

Instruction—Humanities

Section 1: Program Information

Catalog Description :

As a discipline, humanities courses examine cultural traditions through an integrative and critical examination of human achievements in art, literature, philosophy, and music. This academic area focuses on the big questions of meaning, ethical and aesthetic value, expression, belief, and the human spirit. Humanities courses satisfy general education requirements for an associate degree, a liberal arts degree in humanities, and lower-division transfer. The Honors Program includes one humanities course: HUM 101H Humanities - Prehistory through the Medieval Period - Honors.

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Section 2: Citrus College Mission Statement

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

Program Overview

At Citrus College, the Humanities program offers more than classes—it offers an expansive journey through the pinnacles of human creativity and intellect. Art. Literature. Philosophy. Music. These disciplines are windows—vivid glimpses into how people create meaning, ask profound questions, and reshape their worlds. Whether the student’s passion lies in myth and epic tales, jazz and modernism, or the effects of technology and revolutionary ideas, Humanities courses sharpen cultural insight, deepen critical thinking, refine the ability to argue thoughtfully, and live reflectively.

Degrees and Certificates Offered

Associate of Arts (A.A.) in Liberal Arts – Humanities Emphasis

This degree transcends a mere transcript line. It’s an integrative exploration of the human spirit—melding art, literature, philosophy, music, and more into a comprehensive foundation. Ideal for any career path or further study, it cultivates well-rounded thinkers ready for a variety of challenges.

Associate of Arts in Peace Studies

Why does war erupt? How is peace forged? This interdisciplinary program probes these questions, dissecting causes of conflict, methods of resolution, and cultural roots of cooperation.

Comprehensive Program Review—Humanities—2025

Graduates emerge equipped to become thoughtful change-makers in an increasingly complex world.

How Humanities Courses Cultivate Critical Thinking

Humanities (HUM) courses push students beyond rote memorization. They demand interpretation of complex ideas, evaluation of competing perspectives, and connection of past insights to contemporary realities. Students wrestle with meaning, embrace ambiguity, and craft arguments that carry weight.

Courses:

- **HUM 101 / 101H – Humanities: Prehistory through the Medieval Period** From Mesopotamian ziggurats to medieval cathedrals, students explore the myths, philosophies, and arts that shaped ancient and medieval worlds. Honors students dig deeper—analyzing texts and leading discussions on belief, power, and expression.
- **HUM 102 / 102H – Humanities from the Renaissance through the 19th Century** Rebirth. Revolution. Reason. Students trace the seismic cultural shifts from the Renaissance to Romanticism, exploring primary texts and artworks that reveal the evolution of human thought. Argumentation and synthesis dominate the discourse.
- **HUM 110 – Humanities in the Modern Period** Modernism. Existentialism. Digital disillusion. This course tackles the dynamic, sometimes chaotic world of the 20th and 21st centuries. Students develop analytical skills to interpret Kafka, cyberpunk, and the complexities of today’s cultural landscape.
- **HUM 115 – Multi-Cultural Mythologies** Creation myths. Heroic quests. Apocalyptic visions. Students journey through the stories that shape cultures—comparing themes across time and geography, building interpretive frameworks that cross disciplines and challenge assumptions.
- **HUM 123 – Introduction to Peace Studies: Saving Civilization** What do literature and philosophy reveal about war, peace, and humanity’s survival? Students analyze historical responses to conflict, weigh moral arguments, and explore the cultural values at the core of human struggle.
- **HUM 130 – Conflict Analysis and Resolution** Conflict is inevitable; resolution is an art. This course equips students with humanistic tools to analyze historical conflicts and apply problem-solving strategies grounded in empathy, logic, and cultural understanding.
- **HUM 166 – Who’s There? Aliens, Ghosts, and Psychic Phenomena** UFOs. Haunted houses. Telepathy. Students explore supernatural stories across cultures— unpacking what they reveal about fear, belief, and the urge to explain the unexplainable.

Comprehensive Program Review—Humanities—2025

- **HUM 169 – Superhero Ethics and the Art of Comics** Masks. Morals. Mayhem. This course explores comics as cultural mythology—where power meets responsibility, and stories tackle identity, justice, and the boundaries of good and evil in vibrant visual form.

Section 3: Course Curriculum

Curriculum Currency and Review

Every Humanities (HUM) course has undergone rigorous review by the Curriculum Committee within the last six years. The curriculum remains sharp, relevant, and firmly rooted in academic excellence. There is no stagnation here—only continuous refinement.

