

# History-Political Science Program Self-Study Report

## Spring 2017

### **School, Division, Department:**

**Indiana University Kokomo**

**School of Humanities & Social Sciences**

**Department of History, Political Science, and Philosophy**

### **I. Review Process**

**A. Program Under Review:** History/Political Science

**B. Review Period:** Fall 2010 through Spring 2015

**C. Steps in the Review Process:**

1. Data was obtained from Student Services Databases, IU Kokomo officials, History/Political Science assessment reports and summaries, institutional databases, and individual faculty.

2. Self-Study Process:

Compiled by the current Chair, Dr. Sarah Heath, with support from the resident History and Political Science faculty members, Dr. Andrew McFarland, Dr. Peter Sposato, and Dr. Todd Bradley. Additional data was also collected from courses taught by adjunct faculty members.

3. External Review conducted by:

Dr. Jonathyne Briggs, Associate Professor of History, Indiana University Northwest, March 8, 2017. Dr. Briggs is currently Chair of the Department of History at IU Northwest, and has participated in some system-wide efforts that lend to his familiarity with the faculty and programs at IU Kokomo.

### **II. Review Criteria**

**A. Program Role and Mission and Consistency with University Mission:**

1. Describe the ways in which the program advances the campus' mission, vision, values, and strategic goals.

The Indiana University Kokomo campus mission and vision statements are available at <http://www.iuk.edu/academic-affairs/resources/mission.php>:

#### IU Kokomo Mission Statement

The mission of Indiana University Kokomo, a regional campus of Indiana University, is to enhance the educational and professional attainment of the residents of north central Indiana by providing a wide range of bachelor's degrees, and a limited number of master's and associate degrees. Indiana University Kokomo is further dedicated to enhancing research, creative work, and other scholarly activity, promoting diversity, and strengthening the economic and cultural vitality of the region and the state through a variety of partnerships and programs.

## IU Kokomo Vision Statement

Indiana University Kokomo will be an educational institution of first choice. Students will have a transformative experience resulting in broad and deep knowledge, an ability to integrate professionalism and ethics, and exceptional skills in analytical and critical reasoning, innovative problem solving and effective communication. We will educate future leaders with a focus on inclusiveness, diversity, culture, civic engagement and globalization. Together with students, our faculty and staff will serve the world through scholarship, creative work and community engagement. (Approved by the Indiana University Kokomo Strategic Planning Committee, August, 2015).

School of Humanities Mission and Vision Statement (available at <http://www.iuk.edu/humanities-and-social-sciences/about/mission.php>):

### Mission

The mission of the School of Humanities and Social Sciences is to improve well-being through our teaching, research, and service. Through our innovative educational programs, we help people to become enlightened, successful citizens prepared for meaningful lives, community engagement, and fulfilling careers in the 21st century. Through teaching, research, and service we increase our understanding of the world and improve the lives of those within it.

### Vision

The Indiana University Kokomo School of Humanities and Social Sciences strives to offer degree programs recognized for their outstanding quality, unique opportunities, and personal relationships among faculty and students. We prepare students to be versatile, lifelong learners able to make positive changes in their lives and within their communities.

### *How History/Political Science Fits with IU Kokomo Mission:*

The IU Kokomo campus is one of the smallest in the IU system. Total enrollment was 3109 in fall 2010; that number rose to 4090 in fall 2015. The History and Political Science unit contributes to the General Education curriculum and to a small number of majors and minors. Currently, three faculty members are Associate Professors and one is an Assistant Professor. Two faculty members are Emeritus faculty and were full Professors at the time of their retirement. Promotion and tenure criteria are located here: <http://www.iuk.edu/humanities-and-social-sciences/resources/index.php>

In the program for the Bachelor of Arts in History & Political Science (HPS), students explore both disciplines, with one track emphasizing history, and another emphasizing political science. By fusing the complementary disciplines of history and political science, this degree program pursues its mission: “The overall mission of the History and Political Science program is to offer high quality degree programs to our students. We seek to make educational opportunities available to a diverse student population by offering content-rich and pedagogically solid courses. The department is also dedicated to offering out-of-classroom learning opportunities by encouraging participation in discipline-specific clubs, interdisciplinary programs, meetings of professional organizations, field trips, seminars and conferences/ workshops. We promote academic excellence by encouraging qualified students to take advantage of opportunities

afforded by the IU Kokomo Honors program and by offering opportunities to engage in independent study, research projects, and internships. The department helps students to prepare for careers and post-graduate education.” <http://www.iuk.edu/humanities-and-social-sciences/sociology-history-political-science/degrees/majors/history-political-science/index.php> Additional academic programs listed below) encourage students to build on classroom experiences and to engage in learning outside the classroom. The unit’s curriculum emphasizes diverse experience across temporal, regional, cultural, gender, religious and linguistic boundaries (among others). The capstone course emphasizes research and allows students to apply the skills obtained over the course of their academic careers.

This program also sustains the larger School of Humanities and Social Sciences Mission Statement, in which “we help people to become enlightened, successful citizens prepared for meaningful lives, community engagement, and fulfilling careers in the 21st century. Through teaching, research, and service we increase our understanding of the world and improve the lives of those within it.” (School of Humanities and Social Sciences Mission Statement, <http://www.iuk.edu/humanities-and-social-sciences/about/mission.php>) Our courses are vital to the campus general education requirements and other major fields as well. Within the campus-wide general education requirements our department offers classes that satisfy parts of the Social and Behavioral Sciences outcomes. This role is even larger within B.A. general education requirements that require all B.A. students to take two semesters of Western Civilization survey classes; in the B.S., students are required to take History 113 (Western Civilization I). In either major, students may choose up to nine more credits of History/Political Science courses to complete General Education requirements in the Social Sciences. Other majors require their students to take History or Political Science courses as well. These include Elementary Education, Secondary Education, Criminal Justice, Public Affairs, and Early Childhood Education. The major also offers minors in both History and Political Science and provides classes important to the General Studies program. Several History and Political Science courses are the bedrock of a new concentration, Law and Society (a series of courses intended to prepare students for application to law schools). Thus, in a variety of ways, the History and Political Science unit contributes to the department, school, and campus mission and vision statements.

### *Our program and changes since 2010*

This academic unit last went through a program review in 2010. At that time, the reviewer suggested a number of changes that would help to sustain and expand our efforts. Among the top priorities, we were urged to increase the number of majors and to recruit students to our courses; to meet regularly with advisors; review the website (including updating program information); to ensure program assessment “provides relevant data that can be used to make changes in the program” as needed; to use exit and alumni surveys; and to create a BS degree. In 2010, the most significant concern facing HPS faculty was a substantial decline in majors. This related to changes in the Education degree program (many History majors became Education majors to follow the guidelines of that unit).

After the last program review, we have continued to offer a curriculum that provides students with a maximum of choices that offset the minimal resources of just four tenure-track faculty who represent two different disciplines. Drs. McFarland and Heath both received tenure with

promotion during this period. For part of the review period we only had three faculty members. A significant change was the addition of Dr. Peter Sposato to the department in 2013. He specializes in Medieval European history, and teaches courses in Ancient and Medieval history at IU Kokomo. Dr. Sposato's array of courses improved significantly the breadth of topics and periods that we can cover, although we still have some gaps in our curricular coverage. Most notably, we continue to include just one Political Science faculty member; Dr. Bradley is responsible for all courses in that discipline.

The addition of Dr. Sposato to our ranks has improved the breadth of our History curriculum. Over the past five years, HPS faculty have developed at least 42 different courses that cover a range of topics, periods, and regions. However, we note a continuing concern relating to our credit hour production. In our prior review period, a decline in FTEs was credited to the use of Future Faculty Teaching Fellows and adjuncts, who covered our curricular needs in a period of dramatic changes in personnel. In the early 2000s, the low number of courses offered by resident faculty led to a decline in the number of majors as well as problems with the coherence of the curriculum. Since then, our credit hour numbers have seen variable results, but this is partly because of our insistence on lower course caps in online courses and in First Year Learning Communities. These lower caps ensure our ability to engage with and to mentor students in those specialized instructional formats. Other evidence, including a steady increase in majors and the acceptance of our majors into graduate programs, suggests that the emphasis on quality has paid off, despite occasional declines in overall credit hours taught. The History/Political Science faculty have been recruited to a number of significant programs, particularly those that involve cross-disciplinary efforts. In addition to First Year Learning Communities, faculty formerly participated in the Master of Arts in Liberal Studies program. This interdisciplinary major stopped admitting new students in 2014 while program revisions are considered. Our extensive participation in new and cross-curricular programs demonstrates our commitment to quality instruction in a variety of formats.

A third change, identified in the 2010 program review, was the creation of a Pre-Law program (<http://iuk.edu/humanities-and-social-sciences/sociology-history-political-science/degrees/minors/pre-law/index.php>). This academic track is designed with a broad interdisciplinary appeal. Students may select from an array of courses in History, Political Science, Communication, Business, or Criminal Justice (among others). Related to this development, in early 2016 IU Kokomo joined the ranks of institutions statewide that participate in the McKinney School of Law IU Regional Scholars program. This competitive initiative provides successful applicants with half-tuition scholarships to the McKinney School of Law in Indianapolis. An IU Kokomo graduate was accepted, earning a scholarship and additional resources for ICLEO applicants (minority or underrepresented groups) in 2016, the first year in which IU Kokomo was included in this program.

To pursue the recommendations of our 2010 review, the History and Political Science unit has also emphasized the mentoring and recruitment of its own majors. In 2010, it was unusual to see students displaying an interest in graduate education, but our more concerted efforts have stimulated our students to seek those opportunities. HPS faculty are proud of our effort to place our graduates in graduate programs. In the last few years, at least five of our graduates have been accepted to Master's programs at Indiana State, IUPUI, Ball State, and the University of Rochester.

