CUYAMACA COLLEGE

Annual Update Report

Program Review - Geography (Geol & Astr)

Design more Equitable Courses (Goal 1)

Program Goal: Design more Equitable Courses
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*

- **Increase Equitable Access:** Design more Equitable Courses (**X**)
- **Eliminate Equity Gaps in Course Success:** Design more Equitable Courses (**X**)
- **Increase Persistence and Eliminate Equity Gaps:** Design more Equitable Courses (**X**)
- **Increase Completion and Eliminate Equity Gaps:** Design more Equitable Courses (**X**)

Summary of Progress or Results
Summary Date: 11/10/2025 **Summary of Progress or Results:** Work continues to evolve through new hire of full-time tenure track faculty **Reporting Period:** 2025 - 2026 **Status:** In Progress - will carry forward into next year **Action steps for this academic year.:** Konstantin joined us in Spring 2025 and has been actively integrating into teaching while reviewing courses for improvement. His efforts focus on enhancing the equitable design of existing courses and identifying new offerings to better support student transfer. Additionally, we are currently designing a plan to reintroduce the Earth Sciences Associate degree, which has not been available for several years due to gaps in course offerings. This initiative will help students pursue careers in Earth Sciences once implemented. These efforts are driven by Konstantin, and we will continue to provide him with the time and support needed to achieve these ambitious goals.

Update Curriculum (Goal 2)

Program Goal: Update Curriculum
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*

- **Increase Equitable Access:** Update Curriculum (**X**)
- **Eliminate Equity Gaps in Course Success:** Update Curriculum (**X**)
- **Increase Persistence and Eliminate Equity Gaps:** Update Curriculum (**X**)
- **Increase Completion and Eliminate Equity Gaps:** Update Curriculum (**X**)

- **Increase Hiring and Retention of Diverse Employees:** Update Curriculum (**X**)

Summary of Progress or Results
Summary Date: 11/10/2025 **Summary of Progress or Results:** Work continues to evolve through new hire of full-time tenure track faculty **Reporting Period:** 2025 - 2026 **Status:** In Progress - will carry forward into next year **Action steps for this academic year.:** Konstantin joined us in Spring 2025 and has been actively integrating into teaching while reviewing courses for improvement. His efforts focus on enhancing the equitable design of existing courses and identifying new offerings to better support student transfer. Additionally, we are currently designing a plan to reintroduce the Earth Sciences Associate degree, which has not been available for several years due to gaps in course offerings. This initiative will help students pursue careers in Earth Sciences once implemented. These efforts are driven by Konstantin, and we will continue to provide him with the time and support needed to achieve these ambitious goals.

Program Redesign in collaboration with Kumeyaay Studies (Goal 3)

Program Goal: Program Redesign in collaboration with Kumeyaay Studies
Goal Status: Active

Mapping
2022 - 2028 Strategic Plan: *(X)*

- **Increase Equitable Access:** Program Redesign in collaboration with Kumeyaay Studies (**X**)
- **Increase Hiring and Retention of Diverse Employees:** Program Redesign in collaboration with Kumeyaay Studies (**X**)

Summary of Progress or Results
Summary Date: 11/10/2025 **Summary of Progress or Results:** Work continues to evolve through new hire of full-time tenure track faculty **Reporting Period:** 2025 - 2026 **Status:** In Progress - will carry forward into next year **Action steps for this academic year.:** With the recent hire of Konstantin, we have encouraged him to focus on three key areas: strengthening his teaching practices, updating the Earth Science curriculum, and developing a plan to reintroduce the Earth Science degree. As he gains deeper insight into the curriculum, Konstantin will also collaborate with the Kumeyaay program to explore ways of integrating Kumeyaay knowledge into both existing and future courses. This collaboration will require building a strong, well-developed relationship with the Kumeyaay program, so we have asked Konstantin to begin fostering that connection.

Create GIS Courses & Certificates (Goal 4)

Program Goal: Create GIS Courses & Certificates
Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: *(X)*

- **Increase Equitable Access:** Create GIS Courses & Certificates (**X**)

Summary of Progress or Results
Summary Date: 11/10/2025 **Summary of Progress or Results:** Work continues to evolve through new hire of full-time tenure track faculty **Reporting Period:** 2025 - 2026 **Status:** In Progress - will carry forward into next year **Action steps for this academic year.:** Through his work on the Earth Science curriculum, Konstantin has begun developing ideas for a GIS course. Building on this foundation, he will continue identifying the additional courses needed to create a comprehensive GIS certificate program.