Prerequisites and Faculty Qualifications

Prerequisites are thoughtfully designed and regularly evaluated. ENGL 101 stands as a strong recommendation across most HUM courses, ensuring students enter equipped to succeed. Even students who start out unsure of their writing abilities quickly find themselves challenged and supported in equal measure. These courses don't just assign writing—they build it, step-by-step. Through focused reading strategies, carefully structured assignments, and proven teaching methods, students sharpen their clarity, deepen their analysis, and gain confidence in their voice. Faculty push for more than just completion; they cultivate sharp thinking, persuasive communication, and the kind of intellectual rigor that stays with students long after the course ends. No recent changes have been made to prerequisites, and none are currently needed. Faculty meet or exceed all minimum qualifications, maintaining high instructional quality and fostering student success.

Alignment with Transfer and General Education Frameworks

Humanities courses seamlessly align with CalGETC Area 3B and meet CSU GE Breadth and IGETC standards. They play a crucial role in degree completion and transfer readiness. While not career-technical, the program sharpens critical thinking, cultural literacy, and communication—skills prized in education, public service, media, and beyond.

Formats and Scheduling

Flexibility defines course delivery. In-person, fully online asynchronous, hybrid options, evening sections, and accelerated summer/winter sessions ensure access and convenience. Core courses like HUM 101, HUM 102, and HUM 110 are reliably offered, paving smooth paths to degree and transfer goals.

Enhancing Communication through Discussion

Discussion is central to Humanities instruction. Students don't just absorb—they engage, debate, dissect, and defend. Seminar-style courses such as HUM 101H / 102H demand advanced presentation and listening skills.

HUM 101 / 101H and 102 / 102H span the globe—mapping human expression from Mesopotamian myth to medieval mysticism, from Renaissance revolutions to Romantic unrest. HUM 110 dives into the chaos of modern life: Kafka, war, code, and disillusionment. HUM 115

Comprehensive Program Review—Humanities—2025

journeys through creation myths, heroic quests, and end-times across cultures. Civilization courses (HUM 120, 125, 127, 129) blend history, politics, and art to tell the story of nations. HUM 162 decodes anime and manga for deep cultural insight. HUM 166 confronts the uncanny—aliens, ghosts, telepathy—as windows into belief and fear. HUM 169 explores comic books as ethical battlegrounds and pop-culture mythos. HUM 111 celebrates the arts—film, dance, music, and more—as vessels of meaning. HUM 112 fuses code and critique, transforming how we study history, literature, and art in a digitized world.

Educational Purpose and Academic Impact

The Humanities Program ignites critical thought, precision reading, clear writing, and vibrant discussion. It fuses art, literature, music, philosophy, and history into a rich, interdisciplinary tapestry that tells the human story. Along the way, it underpins the A.A. in Liberal Arts – Humanities Emphasis and checks off essential CSU, UC, and IGETC general education requirements. Though no certificates exist, the curriculum cultivates skills essential for transfer success and employment readiness in fields demanding cultural fluency and communication prowess.

Courses like HUM 101, HUM 102, and HUM 110 sharpen argument construction, evidence evaluation, and interpretive reasoning—cornerstones for academic and professional achievement.

Creativity and Global Perspectives

Creativity blossoms through the exploration of myth, literature, art, and philosophy. Students journey beyond facts to personal reflection and original interpretation.

By tracing civilizations from ancient Mesopotamia to modern Japan, students uncover common human threads across time and space. HUM 125 and HUM 129 illuminate Europe’s evolving cultural and artistic traditions, exposing the dynamic interplay shaping identity.

Interdisciplinary Pedagogy and Universal Themes

Humanities instruction transcends disciplines. It weaves art, music, literature, philosophy, and history into a dense, resonant tapestry of human experience. Students plunge into the heart of big questions—justice, love, suffering, power, truth—tracing how cultures across time have wrestled with what it means to be human. The result isn’t just knowledge—it’s a charged encounter with the ideas, struggles, and dreams that shape our world.

This journey sparks a deep appreciation for dignity, creativity, and ethical reflection. From Renaissance humanism to Enlightenment thought and ancient myth, students grasp a framework to understand themselves and the world profoundly.

The result? Intellectual independence. Empathy. Think critically. Engage thoughtfully. Thrive in an interconnected world.

Section 4: Student Success Data – Humanities

The Humanities program at Citrus College delivers consistent strength. HUM 101, HUM 102, and HUM 115 consistently outpace college-wide retention and success benchmarks—rising well

Comprehensive Program Review—Humanities—2025

above the averages each term. These classes are essential. They help students check off general education boxes and set the stage for smooth transfer to four-year universities.

Our students come to our classes with different stories—rich with backgrounds, strengths, hurdles, and unique ways of learning. Indeed, the study of the Humanities itself follows from multiple impetuses and practices. Thus, a single teaching paradigm is never used. Thus, the discipline is not taught that way. We draw from a toolbox of proven methods, shift when needed, and track what matters: results. What are we after? Clear thinking. Genuine engagement. Recognizable educational growth. Every classroom we build is a space where students are pushed to think harder, supported when they struggle, and equipped to succeed—on their terms.

