

See Attachment III.B.1. OJT Learning Objectives

2. Attach a curriculum map articulating the alignment between program learning outcomes and course learning outcomes and demonstrating the progression of levels of achievement from introductory to advanced levels.

See Attachment III.B.2. Curriculum Map

3. Describe the process by which syllabi are reviewed and approved to determine that 1) course learning outcomes are described and are linked to program learning outcomes; 2) materials are current; 3) pedagogy is appropriate for the modality of the course.

Course syllabi are reviewed the Faculty Committee on Curriculum and Appointments (FCCA) prior to the first offering, when instructors change, and periodically for continuing classes. The FCCA provides the instructor with comments and detailed feedback specifically related to learning objectives, relevance of material to current understanding and conditions, and appropriate pedagogy. Instructors meet for a formal review with the FCCA, after which they have time to incorporate the feedback and suggestions into the final syllabus draft, which is then submitted for approval to the associate dean of academic affairs.

4. Describe the assessment plan for the program at various stages including achievement of student learning outcomes using direct and indirect measures. How will findings from the review be used to improve the program? Attach the assessment plan. (The assessment plan template linked below is provided as a model, but is not required. Feel free to modify the template as appropriate).

Pardee RAND will retain its strong student assessment infrastructure. Student learning is primarily assessed through coursework, course evaluations, and review of OJT. All students participate in formal reviews in each year of the MPhil program. In addition to direct student assessment, the Pardee RAND FCCA provides key curriculum policy analysis and recommendations. Pardee RAND is also planning a program review for the 2022-23 academic year.

Course learning is primarily assessed through course grades and course evaluations. Pardee RAND's revised course evaluation forms allow students to assess the course's success in meeting specific learning objectives identified in the syllabus – each course objective is stated as a separate response

item, so that every course has its own unique evaluation form. This design provides continuity of attention to the learning objectives from the initial syllabus creation, through the course, and to subsequent academic review and instructor revision. Pardee RAND analyzes course evaluations each quarter to identify if any course improvements or curricular changes are needed.

Pardee RAND assesses student performance in the first year of the MPhil program through the First-year Review Committee. This committee is comprised of the dean, the associate dean of student life and operations, the associate dean of academic affairs, and the registrar (ex officio) as well as a subset of the first-year core faculty selected by the dean.

The Committees review academic and research records including course grades, OJT supervisor evaluations, student self-reflection reports, and comments from Pardee RAND staff, and arrives at a judgment about the student's academic strengths, weaknesses, and prospects at Pardee RAND.

Written feedback from the committee is provided for each student, including feedback on performance in coursework, qualifying examinations, and OJT. The associate deans then meet individually with each first-year student to discuss the Committee's findings and any remedial action the student must take.

The Faculty Committee on Curriculum and Appointments (FCCA) exercises major influence on the curriculum policy of the School. Historically, the FCCA's primary responsibility has been to examine proposed new courses, scrutinize course learning objectives, evaluate proposed syllabi, and review qualifications of proposed faculty. In addition, the FCCA is responsible for evaluating the quality of teaching in all Pardee RAND courses and providing input and guidance on new program elements at Pardee RAND.

The FCCA consists of the Pardee RAND dean, associate dean of student life and operations and associate dean of academic affairs, four faculty members elected by the faculty for staggered terms of three years, two faculty members appointed by the dean for a period of two years, and two students, both of whom have passed qualifying exams. One student is elected by the student body for a term of one year, and one student is selected by the dean for a term of two years. All FCCA members are eligible to serve a maximum of two consecutive terms.

Pardee RAND is in the early planning stages of our next program review, planned for the 2022-23 academic year. We are outlining our assessment needs, paying special attention to the items highlighted by the WSCUC Team and Commission in the 2020 Team Report and 2011 final letter reaffirming Pardee RAND's accreditation. By summer 2022 we plan to have a detailed plan for program review in place, including descriptions of assessment goals and criteria, data collection and analysis needs, and program review team roles.

5. Describe the plan for data collection, analysis, and the incorporation of findings into the existing program review process.

Pardee RAND is in the early planning stages of our next program review, planned for the 2022-23 academic year. We are outlining our assessment needs, paying special attention to the items highlighted by the WSCUC Team and Commission in the 2020 Team Report and 2011 final letter reaffirming Pardee RAND's accreditation. By summer 2022 we plan to have a detailed plan for program

review in place, including descriptions of assessment goals and criteria, data collection and analysis needs, and program review team roles.

