Indiana Commission for Higher Education

Program Description—B.A. in History

To be Offered by: Indiana University Kokomo to align with IU multi-campus collaborative degree

1. Characteristics of the Program

    a. Campus(es) Offering Program—
        IU Kokomo (in an online collaboration with)
        IU East
        IU Indianapolis
        IU Northwest
        IU South Bend
        IU Southeast
    b. Scope of Delivery—**Statewide**
    c. Mode of Delivery—**100% Online**
    d. Other Delivery Aspects—Internships, Clinicals, Practica—**None required**
    e. Academic Unit Offering Program—**School of Humanities and Social Sciences, IU Kokomo**

2. Rationale for Program

    a. Institutional Rationale (e.g. Alignment with Institutional Mission and Strengths)

    History is traditionally a popular major locally, regionally, and nationally. In addition to other fields, graduates often pursue successful careers in public service and the legal profession. Notably, online degree completion programs have proven valuable and viable for students who have earned some college credits previously. An August 18, 2016 review of graduation data posted to the web by IU University Institutional Research and Reporting indicates that the Bachelor's degree in History, as awarded by the six campuses participating in this collaboration, remains a popular degree objective for IU undergraduates.

    - In AY 2009-10, History programs at these six campuses graduated 53 students.
    - In AY 2015-16, History programs at these six campuses graduated 54 students.

    These figures illustrate sustained interest in these on-campus degree programs, and there are other indicators that an online Bachelor's in History would have particular appeal for potential students who cannot pursue a conventional on-campus college degree.

    In 2014, prior to joining the university-wide collaboration to develop an online BA in History, IU Kokomo proposed a partnership with IU East to offer an online degree completion option. Citing their status as commuter campuses, the proposal argued that the online mode of delivery could address many of the challenges that many students have fitting on-campus courses into their schedules. The proposal further asserted that an online

completion degree would produce more robust History programs for both participating campuses, allowing each to serve a larger body of students compared to a traditional format.

At the same time, IU Northwest proposed recategorizing its own on-campus History degree as "hybrid" to allow its students to graduate with 50-75% online coursework. They also cited the need to meet the demands of a diverse student population with a broad range of traditional age and adult learners pursuing an education including many students working full-time jobs while also taking classes. Their proposal argued that allowing additional online study would increase students' access to required courses, allow students to better balance home, work and educational obligations, and generally facilitate timely graduation.

Participation in this multi-campus collaborative degree program will accomplish all of these goals and also reap a number of other benefits that accrue from pooling resources to achieve economies of scale.

These include access to many Office of Online Education services such as:

- Online tutoring in Mathematics and Writing;
- Individualized student mentoring and success coaching;
- Career Services tailored to online learners;
- Degree and program specific marketing campaigns designed to reach regional and national audiences.

See Appendix I for a list of Program Goals.

b. State Rationale

Reaching Higher, Delivering Value, the 2016 Indiana Commission for Higher Education strategic plan called for a higher education system that is "Student-centered," "Mission-driven," and "Workforce-aligned.

The Online B.A. in History meets all three of these goals.

1. The Online BA in History is "student-centered" appealing to a wide spectrum of traditional and non-traditional students who have an interest in History and recognize the near- and long-term benefits that completion of a Bachelor in Arts will bring. Providing a 100% online degree will provide new students with circumstances that would otherwise prevent college study with a clear and flexible path to degree. These features will also appeal to students who hold Associates degrees or have previously earned college credit to return to school and complete their education.

2. The joint-degree structure of the BA in History is "mission-driven" providing efficiencies of scale while preserving the unique characteristics of the participating campuses allowing IU to leverage and extend the reach of the individual campuses of Indiana University to reach the state and nation as a whole. Course offerings and instructional expertise will increase without creating duplication of effort maximizing the

return of investment in terms of teaching and facilities, and the flexibility of the online program will help IU to improve Indiana's overall degree completion rates.

c. Evidence of Labor Market Need

   i. National, State, or Regional Need

In July of 2015, the Office of Online Education conducted a market analysis to determine demand for an online Bachelor's degree in History. The analysis demonstrated that an online Bachelor's degree in History will have the strongest appeal to

- Stop-out students who have previously earned college credit, but have not completed a four-year degree; and
- Active duty and retired military personnel who have completed a significant number of military history and general education courses as a part of their training, and
- Second-career students who may or may not hold a four-year college degree, but are looking for an online degree program that will allow them to move into teaching and other positons in the field of education that require a completed liberal arts Bachelor's degree.