Comparative Summary Table: College-Wide vs. Humanities (HUM GE Courses Only)

Scope: Fall 2019 – Fall 2023

Source: 2024–25 Program Review Data Packet A

Metric	College-Wide (GE)	Humanities (HUM GE)
Retention Range	89%–91% (stable across 5 years)	88%–96% (very high; strongest in 2019, 2022–2023)
Success Range	71%–74% (stable; slight dip in 2021)	70%–83% (consistently strong GE performance; peak in 2019, dip post-2020, recovery by 2023)
Enrollment Range	26,945–37,251 (↓27% decline from 2019–2021, partial rebound ↑ ~2.4% by 2023)	181–299 (↓ ~39.5% decline from 2019 low point in 2022 (initial low is partially attributable to being some of the first courses back on campus at the end of COVID restrictions); ↑~13.3% recovery in 2023)
Notable Patterns	Stable performance and resilience post-COVID	Top-tier GE retention; modest success dip; shows systemic marginalization: enrollment disproportionately impacted by AB 1040 and Pathways
Structural Notes	Protected under AB 1040/1460 mandates; well-mapped in GE pathways	Excluded from AB mandates; visibility and scheduling challenges; misplacement under SBS weakens program clarity and support

Key Takeaways:

- **HUM outperforms** college averages in **retention and success**, especially in GE.
- Despite academic strength, **enrollment has declined 38%**, driven not by quality but by structural and legislative displacement.

Comprehensive Program Review—Humanities—2025

- **Program identity confusion** (e.g., being housed under Social & Behavioral Sciences) weakens advising clarity and catalog visibility.
- HUM lacks **institutional safeguards** like Ethnic Studies or other legislatively protected disciplines.
- In spite of a lack of safeguards, had a **recent upward trend** in success and retention, indicating the program's potential—if given adequate institutional support.

Emerging Challenges: Legislation and Structural Reforms

the landscape is shifting. Legislative mandates and structural reforms loom large—threatening enrollment and shaking the foundations of Humanities offerings. Assembly Bills 1460 and 1040, combined with the sweeping Guided Pathways overhaul, are rewriting the rules of curriculum design and student course selection.

AB 1460 and AB 1040: Well-Intentioned, but Impactful

Signed in 2020, Assembly Bill 1460 requires every CSU graduate to complete an Ethnic Studies course—covering African American, Asian American, Chicano/Latino, and Native American Studies. This requirement expands cultural understanding but narrows the general education field. Traditional Humanities courses—once staples for breadth requirements—are being sidelined, pushed to the margins within transfer pathways. Assembly Bill 1040 (2021) extends this mandate to California Community Colleges. Ethnic studies must now be embedded in associate's degrees. The intent is inclusive, but the effect pulls scarce curricular resources and scheduling away from well-established Humanities courses toward emerging ethnic studies offerings.

Guided Pathways: Efficiency at a Cost

Add Guided Pathways to the mix—a program designed to streamline student progress through rigid meta-majors and tightly prescribed course sequences. The goal: efficiency, faster graduation. The result? A narrowing academic path that discourages intellectual exploration outside immediate degree plans. Humanities courses risk being cut unless explicitly required. This undercuts the program's mission to engage students in interdisciplinary thought and critical reflection.

The Real Risk: Reduced Choice, Not Reduced Interest

These combined forces threaten a real risk: the steady erosion of Humanities enrollment—not because students lack interest, but because policies and structures restrict their choices.

The Humanities Response: Strategy in Motion

The Humanities program isn't standing still. It's ready to respond:

- **Collaborate with Academic Advising:** Work hand-in-hand with counselors and planners to spotlight Humanities courses as crucial—not just for general education but for building transferable skills and civic awareness.

Comprehensive Program Review—Humanities—2025

- **Innovate Interdisciplinary Curriculum:** Create courses that preserve Humanities' intellectual depth while fitting within meta-major frameworks and shifting degree pathways.
- **Advocate for Program Value:** Make clear and compelling the enduring skills Humanities students gain—analytical thinking, ethical judgment, historical insight, and persuasive communication—skills prized across industries.

Despite a changing academic and legislative environment, Humanities at Citrus College remains vital. By adapting smartly and standing firm on its core mission, the program will continue shaping well-rounded, critically engaged learners prepared for the complexities of today's world.

Comparative Context and Structural Pressures

Humanities continues to post strong retention and success—but enrollment tells a different story. Between Fall 2019 and Fall 2023, enrollment in Humanities fell by 31%. Philosophy, another Humanities discipline, declined by 59%. In contrast, Ethnic Studies enrollment surged over 300%, artificially propelled by AB 1460 and AB 1040, which reshaped general education pathways and redirected student flow.

