

Chapter 3

Results of the Environmental Scan

The environmental scan presents data about the GCCCD district boundary area, characteristics of the students attending GCCCD colleges, and student academic outcomes. Information about the population of the GCCCD district boundary area and the region and information about the regional economy and employment was collected from external sources, including the San Diego Association of Governments (which provides regional Census data) and the California Employment Development Department.

The GCCCD Institutional Research Office collected and analyzed information for this environmental scan, including data on student enrollment, demographic characteristics, educational goals and academic preparation, and data on student outcomes, including course completion and success, degrees and certificates awarded, and transfer to four-year institutions.

Information about external trends affecting the district and colleges is presented in a separate document, the GCCCD External Trends Analysis.

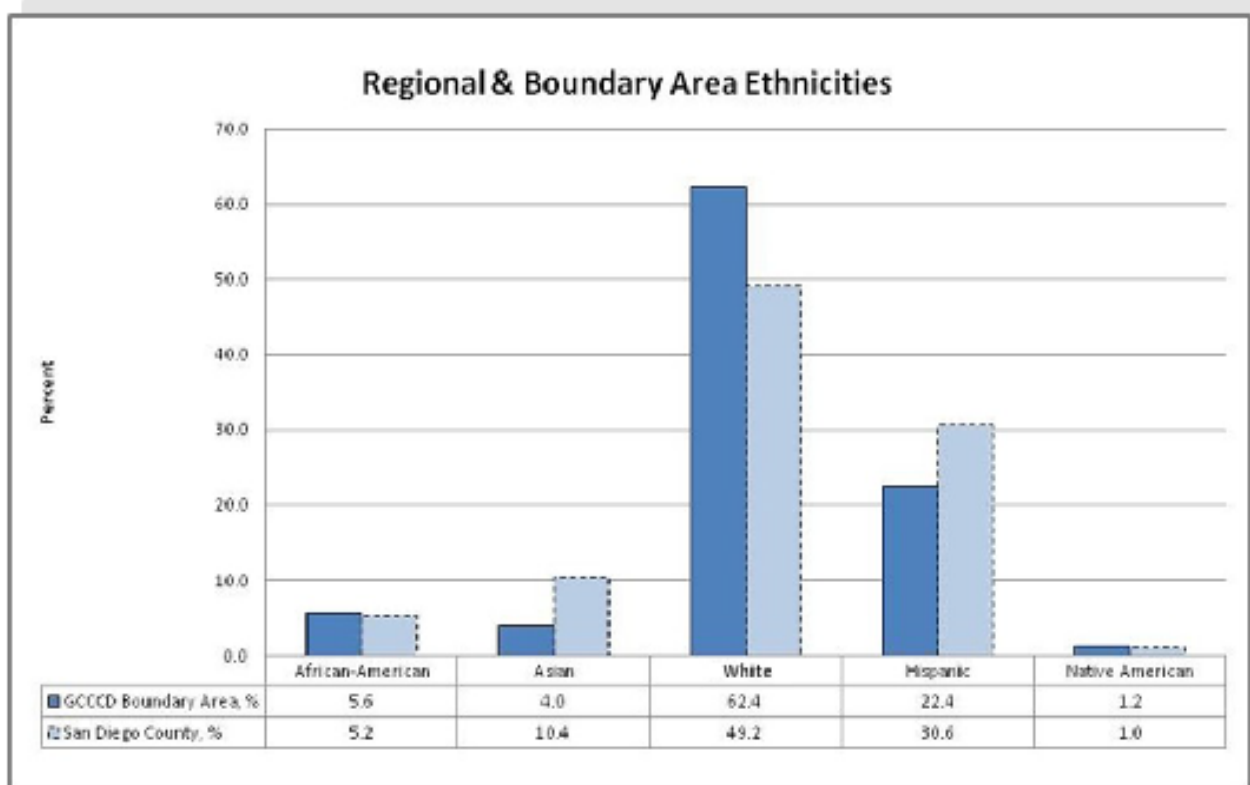
Profile of the District Boundary Area

- ◆ In 2010, about 480,900 people lived in the GCCCD boundary area – about 15% of the 3,225,000 people who lived in San Diego County. How did the GCCCD boundary area compare to San Diego County as a whole?
- ◆ GCCCD had a higher percentage of White, African-American, Native American and mixed race/ethnicity residents and a smaller percentage of Hispanic and Asian residents.



