Proposals for New Programs: Curricular Phase Checklist (ARC)
Master of Public Policy (MPP)

To be submitted to ARC after the Provost signs off on the feasibility phase

1. **Objectives:**
 Program summary, objectives, and cooperative arrangements (if any)

2. **Evaluation and Learning Outcomes Plan:**

 Program assessment
  learning goals/outcomes
  direct and indirect measures
  assessment process
  alignment of program outcomes to all-college goals/outcomes (undergraduate
 programs only)
  alignment of program outcomes to program courses (Curriculum Map)

3. **Relationship of the Program to Institutional Strategic Plan:**

 Program's relationship to:
  College's mission (check those that apply)
   Interdisciplinary learning   Diversity/Inclusiveness
   Experiential learning   Sustainability
   International understanding   Student engagement
   Intercultural understanding   Community involvement
  College's Strategic Plan
  School's mission and/or goals

 Program's impact on the College's other programs, including the undergraduate
 curriculum if the proposed program is a graduate program

4. **Program Need:**

 If the program is in the liberal arts/sciences, indicate student demand and opportunities
 for further education if appropriate; if the program is career-oriented/professional, indicate
 student demand and labor market need, provide employer surveys, and describe
 opportunities for employment and advanced/additional study.
 Comparison with similar programs in the State and neighboring states

5. **Students:**

    Program's anticipated enrollment from launch to optimal level

6. **Program Resources:**

    Additional resources needed for the first five years

    Program budget (graduate program only)

7. **Degree Requirements:**

Degree requirements
> Course titles, descriptions, and credits
> Course sequencing
> Distinction between required and elective courses
>> Number of credits for the entire program, including general education (undergraduate program only)

1. Objectives

A. Summary

Public Policy is a complementary but distinct academic arena that exists within and between the social scientific disciplines of politics, law, economics, and government. Its broad aim is to understand and expand knowledge about how governmental laws and policies influence and shape human lives. Public policy is pervasive throughout the public and private spheres, with public policy analysis and dissemination executed from the local town government all the way to the board rooms of major corporations. Public policy is a growing area that trains students in research methodologies, quantitative and qualitative methods, and the skills necessary to either work with or for public institutions. The Master's in Public Policy at Ramapo College will be a 36 credit graduate degree program that serves New Jersey by providing educational opportunities in policy and outcome analysis, management, and public administration.

Our target audience for this program are students graduating from undergraduate institutions who want to work in government or work closely with organizations that work with the government as well as individuals who currently work at the local, state, and federal levels who want to expand their skillset and educational attainment for promotion. We also want to target students at Ramapo who are interested in a 4 + 1 option. This degree dovetails well with the College's mission, which is "dedicated to providing a strong foundation for a lifetime of achievement." A Master Degree of Public Policy is comprised of courses that provide experiential learning to students so that they not only understand the theory of public policy, but also can do the work of public policy. This includes fulfilling another part of the College's mission, which is to promote "diversity, inclusiveness, sustainability, student engagement, and community involvement." By requiring internships and being one of the few public policy programs in the state, we will consistently be collaborating and contributing to the field of public policy throughout all levels of government.

B. Objectives

Students who successfully complete the MA in Public Policy program will have the following capabilities:

1. Policy Analysis and Evaluation
2. Political system and society analysis
3. Data Analysis
4. Integrate all aspects of Public Policy in order to meet specific project objectives (Thesis)

5. Acquire appropriate on-the-job skills and attributes through a required internship experience (Students engage in a substantive off-campus internship experience in a public policy setting that accords with students' post-graduation plans.)

2. Evaluation and Learning Outcomes Plan

A. Program Assessment

    a. <u>Learning goals/outcomes</u>

After completing the MPP program, students will...

1. Explain policy outcomes as a product of governmental actors' decision-making;

2. Evaluate relevant public policies at various governmental levels through data-informed analysis;

3. Conduct original data-driven research to evaluate and analyze public policy;

4. Articulate the socio-economic forces in democracies in addition to public policy advocacy from private and citizen interest outside actors; and

5. Contrast theory and practice by reflecting on experiential learning acquired through an internship and utilizing data gathered during their internship to write a thesis.

6. Develop strategic oral communication skills to better explain and advance public policy in both public and private settings.

7. Develop strategic written communication skills to better explain and advance public policy in both public and private settings.

    b. <u>Direct and indirect measures</u>

        1. Direct Measures include the following:
           1. Assessment of exams and papers from three required courses (described further below).
           2. Assessment of internship progress and its success in supporting student's thesis generation.