But this is about more than numbers. It's about access, intention, and the student experience. Humanities courses are built for exploration—interdisciplinary, open-ended, and ideal for students still figuring out who they are and where they're going. That's why they belong at the start of the college journey, not tacked on at the end of a job-focused track.

They matter just as much for returning students—those looking to sharpen their skills, pivot careers, or simply keep learning. Reflection and critical thinking aren't luxuries. They're essentials. And they're needed not just once, but throughout a student's time in college as a practice.

Yet current structures often channel students into vocational tracks before they've had time—or permission—to look around. If you put a set of courses like a menu in front of students and tell them to choose, and there are no substitutions, then the ability to explore has been removed from the student experience. This shift misunderstands the purpose of community colleges. These institutions are not just pipelines to jobs. They are engines of personal growth, civic awareness, and lifelong learning. Humanities courses should function like bookends—opening the college journey with exploration and revisiting it midstream and again as students synthesize their experience. The Humanities are meant to introduce and guide, not to wave goodbye at the door.

This trend challenges the heart of the community college mission: open doors, flexible pathways, and the freedom to discover. These schools weren't meant to mimic four-year major tracks. They exist to help students find direction—not assume they've already found it.

HUM vs. ETHN (Fall 2019–2023)

Comprehensive Program Review—Humanities—2025

Guided Pathways' structural rigidity has funneled students toward Ethnic Studies and away from traditional Humanities—not because interest in the Humanities has faded, but because scheduling and visibility have been unevenly distributed. The expansion of Ethnic Studies, while valuable in its own right, doesn't solely reflect a shift in student preference. It coincides with political mandates and evolving policy priorities—many of which are already under renewed scrutiny in academic, cultural, and political spaces.

AB 1460 and AB 1040 brought sweeping, often reactive curricular changes. At the same time, the Cal-GETC overhaul reduced Arts & Humanities requirements from three courses to one—shrinking the space for broad, interdisciplinary engagement and diminishing the diversity of intellectual perspectives students are exposed to.

The contraction of Humanities offerings hasn't been driven by lack of interest. It's been a byproduct of reduced visibility, limited availability, and system-level restructuring.

The Case for Clarity in Humanities

Compounding the issue, students, advisors, and even some faculty blur “Liberal Arts” and “Humanities” degrees. A Liberal Arts degree spans humanities, social sciences, natural sciences, and math; a Humanities degree zeroes in on literature, philosophy, history, art, and cultural studies. This confusion results in advising misfires and under-enrollment in HUM courses. We need clearer catalog descriptions, program maps, and advising materials to guide students toward the right path. It should be noted that the Liberal Arts degree at Citrus has a stipulated emphasis in Humanities, not Social Science—they are not reducible to being the same thing due to clear distinctions in methodology.

Anthropology, Psychology, Sociology, Ethnic Studies, and Political Science belong to the Social Sciences. Why? Because they track, measure, and model. They sift through data, analyze behavior, and map cultural trends. Their mission: describe *what is*. They work with evidence, not speculation. Systems, patterns, outcomes—empirical, always. In contrast, the Humanities ask *what ought to be* in addition to the empirical observations, favoring interpretive analysis, ethical inquiry, and the exploration of meaning. This distinction also appears between cultural history and history as a social science: while the latter seeks objective explanations of historical events through causal relationships and statistical patterns, cultural history interprets symbols, narratives, and human expression to understand how people made sense of their world. Both approaches examine the past, but they speak different academic languages—one is empirical, using description and explanation as its tools, the other is analytical, interpretive, and normative in practice.

Confusion still clouds the boundary between the Humanities and the Social and Behavioral Sciences. Yes, both explore the human condition—but they speak different dialects of understanding. Humanities ask how meaning is made. They wrestle with values, symbols, stories, and expression. They don't just document what happened via data-driven statistics—they interpret why it matters. Sociology, psychology, ethnic studies, and political science? They are empirical. Data-heavy. *Ex post-facto*. Humanities can do this, but it also has a speculative, philosophic element—a willingness to question first principles, to imagine alternate worlds, to

Comprehensive Program Review—Humanities—2025

probe the deeper “why” beneath the measurable “what.” Where the social sciences observe and predict, the Humanities reflect and provoke.

That difference matters—and too often, it’s blurred or forgotten altogether. All too often in recent years, when efforts to recommend further Humanities courses, the students respond with:

“I’d take another Humanities course if I’d known sooner how much I’d love it—but this is my last semester...”