- The residents of the GCCCD boundary area were slightly older, with a median age of 35.0 years, compared to 33.2 years in the San Diego region as a whole.
- In 2010, more residents of the GCCCD boundary area population over age 5 spoke only English at home (80%) than in the County as a whole (67%).

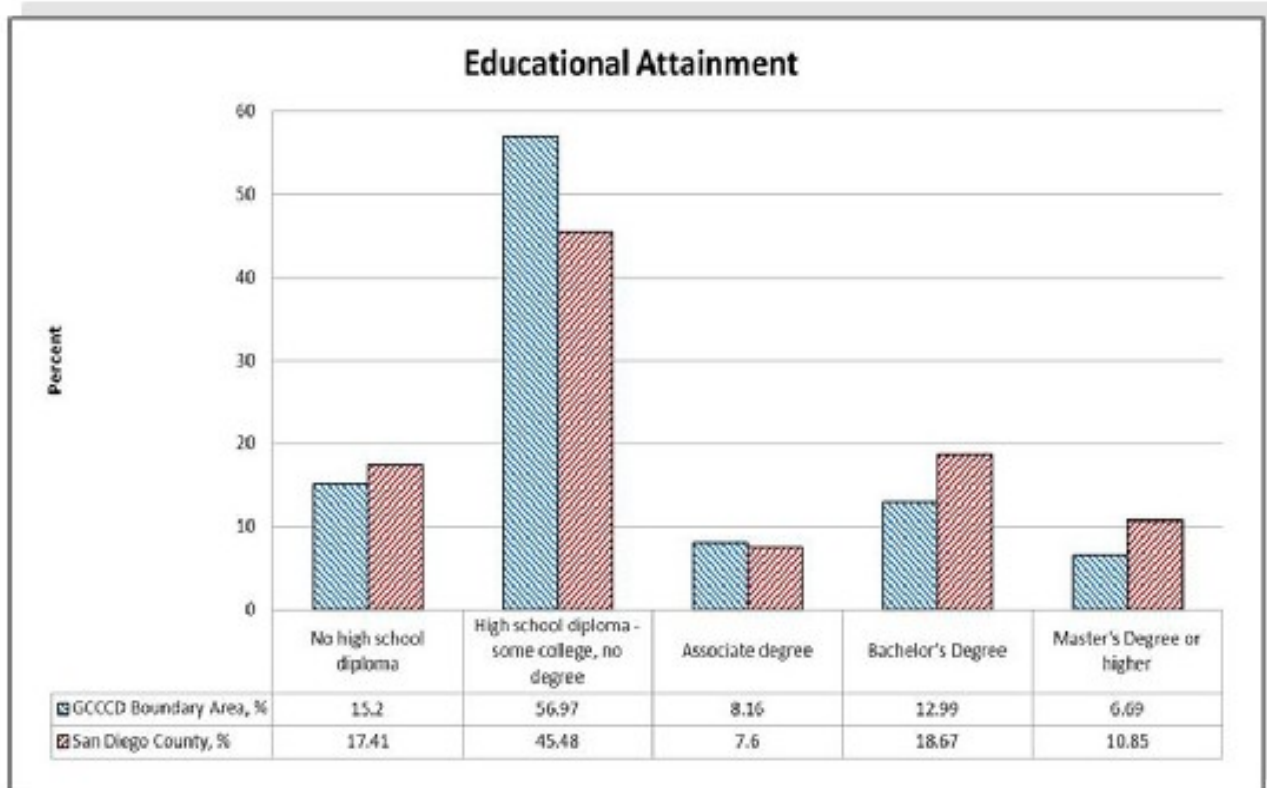
Figure 3.1 Population by Race and Ethnicity



