

## **SECTION I: INTRODUCTION**

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**Program Name**

Humanities

**Academic Term of Comprehensive (Three-Year) Review**

Fall 2025

**Brief History of the Program**

We had many HUMA classes, but with the start of the Ethnic Studies requirements, we changed many of the HUMA courses to ETHS in 2022. Currently we have three HUMA classes the department offers.

**Alignment with Institutional Mission**

HUMA Courses strengthen students' understanding of global cultures and cultivate an appreciation of the contributions and perspectives of individuals from diverse ethnicities, gender identities, sexual orientations, dis/abilities, socioeconomic and religious backgrounds. HUMA courses prepare students for career paths and community engagement in a rapidly changing world.

**Taxonomy of Program**

<b>Program</b>	Humanities
<b>Degree(s)/Certificate(s)</b>	N/A
<b>Courses</b>	HUMA-125 – Introduction to Latin American Studies
	HUMA-151 – Global Women's Ethnic Heritage
	HUMA-166 – Environmental Justice and the Humanities

## Program (ARAH) - Humanities: Program Review

### SECTION II: PROGRAM DATA

#### A.1 HEADCOUNT & ENROLLMENT

##### Headcount & Enrollment Data

Humanities	2022-2023	2023-2024	2024-2025	Change over 3-Year Period
<b>Headcount</b>				
Program	185	187	196	5.9%
Institution	6,161	6,588	7,034	14.2%
<b>Enrollment</b>				
HUMA-125	155	152	156	0.6%
HUMA-151	32	40	43	34.4%
HUMA-166	0	0	0	N/A
Program	187	192	199	6.4%
Institution	23,489	25,075	27,646	17.7%
<i>Source: SQL Queries for Fall 2025 Program Review</i>				
<i>Green shading denotes increases &gt; 10%.</i>				
<i>Pink shading denotes decreases &gt; 10%.</i>				

**Describe the trend in enrollment within the program over the past three years.**

Enrollment has increased

##### Relative Change in Headcount & Enrollment in the Past 3 Years

Summary Comparison	Three-Year Change	
	Headcount	Enrollment
Program	5.9%	6.4%
Institution	14.2%	17.7%

##### Relative Direction of Program Enrollment Trend

Program trend reflects the trend at the institutional level

##### Relative Magnitude of Program Enrollment Trend

Change at the program level exceeds the change at the institutional level

##### Describe the factors that contributed to the recent enrollment trend within the program.

Students are able to take HUMA classes to fulfil their CALGETC requirements and we are seeing more students at NVC that need to take these classes or prefer to take HUMA classes to complete their CALGETC.

##### Do the trends in headcount and enrollment suggest that changes are necessary to improve enrollment within the program?

No

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### A.2 AVERAGE SECTION SIZE

#### Average Section Size Data

Humanities	2022-2023		2023-2024		2024-2025		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
HUMA-125	4	38.8	4	38.0	4	39.0	38.6	0.5%
HUMA-151	1	32.0	1	40.0	1	43.0	38.3	34.4%
Program	5	37.4	5	38.4	5	39.8	38.5	6.4%
Institution	1,010	23.3	1,045	24.0	1,055	26.2	24.5	12.4%

Sources: SQL Queries for Fall 2025 Program Review for enrollment data, Enrollment Management Division Reports and Concurrent Courses Reports for course-section data.

Green shading denotes increases > 10%.

Pink shading denotes decreases > 10%.

**Describe the trend in average section size within the program over the past three years.**

Average section size has increased

#### Relative Change in Average Section Size in the Past 3 Years

Summary Comparison	Three-Year	
	Average	Change
Program	38.5	6.4%
Institution	24.5	12.4%

#### Relative Average Section Size Trend

Program average exceeds the institutional average

#### Relative Change in Average Section Size

Change at the program level exceeds the change at the institutional level

#### Describe the factors that contributed to the recent trend in average section size within the program.

The enrollment of students contribute to the necessity to enroll in HUMA classes to fulfil their CALGETC requirements and the college requirements to graduate.

#### Do the trends suggest that changes are necessary to increase average section size?

No

### A.3 FILL RATE & PRODUCTIVITY

#### Fill Rate Data

Humanities	2022-2023	2023-2024	2024-2025	Three-Year Change	Three-Year Totals
<b>Fill Rate</b>					
Program					
Enrollments	187	192	199	6.4%	578
Capacity	220	200	200	-9.1%	620
Fill Rate	85.0%	96.0%	99.5%	14.5%	93.2%
Institution					
Enrollments	23,489	25,075	27,646	17.7%	76,210
Capacity	31,749	32,279	32,984	3.9%	97,012
Fill Rate	74.0%	77.7%	83.8%	9.8%	78.6%

Source: SQL Queries for Fall 2025 Program Review

#### Compare program-level fill rate with institution-level fill rate over the past three years.

Program fill rates have consistently exceeded institutional fill rates.

