



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

EDUCATIONAL MASTER PLAN

ENVIRONMENTAL SCAN

MARCH 2012

*A blueprint for continuing success
in the years ahead*

Environmental Scan

This environmental scan presents data about the Grossmont-Cuyamaca Community College District (GCCCD) district boundary area, characteristics of students attending GCCCD colleges, and student academic outcomes. The first section of this environmental scan presents information about the

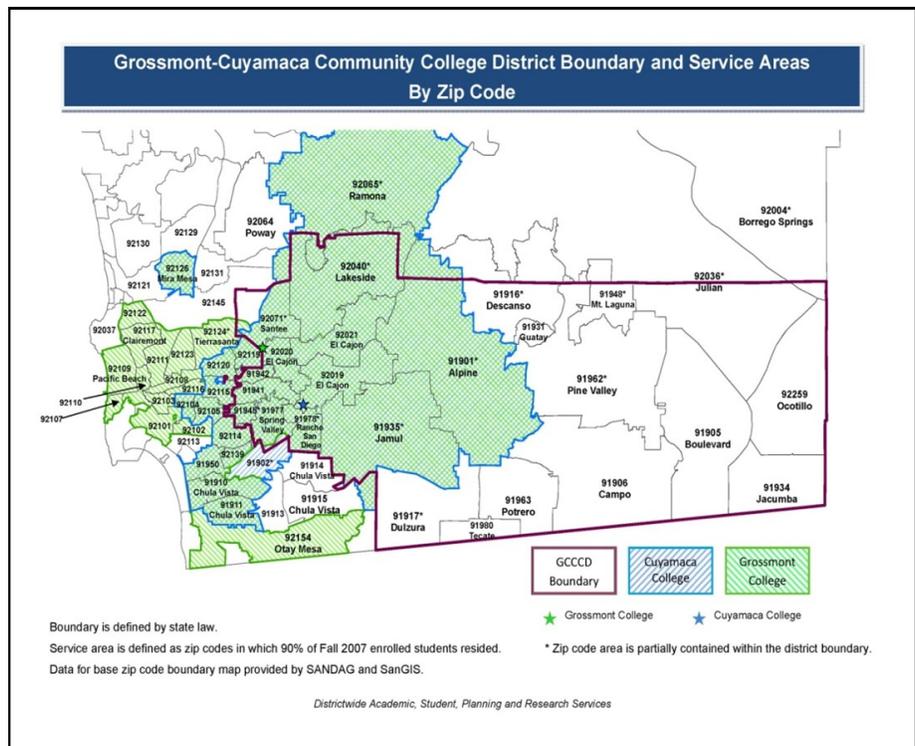
population of the GCCCD district boundary area and the region, and information about the regional economy and employment. This data was collected from external sources, including the San Diego Association of Governments (which provides regional Census data) and the California Employment Development Department.

The second section of this environmental scan presents information collected by the GCCCD Institutional Research Office on student enrollment, demographic characteristics, educational goals and academic preparation. It also presents information on student

outcomes, including course completion and success, degrees and certificates awarded, and transfer to four-year institutions.

The final section of this environmental scan presents information collected by the GCCCD Institutional Research Office on employee characteristics compared to the characteristics of the people living in the GCCCD boundary area.

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



EXECUTIVE SUMMARY

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 live in San Diego County. How does the GCCCD boundary area compare to San Diego County (the region) as a whole?

- ◆ GCCCD has a higher percentages of White, African-American, Native American and mixed race/ethnicity residents and a smaller percentage of Hispanic and Asian residents.
- ◆ More residents of the GCCCD boundary area population over age 5 speak only English at home (80%) than in the county as a whole (67%).
- ◆ The residents of the GCCCD boundary area are slightly older, with a median age of 35.0 years, compared to 33.2 years in the San Diego region as a whole.
- ◆ The educational attainment of residents of the GCCCD boundary area is lower than in the San Diego region as a whole.



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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 on 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 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.
- ◆ 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.
- ◆ The cost of living in the San Diego region is 12.6% higher than the national average.
- ◆ 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.

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Profile of the Students Attending GCCCD

**In fall 2010,
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- ◆ 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 district, indicating that many students attend classes at both colleges.
- ◆ Cuyamaca College students are much more likely than Grossmont College students to live within the GCCCD boundary area (74.9% at Cuyamaca College vs. 53.7% at Grossmont College). Grossmont College has a much higher percentage of students who are California residents but live outside the GCCCD boundary area, due in part to the college's convenient access by freeway.
- ◆ In 2010, 83.8% of the students at Cuyamaca College were U.S. citizens, while 86.3% of Grossmont College students were citizens. The percentage of Cuyamaca College students who are refugees or asylees increased by 6.1 percentage points between 2005 and 2010; at Grossmont College the percentage of refugees increased by 1 percentage point.

- ◆ Districtwide, about 55% of the students are female, and 63% of the students are age 24 or younger. About 46% of the students are White, 25% are Hispanic, 11% are Asian, 7% are African-American, and 12% are "other" which may include mixed race/ethnicity. Cuyamaca College has a lower percentage of Asian students and a higher percentage of White and other race/ethnicity students than does Grossmont or the District as a whole.
- ◆ The racial and ethnic composition of the student body has been changing; the percentage of students in the district who are White dropped from 54% in 2004 to 46% in 2010, while the percentage of students who are Hispanic increased from 18% to 25%. About 87% of the students at Cuyamaca College and Grossmont College reported that English is their primary language.
- ◆ Most students enroll with the goal of earning a degree or transferring (66% at Grossmont College, 57% at Cuyamaca College in fall 2010). Cuyamaca College students are more likely to enroll for a vocational degree or to plan/maintain a career or to gain basic skills.
- ◆ Cuyamaca College students are also somewhat more likely to be undecided or not report an educational goal, with 22% of Cuyamaca College students undecided compared to 18% of Grossmont College students. In both colleges, the undecided students are the second largest group by educational goal.
- ◆ The percentage of entering students who are prepared for college-level or transfer-level coursework in English has decreased at both colleges since 2005, while the percentage testing into pre-college or basic skills courses has increased. Students are somewhat more likely to be prepared for college-level or transfer-level coursework in mathematics than in English. In fall 2010, assessment tests of new students showed that 57% needed pre-college or basic skills courses in English and 27% to 44% needed pre-college or basic skills math.
- ◆ 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 offer part of the course online.

The percentage of entering students who are prepared for college-level or transfer-level coursework in English has decreased at both colleges since 2005

Student Outcomes

- ◆ 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.
- ◆ Course success (a grade of A, B, C or P) is even lower. At Cuyamaca College, 16.4% of the students withdrew before the semester ended, and another 16.3% of the students did not pass the course. At Grossmont College, 16.7% withdrew and another 14.8% did not pass. 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. In fall 2010, 70% of students in traditional lecture-lab courses were successful, while 58% of students in totally online courses were successful.
- ◆ GCCCD followed a cohort of 4,036 students who enrolled in fall 2006. Of those students:

- * 46% were White, 22% were Hispanic, and 9% were African-American.
- * Only 36% of the students assessed as college-ready.
- * Although 64% of the students tested into basic skills courses, only 35-43% of enrollments were in basic skills courses.
- * Students who took basic skills courses performed 10-15% better in subsequent classes.
- * 34% of the students dropped out after one semester. African-American male students who tested into basic skills were the most likely to drop out after a semester.
- * 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.

