Chapter 7

Grossmont College Vision, Mission and Priorities

Grossmont College was founded through voter approval in 1960 as the Grossmont Junior College District. The college began offering classes on the Monte Vista High School campus in September, 1961, with an enrollment of 1,538. In 1962, the voters approved a $7.5 million bond issue to purchase a 135-acre site and build the Grossmont College campus located on a scenic mesa in the Fletcher Hills area adjacent to the cities of El Cajon and La Mesa. The first increment of the campus was planned to accommodate an enrollment of 2,500 daytime students, and the completed campus was expected to accommodate 4,800 students. In October 1965, a second bond election for $3.5 million was passed by East County voters, making it possible to complete the planned new facilities in September 1967.

By fall 2000, Grossmont College enrolled 16,777 students, almost 3.5 times its planned capacity of 4,800 students. In 2002, the Board of Trustees approved a new master plan for the college that was designed to accommodate 20,000 students by 2015. In November 2002, the voters approved Proposition R, a $207 million bond issue that provides funding for the construction of new campus facilities. That construction is now nearing completion.

Vision, Mission and Values

Vision: Grossmont College - Changing lives through education.

Mission: Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential and to developing enlightened leaders and thoughtful citizens for the global community.

Our mission is fulfilled by providing the people of East San Diego County with:

- Transfer degrees and certificates programs
- Career technical education and workforce development
- Basic skills
- Student support services that promote student access and achievement
- Community education

*Values:* As part of its mission, Grossmont College pursues these values:

- **Learning and Student Success.** We dedicate our resources and ourselves in support of our students and their pursuits to achieve their academic, professional, and personal goals.
- **Creativity and Innovation.** We value the capacity for ingenuity and originality on our campus and within our community.
- **Pursuit of Excellence and Continuous Improvement.** We strive for excellence in our programs and services. We believe in the capacity for continuous improvement in the pursuit of excellence. We accept the challenges of being accountable for our efforts.
- **Integrity.** We commit to acting and speaking truthfully and responsibly and hold ourselves and others accountable to this standard.

- **Power of Diversity and Inclusion.** We are committed to a climate for learning that considers diverse perspectives to be a powerful component in the education of every individual, valuing and accommodating both differences and commonalities.

- **Civility.** We value fair, respectful, thoughtful interactions, based on a positive approach, that promote reflection, foster deeper understanding of phenomena, and permit achievement of common goals.

- **Balance.** We value a nurturing and positive approach in all we do, embracing laughter and enthusiasm, as we nurture the development of the whole individual, including the intellectual, spiritual, emotional, and physical well-being of each individual.

Environmental Scan: Student Access and Success

Enrollment. Grossmont College enrolled 20,004 students in fall 2010, about an 11 % increase from the 18,126 students enrolled in fall 1990. The number of student enrollments in courses (seats) has increased slightly faster, growing 11.7% between fall 1990 and fall 2010. Course enrollments declined approximately 15.3% between fall 2009 and fall 2010 in response to state budget reductions.

Figure 7.1 Grossmont College Student and Course Enrollments, 1990 - 2010
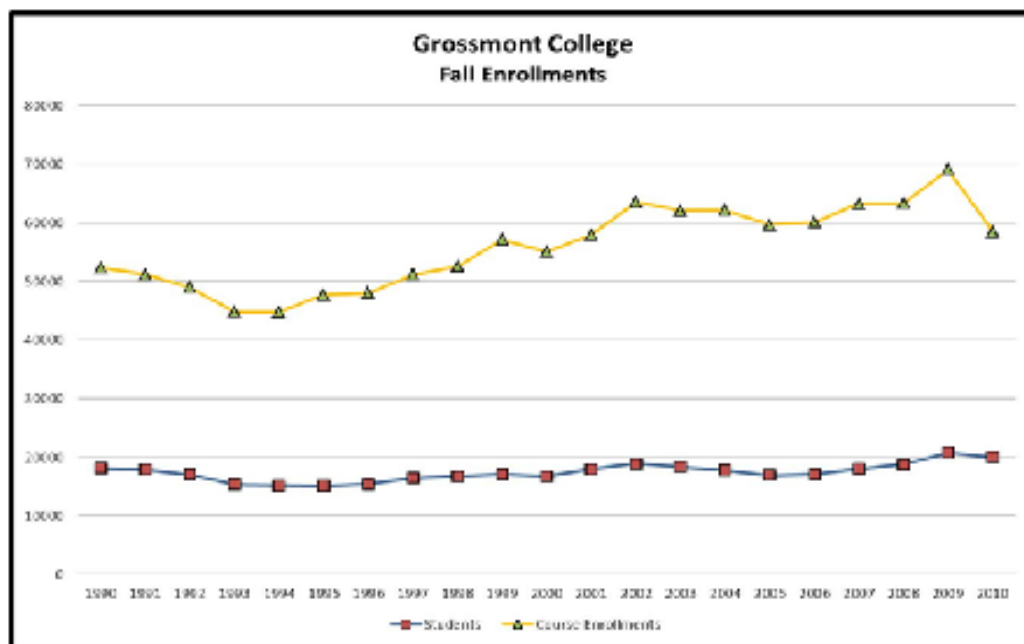
Gender. In fall 2010, 55.6% of the students enrolled at Grossmont College were female. This is down slightly from 2005, when 58% of the students enrolled at Grossmont College were female, meaning that more male students have been enrolling in recent years.