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### Productivity Data

Humanities	2022-2023	2023-2024	2024-2025	Three-Year Change	Three-Year Totals
<b>Productivity</b>					
<b>Program</b>					
FTES	17.7	18.2	18.5	4.5%	54.4
FTEF	1.0	1.0	1.0	0%	3.0
<b>Productivity</b>	<b>17.7</b>	<b>18.2</b>	<b>18.5</b>	<b>4.5%</b>	<b>18.1</b>
<b>Institution</b>					
FTES	3,017.0	3,163.5	3,393.8	12.5%	9,574.3
FTEF	293.8	288.1	294.5	0.2%	876.4
<b>Productivity</b>	<b>10.3</b>	<b>11.0</b>	<b>11.5</b>	<b>12.2%</b>	<b>10.9</b>
<i>Source: SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)</i>					

### Relative Change in Productivity in the Past 3 Years

Summary Comparison	Three-Year Rate		Three-Year Change	
	Fill Rate	Productivity	Fill Rate	Productivity
<b>Program</b>	93.2%	18.1	14.5%	4.5%
<b>Institution</b>	78.6%	10.9	9.8%	12.2%

**Compare program-level productivity with institution-level productivity over the past three years.**

Program productivity has consistently exceeded institutional productivity.

**Describe the factors that contributed to recent trends in fill rate and productivity within the program.**

There are only 2 courses currently be offered in HUMA so the data shows that the productivity and fill rate are higher than the institutions due to student enrollment in these classes to fulfil the CALGETC.

**Do the trends suggest that changes are necessary to increase fill rate or/and productivity?**

No

### B.1 RETENTION & SUCCESSFUL COURSE COMPLETION

#### Retention & Course Completion Data

Summary Comparison	Program	Comparison	Institution
Retention Rate	94.4%	>	<b>91.8%</b>
Successful Course Completion Rate	75.6%	>	73.5%
Difference	18.8%	≈	18.3%

**Reflect on the summary comparison of retention, successful course completion, and the difference between the two at the program level vs. the institution level. Do the program-level figures suggest that changes are necessary?**

No

**Describe the proposed actions that the program will take based on the summary course retention and completion data.**

The program would like to have more than just 2 courses and 2 sections of the HUMA classes offered to ensure that students are able to complete the CALGETC requirements in a timely manner. If possible we would like to have 1 course of HUMA 151 and at least 2 courses of HUMA 125 offered each semester.

## Program (ARAH) - Humanities: Program Review

### Course-Level Retention & Completion Data

Humanities	Retention Rate			Successful Course Completion Rate			Difference (Retention Minus Successful Course Completion)	
	Course	Rate	Course vs. Program Rate		Rate	Course vs. Program Rate		
			Higher	Lower		Higher		
HUMA-125	93.5%	--	--	74.3%		X	19.2%	
HUMA-151	98.3%	X		80.9%	X		17.4%	
Program	94.4%			75.6%			18.8%	
Institution	<b>91.8%</b>			73.5%			18.3%	

Source: SQL Queries for Fall 2025 Program Review

\*Indicates that data are suppressed due to low N (< 10).

-- Indicates a value that is within 1% of the program-level rate.

**Bold italics** denote a statistically significant difference between the program-level rate and the institutional rate. The lower of the two rates is highlighted in **bold italics**.

Green shading highlights courses with retention and successful course completion rates higher than the corresponding program-level rate and a difference between retention and successful course completion that is smaller than the difference at the program level.

Pink shading highlights courses with retention and successful course completion rates lower than the corresponding program-level rate and a difference between retention and successful course completion that is larger than the difference at the program level.

Reflect on the course-level data provided in the table containing detailed program data. Do the course-level retention rates, successful course completion rates, or the differences between the two suggest that changes are necessary?

No

Describe the proposed actions that the program will take based on the course-level retention and completion data.

Consider live, hybrid, and evening course offerings similar to what the department offered prior to Covid19; Implement and utilize strategies of different learning styles or completion of courses for HUMA 125 to have a balanced completion rate as HUMA 151.

### B.2. STUDENT EQUITY

#### Comparison of Retention and Successful Course Completion Rates Among Demographic Groups

Humanities	Demographic Group	Program	Comparison	Institution
Retention Rate	Ages 25 to 29	97.2%	>	89.7%
	African American/Black	100%	>	89.5%
	Native American	*		86.0%
Successful Course Completion Rate	Ages 19 or Younger	77.2%	>	<b>71.9%</b>
	African American/Black	61.9%	<	65.2%
	Latinx/Hispanic	74.4%	>	<b>70.4%</b>
	Native American	*		64.3%
	First-Generation	71.1%	>	67.9%

Source: SQL Queries for Fall 2025 Program Review

**Bold italics** denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.

\*Indicates that are suppressed due to low N (< 10).