PROFILE OF THE DISTRICT BOUNDARY AREA

The California Community Colleges system is the largest higher education system in the United States, with 72 districts, 112 colleges and over 2.9 million students. The Grossmont-Cuyamaca Community College District (GCCCD) has two colleges: Cuyamaca College, which enrolls about 10,000 students each semester, and Grossmont College, which enrolls about 20,000 students each semester.

Each California community college district serves a specific geographic area of the state, referred to as the District Boundary Area. However, the California Community College system allows open enrollment; students are able to enroll in any college, regardless of their home address. Therefore, each California Community College District also has a District Service Area, which includes the areas in which the majority of its students reside. Neighboring community college districts often have large areas of overlapping service areas.

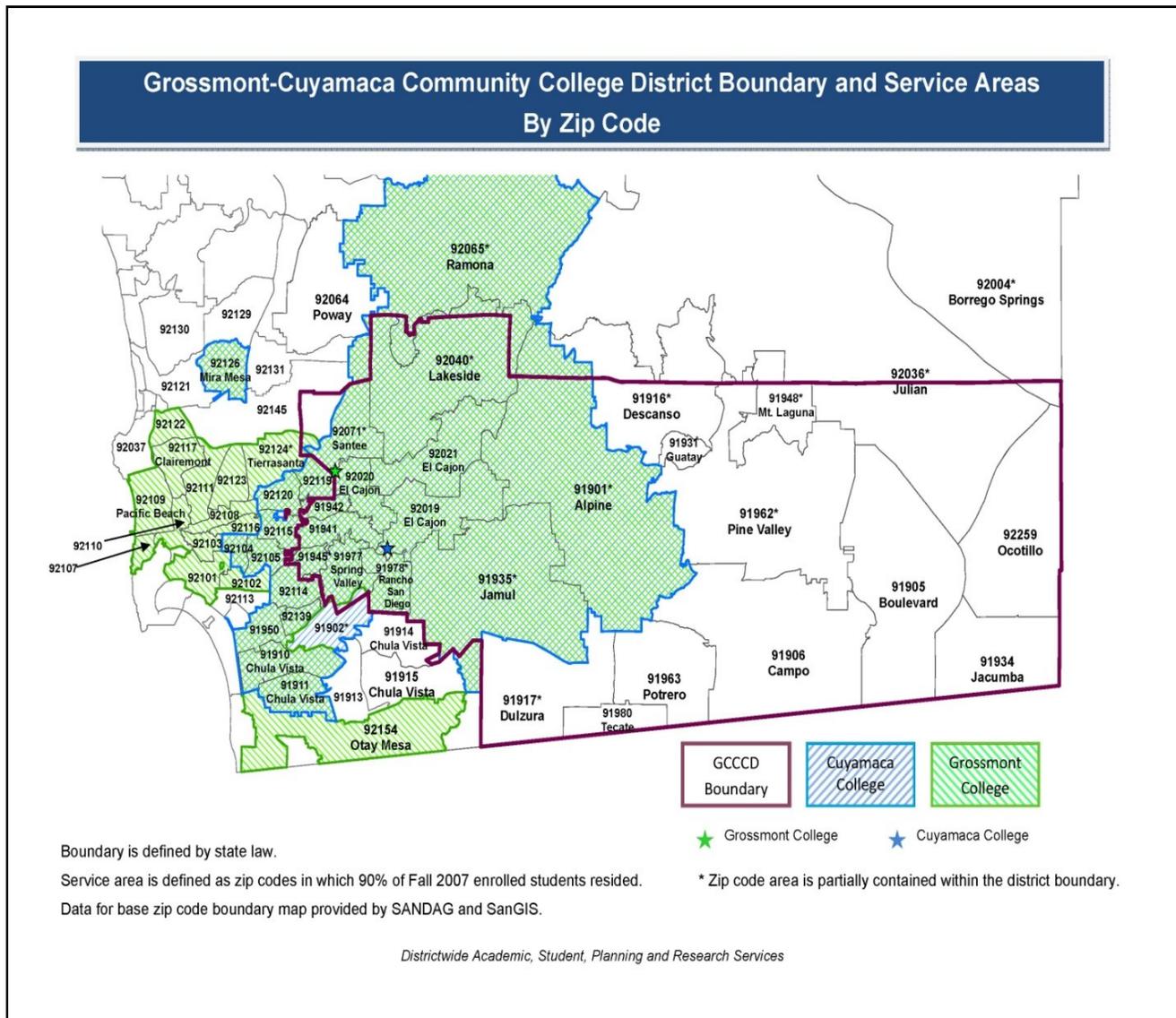
GCCCD's official District Boundary Area covers the eastern part of San Diego County. The regional freeway system provides easy access to Grossmont College, and students residing in other community college districts in the region find both GCCCD colleges to be readily accessible by freeway. Therefore, students living in communities across San Diego County attend the GCCCD Colleges.

The map presented on the following page outlines the GCCCD Boundary Area and indicates the service areas in which students reside for each GCCCD college. The following sections describe the demographics of the official District Boundary Area only; data for San Diego County as a whole is presented as an indicator of the demographics of the area from which the colleges draw students.



Easy Access
 ...students residing in other community college districts in the region find both GCCCD colleges to be readily accessible by freeway.

Figure 1. District boundary and service areas for the Grossmont-Cuyamaca Community College District.



DEMOGRAPHICS OF THE SAN DIEGO REGION AND THE GCCCD BOUNDARY AREA

In 2010, about 480,900 people lived in the GCCCD boundary area – about 15% of the 3,225,000 people who live in San Diego County. How does the GCCCD boundary area compare to San Diego County as a whole?

- ◆ GCCCD has a higher percentage of White, African American, Native American and mixed race/ethnicity residents than does the county as a whole, and a smaller percentage of Hispanic and Asian residents.

Table 1 Race and Ethnicity of the GCCCD Boundary Area and San Diego Region

Race/Ethnicity	GCCCD Boundary Area, %	San Diego County, %
White	62.40	49.20
Hispanic	22.38	30.62
African-American	5.58	5.19
Asian	4.03	10.35
Native American	0.79	0.52
Hawaiian/Pacific Islander	0.42	0.46
Two plus/other	4.41	3.66

Source: San Diego Association of Governments, 2010a, 2010b.

The Kumeyaay are Native American people who live on 13 reservations in San Diego County. These 13 reservations total just over 124,000 acres, or about 193 square miles of the 4,205 square miles that make up San Diego County. The 1990 Census reported that only 2,200 of the 20,000 Native Americans from the four tribal groups located in San Diego County lived on reservation land (<http://www.kumeyaay.com/local-reservations.html>). Current population estimates (San Diego Association of Governments, 2010a, 2010 b) indicate that there are currently 16,878 Native Americans living in San Diego County, with 3,812 living within the GCCCD Boundary Area.