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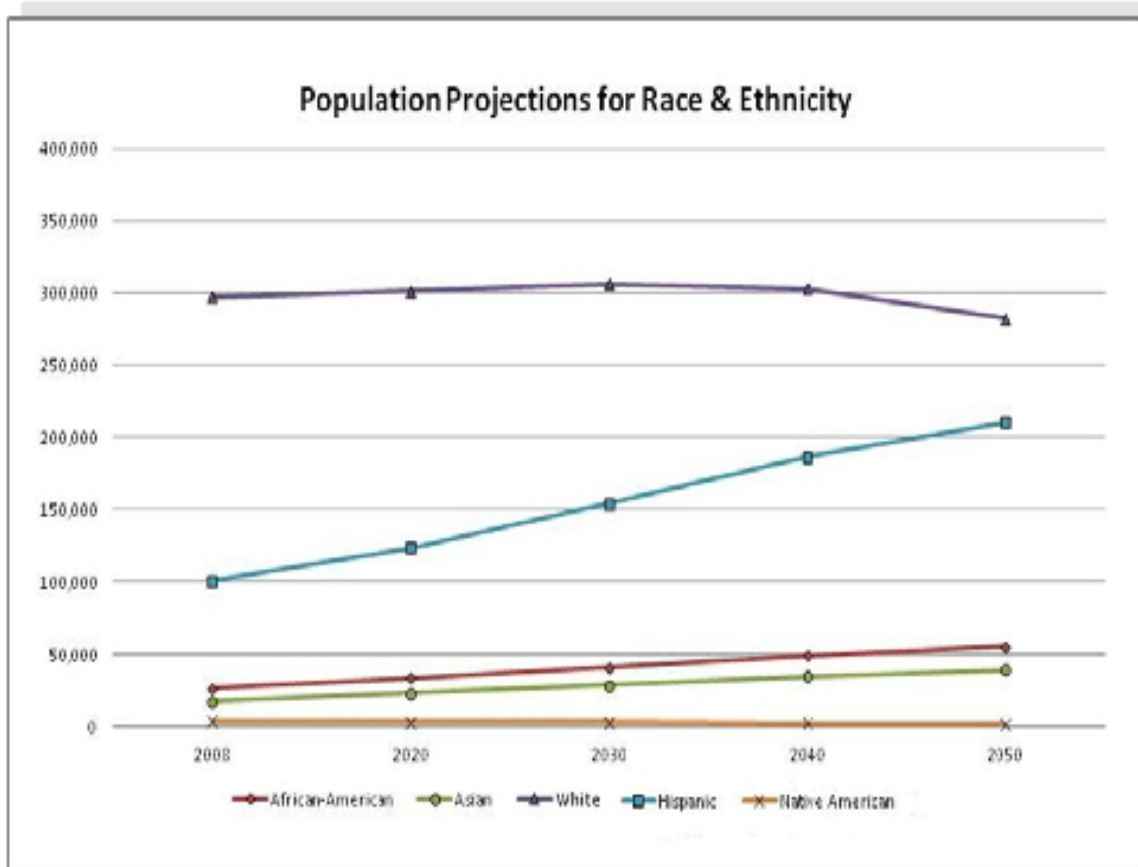
- The educational attainment of residents of the GCCCD boundary area was lower than in the San Diego region as a whole. The high school graduation rate for the District's boundary area was higher than for the rest of San Diego County, but the percentage of residents who have earned a bachelor's degree or higher was lower than in the county as a whole.

Figure 3.2 Educational Attainment



- ♦ The San Diego Association of Governments (SANDAG) projects that the GCCCD boundary area population will grow 17.3% over 20 years, or about 0.8% per year. The Hispanic population is projected to increase by 45.6% over 20 years, and to represent 27.5% of the boundary area population by 2030.

Figure 3.3 GCCCD Boundary Area Population Projections by Race and Ethnicity



The Regional Economy

The GCCCD boundary area is predominately residential, with mainly smaller businesses and retail centers. Residents of the GCCCD boundary area travel an average of 29 minutes to work, which often

takes them into the City of San Diego or other communities outside the GCCCD area. Therefore, the GCCCD boundary area's economy is not readily separated from the economy of the greater San Diego region.

- ♦ Most people employed in the region (84.4%) work in service-producing industries. The largest percentage of GCCCD boundary area residents work in the educational, social and health services industries, followed by retail trade. GCCCD service area residents are somewhat more likely to be employed in construction, trade, education/social/health services, or public administration than are residents of the county as a whole.

- ♦ San Diego County has the largest concentration of military in the world. San Diego County ranks first in the nation for military and civilian Department of Defense



GCCCD is the third largest employer in the boundary area.

wages and salaries, and more than 260,000 veterans reside in the county, the largest number of military retirees anywhere in the nation. The military contributed about \$30.5 billion to the San Diego regional economy in 2010 and 24.1% of all regional wages.