A fourth significant development was the active response of our faculty to the ongoing system-wide encouragement to provide online courses. Related to this, the department has engaged in discussions about the creation of an entirely online History BA degree. Both of these initiatives reflect the realistic impression that History instruction will no longer be situated exclusively in the classroom. These changes have raised new concerns as well. First, we are concerned about sustaining the quality of online instruction. One HPS faculty member is a certified Quality Matters peer reviewer, and we encourage faculty members to follow the guidelines that QM offers to assure pedagogical standards in our instruction. Faculty who teach online have also taken courses offered by the campus Center for Teaching, Learning, and Assessment, or have brought to campus extensive experience with online instruction. All faculty members have taught at least one online course. As noted, the emphasis on quality may also hamper our efforts, as large campuses have the ability to hire graduate students as graders. This small campus has no relevant graduate programs. This may limit our overall contribution to the credits and revenue garnered through online course offerings, but we hope will sustain quality in instruction. Related to the expansion of online courses, Dr. Heath and Dr. McFarland have participated actively in discussions with other system campuses about creating an online History BA degree. All regional campuses and IUPUI are engaged in those conversations. We are working to create a uniform curriculum, and to ensure that there is no feast or famine (in terms of enrollments or financial rewards) for any participating campus. As of January 2017, it appears that the second memorandum of understanding has been approved.

In addition to online course offerings, all of our resident faculty have participated in a number of academic initiatives. These include the Re-Imagining the First Year. This effort, led and organized by the American Association of State Colleges and Universities, works to improve first-year experiences, increase student success and retention, and ameliorate obstacles that first-year students encounter. Dovetailing with that program, all HPS faculty have been active instructing courses linked to the First-Year Learning Communities. We believe that our participation and mentorship in first-year experiences exposes and possibly attracts students to our major; this engages one of the recommendations of the 2010 program review (recruit students from survey courses into the major). These efforts were a clear response to the encouragement of our 2010 review, in which we were encouraged to recruit potential majors from survey-level courses.

In the last two years, another program has begun, called the KEY (Kokomo Experience and You). This program supports the creation of high-impact programs and activities for all students and majors and involve a variety of creative approaches, from first-year experiences to internships, mentored research, and other efforts to stimulate student learning and retention. KEY proposals must be submitted to the Vice Chancellor of Academic Affairs, and his office approves funding for those experiences. In the sophomore year, KEY initiatives take students to a location in which they can learn more about the ways in which their major may relate to their overall plans after graduation. The activities are also intended to forge close interaction with faculty members. The HPS “Sophomore Sojourn” trip took students to Cincinnati, where they went to the Harriet Beecher Stowe House and the Underground Railroad/Freedom Center museum, followed by a Reds baseball game. We also work closely with students to mentor them regarding graduate school application and admission; place students in internships; engage in international travel; and participate in cross-curricular enterprises.

In accordance with the reviewer's findings in 2010, the HPS unit actively participated in the Future Faculty Teaching Fellows (FFTF) program, encouraging developing teacher-scholars to contribute to our program. While we have benefited from the added credit hour production and the instructional abilities of those candidates, in general we found that the use of FFTFs limited the ability of our Political Science professor to demonstrate the need for a new line. FFTFs have provided a widely-ranging series of courses in both American and international politics. In spite of the fact that FFTFs can teach some Political Science courses, they do not teach a full load and thus cannot provide complete coverage of areas that complement Dr. Bradley's specialties. As a result, we still routinely lose potential majors to IUPUI or other regional institutions. We believe it will be more effective for IUK to limit its use of FFTFs, and for Dr. Bradley to focus most strongly on his area of expertise (international politics and NGOs) in order to demonstrate the need for an additional faculty line in Political Science (most likely in American Politics or in Law and Constitution). This will help us to attract students to the Law and Society track, and to prevent the migration of students to other Political Science programs in the region.

Another significant change was the creation of a BS degree in History/Political Science, in accordance with the suggestions of the 2010 review. This intent behind this approach was to encourage students to earn a double major. This may be applied to nearly any field, but has its greatest application in the School of Education. This also helped us engage our most pressing concern in 2010, the significant decline in majors. While earlier students seeking certification as teachers majored in History/Political Science (among others), in Fall 2007, students wanting teaching certification in social studies became Secondary Education majors. This decision benefited the students' preparation for Praxis certification exams and the School of Education's growth as a unit on campus. The BS degree has enabled students to double major, maximizing their content knowledge in social sciences as they prepare in the fundamentals of pedagogy and the Praxis exam. In this way, we hope that we are preparing excellent instructors for public schools in the region and elsewhere.

For other students, the BS degree has proved to be a helpful testing ground for future professional development. The BS degree also includes an applied component, requiring students to perform an internship. (This is another high-impact practice related to the KEY initiative.) In our last reporting period, the HPS unit only oversaw an internship once every 2-3 years, but now we offer several every semester, mostly overseen by Dr. McFarland. Students may hold internships in a variety of locations, such as:

- Howard County Historical Society: we have had at least one intern there every semester for about three years. Most students have participated in refurbishing their own exhibits. This has proven an excellent experiential learning opportunity, and students contribute to the most important historical organization in our service area and community.

- Four students interned to support the Preserving Historical Places Conference. Kokomo hosted this event in spring 2015, some with the Howard County Historical Society and others with the City Department of Tourism. In these placements, students learned about preservation, conference organization, and some built connections with the Ball State graduate program in that field.

- Other students have interned with the Elwood Haynes Museum, Grissom Air Museum, Carmel Clay Historical Society, Miami County Historical Society, Howard County Democratic Party, Tipton Prosecutors Office, and Ryan, Moore, and Cook Family Law in Frankfort, IN.

This diverse list of internships shows that we have increased our students' connection with and service to the community much more than we used to, while giving our students valuable experience that supports their career goals.

These kinds of faculty responsiveness to external academic shifts has had positive results, seen chiefly in the solid record of attracting majors to our disciplines. As noted, the changes in the Education curriculum in 2007 at first had a strong negative effect on History/Political Science enrollment, cutting our total declared majors from a high of 66 in spring 2006 to a low of just 26 in fall 2008. We pursued some of the recommendations in the 2010 review, and the changes in the department's faculty and curriculum have attracted majors to this field. Most impressively, when last year the campus saw fairly level numbers in terms of enrollment and many academic departments experienced an overall loss of majors, the HPS unit saw a 20% increase in its majors, growing from 43 declared majors in fall 2015 to 52 in fall 2016. This reflects the diligence and creativity of this small academic unit. While we cannot link our enrollment successes to a single activity or initiative, we believe that our diverse approach, our broad-ranging programs, and our close mentorship of students have helped to sustain interest in our major.

#### Challenges:

Service: as noted, faculty members contribute heavily to the service opportunities on campus. At times service obligations strain our limited resources. For example, coupling the course release customary for the Chair with the limits on course caps for FLCs or online courses has in the long run limited our face-to-face contact with some prospective majors, and diminishes our overall credits generated. The HPS unit is so small that any Chair will reduce by one class per semester the courses in that specialty. Adjunct instructors support our curriculum, but we believe that we attract majors when we have more contact with our students. It is clear we believe in contributing actively to the needs of our campus (including its academic and service efforts), but it is likely that we will need to assess these obligations continually against overall program performance to determine what constitutes a realistic load.

Political Science strain: The 2010 program review included a recommendation that we seek approval for a faculty line in Political Science. Dr. Bradley frequently feels challenged to offer a range of courses in his specialty (international/African politics) and to fulfill the General Education course offerings (Political Science surveys). He has offered an online course as well. In spite of his efforts, some Political Science course enrollments have remained static, in part because of "competition" from FFTFs. Put simply, it is hard for one faculty member to provide the range and depth of curricular offerings that most Political Science units enjoy.

General Education: the General Education requirements at IU Kokomo are advertised as ranging from 42-44 credits total, the highest of any IU campus (<http://iuk.edu/academic-affairs/resources/general-education.php>). Thus far, IU Kokomo has not been able to redesign the

General Education curriculum in a way that will make it more similar to the 30-hour limit that exists on most IU campuses. This affects our campus especially in the case of transfer students who are dismayed that a General Education core accepted at another campus now requires more coursework at IU Kokomo. We hope in the future to pursue an arrangement that brings IU Kokomo closer to its peer institutions in the General Education requirements.

Sustaining growth with a small program: we have been able to increase the number of majors in History and Political Science, but we are aware that our atypical organization of a combined History/Poli Sci degree, combined with our small size (just four resident faculty members) means that our specialties and curriculum represent only a small portion of the available topics, periods, and world regions that might be represented by larger faculty units. Academically, the argument favoring better disciplinary coverage (a “more complete major”) is obvious, but that is constrained by obvious fiscal concerns—particularly in a period of system-wide slowing enrollments. Faculty in HPS are anxious to contribute to campus programs and initiatives, but we often feel a sense of strain as a result.

Website: the 2010 review indicated that changes in the campus and department websites were urgently needed. Several changes have been made—faculty photos and contact information; information about the majors, minors, and other programs are available; and we routinely request publicity for public speakers and events. In spite of significant progress in improving the website, further progress is needed to clean up dead links, to provide information about the HPS student club, and so on.

Future development:

Beginning in 2015, the department of History and Political Science participated in a major restructuring of the School of Humanities and Social Sciences. The primary reason for the realignments was to apportion administrative responsibilities more evenly among Chairs. In this process, HPS is no longer united in a department with Sociology but has instead joined with Philosophy. The resulting Department of History, Political Science, and Philosophy, approved by the Trustees in fall 2016, should improve our efforts in the RFY as well as our shaping of the Law and Society track. We hope to change our Western Civilization courses to World History surveys. This will respond to well-established academic trends in the discipline, and more importantly will facilitate IU Kokomo’s participation in the online BA in History.