Age. In fall 2010, about two thirds (67%) of Grossmont College's students were age 24 or younger; 14% were between the ages of 25 and 29, 16% were between the ages of 30 and 49, and 4% of the students were over age 50.

The number of course enrollments by students age 50 or more has grown much more rapidly since 1990 than any other age group, with an increase of almost 94%. Course enrollments by students age 25 to 29 increased about 22% during that 20-year period. Course enrollments by students age 24 and under were the third-fastest growing (but by far the largest), with an increase of about 18.5% between 1990 and 2010. The number of students between the ages of 30 and 49 actually declined over the past two decades.

Figure 7.2 Fall Course Enrollments by Age, Grossmont College
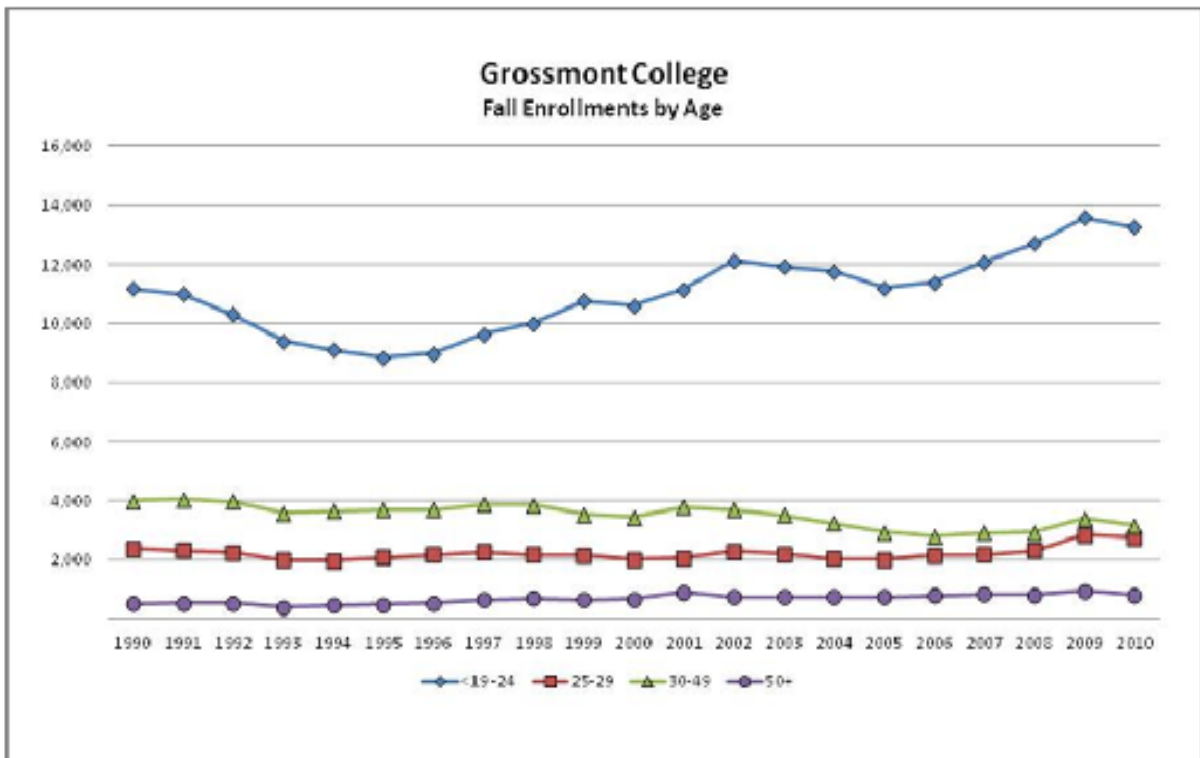
Ethnicity. In fall 2010, about 45% of the students were White, 24% were Hispanic, 12% were Asian, 8% African-American, and 11% were "other" (which may include mixed race/ethnicity).

The racial and ethnic composition of the student body has been changing; the percentage of Grossmont College students who are White dropped from 51.2% in 2004 to 45% in 2010, while the percentage of students who are Hispanic increased from 17.2% to 24% during that time period.