As this information demonstrates, the online BA in History has the potential to meet the academic objectives of individuals with a significant number of college-level credit, but no four-year degree. Degree searches on the IU Online website provide further evidence of this demand. Since the Office of Online Degrees began tracking this data in 2012, History has consistently ranked among the most popular searches.

Some pre-professional and technology focused degrees may have greater growth potential than the online BA in History, but the degree will provide a viable completion option for the types of students identified above (military personnel, veterans, career-changers, etc.).   In addition, IU will be among the most prominent schools offering the degree in the Upper-Midwest making it well worth the investment of financial and instructional resources. As designed, the degree should require a low investment and be sustainable.

   See Appendix 2—Executive Summary Office of Online Education Market Analysis July 2015

   ii. Preparation for Graduate Programs or Other Benefits

Preparation for graduate study is not a primary aim of this program; however, students interested in applying to Law School, pursuing Masters of Public Policy, and other post-graduate professional degrees often choose to major in History.

   iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

History is a common B.A major that feeds into many career paths including secondary

and post-secondary teaching and graduates study. The Bureau of Labor Statistics produces a crosswalk that matches the CIP (Classification of Instructional Program Code) for common majors and degree programs to the jobs graduates perform as categorized by a SOC code (Standard Occupation Code). The CIP category for all History related majors is 54, and the subcategory that IU proposes for this collaborative BA in History if 54.0101. The crosswalk aligns it with a wide variety of jobs in the public and private sector, including jobs as history teachers, public educators and museum curators, conservators, and technicians. Job growth in these areas varies, but demand for secondary and other teaching careers is expected outpace the national average for overall growth, and in the DWD lists secondary teachers as #2 in in Hot 50 in terms of in state growth. Just as in law, collaborative BA History majors would need to pursue additional education and seek certification to move into the classroom, but completing the BA will be an essential first step.

> *See Appendix 3.1 for a DWD/BLS Data on Projected Job Growth and Average Salaries.*

    iv.   National, State, or Regional Studies

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> *See Appendix 3.1a for summary tables from the BLS Occupational Handbook for Historians, Archivists, and Secondary Teachers.*

    v.   Letters of support
       N/A

3.   Cost of and Support for the Program

    a. Costs
       i. Faculty and Staff

       Students enrolled in this program will be new to the campuses; however, we anticipate that the faculty in place will be sufficient to offer the degree. Revenues associated with the new student enrollment will be sufficient to cover these costs.

       ii. Facilities

       No new leases or new construction will be required to house the students in this program.

       iii. Other Capital Costs (e.g. Equipment)

       The program will not require the addition of any new capital equipment.

    b. Support

       i. Nature of Support (New, Existing, or Reallocated)

       The History faculty at Kokomo, and the other campuses participating in the collaboration already offer many online courses each semester. The online credit fees will provide the

additional resources necessary to further develop online course and program delivery capabilities from a technical perspective.

As a collaborative online degree, the BA in History will draw on the teaching resources of the campuses with the administrative support of the Office of Online Education.

  ii. Special Fees above Baseline Tuition

   No fees above Baseline Tuition will be applied

4. Similar and Related Programs

  a. List of Programs and Degrees Conferred

    i. Similar Programs at Other Institutions

Only one other institution in Indiana offers an online BA in History. This is the Ottawa University-Jeffersonville.

An OOE market analysis identified the following eight online programs as regional leaders and potential competitors.

- Arizona State University,
- University of Maryland University College
- Southern New Hampshire University
- Penn State University offers a Bachelor's in Letters, Arts, and Sciences which can focus on history
- University of Massachusetts offers a similar Bachelor of Liberal Arts. SNHU offers concentrations in American, European, Middle Eastern and Military History.