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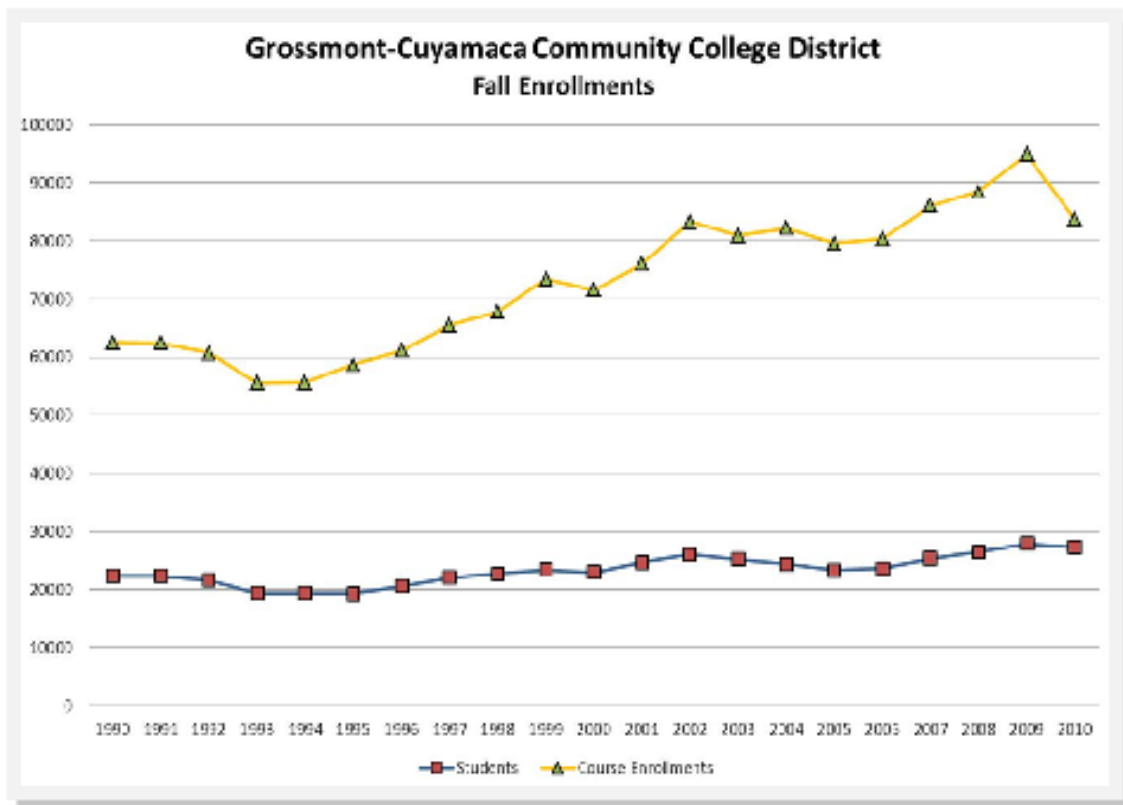
- ♦ The cost of living in the San Diego region is 12.6% higher than the national average.
- ♦ The median income of the residents of the GCCCD boundary area is slightly lower than the median income in the San Diego region as a whole: \$42,699 in 2010 compared to \$44,771.
- ♦ Three of the six largest employers in the GCCCD boundary area are Native American casinos. GCCCD is the third largest employer in the boundary area.

Profile of Students Attending GCCCD

Student enrollment. In fall 2010, Grossmont College had an enrollment of 20,004 students, and Cuyamaca College enrolled 10,240 students. A total of 27,264 students were enrolled in the GCCCD; nearly 3,000 students (10.9%) attended classes at both colleges.