6. Describe the procedures to evaluate teaching effectiveness in the proposed modality.

Our course evaluations directly address teaching effectiveness across a number of dimensions. These course evaluations are reviewed quarterly by the Associate Dean of Academic Affairs who works with any faculty member who shows evidence of struggling on any of the dimensions. The program will be offered within the existing in-person modality with a small number of courses offered online to accommodate professors located in RAND offices outside of Santa Monica.

7. If 50% or more of the program will be offered off-campus, internationally, or via distance education:

a. Please include a summary of a recent program or curriculum review of the on-campus version of the program (if applicable) to determine if recommended modifications have been incorporated into the proposed program.

N/A

b. If applicable, explain how comparative assessment of program outcomes for students in different program modalities will be conducted (including assessments of student learning outcomes, student retention, and student satisfaction) including appropriate comparisons with campus-based programs.

N/A

C. Schedule/Format (CFRs 1.6–1.8, 2.1–2.3, 2.5, 2.10, 2.12, 3.1, 4.1)

1. What is the length of time (in months) that the typical student is expected to complete all requirements for the program?

The program is full time. Students will typically complete the program in two academic years, 21-24 months.

2. Provide the minimum attendance/participation requirements and the provisions made for students to make-up assignments or for students who have to drop out of the program for a short period of time.

Students are expected to attend all class sessions unless excused for personal reasons or travel obligations related to project work. Students who have to miss class for approved absences are customarily given an opportunity to make up missed work. In extreme situations, students who are granted incompletes may be given through the end of the following academic quarter to make up missed work.

Pardee RAND offers sick leave as well as family, medical, and parental leave (including financial support in some circumstances) so that students do not have to drop out of a Pardee RAND program.

3. Describe the timeframe of courses, i.e. accelerated, weekend, traditional, etc. If courses are not offered in the traditional 10 week quarter or 15-16 week semester system, please explain how credit hour and course content expectations can be met within the timeframe established for the program. An institution must allow adequate time for students to reflect on the material presented in class. Faculty using the accelerated course format should be expected to require pre- and post-course assignments, as appropriate. The Committee will expect course syllabi for accelerated courses to be adjusted accordingly to reflect the pre- and post-course assignments, the accelerated nature of the curriculum, and conform to the institution's Credit Hour policy.

Pardee RAND operates on a quarter system. Most instruction takes place within the Fall, Winter and Spring Quarters, each of which consists of ten instructional weeks, followed by one week reserved for final examinations and completion of final projects. The Fall, Winter and Spring quarters are divided into two five-week sessions to accommodate shorter duration classes.

Fall Quarter instruction begins on a Thursday to accommodate the Thanksgiving Holiday recess without giving up instructional days. Winter and Spring instruction begins on a Monday

One unit of course credit is equivalent to 30 hours of classroom instruction with 30-60 hours of out of class student work. Most classes are worth one unit of course credit, meeting either once per week for three hours or twice weekly for 90 minutes. Core classes may also have optional one-hour review sessions led by teaching assistants.

3.a. Attach the institution's Credit Hour Policy, in compliance with [WSCUC's Policy on the Credit Hour](#), adopted in September 2011.

One unit of course credit is equivalent to 30 hours of classroom instruction with 30-60 hours of out of class student work.

See Attachment III.C.3.a. and III.D.7. Student Handbook. Credit Hour Policy on page 40.

3.b. If 50% or more of the program will be offered via distance education, please explain how the courses in this program meet the credit hour definition as described in [WSCUC's Policy on the Credit Hour](#).

N/A

3.c. For face-to-face programs with individual courses that contain elements other than traditional seat time requirements (i.e., laboratory work, internships, practica, studio work, hybrid courses, online courses, and other academic work leading to the award of credit hours), please identify these courses and explain how the time requirements are equivalent to the credit hour requirements as described in [WSCUC's Policy on the Credit Hour](#).

N/A

4. How will the institution define and monitor that timely and appropriate levels of interactions between students and faculty, and among students are maintained?