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Reflect on the comparison of retention and successful course completion rates among demographic groups at the program level vs. the institution level. Identify any areas of concern.

HUMA classes have consistently shown that students of color retention rate and successful completion rate has far exceeded the institution consistently.

**Do the program-level figures on course retention and completion suggest that changes are necessary?**

No

**Describe proposed actions the program will take around student equity.**

HUMA Classes will continue to be based around student equity by having instructors who have completed equity and inclusivity training; offer a variety of culturally relevant teaching approaches that meet learning needs of students, approachability of instructors; positive learning environment to allow students to reflect, share, and listen empathetically; and have supportive semester-long relationships encouraged among classmates via group assignments, discussion posts, and presentations. Having a creative learning environment that inspires students and educators to grow and apply what they have learned to everyday relationships beyond the classroom; such as work, home, and within different relationships they have.

### C.3 LICENSURE EXAM PASSAGE RATES

## SECTION III: CURRICULUM

**Courses Table**

Subject	Course Number	Date of Last Review & Approval by Curriculum Committee	Reason for Last Review	Has Prerequisite/ Corequisite* Yes/No & Date of Last Review	Last Term with Enrollments	In Need of Revision Indicate Non-Substantive (NS) or Substantive (S) & Academic Year Anticipated	To Be Archived (as Obsolete, Outdated, or Irrelevant) & Academic Year Anticipated	No Change
HUMA	125	9/1/17	Modify SLOs, CLOs and textbooks	No	SU/25			
HUMA	151	3/8/22	Change title to differentiate course from new course ETHS 114.	No	SP/25			
HUMA	166	3/18/22	New course to introduce environmental justice and the connection to the humanities and to serve entire student population	No	Never Offered			

**Describe the alignment between the Program Map(s) and the NVC Catalog.**

Program faculty have reviewed all program map(s) pertaining to the program and have confirmed alignment between the map(s) and the information in the current NVC Catalog.

**Describe the factors that contributed to the consistency/discrepancy identified in the two sources.**

Ensuring that the coordinator of the program is attending the meetings and views the program mapping periodically and communicating changes if need be.

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Do the findings from the review of information indicate that changes are necessary to ensure consistency across sources?

No

### **D. ALIGNMENT BETWEEN COURSE SCHEDULING & CATALOG**

Describe the alignment between recent course offerings and program requirements.

Program faculty have reviewed recent course offerings against requirements for all degrees/certificates conferred by the program and have confirmed that students have been given opportunity to complete requirements within the period of time reported

**Describe the factors that contributed to ensuring that courses are offered according to schedule (or not offering them according to schedule).**

We need to offer more HUMA Classes in the future because of the CALGETC requirement as well as the student need based on counselor requests given to the coordinator in Sp. 2025.

**Do the findings from the review of course offerings indicate that changes are necessary to ensure that students can complete program requirements within the period of time reported in the Catalog?**

Yes

**Describe the proposed actions the program will take on Course Scheduling & Catalog alignment.**

Ensuring coordinator will review course scheduling and catalog alignment

## **SECTION IV: LEARNING OUTCOMES ASSESSMENT**

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### **LEARNING OUTCOMES STATEMENTS**

#### **A. ALIGNMENT OF OUTCOMES STATEMENTS ACROSS A VARIETY OF SOURCES**

Program faculty have reviewed all program-level outcomes statements (including those associated with each degree or/and certificate offered) recorded in these .

Program Map(s)

**Were any discrepancies between outcomes statements across the locations identified?**

No

#### **B. STATUS OF LEARNING OUTCOMES ASSESSMENT**

##### **B.1 Course Level**

Humanities	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years
3	0	0	0%	0%

**Are any changes necessary to ensure regular, ongoing assessment of student learning outcomes?**

No

#### **C. FINDINGS FROM LEARNING OUTCOMES ASSESSMENT**

##### **Summary of recent assessment findings**

Need for instructors to include the assessment of reading completion and assessment; need for greater consistency between student performance and student feedback regarding the personal impact of course content

**Are any changes necessary to ensure follow-up on outcomes assessment findings or/and completion of action plans recorded in Nuventive?**

Yes

**Describe the proposed actions the program will take around learning outcomes assessment.**

Work with department faculty to develop assessment tool monitoring reading comprehension and completion; increase of interactive activities to strengthen student engagement

