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To: Su Swarat, Assistant Vice President of Institutional Effectiveness

From: Sheryl Fontaine, Dean, College of Humanities and Social Sciences

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Subject: Dean's Summary and Evaluation of the History BA and MA, Program Performance Review

The History Department is a large department with, as of this moment, 414 majors and second majors, 27 minors, and 128 graduate students (of which 28 are on the Public History track and 1 is on the Chicano/Chicana History Track). With subdisciplines that span both the Humanities and Social Sciences, History offers an invaluable service to the University by providing students a solid foundation in general education courses in three areas: the Humanities (Area C), the Social Sciences (Area D), and the Explorations in the Sciences category (B5). In addition to this strong foundation in general education, History provides an exemplary major with faculty experts in World History; non-Western History; Ancient History; US History; and Digital, Public and Oral History.

Before California State University Executive Order 1100r went into effect in Fall 2018, the Department was solely responsible for two GE subareas, one in the Humanities and one in the Social Sciences. At that time, History had an annual target of roughly 1120 FTES. Losing those GE subareas reduced the FTES AY 20-21 target to 705 and, consequently, the number of sections needed. This number may drop further as students who entered the university prior to EO 1110r complete the requirement and graduate. These reductions led to the heartbreaking loss of several long-serving part-time faculty members. I commend Dr. Rostam-Kolayi and her colleagues for the compassion with which they thoroughly explained the course assignment process and provided mentoring as former PTF sought other teaching positions. I also commend the department for their intentional analysis of and additions to their curriculum as a means to encourage students to explore the discipline of History. With these changes, the Department should be able to increase the number of students who select the major or minor and who enroll in new GE courses. For the moment, the University is only approving tenure track faculty searches to replace faculty who retire (or complete their FERP) or leave for some other reason. Growing the major will position the department appropriately when they are able to hire in Digital Atlantic World History as planned. In what follows I will add to the dialogue that has been started between the Department and the External Review Committee by adding my insight and suggestions.



## Curriculum

The Department's collegiality and culture of collaboration are remarkable. It is worth noting that the Chair's response to the external committee ends with an acknowledgment of the many faculty members and committees who engaged in the PPR process. This generosity reflects, first, the outstanding leadership of the chair, Dr. Rostam-Kolayi, and, second, the whole-hearted engagement in the faculty in creating and sustaining a high quality academic program. It is this collaboration and engagement, I believe, that provided the strength the faculty needed to complete the herculean amount of work necessary since EO 1100r suddenly upended the department's decades-long FTES and curricular stability. I commend the department, whose faculty routinely serve on College and University Committees, and regularly are elected to serve on the Academic Senate, for passionately and eloquently explaining to the campus community what students will lose in knowledge and fact, with the absence of the two course history requirement.

I commend the Department for quickly regrouping to rebuild their General Education curriculum in appealing ways that invite students to learn about World History. The new 200-level courses should gain the attention of sophomores and first-year students who enter CSUF having completed a number of community college units while in High School. With this in mind, one other opportunity would be to develop lower-division courses in the areas of public, oral, and digital history. For example, your new upper division course "Discovering My Roots: Genealogy, Family, and History" exposes students to oral and digital history as well as other historical methods. An introductory course on this field would benefit both your majors by preparing them for the upper division work, and students across campus who could use these research methods in a variety of disciplines. Getting students trained and interested in oral, public, and digital history from across the college would also create a pipeline to the 400-level courses in public, digital, and oral history. Between Fall 2017-Spring 2020 an average of 89% of students in these courses were History graduate students, majors, or minors. Drawing students from across the College and University would bolster the enrollment of these courses, which sometimes verge on being low-enrolled.

I look forward to seeing the results of new investments in the major and minor, particularly in the decision to reduce the number of units for the minor. The department has already responded to student desire to predict which of the wide array of courses in History's catalog will be offered in the next two years by creating advising documents that clarify which courses are regularly offered and which can only be offered infrequently.

The External Review Committee asked which majors are already attracted to History as a minor. The current majors of your history minors are listed in Appendix 2 of this document. As you can see, you are drawing minors from across the University, and over the past few years you have had at least one major from every College. While there are benefits to a program with general appeal,



it is worth pursuing whether you can package your courses to appeal to particular majors and grow the minor that way.

### Recruitment, Retention, Advising

The External Review Committee made some excellent suggestions about recruitment, retention, and advising for the department to review. The Self-Study and Response Memo both reveal that the Department is identifying and creatively addressing areas of curricular and advising needs through, for example, the creation of the Retention Coordinator and a Recruitment Coordinator.