Program Overview and Update

Lead Author
Keenan Murray

Collaborator(s)
Konstantin Choumiline

Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.
Over the past year, we hired Dr. Konstantin Choumiline as a full-time, tenure-track instructor for the Earth Sciences program. As the program's sole full-time faculty member, he is being gradually introduced to the program review process with the goal of eventually taking on full responsibility for it.

Dean/Manager(s)
Tammi Marshall

Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.
We regularly discuss the Earth Sciences program during our monthly one-on-one meetings, where we reflect on recent successes, identify areas for improvement, and brainstorm ideas for the program's future. These ongoing conversations help shape the foundation of our program review process.

Please summarize the changes, additions, and achievements that have occurred in your program since the last program review.
With Konstantin joining as a full-time tenure-track instructor, we've been able to transition more classes to an in-person format. As anticipated, online courses continue to maintain strong enrollment. This blended approach—offering both in-person and online options—has resulted in overall growth for the program. To sustain and build on this momentum, we are now strategizing how to add new course sections that will further support increased enrollment.

Konstantin has been actively contributing to the program's needs, both in its day-to-day operations and in curriculum development. Our next goal is to explore how we can integrate Kumeyaay cultural practices into the curriculum, creating a distinctive and enriching learning experience for our students that reflects the unique identity of our college.

Assessment and Student Achievement

After looking at the SLO information for the past year in Nuventive Improve, are you are on track for the 4-year assessment cycle?
Yes

Which courses have not been assessed in the last 4 years?
All courses offered in the past 4 years have been assessed. However, there are few courses where only some of the SLOs were assessed.

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Please share any outcomes assessment projects your program has worked on in the last year, including SLOs on Canvas, PLOs by ACP, Equitable Assessment Strategies (innovative collective/common assessments, project-based, work-based learning, student-centered, etc.), or other.

Konstantin, along with our department, is transitioning to assessing SLOs online in Canvas because the data integrates more seamlessly with Nuventive. During this process, Konstantin has identified several updates to both SLOs and course content that he would like to implement. He is currently assessing potential changes as he performs the 5-year curriculum review for the program during Jan. 2026, but concrete changes have not been established yet.

Student Achievement

Please discuss any equity gaps in access or success and share what the program will do to address them.

GEOG Program Access Trends Analysis

The GEOG program has historically shown a gender distribution where female students slightly outnumber male students, typically around 55–60%. However, Spring 2025 marked a notable shift, with male enrollment surpassing female enrollment for the first time. This reversal may signal the beginning of a new gender trend, and future program reviews should monitor whether this pattern persists.

Race and ethnicity data for Fall 2024 and Spring 2025 reveal equity gaps, defined as any category where GEOG enrollment is 3% or more lower than college-wide percentages. In Fall 2024, Hispanic/Latino students represented 30% of GEOG enrollment compared to 36% campus-wide, and Asian students accounted for 2% compared to 6% campus-wide—both indicating equity gaps. In Spring 2025, the gaps widened: Hispanic/Latino students were 23% versus 35% campus-wide, Asian students were absent (0% versus 6%), and Middle Eastern/North African students were 20% compared to 25% campus-wide. Hispanic/Latino students consistently show the most significant gap, followed by Asian students, with Middle Eastern/North African students also underrepresented in Spring 2025.

Age distribution remains concentrated in the 20–29 range, with a smaller but steady presence of older learners over 30. Educational goals are dominated by transfer objectives, particularly “Transfer without Degree,” while certificate-only and degree-only goals remain minimal. Most students enroll part-time (<12 units), which aligns with GEOG’s role as an elective or general education course, though full-time enrollment is present but not predominant.

Overall, the program serves primarily younger learners, with some older learners participating part-time. Gender trends warrant close observation following the Spring 2025 shift, and race/ethnicity analysis highlights persistent equity gaps for Hispanic/Latino and Asian students, as well as Middle Eastern/North African students in Spring 2025.

GEOL Program Access Trends Analysis

The GEOL program has historically shown a gender distribution where female students outnumber male students, often by a wide margin (65–72% female in Fall 2020–2023 and 56% in Fall 2024). Spring terms follow a similar pattern until Spring 2023, when male enrollment rose to 59%, and Spring 2025 continued this trend with 57% male versus 38% female. This shift suggests a possible change in gender dynamics, and future reviews should monitor whether male enrollment continues to increase.

Race and ethnicity data for Fall 2024 and Spring 2025 reveal equity gaps, defined as any category where GEOL enrollment is 3% or more lower than college-wide percentages. In Fall 2024, Asian students represented 2% of GEOL enrollment compared to 6% campus-wide, African-American students were 0% versus 5%, and Hispanic/Latino students were 33% versus 36%—all indicating equity gaps. In Spring 2025, gaps persisted and widened for some groups: Asian students were absent (0% versus 6%), Middle Eastern/North African students were 10% compared to 25%, and White students were 19% versus 22%. Asian students show the most consistent gap across terms, with African-American and Middle Eastern/North African students also underrepresented in specific terms.