We need to achieve a reasonable balance between contributing productively to the many campus and system initiatives, and focusing on the needs of our students in general and our majors in particular. At times our faculty members are concerned that the low course caps for First-Year Learning Communities or online courses have limited our ability to mentor students and to attract majors. One issue discussed among Re-Imagining the First Year participants, for example, has been how to assure “buy-in” across the campus. Thus far, the School of Humanities and Social Sciences seems heavily invested in those efforts, and the result is that HSS faculty generally feel the pressure of service and of careful academic collaboration (particularly in FLCs). In the future, expanding the participation in these programs may help to manage service loads and to assure that we can sustain enrollment growth.

ACP: as is the case with most IU campuses, IU Kokomo sees a substantial enrollment in History courses through the Advance College Project. In each of the last three years, the ACP program enrolled a total of 1385 students in History H-105, History H-106, and Political Science Y-103; annually the figures ranged from 344 to 364 students. While ACP enrollments have sharply decreased the number of students in General Education courses on other IU campuses, thus far IU Kokomo has sustained sufficient on-campus demand for those surveys. However, in the long term the ways in which campus enrollments are counted will change. By separating ACP from overall campus enrollment it is likely that we will see a small decline in those figures. Students who arrive with ACP credit are less likely to need as many General Education courses, thus limiting our potential to recruit capable students to the major from our survey courses.

If enrollments and majors continue to grow, we anticipate addressing the curricular gaps in our program by requesting new faculty lines. These may include expanding on the breadth of historical topics/fields offered (presumably, either Early America through the Civil War or a historian who specializes in a non-Western field (Middle East, Latin America, Asia, or African history). If demand increases in Political Science, we anticipate creating a position in American politics or Law and Constitution to complement Dr. Bradley's work in African politics and international relations. This would have the added advantage of supplementing our Pre-Law course offerings.

Online graduate courses: Secondary school educators frequently request that graduate courses be offered. In the past, we have offered a co-enrolled graduate section of upper-level courses taught in our area. These courses contributed to the Master of Arts in Liberal Studies degree, which has stopped accepting applicants. Secondary school teachers may need additional coursework, particularly to certify as ACP instructors. To that end, we intend to prepare a stackable certificate in History that will contribute to a newly developed online MLS program (directed by Dr. Sposato).

### *Commitment to student learning*

The History/Political Science faculty at Indiana University Kokomo focus on student learning both in and out of the classroom. As will be detailed below, all of the History/Political Science faculty have regularly conducted peer reviews in our classroom and either have or are currently participate in a variety of teaching-related enterprises to develop our teaching skills. These include pursuing SoTL research or grants; developmental activities; assessment; and peer reviews of courses. Recent assessment data is provided below.

### *Commitment to regional engagement*

The History/Political Science program engages with our service region in many ways through both our students and faculty. Various students participate in internship programs that connect them to the larger region directly. The faculty "advisor" communicates with community supervisors in the law offices, museums, and historical societies where the students work in internships. We also encourage our students to present research at local and regional student conferences and some of our graduates have gone on to graduate programs in law, museum studies, and history at local universities, particularly IUPUI, IU Bloomington, Purdue, Ball State University, and the University of Rochester. Similarly, students we work with in Secondary

Education regularly find jobs in local high schools throughout the region. Increasingly, we have been asked to assist local teachers or to respond to unusual questions from community members (identifying objects of historical significance). Faculty members also occasionally deliver public presentations about subjects of interest on campus, and in churches or library reading groups. Dr. Bradley has attracted political speakers to campus, but this effort has been difficult to sustain since he is the only political scientist on campus. Dr. Bradley and Dr. Heath work in the Advance College Project (ACP) as reviewer/ liaisons, helping to mentor secondary school teachers as they participate in this dual-credit program.

#### *Commitment to diversity*

The History/Political Science program demonstrates its commitment to diversity in numerous ways. Issues of cultural difference, race, nationalism, religion, gender and sexual orientation, and class are intrinsic to our both of our fields and a part of every class we teach. These classes range from the surveys of Western and American civilization to upper-division courses that include but are not limited to African Politics, Political Parties and Interest Groups, US Foreign Policy, the Crusades, the Romans, the Soviet Union, International Sport, the Sixties, and American Cultural History. Dr. Heath was appointed to the campus' Diversity Committee in fall 2009 and has served continually since then. Further, History/Political Science faculty promote discussions and present work on international topics and social issues in and out of the classroom on campus. All faculty members have been part of this ranging from Dr. Bradley's organization of Model United Nations, to Dr. Heath's annual lectures on diversity topics, Dr. Sposato's close mentoring of a student who was admitted to a ranked graduate program with a scholarship, and Dr. McFarland's organization of a series of public forums on topics including the Arab Spring or a colleague recalling his life in the Soviet Union.

#### *Commitment to innovation*

The History/Political Science program demonstrates its committed to innovation by promoting professional engagement through research and professional associations as well as a willingness to learn and apply new pedagogical approach to enhance our program. Our three faculty members have all applied new technologies to the classroom including Power Point slides, digital images (including digitized primary sources), and embedded music or videos to enhance lectures. To varying levels, we have also embraced numerous Canvas features to provide students with convenient and cost effective content delivery, grade access, and online discussions. Faculty members have participated in the development of international travel opportunities. We have supported educational innovations at the campus level including Freshman Learning Community courses (all faculty members offer at least one section) and participating in discussions about retention and Re-Imagining the First Year. Faculty members have supported the KEY initiative for HPS, and have also contributed to interdisciplinary programs like the Master of Arts in Liberal Studies and the Law and Society (pre-law) program.

#### *Commitment to assessment*

The History/Political Science program remains committed to the IU Kokomo assessment program. We assess student learning in both introductory and upper-level courses in accordance with each year's assessment plan designed in the fall and with data collected during the academic

year. These findings are then used to improve our program and courses year-over-year in different areas and to provide a vehicle for faculty to discuss our strengths and weaknesses. As part of this, we include relevant general education learning outcomes in our syllabi and focus on specific outcomes each year such as thesis development in paper assignments and content knowledge. We also save representative samples of graded essays and course grades.

Assessment has been a challenge, as learning outcomes being considered have changed over time. In 2010, faculty members were instructed to define the criteria that they were assessing, and to determine whether the standard had been met or not. Later, faculty were urged to use a three-tier system of assessment (poor/failing, satisfactory, or met/surpassed expectations). More recently, a committee charged with unifying assessment strategies has compiled criteria for General Education outcomes and has collected outcomes from each academic unit. Currently, faculty are encouraged to use a five-tier evaluative rubric, with “1” indicating poor/failing command of the criterion and “5” indicating evidence of superior accomplishment of the outcome. The more centralized oversight in assessment, as well as our own determination to exercise a more consistent set of standards, will hopefully see the HPS unit in a better position to evaluate the assessment data to determine its future course.

## B. External and Internal Demand

1. Describe the external demand for graduates of the program. Refer to employment projections based on federal and state information and other resources.

A report of Long Term Occupational Projections for Indiana produced by the Indiana Department of Workforce Development (accessed 1/18/2017; [http://www.hoosierdata.in.gov/dpage.asp?id=39&page\\_path=&path\\_id=&menu\\_level=smenu4&panel\\_number=2&view\\_number=2](http://www.hoosierdata.in.gov/dpage.asp?id=39&page_path=&path_id=&menu_level=smenu4&panel_number=2&view_number=2) ) provides the following data for categories of employment in Indiana relevant to History/Political Science majors:

| Occupational Titles                                    | Base Year* | 2024    | % Change |
|--|------------|---------|----------|
| Lawyers  | 9,450      | 10,516  | 11.3%    |
| Paralegals and Legal Assistants                        | 3,965      | 4,526   | 14.1%    |
| History Teachers, Postsecondary                        | 412        | 456     | 10.7%    |
| Secondary School Teachers (except special/career/tech) | 16,866     | 17,966  | 6.5%     |
| Librarians, Curators, and Archivists                   | 5,357      | 5,777   | 7.8%     |
| Urban and Regional Planners                            | 552        | 593     | 7.4%     |
| Management Occupations                                 | 165,115    | 181,504 | 9.9%     |
| Religious Workers                                      | 1,369      | 1,552   | 13.4%    |

\*Base Year appears to be 2014, based on the site’s claim that “Occupational Projections (Long Term) provide estimates of current and projected occupational employment for a 10-year projections period.”

This collection notes only some of the categories in the report that apply. Students with a History and/or Political Science degree enter such a wide variety of fields. Other possibilities include: journalism, editing, politics, social services, government work, nonprofit organizations, and various forms of data analysis.

2. What steps has the program implemented to attract enrollment from high school students and transfer students?

History/Political Science faculty regularly participate in IU Kokomo’s recruitment activities that bring high school students and their parents to our campus for tours and informational sessions with faculty and staff. In the report period, all of us have participated in “VIP” (visit in person) campus visit days in which we discuss degree options with all students, and respond to questions about the major for students and their parents. Some of us also participate in summer recruitment events at county fairs. Others go to high school “college night” events that reach out to potential applicants in the region. Further, when our professional advisors meet with high school students to discuss History/Political Science as a potential major and our faculty are always available to meet with prospective students. Lastly, Dr. Heath and Dr. Bradley have worked with local high schools in the Advance College Project. They serve as project liaisons, traveling to several high schools in the region to observe teachers and to discuss IUK’s program offerings, to discuss curriculum and course content, and to provide the central offices at IU Bloomington with an evaluation of instructors’ ongoing efforts.

The following items (#3 through #5) are addressed together below:

3. Describe internal demand for courses in the major using institutional data (see table below)
4. How has the program addressed increased demand?
5. What problems have been encountered in meeting demand?

