

FULLERTON COLLEGE

ELEVATING EXCELLENCE.

**Instructional Programs
2017-2018 Self-Study**

**History Department
Social Sciences Division**

Statement of Collaboration




The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

Participants in the Self-Study

- Anne Negus
- Anu Mande
- Emily Teipe
- Josh Ashenmiller
- Kristen Shedd
- Matt Tribbe

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

Ashenmiller, Mande, Teipe, Tribbe		Faculty	11/15/17
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Anu Mande		Coordinator	11/15/17
Printed name of Department Coordinator	Signature	Title	Date
Jorge Gamboa		Dean	11/20/17
Printed name of Dean	Signature	Title	Date

1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

Mission: The History Department offers a course of study that facilitates student transfer to a four-year school. We designed our AA and AA-T degree to give students maximum flexibility, while also meeting the expectations of CSUs and UCs. Students can take the sequence courses in any order and they can choose from a long list of elective courses to complete the 18-unit degree. In addition, history courses provide a foundation for many majors, such as political science, sociology, anthropology, ethnic studies, economics, and geography. Our courses are an important part of many students' pathways.

Vision: History is the study of change over time. Students in our courses learn that the current state of the world has never been fixed and that possibilities for positive change are always within their power.

Core Values: Students in our courses learn about thousands of years of human history across all continents and cultures. Our teaching emphasizes the diversity and inclusivity of all human experience. The past is worthy of our study and respect. Understanding the past makes the citizens of today more thoughtful and responsible. Growth and innovation are constant historical themes. History is a discursive discipline, so our instructors demand excellence in students' written and oral communication. Faculty members meet regularly to review the schedule, SLOAs, and student achievement data in order to make sure we are conducting a program with a high level of equity and integrity.

College Goals: The History Department has shown its commitment to promoting student success and reducing the achievement gap by participating in innovative student support programs, such as Supplemental Instruction (SI) and the Pathways Transformation Initiative (PTI). We have also engaged in community outreach in several ways: participating in community events such as High School Senior Night, KinderCaminata, Smart Start Saturday, World Fest, and Día de los muertos; and by helping History students find internships at local historical institutions, such as the Fullerton Museum and the Nixon Library. Every semester students from some World Civ sections go on field trips to local museums, art galleries, and places of worship in Southern California. In addition, we invite several guest speakers to our campus and this has become an important part of the educational experience of students. Guest speakers provide students with access to other perspectives, add variety to the classroom routine and demonstrate that learning is a collaborative enterprise. In 2016, the Consul General of Turkey and two History professors from UCI shared their expertise with our students. In Fall 2017, the Consul General of Azerbaijan shared valuable knowledge about Azerbaijan's history and culture, which is often omitted in the curriculum. In response to the positive feedback that we have received from the students who attended all these events, we plan to organize a lecture series, starting Spring 2018.

2.0 Program Data & Trends Analysis

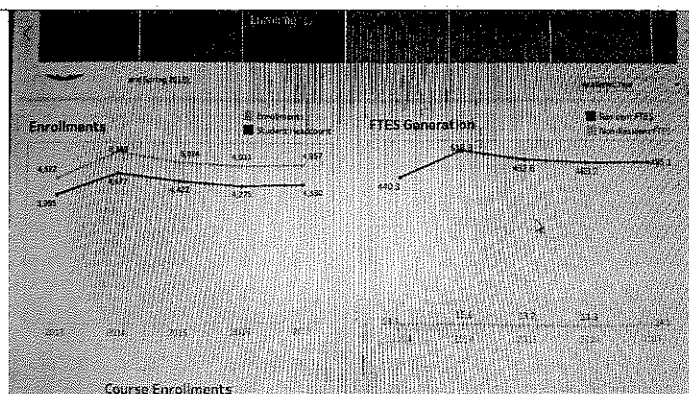
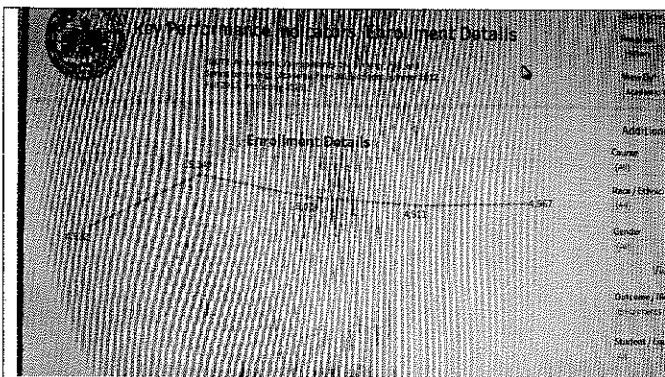
2.1 Key Performance Indicators (KPI)

For each KPI listed below, analyze and report your findings and describe what they mean.

(Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

KPI	Findings
Enrollment	2013: 4,522 2014: 5,349 2015: 5,024

	2016: 4,911 2017: 4957
Total FTES	2013: 440.3 (Resident) and 13.3 (Non-Resident) 2014: 519.8 (Resident) and 15.6 (Non-Resident) 2015: 492.6 (Resident) and 13.2 (Non-Resident) 2016: 483.2 (Resident) and 11.3 (Non-Resident) 2017: 492.6 (Resident) and 13.2 (Non-Resident)
Sections	2013: 71 2014: 89 2015: 89 2016: 90 2017: 98
FTEF	2013: 7.4 (Adjunct); 3.23 (Overload); 8.5 (FT) 2014: 9.4 (Adjunct); 4.2 (Overload); 10.5 (FT) 2015: 10.2 (Adjunct); 4.1 (Overload); 9.2 (FT) 2016: 8.6 (Adjunct); 4 (Overload); 10.7 (FT) 2017: 9 (Adjunct); 3.7 (Overload); 11.6 (FT)
Fill Rate	2013: 102.1% 2014: 98.1% 2015: 94.3% 2016: 93.1% 2017: 94.1%
WSCH/FTEF	2013: 708.8 (WSCH); 19.2 (FTEF) 2014: 666.6 (WSCH); 24.1 (FTEF) 2015: 645.9 (WSCH); 23.5 (FTEF) 2016: 636.8 (WSCH); 23.3 (FTEF) 2017: 613.8 (WSCH); 24.4 (FTEF)
Retention	2013: 82.0% 2014: 82.4% 2015: 82.9% 2016: 82.9% 2017: 84.6%
Success	2013: 62.1% 2014: 61.6% 2015: 61.8% 2016: 62.8% 2017: 65.6%



Course	2013	2014	2015	2016	2017	Grand Total
MSI 1700E	26	30	22	4	25	103
MSI 1700	450	794	707	796	809	3,662
MSI 1700E	44	39	33			102
MSI 1800				52	52	104
MSI 1800E				46	65	101
MSI 1700	594	622	597	592	573	2,973
MSI 1700E	186	86	34	52	78	433
MSI 1800	51	105	10	41	24	406
MSI 1800E				22		22
Grand Total	4,522	1,340	1,024	4,911	4,957	24,763

Course	2013	2014	2015	2016	2017	Grand Total
MSI 1800	1878	2095	1867	1445	2011	2,251
MSI 1700E	51	34	34			79
MSI 1800	240	461	367	154	109	1,477
MSI 1700E	79			3		26
MSI 1700	258	347	344	362	387	3,194
MSI 1700E	24					24
MSI 1800	109	416	422	372	514	2,513
MSI 1700E	31					31
MSI 1800	37	491	330	202	258	1,658
MSI 1700	65	37	42	37	38	221

2.2 Peer Institution Comparison

Sources: Chancellor's Data Mart (22-Oct 17), Tableau (26-Oct 17)

Retention Rates (%)

School	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17
Chaffey	87.93	88.27	83.35	88.93	87.66	88.51
FC	82.3	82.85	82.02	83.06	83.12	85.25
Glendale	83.19	82.62	86.1	86.28	87.45	87.92
LA Pierce	83.81	84.39	85.6	82.83	82.86	84.3
Mt. SAC	83.74	81.43	84.02	85.22	83.52	86.16

Success Rates (%)

School	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17
Chaffey	64.05	65.78	61.94	65.46	61.1	66.11
FC	59.53	62.14	62.15	61.03	62.7	66.23
Glendale	64.5	67.67	69.6	73.3	72.28	72.72
LA Pierce	58.88	57.0	62.61	62.24	59.06	63.5
Mt. SAC	61.6	61.71	61.96	67.32	65.8	71.73

AA Degrees

School	2013	2014	2015	2016	2017
Chaffey	0	11	7	5	5
FC	17	11	9	8	2
Glendale	n/a	n/a	0	0	0
LA Pierce	n/a	n/a	n/a	n/a	n/a
Mt. SAC	0	0	0	0	0

AA-T Degrees

School	2013	2014	2015	2016	2017
Chaffey	21	5	16	18	19
FC	6	25	17	33	21
Glendale	n/a	n/a	n/a	13	10
LA Pierce	n/a	n/a	n/a	n/a	13
Mt. SAC	1	13	24	23	31

How does your program compare with peer institutions? Provide a *narrative* of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

We chose the same peer institution History departments that we used in our 2014 self-study. In success and retention, FC History is within the range of the five colleges on the table. Only twice (Fall 14 and 15) was our retention rate the lowest, and even then it was within 4-6 percentage points of the highest. Only once was the success rate the lowest (Spring 16—12 points behind Glendale, which appears to have implemented some sort of intervention from Spring 16 on). Admittedly, our retention and success rates are on the low end of the range for most of the semesters on the table. This is something we will discuss because the difference between our rates and those of our peers is slight and probably can be closed with timely instructor interventions.