For first-time freshmen who are applying to universities, the History Department's yield is slightly lower than the College average. The most recent data, from Fall 19, show that 14.2% of prospective History student who were admitted to CSUF ultimately enrolled versus 18.9% across the College (all these data are available on the Tableau dashboards that can be accessed through the CSUF Institutional Research webpage). This is not a significant difference, but it does suggest that the History Department may be able to convince more of its admitted students to make CSUF their home. The difference between the College yield of transfer admits and Department admits is more significant, with 35% of transfers across the College who are admitted choosing to enroll, and 28% of History transfer admits enrolling. Perhaps not surprisingly, the lowest percentage of enrolled students have the highest eligibility indices (for freshmen) and highest GPAs (for transfers), possibly suggesting that these students chose to attend a UC or private school instead of CSUF. Given the accomplishments of the faculty and the rigor of the History program, the CSUF History department can, I believe, be more competitive with these students. Per the External Committee's recommendation, if the History Department were to broadcast more widely their award-winning faculty and the unique attributes of their program more students might be inclined to choose CSUF. The department is already planning on improving their publicity efforts with new marketing materials and redesigning their website.

I asked the College Data Analyst, Whitney Youngren, to create a report for all programs under PPR review this semester that tracks the students they lose and gain from other departments (Appendix 1 in this document). With History, it is important to know whether fewer students find History as a major, since, as the External Review Committee surmised, fewer students who enter as First Time Freshmen (FTF) are now taking HIST 110A and HIST 110B. The data suggest that before EO 1100r, between 32-44% of each cohort of History majors selected this major after having declared something else (their entry point is spread all over the University but Undeclared and Pre-Business represent the highest numbers). It is a testament to the department and the discipline that students of the Fall 2018 and Fall 2019 First-Time Freshmen cohorts are still finding History in comparable numbers.



History loses FTF majors to other departments, too, but is always gaining slightly more than it loses. Data from students who are close to graduation suggest that History is losing a little over 25% of the students who come in as History majors as freshmen. Looking at the Fall 2019 cohort, three have already chosen to change majors; although this is not large number of students, it comprises 10 percent of that FTF History cohort. It would be useful to find out why students are leaving History, and whether these students are participating in your innovative Freshman Cohort courses. Because the numbers are small, you could work with Whitney Youngren to identify and survey the students who choose to leave History.

The Transfer Student numbers show that it is more common for History to lose students than gain students who enter CSUF as transfers. Six students who entered as transfers in F19 and S20 have already left History for other majors, and none in those cohorts have entered History from other majors. Though the 19-20 entering transfer cohort shows higher numbers than usual leaving History, it is, nonetheless, the norm for more transfers to leave than to enter the major. Understanding this move would provide some insight into the questions you are asking about your core courses, 300A and 300B. For example, since you are experimenting with different versions of 300A, it may be worth asking whether students were more or less likely to decide History is not for them after taking a particular version of this course. With this in mind, you might consider the External Review Committee's suggestion to integrate an advising assignment or requirement into 300A as a place to catch transfers who are considering leaving the major.

The History Department is a shining star in the College when it comes to GI 2025. A report created by the College in October of 2019 put History top of the list in increasing four-year graduation rates for first-time freshmen and two-year graduation rates of transfers, when comparing the Fall 2014 and Fall 2015 cohorts. History has done several initiatives in the last several years, including a new advising model, entering cohort courses, a year-long capstone seminar, and career-centered activities. The department could reflect on which of these initiatives had the greatest impact and, as such, are the initiatives to be retained, and which should be tweaked or retired. This reflection is a priority for the College as well, and we will soon report back to Departments about the many initiatives across departments that are most promising. Another area in need of attention is the equity gap among students. As Table 3-A reveals, the cohorts swing wildly between having a significant reverse equity gap, to a significant equity gap, to having barely a gap at all. The department could use the CSU, University, and HSS dashboards, and the findings of the Faculty Equity Group (which Dr. Guia is a part of), to study and think about the equity gap.