**Table 1: Internal Demand: History/Political Science majors at IU Kokomo, 2010-2015**

|              | F 10 | Sp 11 | F 11 | Sp 12 | F 12 | Sp 13 | F 13 | Sp 14 | F 14 | Sp 15 | F 15 |
|--------------|------|-------|------|-------|------|-------|------|-------|------|-------|------|
| HPS BA       |      |       |      |       | 44   | 33    | 24   | 21    | 15   | 16    | 11   |
| HPS BS       |      |       |      |       | 2    | 13    | 17   | 22    | 25   | 31    | 32   |
| Total majors | 35   | 35    | 42   | 39    | 46   | 46    | 41   | 43    | 40   | 47    | 43   |

Table 1 shows the number of History/Political Science majors, noting the HPS BA versus the HPS BS major after fall 2012, when the BS was first offered. Whereas in the previous reporting period—when the total number of majors had declined by roughly half over the previous five years—the number of HPS majors started with steady growth for the first few years of the reporting period, and eventually stabilized with a contingent of over forty majors in the last three years of the reporting period. In addition, fall 2016 saw our major numbers rise again to 52 students, a striking 20% increase. The ratio of majors to the number of resident faculty compares very favorably to other Indiana University campuses. IUPUI has 22,409 students and 107 majors, with a department of more than 20 full-time faculty members; IU Bloomington with 38,364 undergraduate students and 163 majors, has over 40 faculty members. Even a peer institution of

more comparable size like IU South Bend, with 7018 undergrads and eight faculty members, has 47 majors. These accomplishments reflect the diligence and creativity of our small academic unit.

At the end of our previous reporting period, the decline in majors was explained by curricular changes in the School of Education. In 2007, after extended discussions with the School of Education it was decided that students interested in studying Secondary Education to become Middle and High School History and Social Studies teachers would be best served being Education majors. This is why the creation of a BS degree in History and Political Science seemed so urgent in the 2010 program review. Education students were and are still heavily reliant on our field and in effect are majors we support, particularly through the array of upper-level courses offered. Just as important, the BS allowed the History/Political Science unit and the School of Education each to secure as many student enrollees as possible without a corresponding loss to the other area.

The two following tables illustrate demand for History courses among Secondary Education majors, and the number of students taking certification exams in Historical Perspectives and Government. Taken together, they suggest the importance of the History/Political Science area to the Education major.

**Table 1a: Credit hour production for HPS courses among Secondary Education majors**

| Term        | 100-200 | 300-400 | Total hours |
|-------------|---------|---------|-------------|
| Fall 2010   | 135     | 87      | 222         |
| Spring 2011 | 84      | 42      | 126         |
| Fall 2011   | 96      | 96      | 192         |
| Spring 2012 | 69      | 102     | 171         |
| Fall 2012   | 93      | 129     | 222         |
| Spring 2013 | 84      | 66      | 150         |
| Fall 2013   | 75      | 90      | 165         |
| Spring 2014 | 66      | 57      | 123         |
| Fall 2014   | 66      | 48      | 114         |
| Spring 2015 | 57      | 51      | 84          |

In addition, the School of Education has compiled data about the number of students who have sought certification to teach in public schools. Data is available only for the past three years. The number of Education students who took the Pearson certification exam in Historical Perspectives or Government is as follows:

**Table 1b: Students taking Pearson certification exams in Historical Perspectives and Government:**

|      | Historical Persp. | Government | Total |
|------|-------------------|------------|-------|
| 2014 | 18                | 7          | 25    |
| 2015 | 16                | 3          | 19    |
| 2016 | 10                | 0          | 10    |

This data in tables 1a and 1b demonstrate the extent to which the History/ Political Science curriculum serves a substantial cohort of Education students as well as our own majors. We try to work with the School of Education to schedule courses in a way that will minimize conflict with their curriculum (particularly to ensure that students may engage in student teaching and maintain progress toward their degree).

In spite of some encouraging progress in the last five years, we are concerned about our ability to sustain or enhance our growth. The small number of resident History/Political Science faculty members only barely allows us to meet the demand for our courses. By far, the general education requirements demand the greatest commitment of our time and effort. In recent years, this has been complicated by History/Political Science faculty taking on administrative appointments which have resulted in course reassignments. Dr. Heath (the only resident faculty member who teaches American history) became the Chair of the unit (first, Sociology, History and Political Science, now History, Political Science, and Philosophy) in 2015. As a result, we have been forced to rely more heavily on adjunct faculty than we would prefer, especially to cover survey courses. Because the survey courses are a gateway that can attract or deter future majors, we are concerned that students' first exposure to History and Political Science be with instructors who are not full time faculty.

On a more positive note, over the past five years 35 students have graduated with History minors and 13 with Political Science minors. This total of 48 students completing minor fields represents a significant increase in demand over the previous reporting period. From 2005 to 2010, the unit accumulated just 24 total minors in History or Political Science. The doubling of minors in our area indicates yet another way in which our courses have grown in their appeal to our student body. In the long term, we hope that the minor will complement other degree tracks like Pre-Law.

**C. Productivity:** Describe the resources generated and used by the program and key results of the uses of these resources in the areas of student retention, graduation rates, and number of degrees awarded, and services provided to non-majors and to campus-wide learning goals.

1. List grants and contracts received by the program in the last three years and indicate how these resources have affected program productivity and efficiency.

No external grants received by History/Political Science program as a unit in the last three years. Individual grants will be discussed later in the review.

2. List other financial resources generated by the program such as donation, externally funded programs, and conference earnings. Indicate how these resources have enhanced productivity, and efficiency.

No other financial resources were received by the History/Political Science program in the last three years.

3. Describe the resource requirements of accreditation other than annual fees and site visits:

Not applicable to History/Political Science.

4. List in the table below the last three year's data on the program's fall to fall retention rate, graduate rate, and number of degrees awarded, and classes cancelled due to low enrollment and/or with an enrollment below ten.

**Table 4: Fall to Fall Retention**

|           | Number Retained | Fall to Fall Retention Rate | Number of Low Enrolled Classes (< 11 students) | Number of Classes Cancelled Due to Low Enrollment | Number of Graduates |
|-----------|-----------------|-----------------------------|--|---|---------------------|
| 2010 – 11 | 6               | 100%                        | 0  | 0   | 3                   |
| 2011 – 12 | 4               | 40.0%                       | 1  | 1   | 8                   |
| 2012 – 13 | 3               | 75.0%                       | 5  | 4   | 15                  |
| 2013 – 14 | 6               | 85.7%                       | 3  | 2   | 11                  |
| 2014 – 15 | 4               | 66.7%                       | 1  | 0   | 12                  |

Table 4 addresses Fall-to-Fall Retention over the past five years. In the previous report cycle, courses had an average 58% retention rate. In this reporting cycle, our retention rates achieved an average of 73.48%. There are still concerns that offset these improving results, however. First, we occasionally get requests for other course topics, particularly in Political Science. Second, because our offerings are more limited than other campuses, we occasionally lose students who transfer to other institutions. Unfortunately, with just four faculty in History and Political Science, there is currently no way to increase our offerings without assuming substantial overload credit loads, or diminishing our commitment to the General Education curriculum.

The initial low of just three graduates in 2011 reflects the impact of the changes in the Education curriculum and our corresponding loss of majors. Since then, the HPS unit has increased substantially the number of graduates, particularly in the last three years of the review period. The growth in the number of HPS majors suggests that we will continue with these promising graduation figures in the coming years.

In the past five years, we have only occasionally canceled low-enrolled courses. Some of those courses were ACP sections. When we have faced other low enrollments (chiefly in survey courses, we have restricted the use of adjunct faculty in order to ensure that students work with resident faculty as much as possible. When enrollments are close to the “make” figure, faculty sometimes accept payment based on head count.

**Table 5: Credit Hour Productivity**

|                             | F 10 | Sp 11 | F 11 | Sp 12 | F 12 | Sp 13 | F 13 | Sp 14 | F 14 | S 15 |
|-----------------------------|------|-------|------|-------|------|-------|------|-------|------|------|
| Non-H/PS credit hours       | 2013 | 1992  | 2175 | 2133  | 2226 | 1977  | 2565 | 2037  | 2169 | 1767 |
| 100 – 200 H/PS credit hours | 102  | 93    | 120  | 117   | 123  | 102   | 117  | 126   | 93   | 96   |
| 300 – 400 H/PS credit hours | 63   | 48    | 42   | 72    | 117  | 117   | 93   | 123   | 126  | 159  |
| Total credit hours          | 2178 | 2133  | 2337 | 2322  | 2466 | 2196  | 2775 | 2286  | 2388 | 2022 |

Table 5 depicts the total number of credit hours taken by students taking HPS courses; it distinguishes between those who are History/Political Science majors and by those who are not. The credit hour productivity has been consistent, with a few important qualifications. Spring semesters have routinely had lower enrollments, and this is common across our campus. In the previous review period, changes in the degree programs dramatically reduced the number of credit hours generated by Education majors. These figures demonstrate a few different forms of recovery within the HPS unit. For example, one sudden increase in credit hour production resulted from Dr. Sposato’s joining the faculty in fall 2013. The addition of the BS degree resulted in another less visible change. In the last review period, we noted that “as credit hours in the History/Political Science major declined, there was a corresponding increase in the Secondary Education Major enrollments.” After the creation of the BS degree, we have sustained more consistent credit hour production. This correlates as well to the increases in the number of majors and minors in our program. Our commitment to the campus’ general education requirements is just as important to us as our mission of supporting both the History/Political Science curriculum and Secondary Education majors’ efforts to improve in their areas of specialization. In these ways, the HPS unit contributes actively to a number of different academic arenas, not solely to the major.