Responses like this are heard every term. Students light up in a Humanities class—then realize it’s too late to take more. The connection is real. The curiosity is lit. But the schedule is locked. The door’s almost closed. In a system that pushes speed and efficiency, discovery comes second. And the Humanities? They get discovered too late. Even more, placing the Humanities inside the Social & Behavioral Sciences department muddles the waters further. When HUM and SBS courses sit side by side administratively, overlapping terminology and mixed advising messages leave everyone guessing which discipline—even which mindset—they’re signing up for. It’s time to clarify our programs, sharpen our messaging, and ensure students make informed choices.

Despite being marginalized by AB 1040/1460 protections and the constraints of Guided Pathways, Humanities surged with a 13.3% enrollment rebound in 2023—more than five times the college-wide recovery rate of just 2.4%. This resurgence followed a sharp 39.5% enrollment decline from 2019 to 2022, driven not by waning student interest, but by diminished visibility in advising, constrained scheduling, and the program’s persistent misclassification under the Social & Behavioral Sciences department.

While other courses in the GE system benefited from legislative mandates and strategic placement within student pathways, Humanities was systematically sidelined. And yet, students returned. The data is unequivocal: when Humanities courses are accessible, students enroll. Its enrollment challenges are not the result of academic deficiency but of institutional neglect. This remarkable rebound is not an outlier—it is a clear indication of unmet demand and latent potential. Humanities has proven its resilience; what it now requires is structural reintegration, curricular visibility, and the institutional will to restore its rightful place in a well-rounded general education.

No Substitutions: Distinct Categories, Distinct Value

According to California Education Code §66720, social science courses are designated to fulfill the Social and Behavioral Sciences category, while Humanities courses fulfill the Arts and Humanities category. These areas have distinct guidelines and course criteria that do not overlap and are therefore not interchangeable.

Under California's general education transfer frameworks—specifically the Intersegmental General Education Transfer Curriculum (IGETC) and the California General Education Transfer Curriculum (Cal-GETC)—courses in Social and Behavioral Sciences cannot be substituted for those in Humanities. Humanities stand firmly as their own discipline—alongside literature, art,

Comprehensive Program Review—Humanities—2025

and cultural history—and should not be confused with history taught as a social scientific lens or other subjects that are taught primarily as social sciences.

Defining Boundaries: Why the Distinction Matters

- **Area 3B: Humanities:** Focuses on the study of cultural, literary, and philosophical works — emphasizing critical analysis and interpretation.
- **Area 4: Social and Behavioral Sciences:** Examines human behavior and societal systems using empirical methods.

Each framework mandates coursework from distinct disciplines. No overlap. No substitution.

Institutional Structures Shape Perception and Access

This organizational clustering reinforces the mistaken notion that Humanities and Social Behavioral Sciences are interchangeable or closely aligned, which they are not.

Second, departmental grouping shapes curriculum presentation and marketing. When lumped under Social & Behavioral Sciences, Humanities risk looking like optional extras instead of a core intellectual path. That framing chips away at their identity and value, steering students away from seeing HUM courses as essential to their academic and transfer goals. It also muddies program outcomes—advisors end up navigating cross-disciplinary requirements with no clear roadmap.

Resource Competition and Shrinking Visibility

Administrative structures affect resource allocation and scheduling priorities. When Humanities hides under the Social & Behavioral Sciences umbrella, it gets sidelined in course offerings, faculty hires, and budget battles—shrinking student access and cutting our visibility. That fade into the background sparks a vicious cycle: unclear identity drives down enrollment, and low enrollment chokes off institutional support.

This misplacement breeds endless confusion over degree paths and program goals, gumming up advising and derailing academic planning. The fallout isn't abstract—it drives students away from Humanities courses, undermining the field that's crucial for building critical thinking, cultural literacy, and historical insight.

A Shrinking Legacy: The Honors Program as a Case Study

The Honors Program was started by the Humanities. It is a travesty that it has not been offered annually in recent years. The reduction of Honors Humanities from an annual to a biennial offering further illustrates the marginalization of Humanities. This is particularly troubling given that the Honors Program was founded on the Humanities course, signaling an erosion of the very legacy that once exemplified academic excellence.

What Humanities Needs Now: Visibility, Investment, and Autonomy

Importantly, this situation does not necessarily require relocating the Humanities program to another department, but it does demand a more intentional, nuanced approach to its

Comprehensive Program Review—Humanities—2025

administration and support. The program must be recognized not only for its intellectual value but also for the institutional injury it has sustained.

Humanities needs a revival—high-impact visibility, smart resource investments, and unapologetic advocacy to rebuild trust and reputation. Equity, inclusion, and academic rigor demand we back this program fully. Furthermore, last year the 2023 data from the Program Description, Occupational Growth Analysis, and Program-Related Job Openings reveals a significant gap of nearly 7,000 unfilled positions between Humanities job openings and Degree/Certificate completions, emphasizing the urgent need for action. Grant Humanities the autonomy and strategic focus it needs to secure enrollment and ensure lasting access. It must make a direct case for its value—without relying on interdepartmental collaboration—and assert its unique contributions to critical thinking, cultural literacy, and academic rigor.