The trend in degrees awarded is similar to what we found in 2014. Students are increasingly opting for the AA-T degree instead of the AA degree, which is not surprising because most history majors want to transfer to a 4-year school. Most years, we seem to be leading the pack in the number of students who earn transfer degrees. It also appears that Mt. SAC has dropped the AA degree altogether. The Datamart reports that since 2013 Mt. SAC has only granted AA-T History degrees. This is something we will consider.

We were not able to find transfer numbers for History majors. The Chancellor's Datamart only provides transfer volume by college, not by department within a college. Tableau does not provide transfer data, either.

2.3 Achievement Gap

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

Group	% Retention (2016-17)	% Success (2016-17)
Males	86.2	67.7
Females	82.8	63.4
Asian-American	87.5	74.6
African-American	85.3	47.6
Filipino	84.4	68.1
Hispanic	82.7	60.5
Native American	91.7	66.7
Other Non-White	No such category on Tableau.	No such category on Tableau.
Pacific Islander	78.9	73.7
White	87.3	74.0
Unknown	80.9	59.8
Range (Max-Min)	91.7-80.9	74.6-47.6

2.4 Program Effectiveness

Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

Since 2014, the History Dept. has added two full-time faculty members, Dr. Matthew Tribbe and Dr. Kristen Shedd. They have helped us immensely by adding experience and depth to our U.S. History and Western Civilization course offerings, and they have brought fresh perspectives to course material and pedagogy. They have already begun serving on faculty committees. They have also played a key role in reviving the History Club and strengthening our participation in College events such as High School Senior Night, KinderCaminata, Smart Start Saturday, World Fest, and Día de los muertos.

Since 2015, we have offered several sections, including some sections of History 113 (World Civilizations since 1500), with Supplemental Instruction (SI). SI provides students with the option to attend a once-a-week, one-hour session with an SI leader who provides students with strategies and study skills that help them learn course material better. Instructors keep track of the students who attend SI sessions regularly, and those students usually earn above-average final grades (B or higher; see attached spreadsheet). These results are not statistically meaningful because it is impossible to control the data for selection bias. In other words, it may be the case that the students who choose to attend SI sessions are well-organized, motivated students who were likely to get an A or B in the course with or without the benefit of SI. Nevertheless, we as a department feel that SI is a worthwhile effort that should be continued. It provides students who feel lost or confused with a positive action they can take to help them succeed in the course. Instructors and SI leaders have important mentor/mentee relationships. Many SI leaders are graduate students from nearby four-year schools. Their participation in SI offers an opportunity for them to enter the grad school-to-full-time teaching position pipeline. SI is an early training camp for future colleagues.

Beginning in Spring 2017, one of our History 170 (U.S. to 1877) sections has been paired with a section of Reading 96 (Preparation for College Reading). Students enroll in both classes. The Reading 96 instructor uses the same texts that the History 170 instructor assigns in order to practice reading, note-taking and studying techniques. Students spend more time with historical texts and they get more help from peers and instructors in how to analyze them and write about them. Students in Reading 96 are in that class because they tested at a reading level slightly below college level. Reading 96 is designed to bring students up to college level so that they can graduate. Pairing a History 170 section with a Reading 96 section has had a salutary effect on student success. In Spring 2017, students in the paired class passed History 170 at a 75% rate (compared to 62.7% for all History 170 students). They passed Reading 96 at an 87% rate (compared to 70.9% for all Reading 96 students). We are currently offering a paired History 170/Reading 96 section in Fall 2017, and we have scheduled one for Spring 2018.

In the last couple of years, in collaboration with one of our adjunct instructors (Reza Yeganehshakib), the History Department has invited several eminent guest speakers to share their expertise with our students. Student engagement has become a big challenge in college education especially when distance education is getting more popular. Guest speakers certainly promote an active learning environment in the classroom. In keeping with the mission of the College, we strongly believe that classrooms should be an open forum to all viewpoints. This seems to be the main appeal for students who attend our events. While we plan to organize a lecture series, starting Spring 2018, we seek support for some of our challenges:

- (1) Finding a large room for these public events has been our greatest challenge. The 1400 building has a large room (1440) that seats about 130 people, yet the History Department does not have access to it at any time during the Fall and Summer semesters.
- (2) In spite of our invitations, the History Department's large and popular public events have never been covered/promoted in the campus newspaper; neither have they been featured on the FC website.
- (3) The History Department's invited guest speakers have never received honoraria unlike other guest speakers on campus. Clearly, these issues need to be addressed and resolved.