Other factors have negatively affected credit hour productivity, though. First, the shift by many faculty to teaching in FLCs and online courses, with their lower course caps, reduced some of our productivity. Second, a major construction project began on the campus’ largest academic building in spring 2015. This closed a number of classrooms, limiting both the usable space on campus and course caps in some cases. While we accommodated those changes by increasing the number of online course sections, this corresponded in part with the enrollment declines. Finally, as always, administrative releases (one per year for Coordinator; one per semester for Chair) have reduced the course offerings for resident faculty.

5. Provide information relating to other areas in which the major has contributed to Campus-wide initiatives in the areas of learning, engagement, diversity, and others not already reported in a previous section of this report. These might include but are not limited to involvement in

freshmen learning communities, campus-community partnerships and collaborations, and campus diversity initiatives. Please provide specifics regarding the number of individuals involved in each initiative, the duration of the involvement, as well as the impact of the initiative on the campus.

### **Faculty Service on Committees supporting Campus-Wide Initiatives.**

Our campus service again includes only our four resident faculty members, one of whom has not been here for the full five years of this study. As well, the campus practice is that untenured faculty members should receive lower service loads; this impacted three of the four faculty members for at least a portion of the review period. Nonetheless, our campus service has been exemplary and has clearly grown in the last three years as Drs. McFarland and Heath received promotion and became more active on campus. Among the more significant service contributions, HPS faculty members have been elected to Faculty Senate roles (President, Parliamentarian); have Chaired or led our academic unit (and others on an interim basis); have participated on an extensive array of campus committees and searches; and contribute frequently to editorial and review boards.

The following list provides examples of how History/Political Science faculty have contributed to campus-wide initiatives:

- **Freshman Learning Communities.** During the period of this report, all full-time resident faculty members taught in the freshman learning community program. FLCs have undergone significant revision over the reporting period. Currently, an HPS course is usually paired with another survey course (and sometimes more). Overlapping our individual approaches to instruction are the larger efforts with RFY. The FLCs typically focus on programs that address student senses of belonging; to identify students who struggle in their academic progress; and to encourage students to develop good strategies for confronting the obstacles they encounter.
- **Re-Imagining the First Year (RFY).** The RFY initiative, organized and led by AASCU, brought together many IU campuses in discussions about the first-year experience. Faced with concerns about students' sense of belonging and retention, the RFY initiative focuses on a variety of different means by which campuses may improve conditions that are likely to contribute to improved retention and student success.
- **Kokomo Experience and You (KEY).** Funded by the Office of the Vice Chancellor for Academic Affairs, the KEY encourages creation of high-impact practices. Some of these involve established practices like internships, presentation of student research, First-Year experiences, and so on. Most recently, the KEY has provided funding for "sophomore sojourns," day trips intended to show students the ways in which their major may prepare them for careers after graduation and to foster a sense of community. The HPS faculty developed a trip to Cincinnati, with visits to two historical museums and a Reds baseball game.
- **Master of Arts in Liberal Studies.** Our faculty have consistently worked with the MLS program at IUK, even though HPS courses were not listed among the offerings for this specialized degree. We opened most of our advanced courses to co-enrolled masters sections and regularly had students take them. Further, our faculty are always happy to serve on and on occasion chair the thesis committees of Masters degree candidates. Faculty members have served on MA committees (or chaired them). The MALS program stopped admitting students and a revision to the program is being considered. Dr. Sposato has agreed to serve as the Director of a joint online MLS degree, perhaps signaling a new future for the program.

- **Honors Program/Undergraduate Research.** Our faculty have also consistently worked with the campus Honors Program and Undergraduate research over the past several years. Students who enroll in an Honors course agree to take on additional reading and coursework, typically completing the course with an independent research project. We have suggested our best students consider honors courses. Typically, students present their work at the annual Indiana University Kokomo Student Symposium and other undergraduate research conferences.
- **Model United Nations.** Dr. Bradley has served as advisor and organizer for Indiana University Kokomo Students participating in the Model UN program from 2003-present. The Model UN is a simulation of actual regional or international crises in which students at IU Kokomo and various other Indiana colleges and universities participate. The students learn conflict resolution skills, diplomacy, as well as persuasion and bargaining methods in councils while representing various United Nations countries. For example, ongoing crises such as the Israeli-Palestinian conflict in Israel (Palestine), nuclear disarmament, and the ongoing Syrian civil war with its resulting refugee concerns are the types of actual case studies that students attempt to “resolve” in their resolution processes. This has involved organizing students, arranging funding and travel, and participating in the event itself.
- **Diversity Training.** Dr. Heath took the lead in providing annual diversity training for the campus as well as annual diversity lectures as part of Black History Month events. Since then, a Coordinator of Campus Diversity and Student Activities has been hired. HPS faculty members continue to serve on committees that address diversity and equity in hiring and recruitment.
- **Faculty Senate.** The Faculty Senate at IU Kokomo is NOT a representative Senate; we agree that our contributions are imperative to the ongoing campus affairs. Our Political Scientist, Todd Bradley was President of the organization for the entire campus during the 2010-2011 AY. Dr. Heath served as Parliamentarian in 2013 and 2014. As well, all HPS faculty participate on a variety of Senate committees, including those that address educational policies and curriculum.

**D. Program Quality:** Describe activities of the program that lead to high program quality and provide documentation of how that quality is measured.

1. Provide evidence of the students’ successful achievement of the program’s learning outcomes.

### **History/Political Science Major Assessment Report Summary for 2015-2016 Data**

As noted, assessment of HPS courses has been challenging in the last five years, with some significant changes in outcomes listed. Collection of data has been consistent, but earlier efforts may not reflect the rigor or methodology that is currently in use. For those reasons, data reported here is based on the most recent assessment of General Education and upper-level HPS courses in fall 2016.

Assessment has recently adopted a more centralized approach. A single administrator is responsible for encouraging proper techniques and in collecting evidence of ongoing assessment. For the purposes of this report, assessment is divided into General Education and upper-level outcomes. Samples of students’ final essays/paper were used to collect assessment data. “Total” indicates the number of students who characterize the criterion listed, with a 1-5 scale. In each of these tables, “1” (the leftmost box) indicates poor/failing performance, and “5” (the furthest right) indicates mastery of the outcome in question. General Education courses included H113

(History of Western Civilization 1), H114 (History of Western Civilization 2), H105 (American History 1), Y103 (Introduction to American Politics), Y217 (Introduction to Comparative Politics), and Y219 (Introduction to International Relations). Upper-level courses included C388 (Roman History), H315 (US Since World War II) and J495 (the senior capstone course).

General Education learning outcomes in History/Political Science (fall, 2016) are as follows:

**Outcome 1: Students will demonstrate an understanding of the methods of inquiry used by social or behavioral scientists.**

Component 1: Students will demonstrate an understanding of the importance of systematic data collection.

|       |    |    |    |    |    |
|-------|----|----|----|----|----|
| Total | 19 | 13 | 48 | 29 | 54 |
|-------|----|----|----|----|----|

Component 2: Students will demonstrate an understanding of the basic features of various research methods.

|       |    |   |    |    |    |
|-------|----|---|----|----|----|
| Total | 24 | 9 | 51 | 24 | 57 |
|-------|----|---|----|----|----|

**Outcome 2: Students will demonstrate an understanding of how political, social, or historical processes shape societies.**

Component 1: Students will demonstrate an understanding of the functions and impact of societal (e.g., political, economic, and/or cultural) institutions.

|       |    |    |    |    |    |
|-------|----|----|----|----|----|
| Total | 21 | 19 | 49 | 26 | 50 |
|-------|----|----|----|----|----|

Component 2: Students will demonstrate an understanding of fundamental societal (e.g., political, economic, and/or cultural) changes and the factors that contribute (or have contributed) to them.

|       |    |    |    |    |    |
|-------|----|----|----|----|----|
| Total | 20 | 20 | 51 | 24 | 50 |
|-------|----|----|----|----|----|

**Outcome 3: Students will demonstrate an understanding of behavior using social or behavioral science concepts.**

Component 1: Students will demonstrate an understanding of important concepts, theories, and empirical patterns.

|       |    |    |    |    |    |
|-------|----|----|----|----|----|
| Total | 20 | 20 | 51 | 19 | 50 |
|-------|----|----|----|----|----|

Component 2: Students will be able to apply concepts and theories to novel situations.

|       |    |    |    |    |    |
|-------|----|----|----|----|----|
| Total | 22 | 10 | 53 | 20 | 60 |
|-------|----|----|----|----|----|

As may be expected, students in General Education (survey) courses tend to record higher rates of failure in some course outcomes. For some students—those new to college or those for whom heavy reading and writing loads present significant challenges—these results make us aware of the need for such programs as the RFY. Our standards are demanding, but they are consistent. As a result, increasingly our focus has been on finding ways to provide support for students who are developing these skills. In First Year Learning Communities, for example, academic advisors and seminar instructors reinforce with students the importance of responding to academic alerts or where they can find academic support. A greater proportion of students display adequate or superior mastery of outcomes, however. These tend to be the students we approach to suggest a major or a minor in History/Political Science.