The new program will adhere to existing School policies and course approval procedures, which require that all classes be led and facilitated by faculty members. Course evaluations include questions on the classroom environment inclusivity, so there is a short feedback loop that can identify situations in which faculty-student interactions might require intervention. In addition, student-faculty and student-student interaction are priority topics when School senior academic leadership meet directly with student cohorts each quarter.

5. If 50% or more of the program will be offered via distance education, describe the provisions available to faculty to determine that the enrolled student is the student completing the coursework. How will the identity of students participating in the program be verified?

N/A

6. Attach a sample schedule of courses for a full cycle of the program with faculty assignments, if available.

See Attachment III.C.6. Sample Course Schedule

D. Admissions (CFRs 1.1, 1.6, 2.1, 2.2, 2.10, 2.12, 2.14)

1. Describe the admissions requirements and other qualifications expected of students in this program.

Applicants must: (a) be available to participate in our full-time research-and-study program at RAND's headquarters in Santa Monica, California; (b) have completed a bachelor's degree by the program start date; some prior research or work experience is desired, (c) demonstrate strong quantitative skills; all majors and disciplines are welcome.

The following documents will be required for application to the MPhil program: 1) online application, 2) transcripts, 3) resume, 4) three letters of recommendation, 5) quantitative coursework, 6) GRE or GMAT scores (optional), 7) English language proficiency exam results (TOEFL, IELTS, or PTE Academic) for international students who are not eligible to waive out, 8) two essays, 9) optional statement, and 10) application fee. Full details of the admissions requirements are available in the question 8 response – sample admissions material.

1a. For international programs ONLY: Describe how admissions criteria are similar to those used for international students admitted to the U.S. campus, including appropriate language proficiencies. (International students must meet admissions requirements of the home institution.)

N/A

2. Identify the type of student targeted (i.e., adult learners, full-time or part-time).

Full-time students.

3. If 50% or more of the program will be offered via distance education, describe how the student's ability to succeed in the distance education modality will be addressed and linked to admission and recruiting policies and decisions.

N/A

4. Describe the [Transfer of Credit policies](#) including the number of credits that students may transfer in.

Pardee RAND does not accept transfer credits from other institutions. For some courses in which a student has a strong background, they may ask the associate dean of academic affairs for permission to waive a requirement, but they will still need to complete the total unit requirement for graduation. Exempted courses will not appear on the transcript.

5. Describe the process for awarding credit for prior learning (applicable only to undergraduate level). See the [Credit for Prior Learning Policy](#).

N/A

6. Describe the residency requirements, if applicable.

This is a full-time, residential program, whereby students are expected to attend classes in-person and attend experiential project work meetings in-person as may be required by project teams.

7. Provide a copy of the student handbook and/or pertinent catalog copy related to the proposal submitted.

The student handbook is updated every summer in preparation for the upcoming academic year. The current handbook describes the requirements for the MPhil degree on page 47:

THE MASTER OF PHILOSOPHY (MPHIL) IN POLICY ANALYSIS

The degree of M.Phil. in Policy Analysis is awarded to all candidates who pass all required qualifying examinations and who have also fulfilled the following requirements:

- completion of at least 15 units of quarter-length courses with grades of C+ or higher, including all the core curriculum;
- completion of at least 200 days of OJT at RAND; and
- payment of tuition and fees for two full academic years
- for students departing the program: meeting the above requirements and satisfying all other outstanding debts to RAND and the School.

MPhil degrees are conferred on the last day of the quarter in which requirements are completed.

The handbook will be updated to reflect the minor changes Pardee RAND is making for the terminal MPhil degree:

THE MASTER OF PHILOSOPHY (MPHIL) IN POLICY ANALYSIS

The degree of M.Phil. in Policy Analysis is awarded to all have fulfilled the following requirements:

- completion of at least 15 units of quarter-length courses with grades of C+ or higher, including all the core curriculum and 3 units of experiential learning tutorials;
- completion of at least 150 days of OJT, 100 days of which must be at RAND; and
- payment of tuition and fees for two full academic years

- for students departing the program: meeting the above requirements and satisfying all other outstanding debts to RAND and the School.

MPHIL degrees are conferred on the last day of the quarter in which requirements are completed.

See Attachment III.C.3.a. and III.D.7. Student Handbook

8. Please attach a sample brochure or admissions material for this program that will be made available to prospective students. Note that these materials must clearly state "Pending WSCUC approval" prior to Commission ratification.