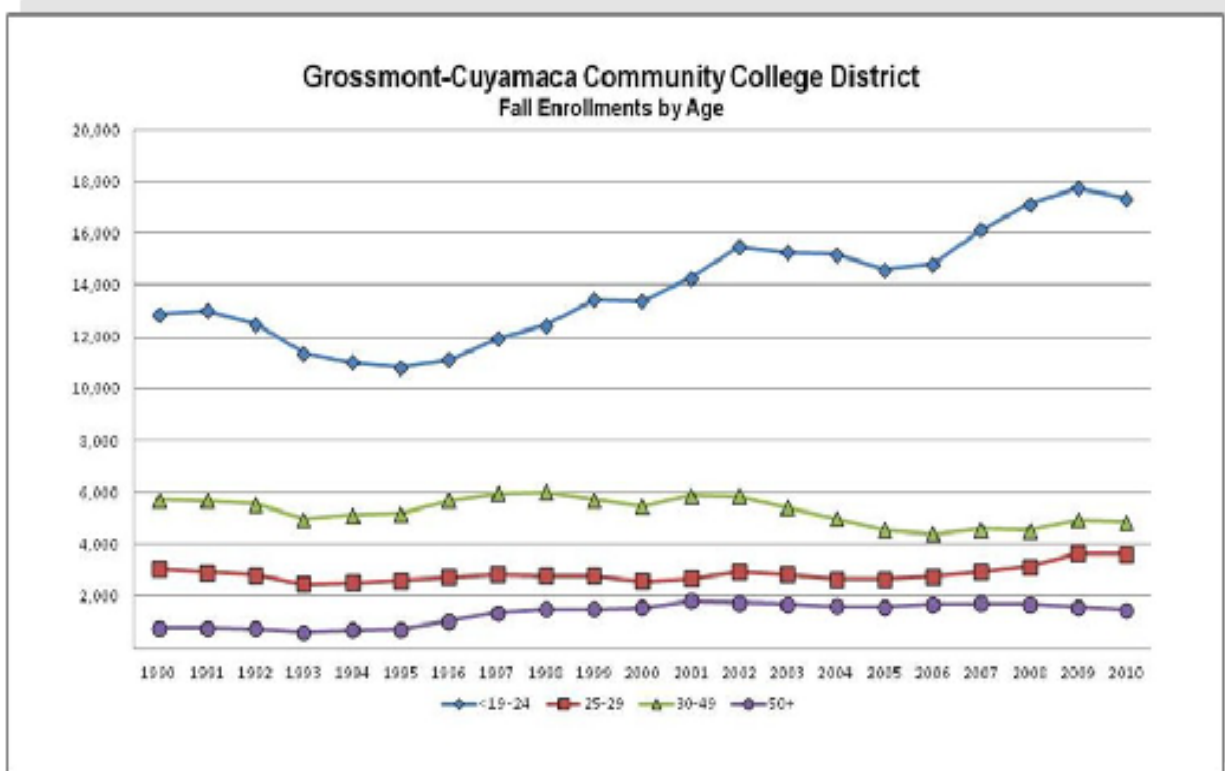
Course enrollments. The number of course enrollments grew faster than the total number of students, meaning students are signing up for more courses. In 1990, the average course enrollment per student was 2.79, by 2010, students enrolled in an average of 3.06 courses. The drop in course enrollments between fall 2009 and fall 2010 reflects funding cuts during that period.

Figure 3.4 Growth in the Number of Students and the Number of Course Enrollments



Gender and Age. Districtwide, in 2010 about 55% of the students were female, and 63% of the students were age 24 or younger. The number of students age 24 or younger has been growing faster since 1990 than has the numbers of older students.