Summary

The Humanities Program at Citrus College continues to deliver exceptional academic outcomes, with courses like HUM 101, HUM 102, and HUM 115 consistently outperforming college-wide benchmarks for retention and success. Despite this, legislative and structural changes—particularly Assembly Bills 1460 and 1040, along with the implementation of Guided Pathways—threaten to marginalize our program. This may not have been the aim of these initiatives, but they are the result. The following itemizes and urges institutional leadership to take action that preserves the Humanities as a cornerstone of general education and intellectual development.

1. Humanities: Proven Value at Risk

- **Retention (Fall 2023):** 98% in core HUM courses—above college-wide averages.
- **Success Rates:** Climbing again, with HUM 101 reaching 81% in Fall 2023.
- **Enrollment Trend:** Down 38% from Fall 2019, not from student disinterest, but from reduced visibility, scheduling, and legislative support.

2. Structural and Legislative Pressures

- **AB 1460 and 1040** mandate Ethnic Studies for CSU/CCC transfer but exclude Humanities. • **Guided Pathways** restricts student exploration, leaving Humanities outside tightly mapped degree plans.
- **Departmental Misplacement:** Being housed under Social & Behavioral Sciences blurs academic identity, harms advising accuracy, and limits visibility.

3. The False Narrative of Redundancy

We reject the implicit message that Humanities must become a variant of Ethnic Studies to survive. These are complementary, not interchangeable, disciplines.

Humanities fosters:

Comprehensive Program Review—Humanities—2025

- Critical thinking and historical literacy
- Ethical and aesthetic inquiry
- Cultural analysis beyond race or identity politics
- The Humanities program emphasizes a universal and canonical framework, focusing on enduring works and ideas rather than culturally specific or activist-focused approaches.

These are vital in building a thoughtful, civically engaged society. They must be preserved as their own domain.

4. Strategic Recommendations

A. Restore Visibility and Scheduling Priority

- Reinstate annual Honors Humanities offerings
- Ensure core HUM courses are scheduled across time blocks and modalities

B. Clarify Program Identity

- Separate Humanities from SBS in catalog, advising, and program maps (Humanities may be housed in SBS, but it is not a *Social and Behavioral Science*)
- Launch an informational campaign to differentiate HUM from Liberal Arts (The Liberal Arts Degree has an emphasis on the Humanities discipline, not a Liberal Arts Degree with an emphasis on SBS substitutions per California Education Code §66720)
- Accelerate the development and approval of a stand-alone Humanities AA to establish the program's academic identity apart from general education service. A dedicated degree creates a clear path for transfer, improves catalog visibility, and helps safeguard course offerings in the face of enrollment pressures.

C. Align Within Pathways Without Losing Identity

- Create interdisciplinary courses that retain Humanities frameworks while aligning with transfer and workforce goals

D. Advocate for Institutional Equity

Comprehensive Program Review—Humanities—2025

- Apply the same structural protections used for Ethnic Studies to long-established Humanities courses
- Allocate resources to strengthen advising, curriculum development, and faculty support

Conclusion

This is a pivotal moment for the Humanities at Citrus College. We must act to prevent the erosion of a field central to liberal education. Equity, rigor, and academic diversity demand that we protect and promote Humanities—not just as an option, but as an intellectual imperative.

Let us reaffirm our commitment to a curriculum that prepares students not just for jobs—but for life as informed, ethical, critically engaged citizens.

Section 5: Program-Level Student Learning Outcome Assessment

Program Learning Outcomes

The Humanities program at Citrus College prepares students to:

1. **Use the terminology of logical analysis or other argumentative skills to evaluate cultural geographical arguments**, in order to formulate a well-reasoned philosophical thesis and to demonstrate critical thinking skills.
2. **Develop tolerance and respect for religious and cultural geographical views different from one's own** by showing awareness of possible objections to one's own view, using college-level vocabulary and proper grammar.
3. **Read original texts from a wide range of the history of the Humanities**—whether with a thematic or chronological focus—to become acquainted with the rich variety of religious and cultural traditions, including literary, philosophic, artistic, and musical disciplines, and to show understanding of major philosophical issues appropriate to a transferable course.

Current Status and Modifications

The current program-level Student Learning Outcomes remain relevant, rigorous, and pedagogically sound. Humanities outcomes closely follow our core mission: sharpening critical thinking, building cultural literacy, and igniting thoughtful reflection on art, literature, philosophy, and religion. The curriculum is solid—no signs of obsolescence here.