### Other issues raised

As the Self-Student and External Review Committee rightly points out, the Center for Oral and Public History is a nationally-recognized Center. It has been my absolute pleasure to work with Director Natalie Fousekis in fundraising for the Center. The Center primarily supports History faculty and students. Continued efforts at developing opportunities for faculty and students in other programs across the College will establish it as a Center that serves the students and faculty beyond History. As this happens, the College and University can more broadly celebrate the Center as a resource open to all of CSUF, as the External Review Committee suggests. Dr. Fousekis's training of the HUM 100 students in oral history, which prepared them to conduct alumni career histories, showed the power oral history training can have on freshmen students. As CPH broadens engagement, more revenue streams become available as other Departments choose to fund joint ventures with their Operating Budgets and MCF funds. Digital Historian Dr. Moore Pewu's collaboration with other faculty members across the College in the launch of her Mapping Arts OC is a good example of this type of collaboration. I acknowledge the extra costs involved in sustaining the Digital History programming and I encourage the History Department to speak with the College Budget Director, Pat Balderas, about augmenting the standard MCF allocation for the History Department which the department can then use to fund the items requested in their Self Study.

The External Review Committee made important observations regarding the MA program. As the department clarifies the advising role of staff and faculty, they may also want to consider adopting the same advising system for the graduate program as they did with the undergraduate program by training all faculty as graduate advisors and, thus, spreading the workload. One way to implement this would be to allow advising to occur within the already-existing exam/thesis structure.

As a co-habitant of the HSS building, I appreciate the External Review Committee's recommendation that the physical space of the History Department needs a facelift. Such work is generally funded by departments except for larger projects, like the renovation of the PTF offices completed by the college several years ago.

In summary, I am pleased that the External Review Committee recognized History for its outstanding academic programs, community outreach, scholarly research, commitment to innovation, and forward-looking discussions. For reasons completely outside of their control, History faced what might have been devastating challenges. With characteristic resiliency, deep academic strength, and remarkable faculty excellence, the History Department continues to be one of the many gems in the College and on the campus.



### Appendix 1: Gains and Losses of History Majors

Major Entry of First-time Full-Time Freshman with HIST Major Latest, Fall 2015 - Fall 2019 Cohorts							
Major at Entry	Cohort					Total	
	fa15	fa16	fa17	fa18	fa19	#	%
ANTH			1			1	1%
BCHM					1	1	1%
BSCI	1	1	1		1	4	2%
CHAD		1	1	1		3	2%
CHEM	1					1	1%
COMM			1			1	1%
CPSC		1	1			2	1%
CRJU		2			1	3	2%
CTVA			1			1	1%
HIST	22	17	28	23	27	117	63%
HLSC			1			1	1%
KNES					1	1	1%
LBEE				1		1	1%
LBST		1	1	1		3	2%
MUED	1					1	1%
PBUS	4	3	2		1	10	5%
PECN					1	1	1%
POSC	1		2	1		4	2%
PSYC	1	1		1		3	2%
SOCI	1		1			2	1%
THAR	1					1	1%
UNDC	6	6	3	6	2	23	12%
Total	39	33	44	34	35	185	100%
% of Major Latest who Found Major	44%	48%	36%	32%	23%	37%	



Major Entry of New Undergraduate Transfers with HIST Major Latest, Fall 2015 - Fall 2019 Cohorts							
Major at Entry	Cohort					Total	
	fa15	fa16	fa17	fa18	fa19	#	%
CMES			1			1	0%
CMST			1			1	0%
CPSC	1					1	0%
CTVA		1				1	0%
GEOG		1				1	0%
HIST	52	50	47	52	41	242	95%
LBST		2				2	1%
PBUS			1			1	0%
PHYS	1					1	0%
POSC			2			2	1%
PSYC	2					2	1%
<b>Total</b>	<b>56</b>	<b>54</b>	<b>52</b>	<b>52</b>	<b>41</b>	<b>255</b>	<b>100%</b>
% of Major Latest who Found Major	7%	7%	10%	0%	0%	5%	

Major Entry of New Undergraduate Transfers with HIST Major Latest, Spring 2016 - Spring 2020 Cohorts							
Major at Entry	Cohort					Total	
	sp16	sp17	sp18	sp19	sp20	#	%
CRJU		1	1			2	1%
CTVA		1				1	0%
HIST	38	31	38	55	40	202	95%
LBST	1					1	0%
MLBA		1				1	0%
PBUS			1	1		2	1%
POSC	1		1			2	1%
SOCI		1				1	0%
<b>Total</b>	<b>40</b>	<b>35</b>	<b>41</b>	<b>56</b>	<b>40</b>	<b>212</b>	<b>100%</b>
% of Major Latest who Found Major	5%	11%	7%	2%	0%	5%	

