



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

Educational Master Plan

March 2012

*A blueprint for continuing success
in the years ahead*

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Dear Colleagues,

Benjamin Franklin once said, “By failing to prepare, you are preparing to fail.” The Educational Master Plan for the Grossmont-Cuyamaca Community College District is part of our strategic planning to ensure that we continue our success in offering the best education possible at the District and its two colleges. It’s a long-range, comprehensive document that is intended to serve as the District’s blueprint for the next decade.

The Educational Master Plan takes a visionary look at the future and the many influences that could affect how the District operates, including changes in society, technology, the economy, the environment, and politics. It will drive our priorities and guide our decisions about growth, development and resource allocation.

Guided by our mission of transforming lives through learning, the Educational Master Plan is part of an integrated process that includes planning for facilities; technology; human resources; diversity, equity and inclusion; and sustainability. Based on the guiding principles developed in those plans, the District has developed strategic and implementation plans spelling out how to best use our limited funds and resources.

I’d like to extend many thanks to the countless people whose efforts contributed to the development of the Educational Master Plan. Faculty, staff and students submitted information to be considered, and served on teams to review and analyze the information collected. Community members, staff and students offered their visions on the District’s future at daylong retreats held in September 2011. Of course, our visionary Board of Trustees helped all along the way – sharing in workshops to analyze the information, reviewing drafts, and providing the mission-driven framework to guide this initiative.

No one can predict the future, but an Educational Master Plan is the best way for us to be prepared.



Sincerely,

A handwritten signature in black ink that reads "Cindy Miles". The signature is fluid and cursive, written in a professional style.

Cindy Miles
Chancellor, Grossmont-Cuyamaca
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Chapter 1

Introduction

The California Community College 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), one of the 72 California Community College districts, has two colleges: Cuyamaca College, which enrolls over 10,000 students each semester, and Grossmont College, which enrolls over 20,000 students each semester.

The GCCCD Educational Master Plan is a long-range, comprehensive document that will serve as the

The Educational Master Plan is the result of an extensive process involving a review of information sources to identify trends and issues.

District's blueprint for the next decade, and 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; learning

and student success; value and support of employees; economic and community development; and fiscal and physical resources.

The Educational Master Plan is the result of an extensive process involving a review of information sources to identify trends and issues. Forums were also held with community members, students and district leadership to identify education and training needs for the next two decades.

As part of the Educational Master Planning process, various plans created within the district and each college were reviewed and analyzed. Those were then meshed with the vision and priorities developed through the master planning process to create an integrated planning structure that describes the functions, term and scope of each plan. The integrated planning structure is centered around the college and district strategic plans, which set six-year strategies to achieve the priorities established by the Educational Master Plan and drive the resource allocation process. The GCCCD Educational Master Plan calls for the development of four comprehensive plans that will integrate with these strategic plans, meet federal and state requirements, and inform program development and resource allocations:

Grossmont-Cuyamaca Community College District Educational Master Plan

- ◆ *A Human Resources Plan*, which will integrate all plans covering employment equity, diversity and inclusion, staffing patterns, and new staff orientation;
- ◆ *A Facilities Master Plan*, which will integrate plans for the development of new facilities and the maintenance and renovation of existing facilities;
- ◆ *A five-year Technology Plan*, which will support innovative and successful instruction, student learning and support, and administrative operations.
- ◆ *A Diversity, Equity and Inclusion Plan*, which will identify the principles and strategies that the district will undertake to improve access to the colleges for all groups. It identifies the activities needed to recruit a broad diversity of students, and addresses the campus climate for all groups. The plan also addresses the availability of professional opportunities for all GCCCD employees.

History of the Grossmont-Cuyamaca Community College District

In November 1960, the voters of eastern San Diego County approved the formation of the Grossmont Junior College District. The first college classes convened in September 1961 on the Monte Vista High School campus in Spring Valley, with an opening enrollment of 1,538.

In November 1962, voters passed a \$7.5 million bond issue to fund the construction of a college campus. The Governing Board then moved to purchase a 135-acre site in the Fletcher Hills area adjacent to the cities of El Cajon and La Mesa. Ground was broken for the Grossmont College campus in December 1963, and the campus was officially dedicated in December 1964. In October 1965, the voters approved a second bond issue for \$3.5 million, which funded the completion of the master plan for a college that could accommodate 4,800 students. The Grossmont College campus construction was completed in September 1967.

In September 1972, the Governing Board acquired a 165-acre site in the foothills south of El Cajon for a second campus that could accommodate 3,500 students. Cuyamaca College officially opened in fall 1978, with construction of campus facilities continuing through 2001.

In March 1985, the Governing Board officially changed the name of the district to the Grossmont-Cuyamaca Community College District, thereby incorporating the name of both colleges in the title.

By fall 2000, the district enrolled more than 23,000 students in two campuses designed to accommodate 8,300 students. Cuyamaca College enrolled 7,073, twice its planned capacity of 3,500 students. Grossmont College enrolled 16,777, almost 3.5 times its planned capacity of 4,800 students.

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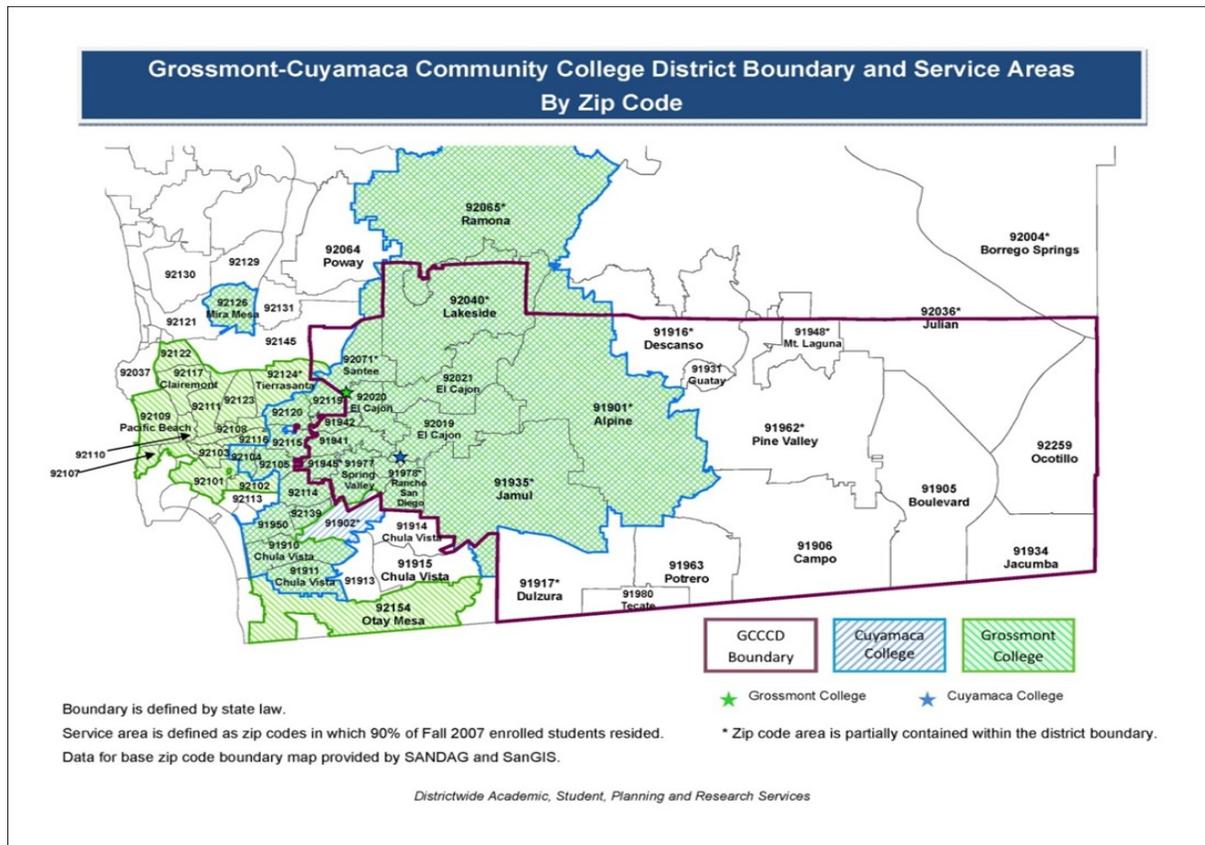
Grossmont-Cuyamaca Community College District Educational Master Plan

In 2002, the Governing Board approved new master plans for the two colleges. The new master plans were designed to accommodate 20,000 students at Grossmont College and 15,000 students at Cuyamaca College by 2015. In November 2002, East County voters approved Proposition R, a \$207 million bond issue that provides funding for the construction of the new campus facilities identified in the master plans. That construction is now nearing completion.

The GCCCD Boundary and Service Areas

Each California Community College District serves a specific geographic area of the state, referred to as the District Boundary Area. GCCCD's official District Boundary Area covers the eastern part of San Diego County. However, the California Community College System allows open enrollment; students can 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. Students living in communities across San Diego County find both GCCCD colleges to be readily accessible by freeway and choose to attend the GCCCD colleges. See map below for boundary area.

Figure 1. Grossmont-Cuyamaca Community College District Boundary and Service Areas



Educational Philosophy

The founders of the Grossmont-Cuyamaca Community College District believed that a community college should provide experiences which will greatly broaden the students' educational opportunities and strengthen the society's democratic institutions. The District founders (representatives of the community) directed the college to provide an education through which students may create rewarding lives, productive for themselves and for society, based on an understanding of the relationship between the past and the challenge of the present and the future.

The Grossmont-Cuyamaca Community College District accepts and is committed to the following premises:

- ◆ The democratic way of life allows each individual the personal freedom and initiative consistent with his/her responsibilities to other persons.
- ◆ The district recognizes the worth of the individual, and the fact that individual needs, interests and capacities vary greatly.
- ◆ The maximum development of the personal, social and intellectual qualities of each individual must be encouraged.
- ◆ The maximum development and fulfillment of the individual, and the development of the community are increasingly interdependent.

The maximum development of the personal, social and intellectual qualities of each individual must be encouraged.

All segments of the District community are encouraged to contribute and participate in the operation of the colleges. An educational environment, dedicated to these philosophic premises, will produce individuals prepared for life and citizenship in a complex, viable society.

Vision

Transforming lives through learning.

Mission

Provide outstanding learning opportunities that prepare students to meet community needs and future challenges of a complex, global society.

Grossmont-Cuyamaca Community College District fulfills its mission by providing:

- ◆ Outstanding undergraduate education leading to certificates, associate degrees, and transfer
- ◆ Excellent career and technical education that prepare students for workforce entry and advancement
- ◆ Comprehensive student development and support services that help students succeed in meeting their educational goals
- ◆ Engaging educational services that meet learners' needs in basic skills, English language proficiency, and lifelong learning
- ◆ Responsive social and economic development programs and community partnerships.

Value statement

Cultivate a student-centered culture of excellence, trust, stewardship, and service.

Strategic Areas of Focus

The GCCCD Governing Board has identified five strategic areas of focus to guide all planning.:

- ◆ 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.
- ◆ 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.
- ◆ Economic and Community Development: Pursue opportunities and partnerships that enhance college programs, promote a vibrant economy, and benefit the local community.)
- ◆ Fiscal and Physical Resources: Enhance District fiscal and physical resources with strategic and transparent stewardship.

Educational Master Plan Purpose and Planning Process

The Educational Master Plan is part of an extensive planning process to guide the district's growth and program development. In addition to the Master Plan, the district also has a Strategic Plan 2010-2016, which includes site-specific plans for Cuyamaca College, Grossmont College and District Services. Several key differences distinguish the Educational Master Plan from these strategic plans:



- ◆ ***The timeframe:*** The strategic plan is shorter-term (six years); the Educational Master Plan covers a term of 10 to 15 years. The strategic plans set goals that may be achieved in a five-year period; the Educational Master Plan establishes district and college priorities that will take much longer to achieve.

- ◆ ***The scope of the plan:*** The strategic plan identifies the specific strategies that each college and District Services will undertake to reach its short-term goals and objectives. The Educational Master Plan is the process by which the

colleges and district take a big-picture look at themselves, their roles in the world of education, and their priorities for using their resources to best fulfill their roles

- ◆ ***The implementation of the plan:*** The strategic plan identifies specific goals for each site, strategies for achieving those goals, and key performance indicators to measure how effective the strategies were in achieving each goal. The Educational Master Plan sets general directions based on analysis of the large-scale trends expected to affect students, the colleges and the community.

Educational Master Plan Development Process

GCCCD 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. Faculty, staff, students and community members identified and submitted articles and information sources in six areas: education, technology,



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economy, environment, politics, and society. More than 55 faculty members, staff members and students served on Scan Teams. They read over 3,000 pages and analyzed over 175 articles and other information sources to identify the external trends that will affect education, the colleges and the community. A summary of the results of the external trends analysis is presented in Chapter 2.

The GCCCD Institutional Research Office developed an environmental scan that highlighted trends in the local economy, student populations and enrollment, and student success (a synopsis of the environmental scan is presented in Chapter 3). The results of the scan team analyses were presented to the GCCCD faculty and staff in August 2011.

The results of the trends analysis and environmental scan were presented to business representatives and community members at a public forum on September 22, 2011, during which participants identified the community's educational and training needs over the next 10 to 20 years (see Chapter 4 for more detail).

Student forums at each college were conducted on September 21 and 22, 2011 to present the findings of the trend analysis and environmental scan to the students, and to obtain their input about the priorities and directions that the colleges should adopt (see Chapter 4).

On September 30, 2011, the planning councils 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, consider their implications for our colleges, District Services and community, and then draft long-term priorities and directions for the colleges and the District.

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



The Educational Master Plan Steering Committee then used the vision and priorities developed at that retreat to develop a draft of the Educational Master Plan, which was circulated to campus and district governance groups for review and endorsement.

Chapter 2

Results of the External Trends Analysis

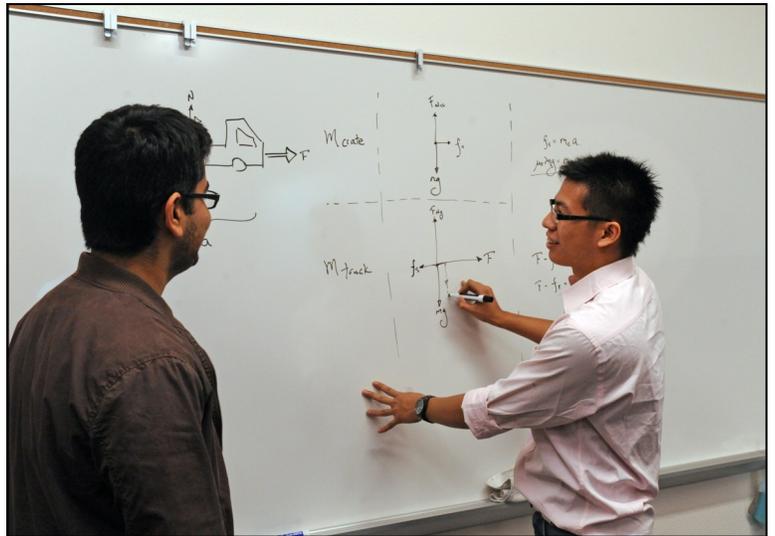
More than 175 articles and information sources were reviewed by the GCCCD scan teams to identify important trends and issues to consider in setting District and college priorities. The articles were categorized into six areas: education, technology, economy, environment, politics, and society. A summary of the results of the trends analysis is presented below. The full trends analysis is available in Appendix A.

1.0 Education

1.1 **An older, more diverse student body will be more self-directed and proactive in their college education.**

1.1.1 **Students are more diverse.**

Students are from ever more diverse backgrounds – educational as well as economic and cultural. The average age of students is increasing, with the average age of the student body in two-year colleges close to 30. These older students tend to be self-directed and proactive in their college education.



1.1.2 *Students attend college for a variety of reasons.* They are more likely to attend part-time and many attend college to prepare for a job or develop their work skills. Full-time students are in the minority.

1.1.3 *Younger students are much more tech-savvy.* The generation of people who were born in the 1990's and beyond has been called the "iGeneration" – students who intuitively use technology and navigate the Internet with ease, are constantly connected, highly social and prefer to work in teams. Traditional teaching methods fail to engage them, and they do not relate to a lecture mode.

1.2 Increasing demands for efficiency and accountability.

1.2.1 Increasing demand for more completions. A shortfall in college graduates of just under 25 million is predicted by 2025; California alone is projected to need one million more baccalaureate degree holders than current trends will produce by 2025 to meet employer needs. Nationally, two-thirds of the students who enter higher education do not complete a degree within six years. The federal government has called upon community colleges to increase degree and certificate completions by 5 million by 2020 as a component of the larger higher education attainment goal.