- ◆ Most residents of the GCCCD boundary area population over age 5 speak only English at home (80% in the GCCCD boundary area compared to 67% in the County as a whole). Spanish is the other language spoken most frequently at home (among 12% of the residents of the GCCCD boundary area compared to 22% of the residents County-wide). About 3% of GCCCD boundary area residents speak an Asian or Pacific Island language at home (compared to 7% County-wide). About 3% of the GCCCD boundary area residents who speak another language at home do not speak English well (compared to 7% countywide).

- ◆ The residents of the GCCCD boundary area are slightly older. At the time of the 2000 census, the median age of the GCCCD boundary area was 35.0 years, compared to a median age of 33.2 years in the San Diego region as a whole.
- ◆ The educational attainment of residents of the GCCCD boundary area is lower than in the San Diego Region as a whole. While a lower percentage of GCCCD boundary area residents have not completed high school than in the county as a whole, a larger percentage of the GCCCD boundary area has not completed a Bachelor's degree or higher.

Table 2: Educational Attainment in the GCCCD Boundary Area and San Diego Region

Educational Attainment	GCCCD Boundary Area, %	San Diego County, %
No high school diploma	15.20	17.41
High school diploma - some college, no degree	56.97	45.48
Associate degree	8.16	7.60
Bachelor's Degree	12.99	18.67
Master's Degree or higher	6.69	10.85

- ◆ The population of the GCCCD boundary area is not projected to grow as fast as the County as a whole over the next 20 years. While the population of San Diego County is projected to increase by about 20% through 2030, the population of the GCCCD boundary area is projected to grow about 16.9%. Table 3 below summarizes projections for the GCCCD boundary area through 2050.



Table 3: Population Projections for the GCCCD Boundary Area through 2050

	2008	2020	2030	2040	2050
Total Population	468,399	509,358	562,122	607,379	622,989
Population ages 18-24	48,596	47,304	52,832	54,212	55,927
Median Age	36.3	38.5	39.2	39.7	40.3
Race and Ethnicity					
African-American	26,304	33,584	41,057	49,057	55,511
Asian	17,759	23,058	28,732	34,527	39,065
White	297,275	301,092	306,282	303,035	282,595
Hispanic	101,197	123,771	154,614	186,827	210,695
Native American	3,841	3,304	2,845	2,465	2,138
Number of Jobs	141,206	149,103	161,264	174,790	190,783
Median Income (\$1999)	\$49,394	\$56,527	\$63,691	\$69,680	\$74,169

Source: San Diego Association of Governments, 2010c.

The total population of individuals living in the GCCCD boundary area is projected to grow steadily through 2030 (the 20-year term that is the focus of the GCCCD Educational Master Plan). The population ages 18-24, the ages of almost one-third of all GCCDD students, is projected to drop slightly through 2020 and then start to grow again through 2030 and beyond. The median age of the GCCCD boundary area residents is projected to increase steadily through 2050.

The number of residents of the GCCCD boundary area who are African-American, Asian or Hispanic is projected to rise through 2050. The population of residents who are White is expected to increase through 2030, then start to decrease. The population of residents of the GCCCD boundary area who are Native American is expected to decrease through 2050.

The number of jobs is expected to grow through 2050, as is the median income (adjusted for inflation, in 1999 dollars).

THE ECONOMY OF THE SAN DIEGO REGION AND THE GCCCD BOUNDARY AREA

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.

Industry sectors of the regional economy. Industries are classified according to the North American Industry Classification System (NAICS), which identifies whether industries are goods-producing, services-producing or government. All employment information is reported to the government using this classification system. The California Employment Development Department compiles this information and provides a quarterly Census of Employment and Wages for each county in California. This data includes only those workers who are covered by unemployment insurance, so it does not include those self-employed individuals who are not covered by unemployment insurance. The number of San Diego County establishments and employment by industry sector in 2010 are presented in Table 4 below.

Table 4. Number of Establishments and Employees by Industry Sector, 2010

Industry Sector	Establishments	Employees
Private Sector		
Goods-Producing	10,032	158,327
Natural Resources and Mining	710	10,066
Construction	6,352	55,503
Manufacturing	2,971	92,759
Service-Producing	85,719	855,816
Trade, Transportation, and Utilities	13,571	197,255
Information (broadcasting, telecommunication)	1,198	25,169
Financial Activities	8,589	67,380
Professional and Business Services	15,947	206,795
Education and Health Services	8,365	144,721
Leisure and Hospitality	6,941	153,598
Other Services	28,837	57,523
Unclassified service-producers	4,272	3,376
Total private ownership, all industries	95,751	1,014,143

Source: California Employment Development Department (2011)

In 2010, about 15.6% of the private-sector employment in San Diego County was in goods-producing industries, and 84.4% was in services-producing industries.

The private industry sector that employed the largest number of people in 2010 was business and professional services, followed by trade, transportation and utilities (with about two-thirds of that employment in retail trade). Leisure and hospitality is the third largest private-industry sector by employment. Another 223,653 people are employed in the public sector, with most (61.5%) employed in local government, which includes public education.

Major drivers of the regional economy. The drivers of the regional economy are those industries that bring outside capital into the area. This external capital creates local economic activity as firms use incoming money to buy goods and services from other regional businesses, and their employees spend their paychecks at local shops and restaurants.

Before the 1990s, manufacturing was the primary driver of the regional economy by bringing outside capital into the area. In the 1990s, major cuts in defense spending forced a restructuring of San Diego's regional economy, making it more export-driven. "Employment clusters" – groups of interrelated businesses – are better than the traditional industrial sectors (those described by the NAICS coding system) in describing the emerging sources of new capital in the economy. Sixteen employment clusters export goods and services and therefore drive the creation of wealth in the region. The table below provides the 2005 employment and the average annual wage in each cluster (note that these clusters do not include military employment).



In the 1990s, major cuts in defense spending forced a restructuring of San Diego's regional economy, making it more export-driven.

Table 5: Employment by Clusters of Interrelated Businesses

Employment Cluster	Employment in 2005	Average Annual Wage in 2005
Biomedical Products	7,564	\$65,050
Biotechnology and Pharmaceuticals	21,776	\$80,022
Communications	25,469	\$112,825
Computer and Electronics	15,396	\$78,826
Defense and Transportation	20,301	\$71,185
Design	6,510	\$61,831
Environmental Technology	13,720	\$70,321
Entertainment and Amusement	104,354	\$16,143
Financial Services	36,260	\$73,103
Fruit and Vegetables	3,702	\$22,647
Horticulture	6,516	\$30,185
Publishing	4,047	\$53,400
Recreational Goods	3,188	\$51,904
Software	13,963	\$82,011
Specialty Foods	3,815	\$32,183
Travel and Hospitality	33,516	\$27,798

Source: San Diego Association of Governments, 2006.