Figure 3.5 Fall Enrollments by Age

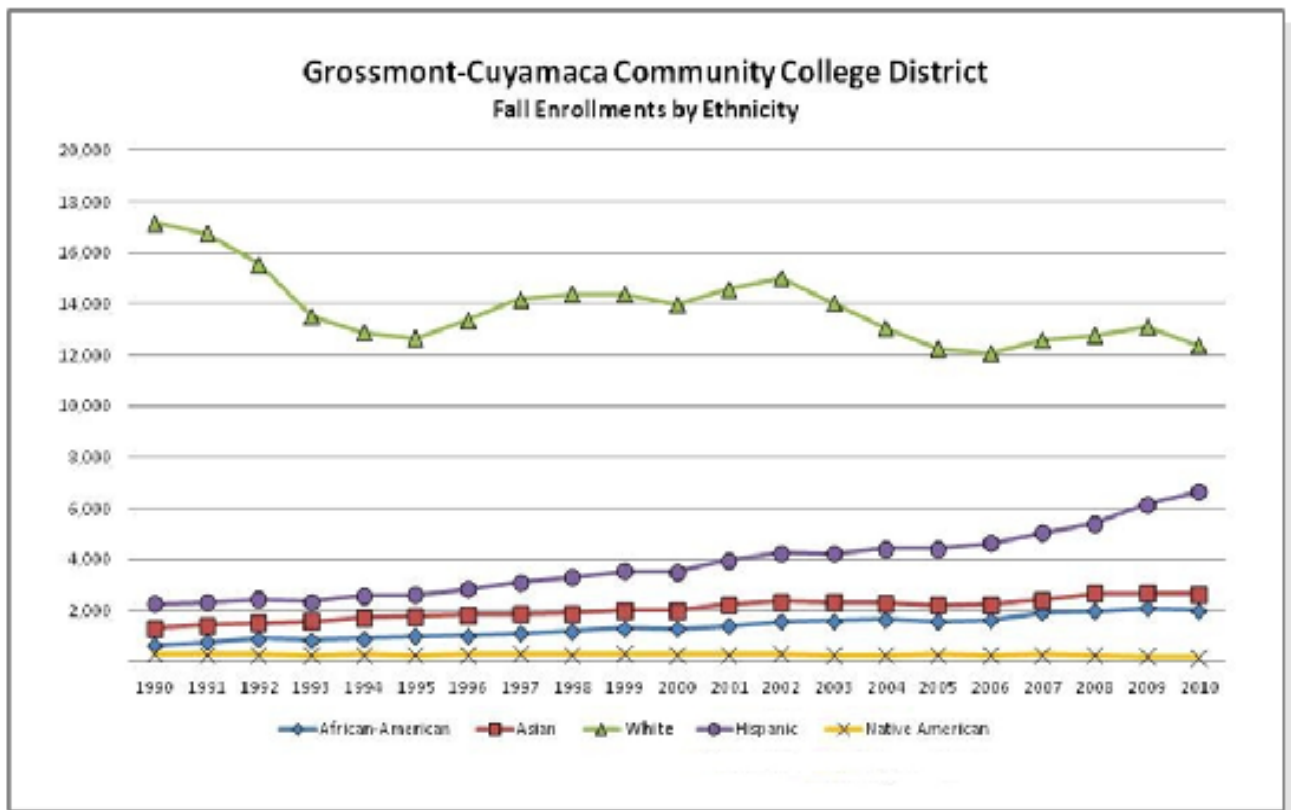


The number of students age 24 or younger has been growing faster since 1990 than has the numbers of older students.

Ethnicity. In 2010, about 46% of the students were White, 25% were Hispanic, 11% were Asian, 7% were African-American, and 12% were "other," which may include mixed race/ethnicity.

The racial and ethnic composition of the student body has been changing; the percentage of students in the District who are White dropped from 77% in 1990 to 46% in 2010, while the percentage of students who are Hispanic increased from 10% to 25%.

Figure 3.6 Fall Enrollments by Ethnicity



Primary language. About 87% of the students at both Cuyamaca College and Grossmont College reported that English is their primary language.

Student educational goals. Most GCCCD students enrolled with the goal of earning a degree or transferring (66% at Grossmont College, and 57% at Cuyamaca College in fall 2010). Cuyamaca

College students were more likely than Grossmont College students to enroll for a vocational degree or to plan/maintain a career or to gain basic skills.

The second largest group of students was undecided about their educational goal. About 22% of Cuyamaca College students indicated that they are undecided about their educational goal (or did not answer the question); 18% of Grossmont College students are undecided or did not state a goal.

Student preparation and placement into basic skills courses. The percentage of entering students who are prepared for college-level or transfer-level coursework in English has decreased at both colleges since 2005. In fall 2010, about 30% of new students at both colleges tested into college-level or transfer-level courses in English, down from about 35% in 2005.

Students are somewhat more likely to be prepared for college-level or transfer-level coursework in mathematics than in English. At Grossmont College, the percentage of students prepared for college-level math increased from 70.7% in 2005 to 73.3% in 2010. At Cuyamaca College, the percentage of students testing into college-level math is lower and actually decreased from 59.3% in 2005 to 55.7% in 2010.

Student enrollment in online classes. In fall 2010, about 11.8% of the 82,127 credit course enrollments districtwide were in courses offered totally online; another 3.2% of course enrollments were in hybrid courses that offered part of the course online.