In 2012, these programs conferred between 51 and 159 degrees per year. Program requirements, costs and other factors suggest that IU will have some competitive advantages such as comparatively low tuition rates and recognized program quality that will contribute to its success.

    ii. Related Programs at the Proposing Institution

This BA in History is designed as a complement to the existing on-campus History BS and BA degree programs at each of the participating campuses. At Kokomo, student demand and enrollment levels have made it advantageous to offer a joint BA in Political Science and History. The online domain, which eliminates the limits that proximity places on attendance and the ability to pool instructional resources, will allow Kokomo to deliver the focused History major without competing with the on-campus program. At this time, Kokomo does not plan to offer the stand-alone BA in History major as an on campus degree option.

National, as well as internal IU data suggest that online degree programs more often complement rather than compete with their on-campus equivalents. This mutually beneficial

relationship is determined in part by student demographics and in part by growing role of individual online course options in residential programs. The most recent survey data compiled by the *Learning House,* the national leader in gathering and analyzing up-to-date data for online education suggests that while the average age of online students is trending down, it remains 29 years, which is significantly older that the age of the average IU undergraduate. In contrast, enrollment data posted by University Institutional Research and Reporting shows that 80 to 90% of students beginning IU in undergraduate programs in the fall of 2016 were 20 years of age or lower and at the regional campuses 75% in the overall Fall 2016 headcount were 24 years of age and under.

See Appendix 3 for a summary of data from Online College Students 2016: Comprehensive Data on Demands and Preferences

b. Articulation of Associate/Baccalaureate Programs

This degree will allow Associate degree holders to complete a Bachelors with approximately 60 hours of work. In addition, the Office of Collaborative Academic programs will develop articulation agreements with Ivy Tech and Vincennes University to facilitate transfer into the collaborative online BA in History.

c. Collaboration with Similar or Related Programs on Other Campuses

This is a joint degree to be offered by all six campuses of IU. A faculty team, with representation from each campus, developed the shared curricular framework for this degree. The joint degree format permits the campuses to share faculty resources and thereby provide educational opportunities to students in their regions that those students might not otherwise have. Students may take BA in History from any one of the six campuses in the collaboration and have those courses apply to their BA History degree at their home campus.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

This is a 120 credit hour program built with high degree of flexibility to accommodate transfer credits from both four-year and community colleges.

To earn the B.A. in History, students must complete the standard campus- and school-specific degree requirements, including 120 overall credits, general education of their campus of enrollment, and the 36 hours BA History major.

BA History major requirements include 15 credit hours of history foundations, 18 hours of advanced study in history, and a 3 hour capstone experience.

See Appendix 5 for an Online BA History Degree Map and Course Requirements

b. Exceeding the Standard Expectation of Credit Hours

Not Applicable

c.   Program Learning Outcomes

Outcome 1—Content Demonstrate knowledge of at least three geographic regions of the world in both modern and pre-modern time periods. This will include historical geography, historical actors, events of significance, and social movements with emphasis on exploring historical themes that span multiple places and periods.

Outcome 2—Interpretation of History Formulate historical interpretations that effectively make use of such interpretive tools as historical context, historiography, multiple perspectives, as well as continuity and change over time.

Outcome 3—Diversity in Culture and Belief Demonstrate an understanding of diverse human cultures by describing cultural variation within and between nations. Perceptions of diversity may be expressed through a variety of factors, such as race, gender, age, sexuality, language, religion, ethnicity, class, region, or beliefs and values about politics, nationality, economy, and social organization.

Outcome 4—Critical Thinking Produce work that exhibits critical thinking through the creation of theses, the synthesis and analysis of primary and secondary evidence, coherent paragraphs, smooth transitions, and the logical sequence of ideas.

Outcome 5—Methods Search and retrieve relevant primary and secondary historical sources from a variety of repositories such as libraries, archives, museums, digital archives, etc. and use historical methods to analyze the data produced.