Attachment III.D.8 Screenshot MPhil Application Page

Attachment III.D.8. Screenshot MPhil Degree Page

Section IV: Resources

A. Faculty (CFRs 2.1, 2.2b, 2.8, 3.1–3.5, 3.7)

1. Provide the number and FTE of faculty (distinguishing between full-time and adjunct/part-time) allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness. Include plans for new hires as enrollment grows.

The school model does not lend itself to the traditional FTE metric. Pardee RAND draws its instructors from among the 1,000+ PhD holders on RAND's research staff. Instructors in the program will typically teach one course, with the balance of their time spent on RAND policy research projects. In the 2021-22 academic year 52 RAND researchers served as course instructors with 17 actively involved in course development and 139 served as mentors to students working on RAND research projects. Given the anticipated MPhil enrollment of 5-10 students per year and concurrent enrollment in PhD courses, we do not expect that faculty support for students in the master's program to be any different than in the PhD program.

2. What will the faculty-to-student ratio be for this program? If the program will be accredited by a specialized accrediting agency, does this ratio meet those requirements?

As noted above, the school does not lend itself to the traditional FTE faculty metric, given that we draw instructors from the 1,000+ PhDs at RAND. Because we have so many affiliated faculty members and a small PhD and master's program, we have an extraordinarily high faculty-to-student ratio.

3. Provide information about the balance of full- and part-time faculty members involved, and how that balance will contribute to quality and consistency in instruction and advising.

As indicated in question IV.A.1., faculty are full-time RAND researchers who teach, advise or supervise student practical experience on a part-time basis.

4. Describe the impact that the proposed program or change will have on faculty workload for all involved in the program, including teaching, research, and scholarship. Describe the institution's expectations for faculty scholarship. Who will teach courses no longer being taught by the faculty reassigned to this program? What will be the maximum number of students that each faculty member can advise?

Given the program model and size of the pool from which Pardee RAND draws faculty, the new program will have no impact on faculty workload.

5. Provide an overview of the key credentials and experience of faculty with leadership roles in the program. Include abbreviated vitae (3-5 pages) that demonstrate the most current activities in relationship to the program (scholarship, teaching, etc.).

Faculty in leadership roles all hold terminal degrees in their fields, have extensive teaching and research experience, and regularly publish in their fields. Abbreviated vitae for Associate Dean of Academic Affairs Angel O'Mahony, Stream Leads Phil Armour, Cynthia Gonzalez, and Todd Richmond, and Director of Diversity, Equity, and Inclusion Malcolm Williams are attached here.

See Attachment IV.A.5. Leadership Faculty CVs

6. Describe how off-campus, international, or distance education faculty will be oriented to the particular needs of the program and the ethos of the institution (if applicable).

All Pardee RAND Students, Faculty and Staff are employed by the RAND Corporation and are equipped with computers, network access, training, and support for their dual roles as students and policy researchers. The RAND Corporation provides training in network connectivity and the basic uses of Microsoft Teams, which is used by Pardee RAND for all online courses and other instructionally related interactions. Teams is also used by the research staff for meetings with project teams and clients. RAND's Information Services Department provides technical support at all times when online classes are held.

Pardee RAND builds on this base level of training and support by providing faculty and staff with additional training in instructional delivery and effectiveness. The School employs one full-time staff member whose responsibilities include online instructional training and support for faculty. Faculty who teach online are provided with one-on-one training sessions prior to the term in which they teach, including a live "dry run" simulated class session. The training also includes sharing of best practices from experienced online faculty members – this occurs both in the training sessions and in informal peer-to-peer exchanges.

7. If 50% or more of the program will be offered via distance education, describe the preparedness of faculty to support the modality of instruction. What faculty development opportunities are available? Include any faculty guidelines for online instruction and/or web links to online training resources.

N/A

B. Student Support Services (CFRs 2.3, 2.11–2.14, 3.1, 3.5, 3.7, 4.7)

1. Describe the available student support services provided, appropriate to the modality of the program, including, but not limited to:

a. Ongoing academic advising and academic support

Pardee RAND offers many avenues for academic advising and support, including through academic advising, peer and first-year mentoring programs, career advising, writing and communications support, and On-the-Job Training support.