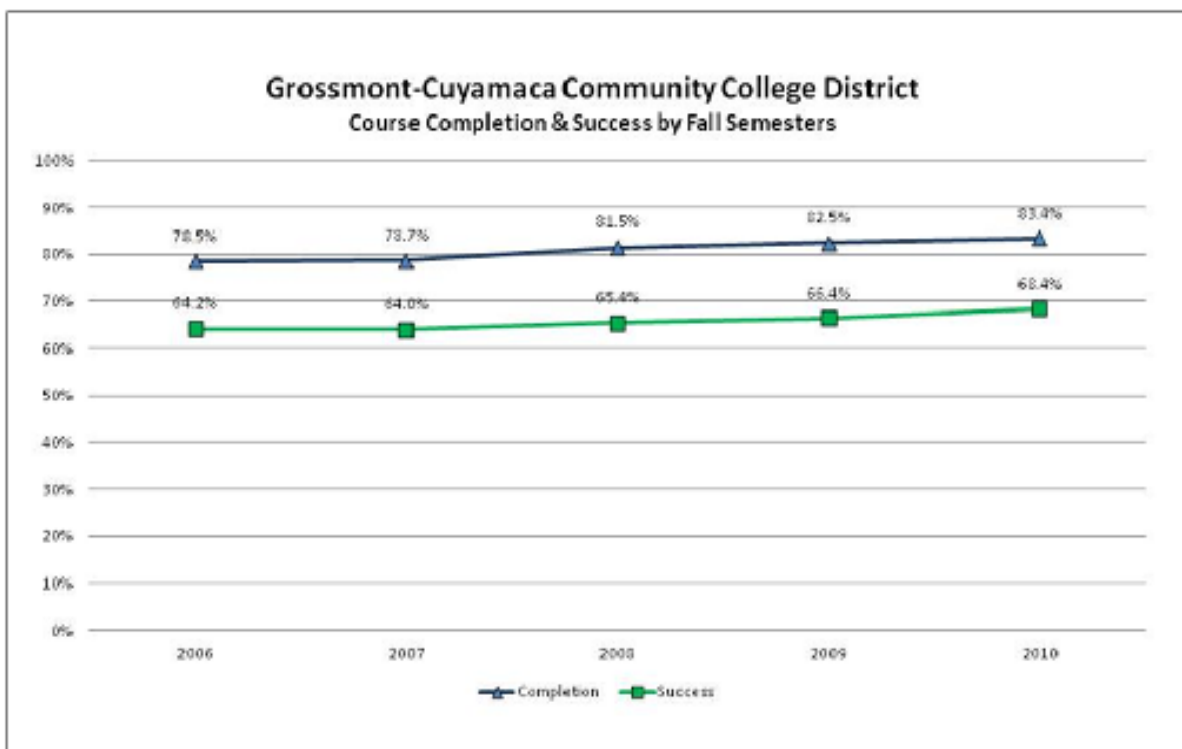
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Student Outcomes

Units attempted and completed. Over one-third of Grossmont College students enrolled in fall 2010 (36.2%) attempted 12 or more units; at Cuyamaca College, 24.5% attempted at least 12 units. Just over half of those students completed 12 or more units (with a grade other than W). At Cuyamaca College, 20.5% of students did not complete any semester units; 17.3% of Grossmont College students did not complete any semester units in fall 2010.

Districtwide, students completed about 83.4% of all of their course enrollments. This percentage is higher than the number of students completing any units cited above because many students completed more than one course.

Figure 3.7 Course Completion and Success



Course success. Course success (a grade of A, B, C or P) was somewhat lower than course completion. At Cuyamaca College, about 67% of students completed their courses successfully, 16.4% of the students withdrew before the semester ended, and another 16.3% of the students did not pass the course.

African-American students were most likely to withdraw from a class, and had lower success rates than did students of other races and ethnicities. Hispanic students were also more likely to withdraw than were Asian or White students, and had lower success rates than Asian and White students.

Success in online courses. In fall 2010, 70% of students in traditional lecture-lab courses were successful, while 58% of students in courses that were totally online were successful.

Longitudinal student outcomes. GCCCD followed a cohort of 4,036 students who enrolled in fall 2006. Of those:

- ◆ 46% were White, 22% were Hispanic, and 9% were African-American.
- ◆ Only 36% of the students were assessed as college-ready.
- ◆ Although 64% of the students tested into basic skills courses, only 35-43% of the enrollments were in basic skills courses.
- ◆ Students who took basic skills courses performed 10-15% better in subsequent classes.
- ◆ About 34% of the students dropped out after one semester. African-American male students who tested into basic skills were most likely to drop out after a semester.
- ◆ About 43% of the students dropped out after one year. Male students of color who tested into basic skills Courses were most likely to drop out after a year.
- ◆ Males succeeded less often than females.
- ◆ There was a large achievement gap for students of color, especially African-American males and Hispanic students. In their first semester, African-American, Hispanic, Native American and Pacific Islander students succeeded up to 22% less often than the overall cohort.