The feedback from students was overwhelmingly positive. See attached response papers. Here is a sample message of appreciation posted by an FC student, a few minutes after the event ended, on the Facebook page of the Consulate of the Republic of Azerbaijan:



Kristin Scarborough



Monday at 15:01 · 🌐

Just attended a lecture by the consulate general of the republic of Azerbaijan. It's fascinating to learn about history and foreign affairs from a different perspective than what we're used to in the US educational system. Learning about and appreciating the intricacies of countries I didn't even know existed two years ago is incredibly rewarding. Take more history classes, kids. Knowing your history is an important part of navigating your present and preparing for your future.

In 1991 the History Department's addition of a Women's History course, History 270, *A History of Women in the United States* was approved by the curriculum committee. Since Fall semester 2000 the department has offered 3 sections of History 270 each with an enrollment of 90 students and one section in summer session. These classes have been well received with high student retention and success. History 270 is taught as a History of the United States survey. The course content meets the requirement for transfer as a U.S. survey course. Women's Studies 100, *An Introduction to Women's Studies*, was also approved and added to our course offerings in 1998. Women's Studies 100 is offered as an elective. Since 2006, WS 100 has been scheduled as an online course with an enrollment of 45 students each semester both Fall and Spring. It also maintains high retention and student success. A section of WS 100 was offered in summer session 2017.

A Women's Studies major was approved by the curriculum committee in 1998 and WS 100 and History 270 were included as core required courses for that major. However, the major was dropped from the College catalogue by the Instruction office in 2000 with no reason given. Since

then, efforts have been made to reinstate the major but curriculum committee decided to focus on the general education courses for transfer rather than retain the Women's Studies major. While both History 270 and Women's Studies 100 continue to attract many students and meet enrollment and retention every semester, it appears that at this time there is no demand for, necessity or interest in reviving a Women's Studies major.

Each semester the instructor of record hosts a guest speaker Dr. Zoe Nicholson who was one of the fasters in the Illinois Statehouse, who protested on behalf of the ratification of the ERA. She is a nationally known political activist, author and film maker. We have not been successful in procuring funds for a stipend and an honorarium is provided by the hosting professor.

The History Department will organize and distribute an annual calendar of events. We also requests financial support for our events (included in our SAP).

2.5 Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

There are no laws, regulations, policies, or procedures that have an impact on our program specifically, other than laws that apply to all academic departments, such as Title 5.

History faculty members have paid careful attention to trends in our profession. We recently studied the course titles of CSU and UC history courses and decided that our course titles were confusing students and counselors. For example, we changed "HIST 170: The United States I" to "HIST 170: United States to 1877." We also studied the extent to which other schools are beginning to require World History instead of Western Civilization. (Result: Western Civ is receding. World History is growing.) We decided to continue to offer Western Civ sections, but we are offering more sections of World History.

2.6 Provide any other data that is relevant to your self-study.

No other relevant data.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Based on your analysis in 2.1 through 2.6, answer the following questions:

3.1 What are the strengths of your program?

1-Our department has a collegial atmosphere. Our offices are next to each other so we see each other informally most weekdays. Informal contact allows us to maintain running conversations about curriculum, pedagogy, events on campus, classroom management, grading and evaluating, department and division news, and finding extra help for students who need it.

2-We have conducted two highly successful job searches in the past three years, which has helped us recover from the retirement wave of the early 2010s, when our full-time staff dropped from eight to four.

3-The History transfer degree continues to be a popular option for majors, and we match our peer institutions' success and retention rates.

4-We are well-represented in shared governance. Several of us serve on campus committees, on the Faculty Senate, and on the Accreditation Steering Committee.

3.2. What are the weaknesses of your program?

1-We have had difficulty scheduling classes in high-demand time slots. We are forced to offer over 50% of our classes after 1:20 PM in the spring and fall semesters due to an acute shortage of classrooms. Enrollment in classes offered between 3:00 and 6:30 PM have lower enrollments than all other classes and occasionally wind up getting cancelled. Even if the classes survive past the census date, they experience high rates of attrition. Meanwhile, instructors with morning classes have long wait-lists of students but are unable to add them due to size of the classroom. We do not believe we are meeting the student demand for primetime history classes. We have had a hard time getting classroom assignments during primetime.