1.2.2 Increasing demands for colleges to prepare students for jobs conflict with demands for increasing numbers of students with degrees and certificates.

Given the current economic climate and high unemployment rates, there is high demand for and focus on quickly returning people to work through education and training. Community colleges are in the difficult position of balancing two completion agendas: the person's need to return to work and the nation's desire to be a world leader in terms of the number of degrees and certificates awarded. Stackable credentials, career pathways, and applied associate and bachelor's degrees have emerged as ways to provide opportunity for continued academic progression for those who might otherwise have enrolled in shorter-term training programs.

Increasing demands for colleges to prepare students for jobs conflict with demands for increasing numbers of students with degrees and certificates.

1.2.3 Increasing demands to provide more structure to educational programs.

Community college students are often confused and sometimes overwhelmed by the complexity of navigating their community college experience. Community college students are more likely to persist and succeed in programs that are tightly and consciously structured, with relatively little room for individuals to deviate from paths toward completion.

1.3 Increasing attention to and demands on basic skills/developmental education.

1.3.1 More students need to develop their basic academic skills to succeed in college.

Changes in practice related to developmental education are needed to improve students' rates of successful course completion, and to compress the amount of the time required for developmental students to become college ready.

1.3.2 Low academic outcomes for students placed into basic skills courses. Students who are placed into basic skills courses are less likely to complete their intended educational path than are students placed in transfer-level courses; those basic skills students who do complete take longer than their college-ready peers. Overall, very few students who began at the lowest levels of remedial coursework ever completed the last course in the remedial sequence or beyond. The lower a student's starting level in a remedial mathematics or writing sequence, the less likely the student was to complete a college-level course in that subject or a course one level below.

1.3.3 Alternative approaches to addressing basic skills success. Skills in reading, writing, and mathematics are key to academic learning, but are conventionally taught separately from the discipline areas to which they must be applied. Alternative approaches to teach basic skills that may be helpful

In addition, students are more likely to successfully complete developmental courses offered in a compressed format than in regular-length developmental education courses.

in improving the outcomes of academically underprepared college students include (a) contextualization, which makes explicit connections between reading, writing, or math and instruction in a discipline area; and (b) integration, an instructional approach in which academic skills are integrated into the subject content. In addition, students are

more likely to successfully complete developmental courses offered in a compressed format than in regular-length developmental education courses, regardless of the students' age, gender, and ethnicity.

1.4 Declining taxpayer funding will restrict access and put more financial pressure on colleges and students.

1.4.1 Declining public funding shifts costs to students. There has been a fundamental shift to individuals bearing more of the cost of higher education, leading to families taking on unprecedented levels of debt or choosing to pursue a 2-year degree instead. However, California's budget for the fiscal year beginning July 2011 is 5% lower for community colleges, which means they may have to turn away about 140,000 students (the entire system enrolls over 2.9 million students).

1.4.2 Declining access to the community college may lead to increasing conditions for enrollment. Access to the community college will be reduced in response to the combination of reductions in course-section offerings because of state budget cuts and concurrent strong demand for college services

by adults seeking retraining and other skills. Many students – particularly first-time students – have not been able to enroll in the classes they need to progress toward their educational goals, effectively rationing access. Statewide changes in registration priorities for community colleges have been suggested in the Legislature, with higher priority given to new and continuing students who have completed all matriculation requirements (for orientation, assessment, etc.) and are making satisfactory progress toward their educational goals.

1.4.3 Declining access to California's public four-year institutions. Funding reductions at the University of California and California State University are leading those institutions to reduce their enrollments and increase their requirements for Transfer Acceptance Guarantee programs.

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1.5 Trends in technology and demands for accountability change priorities for funding of programs and disciplines.

1.5.1 Intense focus on math, reading, and science. There is a strong and growing demand for better qualified teachers in K-12 grades, particularly in math and science. With more focus on math and science education, schools are focusing less on liberal arts and humanities despite their impact on learning and development of critical thinking skills.

1.5.2 The ongoing development of new technology is increasing the demand for technology programs and curriculum options. There is increasing demand for applied and interdisciplinary programs, greater focus on information literacy, and more demand for experiential learning such as cooperative education, internships, service-learning.

2.0 Society

2.1 San Diego County is receiving an increasing number of refugees. Chaldean Iraqis are the fastest-growing refugee community in San Diego County, followed by Burmese refugees and Somalis.

2.2 Healthcare costs place an increasing demand on private and public funds, particularly as the population ages. Three health behaviors (poor nutrition, lack of physical activity, and tobacco use) contribute to four diseases (heart disease/stroke, cancer, diabetes and respiratory disease) that cause more

than 50% of the deaths in San Diego County. Obesity is becoming more prevalent among both adults and children, and the percentage of the U.S. population with diabetes has tripled since 1990. U.S. medical costs associated with obesity were estimated at \$147 billion in 2008; health care costs for people with diabetes totaled \$116 billion in 2007.

3.0 Technology

3.1 Technology is increasing access to information around the world, fostering increased communication and collaboration, and placing new demands on education. Technological competence needs to be continually emphasized, and professional development must provide training and support in using technology to enhance teaching and learning.

3.2 Technology and the Internet offer new ways to create, publish and access information, but this makes it more difficult to judge the validity of that information. Digital media literacy is becoming a key skill in every discipline and profession.

3.3 The demand for mobile access to learning resources will rise as people increase their wireless access to networks and the Internet.

However, there are differences in the extent to which different groups have access to wireless resources, especially fast (broadband) connections.

3.4 Continued growth in and demand for online learning offers students more learning options. It also puts more demands on faculty, who must rethink the way they lead a class and learn to use data and online feedback to evaluate whether students comprehend the curriculum.

3.5 Technology will facilitate the development of new disciplines and career opportunities. Programs in information technology and computer and video game design are in demand and are now offered at colleges and universities across the country.

3.6 Technology places new demands on all college services. Technology also offers opportunities to reduce costs, but budget reductions make it difficult to take full advantage of those opportunities.



*Technology
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4.0 Economy

- 4.1 Unemployment in California and in the San Diego region has increased in the current recession.** The jobs that are open require different skill sets than the skills unemployed workers have, resulting in structural unemployment that has led to a “jobless recovery” from the recession and that may cause a semi-permanent increase in the level of base unemployment.
- 4.2 Education and technical skills are becoming critical to the ability to earn enough to live on and support a family.** Over the next decade, nearly 8 in 10 new job openings in the U.S. will require some workforce training or postsecondary education. Half of the 30 fastest growing occupations in America require at least a four-year college degree.
- 4.3 There is increasing demand for post-secondary educational institutions to provide skills training and preparation for targeted occupations (including manufacturing, technology and green jobs).** U. S. manufacturers are finding it difficult to hire workers educated, trained and qualified to do the work in demand – much of which requires math, science and technical skills.
- 4.4 Many students must go deeply into debt to pay for their postsecondary education.** Costs increasingly impact college choice.
- 4.5 There is an increasing focus on green jobs and sustainable industries.** Community colleges will be essential to prepare students for jobs in the six green industry sectors: energy, building, fuels, transportation, water, and environmental compliance.

Many students must go deeply into debt to pay for their postsecondary education.

5.0 Environment

- 5.1 Growing challenges to the ability of the Earth to support its human population have significant implications for social and economic stability.** These challenges include exponential population growth; depletion of aquifers in heavily populated areas; depletion of other natural assets (including forests, grasslands, and soils); and climate change causing increased incidence of drought.

5.2 Environmental sustainability is a growing focus for colleges. A vision of a sustainable future should guide renovation of existing buildings, design and construction of new buildings, facility operations and maintenance, campus land use, and outdoor recreation.

5.3 The availability of water is an issue of growing concern in San Diego. With 80-90% of water used in San Diego imported from outside the region, water conservation and reuse is an increasing focus in the San Diego region.

6.0 Politics and Legal Issues

6.1 More state and federal attention to community colleges includes expectations for increased productivity and accountability for student outcomes. Both state and federal governments are seeking approaches to improve college performance statistics.



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Chapter 3

Results of the Environmental Scan

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

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

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

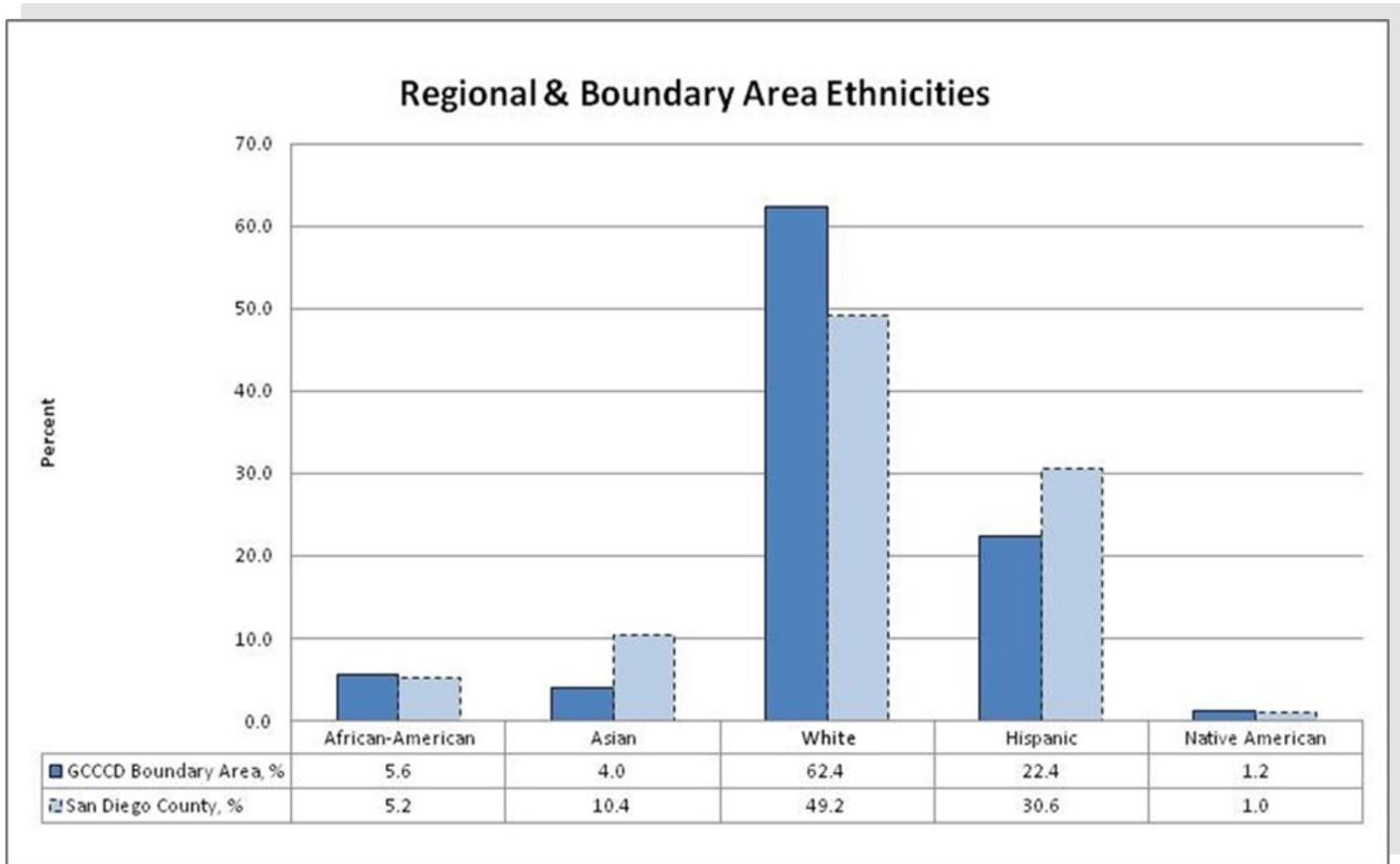
Profile of the District Boundary Area

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



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

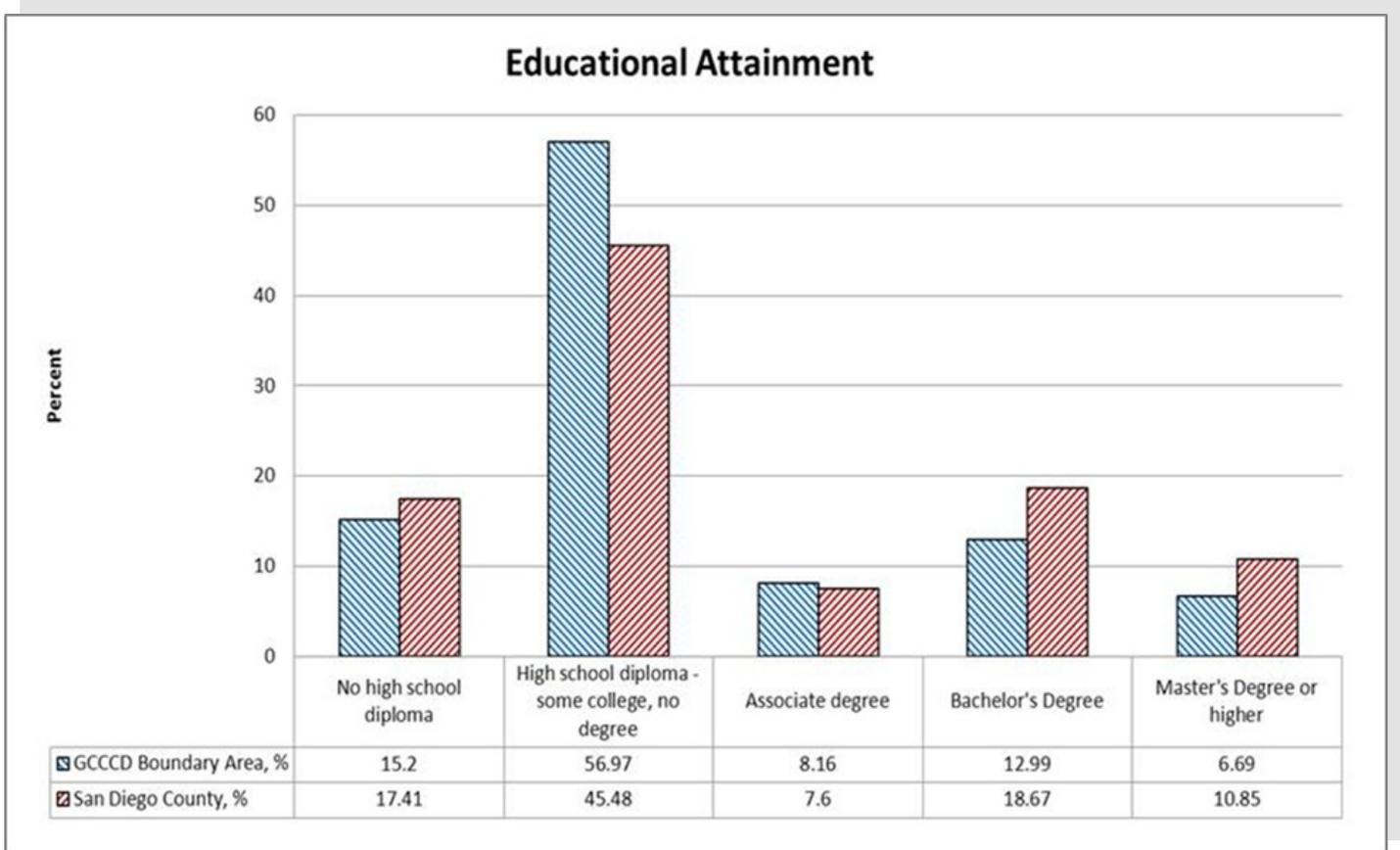
Figure 3.1 Population by Race and Ethnicity