Major Latest of First-time Full-Time Freshman with HIST Major at Entry, Fall 2015 - Fall 2019 Cohorts							
Major (Latest)	Cohort					Total	
	fa15	fa16	fa17	fa18	fa19	#	%
AMST	1					1	1%
ANTH		1				1	1%
BSCI				1		1	1%
CHAD			3			3	2%
CMES	3		1			4	3%
CMST		1			1	2	1%
CRJU		1		1		2	1%
CTVA		1			1	2	1%
ENGL					1	1	1%
FINA	1					1	1%
FLSP	1					1	1%
HIST	22	17	28	23	27	117	81%
KNES		1				1	1%
PBAD	1					1	1%
PBUS	1			1		2	1%
PECN			1			1	1%
POSC			1	1		2	1%
PSYC			1			1	1%
SOCI		1				1	1%
<b>Total</b>	<b>30</b>	<b>23</b>	<b>35</b>	<b>27</b>	<b>30</b>	<b>145</b>	<b>100%</b>
% of Cohort to Leave Major	27%	26%	20%	15%	10%	19%	

Source: OBIEE Student Success Dashboard, Accessed 4/3/2020





Major Latest of New Undergraduate Transfers with HIST Major at Entry, Fall 2015 - Fall 2019 Cohorts							
Major (Latest)	Cohort					Total	
	fa15	fa16	fa17	fa18	fa19	#	%
AMST		1		2	1	4	2%
ANTH			1			1	0%
CHAD		1				1	0%
CHIC	1				1	2	1%
CMAD			1			1	0%
GEOG		1				1	0%
HIST	52	50	47	52	41	242	92%
HUSR	2				2	4	2%
KNES					1	1	0%
MKTG		1				1	0%
PBAD	1					1	0%
PECN				1		1	0%
PHIL	1					1	0%
SOSI		1		1		2	1%
Total	57	55	49	56	46	263	100%
% of Cohort to Leave Major	9%	9%	4%	7%	11%	8%	

  

Major Latest of New Undergraduate Transfers with HIST Major at Entry, Spring 2016 - Spring 2020 Cohorts							
Major (Latest)	Cohort					Total	
	sp16	sp17	sp18	sp19	sp20	#	%
AMST	1		1			2	1%
ANTH			1			1	0%
CHAD		1				1	0%
CTVA	1					1	0%
EGME	1					1	0%
FINA	1	1				2	1%
GEOG			1			1	0%
HIST	38	31	38	55	40	202	91%
HRMN			1			1	0%
HUSR	1					1	0%
KGER	1					1	0%
KNES	2	1				3	1%
LBST			1	1	1	3	1%
PHIL			1			1	0%
SOCI		1				1	0%
Total	46	35	44	56	41	222	100%
% of Cohort to Leave Major	17%	11%	14%	2%	2%	9%	





**Appendix 2: Major (Latest) of History Minors by Term, Fall 2017 - Spring 2020**

Major Name	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Accounting	1	1				
American Studies	1	2	2	1	1	2
Anthropology		1	1		1	1
Child and Adolescent Development			1	2		1
Communications (Entertainment and Tourism Communications)		1	1	1	1	1
Communications (Journalism)	1	1	1	1	1	1
Communications (Public Relations)			1	3	4	3
Communications					1	1
Communicative Disorders		1		1		1
Criminal Justice	1	1	2	2	1	2
Cinema and Television Arts	1	1	2	2		
Mechanical Engineering	1	1		1	1	2
English	4	3	2	3	3	1
Business Administration (Finance)						1
Spanish		1	1	1	1	1
Geography				1	1	1
Business Administration (Human Resource Management)	1	1				
Kinesiology (Gerokinesiology)				1	1	
Kinesiology				1		
Liberal Studies		1	1	1	1	1
Mathematics (Applied Mathematics)	1	1				
Music (Music Education)	1	1				



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Business Administration (Operations and Supply Chain Management)	2	1				
Public Administration	1	1				
Pre-Business		1	1			
Political Science	4	5	1	2		2
Psychology	1	1	1	1	2	2
Sociology	2	3	1	1		1
Theatre Arts (Applied Studies)	1					
Theater						1
<b>Total</b>	<b>24</b>	<b>30</b>	<b>19</b>	<b>26</b>	<b>20</b>	<b>26</b>

Sources: Undergraduate Enrolled for Term, Fall 2017, accessed 9/21/17; Undergraduate Enrolled for Term, Fall 2018, accessed 9/20/18; Undergraduate Enrolled for Term, Fall 2019, accessed 9/19/19; Undergraduate Enrolled for Term, Spring 2018, accessed 5/14/18; Undergraduate Enrolled for Term, Spring 2019, accessed 5/14/19; Undergraduate Enrolled for Term, Spring 2020, accessed 4/27/20; OBIEE Student Success Dashboard, accessed 4/17/20