2-Although the importance of campus diversity is a mainstream narrative, diversity is often framed only in terms of the composition of the student body. While the student body at Fullerton College is culturally very diverse, the teaching force remains homogenous. Often times, discussions in the Division of Social Science take place within an abbreviated portion of the American intellectual and political spectrum. One factor that may contribute to the lingering achievement gap is a lack of racial diversity among faculty. This not only undermines the mission of the College but also leads to the systematic isolation and exclusion of faculty of color from the decision-making process.

3-Our full-time faculty members are experts in their fields, but we are still deficient in expertise in East Asian, African, and Middle Eastern history. We have not been able to offer an Asian history survey class in several semesters. We do not offer any courses on the histories of Africa or South Asia.

4-Our part-time instructors feel like strangers, even though many of them have taught history classes at FC for years. Many of us have never met many of them because they are on campus only to teach their classes, then rush off to another campus. The Division provides a workroom for them, but it would be beneficial to students if part-time instructors were paid to hold real office hours in a real office with some measure of privacy so that students could talk about subjects that might be sensitive.

3.3 What opportunities exist for your program?

We have a dedicated and collaborative faculty that is committed to addressing the issues described in this self-study. We will do more to publicize the history transfer degree and events to the campus and at community events. We also plan to organize an annual social mixer for full-time and adjunct faculty.

3.4 What challenges exist for your program?

1- Over the past two years, several sections have been cancelled, or reduced from 6.0 units to 3.0 units because the classes did not come close to filling. Classes that begin at 3:30 PM or 4:30 PM tend to have higher attrition rates than classes that start in the morning, early afternoon, or evening. But we have a hard time getting classroom assignments during those times. The History Department is one of the largest departments in the Division of Social Science and serves almost 2,500 students every semester yet it does not have access to large classrooms, such as 1440, in the fall and summer semesters, or any classrooms at all in the popular TR 10:10-11:45 time slot in spring semesters. Although the coordinator has expressed this concern several times over the last 4 years to the deans and other coordinators, no

discussion has ever taken place among Division faculty or coordinators regarding the equitable allotment of classrooms. The classroom report for room 1440 is attached.

We support data-based decisions and hope that these issues will be resolved quickly and in an equitable manner so that we can meet the needs of our students in an efficient way. We specifically request access to a classroom on TR, from 10:10 to 11:45 AM in the spring and fall semesters and to room 1440 between 8:30 AM and 1:20 PM in the fall semester.

2-To successfully learn history, prepare for four-year universities, and become informed and responsible citizens, students must engage in active historical learning. This means not just memorizing historical facts but rather becoming amateur historians themselves by analyzing historical evidence and coming to their own conclusions on complex issues. In order to do so, students must engage in extensive historical research and writing assignments. However, given the large number of students we are required to teach each semester, guiding student writing and offering meaningful feedback on essay assignments is extremely difficult. Smaller classes (or fewer classes at the current size) would allow for more interactions between students and professors (discussions, activities, debates, and other classroom activities that actively involve students spark greater depth of learning) and would especially allow professors to assign more complex and meaningful writing assignments that will better prepare students for the rigors of the 4-year programs many of them are preparing for.

4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Identify important events, themes, and concepts of United States, Western Civilization, and world history.	Spring 2017	Fall 2017	September 26, 2017	1
2.	Investigate historical problems and issues by consulting primary and secondary sources.	Spring 2017	Fall 2017	September 26, 2017	1
3.	Identify an author's main idea or thesis in a historical work.	Spring 2017	Fall 2017	September 26, 2017	1

4.2 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. Identify important events, themes, and concepts of United States, Western Civilization, and world history.	Common multiple-choice or other objective questions embedded in an exam; and/or essay or other writing assignment assessed against a department standard; and/or research paper assessed against a department standard. 70% and above met criteria for success.	A majority of students in our classes met CSLO expectations. In most classes over 80% of students who were assessed met expectations. Our CSLOs correspond closely with our PSLOs.	Data will be used on an ongoing basis to monitor student achievement and adjust PSLOs and assessments as necessary to adequately measure and help improve student success.
2. Investigate historical problems and issues by consulting primary and secondary sources.	Common multiple-choice or other objective questions embedded in an exam; and/or essay or other writing assignment assessed against a department standard; and/or research paper assessed against a department standard. 70% and above met criteria for success.	A majority of students in our classes met CSLO expectations. In most classes over 80% of students who were assessed met expectations. Our CSLOs correspond closely with our PSLOs.	Data will be used on an ongoing basis to monitor student achievement and adjust PSLOs and assessments as necessary to adequately measure and help improve student success.
3. Identify an author's main idea or thesis in	Common multiple-choice or other objective questions embedded in an exam; and/or essay or other	A majority of students in our classes met CSLO expectations.	Data will be used on an ongoing basis to monitor student

a historical work.	writing assignment assessed against a department standard; and/or research paper assessed against a department standard. 70% and above met criteria for success.	In most classes over 80% of students who were assessed met expectations. Our CSLOs correspond closely with our PSLOs.	achievement and adjust PSLOs and assessments as necessary to adequately measure and help improve student success.
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4.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

100%. Our courses were assessed for the 2014-17 SLO assessment cycle, and PSLOs are considered on an ongoing basis.

