



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

EDUCATIONAL MASTER PLAN

EXECUTIVE SUMMARY

MARCH 2012

*A blueprint for continuing success
in the years ahead*

Executive Summary

The Grossmont-Cuyamaca Community College District (GCCCD), one of the 72 California community college districts, has two colleges: Cuyamaca College, which enrolls about 10,000 students each semester, and Grossmont College, which enrolls about 20,000 students each semester.

The GCCCD Educational Master Plan is a long-range, comprehensive document that will serve as the District's blueprint for the next decade. The Educational Master Plan is intended to guide institutional and program development at both the college and district levels. The priorities established in the Educational Master Plan will serve to guide college and district decisions about growth, development and resource allocation, and align with the five strategic areas of focus established by the GCCCD Governing Board:

- ◆ **Student Access:** Ensure that all prospective students have an opportunity to benefit from programs and services.
- ◆ **Learning and Student Success:** Provide programs and services that enable students to progress in a timely fashion toward achievement of their identified educational goals. Promote a culture that values students, fosters academic excellence, and cultivates an environment that is conducive to sustained continuous improvement of learning.
- ◆ **Fiscal and Physical Resources:** Enhance District fiscal and physical resources with strategic and transparent stewardship.
- ◆ **Economic and Community Development:** Pursue opportunities and partnerships that enhance college programs, promote a vibrant economy, and benefit the local community.
- ◆ **Value and Support of Employees:** Value and commit to fostering an inclusive, diverse, and professional environment where employees are encouraged to pursue and reach their potential.

Analysis of External Trends that will affect GCCCD

The district undertook an inclusive process to develop the Educational Master Plan. In spring 2011 the GCCCD community participated in a "Scan Team" process to identify important trends and issues that should be considered in setting District and College priorities in six areas: education, technology, economy,

environment, politics, and society. Several important external trends were identified and used to inform the planning process.

Education:

- ◆ Students are older and more diverse, and are more self-directed and proactive in their college education.
- ◆ Many students enroll part-time, and many attend college to prepare for a job or develop their work skills.
- ◆ Many students need to develop their basic academic skills to succeed in college. This both increases the amount of time it takes students to earn a degree and makes it less likely that they will finish college.
- ◆ Declining public funding puts more financial pressure on colleges. Public institutions are cutting their enrollments, and more costs are shifted to students.
- ◆ Workforce skills in science, technology, engineering and mathematics are in growing demand.



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Society:

- ◆ San Diego is receiving an increasing number of refugees.
- ◆ As the population ages, healthcare costs place an increasing demand on private and public funds.

Technology:

- ◆ Students want to take courses and access college services online, and want mobile access to learning resources.
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- ◆ Technology also offers the opportunity to reduce the costs of some college operations, although budget reductions make it difficult for colleges to pay the upfront costs of technology upgrades.



Economy:

- ◆ Education and technical skills have become critical to the ability to earn enough to support a family.
- ◆ The lack of skills for available jobs may cause a longer-term increase in the base level of unemployment.
- ◆ Students are going deeply into debt to pay for their education.



Environment:

- ◆ The availability of water in San Diego is an issue of growing concern.
- ◆ Environmental sustainability is a growing area of focus for colleges.

Politics:

- ◆ More state and federal attention to community colleges includes expectations for increased productivity and accountability for student outcomes.

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Findings of the environmental scan

The GCCCD Institutional Research Office developed an environmental scan that highlighted trends over time in the local economy and reported data on student populations, enrollment, and student success.

The GCCCD Boundary Area

- ◆ In 2010, about 480,900 people lived in the GCCCD boundary area – about 15% of the San Diego County population. Compared to the region as a whole, people living in the GCCCD boundary are more likely to be White, African American or Native American, less likely

to be Hispanic or Asian, and are more likely to speak only English at home.

GCCCD boundary area residents are slightly older, have a somewhat lower

level of educational attainment, and have a slightly lower median income than in the San Diego region as a whole.

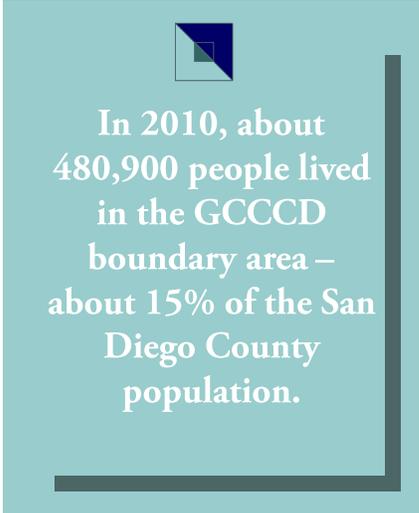
- ◆ Economically, the GCCCD boundary area is predominately residential, with mainly smaller businesses and retail centers. Three of the six largest employers in the GCCCD boundary area are Native American casinos.