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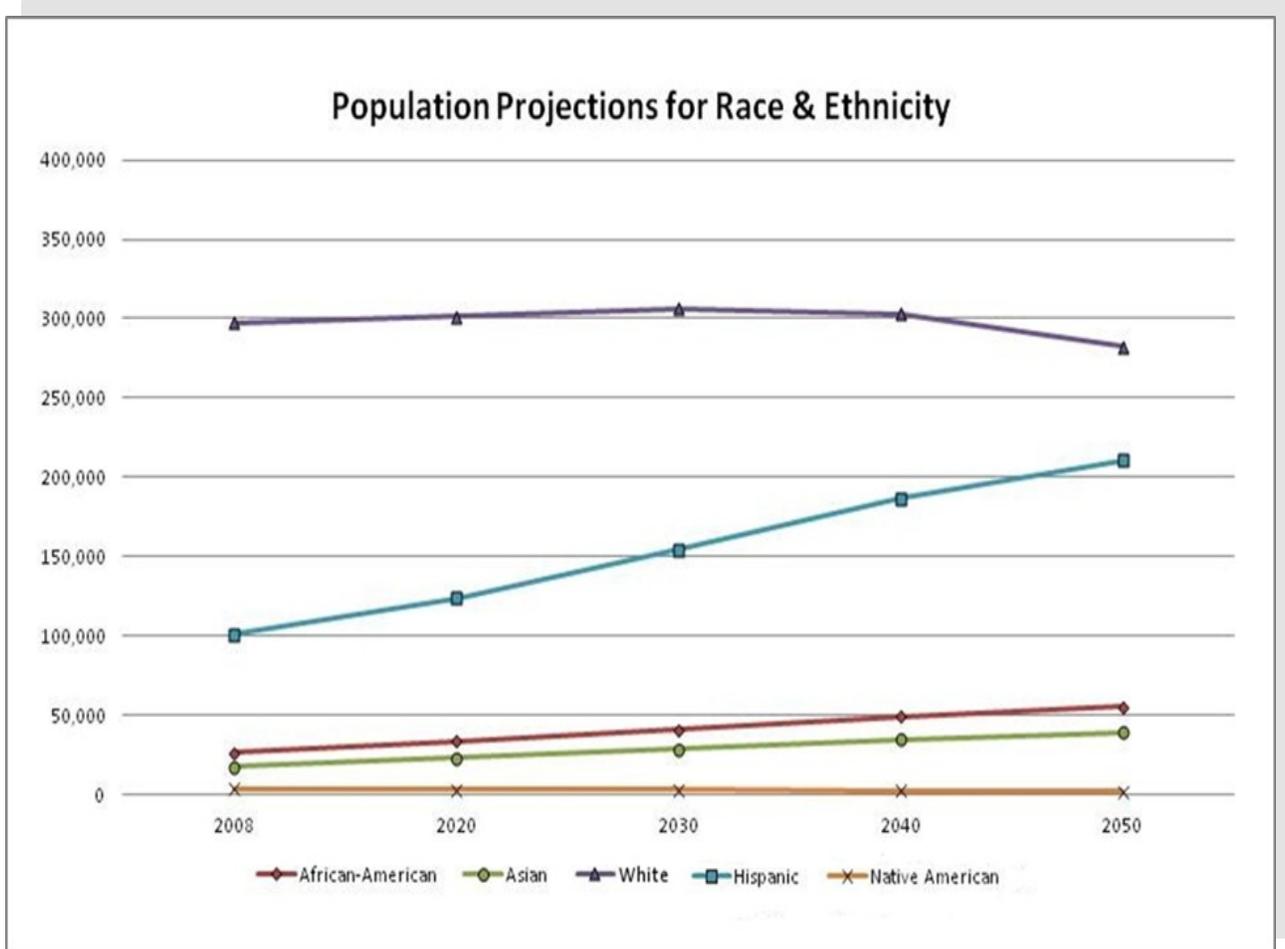
- ◆ The educational attainment of residents of the GCCCD boundary area was lower than in the San Diego region as a whole. The high school graduation rate for the District's boundary area was higher than for the rest of San Diego County, but the percentage of residents who have earned a bachelor's degree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

Figure 3.2 Educational Attainment



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

Figure 3.3 GCCCD Boundary Area Population Projections by Race and Ethnicity



The Regional Economy

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

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

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

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



GCCCD is the third largest employer in the boundary area.

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

San Diego County has the largest concentration of military in the world.

- ◆ The cost of living in the San Diego region is 12.6% higher than the national average.
- ◆ The median income of the residents of the GCCCD boundary area is slightly lower than the median income in the San Diego region as a whole: \$42,699 in 2010 compared to \$44,771.

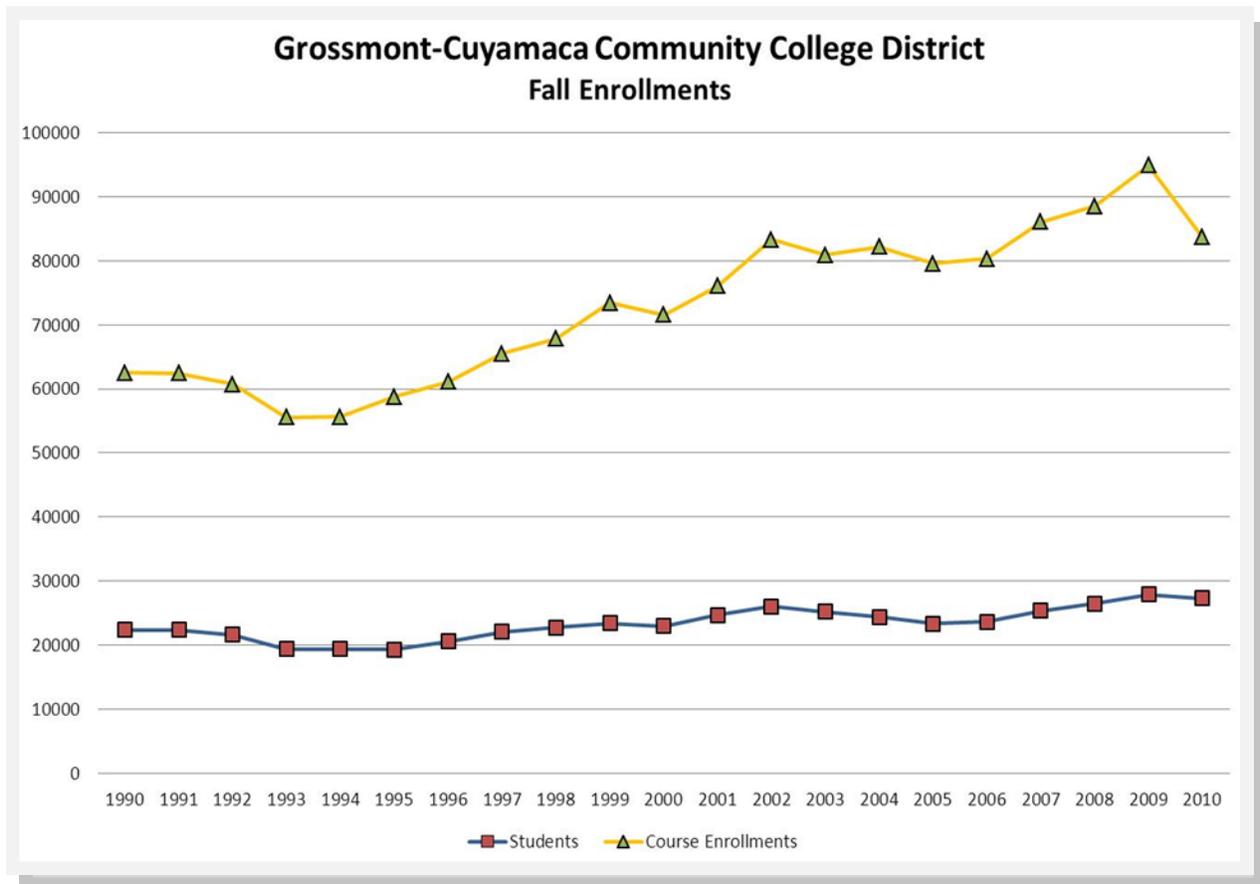
◆ Three of the six largest employers in the GCCCD boundary area are Native American casinos. GCCCD is the third largest employer in the boundary area.

Profile of Students Attending GCCCD

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

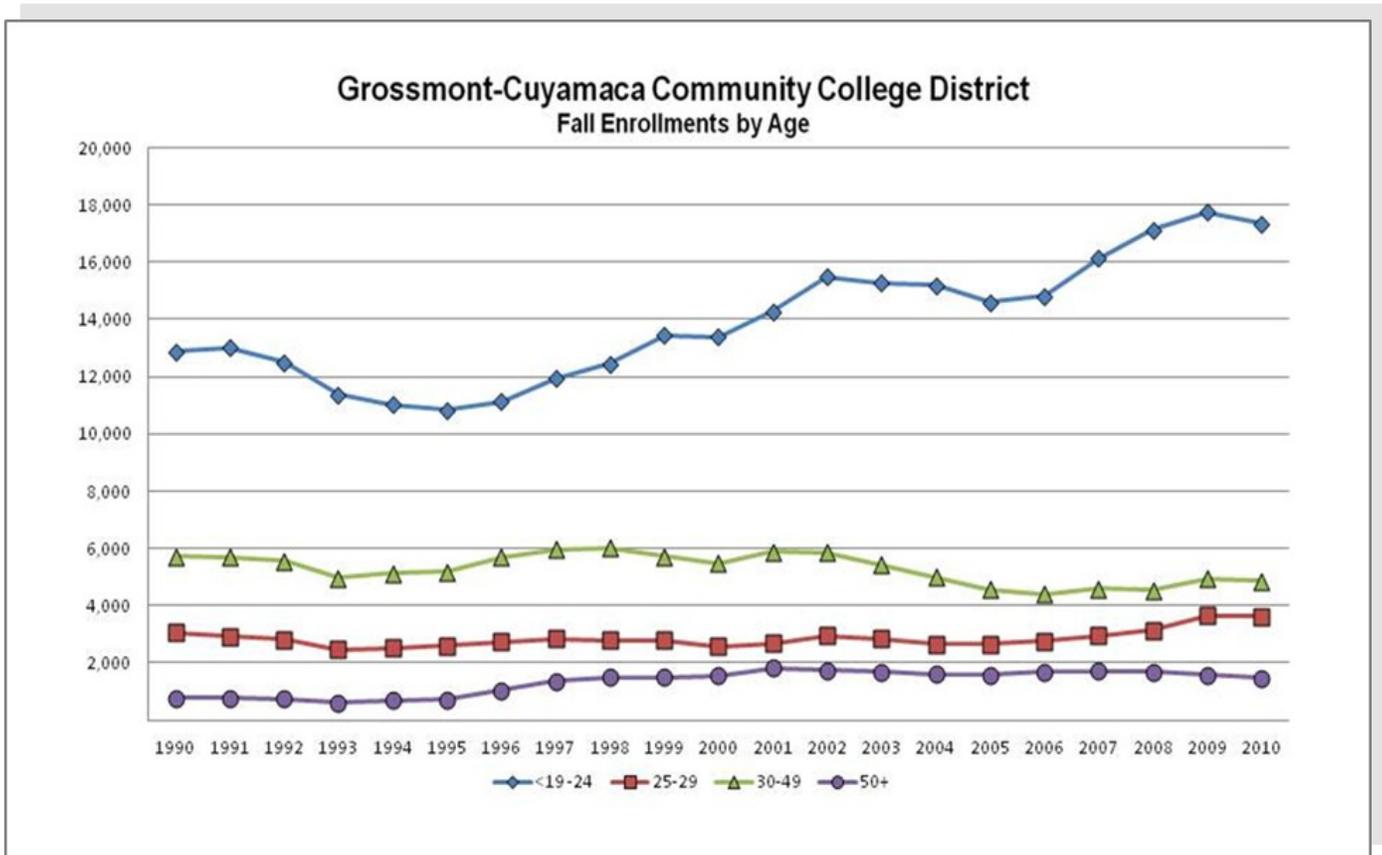
Course enrollments. The number of course enrollments grew faster than the total number of students, meaning students are signing up for more courses. In 1990, the average course enrollment per student was 2.79, by 2010, students enrolled in an average of 3.06 courses. The drop in course enrollments between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

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



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

Figure 3.5 Fall Enrollments by Age

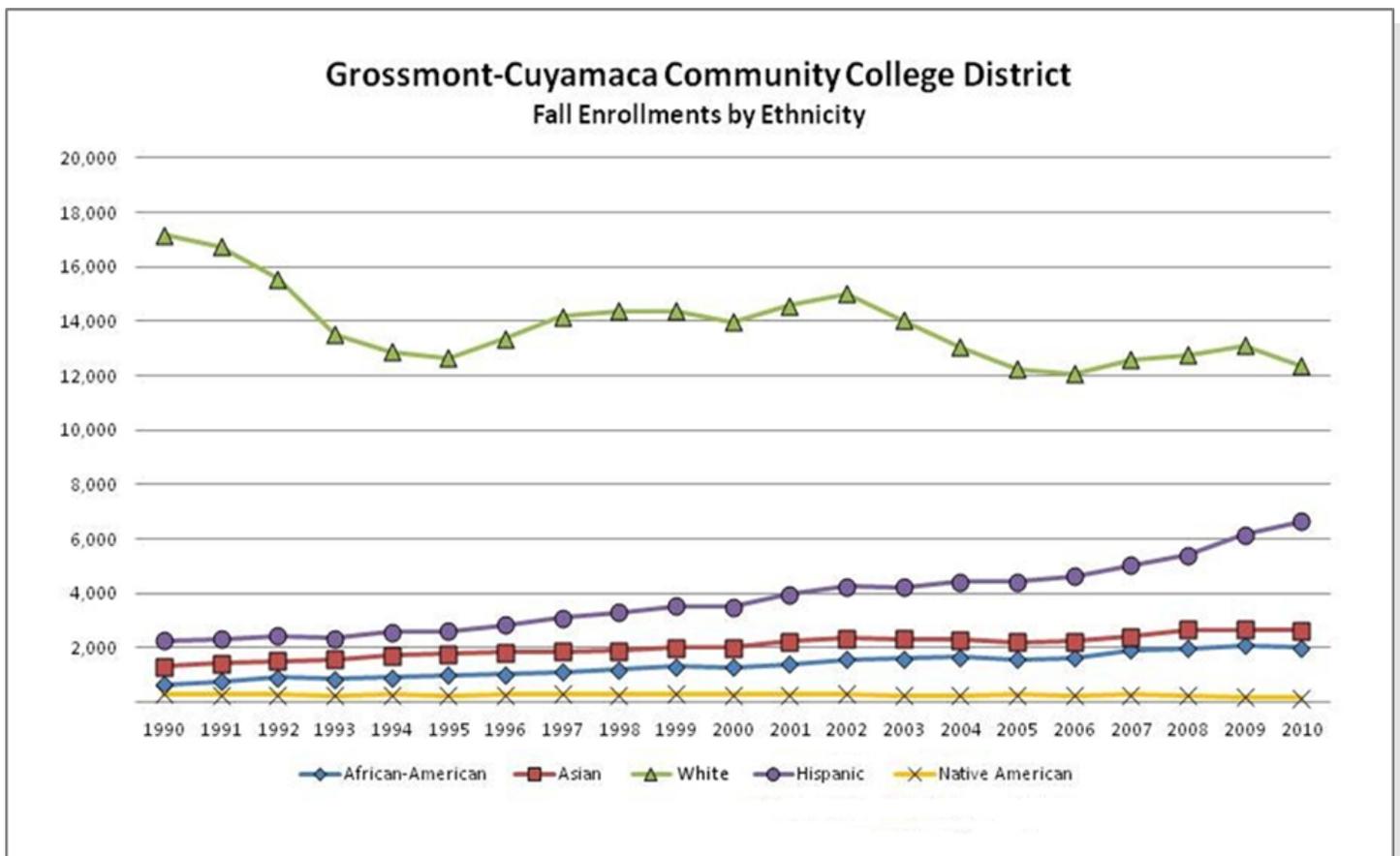


The number of students age 24 or younger has been growing faster since 1990 than has the numbers of older students.