## SECTION V: LAST THREE-YEAR PROGRAM-LEVEL PLAN

### Components of the Last Three-Year Program-Level Plan

Status of Program-Level Plan from Last Program Review		
Components of Program-Level Plan from Last Program Review	Description of Implementation to Date	Description of Status
Increase enrollment, class size, productivity for HUMA courses	Explore potential HUMA & ETHS enrollment focus group to research strategies; refine and implement strategies	2025 - 2026
Increase publicity about degrees	Increase enrollment in degrees conferred; increase in students transferring into the UC and CSU systems through CALGETC	2025 - 2026; 2026 - 2027
ETHS and HUMA Enrollment Focus Group	Increased support, understanding within the department, increased enrollment, increase in degrees conferred, increased retention and successful course completion	
Kasaysayan Filipina/o/x Learning Community	Working alongside the Kasaysayan LC to ensure that students know about the program and courses offered.	Continuous
Cultural Center programming	Continue to hold events in person and online; one off site field trip and clarify and implement that the Cultural Center is the hub for the C.E.E.T.L	Continuous
Community Advisory for Peace in Education (CAPE)	Find funding in order to welcome C.A.P.E and create a resolution for education in a peaceful setting	2025 - 2026

**Will any components of the last program plan be carried over into the plan that results from the current review process?**

Yes

## SECTION VI. PROGRAM PLAN (FOR THE FUTURE)

### Program Plan

Program Plan for the Future					
Program	Program-Level Initiative	Initiative/Component #	Alignment with EMP/Other Plans	Anticipated Year of Implementation	Anticipated Outcome of Initiative
		1			
		2			
		...			

## SECTION VII. RESOURCE NEEDS (FOR THE FUTURE)

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### Resource Needs

Resources Needed to Implement Program Plan		
Initiative/ Component #	Resource Type	Resource Description
1		
2		
...		

## SECTION VIII. OVERVIEW

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### A.1 Assessment of State of the Program

Stability

### A.2 Rationale for the State of the Program Selected

Large enrollment increases in both HUMA courses offered; retention and successful course completion rates exceed the institutional rates for HUMA classes; Successful course completion rate for the program is significantly higher than the institutional rate

### B.1 Major Findings: STRENGTHS

- instructors and staff have a commitment to equity and inclusivity to make student needs and well being a priority; dedicated instructors, admin, and staff develop professionally by attending and presenting at conferences; certificates in LGBTQIA brave and safe space certificate programs; charismatic and innovative instructors are relied on as experts at the institution due to their research and advanced application of culturally responsive pedagogy and critical theories of social justice

### B.2 Major Findings: AREAS FOR IMPROVEMENT

Rekindle relationships with local high schools and community organizations

### C. Describe the great work the program has been doing the past three years, including effective and innovative practices to improve the student experience, success, learning, and achievement.

Large enrollment for HUMA classes offered in a variety of ways (hybrid, in person, and asynchronous); successful completion rate for HUMA courses; retention rates and successful course completion rates exceed the institution-wide rates for the following groups: African Americans, Mexican/Latina/x/o Americans and first generation students

### D. New Objectives/Goals

Working more with the Cultural Center and learning communities on campus

### E. List of Individuals Who Contributed to the Report/Participated in Process

Nicollette Morales

## ADMINISTRATIVE FEEDBACK

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### Supervising Administrator

Robert Harris

### Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum.

1. The Humanities courses enjoy solid and improving enrollments. Headcount and enrollments are a bit lower (percentage) than the institutional levels over the three-year period but are strong and indicate proper scheduling. Fill rates and productivity are strong indicating appropriate levels of scheduling and staffing.
2. Faculty, both full-time and part-time, are committed to inclusive and responsive pedagogy and ongoing professional development to provide students with a well-rounded and grounded education.
3. Courses are appropriate for student needs without duplication or large numbers of courses in the series. This eliminates latency between course offerings and provides students with the knowledge of what will be offered and

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when a course will be offered.

4. Appropriate distribution of delivery modes (in-person, hybrid, online) to provide opportunities for a greater number of students based upon their needs.

### **Areas of concern, if any**

The HUMA courses have been whittled down to a small number since the transition to the larger Ethnic Studies Program. Therefore, it will be important to maintain the appropriate course inventory that will be needed by students for transfer and graduation requirements.

### **Recommendations for improvement**

1. Include HUMA outreach to local schools in conjunction with the Ethnic Studies programmatic outreach.
2. Fully integrate the Cultural Center to augment and reinforce course content.

### **Additional information regarding resources**

Specific resources for delivery and augmentation of curriculum have historically be provided via grant funds. The courses themselves do not require significant resources and are typically joined with Ethnic Studies programming and funding.