GCCCD is the third largest employer in the boundary area.

- ◆ Residents of the GCCCD boundary area travel an average of 29 minutes to work, often into the City of San Diego, and are somewhat more likely to be employed in construction, trade, education/social/health services, or public administration than are all County residents.



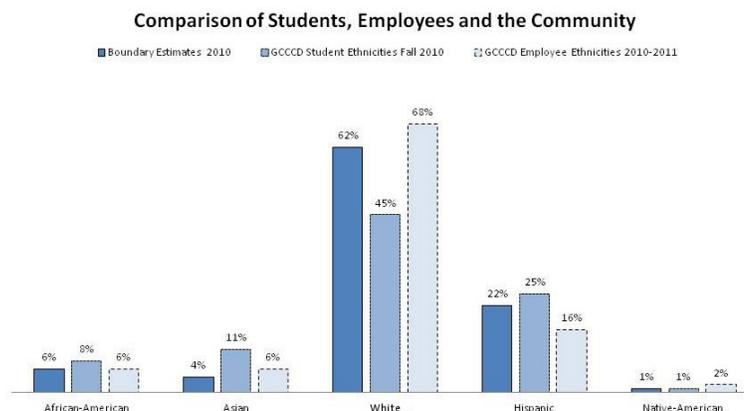
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GCCCD Students and Academic Achievement

◆ In fall 2010, 27,264 students enrolled in GCCCD, with 20,004 students attending Grossmont College and 10,240 attending Cuyamaca College.



- ◆ Nearly 3,000 students (10.9%) attended classes at both colleges. About 55% of all GCCCD 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.
- ◆ The racial and ethnic composition of the student body has been changing; the percentage of GCCCD students 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%.

Most students (63%) enroll with the goal of earning a degree or transferring to a four-year program. About 19% of the students are undecided about their educational goals. Assessment tests for new students showed that about 57% needed pre-college courses in English and 27% to 44% needed pre-college math. However, many of those students enrolled in other college-level courses even though they were not prepared to take them. As an open-access institution, GCCCD does not require students to take pre-college courses as a condition of enrollment.

Special points of interest:

- ✓ Most students (63%) enroll with the goal of earning a degree or transferring to a four-year program
- ✓ About 19% of the students are undecided about their educational goals.
- ✓ More than 30% of all course enrollments resulted in a withdrawal or failure to pass the course.

- ◆ Approximately 17% of GCCCD students did not finish any of their courses in fall 2010. More than 30% of all course enrollments resulted in a withdrawal or failure 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.
- ◆ The district conducted a follow-up study 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. More than a third did not enroll again in spring 2007, and by fall 2007 43% of the students were no longer enrolled at GCCCD. Male students of color who tested into pre-college-level courses were least likely to be enrolled after a year.

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Student and Community Forums

The results of the scan team trends analysis and environmental scan were presented to business representatives and community members at a public forum, during which participants identified the community's educational and training needs over the next 10 to 20 years. Student forums were conducted at each college to present the findings of the trend analysis and environmental scan to the students, and to obtain student input about the priorities and directions that the colleges should adopt.

Approximately 40 students attended forums at Grossmont College and Cuyamaca College on September 21 and 22, 2011. The students discussed two sets of questions:

- ◆ What is going well, that we should keep? and
- ◆ What could we do better? What should we focus on for improvement?



Approximately 40 representatives of local businesses and communities attended a community forum on September 22, 2011. They responded to three questions:

- ◆ What is the Grossmont-Cuyamaca Community College District known for doing well that we want to preserve?
- ◆ What will our community's educational and training needs be 10, 15, 20 years from now?
- ◆ What else do you want to tell us to inform our Educational Master Plan?



The students and community members agreed that both Grossmont College and Cuyamaca College offer strong academic programs and high quality instruction, and that student engagement and a sense of community are characteristic of both campuses.

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Students identified several areas that could be a focus of improvement, including class scheduling, transfer agreements, more timely access to counseling, and online programs and services. They also expressed concern about the increasing costs of postsecondary education.

In their discussion of the future educational and training needs of District residents, participants in the community forum stressed that students need workplace and higher-order thinking skills, and that the district

needs to be flexible and agile to respond quickly to employers' needs for staff training. Community forum participants also called for more ubiquitous technology and expanded access to college courses across the district. They also expressed concern about the increasing costs of postsecondary education.

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Community forum participants also called for more ubiquitous technology and expanded access to college courses across the district. They also noted that the colleges are the gateway to the middle class for many district residents, and that the district is a major employer in the region.

GCCCD needs to be flexible and agile to meet employer's training needs.