Yet legislative mandates (AB 1460, AB 1040) and Guided Pathways have thrown a wrench into the works. These well-meaning policies squeeze curricular options, narrowing rather than broadening student choice and undercutting the ecosystem that the Humanities need to thrive. In doing so, they can inadvertently displace or marginalize Humanities courses that are not directly aligned with the new categorical mandates.

Comprehensive Program Review—Humanities—2025

To remain responsive, the program must improve both the visibility and accessibility of its courses within institutional planning systems. Educational counseling platforms, in particular, must be recalibrated to clearly highlight Humanities courses as essential general education options. The sharp rise—over 300%—in Ethnic Studies enrollment following system-level prioritization proves that such programming adjustments are not only possible, but profoundly impactful. If this level of systemic emphasis can be achieved for one discipline, it can and should be leveraged to support the Humanities as well. When these courses are not prominently flagged, they risk vanishing from student consideration entirely. This is not a mere oversight; it is a structural vulnerability that must inform future planning, even if the program's Student Learning Outcomes remain pedagogically robust and unchanged.

In short, this is not a failure of the curriculum itself, but rather a **systemic misalignment between policy implementation and the intrinsic value of Humanities education**. The issue is not with what or even how we teach, but with how students are now guided to what they are being told to study—sometimes rigidly—into a constrained set of options that can bypass or minimize meaningful Humanities engagement.

Degree/Certificate/Skill Award Learning Outcomes

The Humanities program currently does not offer a dedicated degree or certificate, however, one is being developed and going through the Curriculum process, along with new classes to fulfill transfer requirements. All courses are designed to fulfill general education and transfer requirements, particularly in CSU and IGETC Area C. Should a degree or certificate be proposed in the future, existing program-level SLOs would provide a strong foundation for articulating broader liberal arts competencies. Currently, new courses have been developed to be taught:

- **HUM 111 – Humanities through the Arts**
Paintings. Operas. Skyscrapers. Students explore how visual art, music, film, theater, and dance express cultural values and human longing. Big questions meet bold creativity in this dynamic, interdisciplinary dive into the arts.
- **HUM 112 – Introduction to Digital Humanities**
Archives go online. Texts become data. Students investigate how digital tools reshape the way we study literature, art, and history—blending code with critique to ask what the humanities mean in a wired world.
- **HUM 166 – Who's There? Aliens, Ghosts, and Psychic Phenomena**
UFOs. Haunted houses. Telepathy. Students examine supernatural stories across cultures and centuries—unpacking what they reveal about fear, belief, and the human need to explain the unexplainable.
- **HUM 169 – Superhero Ethics and the Art of Comics**
Masks. Morals. Mayhem. This course explores comics as cultural mythology—where power meets responsibility, and stories tackle identity, justice, and the boundaries of good and evil in vibrant visual form.

Comprehensive Program Review—Humanities—2025

Alignment Between Course-Level and Program-Level SLOs

There is strong alignment between course-level and program-level SLOs. HUM 101, HUM 102, and HUM 115 stand at the heart of our mission—anchoring rigorous reading, sharpening analytical reasoning, and sparking deep cross-cultural exploration. These course outcomes reinforce the program's broader educational goals without requiring modification at this time.

Comprehensive Program Review—Humanities—2025

Relevance to Workforce and Industry Needs

The Humanities don't end in the classroom—they echo across careers in journalism, design, marketing, public service, education, and the arts. Unlike fields driven by grievance or reaction, the Humanities cultivate something deeper: sharp thinking, cultural insight, clear expression, and the ability to make sense of complexity. Whether decoding a myth or analyzing a novel, students learn to connect dots, craft meaning, and tell stories that matter. In a noisy, fast-moving world, these aren't luxuries—they're high-value skills. Humanities grads don't just keep up—they lead with clarity, creativity, and perspective.

Summary

Humanities curriculum continues to function at a high level. The challenge lies not in instructional quality or student learning outcomes, but in the **external constraints that shape course availability, program visibility, and enrollment patterns**. Addressing these systemic issues will be essential to ensuring the long-term health and accessibility of Humanities education at Citrus College.

Section 6: Assessment and Planning

Past Recommendations and Progress

The last program review outlined clear priorities: increase student engagement through improved online platforms, grow enrollment—especially among first-year and undecided students—and strengthen interdisciplinary ties within the Visual & Performing Arts Division. It also emphasized the importance of supporting faculty through training in effective digital instruction.

The Humanities program responded. Courses became more interactive. Faculty expanded their skill sets. New offerings blended classical content with modern relevance. One continuing goal is to upgrade classroom environments. Humanities courses depend on discussion, debate, and interpretation—not one-way lectures. We need flexible, seminar-style spaces that encourage collaboration and critical thinking. Traditional lecture halls often constrain this. Investing in adaptable, discussion-focused classrooms is more than an upgrade—it's a key to better retention and deeper learning. It encourages meaningful engagement by helping students explore philosophy, art, literature, music, and history.