Figure 7.3 Fall Enrollments by Ethnicity, Grossmont College
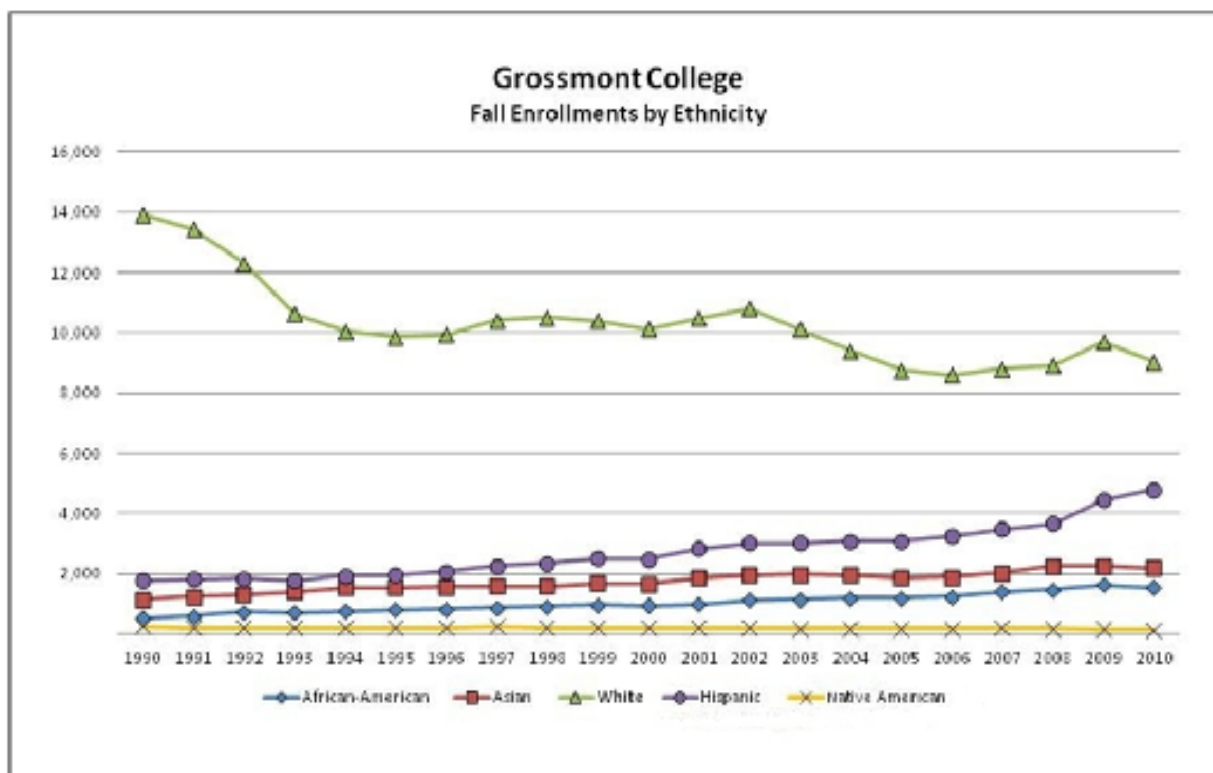
Primary language. About 87% of the students at Grossmont College reported that English is their primary language – up about 2 percentage points from 2007, when 85% of students reported that English is their primary language.

Citizenship. The percentage of Grossmont College's students who are U.S. citizens fell from 91% in 2004 to 86.3% in 2010. The percentage of students who were permanent residents dropped somewhat during that time period, from 6.4% in 2004 to 5.8% in 2010. The percentage of students on a student visa increased from 1.0% in 2004 to 3.8% in 2010.

The percentage of students at Grossmont College who are refugees or asylees increased by 1 percentage point between 2004 and 2010. This reflects the increase in the total number of refugees who came to San Diego County during that time period.

Table 7.1 Citizenship, Residency-status Percentages of Grossmont College Students

Status	2004	2007	2010
U.S. Citizen	91	91.7	86.3
Permanent Resident	6.4	5.7	5.8
Temp Resident	0.1	0.0	0.1
Refugee/Asylee	1.9	1.6	2.9
Student visa	1.0	0.3	3.8
Other	0.9	0.8	1.1

Student residence within the GCCCD District boundaries. Almost 54% of Grossmont College students live within the GCCCD boundary area. More than 39% of Grossmont College's students are California residents living outside the GCCCD boundary area, reflecting the college's location on the western edge of the district and convenient access by freeway.

Table 7.2 Residency Status (%)

Status	2004	2007	2010
U.S. Citizen	91	91.7	86.3
Permanent Resident	6.4	5.7	5.8
Temp Resident	0.1	0.0	0.1
Refugee/Asylee	1.9	1.6	2.9
Student visa	1.0	0.3	3.8
Other	0.9	0.8	1.1

Student educational status. In fall 2010, 10.7% of Grossmont College's students were new high school graduates, 15.2% were new GCCCD students, 73.1% were continuing or returning students, and 1% were high school students earning college credit.

Student educational goals. The percentage of students who enter college with the goal of earning a degree or transferring to a four-year institution has increased over the past five years, increasing from 63% in fall 2006 to 66% in fall 2010. The second largest group of students is those who are undecided about or did not report their educational goal; 18% of entering students were undecided about their educational goal in both 2006 and 2010.