GCCCD Districtwide Priorities

On September 30, 2011, representatives from Cuyamaca College, Grossmont College and GCCCD District Services met in a daylong retreat to take a closer look at the environmental scan and the trends analysis, and consider their implications for the colleges, District Services and community. The planning councils then drafted long-term priorities and directions for the district.

A. Student Access

- A.1 Make learning accessible to all by providing comprehensive educational services for emerging and growing populations; increasing public transportation to the colleges; providing online, hybrid and in-person learning options with student-centered scheduling; and offering learning opportunities in the more remote areas of the district.

- A.2 Provide clear direction for student success and completion throughout the college entry process by requiring all students to participate in a comprehensive matriculation process that includes orientation, assessment, and academic and financial aid advising. All students will have a college/career goal, a program of study, and an individualized plan that identifies specific steps to goal completion.

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

B. Student Learning and Success

- B.1 Increase K-12 student awareness and readiness for college and career training through stronger partnerships with feeder schools, collaboration to identify and remove barriers to participation in college and career education, and alignment of courses and programs between feeder high schools and the colleges.
- B.2 Promote student behaviors that lead to learning and achievement of their educational goals by providing in-person and web-based access to academic and student support services and providing all students online access to their individualized goal completion plans.
- B.3 Provide multiple pathways to learning and success through course offerings that align with

student needs; condensed, accelerated, and contextualized basic skills programs; short-term certificates that offer opportunities for employment and sequence into more advanced certificates and degrees; and multiple avenues for student engagement and inclusion.



C. Value and Support of Employees

- C.1 Develop a comprehensive Human Resources Plan that promotes GCCCD's commitment to diversity, equity, and inclusion; ensures that staffing levels meet student needs; attracts, recruits, and retains diverse, highly qualified employees; and provides orientation and mentoring for new employees.
- C.2 Support a culture of ongoing professional learning for all employees by providing all faculty, staff, and managers with the training to promote student learning and success, focusing professional development on career pathways, cultural competencies, and leadership development, and developing employees through succession planning.
- C.3 Provide health and wellness programs and activities for all employees.

- C.4 Support a culture of innovation by rewarding new approaches and improvements in all areas of the institution.

D. Economic and Community Development

- D.1 Analyze and meet the workforce training needs of the community.
- D.2 Collaborate with business, educational institutions, and community workforce development organizations to create an East County Workforce Solutions and Training Center.
- D.3 Partner with four-year institutions to provide access to university degrees in East County.
- D.4 Collaborate with business and industry to provide business education and entrepreneurial training within the context of a business setting.
- D.5 Market programs, facilities, events, and capabilities to community development organizations
- D.6 Effectively utilize the noncredit and fee-based programs as pilots for new program development and structuring career ladder options.



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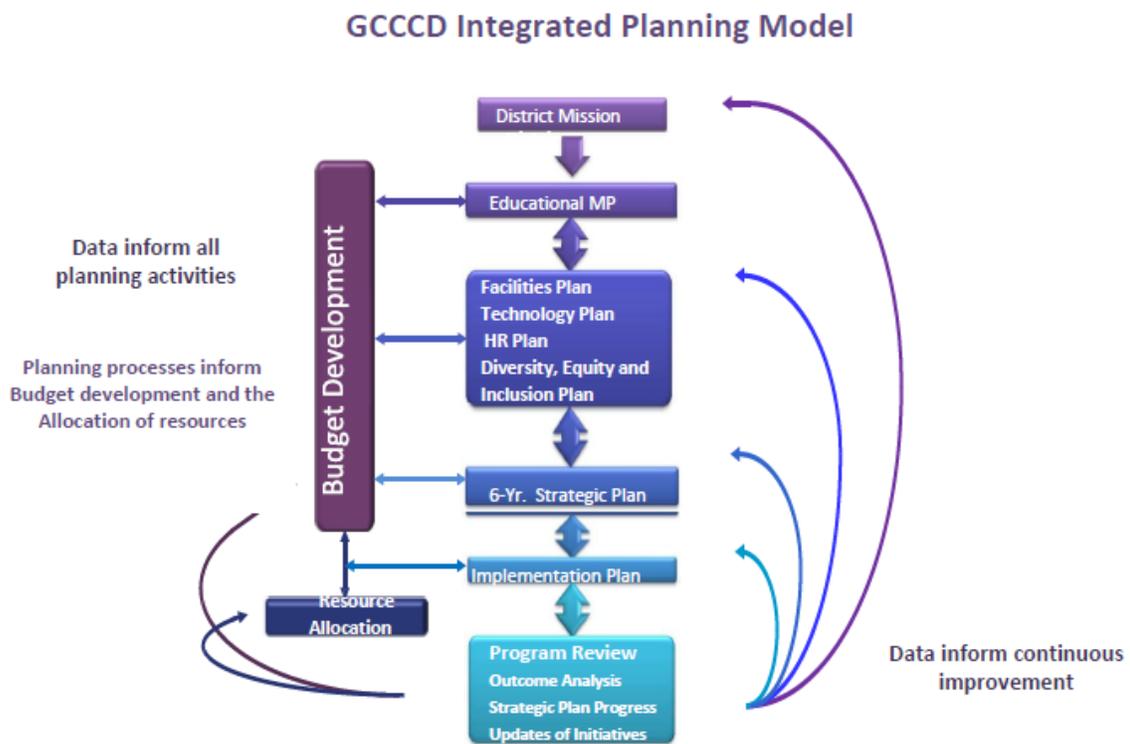
E. Fiscal and Physical Resources