Academic Advising

Academic advising is primarily conducted by the associate dean of academic affairs, who meets with students individually to help each student make curricular choices and assess academic progress. New

students should meet with the associate dean of academic affairs in the first week of each academic quarter. More frequent meetings are encouraged. The student should feel free to discuss grades and progress in the program in the first-year mentoring program, described below.

Peer Mentoring

Incoming students are assigned a student peer mentor by the associate dean of enrollment and new programs. Student peer mentors serve as informal guides to help new students feel at home in the program.

First Year Mentoring

The first-year mentoring program focuses on developing basic skills for policy analysts and provides a platform for students to develop as RAND policy researchers during their tenure at the school. The focus is to acclimate the first years to the RAND culture, help students create a network for OJT, and provide direction in becoming a policy analyst. The Career Services director working with a senior RAND researcher matches students with RAND researchers. Based on the make-up of each group, the Career Services director creates pairs that have similar interests. Pairs are expected to meet each month. In addition, structured modules covering the basic skills for policy analysts have been developed for each month. All students are required to attend these meetings with or without their mentor.

Career Advising

Career Services provides students with customized, one-on-one guidance and support. This includes networking advice, insights into different career options, and job interview preparation. Students are encouraged to meet individually with the Career Services Director in the first year to discuss their career paths. Career Services provide contacts and warm introduction for students to reach out to alumni as well as professionals outside the Pardee RAND network. Career Services hosts talks and panel discussions on career options. Students have the option of following up with these speakers for individual discussions.

Writing Support

The Pardee RAND Writing and Communication Center provides group workshops and one-on-one writing support to students. Pardee RAND is also in the process of developing online resources, formal courses and tutorials on the writing process, a brown-bag series featuring local authors and artists, and new offerings on data visualization and presentation skills.

OJT Mentoring

The associate dean of student life and operations is responsible for the On-the-Job-Training aspect of our program. She provides guidance and advice in group and individual settings beginning at orientation and continuing throughout the program. She also advises students on the rules and requirements for outside OJT and approves external OJT for academic credit requests. Additionally, she oversees a student organization known as the OJT Brokers made up of senior students who have been successful at obtaining and conducting project work. The OJT Brokers provide peer mentorship in individual and group settings to support students in obtaining and successfully completing RAND project work.

b. Financial aid advising

We currently have one staff member, in addition to the associate dean of student life and operations, who serves as the interface with students on all issues related to tuition, fellowships and financial aid. Because our PhD program is a fully-funded model whereby most students pay for their education and

living expenses through tuition scholarships and fellowships earned by working on RAND research projects, the demand for federal financial aid is very low—no more than 4-5 students a year including Veterans benefits. We plan to provide our new MPhil students with generous scholarships and research fellowships which together should fully cover the cost of tuition. However, even if our master's students take out federal student loans at some point and our workload for loan processing doubles, we don't anticipate it exceeding 8 hours per quarter. Therefore, we are confident that we will not need to add additional staff for this function.

c. Career Services

The goal of Career Services is to raise early awareness of the various career paths and opportunities available to students and to provide the guidance, support and resources needed to help students secure meaningful employment upon graduation. Specifically, Career Services offers:

- Customized, one-on-one career guidance and support
- Advice on how to network and leverage the RAND and Pardee RAND network of valuable contacts and resources
- Insights into various careers and roles through practitioner and alumni visits and career talks
- Professional development/career skills workshops
- On-campus information and recruiting sessions with potential employers
- Job interview preparation

MPhil students will receive the same level of career development support. Our current program already has students leaving and getting jobs with just the MPhil degree.

C. Library and Information Resources (CFRs 2.3, 2.13, 3.4, 3.5)

1. Describe the access to library resources including library systems (local, national, or global), electronic services, Internet, information utilities, service providers, and book and document delivery services that will be available for both faculty and students, on-site and remotely, as applicable. Include a web link to the library's home page.

Students and faculty have access to library resources through RAND's Knowledge Services department, which maintains subscriptions to over 200 databases - many containing full text. Items not available through Knowledge Services directly may be requested from another source through interlibrary loans.

Pardee RAND students also have access to the University of California, Los Angeles library system. Pardee RAND pays the fee for UCLA Library cards for currently enrolled students.

RAND's Knowledge Services home page is located on an internal website and cannot be accessed outside RAND's network.

2. Describe the library staff available to support students and faculty in this program, including hours of availability, on-site and remotely, as applicable.