The percentage of students attending Grossmont College to earn a vocational degree (or transfer in a vocational program) remained stable over the past five years at 2%; the percentage of students coming to the college for basic skills instruction decreased slightly, from 7% in 2006 to 6% in 2010. The percentage of students declaring that their educational goal was to plan or maintain their career also dropped slightly, from 10% in 2006 to 8% in 2010.
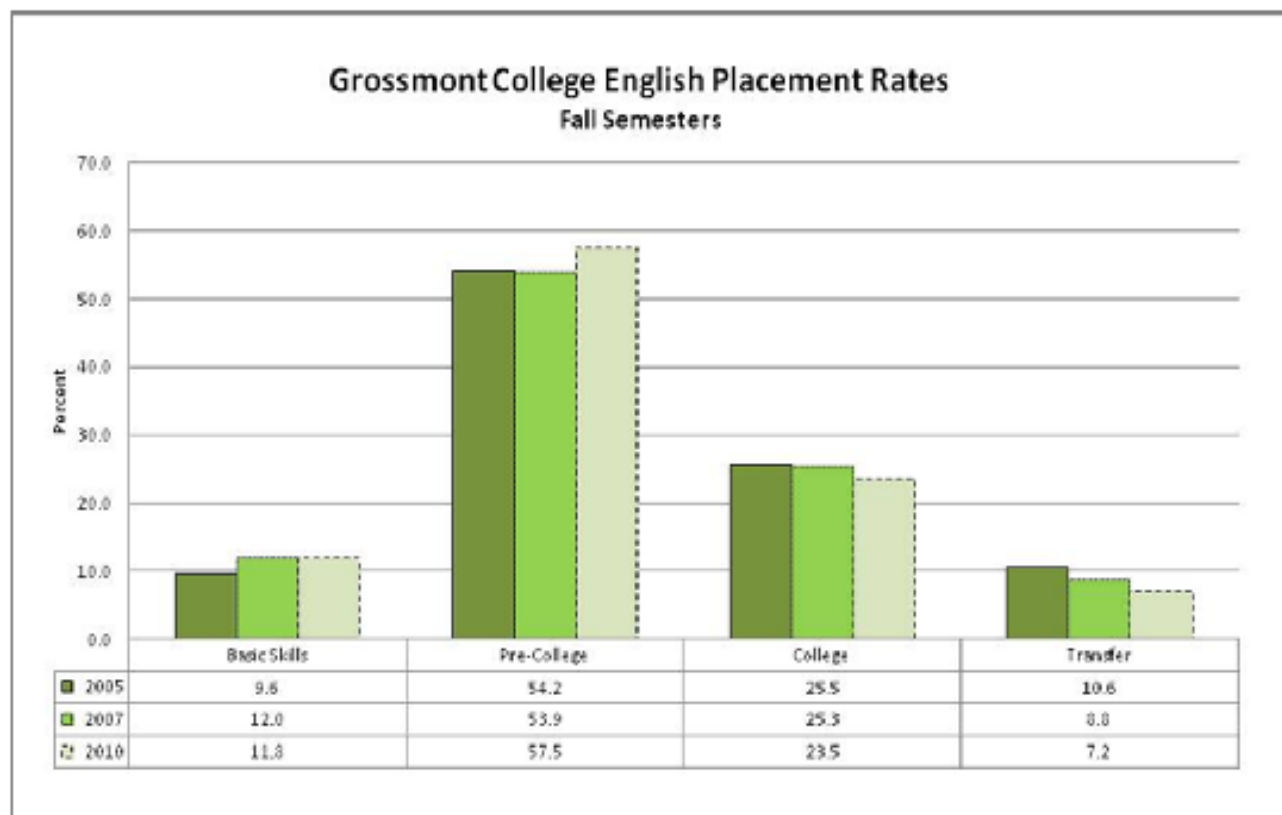
Student preparation and placement into basic skills courses. The percentage of students who are prepared for college-level or transfer-level coursework in English has decreased since 2005. In fall 2010, 30.7% of new students were placed into college or transfer-level English coursework, down from 36.1% in fall 2005. In fall 2010, about 57% of new students tested into pre-college-level English courses, up from around 54% in 2005. The percentage of students placing into the lower levels of basic-skills English courses also rose from 2005, to 11.8% at Grossmont College (although the rates had dropped a bit from their highs in fall 2007). It should be noted that less than half, or 49.5% of new Grossmont College students took the English assessment tests in fall 2010.

The percentage of students who enter college with the goal of earning a degree or transferring to a four-year institution has increased over the past five years