Importance of the Military in the Regional Economy. San Diego County has the largest concentration of military in the world. The U.S. Navy has designated San Diego Bay as a West Coast mega-port. About 33% of the U.S. Naval Pacific Fleet is home ported in San Diego Bay. Naval bases in San Diego County include Naval Air Station, North Island; Naval Station San Diego; Naval Amphibious Base, Coronado; Naval Submarine Base, Point Loma, and Naval Medical Center San Diego. The U.S. Marines also have a significant presence in San Diego County, with the Marine Corps Base at Camp Pendleton, the Marine Corps Air Station Miramar and the Marine Corps Recruit Depot. San Diego also is home to the Space and Naval Warfare Systems Center (SPAWAR).

San Diego County ranks first in the nation for military and civilian Department of Defense wages and salaries.

The Department of Veteran Affairs reports that more than 260,000 veterans reside in the county, the largest number of military retirees anywhere in the nation.

Military spending in San Diego County helped support employment and overall economic activity throughout the region during the 2008-2009 global recession. In 2009, the military spent \$18.2 billion in the San Diego region, up 28% from the \$14.2 billion that the U.S. Department of Defense spent in San Diego in 2007. Of this \$18.2 billion, just under \$6 billion was spent on the salaries of 136,664 people within the region.

SDMAC (2011) estimated that with the multiplier effect (i.e., each military job leads to other jobs being created to serve those workers), the military accounted for an additional \$12.3 billion in regional economic output and the employment of 217,963 local jobs that paid an additional \$10.3 billion in wages. In all, the military contributed approximately \$30.5 billion to the San Diego regional economy and 24.1% of all regional wages. By comparison, the economic impact of tourism in the San Diego region was about \$15.9 billion – about half the impact of defense spending.

Economic activity centers in the GCCCD boundary area. In 2006 the San Diego Association of Governments (SANDAG) compiled an inventory of what it calls "activity centers" – attractions such as shopping centers, tourist attractions and business parks that create economic activity as they attract thousands of people on a daily basis, and identified the areas of the region in which those activity centers are located. SANDAG provides economic data, estimates and projections broken out by Major Statistical Areas (MSAs). These MSAs are aggregations of census tracts that divide the San Diego region into seven parts: Central, North City, South Suburban, East Suburban, North County West, North County East, and East County.

The East Suburban MSA best describes the area served by GCCCD: the suburban portion of San Diego County east of the City of San Diego. The GCCCD boundary area also includes part of the East County MSA, which is predominately rural. East County MSA is also served in its northern half by the Palomar Community College District. However, there are no activity centers identified in the East County MSA, so it is excluded from the following analysis.

There are eight categories of activity centers on the San Diego region:

- ◆ **Major employers.** The East Suburban MSA has about 6% of the total number of major employers (those with more than 500 people at a single site), and 9% of the total employment at major employers. Between 1996 and 2006, the number of employees at major employers rose by 49% to a 2006 total of 126,543 employees at 88 firms. The East Suburban MSA had the fastest growth in employment at major employers during the decade, with employment more than doubling due mainly to the opening of a hotel at Barona Resort and the addition of employees at three casinos.
 - ◆ **Office buildings.** The East Suburban MSA accounts for just more than 1% of the existing buildings with over 25,000 square feet of space countywide in 2006. None of the 9.5 million square feet of large office buildings either under construction or proposed throughout the county in 2006 were to be located in the East Suburban MSA.
 - ◆ **Industrial sites.** In 2006, about 88 million square feet of industrial space (research and development parks, industrial parks, and individual industrial sites with over 100,000 square feet of space) was available in San Diego County. The East Suburban MSA has about 3.9 million square feet of industrial space, 4.5% of the total. About 32,000 of the 1,426,107 square feet of industrial space currently under construction is in the East Suburban MSA. None of the 7.3 million square feet of new industrial space that has been proposed is in the East Suburban MSA.
 - ◆ **Hospitals. In 2006,** East Suburban MSA had 1.0 hospital bed per 1,000 population; region-wide, the ratio of beds to population was 2.3 in 2006, down from 3.2 in 1996.
 - ◆ **Retail centers.** In 2006, the East Suburban MSA had 8.2 million square feet of retail center space (in retail centers with 75,000 square feet or more), which is 15% of the region's total or 56.2 million square feet, and up 32% since 1996.
 - ◆ **Visitor attractions (including hotels).** The East Suburban MSA does not have any major visitor
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attractions. The East Suburban MSA has 397 rooms in large hotels (those with 200 or more rooms), which is about 1.7% of the more than 23,500 rooms in large hotels in the San Diego region. None of the almost 5,300 new hotel rooms under construction and proposed in 2006 were located in the East Suburban MSA.

- ◆ **Colleges and universities.** GCCCD is the only public postsecondary institution in the East Suburban area; SANDAG reported that 289 students attended a private university in the East Suburban area in 2006.
- ◆ **Government facilities (including schools).** The San Diego region has more than 221 local, state and federal government centers, employing more than 206,700 people in 2006. Each MSA has local government facilities; no breakdowns by sub-regional area are reported.

As this Activity Centers analysis demonstrates, the East Suburban MSA that covers the most densely populated parts of the GCCCD boundary area is predominately residential, with mainly smaller businesses and retail centers. Many of the residents travel to other parts of the region for their employment.

EMPLOYMENT AND INCOME IN THE GCCCD BOUNDARY AREA

- ◆ About 66% of the GCCCD boundary area population age 16 and over are in the labor force. The largest percentage of GCCCD boundary area residents work on 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. GCCCD residents are somewhat less likely to be employed in manufacturing, professional/scientific and art/entertainment/recreation than are residents of the County as a whole. (This data is from the 2000 Census; 2010 Census data at the sub-regional level is expected to be available at the end of 2013.)
- ◆ Residents of the GCCCD boundary area are most likely to have management or professional occupations such as education and training, healthcare practitioners, business and financial occupations

(32%). The next most common are sales and office occupations (30%), service occupations including healthcare support, personal care and food preparation (16%), construction and maintenance occupations (12%), and production, transport and material moving occupations (10%). Note that these figures are for the kinds of work people do, not the industry they are in; for example, an individual could work in an office occupation in a finance company, a construction company, a public administration office, or in any of the industries listed.

- ◆ Compared with the County as a whole, GCCCD residents are somewhat less likely to be employed in a management or professional occupation (32% for GCCCD compared to 38% countywide), and more likely to be employed in sales or office occupations (30% vs. 27%) or in construction and maintenance occupations (12% vs. 9%) than are residents of the county as a whole. Employment by occupation is summarized in Table 6 below.

Table 6: Employment by Occupation

Occupation	GCCCD Boundary Area, %	San Diego County, %
Management, professional and related	32	38
Service (healthcare support, personal care, cleaning, food prep, protective services)	16	16
Sales and office	30	27
Farming, fishing, forestry	0	1
Construction, extraction and maintenance	12	9
Production, transport and material moving	10	10

Source: San Diego Association of Governments, 2003a, 2003b.