3. Assessment of graduate thesis by two faculty members (described further below).

2.   Indirect Measures include the following:

1. Collection and analysis of student surveys for all courses each semester.

2. Targeted academic advising for students earning a C or lower in any of the classes take to fulfill the program.

3. Interviews with individual students during advising sessions about their perceptions of learning and program effectiveness;

c. Assessment process

The following assessment practices will take place each year:

1.   Direct Assessment: The Assessment Committee will collect data from graduate courses in order to assess key student learning outcomes. The courses from which data is collected each year will be determined by current course offerings during a given semester.

a. Quantitative data will be collected in the form of exams and papers from three required courses, which include: (1) PUBL 600 (Politics of Policymaking), (2) PUBL 601 (Federal Public Policy & Governance), and (3) PUBL 616 (Quantitative Methods). The Assessment Committee will guide instructors of these courses on data collection procedures and specific content areas for evaluation.

b. Quantitative data will also be collected from PUBL 7XX (Public Policy Internship) and PUBL 7XX (Public Policy Thesis).

2.   Indirect Assessment: enrolled students will be asked to complete surveys about their learning and skills . The MA of Public Policy program coordinator will distribute surveys and review the results. This data will allow for continuous improvement of graduate instruction of the individual instruction and will also aid with the selection of future instructors of MA in Public Policy graduate courses. In addition, the program coordinator / faculty mentor will conduct a yearly focus group / ask students during advisement sessions about their perceptions of the program.

3.   Academic advisors will identify MA of Public Policy students who have earned a C or lower in any graduate class. Together with the student

and the program convener, the academic advisor will determine a plan to improve future academic performance in the program.

4.   During the last semester of the program, students in the MA in Public Policy program will submit a thesis including data collection and analysis. The thesis must include an additional faculty advisor who will help guide the student in their thesis work and help to determine, with the faculty member running the thesis class, the grade for the thesis.

d. <u>Alignment of program outcomes to all-college goals/outcomes</u>

1.   Goal 1: Academic Excellence & Student Services
   1. The first goal of the *Boldly Ascending* strategic plan aims for students to "achieve academic excellence and student success through the advancement of intercultural, global, and interdisciplinary education, experiential learning, and individualized student-centered resources" (Pg. 6). More specifically, the goal aims to grow civic engagement throughout different areas of society. The MPP will fulfill this goal because it is an interdisciplinary program as well as one that is deeply rooted in experiential learning, as shown in the required internship and related thesis. Additionally, public policy is about engaging with governments and organizations locally, regionally, nationally, and globally by analyzing their policy needs and evaluating the effects of implemented policy on their political, social, and fiscal health.

2.   Goal 2: Inclusive Community
   1. The second goal of the Boldly Ascending strategic plan is to "foster a diverse, empathetic, and vibrant community that inspires a culture of inclusivity, accountability, and collaboration" (pg. 6). One of the four Student Learning Outcomes for the MPP program is to "articulate the socio-economic forces in democracies in addition to public policy advocacy from private and citizen interest outside actors." This means a commitment to understanding how policies are analyzed, implemented, and evaluated from multiple perspectives, including in communities that are often overlooked or disadvantaged by current public policies.

3.   Goal 3: Agile Stewardship

      1. The third goal of the strategic plan aims to "drive institutional distinction, sustainability, and pride by galvanizing our community members and partners, and building organizational agility, accountability, and resilience." Adopting a MPP program at Ramapo fulfills this third goal because it address the institution's long-term fiscal sustainability by providing an opportunity to service a community that does not have a policy program nearby as well as providing a 4+1 opportunity for students majoring in Political Science or Law and Society to spend an additional year at Ramapo and leave with both a B.A. and M.A. Additionally, because the program is tied to experiential learning and community partnerships, this can further strengthen the connections between Ramapo and public and private organizations as students seek out internship opportunities.

