



Fullerton College

Self-study for History Program

2025

Section 1: Introduction

1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

The History Department serves the Mission by offering an AA and an AA-T that matches the State's transfer model curriculum in History. In other words, our transfer degree is accepted by Cal States and UCs. After spending \$2,484 on History classes (not counting the other requisites), a student can guarantee themselves a seat at a four-year institution. Our program mapper provides students and counselors a two-year pathway to completion.

Our major pathway requires two-course sequences in U.S. History and World History. We offer electives that cover a variety of historical topics, from Ancient Egypt to Modern Britain, but to date we have not had the faculty expertise to offer History courses in African or Asian History, which limits our ability to help students become responsible leaders or engaged community members. We

hope that soon we will be able to hire full-time experts in these fields so that we can offer a truly global History curriculum.

Section 2: Students

2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

Over the last five years, the student population of History classes has gotten slightly more Latino (59 ⇒ 62%) and slightly less white (18 ⇒ 15%). The other 23% consists of Asian (9), two or more (9), Black (3), and unknown (2). The male-female ratio has evened out at 47% each, with 7% unknown. American Indian/Alaska Native and Native Hawaiian/Pacific Islander headcounts were in the single digits each of the last five years, out of several thousand students.

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2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

Our overall headcount dropped 25%, five times the drop the entire College experienced. Most of that drop occurred between 20-21 and 21-22, i.e. the Covid disruption. We have held relatively steady since then but we have not made up the lost ground. Some factors that may have contributed to the decline were the decision of the CSUs to no longer require World History as a graduation requirement, the ending of the College's multicultural requirement, and the new college requirement for all students to take an ETHS course, which can overlap with our subjects and (for some ETHS courses) also automatically fulfill the CSU "U.S. History, Constitution, and American Ideals" graduation requirement that many students used to fulfill with U.S. history classes.

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3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

We have five full-time faculty and up to eleven regular adjunct faculty, which means we are a small enough department for the coordinator to talk to each instructor individually – and also to talk with the five full-timers as a group – to make sure we offer a balanced schedule. We look back at the last few semesters when developing our schedules to keep an eye on trends (popular classes, times, and modalities) and adjust accordingly. That said, evening classes have seen low enrollments in recent years. We have had to cancel some of them. We reckon that the types of students who used to fill off-peak classes are now signing up for online sections.

2.2 Student Achievement

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

For the past five years, the Hist. Dept. success rate (73, 70, 69, 70, 71%) has been well above the College standard (62%).

That said, some courses have fallen below the College standard. HIST 110 (Ancient Western Civ) has fluctuated from above to just below the College standard. HIST 127 (US Survey) has been below or substantially below over all five years (61, 42, 44, 44, 51%).

Three other courses have had one semester below the standard. They seem to be statistical anomalies.

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2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

Yes, Black students and American Indian/Alaska Native (AIAN) students' success rates have been quite below the 62% College standard: 55 and 52, respectively. At the risk of clutching our pearls and pleading "small sample size!" we will point out that a small number of AIAN students took our classes over the past five years (6, 2, 8, 5, 12). We do not take comfort in this, however. Even if it is a small sample size, the fact that students who identify as AIAN fail our classes disproportionately leads us to conclude that there is something off-putting about our course content. Across the historical profession, there has been a concerted effort to "make indigenous history American history." Those of us who teach US History have looked at these numbers and will include more course material about first nations in introductory US History classes.

Compared to AIAN students, Black students have enrolled in larger numbers (76, 81, 83, 80, 111), but they are failing our classes at a rate below the College standard of 62% (64, 47, 51, 53, 49%). We realize that we just proposed a content solution to the problem of low AIAN success rates, but now we are going to shift to proposing a personnel solution. (Neither content nor personnel are the only magic keys to unlocking the mystery of student success.) As we have been arguing for several years, the History Dept. believes that hiring an expert in African and Asian History will have many salutary effects: 1) It will allow us to offer every semester the Asian and African History survey courses, which have been warming up in the bullpen of the College Catalog but have never taken the mound. 2) It will signal to the students that we do not draw a made-up line between "the history of the people who matter" and "the history of everyone else." 3) It will provide students with a long-term perspective on the present-day backlash against "woke" history classes, "woke" history museums, and "woke" historical monuments. The History Dept. interprets "woke" to mean "inclusive" and considers any approach to history that is more inclusive to be, by default, better than an approach that is less inclusive, arguments to the contrary being nonsensical and ahistorical.

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3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

Each year, a few dozen students earn a History AA or ADT: 50, 42, 44, 44, 26.

Of them:

54% Latino (60% College-wide)

4% Asian (12% College-wide)

8% Two or more (8% College-wide)

31% White (15% College-wide)

4% Filipino (0% College-wide, rounding down, I guess)

(The History degree percentages add up to 101%, but that's what that chart said.)