4.4 How has assessment of program level SLOs led to improvements in student learning and achievement?

History faculty members discuss the results of our CSLO assessments, and relate them to the PSLOs to ensure that students are meeting our program-level expectations. Faculty members then make adjustments to their classes based in part on the data collected and discussed. Since History faculty regularly discuss various aspects of pedagogy, it is impossible to tell how much SLO-specific discussions have affected student achievement

4.5 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

We have not been able to pinpoint the effect SLO assessment has had on transfer or degree awards, but we have noticed that students in some afternoon classes were less likely to meet SLO expectations and more likely to fail the class. This can slow time to completion and lower the number of degrees awarded each year.

4.6 What challenges remain to make your program level SLOAs more effective?

Making sure adjunct instructors are also completing the CSLO assessments so we have a more robust data set to analyze.

5.0 Evaluation of Progress Toward Previous Goals/SAP's (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*"-- SAP's.)

5.1 List the goals from your last self-study/program review.

Our Fall 2014 program review self-study contained only one goal. We set a goal of hiring 4 full-time faculty members to replace the 4 who retired.

5.2 Describe the level of success and/or progress achieved in the goals listed above.

We hired 2 new full-time colleagues, Dr. Tribbe in 2015 and Dr. Shedd in 2016.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

We hired 2 full-time faculty members but did not replace all faculty who retired in the last five years.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

Dr. Shedd and Dr. Tribbe have helped the Department re-animate the History Club, and they have helped the History Department maintain a presence at College events such as High School Senior Night, KinderCaminata, Smart Start Saturday, World Fest, and Día de los muertos. They have also participated in Curriculum review, for example when we revised course titles to remove the mistaken impression that certain courses must be taken in a certain sequence. They have both helped the department meet its goals for SLO assessment, especially because Dr. Tribbe serves on the campus Student Learning Outcome Assessment Committee. He has been teaching us how to enter and analyze SLO data on eLumen, and his expertise in this area was essential for writing this self-study.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

This is the same answer as 5.4. The resources that went into hiring our new colleagues have improved our ability to offer more sections taught by a full-time instructor and have improved our ability to monitor our own performance as a department.

5.6 If funds were not allocated in the last review cycle, how did it impact your program?

N/A

6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Describe Strategic Action Plan: (formerly called short-term goal)	<p>Some faculty would like to improve their online teaching skills by creating screencasts. 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.</p> <p>Advantages of Screencasts 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.</p> <p>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 Power Point slide show. With the combination of video and audio, instructors can deliver clear, complete instruction. Several research studies have demonstrated that screencasting can</p> <ul style="list-style-type: none"> • 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
List College goal/objective the plan meets:	<p>College Goal #: 1 Objectives#: 1 and #2</p> <p>Goal 1: Fullerton College will promote student success. Objective 1: Address the needs of under-prepared students. Objective 2: Increase course retention and success.</p> <p>This project is timely and especially significant in the context of the</p>

	<p>2017 ACCJC’s campus visit and report, which made the following recommendations regarding distance education:</p> <ul style="list-style-type: none"> • faculty teaching distance education meet generally accepted academic and professional best practices and standards • Course accessibility • Regular and effective contact between instructors and students
<p>Describe the SAP: (Include persons responsible and timeframe.)</p>	<p>Anu Mande</p> <p>2018-2019 academic year</p> <p>Here are some interesting statistics published in the 2013 Distance Education Report by the California Community Colleges Chancellor’s Office:</p> <ul style="list-style-type: none"> • Every semester at least 27% of students in the community college system take one distance education course • Of these students, only 53.22% successfully complete online courses • The retention rates for online classes (66.4%) is significantly lower than face-to-face classes (84.5%) • The success rates for face-to face-classes (77.4%) is higher than online classes (55.9%) <p>This report also identified 3 instructor-related factors that contribute to lower success and retention rates and states that</p> <ul style="list-style-type: none"> • “increased student retention for distance education courses relies heavily on faculty training” • “instruction redesign of the curriculum” is important for “learner centered engagement of students.” • “Human Presence Design is the practice of incorporating video and audio of the instructor teaching an online course and therefore increasing interaction between faculty and student which increases and enhances engagement, comfort and, eventually, retention.”
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>Create screencasts for 2 online courses (World Civilizations)</p>
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>ScreenFlow tutorials</p>