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

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

Figure 3.6 Fall Enrollments by Ethnicity



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

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

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

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

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

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

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

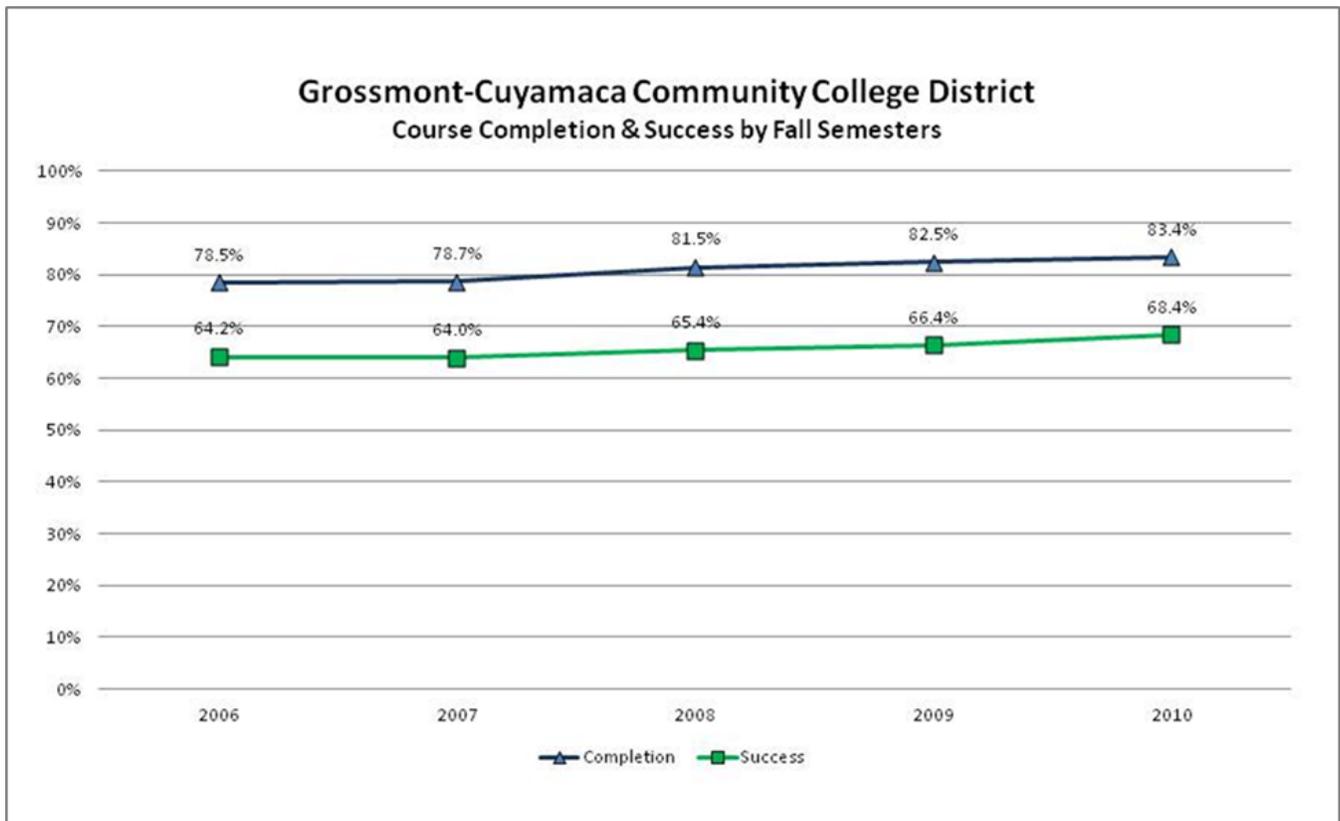
In fall 2010, about 11.8% of the 82,127 credit course enrollments districtwide were in courses offered totally online.

Student Outcomes

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

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

Figure 3.7 Course Completion and Success



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

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

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

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

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



Only 36% of the students were assessed as college-ready

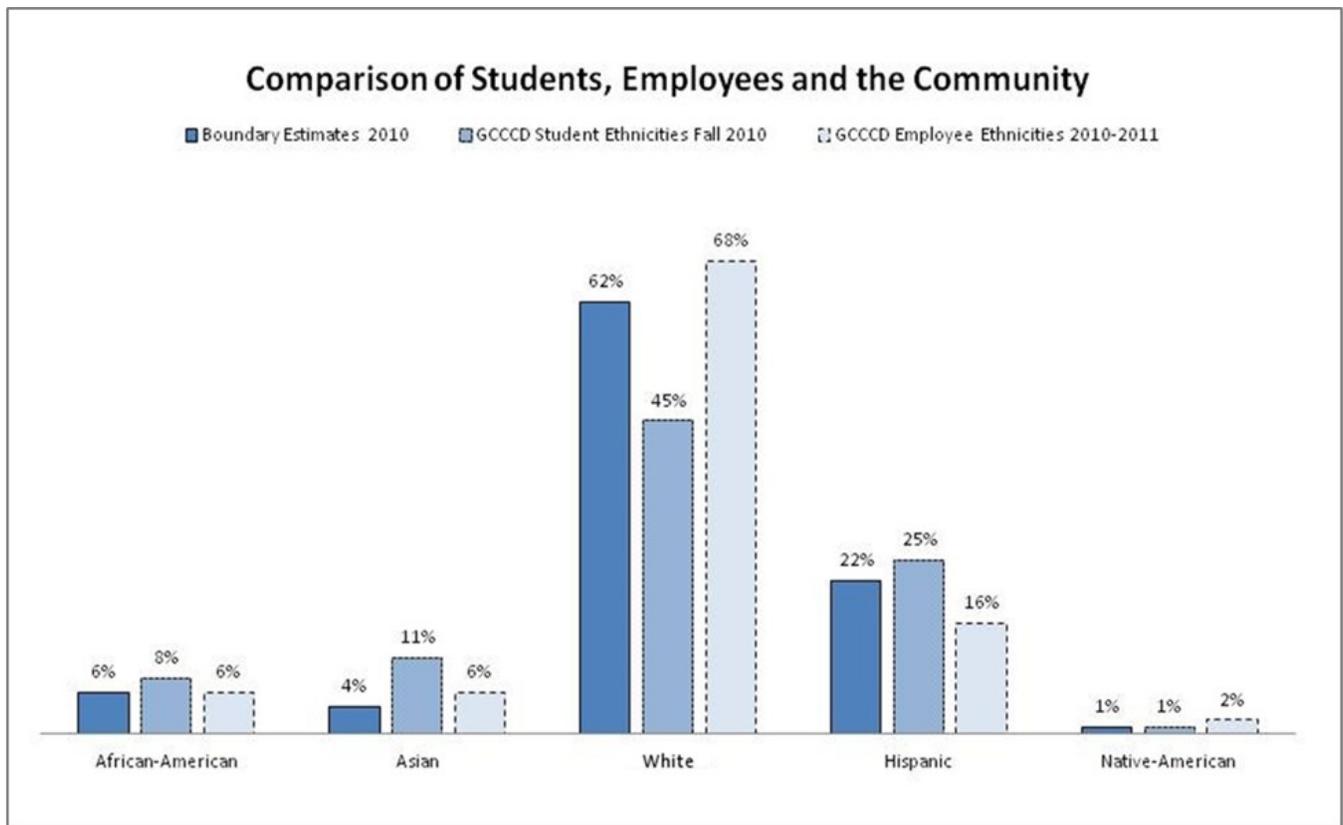
District Employee Characteristics

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

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

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

Figure 3.8 Ethnicity of Students, Community and GCCCD Employees



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

Chapter 4

Results of the Student and Community Forums



student Educational Master Plan forum was conducted at Grossmont College on September 21, 2011 and a second Student Forum was conducted at Cuyamaca College on September 22, 2011. A total of 40 students attended the forums. The students discussed two questions:

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

A community forum was conducted on September 22, 2011. Approximately 40 representatives of local businesses and communities attended the session. 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. Students indicated that both colleges offer caring student support services. Community members also noted that the Grossmont-Cuyamaca Community College District has strong relationships with and knowledge of the community.

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.

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 Grossmont-Cuyamaca Community College 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 noted that the Grossmont-Cuyamaca Community College District is the gateway to the middle class for many district residents, and that the district is a major employer in the region.

Community forum participants also called for more ubiquitous technology and expanded access to college courses across the district.

Detailed summaries of the results of the student and community forums are presented on the following pages.

Results of the Student Forums

Students participating in the forums addressed two key questions:

Question 1: What is going well, that we should keep?

1. ***High quality teaching and academic programs.*** Faculty members, including adjunct faculty, care about and enjoy their subject. They value education, care about their students, and are good mentors. Students appreciated flexible scheduling, open lab hours (including computer labs), faculty office hours, and library services including books on reserve.
2. ***Student support services and resources.*** Counselors care about the students. Students appreciated both academic and career counseling and the transfer and career centers. Students value having tutoring available, adult re-entry programs, Disabled Student Services and Programs, and scholarships such as Dreamkeeper and Board of Governors fee waivers.



3. *Campus activities and club involvement*, including the Associated Students.
4. *A sense of community*. Students reported that it is easy to get involved, and that the colleges have a nonjudgmental, welcoming environment.

Question 2: What could we do better? What should we focus on for improvement?



1. *Classes and class scheduling*. Students would like to keep class sizes relatively small (although they recognize that this is a funding issue). They noted that the same classes tend to be offered on the same days and at the same times each semester. They would like classes to be offered at different times, on different days, and at night. They would like to have summer school and intersession back. About half of the students said they would be willing to take classes on Fridays or weekends. They would like required classes to be offered at least once a year. They would like the same courses at the two Colleges to have the same names and course numbers.

Students would like more certificate programs and for the district to offer a baccalaureate (BA) degree so they don't have to transfer to a more expensive 4-year school.

2. *Academic programs*. Students would like more certificate programs and for the district to offer a baccalaureate (BA) degree so they don't have to transfer to a more expensive 4-year school. Students would like to have study abroad programs and more department-based tutoring.

3. *Transfer*. Students reported that the colleges do not offer all of the options that are

in the catalog. They would like to see transfer agreements with other community colleges so that students have more options to prepare for their desired baccalaureate program. They would like to see more four-year institutions represented on campus, and for transfer workshops to be available year-round. They indicated that it takes too long to get a meeting with a counselor, and may be scheduled too late to be able to prepare in time for some transfer program opportunities. They were

concerned that they would be unable to transfer their classes to a university, even when the course has the same name and content.

4. ***Completing a degree or certificate.*** Relatively few of the students attending said they planned to get an associate's degree or a certificate. They indicated that they want the colleges to reduce the number of courses required to get a degree. They would be willing to complete a 60-unit associate's degree as long as they could transfer all of the units and most were in their major. Students indicated that they do not want to use time and money to take extra classes that will not transfer and are not required for a baccalaureate degree. Students also noted that a lot of transfer institutions, particularly those out of state, won't accept 60 units or have limited time frames when students can transfer (such as after the

Students would like easier and more timely access to counselors.

first year). Students did not understand that they could earn both a certificate and the associate's degree, and did not see the value of the associate degree if they intended to get a baccalaureate degree.

5. ***Counseling.*** Students would like easier and more timely access to counselors. They would like the information from counseling to be more consistent. They want online counseling, so that accurate advising on educational planning and course scheduling is more readily available. They thought mandatory orientation for all students would be helpful.

6. ***Online programs and services.*** Online class scheduling should be more intuitive, and students would like to be able to see their degree plan when they go online to register. All instructors should use a Blackboard online course shell. Students should have more involvement with the professor and other students in online courses.
7. ***More co-curricular enrichment opportunities.*** Students would like group study rooms and student centers to be expanded so they have more places to meet. They want more places to gather together for recreation (ping-pong, pool, etc.) and to start more clubs.
8. ***Communication.*** Students would like more interaction with faculty and clearer direction from them. Students would like more opportunities to communicate with the administration, and more opportunities to give this kind of feedback.

9. **Control over cost increases.** Increases in tuition and other costs need to be limited. Students need more information about scholarships, and would like to see more on-campus jobs for students who don't have their own transportation. They would like to have faculty create the materials for classes (rather than require textbooks) so the

(Students) would like to have an aquatic center, more community access to the gym, and community learning opportunities to use these facilities for a fee, so they can be self-funded.

costs are lower. Students who do not have the physical ability to take a full load of classes may not have access to some of the financial aid available.

10. **Other resources.** Classes should be more evenly distributed around campus so that more are closer to the parking lots. Disabled parking is very limited; these students need more access to short-term visitor parking that people can use to pick them up.



Students would like more public transportation access to campus, particularly via a trolley line. They would like to have an aquatic center, more community access to the gym, and community learning opportunities to use these facilities for a fee, so they can be self-funded.

Results of the Community Forum

The community forum participants responded to three questions:

Question 1: What is the Grossmont-Cuyamaca Community College District known for doing well that we want to preserve?

1. **Strong relationships with and knowledge of the community.** The district's relationships with the community are very strong. The colleges listen to local needs and are well known in the community. The district has strong collaborations and effective partnerships with businesses and the community.
2. **Transfer programs and alignment with K-12.** The pathways between educational segments (K-12 and universities) are seamless. The colleges are the gateway to a four-year college, and do a good job with transfer counseling and the transfer process. The colleges also work well with high school districts, high school outreach, and offer good dual enrollment opportunities for high school seniors.

3. ***Strong academic programs develop skills to meet community needs.*** The colleges offer unique programs that give students the ability to earn a living. Programs cited as excellent include the police academy, automotive, nursing, horticulture and office professional training. Classes offer professional and personal development opportunities. Specialty programs are not duplicated across the two colleges, and the community knows which ones are at which college. The district offers excellent contract training for companies and classes to let students develop skills and become qualified for advancement in their jobs.
4. ***High-quality instruction.*** Excellent well-qualified instructors care about the success of every student. A San Diego State University professor reported that GCCCD has the best-prepared transfer students from all the community colleges, particularly in geography and horticulture.
5. ***Student engagement in college and the community.*** Students have a high level of engagement in their learning. The majority of those in the community who went to Grossmont or Cuyamaca colleges went on to get more education and came back to the community.
6. ***Campus resources.*** Attractive campuses with new, very functional buildings provide excellent physical accessibility for students and an excellent environment for learning. A high-quality child care center is available, and both campuses have non-smoking policies and awareness of health issues. The district is fiscally responsible and a good steward of public funding.



Programs cited as excellent include the police academy, automotive, nursing, horticulture, and office professional training.

Question 2: What will our community's educational and training needs be 10, 15, 20 years from now?

1. ***Flexibility and agility to meet the training needs of the local community.*** The district must be flexible to respond quickly to training needs of employers. The colleges must offer training and education that addresses clear educational and career pathways and be agile enough to develop new types of career pathways as they evolve and change.

Students should be able to earn short-term certifications that meet employment needs and that require only one or two classes. The colleges should offer more programs in the trades and industrial arts to meet workforce needs. Growth should focus on contract education; GCCCD should be the first place employers look to for contract education. Contract education classes could be made available for multiple small companies rather than programs for just one company through more business partnerships for training, and could be offered in collaboration with other workforce development programs.

*GCCCD
should be the
first place
employers
look to for
contract
education.*

2. ***Need for workplace and higher-order thinking skills.*** Students need to develop work ethics. Logic and critical thinking skills are becoming more important. Students need to learn to write and speak effectively (not just texting) so that they are prepared to be able to deal with customers in a business setting.

3. ***More technology.*** The district must adapt to changes in technology.

Students are more comfortable in the use of technology as a learning tool than are the instructors. Community members do not want students to have to "dumb it down" in



terms of technology in the classroom and access to learning materials via the Internet, especially if they had access to that technology in grades K-12. The district must develop its capacity in terms of online classes, technology infrastructure, devices, and new materials for publishing, and be ready to reallocate resources as needed to support a changeover to more cost-effective methods (such as iPads with online applications to help reduce the costs of textbooks). To ensure that all students gain computer literacy, the district will need to provide computer lab and library access for students who cannot afford to pay for technology

themselves (the digital divide). Technology-driven classrooms should be part of the vision/mission of the colleges.

4. **Addressing learning needs differently.** To provide better preparation for the global workplace and economy, the colleges need to take a careful look at the traditional majors and take a more cross-disciplinary approach. Teaching strategies need to address student differences in approach and ability to learn, and should include delivering instruction using a cohort-based model.

5. **More extensive assessment.** Community members suggested that the district implement a more extensive application process that includes interviews and

To provide better preparation for the global workplace and economy, the colleges need to take a careful look at the traditional majors and take a more cross-disciplinary approach.

submission of students' scores on standardized tests as part of their entrance requirements. This will let faculty know the preparation level of the new students.

6. **Student access from remote areas.** The more remote parts of the GCCCD boundary area need more online access through broadband infrastructure so that students from those communities do not have to travel so far for educational services. Basic skills courses should be offered in-person at more remote locations for the population that lives far away from the colleges.

7. **Restricted resources and increasing costs.** State and federal budget cuts are likely to continue and will provide less

public subsidy for higher education. This makes community colleges even more important, so it is critical to expand access.

8. The district needs to collaborate with other community-based organizations to help provide support services to students, help students plan how to cover costs, and to provide students with financial support.

The more remote parts of the GCCCD boundary area need more online access through broadband infrastructure so that students from those communities do not have to travel so far for educational services.

9. *Newcomers and English language learners.* An increasing number of people in the communities have low levels of work skills, academic skills, and English language skills. The large percentage of English language learners in K-12 (40% English Learners in K-8, 17% in high school) suggest that large numbers of adults related to them need the same kinds of English language skill development. Large numbers of refugees in East County need English as a Second Language (ESL) programs, respectful acculturation, transition support and career preparation, but receive only short-term (eight month) refugee funding.

Refugees make up about half of the individuals served by local workforce development agencies, which often must send them to expensive private colleges when district ESL courses are not available. Community members suggested that the district incorporate the cultural orientation model utilized for refugee populations into programs for the adult ESL population.