Since 2020-21 there were 3 ethnicity-unknown students and one Black student who earned History degrees, which is where the rounding errors might creep in.

Obviously, in terms of cranking out History degrees, we are over-performing with White and Filipino students, but under-performing with Latino, Asian, and Black students.

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4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

Average years to graduate with a History degree: 4.27, which is below the average for the College as a whole: 4.65 years.

One-third of History students finish their degree in 1-2 years, which is slightly better than the College as a whole, where 31% finished in 1-2 years since 2020-21.

There is no “bottleneck” reason for the long time to complete the degree. The History Dept. does not require a specific course sequence, nor do we have a “make or break” course, such as Organic Chemistry or Human Anatomy. Students can even take courses in reverse-chronological order, for example taking HIST 113 (World Civs since 1550) before taking HIST 112 (World Civs to 1550). We are OK with that. We offer multiple sections of all core courses every semester, and several sections of elective courses every semester. Sometimes we hear from students that they are advised to take sequence classes in chronological order (170 before 171, for instance), but even in this case, a

student would have no problem finding sections of either course offered on different days of the week and at different times of the day. As we mentioned earlier, the student would not be able to find an evening section any more – asynchronous online sections having usurped them.

2.3 Student Learning Outcomes

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

We have been doing CSLOs on eLumen for several years now and we have been finding the results unenlightening. The skills we focus on in History classes are the same skills that students need to pass History classes, so our student success results and our CSLO results usually match each other pretty closely, in overall terms and in terms of achievement gaps.

CSLO results tend to be a little more positive than the pass-fail numbers because the students who fail History classes often fail because they did not show up for the final exam or something similar to that – in other words, they failed for a reason unrelated to the skills they developed taking the class, which tend to show up in the CSLO numbers.

As far as we know, the College has yet to come up with a standard way to assess PSLOs, and neither have we. Therefore we believe PSLO success data is still determined via the CSLOs they are mapped to.

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2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?

When an undergraduate “masters” the art of analyzing and evaluating primary and secondary sources, we’ll let you know. To say that our first- and second-

year students achieved “mastery” of these skills would rather upset the whole practice of earning a Master’s Degree in History. We’re also a bit wary of encouraging “mastery” in our fascistic times, so it’s probably best that this question is optional for now.

Section 3: Other Areas of Program Effectiveness

1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

Four changes since last time:

- 1. Adding an honors version of several existing courses. This gives instructors the option of offering an in-person honors section for any academic term.**
- 2. Creating HIST 273: U.S. Environmental History. This adds another exciting elective to our already electrifying lineup of electives (the Middle East! The Americas! Ancient Egypt!) Sadly, all this excitement was not enough to generate enough enrollment in Spring 2024 to allow the 273 section to avoid cancellation. In other words, only five students signed up for it. In response, we created an Honors version of HIST 273 so that the next time we offer it, the bar for keeping the section open will not be so high. HIST 273 also satisfies a requirement of the College’s newly-launched sustainability degree.**
- 3. Moving our Western Civilizations courses from the core of the degrees to electives in an attempt to decentralize European History and put it on a similar level as other non-U.S. history courses (i.e., the Asian, African, and "History of the Americas" sequences). Our majors now will complete two courses in U.S. history and two courses in World History, whereas previously they could substitute Western history for the World courses. This change fulfilled one of our "Equity Action Plans" from the last Program Review.**
- 4. Successfully creating a new sequence in African History. This fulfilled another of our "Equity Action Plans" from last time.**

2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

In Spring 2019, we offered the following courses on Study Abroad London.

HIST 110: Western Civs to 1550

HIST 152: British History II (since 1707)

HIST 170: US History to 1877

HIST 171: US History since 1877

In Fall 2025, we offered the following courses on Study Abroad London.

HIST 113: World Civs since 1550

HIST 152: British History II (since 1707)

HIST 170: US History to 1877

HIST 171: US History since 1877

The History Department also oversees a History Club where history enthusiasts can meet and engage in history-based activities with their peers. The club meets weekly and also stages history-themed events on campus, mostly ancient Roman and Medieval with this current club membership.

3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

It's too early to tell if Common Course Numbering (CCN) will have an effect on us, but we cringe at the advent. Some day in the near future (Fall 2026?), our

two highest-enrollment courses, HIST 170 and 171 (US to/since 1877) will be rechristened and relaunched as HIST C1001 and C1002. The unfortunate choice of naming convention for CCN courses means that our potential students will be confused by:

1. The capital “C” at the front, which will lead them to believe it is a Cypress College course, not a Fullerton College course.
2. The four digits will suggest to students that these are graduate-level seminars, when in fact they are our most basic, most “intro”-style courses.