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software	\$350 for ScreenFlow and Wacom Bamboo	Division of Social Science
Training		
Other		
Total Requested Amount	\$350	

STRATEGIC ACTION PLAN # 2	
Describe Strategic Action Plan: (formerly called short-term goal)	Social Sciences Faculty Support Staff
List College goal/objective the plan meets:	College Goal #: 1, 2, 3 Objective #:
Describe the SAP: (Include persons responsible and timeframe.)	<p>Hire a part-time administrative assistant to support faculty administrative needs including:</p> <ol style="list-style-type: none"> 1. Assisting faculty with Six-Year Review of curriculum: checking commas, author names, textbook edition updates, and other clerical updates. 2. Saving all active Social Science courses/programs from CurricUnet and uploading to our Division "I" drive yearly, as a failsafe. 3. Assisting faculty with with eLumen data entry for Student Learning Outcome Assessment. 4. Helping with Program Review data collection: a lot of the data is from the same sources so it would be more efficient to have one person providing this research. 5. Reviewing Assist.org for articulation verifying our articulation agreements are current. 6. Creating faculty web pages and upgrading/improving department web sites. 7. Lists of discipline majors with email addresses (we cannot currently email large groups of students), so we can contact students majoring in our respective disciplines.

	<p>8. Creating brochures and posters for the Social Science Division and individual departments. Our classrooms should exhibit support for, and information about, our respective programs.</p> <p>9. Creating posters and flyers for division events and promoting campus events.</p> <p>10. Shop online for instructional equipment, gather the ordering information that goes on the forms.</p>
What <i>Measurable Outcome</i> is anticipated for this SAP?	Providing designated faculty support services with the increased administrative workload would allow faculty to concentrate on the rest of their workload that impacts our students and campus.
What specific aspects of this SAP can be accomplished without additional financial resources?	The district is currently paying faculty much more money to do these administrative tasks that it would cost to hire clerical support. That frees up faculty time for campus service, student club advising, and improving the classroom experience for our students. A dedicated administrative assistant would also provide consistency and professional support for small departments where the administrative workload falls on just 1-2 professors.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	45% 10 months Classified Employee (\$17,740) Step 33	NOCCCD
Facilities		
Equipment		
Supplies	\$300 for brochures and promotional materials for events \$1,000 towards honoraria for guest speakers	Division of Social Sciences
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	19,044	

7.0 Long Term Plans

Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

The History Department still has the goal from 2014 of hiring more full-time historians. Our current Fall 2017 schedule offers 36 history sections, 20 taught by part-time faculty members. This number is a little bit skewed because one of our full-time colleagues is presently on leave doing research. But even at full strength, our offerings would include 16 sections out of 36 taught by part-time instructors. Beyond numbers, we look forward to hiring full-time faculty of color and would also like to offer classes in the histories of Asia and Africa.

We also plan to advocate for more favorable treatment in scheduling and room assignments. We are convinced that offering 44% of our classes during low-demand hours does students a disservice.

We would like to explore options for collaborative teaching, which allows students and faculty members to benefit from the healthy exchange of ideas in a setting defined by mutual respect and shared interests in topics covered in history courses.

We would also like to explore the possibilities of setting up field and exchange programs for history majors. Through field-placement and exchange programs history majors will gain or refine practical skills not usually taught in the classroom.

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

The History Department is in much better shape than it was three years ago, when retirements had halved the roster of full-time faculty members. We have since added two new colleagues and we are much more satisfied with our ability to offer sections taught by a full-time instructor. Nevertheless, we look forward to more job searches in the near future so that we can return to our previous strength. History faculty members have participated in innovative teaching programs geared toward student success, such as Supplemental Instruction and the Pathways Transformation Initiative.

The History Department strongly supports data-based decisions and we specifically request access to a classroom on TR, from 10:10 to 11:45 AM in the spring and fall semesters and to room 1440 between 8:30 AM and 1:20 PM in the fall semester.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, pamphlets, etc.), when they were last reviewed, and denote the publication is accurate in all representations of the College and program missions and services. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at lmcpheon@fullcoll.edu.

Information on the college's graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

Publication	Date last reviewed	Is the info. Accurate?	URL of publication
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History Dept. website	1-Oct 17	yes	http://history.fullcoll.edu/
History AA-T degree	1-Oct 17	yes	attached

Routing & Response Page

Originator → IMS → Appropriate President's Staff Member → Program Review Chair

Originator

Electronically submit completed Program Review to Division Dean/IMS for review.

Appropriate Immediate Management Supervisor (IMS)

RESPONSE

Jorge Gamba Interim Dean Social Science 12/13/17
Printed name of IMS Title Date

Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.