Upper level learning outcomes, fall 2016:

**Goal #1: Fostering Global Learning**

- a. Understanding of historical and political processes
  - i. Understanding historical development of societies

|       |   |   |    |    |    |
|-------|---|---|----|----|----|
| Total | 0 | 3 | 12 | 18 | 21 |
|-------|---|---|----|----|----|

- ii. Understanding diverse cultures

|       |   |   |    |    |    |
|-------|---|---|----|----|----|
| Total | 0 | 5 | 14 | 15 | 20 |
|-------|---|---|----|----|----|

- iii. Understanding and application of historical and political theories

|       |   |   |    |    |    |
|-------|---|---|----|----|----|
| Total | 0 | 6 | 15 | 17 | 16 |
|-------|---|---|----|----|----|

- iv. Understanding political systems in practice

|       |   |   |    |    |    |
|-------|---|---|----|----|----|
| Total | 0 | 5 | 14 | 18 | 13 |
|-------|---|---|----|----|----|

**Goal #2: Encourage Active Citizenship**

- a. Political and historical interaction
  - v. Exposure to diverse viewpoints

|       |   |   |    |    |    |
|-------|---|---|----|----|----|
| Total | 0 | 4 | 10 | 21 | 19 |
|-------|---|---|----|----|----|

- vi. Exposure to cultural interchange and conflicting ideas

|       |   |   |    |    |    |
|-------|---|---|----|----|----|
| Total | 0 | 2 | 11 | 23 | 17 |
|-------|---|---|----|----|----|

vii. Experience with internships and presentations, where applicable (e. g., fieldwork, internship, or teaching evaluation)

|       |   |   |   |   |    |
|-------|---|---|---|---|----|
| Total | 0 | 0 | 1 | 3 | 12 |
|-------|---|---|---|---|----|

### Develop Discipline-Specific Skills

a. Develop discipline-specific skills

i. Demonstrate critical thinking

|       |   |   |    |    |    |
|-------|---|---|----|----|----|
| Total | 1 | 5 | 12 | 22 | 14 |
|-------|---|---|----|----|----|

ii. Utilize scholarly sources with proper citations

|       |   |   |    |    |    |
|-------|---|---|----|----|----|
| Total | 1 | 2 | 11 | 18 | 21 |
|-------|---|---|----|----|----|

iii. Thesis articulation in written work

|       |   |   |    |    |    |
|-------|---|---|----|----|----|
| Total | 0 | 3 | 11 | 22 | 18 |
|-------|---|---|----|----|----|

iv. Supporting evidence in written work

|       |   |   |    |    |    |
|-------|---|---|----|----|----|
| Total | 0 | 2 | 19 | 17 | 16 |
|-------|---|---|----|----|----|

v. Command of content knowledge

|       |   |   |    |    |    |
|-------|---|---|----|----|----|
| Total | 0 | 5 | 10 | 24 | 15 |
|-------|---|---|----|----|----|

vi. Implement scholarly arguments

|       |   |   |    |    |    |
|-------|---|---|----|----|----|
| Total | 0 | 7 | 16 | 19 | 12 |
|-------|---|---|----|----|----|

vii. Present research capably and clearly to an audience.

|       |   |   |    |    |    |
|-------|---|---|----|----|----|
| Total | 0 | 1 | 17 | 21 | 14 |
|-------|---|---|----|----|----|

In most cases, students taking upper-level courses intend to pursue careers that relate to History, Political Science, or fields that require related skills. Not surprisingly, fewer than 10% of these students were characterized as inadequate or failing at the learning outcomes listed. As well, approximately one third of upper-level students were assessed as meeting strongly the learning outcomes listed. There is still a substantial cohort of students who minimally met the outcomes described (3 on the 5-point scale). Last year, the HPS faculty discussed particular skills and concluded that we wished to focus on citations. There appears to be a slight difference in the result on category a.2. (“Disciplinary skills”), with a smaller contingent failing to meet that outcome. Going forward, we will continue to identify the outcomes that need further work.

3. Discuss the benefits, impact, and importance of accreditation where appropriate.

Not applicable.

4. What steps has the program taken to develop pedagogical innovation and forward-looking curricula?

- Developed hybrid, online, and other innovative delivery formats.
- Worked with the Honors Program to include classes for Honors credit.
- Hired a historian in Ancient and Medieval history to improve curricular coverage.
- Worked with the Master of Arts in Liberal Studies Program to allow graduate sections of many of our upper-division classes and aided in the development of graduate-level courses.
- Used a variety of pedagogical techniques in our classes including lecture, small and large group discussions, movies, presentations, and debates.
- Engaged in numerous presentations in a casual format to engage the campus and community with our disciplines.
- Implemented Law and Society track.
- Increased dramatically the number and variety of internships.
- Planning to transition Western Civilization to World Civilization classes.
- Engaged in interdisciplinary courses and proposing international experiences.

5. Provide evidence of advising effectiveness.

Beginning in fall 2009, the campus reorganized academic advising, creating advising centers staffed by professional advisors who handle course planning, scheduling and can intervene with students at risk in ways that faculty advisors could not. At times this has been a challenge, though most often advisors excel at being available for students and at communicating with the department Chair to address unusual/exceptional circumstances. Nonetheless, our faculty continue to mentor students, manage their internship and independent study project, and discuss career goals with them. In accordance with the findings of the previous report, we have met periodically with advisors to review students' progress and to discuss the degree in general. This seems overall to have improved our overall program. The surge in student retention and degrees awarded is one indicator that suggests the transition to professional advising has had positive results.

6. Describe specific efforts aimed at student success and retention; if possible, include the numbers of students, faculty, and staff involved in these initiatives, and provide evidence of the effects of these activities quantitatively and qualitatively.

- The History/Political Science Club has long been a feature of our program over the past decade. Membership has varied over time. In more active years, members organized a dig to verify the location of a battle from the War of 1812, requested "Turabian nights" to review citation methods, and asked for faculty to prepare presentations on a variety of topics. In other years, the club membership has lagged, or members were less active. The group continues to attract new members each year. Communication with members has improved since the creation of Facebook and

- Canvas pages, which have attracted approximately 30 (Facebook) and 50 (Canvas) members.
- Over the last five year, the HPS unit hosted more a number of lectures and open forums on current worldwide events to encourage our students to engage with such activities directly. These forums involve campus and community members at times. In one case, a colleague from the School of Business spoke about his experiences growing up in the Soviet Union (this commemorated the fall of the Berlin Wall). Students were invited to a class that dealt with the literature of World War II to hear from a man who lived in England during the Blitz. Such events have drawn 30 students or more, demonstrating a positive reception from the student population.
  - We use our assessment results to make changes to assignments and courses in order to improve our students’ success in the areas of effective writing, finding and correctly citing sources, and historical and political knowledge. The methods vary across the faculty, but in general the approach of targeting specific shortcomings in the mastery of outcomes seems to help.
  - All members of the HPS faculty participate in ongoing initiatives like Re-Imagining the First Year and the KEY. RFY efforts are ongoing, so no immediate data is available. The KEY initiative organized a trip to Cincinnati for eight majors, and students uniformly reported that the experience impacted them strongly. One reported that “I can see how I could use my degree after I graduate,” suggesting that the expense of such trips may help convince students to persist in their degree objectives.

7. Provide evidence of faculty engagement in scholarship and service in the table below. (Table 8 omitted)

External awards and internal IU Kokomo and IU-wide awards received or currently applied for by our faculty for research:

**Table 7. History/ Political Science Faculty Research/ Scholarly Activity, 2010-2015**

| Research activity        | Number of products |
|--------------------------|--------------------|
| Books                    | 1 (in progress)    |
| Articles                 | 15                 |
| Book chapters            | 1                  |
| Conference presentations | 14                 |
| grants                   | 13                 |

Table 7 represents the efforts of full-time faculty with research appointments. One of the four held a part-time administrative appointment (one course release per year) until 2014, and another held an administrative appointment (one course release per semester) in each of the years since 2014. Criteria for annual productivity and for tenure and promotion may be found here: <http://www.iuk.edu/humanities-and-social-sciences/resources/index.php>. We believe that the products compiled show strong academic production, especially given our teaching loads and the fact that one colleague joined the department part way through the review period. All of our

faculty have worked hard to build IUK’s academic reputation nationally and internationally and we bring that expertise back to our students.

Table 8 depicts the accumulated record of service activities to which History/ Political Science faculty have contributed. The number to the right indicates the number of recorded contributions in each of these service arenas.

**Table 8. History/Political Science Faculty Service and Engagement, 2010-2015**

|   |    |
|---|----|
| Department activities                             | 23 |
| Department chair/coordinator (incl. interim)      | 3  |
| Campus committees                                 | 30 |
| Reviews (book, article, online course, publisher) | 8  |
| Editorship/ editorial staff/review board          | 11 |
| Officer (academic society, Senate)                | 3  |
| Search chair/committee member                     | 11 |
| Service to system (ACP, system-wide committee)    | 6  |
| Community/consulting                              | 6  |

9. Summarize special accomplishments:

Campus Faculty awards

Trustees Teaching Award (1); Chancellor’s Diversity Excellence Award (1); FACET (1)

Professional recognition outside the University:

None

Awards and special recognition of students

- Each year we recognize one student (typically a senior) with an Outstanding History/Political Science Student award.
- Each year we choose two students to receive academic scholarships for outstanding merit from the Benjamin and Sylvia Safianow Scholarship and the Colonial Dames Scholarship for students most interested in American history after they have submitted a short paper.

**E. Potential:** Describe the relationship between current resources and program capacity.

Support your responses with substantive explanations and forecasts based on measurable trends and other data.

1. What is the program’s maximum capacity for majors and minors with current resources? What is the maximum for service courses? In the last five years, what steps have been taken to strengthen the program and increase enrollment, and eliminate underused capacity?

As one of the contributors to the General Education curriculum on campus, the four full-time faculty who support the History/Political Science major offer the campus between 15-17 sections

of H113, H114, H105, H106, and Y103 each calendar year including summer sessions. Both face-to-face and online courses serve the entire campus, regularly fill to capacity, and produce substantial credit hour income for this campus that otherwise likely would go to Ivy Tech and online universities. Understandably, however, this limits the number of upper-level courses we can offer to our own majors, Secondary Education majors, and others. Because faculty members typically teach two survey classes every semester, we can each only offer one upper-level History or Political Science class each semester. When we consider that we serve not only our own majors but also a large cohort of Education majors and those interested in the Pre-Law track, we believe that we are working close to capacity. The addition of a third historian has eased this sense of strain, but we continue to face the challenge of providing enough depth and variety in our academic program. With the limited resources we have, our program has done what it can to satisfy the demand, including developing online courses, an online BA in History, First-Year Learning Communities (to attract majors), and team teaching in interdisciplinary settings.