Many History courses used to fulfill the college’s Multicultural Graduation Requirement. The abandonment of this requirement will likely have a detrimental effect on our enrollment.

Section 4: Faculty and Staff

4.1 Population and Demographics

1. Using the data provided by OIE, describe your program’s staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program’s student population is your staff?

The number of full-time faculty (FTF) has remained remarkably consistent for the last decade: five. Our starting five consists of an intimidating front court who patrol the paint and protect the rim and a wily back court who specialize in defending with hornet-like intensity and draining soul-crushing logo-threes.

Our starting five presents as 80% white. This percentage is almost the reverse of our students who get History degrees. They are about 30% white.

Coming off the bench, we have 9 to 11 part-time faculty (PTF). We are not allowed to ask their ethnicity when we interview them, but the Program Review Dashboard says that 8% of them are Latino, 15% unknown, and 77% white. It is not clear whether our multiple SWANA faculty fall under “unknown” or “white”.

So, again, the ethnic backgrounds of our FTF and PTF do not match the backgrounds of our students (62% of which identify as Latino). This suggests that we need to hire more Latino instructors. But:

1. **Federal law prohibits us asking “are you Latino?” in the interview.**
2. **Spanish names are no guarantee – Beto O’Rourke, Lana Del Rey, and Jeff Bezos being three examples that leap to mind.**
3. **We have not been allowed to hire an FTF since 2015.**
4. **We have only hired three new PTFs since the last program review, one of whom we suspect identifies as Latina (Spanish surname), one whose ethnicity is unknown who studies Native American history, and one who has a surname from Armenia (which is located in the Caucasus Mountains, so I guess that makes him our sole, literal Caucasian).**

Nonetheless, we recognize that our department is disproportionately white and this suggests we need to work toward welcoming a diverse applicant pool on the rare occasions when we are permitted to make a recommendation to the College president about hiring a new FTF.

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2. Describe your program’s staffing changes since fall 2021. How have these changes impacted your program’s ability to achieve its strategic action plans?

See previous answer. We have asked for a new full-time hire in African or Asian history every year since 2021 but have been turned down.

4.2 Staff Support and Professional Development

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

Every full-time faculty member has attended Flex Day and Convocation sessions devoted to these topics and we have implemented these concepts in ways that fit each instructor’s teaching style and content choices. Two faculty members have also completed the CoRE training and have shared what they learned with their colleagues.

Part-time faculty are not paid to attend Flex Day and Convocation. Nor are they paid to attend department and division meetings. Part-time faculty teach 40-50% of our sections. We humbly suggest that if the College really wants part-time faculty members to benefit from professional development sessions, then the College should make them mandatory and compensated.

2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

Most of these discussions happen informally, every week in the 1424 office cluster. All of us, the starting five FTFs, have implemented new grading-attendance-late work policies by borrowing each other's ideas and comparing notes at the end of the semester.

3. What additional areas of professional development could help your faculty and staff engage in this work?

We suggest ceasing to spend extra money on Flex Day and Convocation speakers and instead focus on hands-on workshops where faculty can share and discuss best practices. FTFs and PTFs should be required and paid to attend.

We also recommend the College invest in reasonably accurate AI-detection tools so we can better differentiate between which students are simply cheating vs. those legitimately struggling with the material or coursework. Both are problems that negatively affect student success, but may call for different approaches from faculty. It is interesting that the single biggest issue affecting all of us as teachers right now, generative AI, is not a formal topic of any of these Program Review questions. We are all struggling with how to deal with AI usage, and more specifically AI-related cheating, especially in our online classes, and we have largely been left on our own to figure it out ourselves or in informal discussions with our colleagues. It seems high time the college invest more effort in dealing with this radical change to the students' and instructors' experiences rather than just vacuously telling us we need to prepare students for an AI world in a failed attempt to appear cutting-edge.

Section 5: Program Planning

5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

All our SAPs from last time were related to hiring a full-time specialist in African and/or Asian History, which hasn't happened yet and I'm not betting on it happening any time soon. So, no progress to report.

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2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

We ain't hired no one.

SAPs

New Hire in African or Asian History

Short Description:

Our SAP remains unchanged from four years ago: to hire a full-time specialist in African and/or Asian History, two course sequences that have been sitting in our catalog for years but have not been scheduled due to lack of an available instructor. We suspect that these classes, taught by a full-time faculty member, would inspire dozens of students every year.