Figure 7.4 Grossmont College English Placement Rates

Grossmont College English Placement Rates
Fall Semesters

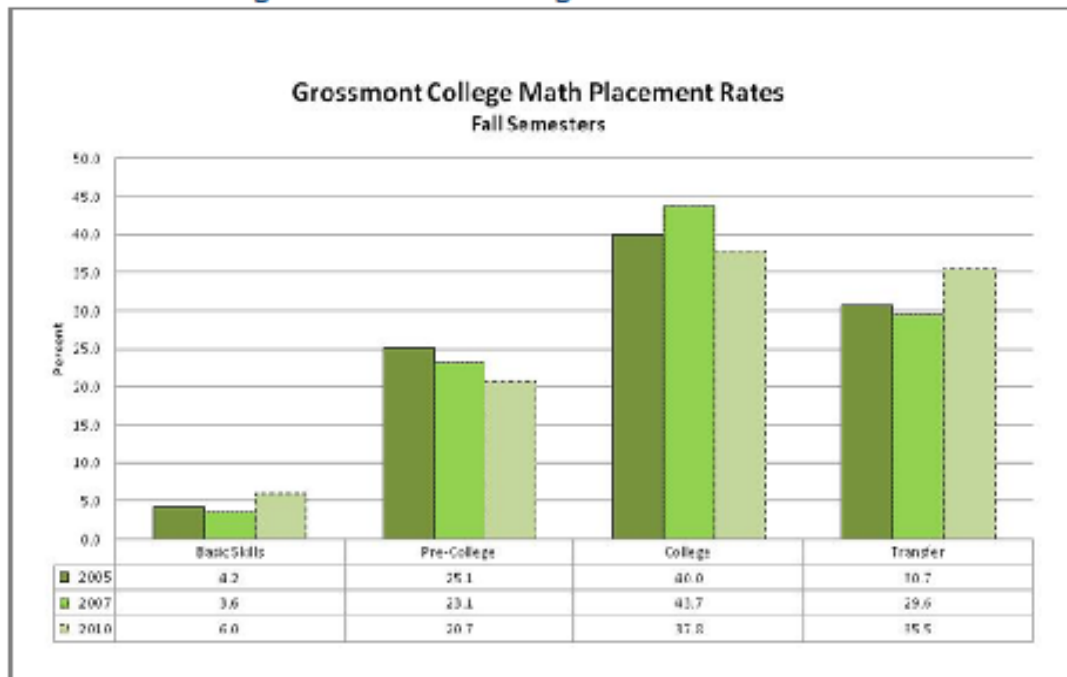|	Basic Skills	Pre-College	College	Transfer
2005	9.6	54.2	25.5	10.6
2007	12.0	53.9	25.3	8.8
2010	11.8	57.5	23.5	7.2

Students were somewhat more likely to be prepared for college-level or transfer-level coursework in mathematics: In 2010, 73.3% of new students tested ready for college- or transfer-level math coursework, up slightly from 70.7% in 2005.

Almost 26.7% of Grossmont College students were not ready for college-level math. The percentage of students testing into basic skills math courses increased from 4.2% in fall 2005 to 6% in fall 2010. Just over half of the new students in the fall 2010 semester (53.8%) completed assessment tests in mathematics.

Figure 7.5 Grossmont College Math Placement Rates

Grossmont College Math Placement Rates
Fall Semesters

	Basic Skills	Pre-College	College	Transfer
2005	4.2	25.1	40.0	30.7
2007	3.6	23.1	43.7	29.6
2010	6.0	20.7	37.8	35.5

In fall 2010, 8.6% of the new students at Grossmont College were assessed in their English as a Second Language (ESL) skills – up from 3.9% in fall 2006. This assessment rate is the best data available about student need for ESL classes, but may be an underestimate of the total number of students needing ESL.

Figure 7.6 Percentage of Grossmont College Students Assessed into ESL Classes

Grossmont College Students Assessed into ESL Classes
Fall Semesters

8.6%

7.3%

5.9%

5.4%

3.9%

2006   2007   2008   2009   2010
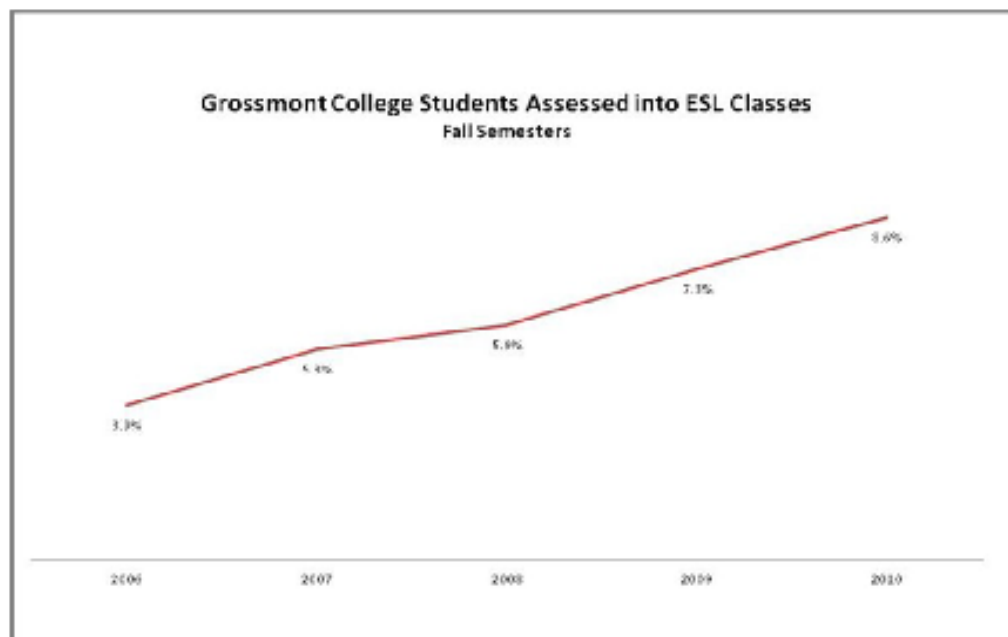
About 57.4% of the new students assessed in ESL tested into college-credit-level ESL 100 or higher. Another 6.3% tested into the first core ESL course (ESL 096, which is non-college credit), and 37.2% tested into ESL 70 or ESL 80.