Large numbers of refugees in East County need English as a Second Language (ESL) programs, respectful acculturation, transition support and career preparation, but receive only short-term (eight month) refugee funding.

Preparation for jobs related to water and energy conservation will become more critical.

10. *More demand for continuing education.* GCCCD should be the first place employers look to for the continuing education needs of their employees. The district should provide continuing education at the high school level to better prepare students for college; as lifelong learning opportunities for Baby Boomers (such as short-term courses for entrepreneurship for older people); and as short-term courses that support workforce adaptability.

11. *Environmental sustainability and green jobs.* Preparation for jobs related to water and energy conservation will become more critical. Colleges that prepare students for green jobs will have a strategic advantage.

12. *Health care.* More nurses will be needed as the population ages and has more need for palliative care. Nurses will have more autonomy in their jobs in the future, so students need to be able to perform at a higher level. Nursing students must be encouraged to seek advanced degrees.

Question 3: What else do you want to tell us to inform our Educational Master Plan?



- ◆ GCCCD is the gateway to the middle class. Don't dumb things down; keep a high quality of programs. Continue to inspire students to become leaders for the future.
- ◆ The district needs to operate with an awareness that GCCCD is a major employer in East County.
- ◆ Look carefully at entrenched programs that have a lot of internal support but that

are not really contributing to needs of the community, and find a way to change them.

GCCCD is the gateway to the middle class. Don't dumb things down; keep a high quality of programs. Continue to inspire students to become leaders for the future.

Chapter 5

The Grossmont-Cuyamaca Community College District Districtwide Priorities

A. *Student Access*

A.1 Make learning accessible to all

A.1.1 Provide comprehensive educational services for emerging and growing populations:

- ◆ Refugees, asylees, and immigrants
- ◆ Active duty military, veterans, and their families
- ◆ Socially, demographically, and economically diverse individuals
- ◆ Non-native English speaking students
- ◆ Academically underprepared students

A.1.2 Increase public transportation to the colleges, with express buses to the campuses from transportation centers and trolley lines

A.1.3 Provide online, hybrid and in-person learning options

A.1.4 Provide student-centered scheduling for learning options

A.1.5 Offer 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

A.2.1 Require all students to participate in a comprehensive matriculation process, including orientation, assessment, and academic and financial aid advising

A.2.2 Ensure that all students 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

B.1.1 Strengthen partnerships with feeder schools

B.1.2 Collaborate with K-12 to identify and remove barriers to participation in college and career education

B.1.3 Align 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

B.2.1 Provide in-person and web-based access to academic and student support services

B.2.2 Provide all students online access to their individualized educational plan that identifies their educational goals and plans to achieve them

B.3 Provide multiple pathways to learning and success

B.3.1 Provide course offerings that align with student needs

B.3.2 Provide condensed, accelerated, and contextualized basic skills programs

B.3.3 Provide short term certificates that offer opportunities for employment and sequence into more advanced certificates and degrees

B.3.4. Provide multiple avenues for student engagement and inclusion

B.4 Streamline pathways to degree/certificate completion



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

- B.4.1 Remove redundant or extraneous courses
- B.4.2 Ensure students can access the courses they need to complete a degree/certificate in a timely manner

C. Value and Support of Employees

C.1 Develop a comprehensive Human Resources Plan that addresses the following key needs:

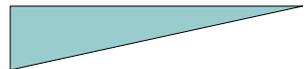
- C.1.1 Promote GCCCD’s commitment to diversity, equity, and inclusion
- C.1.2 Ensure that staffing levels meet student needs
- C.1.3 Attract, recruit, and retain diverse, highly qualified employees
- C.1.4 Develop and implement a robust on-boarding process that includes orientation and mentoring for new employees

C.2 Support a culture of ongoing professional learning for all employees

- C.2.1 Provide all faculty, staff, and managers with the training to promote student learning and success
- C.2.2 Focus professional development on career pathways, cultural competencies, and leadership development
- C.2.3 Develop 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



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 and potential partners
- D.6 Effectively utilize the noncredit and fee-based programs as pilots for new program development and structuring career ladder options

E. Fiscal and Physical Resources

Build facilities needed to support the District's mission of serving current and future education and workforce training needs of the community

- 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 Update and implement a comprehensive Facilities Master Plan that is driven by student learning and success needs
 - E.2.1 Build facilities needed to support the District's mission of serving current and future education and workforce training needs of the community
 - E.2.2 Refurbish, repair, or replace buildings to address student needs and safety and access standards
- E.3 Evaluate facility use and administrative operations to increase efficiency and cost-effectiveness
- E.4 Develop sustainability initiatives that make 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

- E.5 Update and implement a comprehensive Technology Plan that supports innovative and successful teaching, learning, student support, and administrative operations

- E.6 Identify and secure new sources of revenue to augment traditional funding to advance strategic priorities
 - E.6.1 Enhance and coordinate grant development and management
 - E.6.2 Continue to build and support the Foundation for Grossmont and Cuyamaca Colleges to develop a larger contributor base, to increase annual funding for program support and scholarships, and to build an endowment
 - E.6.3 Leverage partnerships with business, industry, education, government, and community-based organizations
 - E.6.4 Develop a robust revenue stream derived from contract education, facility rentals, and other innovative practices

Continue to build and support the Foundation for Grossmont and Cuyamaca Colleges to develop a larger contributor base, to increase annual funding for program support and scholarships, and to build an endowment .

Chapter 6

Cuyamaca College Vision, Mission and Priorities

Cuyamaca College is one of two colleges serving the Grossmont-Cuyamaca Community College District. Cuyamaca College is located at 900 Ranch San Diego Parkway just outside the City of El Cajon. Part of the community of Rancho San Diego, Cuyamaca College's 165-acre site was at one time a part of the Old Monte Vista Ranch. The name for the college was selected by the Board of Trustees as a reflection of the history and heritage of this area of San Diego County. Writers have interpreted the Indian meaning of the name "Cuyamaca" in various ways, including "above rain" and "place where the rain comes from heavens." The Heritage of the Americas Museum and the Water Conservation Garden are also located on the Cuyamaca College campus.

The site was acquired by the Board of Trustees in September 1972, and the college officially opened in Fall 1978. The second phase of buildings was completed in January 1980. Construction has continued since then on an incremental basis in response to the growing community surrounding the college and to meet the educational needs in the Grossmont-Cuyamaca Community College District. The college is designed to provide a comprehensive curriculum of programs and course of study, and when completed, will accommodate an enrollment of an estimated 15,000 students in 2015.



Vision, Mission and Values

Vision: Learning for the Future

Mission: The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college’s wide range of educational programs and services.

In order to fulfill its commitment to student learning, the college provides:

- ◆ Instructional programs that meet student needs for transfer education, career technical education, general education and basic skills courses
- ◆ Community education programs and services
- ◆ Programs that promote economic, civic and cultural development

To facilitate this mission, Cuyamaca College provides a comprehensive range of support services including: outreach and access initiatives, academic and learning resources, student development programs, and multicultural and co-curricular activities.

Values: Our Mission is reflected in the college’s six core values:

- Academic Excellence
- Student Access and Success
- Strong Community Relations
- Environmental Stewardship
- Innovation and Creativity
- Diversity and Social Harmony

The College's core values are expressed through an institutional culture of collegial consultation, planning and evaluation and help shape the unique experience that is Cuyamaca College. This unique experience is best described by the 13 words that the college community identified to represent the “Cuyamaca Way:”

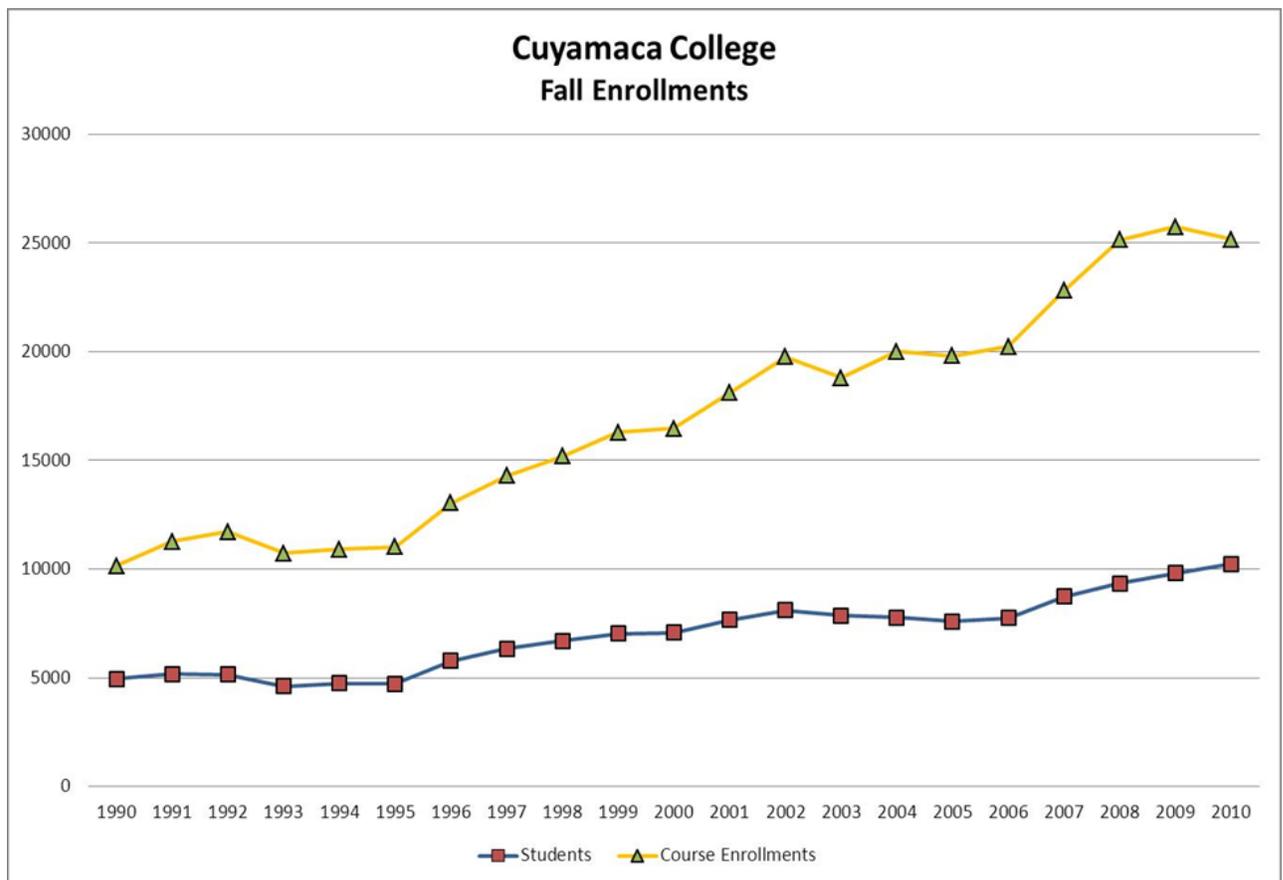
Beautiful * Dedicated * Collaborative * Integrity * Excellence *
Community * Vision * Friendly * Passionate * Student-Centered *
Welcoming * Innovative * Teamwork

Environmental Scan: Student Access and Success

Student Characteristics

Enrollment. Cuyamaca College enrolled 10,239 students in fall 2010, more than double the 4,940 students enrolled in fall 1990. The number of student enrollments in courses (seats) has increased even faster, growing 148% between fall 1990 and fall 2010. The college's growth has been particularly fast between 2005 and 2010; both student and course enrollments grew by 35% during that period as new facilities have enabled the college to offer more classes.

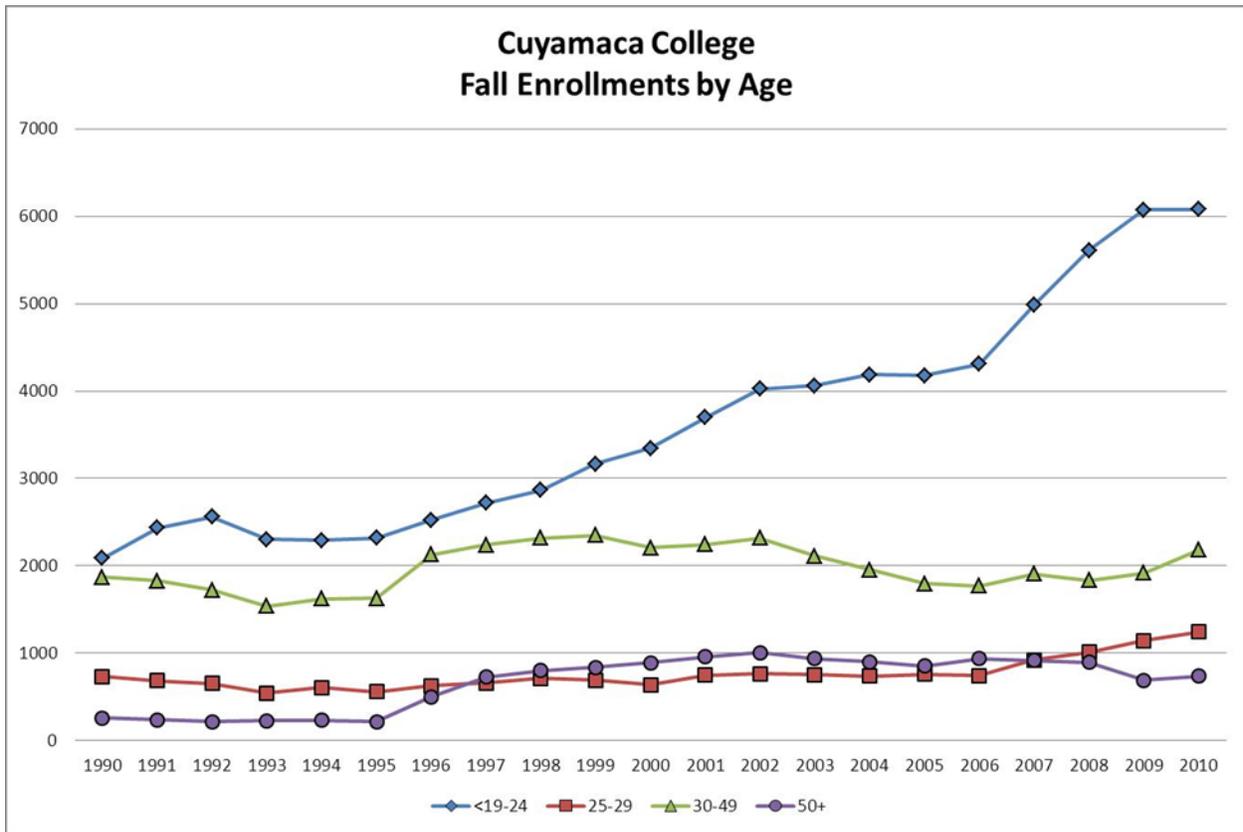
Figure 6.1 Cuyamaca College Student and Course Enrollments, 1990 - 2010



Gender. In fall 2010, 55% of the students enrolled at Cuyamaca College were female. This is down slightly from 2005, when 57% of Cuyamaca College's students were female, meaning that a greater percentage of male students have been enrolling in recent years.

Age. In fall 2010, 59% of the students were age 24 or younger; 12% were between the ages of 25 and 29, 21% were between the ages of 30 and 49, and 7% of the students were over age 50. The number of students age 24 or younger has grown more rapidly since 1990 than any other age group, increasing 192%; the number of students over age 50 had the second largest growth, increasing 185% between 1990 and 2010.