Outcome 6—Communication and Integration of Knowledge Integrate and synthesize primary and secondary sources to craft historical interpretations, narratives, and arguments.

d.   Assessment

The BA History Curriculum Committee representatives are responsible for recommending a systematic program evaluation plan to each campus's governance committees and the Steering Committee for approvals.

- The BA History Curriculum Committee is responsible for insuring that all program evaluation data are collected and reported to the campus's governance committees, and the Steering Committee.

Assessment of achievement of student learning outcomes in the major will focus on student's performance in the Sophomore Seminar J217 and the Senior Proseminar in History J496. The learning outcomes (see 3.a. above) will be assessed for lower-division courses in the Sophomore Seminar and for upper-division courses in the Senior Proseminar in History. The program curriculum committee, comprised of faculty representatives from every campus, will develop and employ an approved rubric keyed to the program's learning outcomes to evaluate student work

completed in these courses.

The curriculum committee will use data from the Sophomore Seminar and Proseminar in History assessments in conjunction with course evaluations and other material to assess student learning, identify areas for improvement, and recommend and implement changes.

- Assessment of achievement of course imbedded outcomes and competencies linking to end-of-program student learning outcomes. Methods may vary by course.
- End of program internship portfolio to demonstrate achievement of end-of-program student learning outcomes
- Graduation/retention and certification rates

Each course faculty member will be responsible for collecting and analyzing course assessment data, and providing that data to the Curriculum Committee. The Curriculum Committee will develop a plan for review of major courses that will include review of each course at least every three years. After review of courses, the Curriculum Committee will consult with the Curriculum Committee on suggested course revisions. Any curriculum revision will then go through each campus's normal curriculum process. At the end of each course, campuses will ensure that students are given the opportunity to complete a course/instructor Curriculum using the campus's normal process. In addition however, a set of standardized Curriculum questions will be added to the campus-specific Curriculum in order to gather program-specific information needed for improvement or revision of courses.

e. Licensure and Certification

Not Applicable

f. Placement of Graduates

The Office of Online Education in collaboration with the career service centers on the campuses is building out services for online students to aid in their job search and placement.

g. Accreditation

N/A

There is no additional program accreditation outside of the overall campus accreditation from the HLC. This program would be subject to the same program review plan as any other degree program on campus and conducted at the same time as the face to face degree goes through program review.

6. Projected Headcount and FTE Enrollment and Degrees Conferred

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Enrollment table IU Kokomo

Institution/Location: Indiana University Kokomo
Program: Bachelor of Arts in History
Proposed CIP Code: 54.0001
Base Budget Year: 2018-19

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23
Enrollment Projections (Headcount)					
Full-time Students					
Part-time Students					
Enrollment Projections (FTE)					
Full-time Students					
Part-time Students					
Degree Completion Projection					

CHE Code:
Campus Code:
County Code:
Degree Level:
CIP Code: 54.0001

Appendix 1—Program Goals for the Collaborative BA in History

Students in the collaborative online B.A. in History will

- Develop a depth of **content knowledge**,
- Practice **historical interpretation**,
- Appreciate and understand **diversity in culture and belief**,
- **Think critically**,
- Employ **historical research and analysis methods**, and
- **Communicate concepts and ideas** with precision and clarity.

Appendix 2—Executive Summary OOE Market Analysis Online BA in History

BA in History Market Analysis
Prepared by Chris J. Foley, Assistant Vice President & Director, Office of Online Education,
July 2015

This market analysis was completed in compliance with UAA *Academic Program Approval Process* (available at https://uaa.iu.edu/academic/program-development/index.shtml) and following the guidelines outlined in OOE's *Guiding Principles for Market Analysis when Reviewing the Potential for an Online Program*.

Market Analysis Findings
The online BA in History will likely not be a large draw of students, but this is in line with traditional on-campus enrollments. Throughout 2014-15, only 93 of 22,274 beginners and freshmen students (less than .5%) entered IU with a declared major of history. In this way, the online BA in History would serve a similar role to the on-campus versions.

While the market attraction of the BA in History is not high, the value of the degree for its potential to help students complete degrees and build the credibility and reputation of IU Online is high. If the degree is designed appropriately, it should require a low investment and be sustainable.