The previous program review recommended that we try to include Future Faculty Teaching Fellows to broaden our course offerings, particularly in Political Science. For much of the reporting period, we brought in FFTFs both in History and Political Science. Some of those instructors broadened our course coverage and attracted students. In other semesters, however, enrollments in courses taught by FFTFs were lower. Because enrollments in Dr. Bradley's courses declined in semesters when Future Faculty Fellows came to IU Kokomo, we have stopped considering FFTF applications for the time being to protect the enrollments of resident faculty. Another way that we have worked to assure enrollments is to be cautious in extending employment to adjunct instructors.

As a result, we believe our productivity can be compared favorably with other majors on campus that represent only one academic field, have equal or fewer majors, and serve an equal or smaller General Education demand. Significantly, each of the comparable majors has more than our small contingent of three resident faculty members. This does present some significant challenges for our academic unit. For example, all four of our resident faculty strive to require papers and essay exams to some extent in all our classes, even introductory surveys, instead of mostly multiple-choice and short answer exams that are seen in some online courses or on Ivy Tech campuses. This benefits students by developing their writing and critical thinking skills from the start of their college careers and provides for a more academically sound education throughout the campus. We cannot, however, require our adjuncts to do the same. As our reliance on adjunct instructors grows, the quality of education that we offer fades and larger upper-level classes reduce the time we can spend with our students individually. Routinely our upper-level courses have at least 25-30 students. While it is possible to assign some papers, a longer research-oriented project (and the close mentoring that these require) is difficult. Similarly, Dr. Bradley used to organize political debates for local elections on campus that were an excellent way for the university to connect with the local community and show our students the democratic process in action. Sadly, however, as the only political scientist on campus and with rising enrollments he has not been able to keep organizing such events. These are the challenges that our program currently faces as our university and major continue to grow. We understand that they are far from unusual across campus (or the system). However, growing pains may limit our ability to be all things to all constituents as we move forward.

2. Has the program implemented any measures to increase efficiency in the last five years? Describe any reallocations of greater efficiency within the program or department. How might the program improve productivity through consolidation or through internal/external partnerships?

To ensure students' access to courses taught by resident faculty, we experimented in fall 2016 with additional co-enrolled sections of History and Political Science surveys (Y103, H105, H113, H114). Starting with course caps of 25 for the First Year Communities, we then added the smaller sections (depending on room capacity) to allow other students to take these required General Education sections. While this provided some students with needed survey courses and maximized enrollments, in general this approach limited effective work with first-year students. We continue to struggle at finding a formula that will allow us to balance effectively the needs of General Education and upper-level History/Political Science students.

We have already developed a program that provides students with a degree spanning two academic disciplines with a maximum of flexibility despite only four resident faculty. Our credit hour productivity over the past few years show that we are operating at or near maximum efficiency and further consolidating our program would not likely benefit us. In addition, of course, ours is already a consolidated program. Most institutions of higher learning nationwide maintain separate History and Political Science areas.

#### **F. Additional Information**

Please provide information below about any special considerations that contribute to the program's importance to the campus or that affect the program that has not been covered above.

The following additional items are attachments to this report:

- Current CVs for resident History/Political Science faculty

#### **III. External Reviewers' Comments/Concerns on each of the Review Criteria:**

- **Program Role and Mission and Consistency with University Mission:**
- **External and Internal Demand**
- **Program Quality**
- **Productivity, Costs, Efficiency**
- **Potential**
- **Additional Information**

In addition to commenting on each criterion, external reviewers are asked to fill in the grid below, providing a summative judgment on the overall success of the program on each criterion.

**Table 10. External Reviewer Feedback**

| Criterion  | Yes | No |
|--|-----|----|
| Does the program demonstrate significant alignment with campus Mission, Values, and Strategic Plans?                           |     |    |
| Does the program demonstrate substantial internal demand?  |     |    |
| Does the program demonstrate substantial external demand?  |     |    |
| Compared to other similar programs at similar institutions, is it of high quality?   |     |    |
| Does the program demonstrate significant overall productivity?   |     |    |
| Do program trends suggest potential for future program growth?   |     |    |
| Did the additional information provided suggest that the program demonstrates significant contributions to the campus, region? |     |    |

**IV. Deans’ Recommendations Regarding the Future Status of the Program:**

- **Programs that are recommended for revision, merging or other action** will be charged to present specific plans for revision, etc. by December 1 following the recommendation of the dean. These plans must provide measurable objectives and a year by year plan for the delivery of these objectives. Failure to meet objectives may result in a decision to eliminate the program.
- **Programs that are recommended for additional investment** will be charged to present specific plans for revision, expansion, etc. by December 1 following the recommendation of the deans. These plans must show additional investment will positively affect the program in the categories of productivity and quality, and indicate how these enhancements will be measured over time both quantitatively and qualitatively.
- **Programs that are recommended for elimination** will be charged to present specific plans for phasing out the program, accommodating the graduation
- **Programs that are recommended for no change in status and** will not be required to make adjustments to their operations, nor will they be identified for the infusion of new resources.

**Program recommended for revision** \_\_\_\_\_

**Program recommended for additional investment** \_\_\_\_\_

**Program recommended for elimination** \_\_\_\_\_

**Program recommended for no change in status** \_\_\_\_\_

Program Review IU Kokomo  
Department of History, Political Science, and Philosophy  
Jonathyne Briggs, Associate Professor of History and Department Chair  
IU Northwest  
April 5, 2017

This program review was initiated by the Department of History, Political Science, and Philosophy (here after HPSP) at IU Kokomo and consists of a response to the program review report and to further information gathered during the campus visit conducted on March 7, 2017. The following report details the reviewer's response to the specific questions with detailed information to explain the response in clearer terms and only considers the History and Political Science programs since Philosophy was only recently added to the department not included in the self-study. In the initial summation, the review is overwhelmingly positive and praises the department for its consistent growth in terms of majors within the School of Humanities and Social Sciences (which goes against the statewide and national trends concerning history majors according to the American Historical Association), its service to its majors in terms of academic support, its ability to provide a variety of courses in medieval and modern European history, American history, and political science despite the limited number of faculty, and its commitment to serving the university through service in several critical capacities.

IU Kokomo has a student population of 4106 in 2016 and has been a growing campus in the system thanks to recruitment and retention efforts. The Department of HPSP boasts 52 majors (in 2016), which is a figure that represents similar growth within the unit. This report will assess the efforts of the department to contribute to the campus and offer suggestions for the continued development of the program.

#### Review Criteria

##### 1. Program Role and Mission and Consistency with University Mission

IU Kokomo is a regional campus within the Indiana University system that serves the area of north central Indiana that seeks to “educate future leaders with a focus on inclusiveness, diversity, culture, civic engagement, and globalization.” The Department of HPSP meets this demand through a variety of coursework offered for majors and as part of the general education requirement and with opportunities for learning external to the classroom in experiential learning and internships. This combination permits the application of classroom learning that entails the study of a variety of populations in different spatial and temporal contexts, which speaking to the issues of diversity at the heart of the university's mission to more public forms that suggest the Department's commitment to regional engagement, another core element of the institution's mission. The Department also provides specific contributions to the Bachelor of Arts degree's general requirements with two semesters of History of Western Civilization (HIST H113/ H114), and Bachelor of Science degree

requires History of Western Civilization I (HIST H113). History courses also serve as a specific requirement of certain majors within the university. The Department has an important place within the School of Humanities and Social Sciences.

The Department also contributes to the university mission through its participation in the First Year Learning Communities, in the Kokomo Experience and You [KEY] program, and in the Reimagining the First Year project, all of which speak to the insistence of a “learner-centered environment.” These efforts underscore the Department’s willingness to engage in a variety of forms of student learning and to serve multiple populations within the institution (and not merely majors). Within the report there is ample evidence of how the Department’s faculty also participates in terms of service to these aspects of the university’s efforts to focus on the success of incoming students by providing learning that links them to the campus.

In another example, the Department’s emphasis on mentoring its majors also illustrates how myriad forms of student engagement play a key role in the life of the Department. In interviews with students conducted as part of the on-site visit, they consistently remarked about the caring nature of their professors (using language such as “personal,” “adaptable,” and “encouraging” in the interview) and how they believed them to have a stake in their success. The Department’s commitment to its majors and its willingness to develop and maintain these connections show the nature of its response to the challenges facing smaller liberal arts departments within universities and the importance of such interventions in students’ careers. Again, this example underscores the Department’s role in furthering and fulfilling the university’s mission.

## **2. External and Internal Demand**

The Department of HPSP shows a robust growth across the period of self-study (Fall 2010 to Spring 2015) in terms of number of majors, from a low of thirty-five in Fall 2010 to a high of forty-seven in Spring 2015 (with a preliminary report of higher numbers for Fall 2016 of fifty-two). One aspect of this consistent growth trajectory is the introduction of the Bachelor of Science History/ Political Science degree in Fall 2012. Students have increasingly opted for this degree but nevertheless remain drawn to the program. This growth runs counter to the national trends in the number of BA/ BS degrees in history, with the American Historical Association reporting a 9.1 percent drop in the number of degrees conferred (and by extension the number of majors within programs) in the academic year 2013-14. This trend has been experienced at all levels of institutions (and throughout the Indiana University system in some form or another). The ability of the department to develop majors (and graduate them) illustrates that the degree is in demand within the institution and the region the university serves. The ability of the department, which only added a fourth tenure-track faculty member in 2013, to maintain this level of recruitment of and completion for majors reveals the efforts of individual faculty to offer a variety of courses that permit their majors to have a well-rounded degree. The number of minors has also increased steadily in the same period.