Research librarians, the majority of whom have graduate degrees in library science, information science or archives studies provide guidance and resources for students and faculty. Research librarians are able to assist students and faculty both in-person and remotely with a variety of services:

- Literature and information searcher; understanding research resources' unique search syntax and functionalities.
- Assisting students and faculty with improving their search strategies.
- Providing training on research resources and tools such as EndNote.
- Maintaining a curated list of research resources and databases and will advising on which of these resources best fit student and faculty needs.
- Critically evaluating research resources to add to RAND's collection.

Librarians are available Monday through Friday from 5:00 am - 5:00 pm Pacific Time.

3. How does the library staff support the development and assessment of information literacy competencies, such as providing instruction on how to use the library, conducting research, and gaining access to required information for students in this program?

RAND Library staff conduct a detailed annual orientation for incoming students, which introduces the students to the library's collections (both digital and hardcopy), provides instruction on how to access materials, and outlines the individualized research assistance that is available to students throughout their courses of study.

4. If additional library and information resources are deemed necessary, specify what these resources are and detail the institution's long-term financial commitment to acquire them.

N/A

D. Technology (CFRs 2.1, 2.13, 3.1, 3.3-3.5, 4.7)

1. Describe the institution's technological capacity to support teaching and learning in the proposed program.

All Pardee RAND Students, Faculty and Staff are employed by the RAND Corporation and are equipped with computers, network access, training, and support for their dual roles as students and policy researchers. The RAND Corporation itself operates an extensive and highly sophisticated technology environment and a research library.

The RAND Corporation provides training in network connectivity and the basic uses of Microsoft Teams, which is used by Pardee RAND for all online courses and other instructionally related interactions. RAND's Information Services Department provides technical support at all times.

Pardee RAND classrooms are equipped with state-of-the-art audio-visual equipment that allows for high quality display and seamless participation of virtual participants, such as guest speakers and visiting instructors.

In addition to classroom technology, Pardee RAND uses Microsoft Teams to conduct distance education courses. Teams software features allow for effective Distance Education courses. This has been especially useful during COVID-19 shutdowns. These features include:

- Video: faculty appear on camera while teaching and students are encouraged to use video during class time, allowing for improved teaching, faculty-student and student-student interaction, and student engagement.
- Chat: A chat box is available (and stored for later use), providing students and faculty with another avenue to ask questions, engage in discussion, and share links and materials.
- Mute: Students who have noisy backgrounds may mute themselves at will, allowing for a comfortable learning environment while still allowing them to unmute to ask or answer questions or to engage in discussion.
- Document storage: Each class has its own “channel,” where faculty can post course syllabi, course readings, assignments, and other material. Students enrolled in the course are able to enter this “space” at any time to access these materials.
- Calendar: All Pardee RAND faculty and students have RAND-supported access to Microsoft Outlook, which automatically syncs to Teams. Students enrolled in Distance Education courses are sent Outlook invitations with course times and Teams meeting invitations, allowing them to easily keep track of their Distance Education courses and to enter the virtual class environment seamlessly.
- Recording: While most Distance Education courses at Pardee RAND are not recorded, faculty have the capability of recording courses as needed, such as if a student notifies the faculty member that they are unable to attend a class. Teams allows for multiple recordings within a single class session, allowing faculty to record portions of the class while leaving some class time unrecorded: a faculty member may wish, for example, to record a lecture portion of a class while not recording a class discussion so as not to inhibit student participation during the discussion. Teams automatically notifies all meeting participants whenever recording starts or stops.
- Video-teleconference calls: In addition to a group classroom environment, faculty and students may use Teams to engage in individual and small group meetings. These meetings may be scheduled ahead of time using Outlook or on an ad-hoc basis using the “calls” feature.

2. Describe the institution’s information technology support for students and faculty in the proposed program, including help desk hours.

Information Services at RAND

All students, staff, and faculty have access to RAND technical services.

More than 160 security, IT, networking, and programming professionals support RAND's global computing needs.

The Information Services Department is responsible for RAND's secure global unclassified network and classified networks. In addition to supporting email and other fundamental productivity tools, Information Services provides specialized servers that host analytic, statistical, modeling, and geographic information system (GIS) applications. Communication and collaboration technologies support secure file transfer, public-facing websites, web conferencing, secure remote access worldwide, and collaborative websites on RAND's Extranet. New technologies include private cloud, containerization, Hadoop, and SAS Grid.