Age distribution is concentrated in younger learners, particularly those under 25. In Fall 2024, 61% of students were under 25, while Spring 2025 showed 72% under 25. The proportion of older learners (40+) oscillates across terms, ranging from 6% in Fall 2020 to 19% in Fall 2024 and then dropping to 5% in Spring 2025. This pattern reflects variability rather than a steady increase or decrease, suggesting fluctuating engagement among older students over time.

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Educational goals are dominated by transfer objectives, especially “Transfer with Degree,” which accounts for about half of students in both Fall and Spring. Degree-only and certificate-only goals remain minimal. Enrollment intensity trends show GEOL attracts more full-time students than part-time, with 59% full-time in Fall 2024 and 57% in Spring 2025.

Overall, the program primarily serves younger learners with strong transfer-focused goals. Gender trends warrant close observation following the recent shift toward male majority in Spring terms, and race/ethnicity analysis highlights persistent equity gaps for Asian students, with additional gaps for African-American and Middle Eastern/North African students.

OCEA Program Access Trends Analysis

The OCEA program has historically shown a gender distribution where female students slightly outnumber male students, typically ranging from 55–65% female across Fall and Spring terms. Male representation remains strong, reaching 46% in Fall 2024 and 45% in Spring 2024, close to campus-wide proportions (44% and 43%). Spring 2025 saw female enrollment rise to 63%, suggesting variability rather than a consistent trend toward gender balance or dominance.

Race and ethnicity data for Fall 2024 and Spring 2025 reveal equity gaps, defined as any category where OCEA enrollment is 3% or more lower than college-wide percentages. In Fall 2024, Hispanic/Latino students represented 30% of OCEA enrollment compared to 36% campus-wide, and Middle Eastern/North African students were 19% compared to 24%. In Spring 2025, gaps persisted for Hispanic/Latino (32% vs. 35%), while Middle Eastern/North African students slightly exceeded campus-wide representation (26% vs. 25%). Persistent gaps across terms include Hispanic/Latino students, with Middle Eastern/North African students underrepresented in Fall but improving in Spring.

Age distribution is concentrated in younger learners, particularly ages 20–24, which accounted for 53% in Fall 2024 and 50% in Spring 2025. Students under 20 have declined from 30% in Fall 2020 to 17% in Fall 2024 and 22% in Spring 2025, while older learners (40+) oscillate across terms, ranging from 6% in Fall 2020 to 10% in Fall 2024 and 11% in Spring 2025. This pattern reflects variability rather than a steady trend, suggesting fluctuating engagement among older students over time.

Educational goals are dominated by transfer objectives, especially “Transfer with Degree,” which consistently accounts for 60–70% of students in both Fall and Spring. “Transfer without Degree” remains secondary (12–19%), while degree-only and certificate-only goals are minimal. Enrollment intensity trends show OCEA attracts a high proportion of full-time students, with 71% full-time in Fall 2024 and 68% in Spring 2025 compared to 45–46% campus-wide, indicating strong engagement among enrolled students.

Overall, the program primarily serves younger learners with strong transfer-focused goals and a notable full-time enrollment pattern. Gender representation is relatively balanced, but race/ethnicity analysis highlights persistent equity gaps for Hispanic/Latino students, with Middle Eastern/North African students showing improvement in Spring.

Access overview across GEOG, GEOL, and OCEA

Across GEOG, GEOL, and OCEA, gender trends reveal distinct patterns. GEOG and GEOL have historically enrolled more female students, but both programs experienced notable shifts toward male majority in recent Spring terms—Spring 2025 for GEOG and Spring 2023 and 2025 for GEOL—while OCEA has maintained a relatively balanced distribution, with female students consistently slightly outnumbering males and reaching 63% in Spring 2025. Race and ethnicity analysis shows persistent equity gaps for Asian students across all three programs, while Hispanic/Latino students are underrepresented in GEOG and OCEA, and Middle Eastern/North African students fluctuate, appearing underrepresented in Fall for GEOL and OCEA but improving in Spring. Age distribution in all programs is concentrated among younger learners, particularly those under 25, though older learners (40+) show oscillating participation in GEOL and OCEA, suggesting variability rather than a steady trend. Educational goals are dominated by transfer objectives, especially “Transfer with Degree,” which accounts for the majority of students in all three programs, while degree-only and certificate-only goals remain minimal. Enrollment intensity differs notably: GEOG primarily serves part-time students, whereas GEOL and OCEA attract higher proportions of full-time students, with OCEA standing out for its strong full-time enrollment pattern. Overall, these comparisons highlight shared strengths in transfer alignment and younger learner engagement, alongside common challenges in addressing persistent equity gaps for Asian and Hispanic/Latino students.