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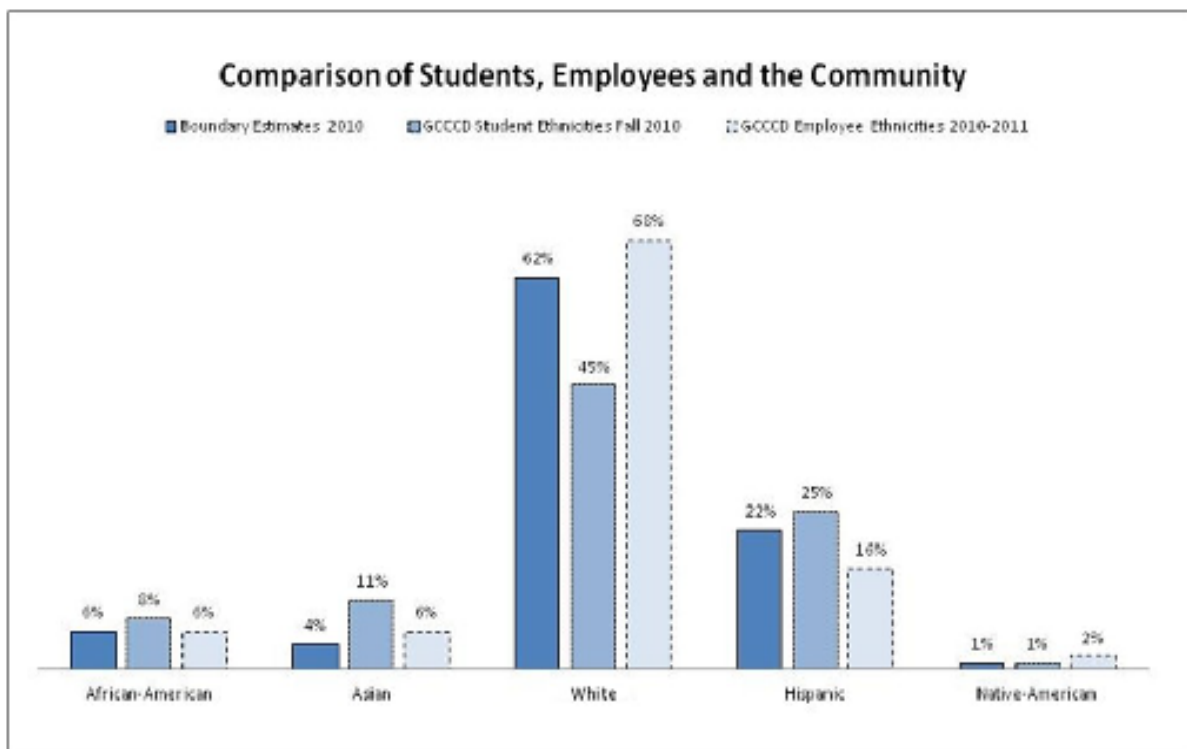
District Employee Characteristics

The ethnic diversity of GCCCD employees is more reflective of the ethnic diversity of the people residing in the district boundary area than it is of the ethnic diversity of students enrolled in fall 2010.

In 2010/2011, Whites were somewhat overrepresented among the district employees when compared to the community (68% of employees, compared to 62% of the population of the East County). Individuals who reported their ethnicity to be Asian or Pacific Islander were also overrepresented (making up 6% of the District employees and 4% of the community).

Hispanics were underrepresented when the District employees are compared to the community. While 22% of boundary area residents were Hispanic in 2010/2011 (and 25% of students were), only 16% of the District employees were Hispanic.

Figure 3.8 Ethnicity of Students, Community and GCCCD Employees



Many of the district's faculty and staff have been employed with the GCCCD for more than 20 years. The stability of the district workforce means that the racial and ethnic diversity of the GCCCD employees does not change as quickly as the diversity of the community residents or the diversity of the students.