The Application Delivery group develops and supports over 40 enterprise and departmental applications, and provides technical support for RAND's web infrastructure, both external and internal.

The Information Security team is responsible for safeguarding RAND computing infrastructure and meeting government information security requirements.

The IS Service Desk and Client Services group provide technical support to RAND staff by phone, in person, and remotely. The IS Service Desk's standard business hours are Monday through Friday, 5:00 am – 5:00 pm Pacific Time. Requests may be made electronically or by voicemail outside of standard business hours.

Student Computing Support

All first-year students are provided with a laptop computer for use during their enrollment, a telephone, student business cards, and access to printing and photocopying. Upon graduation, or in the event the student leaves the program (including during a leave of absence from the program), or at any other time upon RAND's request, students must return the laptop computer and any other RAND property in the student's possession. Students have access to the RAND library, computing support services, and research seminars, as well as RAND recreation committee clubs and special events.

Pardee RAND provides each student with the following computing equipment during initial onboarding:

- PC laptop computer
- External monitor
- External keyboard
- Laptop docking station
- Two-factor authentication device

Students are expected to use their initially-assigned equipment for the first 3 1/2 years of enrollment. After that time, students may opt to replace their laptop with either a RAND-issued PC or MAC laptop for another 3 1/2 years, as long as they remain enrolled.

Although RAND provides ample online storage and backs up data on RAND computers regularly, students are instructed to regularly back up critical data; especially dissertation-related files, in case they are unable to access the RAND network for an extended time period. Student computer and storage is configured for typical expected usage and may not be sufficient for the needs of data-intensive or classified OJT projects. Students are told that large data sets should be stored on the projects' servers. Students are responsible for contacting the project manager and obtaining any necessary information and instructions. Students should be aware of the end of their lease date and contact either the Registrar or the Student Financial Services Manager about ordering a replacement and obtaining a project-task number for this purpose.

Students receive copies of program-relevant and course-specific software packages, which are typically installed on their computers wirelessly. Pardee RAND supplies students with the most current versions of the software. Students who wish to upgrade or purchase software should fill out a request form and send it to the Student Financial Services Manager for approval.

RAND's Information Services department provides a variety of research resources and collaborative tools which are detailed on the Information Services Intranet page. An introduction to computing at RAND is held during orientation week.

Students may use RAND's Analytic Computing Services for dissertation work. Access is authorized in bi-weekly periods and students should email the Student Financial Services Manager with their requests. This service may not be used for project work or for classes.

3. Describe the institution's provisions for students in the proposed program to gain full access to course materials.

Syllabi and other instructor-provided course materials are posted on course homepages in the Populi online course management system. Students have access to online readings and hard copy reserve materials through the RAND library, which is located on the Santa Monica campus alongside the Pardee RAND Graduate School.

4. If 50% or more of the program will be offered via distance education, provide a detailed description of the type of distance education modality being proposed and the format (asynchronous, synchronous, online, teleconference, video on demand, etc.).

N/A

5. Describe how students will receive training on how to utilize program required technology.

Upon arrival, students complete a two-week long orientation program that includes detailed instruction about the Pardee RAND technology and instructional environments. Staff are available to provide individualized additional guidance when needed. Additional training is provided on an ad hoc basis when the need arises, such as coursework that uses specific software packages.

6. Describe how the institution will plan for business continuity during system failures (major or minor) or scheduled service interruptions.

RAND's technology infrastructure operates out of multiple locations and, as a federal contractor, meets high standards for system integrity and data security. Any instruction that is cancelled due to a system outage will be rescheduled.

E. Physical Resources (CFRs 3.4, 3.5)

1. If the proposed program will require physical resources not currently available on campus, please describe.

N/A

2. For off-campus or international programs: Describe the physical resources provided to support the proposed program(s)/site. This includes, but is not limited to the physical learning environment, such as classrooms, study spaces, student support areas.

N/A

Section V: Financial Resources

A. Financial Resources (CFRs 3.4, 3.5, 4.2, 4.3 4.6, 4.7)

1. Provide an assessment of the financial viability and sustainability of the program including

a. Narrative describing all start-up costs for the institution and how the costs will be covered, including direct program cost and institutional indirect cost. Explain how the institution effectively plans such that the impact of additional services and support for a new program will be adequately supported as the program grows (i.e., are indirect costs charged on a program basis). Costs for licensing, hardware, software, technical support, training for faculty and students, and instructional design should be included.