- ◆ 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.
- ◆ The unemployment rate in the communities within the GCCCD boundary area varies by more than 5 percentage points. In 2010, the annual average unemployment rate in San Diego County was 10.6% (compared to 12.4% for California). The residents of Santee, one of the communities in the GCCCD

boundary area, had a lower rate of unemployment (at 8.7%) than in the county as a whole. However, several communities had higher unemployment rates, including Lakeside (11.7%), Spring Valley (12.2%) and El Cajon (14.3%).

- ◆ Three of the six largest employers in the GCCCD boundary area are Native American casinos. Barona Resort and Casino is the largest employer in the GCCCD boundary area, with about 2,955 employees in 2010. Sycuan Casino had 2,009 employees and Viejas Casino had 1,548 employees in 2010 (San Diego Business Journal, 2011). The other large employers in the boundary area included Sharp Grossmont Hospital (with 2,800 employees) and the Grossmont Union High School District (with 2,012 employees in 2010). GCCCD was the third largest employer in the boundary area with 1,752 employees in 2010.
- ◆ The cost of living in the San Diego region is considerably higher than in the U.S. as a whole. The Consumer Price Index (the cost of day-to-day living, including rent, food, clothing, transportation, recreation, education and communications) was 218.1 for the U.S. as a whole and 245.5 for the San Diego region, making living expenses in the San Diego area 12.6% higher than the national average.
- ◆ The occupations that are projected to have the most job openings between 2008 and 2018 for individuals with an associate degree or other postsecondary vocational employment include Registered Nurses (with 826 openings), Medical Secretaries (300 job openings), Licensed Practical and Vocational Nurses (253 job openings), Computer Support Specialists (with 226 job openings) and Automotive Service Technicians (with 156 job openings projected). For more detailed information about projected job openings in San Diego County, see California Employment Development Department (2010b).



PROFILE OF THE STUDENTS ATTENDING GCCCD

The GCCCD Institutional Research Office provided all data about GCCCD students presented in this environmental scan.

Enrollment. In fall 2010, Grossmont College had an enrollment of 20,050 students, and Cuyamaca College enrolled 10,239 students. A total of 27,308 students were enrolled in the district, indicating that many students attend classes at both colleges.

Between 2000 and 2010, the total enrollment at GCCCD grew by 18.7%. Grossmont College's enrollment grew 19.5% between 2000 and 2010, while Cuyamaca College's enrollment grew faster during that time period, increasing 44.8% between fall 2000 and fall 2010.

Table 7: Number of students, fall semester

	GCCCD	Cuyamaca	Grossmont
2000	23,013	7,073	16,777
2001	24,681	7,650	17,947
2002	26,031	8,110	18,921
2003	25,205	7,866	18,408
2004	24,435	7,777	17,807
2005	23,385	7,586	16,954
2006	23,659	7,755	17,151
2007	25,389	8,727	18,053
2008	26,487	9,346	18,801
2009	27,914	9,822	20,812
2010	27,308	10,239	20,050

Gender. In fall 2010, 55% of the students enrolled at Cuyamaca College were female; 55.6% of the students enrolled at Grossmont College were female (55% for the District overall). This is down slightly from 2005, when 58% of the students enrolled at Grossmont College were female and 57% of Cuyamaca College's students were female, meaning that a greater percentage of male students have been enrolling in recent years.

Age. Districtwide, 63% of the students are age 24 or younger; 13% are between the ages of 25 and 29, 18% are between the ages of 30 and 49, and 5% of the students are over age 50. Grossmont College's students are a bit younger than the district average (67% are age 24 or younger), while Cuyamaca College's students tend to be a bit older than the district average (with 59% age 25 or older, and 28% over age 30).

Table 8: Age Distribution, fall 2010, in percent

	GCCCD	Cuyamaca	Grossmont
under 20	29.1	29.0	28.6
20-24	34.4	30.3	37.5
25-29	13.4	12.1	13.8
30-49	17.8	21.3	15.9
50+	5.4	7.2	4.1

Ethnicity. Districtwide, about 46% of the students are White, 25% are Hispanic, 11% are Asian, 7% are African-American, and 12% are "other" which may include mixed race/ethnicity. Cuyamaca College has a lower percentage of Asian students and a higher percentage of White and other race/ethnicity students than does Grossmont College or the district as a whole.

Table 9: Ethnicity, fall 2010, in percent

	GCCCD	Cuyamaca	Grossmont
Asian	10.6	7.3	12.0
African-American	7.4	6.8	7.7
Hispanic	24.4	24.0	23.9
White	45.3	47.1	45.1
Native American	0.6	0.6	0.6
Other	11.8	14.2	10.8

The racial and ethnic composition of the student body has been changing; the percentage of students in the district who are White dropped from 54% in 2004 to 46% in 2010, while the percentage of students who are Hispanic increased from 18% to 25% during that time period. The percentage of students who reported their race/ethnicity as "other" increased by 2 percentage points between 2004 and 2010, from 10% to 12%.

The percentage of students who are Hispanic is expected to continue to grow, as evidenced by changes in the ethnicity of students enrolled in feeder high schools. At Grossmont Union High School District (which has more than 24,000 students in 21 schools and training centers), the population of White students declined about 0.3% per year between 2005 and 2011, and the population of African-American students declined about 0.4% per year during that time period. The population of Hispanic students, on the other hand, increased 0.9% per year during that time period. Enrollment in the Grossmont Union High School District is falling slowly, with an average loss of 37 students per year between 2005 and 2011.

Primary language. About 87% of the students at Cuyamaca College and 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. In 2010, 83.8% of the students at Cuyamaca College were U.S. citizens, down from 88.8% in 2004. At Grossmont College the percentage of students who are U.S. citizens fell from 91% in 2004 to 86.3% in 2010. While the percentage of students who are permanent residents increased by just over 1 percentage point between 2004 and 2007 (from 6.4 to 7.5%) at Cuyamaca College, the percentage of

students who were permanent residents dropped somewhat at Grossmont College, from 6.4% in 2004 to 5.8% in 2010.

The percentage of students on a student visa at Cuyamaca College dropped by 2.7 percentage points between 2004 and 2010, while the percentage of students on a student visa at Grossmont College increased by almost that same percentage during that time.

Table 10: Citizenship of Cuyamaca College and Grossmont College Students, in Percent

	Cuyamaca College			Grossmont College		
	2004	2007	2010	2004	2007	2010
U.S. Citizen	88.8	88.8	83.8	91	91.7	86.3
Permanent Resident	6.4	6.0	7.5	6.4	5.7	5.8
Temp Resident	0.1	0.1	0.2	0.1	0.0	0.1
Refugee/Asylee	1.1	1.0	7.2	1.9	1.6	2.9
Student visa	3.1	3.3	0.4	1.0	0.3	3.8
Other	0.5	0.9	1.0	0.9	0.8	1.1

The biggest percentage point increase is in the percentage of students at both Colleges who are refugees or asylees; while at Grossmont College this increased by one percentage point between 2004 and 2010, the percentage of students at Cuyamaca College who are refugees or asylees increased by 6.1 percentage points during that time period. This reflects the increase in the total number of refugees who came to San Diego during that time period, as illustrated in Table 11 below:

Table 11: Refugee Arrivals in California and San Diego

Federal Fiscal Year	California	San Diego
2005-06	5,200	796
2006-07	6,707	1,088
2007-08	9,478	2,595
2008-09	11,272	4,168
2009-10	8,563	3,663

Source: Nguyen, 2011.