Curriculum Map on the Next Page

e. <u>Curriculum Map</u>

Course	SLO1 Gov't actors & policy outcomes	SLO2 Eval policies with data	SLO3 Conduct data-driven research	SLO4 Socio-econ forces & interest groups	SLO5 Reflect on internship	SLO6 Oral communication skills	SLO7 Written Communication
PUBL 600	✔			✔			✔
PUBL 601	✔			✔		✔	✔
PUBL 602	✔	✔		✔			✔
PUBL 616		✔	✔				
PUBL 618	✔			✔			
PUBL 620	✔	✔	✔				
PUBL 621	✔	✔	✔	✔			
PUBL 7XX					✔	✔	
PUBL 7XX THESIS		✔	✔		✔	✔	✔

3.   Relationship of the Program to *Boldly Ascending 2023-2029*

A.   College Mission:

Ramapo's mission "is New Jersey Public Liberal Arts College, dedicated to providing students with a strong foundation for a lifetime of achievement. The College is committed to academic excellence through interdisciplinary and experiential learning, and international and intercultural understanding. Ramapo College emphasizes teaching and individual attention to all students. We promote diversity, inclusiveness, sustainability, student engagement, and community involvement.

The program fulfills Ramapo's mission by providing an opportunity for students to further their education in the area of public policy, a field which can be utilized successfully in both the private and public sector. The program also fulfills the College's mission to commit to experiential learning and community involvement through the required internship, which will expand connections between businesses and government entities with the College.

B.   College Strategic Plan:

Within the *Boldly Ascending* strategic plan, the College has committed itself to:
- Furthering academic excellence,
- Securing long-term fiscal sustainability,
- Reinvigorate a culture of interdisciplinarity,
- Grow a service-oriented ethos,
- Embrace accountability as a resource for growth,
- Prioritize community well-being, elevate traditionally underrepresented voices, embrace diversity, and foster a culture of trust and sense of belonging, and
- Raise our visibility and generate collaborations and partnerships (*Boldly Ascending*, pg. 5).

Our program intends to provide a rich, experiential learning experience for students that provide them the direct skills needed to successfully work in the field of public policy. This will be done both in how the courses are structured- which will prioritize experiential learning, but also in the required internship that is connected to each student's thesis project. This sequencing gives students real-world experience to apply what they have learned in their classes and then create their own in-depth analysis that will hone the policy analysis tools that they will apply in their careers.

C.   School's mission and/or goals:

The mission for the School of Humanities and Global Studies (HGS), is as follows:

"HGS aims to create a holistic educational experience that enables students to become literate, intentional and empowered global citizens who are well-versed, not only in specifically recognized fields, but also in interdisciplinary dialogue. Through varied offerings in Anthropology, Africana Studies, American Studies, World Languages, History, International Studies, English and Literary Studies, Political Science, Philosophy and the HGS Contract Major, the School seeks to enhance students' understanding and appreciation of the complex cultural, political, and imaginative dimensions of human existence.

Our teaching, service, and scholarly or creative achievement combine to help our students develop their powers of reasoning, speaking, writing, and creativity, thus equipping them for the challenges of contemporary life. The School's faculty members are dedicated to teaching and scholarship, have traveled extensively and studied abroad, and have backgrounds in foreign languages, humanities, and social sciences."

The School's aim to have student's converse in an interdisciplinary dialogue will be fulfilled in a Master of Public Policy program. Public policy is an interdisciplinary program that relies on the fields of political science, legal studies, communication, management, and economics. It requires the development of strong speaking, reasoning, and writing skills that are central to the school's mission.

4. Program Need:

A. Demand and opportunity:

During the 2016-2017 academic year, the College brought in Gray Associates to better understand which majors and masters programs were considered "grow" or "enhance" programs. The data Gray presented covered four areas: student demand, employment opportunities, degree fit, and competitive intensity. The weighting of these factors was done in collaboration with RCNJ administration and faculty who participated. Conclusions made by Gray included that the Political Science undergraduate major belonged on the "grow" list and a "Public Policy Analysis" graduate degree made their list of possible Master's programs.

Unlike most states that have developed large urban cities through annexation, New Jersey's traditions of home rule have created a reality with 565 different and largely autonomous municipalities. Large like Newark or small like Mahwah, each maintains its own town government and bureaucracies, police and fire departments, boards of education and school districts, and more. Bergen County, for example, contains approximately one million people, akin to a San Jose, California or Austin, Texas. Yet, Bergen County governs itself with not only a county government with many departments and regulatory agencies, but it is also a vessel for 70 different and largely independent municipalities that also staff several departments. What this means is that there are many public sector employees who would benefit from an advanced degree in Public Policy. Borough administration, public K-12 administration roles, County

government administration, and the like all would benefit from graduate-level education in public sector management and administration.