Student enrollments in credit and online classes. All of the students enrolled at Grossmont College are in credit coursework. About 80% of the students attend during the day, with the others attending either only at night (18%) or attending both day and night classes (2%). About 32% of students enrolled in occupational courses.

Although 57% of new students test into pre-college or basic skills courses in English and 26.7% tested into pre-college or basic skills math, most Grossmont College course sections offered transfer-level coursework (87%) or degree-applicable coursework (6%); only 7% of course sections offered basic skills instruction in 2010.

In fall 2010, 10.0% of the 57,488 total course enrollments were in fully online courses, and another 2.2% were in hybrid courses (a combination of online and in-person).

Student Outcomes

Units attempted and completed. Over one-third of Grossmont College students enrolled in fall 2010 (36.2%) attempted 12 or more units; over half attempted at least nine units. About 27.6% of students attempted fewer than six units in fall 2010.

Table 7.3 Semester Units Attempted and Completed

Fall 2010	Units attempted	Units completed
0.0	-	17.3
0.1 - 5.9	27.6	28.9
6.0 - 8.9	18.8	17.6
9.0-11.9	17.4	15.7
12.0 and above	36.2	20.5

Many students did not complete the units they attempted (finishing the course with a grade of D or higher). In fall 2010, 17.3 % of Grossmont College students did not complete any semester units; about 57% of the students who attempted 12 or more semester units completed at least 12 units.

Course success. While course completion is defined as finishing the course with a valid grade other than W, success is defined as finishing the course with a grade of A, B, C or Credit. Almost one-third of Grossmont College students were not successful in their courses. In fall 2010, 16.7% withdrew before the semester ended, and another 14.8% did not pass the course. About the same percentage of males and females withdrew from a class, but female students were somewhat more likely to 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.

Table 7.4 Course Completion and Success, fall 2010

	Completed	Success
Overall	83.3	68.5
By age		
<20	85.1	66.9
20-24	82.1	67.2
25-29	82.1	70.2
30-49	83.2	73.2
50+	83.2	74.8
By gender		
Female	83.3	69.6
Male	83.4	67.3
By ethnicity		
Asian	85.6	72.8
African-American	77.9	55.5
Hispanic	81.6	63.3
White	84.8	72.9
Other/not reported	82.3	66.7

Success in online courses. In fall 2007, about 51% of students were successful in an online course, compared to a 65% success rate for students in traditional lecture/lab courses. Success rates for both types of courses increased by fall 2010, when 70% of students in traditional lec-ture-lab courses were successful, and 58% of students in all-online courses were successful. Hybrid/blended-learning courses, which use both online and classroom instruction, were in-troduced in fall 2008. By fall 2010, students in hybrid courses with 51% or more of the course online were much more successful than were students who took all-online courses (68% compared to 58%), and almost as successful as students in traditional courses (68% compared to 70%).

In fall 2010, 50.9% of the students earned at least a 3.0 GPA.

Semester Grade Point Average (GPA). In fall 2010, 50.9% of the students earned at least a 3.0 GPA. However, 22.6% of students earned a GPA of under 2.0, the minimum cumulative grade point average needed to transfer to a CSU.

Table 7.5 Semester Grade Point Average, fall 2010

Grossmont College	
<2.0	22.6
2.0-2.5	17.3
2.6-2.9	9.2
3.0+	50.9

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Degrees and certificates awarded. In 2009/10, Grossmont College awarded 1,123 associate degrees and 363 certificates. The number of degrees and certificates awarded grew steadily from the 2005/06 academic year (when a total of 1,391 degrees and certificates were awarded) to the 2007/2008 academic year (when 1,586 degrees and certificates were awarded). The number of associate degrees awarded then dropped slightly (by about 3.4%) between the 2007/2008 academic year and the 2008/2009 academic year. The number of certificates that Grossmont College awarded dropped by just over 2% between the 2007/2008 academic year and the 2008/2009 academic year (from 377 to 369), and declined slightly again in the 2009/2010 academic year (to 363). This coincides with the timing of the recession that started in December 2007, ended in June 2009, and has been followed with a period of economic stagnation.

Table 7.6 Degrees and Certificates Awarded, 2005/2006 to 2009/2010

	GCCCD			Grossmont College	
Academic Year	Degrees	Certificates		Degrees	Certificates
2005/2006	1,459	551		1,045	346
2006/2007	1,500	575		1,127	362
2007/2008	1,598	572		1,209	377
2008/2009	1,517	510		1,168	369
2009/2010	1,495	492		1,123	363

The number of degrees and certificates awarded grew steadily from the 2005/06 academic year to the 2007/2008 academic year

Transfer to four-year institutions. The number of students from Grossmont College who transferred to a four-year institution dropped between 2004 and 2007, but rebounded to near to the 2004 level in fall 2010.

Table 7.7 Transfer to All Four-Year Universities, fall semester within 6 years of attending Grossmont College

	2004	2007	2010
Completed <30 units	799	724	767
Completed 30+ units	746	613	749
Total	1,545	1,337	1,516

The total number of students who transferred to a California State University decreased between the 2005/06 academic year and the 2009/10 academic year; this may reflect restrictions in access to the California State University system resulting from state budget cuts. The number of transfers to a University of California campus increased during the five-year period.