Student residence within the GCCCD District boundaries. Cuyamaca College students are much more likely than are Grossmont College students to live within the GCCCD boundary area (74.9% at Cuyamaca College vs. 53.7% at Grossmont College). Grossmont College has a much higher percentage of students who are California residents living outside the GCCCD boundary area, due in part to the College's convenient access by freeway.

Table 12. Residency Status (%)

	Cuyamaca College			Grossmont College		
	2004	2007	2010	2004	2007	2010
GCCCD resident	79.1	78.6	74.9	52.4	53.5	53.7
Non-GCCCD, CA res	18.3	18.8	22.1	41.9	40.8	39.4
Non-CA resident	1.0	1.0	1.8	1.6	1.4	1.9
Non-resident exempt	0.8	0.9	0.8	0.7	0.9	1.0
International student	0.8	0.7	0.5	3.4	3.4	4.0

The Grossmont Union High School District serves the more populated, western half of the GCCCD Boundary area. In fall 2010, the percentage of the high school graduating class from the high schools in the Grossmont Union High School District that attended GCCCD ranged from 12.5% to 52.5%. Among the top feeder schools,

students from Grossmont High and West Hills High were more likely to attend Grossmont College; students from Valhalla High and Granite Hills High were more likely to attend Cuyamaca College.



In fall 2010, the percentage of the high school graduating class from the high schools in the Grossmont Union High School District that attended GCCCD ranged from 12.5% to 52.5%.

Table 13: Recruitment to GCCCD from the Grossmont Union High School District

	Fall 2007		Fall 2010	
	# of Incoming Students	% of Graduating High School Class*	# of Incoming Students	% of Graduating High School Class*
Chaparral	10	23.3	10	12.5
El Cajon Valley	129	42.7	156	40.4
El Capitan	158	45.5	150	37.2
Granite Hills	239	43.8	236	41.5
Grossmont	222	47.5	240	45.5
Monte Vista	134	39.1	155	36.7
Mount Miguel	120	39.1	128	34.5
Santana	146	42.9	117	38.0
Steele Canyon	80	19.0	198	43.3
Valhalla	192	48.4	224	52.5
West Hills	236	46.7	213	43.6
Total	1,666		1,827	

* Graduation counts for 2010 supplied by GUHSD and not yet validated by the CDE

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.

At Cuyamaca College, 9.7% of the fall 2010 students were new high school graduates, 13.5% were new GCCCD students, 73.8% were continuing or returning students, and 3% 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 58% districtwide in

fall 2006 to 63% in fall 2010. Grossmont College students are more likely to enroll with the goal of earning a degree or transferring than are Cuyamaca College students (66% compared to 57% in fall 2010). Cuyamaca College students are more likely to enroll for a vocational degree or to plan/maintain a career or to gain basic skills.

Cuyamaca College students are also somewhat more likely to be undecided or not report an educational goal, with 22% of Cuyamaca College students undecided compared to 18% of Grossmont College students. In both colleges the undecided students are the second largest group by educational goal.

Table 14. Declared Educational Goals, in percent

	Fall 2006			Fall 2010		
	GCCCD	Cuyamaca	Grossmont	GCCCD	Cuyamaca	Grossmont
Degree/transfer	58	49	63	63	57	66
Vocational degree/transfer	2	3	2	2	3	2
Plan or maintain career	12	16	10	8	10	8
Basic skills	8	10	7	7	9	6
Undecided/uncollected	20	22	18	20	22	18

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. At Cuyamaca College, 30.1% of new students tested ready for college- or transfer-level coursework in English in fall 2010, down from 34.7% in fall 2005. At Grossmont College, 30.7% of new students were placed into college or transfer-level English coursework in fall 2010, down from 36.1% in fall 2005.

In fall 2010, about 57% of the students at both colleges tested into pre-college-level English courses, up from around 54% in 2005. The percentage of students placing into basic-skills-level English courses also rose from 2005, to 12.9% at Cuyamaca College and 11.8% at Grossmont College (although the rates had dropped a bit from their highs in fall 2007). It should be noted that only 40% of new Cuyamaca students and 49.5% of new Grossmont College students took the English assessment tests in fall 2010.

Table 15. English Placement Rates for New Students, Fall Semester

	Cuyamaca College			Grossmont College		
	2005	2007	2010	2005	2007	2010
Basic Skills	10.8	14.6	12.9	9.6	12	11.8
Pre-College	54.5	55.1	57	54.2	53.9	57.5
College	23.9	24.2	22.6	25.5	25.3	23.5
Transfer	10.8	6.1	7.5	10.6	8.8	7.2

Students are somewhat more likely to be prepared for college-level or transfer-level coursework in mathematics. At Cuyamaca College, 55.7% of new students tested ready for college or transfer level coursework in math, more than the percentage who tested ready for these levels of coursework in English but down from 59.3% in 2005. At Grossmont College, 73.3% of new students tested ready for college- or transfer-level math coursework, up slightly from 70.7% in 2005.

Cuyamaca College students are much more likely than are Grossmont College students to place into pre-college or basic skills math courses; 44.3% of Cuyamaca College students were not ready for college-level math, compared to 26.7% of Grossmont College students. The percentage of students testing into the lowest level, basic skills math courses increased dramatically at Cuyamaca College, from 10.1% in fall 2005 to 19.8% in fall 2010. At Grossmont College 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 completed assessment tests in mathematics (51.6% at Cuyamaca College, 53.8% at Grossmont College).

Table 16. Math Placement % Rates for New Students, Fall Semester

	Cuyamaca College			Grossmont College		
	2005	2007	2010	2005	2007	2010
Basic Skills	10.1	10.0	19.8	4.2	3.6	6.0
Pre-College	30.5	27.6	24.5	25.1	23.1	20.7
College	30.3	37.0	26.3	40.0	43.7	37.8
Transfer	29.0	25.4	29.4	30.7	29.6	35.5

Note: placement criteria were changed in 2005, which is why these tables start with that year

In fall 2010, 13.2% of the new students at Cuyamaca College and 8.6% of the new students at Grossmont College were assessed in their English as a Second Language (ESL) skills. 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.

Table 17. Percentage of New Students Assessed in ESL, Fall Semester

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Cuyamaca College	5.1%	4.3%	6.1%	9.7%	13.2%
Grossmont College	3.9%	5.3%	5.9%	7.3%	8.6%

At Cuyamaca College, 46.2% of the students assessed in ESL tested into an introductory, non-college level courses (ESL 070 or ESL 080), and another 26.7% tested into the first core (but non-college credit) ESL course, ESL 096. Just over 27% of the students assessed in ESL at Cuyamaca College in fall 2010 tested into a college-credit-level ESL course (ESL 100, 103, 106, or 110).