I concur with the findings contained in this Program Review.

I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):

Area of exception:

I do not concur with the findings contained in this Program Review (include a narrative explanation):

**Appropriate President's Staff Member
Acknowledging Receipt**

Printed Name Signature Title Date

Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.



Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College
President's Advisory Council and
accepted by President Schulz
May 2017.*

VALUES

Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity

We embrace and value the diversity of our entire community.

Equity

We commit to equity for all we serve.

Excellence

We honor and build upon our tradition of excellence.

Growth

We expect everyone to continue growing and learning.

Inclusivity

We support the involvement of all in the decision-making process.

Innovation

We support innovation in teaching and learning.

Integrity

We act in accordance with personal integrity and high ethical standards.

Partnership

We work together with our educational and community partners.

Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility

We accept our responsibility for the betterment of the world around us.



**Fullerton College History Department
History Associate Arts Degree for Transfer (AA-T)**

Required Core: 6 units

(Honors versions of any required course and/or restricted elective course are considered equivalent courses.)

HIST 170 F	History of the United States to 1877	3.0 units
HIST 171 F	History of the United States since 1877	3.0 Units

List A: 6 units

HIST 112 F	World Civilizations to 1550	3.0
Or		
HIST 110 F	Western Civilizations to 1550	3.0
HIST 113 F	World Civilizations since 1550	3.0
Or		
HIST 111 F	Western Civilizations since 1550	3.0

List B, Group 1: select one course for 3 units

***HIST 112 F and HIST 113 F may be used in List B if not used in List A Or**

HIST 112 F	World Civilizations to 1550	3.0
HIST 113 F	World Civilizations since 1550	3.0
HIST 154 F	Ancient Egypt	3.0
HIST 160 F	Asian Civilizations I	3.0
HIST 161 F	Asian Civilizations II	3.0
HIST 165 F	Introduction to the Middle East	3.0
HIST 270 F	Women in United States History	3.0
ETHS 130 F	African-American History I	3.0
ETHS 131 F	African-American History II	3.0
ETHS 141 F	Chicana/Chicano History	3.0
ETHS 160 F	History of the Native Americans	3.0
ETHS 171 F	Asian Pacific American History	3.0

List B, Group 2: select one course for 3 units

Any list A courses not used above OR

HIST 151 F	Survey of British History I	3.0
HIST 152 F	Survey of British History II	3.0
HIST 190 F	History of the Americas I	3.0
HIST 191 F	History of the Americas II	3.0
HIST 275 F	History of California	3.0

Total Units **18.0**

Course Comparison Fall 2016 and Spring 2017

Course	Total Enrollment	Corp. One Course		Fall 2016		Spring 2017		Summed		Fall 2016		Spring 2017	
		Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
10120B	46	29	63%	21	46%	48	104%	11	24%	59	128%	12	26%
10120C	57	29	51%	28	49%	46	81%	11	19%	57	100%	4	7%
10120D	135	68	50%	67	50%	135	100%	32	24%	103	76%	24	18%
10120E	44	25	57%	19	43%	44	100%	5	11%	39	89%	4	9%
10120F	68	37	54%	31	46%	68	100%	11	16%	57	84%	11	16%
10120G	46	29	63%	17	37%	46	100%	11	24%	35	76%	11	24%
10120H	57	29	51%	28	49%	57	100%	11	19%	46	81%	11	19%

Course Comparison Spring 2016

Course	Total Enrollment	Corp. One Course		Spring 2016		Summed	
		Enrollment	%	Enrollment	%	Enrollment	%
10120B	46	29	63%	17	37%	46	100%
10120C	57	29	51%	28	49%	57	100%
10120D	135	68	50%	67	50%	135	100%
10120E	44	25	57%	19	43%	44	100%
10120F	68	37	54%	31	46%	68	100%

Course Comparison Fall 2015

Course	Total Enrollment	Corp. One Course		Fall 2015		Summed	
		Enrollment	%	Enrollment	%	Enrollment	%
10120B	46	29	63%	17	37%	46	100%
10120C	57	29	51%	28	49%	57	100%
10120D	135	68	50%	67	50%	135	100%
10120E	44	25	57%	19	43%	44	100%
10120F	68	37	54%	31	46%	68	100%

These numbers are based on the total number of students enrolled in the course. This number includes students who are enrolled in the course but do not attend class. The number of students who attend class is included in the number of students who are enrolled in the course. The number of students who are enrolled in the course but do not attend class is included in the number of students who are enrolled in the course. The number of students who are enrolled in the course but do not attend class is included in the number of students who are enrolled in the course. The number of students who are enrolled in the course but do not attend class is included in the number of students who are enrolled in the course.