Table 7.8 Transfers to CSU and UC

	Grossmont College		
	2005/06	2007/08	2009/10
California State University	1,042	872	764
University of California	146	166	165
Total	1,188	1,038	929

Continuation at a four-year institution. About 88% of Grossmont College students who transferred to a CSU campus in 2008/2009 remained enrolled the following year, slightly above below the 85% average continuation rate for all CSU transfer students.

Grossmont College Priorities

A.   Student Access

A.1.   Collaborate and coordinate outreach activities with Cuyamaca College and District Services to ensure that comprehensive information is provided about all services and programs

A.2.   Provide comprehensive educational and support services for all students

A.2.1   Continue to work with Cuyamaca College to ensure residents of San Diego County have access to a comprehensive educational and workforce training program to meet changing needs

A.2.2   Provide exceptional programs that are innovative and offered to meet emerging needs regardless of location or scheduling challenges

A.2.3   Develop more hybrid and online courses to expand access to transfer and Career Technical Education courses

A.3.   Start students right-- ensure their path toward goal completion

A.3.1   Require that all new degree, certificate or transfer bound students complete the matriculation process (admission, assessment, counseling/ advisement, registration, financial aid)

A.3.2   Refine and improve assessment policies and procedures to improve course placement

A.3.3   Ensure that all students placing into developmental courses have access

to sustained orientation, counseling and support services (including summer bridge, first year-experience, learning communities, and personalized, comprehensive and ongoing counseling or mentoring)

A.3.4   Ensure that all students requiring developmental courses are able to take those courses in the first year of enrollment at Grossmont College

A.3.5   Enhance the application, admission, financial aid, and degree audit systems and other student service processes through a web portal infrastructure

A.4   Strengthen the culture of continuous improvement through creativity, planning and assessment

Enhance the application, admission, financial aid, and degree audit systems and other student service processes through a web portal infrastructure

B.   Student Learning And Success

B.1   Enhance Partnerships with K-12, Universities and Career Centers

B.1.1   Work effectively and creatively with all feeder high schools and middle schools to align curriculum and increase opportunities for student success

B.1.2   Prepare students to participate in and complete college through acceleration efforts such as early assessment, early college and middle college efforts

B.1.3   Create short-term certificates that enable students to achieve success along their educational pathway and promote job performance

B.1.4   Enhance partnerships with universities to facilitate articulation and transfer

B.2   Improve the success of our diverse student body in the pursuit of their educational and career goals

B.2.1   Develop short, intense course offerings to accelerate course and sequence completion

B.2.2 Increase efforts to contextualize and integrate learning by making explicit connections between reading, writing, math, critical thinking skills and discipline areas (for example, by enhancing offerings of Learning Communities) and by embedding these skills within subject content

B.2.3 Enhance opportunities to obtain certificates, degrees, and transfer while making the processes more student-friendly

B.2.4 Improve the success of our underprepared students by engaging all departments campus-wide to close the achievement gap

B.2.5 Engage the college community in the thoughtful discussion and implementation of cross-disciplinary prerequisites, streamlined degree requirements, and aligned curriculum to enhance student success

Provide exceptional instructional programs and services that meet current and future needs

B.3 Provide exceptional instructional programs and services that meet current and future needs

B.4 Enhance Student Support Services

B.4.1 Provide comprehensive, integrated and sustained support to students (monitoring and mentoring)

B.4.2 Create a culture of counseling and mentoring in which everyone at the institution (faculty, staff and managers) can participate

B.4.3 Develop seamless integration between student services and instruction to support student success

B.4.4 Develop comprehensive student learning support services (including online

student orientation, tutoring, cohort study groups, and library services) that help students achieve their goals

B.5   Use technology to support student learning and success

   B.5.1   Develop a robust online matriculation, financial aid and degree audit processes with an interactive online student educational system

   B.5.2   Implement alternative means of defining and tracking student success outside of traditional means. Include a method of tracking why students leave so effective interventions can be designed

   B.5.3   Create an environment that embraces new teaching technologies and uses professional development and mentoring to assist in the implementation of these technologies

B.6   Strengthen the culture of creativity and continuous improvement

   B.6.1   Continue to develop and identify research methodologies and tools to support a culture of evidence and a cycle of continuous improvement

   B.6.2   Use effective program review methods across all areas of the college to continuously improve learning, curricula and programs, student support services, and administrative services

B.7   Strengthen the culture of continuous improvement through creativity, planning and assessment

Create an environment that embraces new teaching technologies and uses professional development and mentoring to assist in the implementation of these technologies

C. Value and Support of Employees

C.1 Continue to sustain the commitment to diversity, equity and inclusion

    C.1.1 Create and promote a culture of inclusion that values all employees and supports faculty and staff interaction to support learning and student success

    C.1.2 Strive to have the employee population reflect the community demographic

C.2 Recruit and retain the most talented, diverse faculty, staff and administrative body to support the needs of our students

C.3 Update and implement a long term staffing plan utilizing national and state benchmarks to provide appropriate staffing levels across all areas of the college and ensure consistently high levels of service to students

C.4 Create and sustain a culture of ongoing, engaging professional learning at all levels of the institution