- E.1 Ensure that resource decisions are transparent, collegial, driven by strategic priorities for learning and student success, and address total cost of ownership.
- E.2 Develop and implement a comprehensive Facilities Master Plan that is driven by student learning and success needs. Build facilities needed to support the District’s mission of serving current and future education and workforce training needs of the community; refurbish, repair, or replace buildings to address student needs and safety and access standards. Sustainability will be a key focus with green practices integrated into facilities planning and operations, minimizing the use of natural resources, and utilizing technology to support resource conservation in all campus and district facilities.
- E.3 Evaluate facility use and administrative operations to increase efficiency and cost-effectiveness.
- E.4 Identify and address technology needs that support innovative and successful teaching, learning, student support, and administrative operations through a Districtwide Technology Plan that supports the successful implementation of each College's Instructional Technology Plan.

- E.5 Identify and secure new sources of revenue to augment traditional funding to advance strategic priorities through grants development, the Foundation for Grossmont and Cuyamaca colleges, leveraged partnerships with business, industry, education, government, and community-based organizations, and a robust revenue stream derived from contract education, facility rentals, and other innovative practices.

Linkage of the Educational Master Plan and other District Plans

This Educational Master Plan has been developed with extensive input from the colleges and the community to provide direction and focus to future decision-making. One purpose of the plan is to integrate institutional planning at the campus level with that of the district level to support a more intentional alignment of the two plans. The integrated planning model is presented in the figure below .



The Educational Master Plan is intended to guide institutional and program development for a decade or longer at the college and district levels. The priorities established in the Educational Master Plan align with the five strategic areas of focus established by the GCCCD Governing Board and will serve to guide college and district decisions about growth, development and resource allocation.

Instruction, Student Services and Administrative Services Program Reviews create Department and Unit plans that address the needs of each program and service.

The districtwide priorities established through the Educational Master Plan call for the combination of several current, smaller plans into integrated, comprehensive plans that help drive both site-specific strategic and implementation plans and resource allocations. These integrated plans include a Facilities Master Plan, a Technology Plan, a Human Resources Plan, and a Diversity, Equity and Inclusion Plan.

The Six-Year Strategic Plan includes site-specific plans for Cuyamaca College, Grossmont College and District Services. The Educational Master Plan and findings of the instruction, student service and administrative service program reviews from each College drive the establishment of goals that may be achieved in a six-year period and strategies to achieve them. Instruction, Student Services and Administrative Services Program Reviews create Department and Unit plans that address the needs of each program and service. They are accompanied by annual action plans that specify implementation activities for each academic year. Strategic activities are proposed at the unit, division, and college level based on the results of the program reviews and learning/service outcome evaluations, which inform the ongoing planning as part of the cycle of continuous improvement.



The strategic priorities and activities developed through the integrated planning process drive local budget development and resource allocation.

The strategic priorities and activities developed through the integrated planning process drive local budget development and resource allocation. The Grossmont-Cuyamaca Community College District bases resource allocation and district budgets on the plans for facilities, technology, human resources, diversity, equity and inclusion developed on a districtwide basis. Each college and District Services bases its own resource allocation and budget development on their six-year strategic plan, their program reviews and their annual implementation plans.

Institutional effectiveness is assessed by evaluating outcomes at the program, division, and district site levels. Data are used to inform all planning activities, to set measureable objectives, and to assess achievement of those objectives as part of a cycle of continuous improvement. The results of these analyses are reported annually to the Board of Trustees.

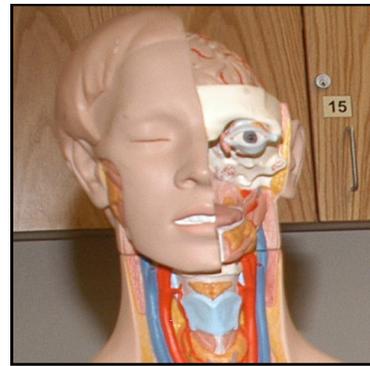


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The Educational Master Plan is intended to guide institutional and program development for a decade or longer at the colleges.



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

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