At Grossmont College, new students assessed in ESL were much more likely to be ready for college-credit-level ESL, with 57.4% testing into 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. All of the students enrolled at Grossmont College are in credit coursework; 93.3% of the Cuyamaca College students in fall 2010 were enrolled in credit courses (up from 69% in 2004). About 80% of the students at both colleges attend during the day, with the others attending either only at night (17% at Cuyamaca, 18% at Grossmont) or both day and night classes (2-3% total).

In fall 2010, about 11.8% of the 82,127 credit course enrollments districtwide were in courses offered 100% online; another 3.2% of course enrollments were in hybrid courses that offer part of the course online. At Cuyamaca College, 15.9% of the 24,639 fall 2010 credit course enrollments were in 100% online courses, and other 5.9% were in hybrid courses. At Grossmont College, 10.0% of the 57,488 total course enrollments were in 100% online courses, and another 2.2% were in hybrid courses.

Students are somewhat more likely to take occupational coursework at Cuyamaca College (39% in 2009) than they are at Grossmont College, where 32% of students enrolled in occupational courses in 2009.

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. At Cuyamaca College, one-quarter of the students enrolled in fall 2010 (24.5%) attempted at least twelve units; 38% attempted at least nine units. Cuyamaca College had a much larger percentage of students taking fewer than 6 units in fall 2010 (42.9%, compared to 27.6% at Grossmont College).

Table 18. Semester Units Attempted and Completed, fall semester 2010, in percent

	Cuyamaca College		Grossmont College	
	Attempted	Completed	Attempted	Completed
0.0	-	20.5	-	17.3
0.1 - 5.9	42.9	38.0	27.6	28.9
6.0 - 8.9	19.4	17.2	18.8	17.6
9.0-11.9	13.1	11.1	17.4	15.7
12.0 and above	24.5	13.2	36.2	20.5

Many students did not complete the units they attempted (finishing the course with a valid grade other than F or 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. At Cuyamaca College, about 54% of the students who attempted 12 or more semester units finished at least 12 units; at Grossmont College, 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. Table 19 identifies course success rates by age, gender and ethnicity.

Table 19. Course Completion and Success, fall 2010

	Cuyamaca College		Grossmont College	
	Completed	Success	Completed	Success
Overall	83.6	67.3	83.3	68.5
By Age				
<20	86.8	66.4	85.1	66.9
20-24	81.4	65.2	82.1	67.2
25-29	81.6	66.0	82.1	70.2
30-49	82.0	70.6	83.2	73.2
50+	83.9	74.3	83.2	74.8
By Gender				
Female	83.6	69.1	83.3	69.6
Male	83.5	65.1	83.4	67.3
By Ethnicity				
Asian	83.0	70.4	85.6	72.8
African American	79.2	52.9	77.9	55.5
Hispanic	82.8	62.8	81.6	63.3
White	84.5	71.0	84.8	72.9
Other/not reported	84.4	68.6	82.3	66.7

At Cuyamaca College, 16.4% of the students withdrew before the semester ended, and another 16.3% of the students did not pass the course. At Grossmont College, 16.7% withdrew and another 14.8% did not pass. At both colleges, 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.

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 lecture-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 introduced 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%). Course success rates by course method are presented in Table 20 below.

Table 20. Course Success Rate by Course Method, Fall 2010

	Districtwide	Cuyamaca College	Grossmont College
100% Online	58%	59%	58%
51% or more online	68%	-	68%
Less than 49% online	65%	67%	63%
Lecture/lab	70%	69%	70%
Other	76%	84%	72%

Semester Grade Point Average (GPA). Over half of the students at each college earned at least a 3.0 GPA in fall 2010. However, over 22% of students at each college earned a GPA of under 2.0, the minimum cumulative grade point average needed to transfer to a CSU.

Table 21. Semester Grade Point Average, fall 2010

	Cuyamaca College	Grossmont College
<2.0	22.2	22.6
2.0-2.5	16.3	17.3
2.6-2.9	6.3	9.2
3.0+	55.1	50.9

Degrees and certificates awarded. In 2009/10, GCCCD awarded 1,495 Associate degrees and 492 Certificates. Grossmont College awarded 75% of the associate degrees and just under 74% of the certificates awarded by the District in 2009/10.

The number of degrees and certificates awarded grew steadily from the 2005/06 academic year (when a total of 2,010 degrees and certificates were awarded) to the 2007/2008 academic year (when 2,170 degrees and certificates were awarded). The number of associate degrees awarded then dropped slightly (by about 5%) between the 2007/2008 academic year and the 2008/2009 academic year. However, the number of certificates awarded districtwide dropped by 10.8% between the 2007/2008 academic year and the 2008/2009 academic year (from 572 to 510), and declined further in the 2009/2010 academic year (to 492). This coincides with the timing of the recession that started in December 2007, ended in June 2009, and has been followed with an extended period of economic stagnation (Chandra, 2010).

Table 22. Degrees and Certificates Awarded, 2005/2006 to 2009/2010

Academic Year	GCCCD		Cuyamaca College		Grossmont College	
	Degrees	Certificates	Degrees	Certificates	Degrees	Certificates
2005/2006	1,459	551	414	205	1,045	346
2006/2007	1,500	575	373	213	1,127	362
2007/2008	1,598	572	389	195	1,209	377
2008/2009	1,517	510	349	141	1,168	369
2009/2010	1,495	492	372	129	1,123	363

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 close to the 2004 level in fall 2010. The number of students from Cuyamaca College who transferred to a four-year institution rose 47% between 2004 and 2007.

The number of students from Cuyamaca College who transferred to a four-year institution rose 47% between 2004 and 2007.

Table 23. Transfer to All Four-Year Universities, fall semester within 6 years of attending Cuyamaca or Grossmont

	Cuyamaca College			Grossmont College		
	2004	2007	2010	2004	2007	2010
Completed <30 units	391	428	637	799	724	767
Completed 30+ units	182	224	204	746	613	749
Total	573	652	841	1,545	1,337	1,516

The total number of students who transferred to a California State University campus or a University of California campus decreased at both colleges between the 2005/06 academic year and the 2009/10 academic year. While the numbers of students transferring from Cuyamaca College declined for both CSU and UC, at Grossmont College the number of transfers to a University of California campus actually increased during the five-year period.

Table 24. Transfers to CSU and UC

	Cuyamaca College			Grossmont College		
	2005/06	2007/08	2009/10	2005/06	2007/08	2009/10
CSU	276	230	196	1,042	872	764
UC	44	39	37	146	166	165
Total	320	269	233	1,188	1,038	929

Continuation at the four-year institution. About 84% of Cuyamaca College students who transferred to a CSU campus in 2008/2009 enrolled again in the following year, slightly below the 85% average continuation rate for all CSU transfer students. About 88% of Grossmont College students who transferred to a CSU that year continued into the following year, about 3 percentage points above the state average.