    C.4.1 Provide all faculty, staff and administrators with the training needed to work effectively with underprepared students

    C.4.2 Offer extensive professional mentoring or coaching programs to new employees

C.4.3 Develop comprehensive training programs to enable faculty, staff and administrators to learn new technologies to enhance learning and student support services

C.4.4 Offer year-round professional development for faculty, staff and administrators to enhance teaching, learning, and sharing of new trends, best practices and cross-disciplinary interactions

C.4.5 Enhance the culture of participation and sharing of leadership training

C.5 Implement a comprehensive wellness program to keep employees healthy, productive and balanced

C.6 Design campus spaces and available time to encourage interaction and promote employee productivity (college hour, walking paths, natural light, smart design processes)

C.7 Strengthen the culture of continuous improvement through creativity, planning and assessment

D.   Economic and Community Development

D.1   Enhance and strengthen partnerships with other educational entities and community-based organizations to address adult basic education and language needs

D.1.1   Collaborate effectively with the East County Career Center to meet the growing need for English language skills

D.1.2   Engage community-based organizations in providing support services to students as they develop their college-readiness skills

Strengthen the culture of continuous improvement through creativity, planning and assessment

Provide programs to meet educational, training and skill needs of the businesses within the region

D.2   Provide programs to meet educational, training and skill needs of the businesses within the region

D.2.1   Continue to utilize labor market studies and other needs assessments to develop and revise courses, programs, and curricula

D.2.2   Respond effectively to regional education and training needs by quickly developing programs and services that meet the requirements identified through regular and systematic engagement with the community

D.2.3   Enhance fee-based offerings for businesses to train and re-train employees

D.3   Increase community awareness of the educational, social, arts, cultural, and athletic opportunities available at the colleges

D.3.1   Market programs, facilities, events and capabilities to community development organizations and other potential partners

D.4   Strengthen the culture of continuous improvement through creativity, planning and assessment

E.   **Fiscal and Physical Resources**

E.1   Ensure that resource decisions are transparent, collegial, driven by strategic priorities for learning and student success, and effectively communicated to all college constituencies

E.2   Enhance efforts to raise alternative sources of revenue to help meet the physical, fiscal and human resource needs of the college

E.2.1   Work with Cuyamaca College and the district to develop and implement a comprehensive strategic, marketing and outreach plan

E.2.1.1   Develop stronger partnerships with business and industry to increase and enhance programs, provide scholarships and offer learning experiences for students

        E.2.1.2   Seek out opportunities for industry to adopt and name campus buildings

        E.2.1.3   Pursue external funding sources to help meet the physical, fiscal, and human resource needs of the college

    E.2.2   Continue to develop and expand grant acquisition and management activities, systems and tools

    E.2.3   Develop a strong revenue stream from facility rentals

E.2.4 Maximize funds raised through the Foundation for Grossmont and Cuyamaca Colleges

E.3   Design and construct flexible facility spaces that provide an exceptional learning environment to meet the current and future needs of our students and community

    E.3.1   Design and refurbish buildings and facilities to ensure they meet code requirements, safety, usability and ADA standards

    E.3.2   Develop facilities to enhance engagement and foster a sense of community

        E.3.2.1   Develop and expand facilities that connect students to extra-curricular activities including clubs, athletics, and intramural events

        E3.2.2   Develop and design facilities and exterior landscaping spaces that create areas for engagement, interactive learning and collaboration

    E.3.3   Provide appropriate staffing levels and equipment to support the facility and maintenance needs of the college

    E.3.4   Assess, develop and expand facilities to provide the tools and resources needed to meet student educational goals and community needs

        E.3.4.1   Expand and modernize facilities to meet emerging trends in education and workforce development

E.3.4.2　Conduct ongoing assessment of facilities to be sure they meet future needs, processes and services

E.3.4.3　Maximize facility usage via effective scheduling to ensure that facilities support growth and meet needs of diverse students

E.3.4.4　Provide appropriate staffing levels and equipment to support facility and maintenance needs of the college and account for the total cost of ownership

E.4　Support and implement a districtwide Sustainability Plan that includes sustainability standards, practices, and evaluation, making GCCCD a regional leader in responsible and accountable stewardship of all resources

E.4.1　Integrate cost-effective, green practices for facility, landscape, and infrastructure into all facilities planning and operations

E.4.2　Minimize use of water, energy, gasoline, and other natural resources

E.4.3　Use technology to promote resource conservation and provide infrastructure diagnostics for continual improvement

E.5　Use technology to support College programs, systems and services

E.5.1　Update and implement an Instructional Technology Plan that addresses the technology needed to support innovative and successful teaching and learning and to ensure that the entire college and community has state of the art technology

E.5.2　Identify and address the technology, leadership and support required for successful, effective operational productivity and efficiency

E.5.3　Expand and enhance online technological support for instructional programs, student and administrative support services

E.5.4　Create an easily accessible student information web portal by which all students can access their online courses, track their educational progress and access student services

E.5.5　Develop and provide training for faculty, staff and students in the effective application of technology and its incorporation into instructional programs and support services.

E.6　Strengthen the culture of continuous improvement through creativity, planning and assessment.