Given the College's state funding realities, identifying potential ways to serve the public in a revenue positive way is critical. By offering a meaningful and rich program of experiential and traditional learning, potential adult students with a Bachelor's degree in hand seeking an advanced degree would find our tuition and location compelling. Further, by including a 4+1 on-ramp option, attracting first-time, full-time students seeking Bachelor's and Master's degrees in five years total helps us stay competitive with undergraduate enrollment.

B. Comparison with similar programs

There are very few Master of Public Policy programs at institutions that are similar to Ramapo. Below is a list of 17 Master's programs, but 11 are some version of a Master of Public Administration . Only 3 institutions currently offer a Master's in Public Policy: Rowan University, Rutgers University - New Brunswick, and William Paterson University. The College of New Jersey will begin accepting students in January 2024. Master of Public Administration programs not comparable to Master of Public Policy programs, as these have different academic focus, potential audiences and career paths. Nevertheless, we include MPA programs below for comparison.

Data given below include academic year 2022-2023 program completions using the CIP codes 44.0401 "Public Administration," 44.0501 "Public Policy Analysis, General," 44.0599 "Public Policy Analysis, Other." and 44.9999 "Public Administration and Social Service Professions, Other."

Master of Public Policy Programs

The College of New Jersey (7,629 undergrads) is starting new Master of Public Policy and Master of Public Policy 4+1 programs in January 2024. Per enrollment management, The College of New Jersey's tuition rate will be higher than Ramapo College's projected rate ($980 for The College of New Jersey v. $852 for Ramapo College).

Rowan University in New Jersey (15,231 undergrads) recently created their Master of Public Policy Program. They have not had any graduates of the program yet. Per Enrollment Management, Rowan University's tuition rate ($980) is higher than Ramapo College's projected rate ($852).

Rutgers University – New Brunswick (36,344) offers a Master of Public Policy Degree and conferred 25 degrees in AY 2021-2022.

William Paterson University in New Jersey (6,604 undergrads) has an MPP program in Public Policy (recently changed from "Masters in Public Policy & International Affairs") listed on their website, but no outcomes data is available in IPEDS and they did not admit students for the

2021-2022 academic year. Per Enrollment Management, William Paterson University's tuition rate is lower ($823) than Ramapo College's projected rate ($852). Please note that this places Ramapo College's tuition rate in between our major competitors with Rowan and The College of New Jersey at $980, Ramapo College at $852 and Wiliam Patterson at $823.

Master of Public Administration or Other Master Programs

Centenary University in New Jersey (1,026 undergrads) has a small [Master of Arts in Leadership and Public Administration](#) (MLPA) program that is offered either online or in person. They had 11 graduates in AY 2021-2022, though some prior years had more (i.e., 10 to 15 graduates per year).

Fairleigh Dickinson University in New Jersey (7,4323 undergrads over two campuses) has [an MPA](#) and MPH that can be done traditionally or as a 4+1. They conferred 53 MPA degrees and 20 MPH degrees in AY 2021-2022.

Marist College in New York (5,475 undergrads) offers a 100% online [MPA](#) with five concentrations and conferred 61 MPAs in AY 2021-2022.

Monmouth University in New Jersey's (3,811 undergrads) list of graduate programs [does not show a MPA or MPP](#).

Montclair State University in New Jersey (17,290 undergrads) offers an MA in Law and Governance with four concentrations, one being "governance, compliance, and regulation" via a [4+1 "BA/MA" model](#). They are not reporting these MAs as public policy, however, according to IPEDS.

New Jersey Institute of Technology in New Jersey (9,019 undergrads) did not award any MPA degree in 2021-2022 nor does it seem to offer graduate programming in this area.

Pace University in New York (8,223 undergrads) offers an unaccredited MPA degree, conferring 3 MPAs in AY 2021-2022.

Saint Peter's University in New Jersey (2,071 undergrads) offers [an MPA](#) and a [4+1 on-ramp option](#). They conferred 6 MPA degrees in AY 2021-2022.

Seton Hall University in New Jersey (6,012 undergrads) has a [MPA](#) that can be done as a 3+2 or 100% online. They conferred 15 MPAs (6 as "Master's Degree in Public Administration and Social Service Profession" and 9 as "Master's Degree in Public Administration") in AY 2021-2022.

Kean University in New Jersey (10,845 undergrads) has a Master's in Public Administration and they conferred 50 MPA degrees in AY 2021-2022.