Our MPhil program is a direct offshoot of the first two years of our PhD program and, as such, does not have any additional start-up costs. The program currently exists, and we will simply be offering it to some number of students whose initial intention is not to pursue a PhD. Because we intend to keep the combined number of MPhil and PhD students within the capacity of our current facilities, staffing, and faculty, we are not anticipating an increase in indirect costs (which are predicated on increases in direct labor). Nor do we foresee any increases in costs associated with training or instructional design. Our MPhil students, like the PhD students, will also be RAND employees and, as such, will be issued computing hardware and software and provided technical support that is covered by their work on RAND projects and is not a direct cost to the School. The increases in direct costs will be associated with the marginal costs of adding each additional student and will be fully covered by tuition.

b. Total cost of the program to students, including tuition and any special fees.

Tuition for the master's program is set at \$50,000 for the academic year 2022-23. We expect to be able to offer some level of tuition scholarship to offset these costs for the members of our entering class up to and including 50% scholarships reducing the cost to students to \$25,000. We will also offer research fellowships, enabling students to earn \$60,000 in gross income over their two years of enrollment by completing the 150-day academic requirement. There are no special fees associated with this program.

Tuition will cover the expected variable costs of adding each additional student to our existing PhD program.

c. Financial impact of the change on the institution including evidence that the institution has the capacity and commitment to absorb start-up costs. If the institution has incurred a deficit in the past three years, supplemental information describing the financial capacity of the institution to start and sustain the new program(s) is required.

Because we are simply adding MPhil students to our existing program, there are no significant direct start-up costs. As mentioned earlier in this document, we are not adding any new courses or new sections of existing courses. Our MPhil students will be taking the same core classes that we currently offer our PhD students, and as we are keeping our total enrollments at or below our classroom and staffing capacity limits of 27 students total (MPhils and PhDs).

We may need to create a few online and print publications to advertise this new degree program once it is approved, but these costs are de minimis and can easily be absorbed in our existing publications budget.

d. Statement of the minimum number of students per year necessary to make the program financially viable. The budget should reflect anticipated attrition and should include plans to respond to low enrollment.

We are adding a few MPhil students to a PhD program that is already financially viable. Our financial models indicate that the direct costs of adding each additional MPhil-level student is comparable to adding a PhD level student in the first two years. The cost ranges between \$12,000 to \$21,000 per student and we anticipate we will be able to cover this amount with student paid tuition and funded tuition scholarships from the very first year. The details of these costs are included in the attached Budget Template. Should a student decide not to proceed with the program, we would not collect tuition, but neither would we incur costs. For this reason, we expect our program to be financially viable from inception.

e. Budget forecast, for at least the first three years of the proposed program, based on the projected enrollment data, including attrition, anticipated faculty hires, additional library resources, and other projected revenues and expenditures. The enrollment data should match the market analysis provided earlier in the proposal. The budget should include all budgetary assumptions. (The linked budget template is provided as a model of the level of detail the Committee expects, but use of this template is not required. The template may be modified as appropriate.)

[Attachment V.E. Budget Forecast](#)

Section VI: Teach Out

A. Teach-Out (CFRs 1.6–1.8)

CFR 1.6 and [WSCUC's Teach-Out Plans and Agreements Policy](#) require that institutions provide a teach-out plan or program discontinuation policy detailing how students who begin a program will be able to finish if the institution determines that the program is to be discontinued.

1. Please attach the institution's teach-out or program discontinuation policy.

Pardee RAND has offered a MPhil program since 1999 as part of its PhD program. The new terminal MPhil program requires the same core coursework as the MPhil program for PhD students, the same On-the-Job-Training (OJT), and the same elective course offerings. In the event that Pardee RAND decides to discontinue its terminal MPhil program, it will continue to offer the MPhil to PhD students. There would be no change in offered coursework or OJT opportunities. Any currently enrolled terminal MPhil students would be allowed to finish their degree and would be able to participate in all coursework and OJT opportunities as advertised, since these will continue to be offered for PhD students and will be fully available to remaining terminal MPhil students.