Recommendation
OOE believes that a BA in History would be an added benefit to the portfolio of degrees offered by IU Online with the intent that it will serve more of a completion purpose rather than a strong recruitment purpose. OOE therefore recommends that a collaborative BA in History be developed under the following circumstances:

(1) It should be developed as a collaborative program involving multiple IU campuses with an intention to coordinate the offering of required coursework across multiple campuses and to ensure that a student can consistently make progress towards a degree every semester and not have to wait for courses to be offered at an individual campus;

(2) It should be developed as a broad degree with a limited number of topic focuses that will appeal to as broad a constituency as possible. This will limit scope and enable a faster

launch to the program as well as limit recurring costs and ensure better sustainability of the degree;

(3)   It should leverage current scholarly expertise and online courses available at the participating campuses thus requiring little to no new investment in course development;

(4)   It should incorporate transfer credit and prior learning assessments to generate a broader appeal to students who wish to pursue online degrees;

(5)   It should be developed to incorporate elements of experiential learning opportunities to increase the appeal and practicality of the degree to prospective and enrolled students.

The development of the degree should take into consideration the future potential of developing certifications or continuing education modules in Indiana history to support teacher certification and general interest in these topics. In addition, course content should be developed with the potential to package it into modules that could be monetized and offered as smaller non-credit courses which may appeal to the general population or other educators as course materials (e.g., a series of 1-hour lectures on the history of sport in Indiana would likely appeal to many people).

Appendix 3—Summary of Data from the *Online College Students 2016: Comprehensive Data on Demands and Preferences*

Online College Students 2016: Comprehensive Data on Demands and Preferences is an annual survey of students enrolled in 100% online programs conducted by The Learning House, Inc., and Aslanian Market Research. It reflects trends and profiles of online students in comparison to their on-campus peers. The data show that while online enrollments are becoming more significant for the entire population of college students, there are still demographic distinctions that suggest IU's online programs will not compete on campus programs for an identical pool of students.

- Online college students are getting younger as the average age has dropped to 29 for undergraduate online students and to 33 for graduate online students. They are also more likely to be single and have fewer children.
- Since 2012, the radius from which online college students have been selecting their program has been shrinking, with nearly 75% of students selecting a campus within 100 miles of their home.
- One reason people may choose a program close to home is the ability or desire to visit campus, despite studying primarily online. […]In addition, the name recognition of area schools among nearby employers, friends, and family members may lead prospective online students to enroll in these institutions
- Half of online college students say they definitely would not, probably would not, or are not sure if they would have attended their current program if it were not offered online.
- Students increasingly make their decisions to attend a school extremely quickly, with 68% percent of online college students choosing a school to apply to in four weeks or less.
- Ninety percent of students feel their online education is "about the same" or "better" than their past classroom experiences.
- 20% of students enrolled in online degree programs wanted to switch career fields and 15% wanted the satisfaction of completing their undergraduate education.
- Online college students are selecting online programs for their flexible class schedules, given that they likely cannot attend a program with a set or firm meeting time. However, students are also identifying programs that can help them complete their degree and re-enter the workforce quickly. Messages such as "speed to degree" likely resonate well with this audience as they are seeking the quickest path to completion. Accelerated course offerings, year-round course scheduling, and a generous transfer credit policy can all factor into the length of time required for students to complete their program.

Citation: Learning House website at http://www.learninghouse.com/wp-content/uploads/2016 /07/OCS-2016-Report.pdf visited on August 3, 2017. Clinefelter, D. L. & Aslanian, C. B., (2016). Online college students 2016: Comprehensive data on demands and preferences. Louisville, KY: The Learning House, Inc.

DWD/BLS Current Employment Data—Jobs Aligned with the History CIP Code

For purposes of state and federal reporting, IU lists undergraduate History degrees under the Classification of Instruction Program code (CIP) "54.0101 History, General."