Results of a follow-up study of a cohort GCCCD students. GCCCD participated in the California Leadership Alliance for Student Success (CLASS), a collaboration of 14 California community colleges developed to strengthen institutional data collection and analysis, build a culture of evidence, and to change organizational culture to focus on student success. As part of the participation in the CLASS collaboration,

GCCCCD followed a cohort of 4,036 students who enrolled in fall 2006. Of those students,

- ◆ 46% were White, 22% were Hispanic, and 9% were African-American.
- ◆ Only 36% of the students 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.
- ◆ 34% of the students dropped out after one semester. African-American male students who tested into basic skills were the most likely to drop out after a semester.
- ◆ 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.



District Employee Characteristics

The ethnic diversity of GCCCD employees is much more reflective of the ethnic diversity of the residents of the District boundary area than it is of the ethnic diversity of the students enrolled in fall 2010.

Table 25. Ethnic Diversity of the GCCCD Boundary Area, Students and Employees

	Boundary Area Community 2010	GCCCD Students Fall 2010	GCCCD Employees 2010-11
White	62%	45%	68%
Hispanic	22%	25%	16%
Asian/Pacific Islander	4%	11%	6%
African-American	6%	8%	6%
Native American	1%	1%	2%
Other	0%	6%	3%

Whites are somewhat overrepresented among the district employees when compared to the community (68% of employees, compared to 62% of the population of the district boundary area). Individuals who report their ethnicity to be Asian or Pacific Islander are also overrepresented (making up 6% of the District employees and 4% of the community). Hispanics are underrepresented when the District employees are compared to the community. While 22% of boundary area residents are Hispanic (and 25% of students are), only 16% of the District employees are Hispanic.

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 does the diversity of the community residents or the diversity of the GCCCD students.

Table 26 below presents the percentage of GCCCD employees by ethnicity for executive, administrative and management staff at each site. When compared to the GCCCD Boundary area population, executive/administrative/managerial staff are more likely to be White or Asian and less likely to be Hispanic or African-American.

Table 26. Executive/Administrative/Managerial Staff by Ethnicity (% and totals)

Ethnicity	Cuyamaca College	Grossmont College	District Offices	GCCCD Boundary	San Diego County
Asian	18.75	5.00	8.33	4.03	10.35
African-American	12.50	5.00	0.00	5.58	5.19
Hispanic	0.00	10.00	0.00	22.38	30.62
White	68.75	70.00	83.33	62.4	49.20
Other/Unknown	0.00	10.00	8.33	5.62	4.64
Total Number	16	20	12	—	—

Table 27 presents the percentage of full-time and part-time faculty by ethnicity at each College. When compared to the GCCCD boundary area population, both full-time and part-time faculty are more likely to be White or Asian and less likely to be Hispanic or African-American at both Colleges.

Table 27: Full-Time and Part-Time Faculty by Ethnicity (% and totals)

Ethnicity	Cuyamaca College		Grossmont College		GCCCD Boundary	San Diego County
	Full-time Faculty	Part-time Faculty	Full-time Faculty	Part-time Faculty		
Asian	4.88	6.61	8.52	7.04	4.03	10.35
African-American	1.22	4.13	4.04	2.84	5.58	5.19
Hispanic	10.98	11.57	14.35	11.98	22.38	30.62
White	81.71	75.48	72.20	75.45	62.4	49.20
Other/Unknown	1.22	2.20	0.90	2.69	5.62	4.64
Total Number	82	363	223	667	—	—

Tables 28-30 below present the percentage of classified staff by ethnicity at Cuyamaca College (Table 28), at Grossmont College (Table 29), and in District Services (Table 30). When compared to the GCCCD Boundary area population, classified staff working in professional, technical and skilled craft positions are more likely to be White than the District population as a whole.

Individuals working in secretarial positions at Cuyamaca College and Grossmont College tend to be representative of the GCCCD Boundary area population in terms of ethnicity; in District Services, secretarial staff members are more likely to be Asian and less likely to be Hispanic than are the residents of the GCCCD Boundary area.

Individuals working in service and maintenance positions are more likely to be Asian, African-American or Hispanic than is the population of the GCCCD Boundary area as a whole, and less likely to be White.

Table 28: Cuyamaca College Classified Staff by Ethnicity (% and totals)

Ethnicity	Professional	Secretarial/ Clerical	Technical & Para- professional	Skilled Craft	Service & Maintenance	GCCCD Boundary
Asian	0.00	7.69	4.55	20.00	17.39	4.03
African-American	20.00	0.00	2.27	0.00	13.04	5.58
Hispanic	20.00	21.15	6.82	20.00	34.78	22.38
White	60.00	63.45	84.09	60.00	30.43	62.4
Other/Unknown	0.00	7.69	2.27	0.00	4.35	5.62
Total Number	5	52	44	5	23	-

Table 29: Grossmont College Classified Staff by Ethnicity(% and totals)

Ethnicity	Professional	Secretarial/ Clerical	Technical & Para- professional	Skilled Craft	Service & Maintenance	GCCCD Boundary
Asian	10.00	4.00	14.49	0.00	13.51	4.03
African-American	10.00	5.00	5.80	0.00	16.22	5.58
Hispanic	10.00	23.00	8.70	20.00	27.03	22.38
White	70.00	63.00	71.01	100.00	43.24	62.4
Other/Unknown	0.00	2.00	0.00	0.00	0.00	5.62
Total Number	10	100	69	7	37	-

Table 30: District Offices Classified Staff by Ethnicity (% and totals)

Ethnicity	Professional	Secretarial/ Clerical	Technical & Para- professional	Skilled Craft	Service & Maintenance	GCCCD Boundary
Asian	4.76	20.00	5.56	0.00	11.76	4.03
African- American	14.29	0.00	11.11	0.00	29.41	5.58
Hispanic	4.76	12.00	16.67	16.67	35.29	22.38
White	76.19	64.00	55.56	66.67	23.53	62.4
Other/ Unknown	0.00	4.00	11.11	16.67	0.00	5.62
Total Number	21	25	18	6	17	—

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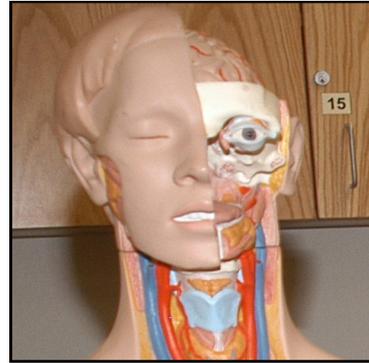
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The Educational Master Plan is intended to guide institutional and program development for a decade or longer at the colleges.



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

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Student Members: Christopher Enders, Charles Taylor III

Chancellor: Cindy L. Miles, Ph.D.

Grossmont College President: Sunita V. Cooke, Ph.D.

Cuyamaca College President: Mark J. Zacovic, Ph.D.