Strengths That Endure

Success and retention rates for courses like HUM 101, HUM 102, HUM 110, and HUM 115 regularly surpass college averages. Humanities courses remain pillars for CSU and IGETC general education, smoothing transfer pathways. Our faculty—deeply knowledgeable in literature, philosophy, art history, and religious studies—is dedicated, dynamic, and committed to inclusive teaching. The return of synchronous and hybrid course options offers students flexible learning modalities. The curriculum leaps across cultures and eras, igniting critical thought and cultural insight. Year after year, our alumni move on to four-year programs in humanities, social sciences, and education, crediting their Humanities courses as the launchpad for their success.

Comprehensive Program Review—Humanities—2025

Challenges and Areas for Growth

Enrollment is slipping. Why? External mandates like AB 1460, AB 1040, and the Guided Pathways restructuring narrow student options, constricting access to traditional Humanities courses. This isn't a reflection on curriculum quality—it's systemic. Post-pandemic, student mental health concerns and lower engagement impact classroom dynamics and success rates. Some courses suffer from limited visibility—under-promoted in counseling and program maps—diminishing student awareness of Humanities' critical role in graduation and transfer requirements. Institutional alignment remains a hurdle. The tension between prescriptive academic pathways and the broad value of a liberal arts education must be addressed to foster true student development.

Commitment to Equal Rights and Academic Freedom

We stand firm on civil rights—guided by Title VI (1964), Title IX (1972), and California Ed Code § 220—laws that ban discrimination and guarantee equal treatment. Our Humanities curriculum reflects this commitment by presenting cultures from around the world, sharing a range of viewpoints, and helping students understand the wide scope of human experience. Focused on fairness and academic freedom, we create a learning environment where ideas are respected and open inquiry is welcome.

Recommendations and Goals for the Next Three Years

- **Amplify Course Visibility:** Collaborate with academic advisors to embed Humanities prominently within program maps and advising frameworks.
- **Expand Interdisciplinary Offerings:** Launch more boundary-pushing courses alongside HUM 102H (Renaissance–19th Century Honors), HUM 111 (Humanities through the Arts), HUM 112 (Digital Humanities), HUM 166 (Aliens, Ghosts, Psychic Phenomena), and HUM 169 (Superhero Ethics and Comics). By fusing classic inquiry with digital innovation and pop-culture relevance, these classes grab attention, spark curiosity, and speak directly to today's students.
- **Partner with Counseling and Guided Pathways:** Ensure Humanities courses integrate seamlessly into academic planning and meta-majors.
- **Boost Outreach:** Target first-year and undecided students through learning communities and student organizations.
- **Elevate Retention and Completion:** Implement early interventions, peer tutoring, and study groups tailored to Humanities courses. **Budget Planning for Sustained Success** To fuel these ambitions, resources must align:
- **Maximize Faculty Capacity:** Streamline scheduling, cross-list courses, and empower faculty to teach across disciplines—unlocking flexibility and expertise

Comprehensive Program Review—Humanities—2025

- **Invest in Professional Development:** Sponsor hands-on workshops in curriculum innovation, interdisciplinary methods, and cutting-edge hybrid/remote teaching—leveling up faculty skills and supercharging student engagement.
- **Enhance Technology:** Upgrade digital learning platforms, captioning tools, and content creation software to increase accessibility and enrich instruction across modalities.
- **Support Facilities and Events:** Secure shared campus venues and modest funding for Humanities events—speaker series, exhibitions, symposia—that spark cultural dialogue and community engagement.

New Strategic Priority: Reasserting Independent Value and Visibility

To respond effectively to changing enrollment conditions, the Humanities program will pursue a self-directed strategy focused on reclaiming curricular visibility and reinforcing its distinct academic value. Goals for the next review cycle include:

- **Embed GE Relevance in Degree Planning Tools:** Work with IT and curriculum support teams to ensure that HUM courses are prominently listed as flexible, high-utility GE options in educational counseling tools.
- **Reframe Courses for Career Relevance:** Update course descriptions and promotional materials to highlight how HUM courses build transferable skills for law, public service, communications, education, and design.
- **Target Strategic Course Designation:** Develop or revise courses to qualify for high-demand GE areas (e.g., CSU GE Area A3 or E), and consider stackable, short-format options that align with student flexibility and fast-track goals.
- **Increase Digital and Accelerated Modalities:** Expand asynchronous, hybrid, semester (16-week), late start (8-week, half-semester), and short-term (6-week, intersession) offerings to accommodate the scheduling needs of working and nontraditional students.

These goals will ensure that Humanities continues to function as a strong, standalone academic pillar—adaptable, visible, and relevant—even as external mandates continue to reshape the educational landscape.