Measurable Outcomes:

College Goal #2 Equity in Support and #3 Equity in Success. Full-time faculty members are compensated to support students and they are provided with an on-campus office where students can find them. Hiring an Asian/African specialist would allow the History Department to attract and inspire students who do not currently find our course offerings quite as inspiring. We also suspect that this new FTF will have a salutary effect on our achievement gaps. Measurable outcome: We predict that this will increase enrollment and success rates among the students who identify as Black or Asian or two-or-more, groups that are currently under-enrolling and under-succeeding in History courses. This is personnel-related request. Retirements: Twenty years ago, the History Department had eight FTFs. Since then, five have retired. We have only been allowed to replace two of those retirements, leaving us with five FTFs today. Program growth and curricular demands: We wish to grow our program by offering the aforementioned courses in Asian and African History, which currently reside in the CurricUNET orphanage, waiting for an FTF to come along and adopt them. FTF/PTF ratio: Over the last five years, 38-46% of History sections have been taught by capable, vetted, professional adjunct faculty members who earn sub-professional wages and are not required to hold office hours. Even adding just one FTF will significantly enhance student access to the History Dept.

College Goals:

1.4 Reduce equity gap in Black/AA college enrollment; 2.6 Reduce equity gap in persistence for Black/AA students; 3.2 Reduce equity gaps in degree/certificate completion

SAP Phase:

In Progress

Resource Requests**New Hire in African or Asian History****Enhancement:**

Our SAP remains unchanged from four years ago: to hire a full-time specialist in African and/or Asian History, two course sequences that have been sitting in our catalog for years but have not been scheduled due to lack of an available instructor. We suspect that these classes, taught by a full-time faculty member, would inspire dozens of students every year. College Objectives: College Goal #2 Equity in Support and #3 Equity in Success. Full-time faculty members are compensated to support students and they are provided with an on-campus office where students can find them. Hiring an Asian/African specialist would allow the History Department to attract and inspire students who do not currently find our course offerings quite as inspiring. We also suspect that this new FTF will have a salutary effect on our achievement gaps. Measurable outcome: We predict that this will increase enrollment and success rates among the students who identify as Black or Asian or two-or-more, groups that are currently under-enrolling and under-succeeding in History courses.

Personnel-Related:

Our SAP remains unchanged from four years ago: to hire a full-time specialist in African and/or Asian History, two course sequences that have been sitting in our catalog for years but have not been scheduled due to lack of an available instructor. We suspect that these classes, taught by a full-time faculty member, would inspire dozens of students every year. College Objectives: (I don't know what these are. The form is currently hidden from me.) College Goal #2 Equity in Support and #3 Equity in Success. Full-time faculty members are compensated to support students and they are provided with an on-campus office where students can find them. Hiring an Asian/African specialist would allow the History Department to attract and inspire students who do not currently find our course offerings quite as inspiring. We also suspect that this new FTF will have a salutary effect on our achievement gaps. Measurable outcome: We predict that this will increase enrollment and success rates among the students who identify as Black or Asian or two-or-more, groups that are currently under-enrolling and under-succeeding in History courses.

Resource Category:

Full-time Faculty

Quantity:

1

Unit Cost:

\$102,000.00

TotalCost:

\$102,000.00

More Participation in CoRE and/or Race Conscious Certificates

Short Description:

The History Department will strive to increase our participation in training that could help improve our success rates, including CoRE and RCC.

Measurable Outcomes:

Increased enrollments by enhancing our reputation for equity and inclusion, and increased success rates especially for disproportionately impacted student groups.

College Goals:

1.4 Reduce equity gap in Black/AA college enrollment; 2.5 Increase sense of belonging/mattering ; 2.6 Reduce equity gap in persistence for Black/AA students; 3.2 Reduce equity gaps in degree/certificate completion; 3.3 Reduce equity gaps in transfer attainment; 3.5 Increase participation in DEIAA focused professional development

SAP Phase:

Resource Requests

Screenflow screen recorder and media library license

Enhancement:

Screencasts are instructor-created and narrated onscreen video lessons and tutorials designed to provide learning for students outside the classroom. Screencasts combine audio, images, video, text, and drawings to make learning engaging and ensure that every student learns at a pace that suits them. There are several advantages to screencasting both from the instructor's side as well as from the student's. From the point of view of students, screencasts allow them to learn by example, seeing every step in great detail. Learning by watching the instructor move through the steps enables them to follow every section and module. In addition, the ability to pause or rewind also gives students the power to move at their own pace, something an instructor in the classroom cannot always offer. For instructors, screencasting offers the capability to explain in detail what may be more confusing when delivered in audio or the written word. Video allows instructors to complete the flow of thoughts or processes without being forced to chop steps into static images, as in a book or a slide show. With the combination of video and audio, instructors can deliver clear, complete instruction. Several research studies have demonstrated that screencasting can:

- support flexible and personalized learning
- supplement lectures and enhance understanding of key skills
- deliver an engaging learning experience
- facilitate exam revision and content review
- provide multi-modal support for learning
- help students keep track with modules

Personnel-Related:

No

Resource Category:

Computer Software

Quantity:

1

Unit Cost:

\$300.00

TotalCost:

\$300.00