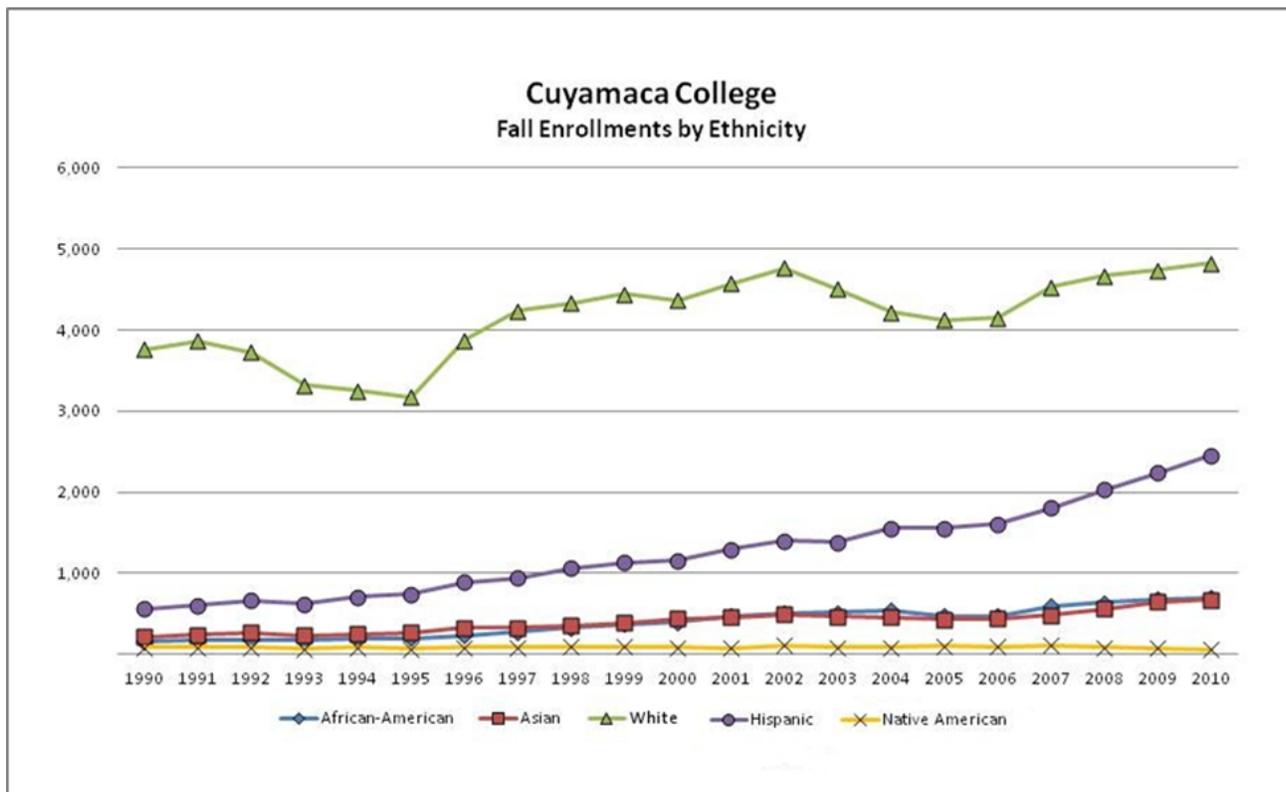
Figure 6.2 Fall Course Enrollments by Age, Cuyamaca College



When the number of courses that students enrolled in is considered (rather than the number of students), the fastest growth was among students over age 50, with their number of course enrollments increasing 312% between 1990 and 2010. Course enrollments by students age 24 or younger grew second fastest since 1990, increasing 204%. The number of course enrollments by students between the ages of 30 and 49 increased by 59% over the past two decades.

Ethnicity. In fall 2010, about 47% of the students were White, 24% were Hispanic, 7.3% were Asian/Pacific Islander, 6.8% were African-American, and 13% were "other" (which may include mixed race/ethnicity). The racial and ethnic composition of the student body has been changing; the percentage of Cuyamaca College students who are White dropped from 54.3% in 2004 to 47.1% in 2010, while the percentage of students who are Hispanic increased from 21.5% to 24% during that time period.

Figure 6.3 Fall Enrollments by Ethnicity, Cuyamaca College



Primary language. In fall 2010, about 87% of the students at Cuyamaca 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. 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%). The percentage of students on a student visa dropped by 2.7 percentage points between 2004 and 2010.

The biggest percentage point increase is in the percentage of students who are refugees or asylees; between 2004 and 2010, the percentage of students at Cuyamaca College who are refugees or asylees increased by 6.1 percentage points. This reflects the increase in the total number of refugees who came to San Diego County during that time.

Table 6.1 Citizenship of Cuyamaca College Students, in Percent

	2004	2007	2010
U.S. Citizen	88.8	88.8	83.8
Permanent Resident	6.4	6.0	7.5
Temp Resident	0.1	0.1	0.2
Refugee/Asylee	1.1	1.0	7.2
Student visa	3.1	3.3	0.4
Other	0.5	0.9	1.0

Student residence within the GCCCD District boundaries. Almost 75% of Cuyamaca College students live within the GCCCD boundary area.

Table 6.2 Residency Status (%)

	2004	2007	2010
GCCCD resident	79.1	78.6	74.9
Non-GCCCD, CA res	18.3	18.8	22.1
Non-CA resident	1.0	1.0	1.8
Non-resident exempt	0.8	0.9	0.8
International student	0.8	0.7	0.5

Student educational status. In fall 2010, 9.7% of Cuyamaca College 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 49% in fall 2006 to 57% in fall 2010. The second largest group of students is those who are undecided about or did not report their educational goal; 22% of entering students were undecided about their educational goal in both 2006 and 2010.

The percentage of students attending Cuyamaca College to earn a vocational degree (or transfer in a vocational program) stayed stable at 3%; the percentage of students coming to the college for basic skills instruction decreased slightly, from 10% in 2006 to 9% in 2010. The percentage of students declaring that their educational goal was to plan or maintain their career dropped significantly, from 16% in 2006 to 10% in 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, increasing from 49% in fall 2006 to 57% in fall 2010.

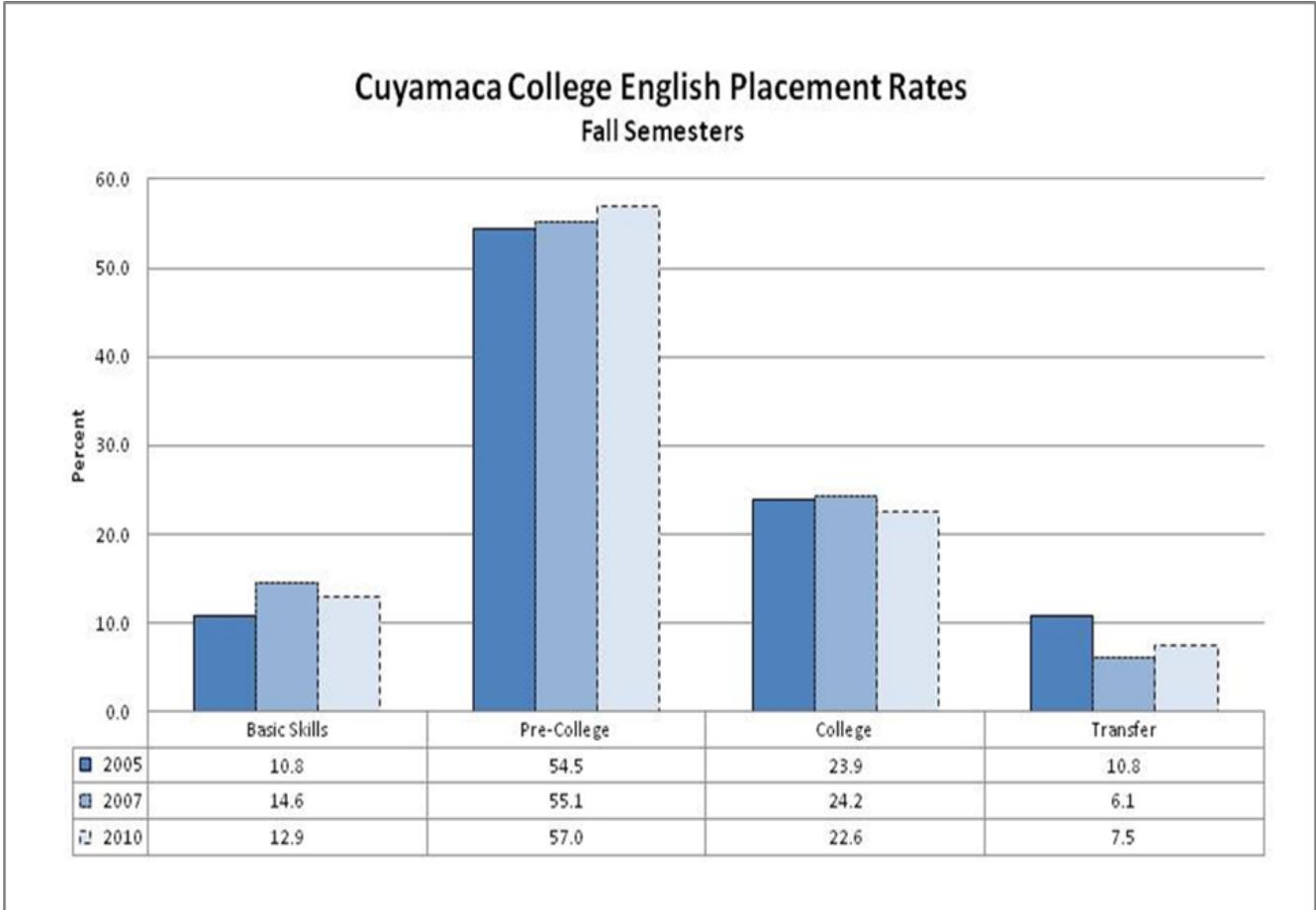
The percentage of students who are prepared for college-level or transfer-level coursework in English has decreased since 2005.

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, 30.1% of new students tested ready for college- or transfer-level coursework in English, down from 34.7% in fall 2005.

In fall 2010 about 57% of the 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 (English 90) also rose from 2005, to 12.9% (although the rates had dropped a bit from their highs in fall 2007). It should be noted that only 40% of new Cuyamaca students took the English assessment tests in fall 2010.

Figure 6.4 Cuyamaca College English Placement Rates

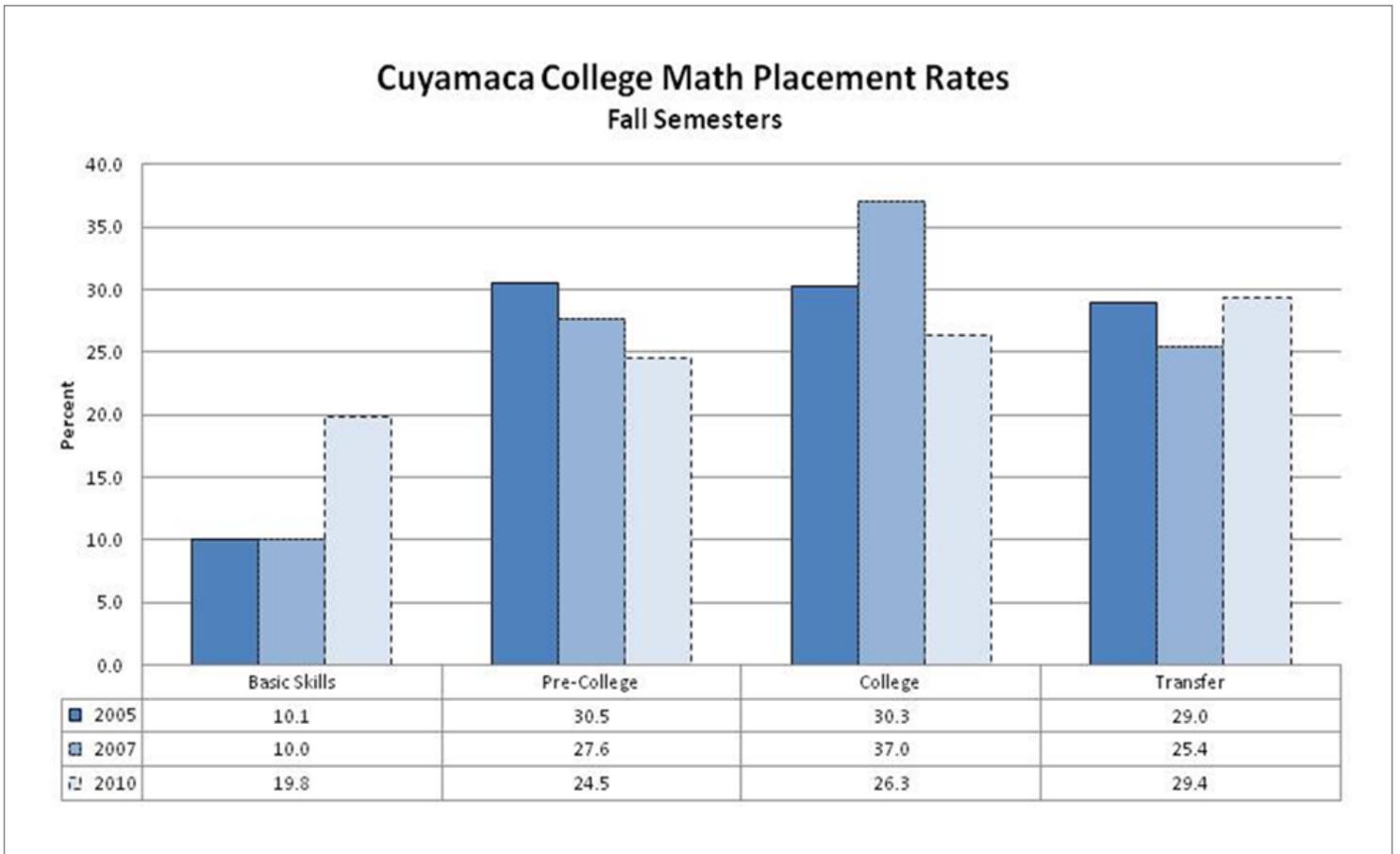


Students were somewhat more likely to be prepared for college-level or transfer-level coursework in mathematics. In 2010, 55.7% of new students tested ready for college or transfer level coursework in math – more than the percentage who tested ready for these levels of coursework in English but down from 59.3% in 2005.

Just over 44% of new Cuyamaca College students were not ready for college-level math. The percentage of students testing into the lowest level, basic skills math courses (Math 88 or below) nearly doubled between 2005 and 2010, going from 10.1% in fall 2005 to 19.8% in fall 2010. Just over half of the new students in the fall 2010 semester (51.6%) completed assessment tests in mathematics.

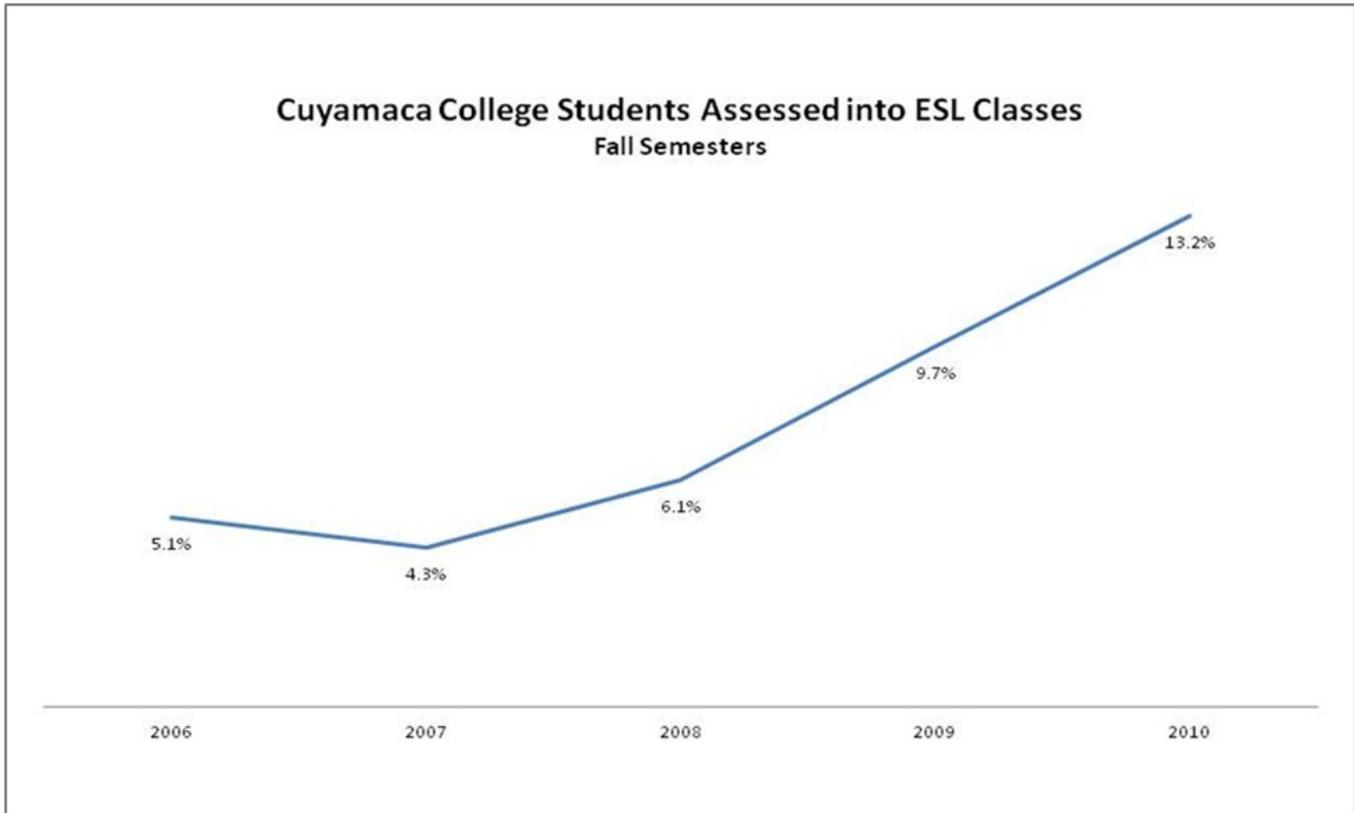
Figure 6.5 Cuyamaca College Math Placement Rates

In fall 2010, 13.2% of the new students at Cuyamaca 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.