Rider University in New Jersey (3,169 undergrads) conferred between 11 MPA degrees in AY 2021-22.

Rutgers University – Newark in New Jersey (7,511 undergrads) offers an MPA that can be 4+1 or online through their School of Public Affairs and Administration. They conferred a total of 128 MPA degrees in AY 2021-22.

Thomas Edison State University in New Jersey (~7,358 undergrads enrolled in exclusively online programs) offers a "Public Service Administration and Leadership" concentration for a Master of Science and Management (MSM), and they conferred 2 degrees in the concentration in AY 2021-2022.

5.   Students: Programs anticipated enrollment from launch to optimal level

We can examine some trend lines from other institutions' degree award numbers. Rutgers-Newark has a Public Affairs and Administration School that grants MPAs. There are so few MPP programs in the state, with three of them being relatively new (William Paterson, Rowan and The College of New Jersey) that data on enrollment is not available.

MPAs Awarded at Rutgers-Newark
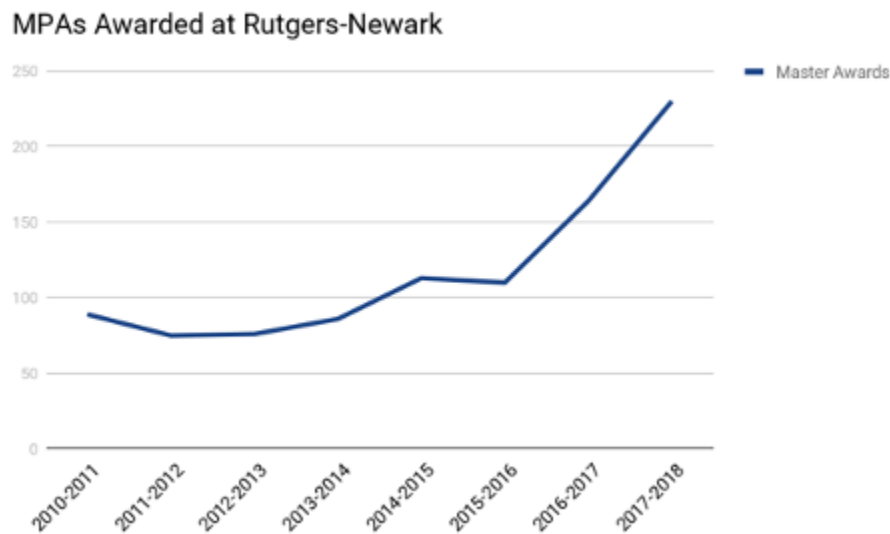
Not all institutions demonstrate such obvious growth. Kean's MPA program has been steadily awarding approximately 50 degrees per year. Our neighbor, Saint Peter's University conferred 2 degrees in AY 2015-2016, 10 the next year, and 12 in AY 2017-2018. Centenary University's numbers are similar, awarding approximately ten degrees per year in recent years.

We expect an initial cohort of 6-8 students, followed by an increase to a cohort of 8-10 students in years 2 and 3. Aiming for a maximum enrollment in the program each year of 20-30 students.

6.   Program Resources:

A. Additional resources needed for the first five years

The initial resources for the program include one course release per semester for the director, a $10,000 summer stipend for the director, adjunct salaries, access to marketing, and access to already existing licenses with software including Qualtrics and STATA.

In year 3 of the program, the MPP, political science and public policy groups will submit a PNP application for RCNJ Social Science Research lab that contains a polling center. RamaPoll: The Center for Polling will focus on important social issues and elections. The polling would initially focus on municipal and county elections, building up the skill sets and developing a reputation as an accurate polling entity. A potential partnership with regional newspapers would assist in amplifying RCNJ Social Science Research Lab's voice in this space. Polling in the NJ/NY/PA area is a crowded space with long-established and nationally recognized polling outfits such as Monmouth's, but Ramapo could concentrate on local issues and Bergen County. This would require space to utilize software the College already has, including STATA and Qualtrics. Finally, we would seek out a policy-in-resident expert with an additional $10k paid as a stipend for recruiting.

B. Program Budget

The budget and revenue projections, co-calculated with Enrollment Management at Ramapo, relied on several assumptions. First, we assumed that teaching would be in load by the program director and out-of-load for tenure-track faculty or by adjunct faculty for any remaining courses. Second, we used the state overhead formula for indirect costs assigned to the program (~50%). Third, we estimated an initial cohort of 6 students with 10% annual growth up to a maximum capacity to-be-determined. Fourth, we predict that the program will involve a policy-in-resident expert with an additional $10k paid as a stipend for recruiting.