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Please describe any enrollment changes (increases/decreases) over the past year and the context for these changes.

GEOG

Over the past year, the GEOG program experienced moderate growth in Fall and stability in Spring. Fall enrollment increased from 83 students in 2023 to 97 in 2024, marking a 16.9% rise, though this is a slowdown compared to previous years of rapid growth. In contrast, Spring enrollment remained relatively flat, moving from 28 students in 2024 to 30 in 2025, a 7.1% increase following a sharp decline after 2022's peak. Overall, the trend shows that while Fall continues to grow—albeit at a slower pace—Spring has stabilized at a lower level after earlier volatility.

GEOL

For Fall terms, GEOL enrollment remained relatively stable over the past year. Fall 2024 recorded 54 students, a slight decrease from 57 in Fall 2023, indicating a minor contraction after consistent growth from 2020 through 2023. Overall, the Fall trend shows the program has maintained a strong base but is no longer expanding rapidly.

For Spring terms, the program experienced significant volatility. After a sharp increase from 29 students in Spring 2023 to 71 in Spring 2024, enrollment dropped dramatically to 21 in Spring 2025, a decline of nearly 70 percent. This drop is most likely the result of changing courses from online to in-person, which may have reduced accessibility for some students. Further growth of the program is only possible if more sections of classes are offered, ensuring students have flexible options to enroll and complete their requirements.

OCEA

For Fall terms, OCEA enrollment showed strong growth over the past year. Fall 2024 reached 103 students, up from 83 in Fall 2023, an increase of about 24 percent. This rebound follows a dip in Fall 2022 when enrollment fell to 65 students after earlier highs in 2020 and 2021. The growth was only possible because more class sections were offered, which expanded capacity and allowed more students to enroll. Overall, the Fall trend indicates the program has regained momentum and is currently expanding.

For Spring terms, enrollment continued to rise steadily. Spring 2025 recorded 131 students, up from 118 in Spring 2024, a growth of roughly 11 percent. This follows consistent gains since Spring 2023, when enrollment was 121 students. Unlike other programs that saw volatility, OCEA's Spring trend reflects sustained growth, supported by the addition of more sections, which accommodated increased demand even as courses transitioned back to in-person delivery.

Summary

Across all three programs, enrollment patterns over the past year show distinct trends. GEOG experienced moderate growth in Fall, rising from 83 students in 2023 to 97 in 2024, while Spring stabilized at 30 students after previous volatility. GEOL remained steady in Fall with a slight dip from 57 to 54 students, but Spring saw a sharp decline from 71 to 21 students, most likely due to the transition from online to in-person classes. In contrast, OCEA demonstrated strong and consistent growth in both terms: Fall increased from 83 to 103 students, and Spring climbed from 118 to 131 students. This growth was only possible because additional class sections were offered, expanding capacity to meet demand. Overall, GEOG shows steady progress, GEOL reflects volatility and delivery-related challenges, and OCEA stands out for sustained expansion supported by strategic scheduling.

If your program has seen a significant decline in enrollment over the past year, what resources or support would be helpful to improve program enrollment and access?

N/A

Distance Education Course Success (If Applicable)

If your department offers distance education classes, how do you ensure Regular and Substantive Interaction (RSI) is being implemented?
Currently, RSI is managed individually by each instructor and only reviewed during peer evaluations. Moving forward, we need to make this a department-wide effort. I suggest a few approaches: pairing peers for informal reviews and ongoing support throughout the semester, and hosting Zoom meetings every other month to share progress and strategies for improving RSI.

Program Goals

Program Goals Status
I have updated the progress on my previous goals.

Program Goals Mapping
Mapping for all active Program Goals complete.

Submission

Program Review response is complete and ready for review.
Yes - Response complete and ready for review

Dean Approval and Feedback

I have reviewed the program review with the author and provided feedback.
Yes - Review and feedback complete

Feedback
Excellent job on this annual update! Here are my notes.
- The summary of changes is outstanding. Thank you for capturing it so well.
- I would like to hear more about the SLO updates Konstantin is thinking about. In addition, if some course SLOs were not assessed, then technically the answer is no - even if some for each course were assessed. What is the plan to ensure this work is completed?
- The student achievement data is nicely done. I learned quite a bit about the different disciplines and what the data looks like.
- Overall, the Earth Science disciplines are showing growth which is a strong indicator of having a full-time faculty to look over the program as a whole!
- Working on RSI is a great idea and fully supported.