The Bureau of Labor Statistics **CIP to SoC** (Standard Occupation Codes) **crosswalk** links the CIP 54.0101 History, General to a variety of SOC listings, including the following jobs:

Job Title	SOC Code
Managers, All Other	11-9199
Historians	19-3093
Secondary Teachers	25-2031
Post-Secondary History Teachers	25-1125

The crosswalk also lists the following jobs related to the broad 54 History category (54.xxxx) CIP History classification include:

Job Title	SOC Code
Archivists	25-4011
Curators	25-4012
Museum Technicians and Conservators	25-4013

Job Title	Standard Occupational Code	Indiana May 2016		U.S 2015	
		Jobs	Average Salary	Jobs	Average Salary
Managers, All Other	11-9199	8,960	$70,826	376,440	$111,230
Secondary School Teachers, Except Special and Care	25-2031	19,020	$51,874	962,820	$60,440
Education Administrators, All Other		27	$62,569	31,880	$82,970
Archivists	25-4011	120	$46,534	5,460	$53,880
Museum Technicians and Conservators	25-4013	100	$31,641	10,750	$44,880

Source: Indiana Department of Workforce Development, www.in.gov/dwd/ra.

This table was produced by Indiana Department of Workforce Development - Research and Analysis : 8/15/2017 10:47:09 AM

Appendix 4.1a Summary tables from the BLS Occupational Handbook for Historians, Archivists, and Secondary Teachers.

Bureau of Labor Statistics--Occupational Outlook Handbook	
Facts: Historians Quick	
2016 Median Pay	$55,110 per year
	$26.49 per hour
Typical Entry-Level Education	Master's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2014	3,500
Job Outlook, 2014-24	2% (Slower than average)
Employment Change, 2014-24	100
Quick Facts: Archivists, Curators, and Museum Workers	
2016 Median Pay	$47,230 per year
	$22.71 per hour
Typical Entry-Level Education	See How to Become One
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2014	31,300
Job Outlook, 2014-24	7% (As fast as average)
Employment Change, 2014-24	2,100
Quick Facts: High School Teachers	
2016 Median Pay	$58,030 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	Internship/residency
Number of Jobs, 2014	961,600
Job Outlook, 2014-24	6% (As fast as average)
Employment Change, 2014-24	55,900

Citation: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, Historians, on the Internet at https://www.bls.gov/ooh/life-physical-and-social-science/historians.htm (visited August 15, 2017).

Appendix 5–Online BA History Degree Map and Course Requirements.

    1. History Foundations Milestone (15 credits): Students must complete a, b, and c to meet this requirement.

        a) Two-part introductory course sequence to be chosen from (6 cr):

            Option 1) HIST-H 105 (US to 1865) and HIST-H 106 (US from 1865)
            Option 2) HIST-H 108 Perspectives on the World to 1800 and HIST-H109 Perspectives on the World since 1800
            Option 3) HIST-H 113 History of Western Civilization I and HIST-H 114 History of Western Civilization II.

        b) Two additional 100/200 level history courses (6 cr), such as

            HIST-A 100 Issues in United States History
            HIST-E 100 Introduction to African History
            HIST-F 100 (Issues in Latin America)
            HIST-G 100 (Issues in Asian History)
            HIST-H 101 The World in the Twentieth Century
            HIST-H 105 (US to 1865)
            HIST-H 106 (US from 1865)
            HIST-H 108 Perspectives on the World to 1800
            HIST-H 109 Perspectives on the World since 1800
            HIST-H 113 History of Western Civilization I
            HIST-H 114 History of Western Civilization II
            HIST-H 207 Modern East Asian Civilization
            HIST-H 216 The "Wild West" and American Identity
            HIST-H 232 The World in the Twentieth Century

          c) HIST-J 216 Sophomore History Seminar (3 cr)

   2. Advanced Study in History--six history courses at the 300/400 level covering at least three of the following regions, as denoted by the subject prefix (18 cr):

     HIST-A = U.S.
     HIST-B = Western Europe
     HIST-D = Russia/Eastern Europe
     HIST-E = Africa
     HIST-F = Latin America
     HIST-G = East Asia

3.   Capstone (3 cr)

     HIST-J 496 Proseminar in History