7. Degree Requirements:

A. Course Titles, Descriptions, and Credits

Courses could be offered online, hybrid and year-round.

Nine Required Courses (9 courses x 3 credits each = 27 of the 36 required program credits):
- PUBL 600: Politics of Policy Making
  - This course provides an overview of the field of public policy. This includes introduction to the policy process including various policy theories, agenda setting, formulation, implementation, and evaluation.

- PUBL 601 Federal Public Policy & Governance
  - This is the first part of a two-course sequence that lays the groundwork for broad knowledge of public policy formation and evaluation. It includes emphases on the inputs and outputs of governments, different layers of government and the issues of federalism, regulatory structures, and policy evaluation.

- PUBL 602 State and Local Public Policy & Governance
  - o This is the second part of a two-course sequence that lays the groundwork for broad knowledge of public policy formation and evaluation in New Jersey. It includes emphases on the inputs and outputs of governments, different layers of government and the issues of federalism, regulatory structures, and policy evaluation.

- PUBL 621 Political Economy
  - o This course centers on the relationship between politics, governmental institutions, and economics in contemporary society. It examines this relationship at the international, federal, and local level.

- PUBL 620 Public Sector Finance
  - o This course examines both theory and implementation of public-sector finance, planning, borrowing, and spending. Emphases include economic trends, federalism, budgeting, grants, and planning.

- PUBL 618 Public Management
  - o This course focuses on the theories and tools that explain how people successfully work with various levels of government. This includes understanding effective public management, working with private and nonprofit organizations, proper budgetary processes, strategic planning, and what it means to be an ethical manager.

- PUBL 616 Econometrics and Analytics
  - o This course is a graduate-level methodology course, which will provide students with quantitative and qualitative tools that will be needed to conduct future research studies. Topics include epistemology, theory-building, research design, measurement, building literature reviews, and analytics with contemporary software.

- PUBL 7XX: Internship
  - o This is a required course for the Master's in Public Policy program. Students will complete an internship in the field of public policy and meet intermittently throughout the semester to discuss their observations, data collection, and outline for their thesis project which will be completed in the following semester.

- PUBL 7XX: Thesis
  - o This is a required course for the Master's in Public Policy program. Students will be utilizing the data collected from their public policy internship to form an

original analysis of a public policy problem. They will work with a thesis advisor and defend their thesis at the end of the semester.

Plus an additional 3 Electives to fit within a concentration (3 courses x 3 credits = 9 Credits).

B. Course Sequencing

Traditional Master's in Public Policy

Fall Year 1	Spring Year 1
PUBL 600: Politics of Policy Making*	PUBL 621: Political Economy**
PUBL 616: Quantitative Methods**	PUBL 620: Public Sector Finance+
PUBL 601: Federal Public Policy & Governance**	PUBL 602: State and Local Public Policy*
9 Credits	9 Credits

Fall Year 2	Spring Year 2
PUBL Internship**	PUBL 7XX: Thesis*
PUBL 618: Public Management+	Elective 2+
Elective 1+	Elective 3+
9 Credits	9 Credits

36 Credits Total

 *These are courses which are in load for the director of the program.

** These are courses which are out of load for faculty.

+ These are courses which are taught by adjunct faculty.

4+1 Five-Year Plan for Political Science Majors

Year 1		Year 2		Year 3		Year 4 (Bachelor's Degree completed)		Year 5 (Master's Degree completed)	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
POLI 223	POLI 205	POLI 206	HIST GE	POLI 316	PUBL 201	**PUBL 600**	POLI 405	**PUBL 602**	**ELEC**
CRWT 102	AIID 201	POLI 235	SCI GE	POLI EL	PUBL PROCESS	**PUBL 616**	**PUBL 601**	**PUBL 620**	**ELEC**

INTD 101	SOCI 110	CULT GE	MATH 108	POLI EL	PUBL CONTENT	POLI EL	POLI EL	**PUBL 621**	**ELEC**
LANG 101	LANG 102	LANG 201	POLI EL	PHIL 233	EL	POLI 107	EI	**INTERN**	**THESIS**
		CIVL 101		2-cred el		CIVL 301	**PUBL 618**		
16	16 (32)	18	16 (66)	18	16 (100)	18	18 (136)	12	12 (160)