The BA and BS in History/ Political Science provides students with skills that prepare them for a variety of professions that continue to grow in the state of Indiana, suggesting that the increase in majors reflects the recognized value of a traditional liberal arts degree such as the BA in History/ Political Science. The department has participated in various forms of outreach to continue to replenish its numbers of majors, which the numbers show as having some effect on departmental recruitment.

The degrees in History/ Political Science differ slightly from other program's Bachelor of Arts degrees within the IU system (and the Bachelor of Science degree exists only at IU Kokomo and IU Southeast) in that students are required to take courses in both history and political science as part of the degree. Elsewhere, these degrees are distinct and separate rather than combined. This situation emphasizes the interdisciplinary nature of the program, with students taking courses from all the disciplines in the department. The various degrees require 36 hours of course work (not including the HIST H113/H114 general education requirements) and have several tracks of specialization, including a History track, a Political Science track, and a Law and Society track. There is a Bachelor in Science that also requires 36 hours of course work (but adds the additional flexibility of tracks and sub-specializations that allow students to tailor their degree to their interests). This requirement is similar in scope to those of other system schools, which varies from 30 credit hours (Bloomington, East, and South Bend) to 36 credit hours (Southeast and Indianapolis). All degrees require a variety of upper-level courses in History and Political Science, all taught by the full-time faculty in the department (three associate professors and one assistant professor). These courses include courses in HIST A (American History), HIST B (European History), and POLS Y (Political Science), which with the exception of Political Science courses reflects similar requirement at other system campuses. According to the report, the department has developed over 42 different courses in response to the needs of students, illustrating the faculty's commitment to providing an array of options for its majors.

However, the Department did not see a broad increase in terms of credit hours with courses in history and political science. One reason is certainly its continued participation in First Year Learning Communities, which are capped at lower numbers as part of the pedagogical intervention of developing specific skills in freshmen students. Another is the development of online courses, which often require a lower cap to be effective. These two trends have reduced the numbers. Another reason is likely the high participation of department faculty in administrative positions, which is accompanied with a course release to free up time to allow for administrative work to be completed. With such a small group of faculty, the administrative demand undoubtedly has an effect on the amount of courses offered as well (especially introductory sections) by full-time faculty. Currently, department faculty members are serving as chair (a necessary role to keep the department functioning properly) and as the Interim Assistant Dean of the School of Humanities and Social Sciences, with a future appointment as a director of a revised master's degree program looming. Additionally, a faculty member has been named as Honors director. While this service is vital to the effective functioning of the school and university as a whole, it has enrollment effects on the department and limits its capacity to offer more courses to increase credit hour counts. The

service commitment that the department without a doubt affects the teaching capacity of the faculty. This situation could be categorized as the department responding to demand but lacking depth to serve all of its potential populations.

The department acts as a resource for Education students taking discipline specific examinations as part of their certification process, with a number of between twenty-five to a low of ten in a given year. This shows in some cases a decline in Education majors in Social Studies using the resources of the department. The reduction in credit hours for Education majors perhaps suggests lower enrollments in that school as part of national trends in the reduction of education majors since 2010. Nevertheless, the department continues to assist students across the university as part of its mission.

The demand for a liberal arts degree such as History/ Political Science appears to remain strong in the area that the university serves, with fields such as law, education, library sciences, and management expected to grow in the next decade in the region. The department is positioned to serve the educational needs of these students and has shown the capacity to react to changing demand in a flexible manner.

### 3. Program Quality

The Department of HPSP has engaged in self-assessment of several courses that include courses that serve the General Education requirements as well as upper-level courses in the department designed for majors specifically. For General Education, the assessment measured Outcomes 1, 2, and 3 on a scale from 1 to 5 (least to most effective) using the final assignment to ascertain the effectiveness of course design and pedagogical methodology. In terms of the measure of learning outcomes, over a third of the students scored a 5 (most effective) on the scales for each outcome. At the same time, about ten to twenty percent rated low on this scale (1 and 2), showing some room for improvement. The Department self-study recognizes the opportunity here for some improvement. One suggestion to have the department ensure the alignment of outcomes across all courses through a reevaluation and assertion of outcome (especially given the department's reliance on associate faculty), which will should provide the department faculty with a chance to implement these assessments in a broad manner that will impact the greatest number of students in the General Education courses.

In the upper-level history and political science courses, there is a greater degree of success. One factor is the buy-in of history/ political science majors to the efforts of the faculty. In meeting with students, they reflected on their academic careers and the importance of faculty intervention in directing them successfully through their degrees and in some cases on to graduate school. It is evident that the department spends a great deal of energy in its interactions with students and it is also evident those efforts have a very positive influence on student retention and success. This positive influence is also evident in assessment reports, as the upper-level courses show a higher level of mastery among students (and more importantly a dearth of reports of low levels of mastery). The success of faculty in upper-level to reach a greater percentage of students shows a difference in the types of students (general education

versus majors) referenced in the self-study. However, it also points to the challenge of reliance on associate faculty/ adjunct in introductory courses within the department, especially as full-time faculty are increasingly drawn into service responsibilities.

The department has displayed a high level of effort to develop new approaches in response to the recommendations of the previous self-study, including developing online classes, introducing new pedagogical techniques, creating opportunities for teaching outside the classroom, and working with other programs on campus to integrate history classes into their curriculum. These are signs of a department attempting to grow and respond with a degree of success to the challenges facing traditional liberal arts degree programs throughout the country.

Although professional advising became the established method of student intervention, the department has maintained a high level of student engagement through mentoring and informal advising. Students interviewed for this study offered very positive feedback about their interactions with the faculty outside of the classroom. There are numerous avenues to connect with students and encourage their continuation to degree completion. Additionally, the faculty is deliberate in its interactions with professional advising to ensure students' progress and maintain a productive relationship with other service units.

#### 4. Productivity, Costs, Efficiency

The Department of HPSP has produced 15 articles, one book chapter, and 14 scholarly presentations between 2010 and 2015. This level of production reflects the standards of the School of Humanities and Social Sciences, which suggests an article or book chapter every three years as satisfactory for research. Given the service and teaching requirements that required of the department faculty, the level of scholarly productivity suggests the department's continued engagement with research in the appropriate fields.

In terms of current costs, the department employs three associate professors, one assistant professor, and at least two associate faculty instructors to cover the teaching load within the department. This load is supplemented through online courses offered the IU Online Course Connect taught by instructors from other regional campuses. Based on the enrollment figures for courses taught in Spring 2017, the courses taught by IU Kokomo faculty are operating at capacity and show a high level of efficiency in terms of student enrollment.

#### 5. Potential

The Department of HPSP shows a high threshold for growth in terms of majors and credit hours. Given the efficiency shown with the existing resources and the current situation in which the faculty are stretched to its limits with necessary service commitments, it would undoubtedly be beneficial both to the department and to the university to consider adding a permanent faculty line. Additionally, there is potential for new degrees to attract even more majors. Lastly, there are also opportunities to expand on the current situation to take the successes with current majors and apply them to future majors.

Currently, the department has three tenured or tenure-track historians and one tenured political scientist. The lack of another political scientist limits the growth capacity of the department and major, especially given the interest in American politics among students in US institutions. The current political scientist specializes in international relations and would be well served by the addition of a second political scientist who focuses on American politics. Another political scientist could help by offering more Y103 Introduction to Political Science courses, as the current offerings at IU Kokomo are dominated by online sections that originate from other IU campuses. The current political scientist can only offer one section in order to provide adequate upper-level classes for majors. National enrollment trends show that introductory American political science courses (such as Y103) are experiencing increases in enrollment, which with the proper interventions could be leveraged into increased majors.

Another potential change is to look at creating two new degrees (one for History and one for Political Science). Currently, the interdisciplinary degree will likely require that a specific history degree be added to the campus curriculum due to the likely approval of the Online BA in History degree, which would include IU Kokomo. This new degree would consist of only history courses in its major curriculum (unlike the current degree). This provides the opportunity to introduce a BA/BS in Political Science (predicated on the introduction of another tenure-track instructor) to attract more students. The addition of a political science major would give students the opportunity to more fully explore political science than the current track system provides. With the current internship opportunities within local political institutions, a political science degree could help to build bridges and develop a leadership program within the department through a combination of curriculum and experiential learning.

The recent changes in education and certification requirements for Advanced Placement/ Dual Credit teaching at the secondary education level reveal another opportunity to expand credit hours for the department. The potential reactivation of the Master of Arts in Liberal Studies would provide a framework to offer classes at the graduate level aimed at secondary level instructors need to gain the requisite 18 credit hours at the masters level (by 2022) in a combination of history and political science courses. By addressing this potential group of students, this would increase credit hour production further in the department.

In terms of building on the work already done for the department, the department should create a more deliberate system of surveying graduating majors and applying lessons learned from their success to program development. An exit interview with the department chair is one option for such a survey, while another approach could be the use of a Qualtrics survey tool (which would also allow for the collection of data in other ways). Additionally, the department has shown success with getting its students into graduate programs and might benefit from the use of professional social media platforms such as LinkedIn or Academia to maintain contact and follow its graduates' progress beyond the institution.

In terms of effects outside the department, the credits required for general education is a large number in comparison to other campuses. As online degrees become part of the regional

campuses' mission, this might deter students from choosing IU Kokomo over other campuses which have lower credit number requirements that allow greater freedom of course selection.

I hope these comments help with your decisions concerning the future of the department. It is certainly a model department for efficiency and collegiality. It has been a pleasure to meet with its members and the administrative staff.