Figure 6.6 Percentage of Cuyamaca College Students Assessed into ESL Classes



In fall 2010, a little more than 46% of the students assessed in ESL tested into an introductory, non-college level course (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).

Student enrollments in credit and online classes. Most Cuyamaca College students in fall 2010 (93.3%) were enrolled in credit courses (up from 69% in 2004). About 80% of the students attend during the day, with the others attending either only at night (17%) or attending both day and night classes (3%). About 39% of students enrolled in occupational classes.

Although 57% of Cuyamaca College students tested into pre-college or basic skills courses in English and 44.3% tested into pre-college or basic skills math, most Cuyamaca College course sections (83%) offered transfer-level coursework, and 10% of course sections were degree-applicable but non-transfer courses.

In fall 2010, 15.9% of the 24,639 credit course enrollments were in fully online courses, and other 5.9% were in hybrid courses (a combination of online and in-person).

Student Outcomes

Units attempted and completed. Almost one-quarter of the students enrolled in fall 2010 (24.5%) attempted at least twelve units; 38% attempted at least nine units. Almost 43% of students took fewer than six units in fall 2010.

Table 6.3 Semester Units Attempted and Completed

Fall 2010 units	% Attempted	% Completed
0.0	-	20.5
0.1 - 5.9	42.9	38.0
6.0 - 8.9	19.4	17.2
9.0-11.9	13.1	11.1
12.0 and above	24.5	13.2

Many students did not complete the units they attempted (finishing the course with a grade of D or higher). In fall 2010, 20.5% of students did not complete any semester units; about 54% of the students who attempted 12 or more semester units finished 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. In fall 2010, one third of the students were not successful ; 16.4% withdrew before the semester ended, and another 16.3% 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 6.4 Course Completion and Success Percentages

Fall 2010	Completion	Success
Overall	83.6	67.3
Age		
<20	86.8	66.4
20-24	81.4	65.2
25-29	81.6	66.0
30-49	82	70.6
50+	83.9	74.3
Gender		
Female	83.6	69.1
Male	83.5	65.1
Ethnicity		
Asian	83.0	70.4
African-American	79.2	52.9
Hispanic	82.8	62.8
White	84.5	71.0
Other/not reported	84.4	68.6

Success in online courses. In fall 2007, about 53% of students were successful in an online course, compared to a 61% success rate for students in traditional lecture/lab courses. Success rates for both types of courses increased by fall 2010, when 69% of students in traditional lecture-lab courses were successful, and 59% 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 were much more successful than were students who took all-online courses (67% compared to 59%), and almost as successful as students in traditional courses (67% compared to 69%).

Semester Grade Point Average (GPA). In fall 2010, 55.1% of Cuyamaca College students earned at least a 3.0 GPA. However, more than 22% of students earned a GPA of under 2.0, the minimum cumulative grade point average needed to transfer to a CSU. Another 16.3% earned a GPA between 2.0 and 2.5, and 6.3% earned a GPA between 2.6 and 2.9.

Degrees and certificates awarded. In 2009/2010, Cuyamaca College awarded 372 associate degrees and 128 certificates. The number of associate degrees that the college awarded declined and then rebounded between the 2005/2006 and the 2009/2010 academic years. However, the number of certificates that Cuyamaca College awarded dropped by more than 38% between the 2007/2008 academic year and the 2008/2009 academic year (from 226 to 140), and declined further in the 2009/2010 academic year (to 128). 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.

**Table 6.5 Degrees and Certificates Awarded
2005/'06 to 2009/'10**

Academic Year	Districtwide			Cuyamaca College	
	Degrees	Certificates		Degrees	Certificates
2005/2006	1,459	551		414	205
2006/2007	1,500	575		373	213
2007/2008	1,598	572		389	195
2008/2009	1,517	510		349	141
2009/2010	1,495	492		372	129

Transfer to four-year institutions. The number of students from Cuyamaca College who transferred to a four-year institution increased almost 47% between 2004 and 2010.

**Table 6.6 Fall Transfers to Four-Year Universities
within 6 years of attending Cuyamaca College**

Units	2004	2007	2010
Completed <30 units	391	428	637
Completed 30+ units	182	224	204
Total	573	652	841

An increasing percentage of students transfer to a private or out-of-state four-year institution. The total number of students who transferred to a California State University campus or a University of California campus decreased between the 2005/06 academic year and the 2009/10 academic year.

Table 6.7 Transfers to CSU and UC

Univ. Transfer	2005/06	2007/08	2009/10
CSU	276	230	196
UC	44	39	37
Total	320	269	233

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.



Cuyamaca College Priorities

A. *Student Access*

A.1 Make learning accessible

A.1.1 Provide comprehensive educational services for the community we serve

A.1.2 Provide comprehensive educational services for all students, including emerging and growing populations, such as:

- ◆ Active duty military, veterans, and their families
- ◆ Socially, demographically, and economically diverse
- ◆ Academically underprepared
- ◆ Refugees, asylees and immigrants
- ◆ Non-native English speakers students

A.1.3 Increase public transportation to the college, with express buses to the campus from transportation centers and trolley lines

A.1.4 Develop a strategic plan for distance education that identifies college program priorities and includes instructional standards and professional development

A.2. Provide clear direction for student success and completion throughout the College entry process

A.2.1 Maximize student access to One-Stop services by restructuring and reorganizing the delivery of matriculation, enrollment, registration and support services

A.2.2 Require students to participate in a mandatory and comprehensive matriculation process that includes staff and peer orientation, skills assessment, and academic and financial aid advising

- A.2.3 Ensure that students develop a college/career goal, a program of study, and an individualized plan that identifies specific steps to goal completion
- A.2.4 Make student services available online through a comprehensive student web portal that operates as an online One-Stop
- A.3. Enhance community awareness of the educational, social, arts, cultural, and athletic opportunities available at the college

B. Student Learning and Success

B.1 Continue to develop as a comprehensive college by offering a complete range of fully supported programs and services

- B.1.1 Explore, promote, and implement educational programs that are forward thinking, technologically sound, relevant and that prepare students to excel in their chosen field of study, university transfer and career
- B.1.2 Promote a culture of innovation that is cutting edge, self-reflective, and responsive to the ever changing, technological and complex world in which our students must excel
- B.1.3 Ensure students can access the courses they need to complete a degree or certificate in a timely manner
- B.1.4 Provide courses that align with student needs, and that are offered regularly and on a varied schedule

Explore, promote, and implement educational programs that are forward thinking, technologically sound, relevant and that prepare students to excel in their chosen field of study, university transfer and career.

B.2 Increase K-12 student, parent and community awareness and readiness for college and career training

- B.2.1 Strengthen partnerships with feeder schools to support student outreach
- B.2.2 Identify barriers to new student participation in college and career education, and work with K-12 schools to ameliorate them
- B.2.3 Work collaboratively with local high schools to align curriculum and programs, effectively remove potential barriers, and promote success as students matriculate from these high schools to Cuyamaca College

- B.3 Promote student behaviors that lead to successful learning and achievement of their educational goals, including life-long learning
 - B.3.1 Promote and actualize the idea that “Graduation Starts Today” as a distinguishing characteristic of our institution
 - B.3.2. Establish Cuyamaca College's reputation as the “Premier College for Completion” through the implementation and promotion of effective teaching and learning practices and student support services
 - B.3.3 Create an effective mix of automated educational planning systems and in-person counseling
 - B.3.4 Provide in-person and web-based access to high quality academic and student support services that are available just in time to meet student needs and life-long learning
 - B.3.5 Ensure that all students have online access to their individualized education plan, which identifies their educational goals and their plans to achieve them

- B.4 Provide multiple pathways to learning and success that facilitate student completion of personal and educational goals

Promote and actualize the idea that “Graduation Starts Today” as a distinguishing characteristic of our institution.

- B.4.1 Support structured and intentional approaches to student learning and achievement
- B.4.2 Provide condensed, accelerated, and contextualized English as a Second Language and basic skills programs
- B.4.3 Develop more fully and further implement instructional programs and student support services to facilitate student attainment of key momentum points such as passing a transfer-level English or math class
- B.4.4 Provide short term certificates that offer opportunities for employment and sequence into more advanced certificates and degrees
- B.4.5. Provide multiple avenues for student engagement

- B.4.5.1 Develop a step-by-step program for college success that makes family members aware of student needs and how to support student success
- B.4.5.2 Embed engagement strategies in a comprehensive student web portal
- B.4.5.3 Develop and implement engagement strategies tailored to the needs of diverse populations of learners to help close the achievement gap
- B.4.5.4 Continue to align and integrate efforts between instructional and student support services to improve

- B.5 Streamline pathways to course sequence and degree or certificate completion by using student outcomes and completion data to inform decisions about which courses are critical to include in each program of study
- B.6 Enhance partnerships with four-year colleges and universities to facilitate articulation and transfer

C. Value and Support of Employees

- C.1 Support the development and implementation of a comprehensive Human Resources Plan that addresses the following key needs:
 - C.1.1 Promote the college’s commitment to diversity, equity, and inclusion
 - C.1.1.1 Strive to have the employee population reflect the community demographics
 - C.1.2 Ensure staffing levels support a comprehensive college that meets student needs
 - C.1.2.1 Increase Cuyamaca College’s full-time: part-time faculty ratio to meet or exceed state standards
 - C.1.2.2 Ensure that appropriate and equitable administrative and classified staffing is established for all college programs and services
 - C.1.3 Attract, recruit, and retain diverse, highly-qualified employees
 - C.1.4 Develop and implement a robust orientation and mentoring process for new employees
- C.2 Support a culture of continuous, career-based professional learning for all employees
 - C.2.1 Provide all employees with training to promote student learning and success
 - C.2.2 Focus professional development on career pathways, cultural competencies, and leadership development
 - C.2.3 Develop succession plans that provide career ladder opportunities for employees through technical training, education and personal and professional development
- C.3 Provide health and wellness programs and activities for all employees
 - C.3.1 Offer on-campus and off-campus opportunities for health and wellness

Strive to have the employee population reflect the community demographics

C.3.2 Implement the Cuyamaca Way to create a collegial and supportive work environment that recognizes the social and emotional needs of employees

C.3.3 Actively disseminate information about employee assistance programs (EAP)

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

D. Economic and Community Development

D.1 Research, develop and implement a collaborative strategy to 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 more access to university degrees to meet the demand in East County

D.4 Develop strong and vibrant Career Technical Education partnerships with local business and industry to ensure that college programs meet economic needs of the community

D.5 Explore the possibilities of the College entering into partnerships to meet the social, educational and health care needs of aging members of the community

D.6 Market programs, facilities, events, and capabilities to community development organizations and potential partners

D.6.1 Support entrepreneurship as a way to address community needs and interests

D.6.2 Develop strategic partnerships with community organizations to support College programs

D.6.3 Create a coherent and well-justified statement that communicates funding challenges to the community

D.6.4 Effectively utilize the noncredit and fee-based programs as pilots for new program development and structuring career ladder options

***Partner with
four-year
institutions to
provide more
access to
university
degrees to
meet the
demand in
East County***

D.6.5 Organize community supporters to help them be a strong voice to communicate college needs to elected leaders

E. Fiscal and Physical Resources

E.1 Ensure that resource decisions are transparent, collegial, equitable, driven by strategic priorities for learning and student success, and consider total cost of ownership (TCO) in cooperation and collaboration with Grossmont College

E.2 Update and implement a comprehensive Facilities Master Plan that is driven by student learning and success needs

E.2.1 Build facilities needed to support the College's mission of serving current and future education and workforce training needs of the community.

E.2.2 Refurbish, repair, or replace buildings to address student needs, safety and access standards.

E.3 Update and implement a comprehensive Instructional Technology Plan that identifies and addresses support for innovative and successful teaching, learning, student support, and administrative operations, and includes a funding strategy

E.3.1 Provide technically relevant and up-to-date equipment and software that supports the College's commitment to student success

E.3.2 Develop an equipment and software acquisition, replacement, and re-use plan that promotes currency and efficiency, and features the total cost of ownership (TCO) as a major component and factor

E.3.3 Provide faculty and staff with the training and skill development that allows optimal use of, and instruction in, technology

E.3.4 Maximize the availability of computers on campus for student and employee use

E.4 Evaluate facility use and administrative operations to increase efficiency and cost-effectiveness

E.5 Support and implement a Sustainability Plan that makes Cuyamaca College a regional leader in responsible and accountable stewardship of all resources

E.5.1 Integrate cost-effective green practices for facility, landscape, and infrastructure into all facilities planning and operations.

E.5.2 Minimize use of water, energy, gasoline, and other natural resources

E.5.3 Use technology to promote resource conservation



E.6 Identify and secure new sources of revenue to augment traditional funding to advance strategic priorities

E.6.1 Collaborate with Grossmont College and District Services in grants development and management

E.6.2 Support activities of the Foundation for Grossmont and Cuyamaca Colleges for fund-raising and friend-raising

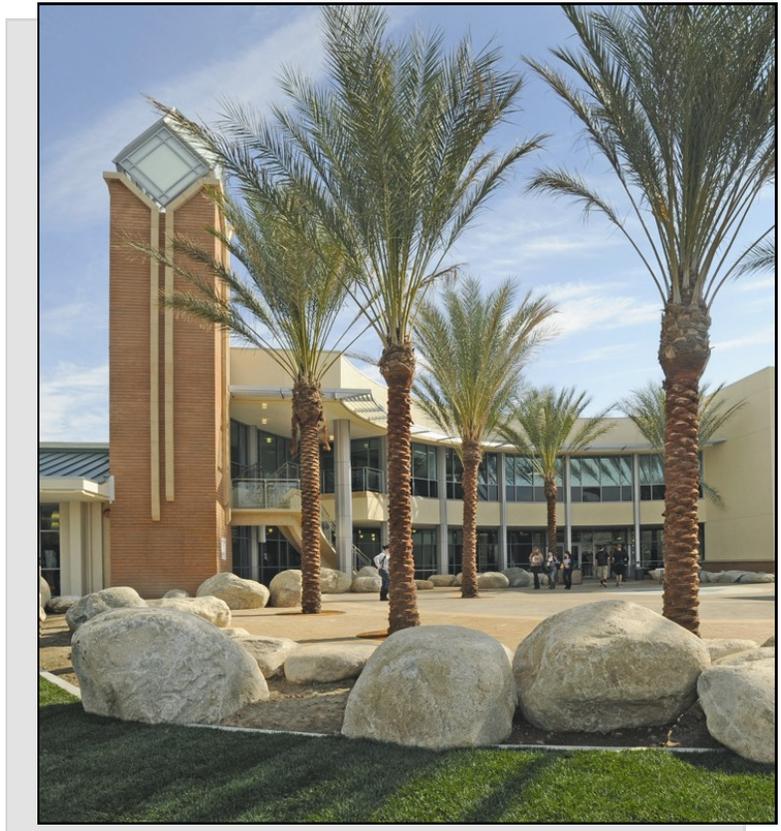
E.6.3 Leverage partnerships with business, industry, education, government, and community-based organizations

E.6.4 Develop a robust revenue stream derived from contract education, facility rentals, and other innovative practices

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:

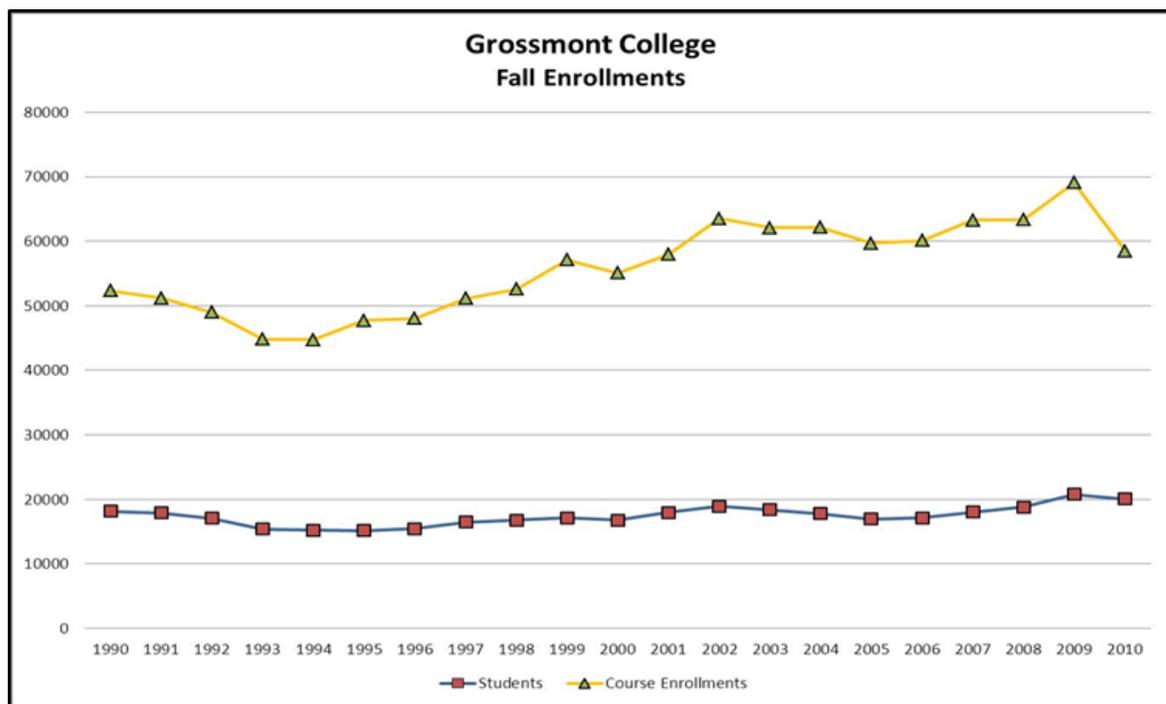
- ◆ **Learning and Student Success.** We dedicate our resources and ourselves in support of our students and their pursuits to achieve their academic, professional, and personal goals.
- ◆ **Creativity and Innovation.** We value the capacity for ingenuity and originality on our campus and within our 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

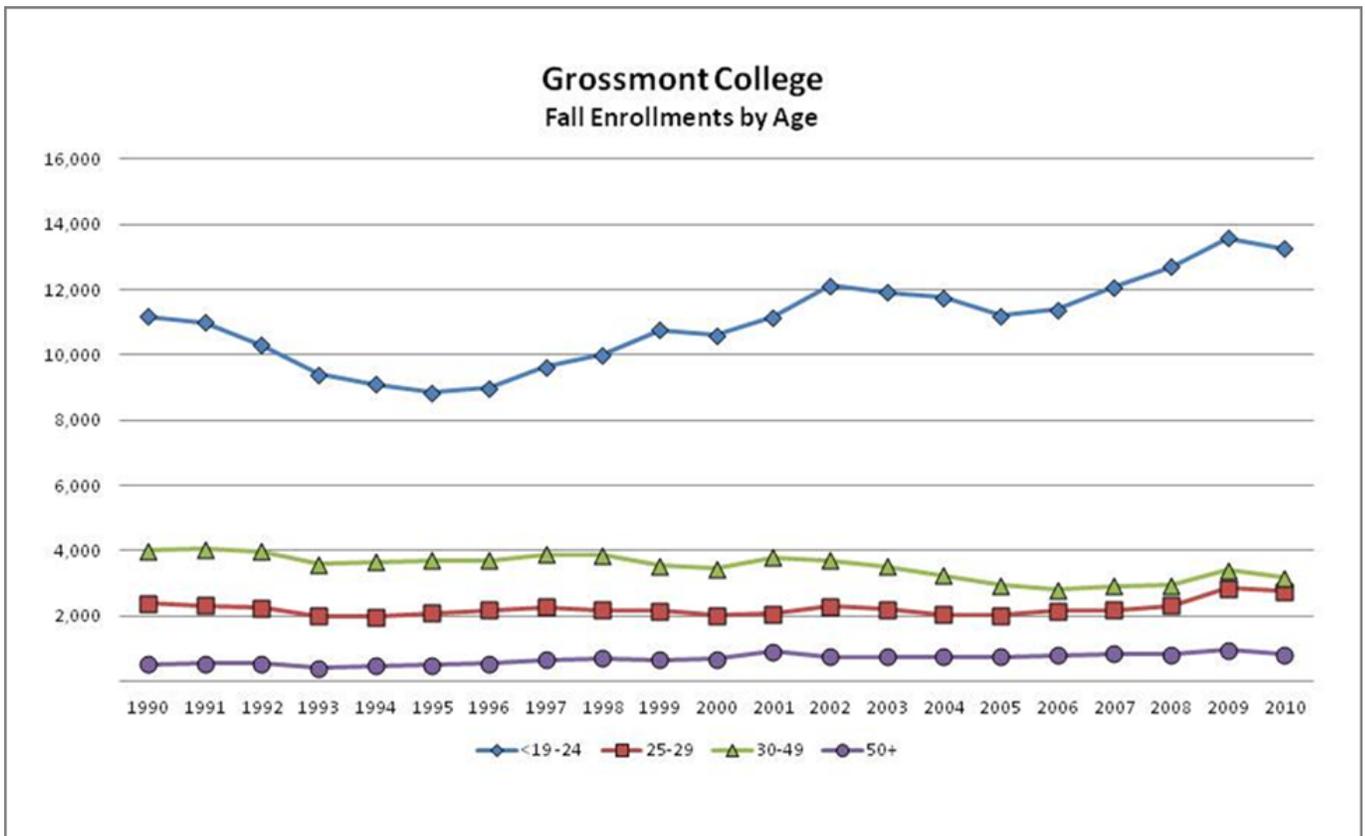


Gender. In fall 2010, 55.6% of the students enrolled at Grossmont College were female. This is down slightly from 2005, when 58% of the students enrolled at Grossmont College were female, meaning that more male students have been enrolling in recent years.

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.

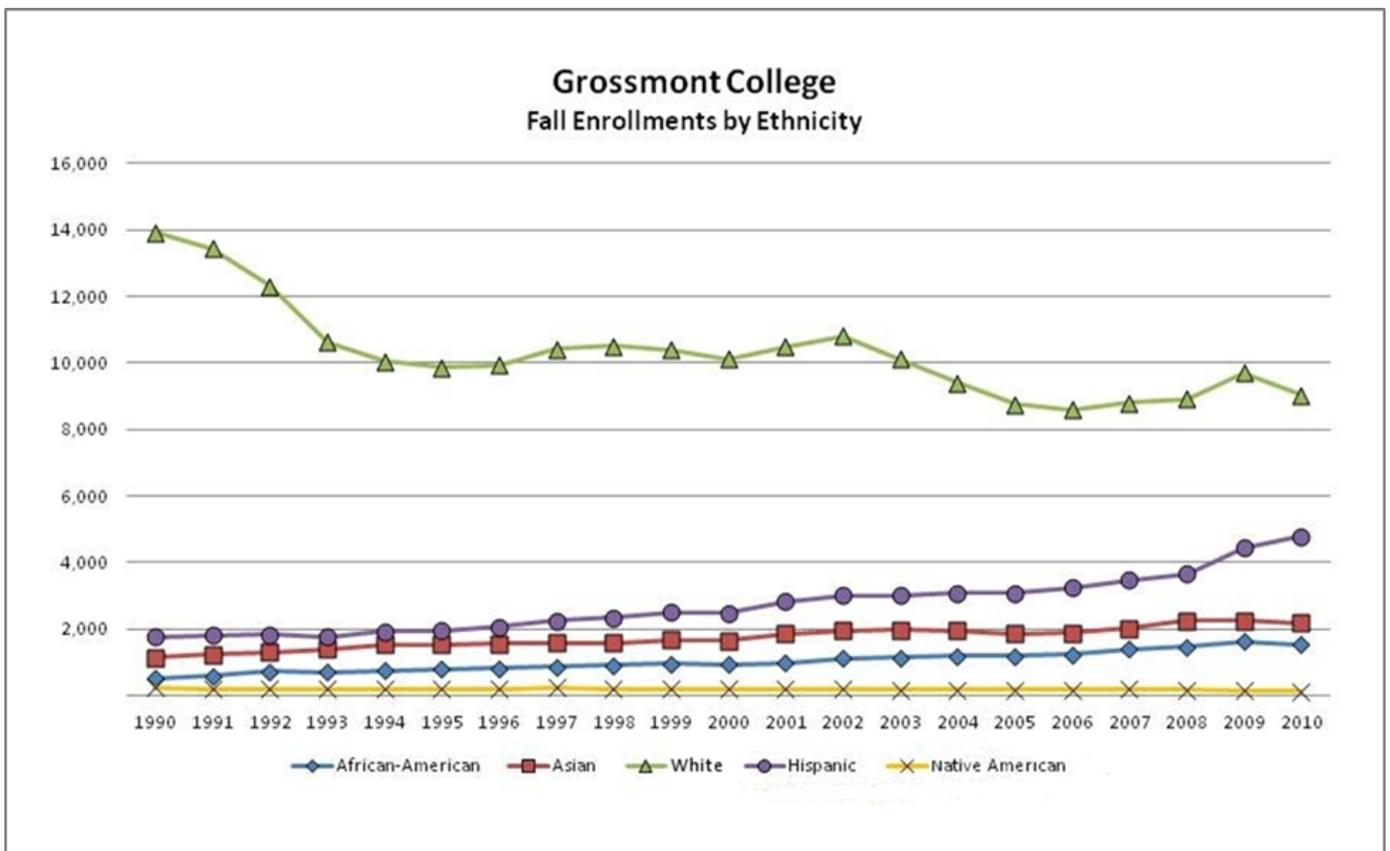
Figure 7.2 Fall Course Enrollments by Age, Grossmont College



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.

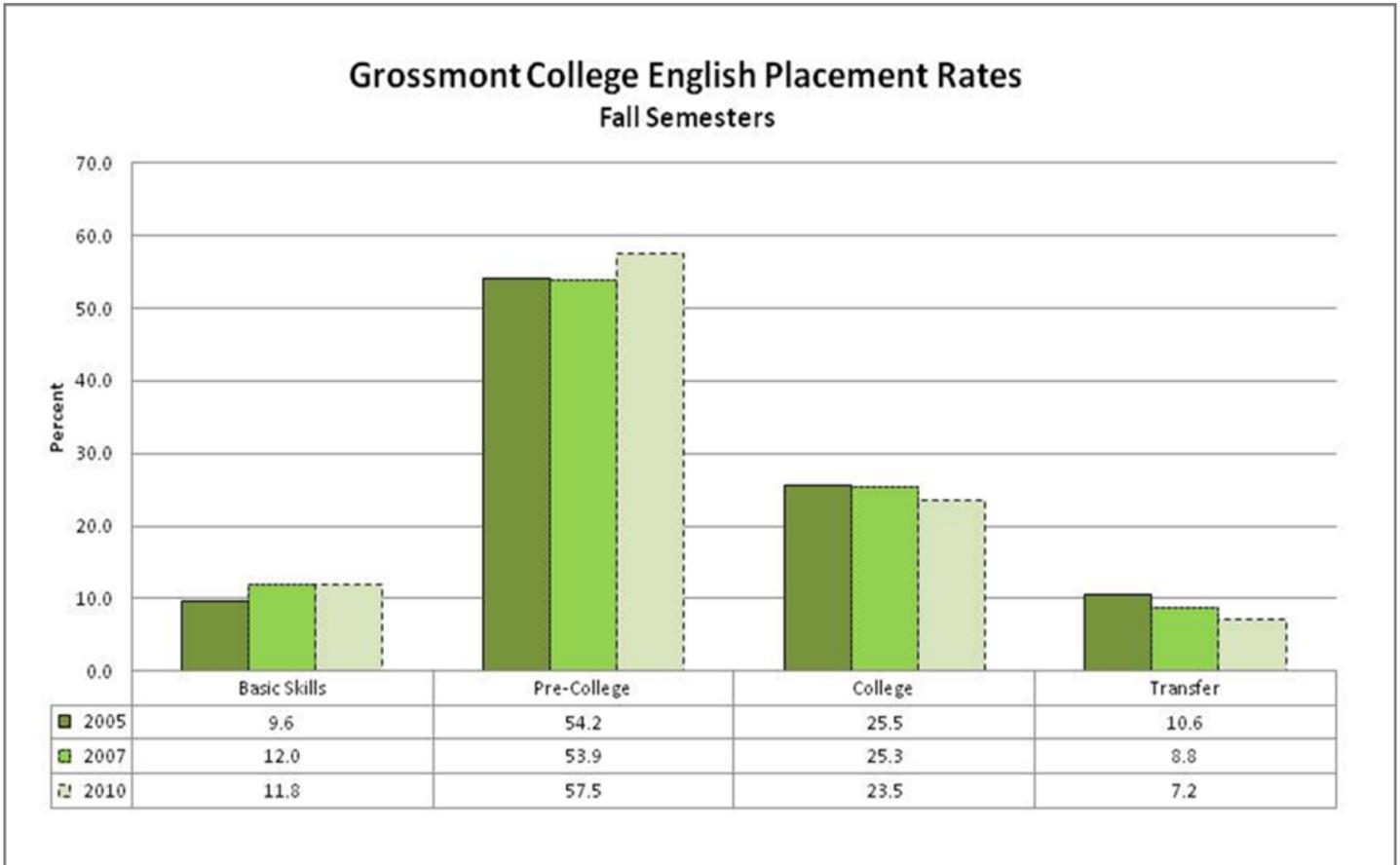
Student preparation and placement into basic skills courses.

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

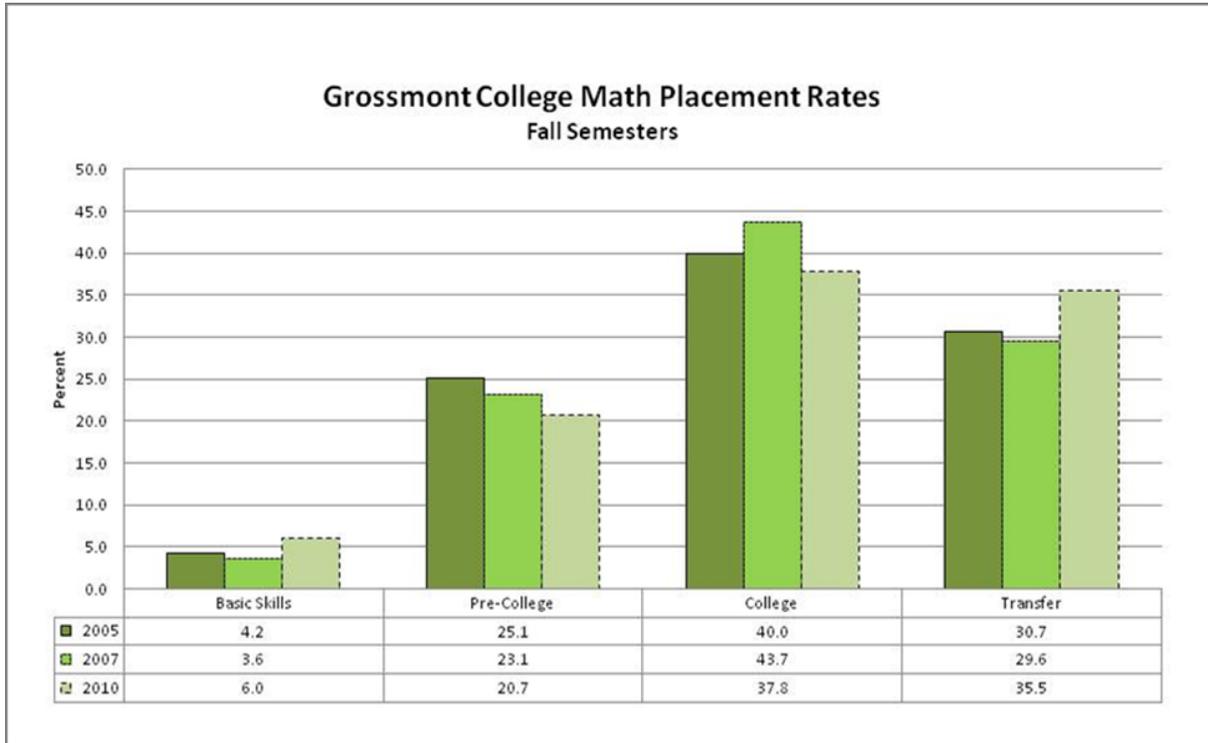
Figure 7.4 Grossmont College English Placement Rates



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.

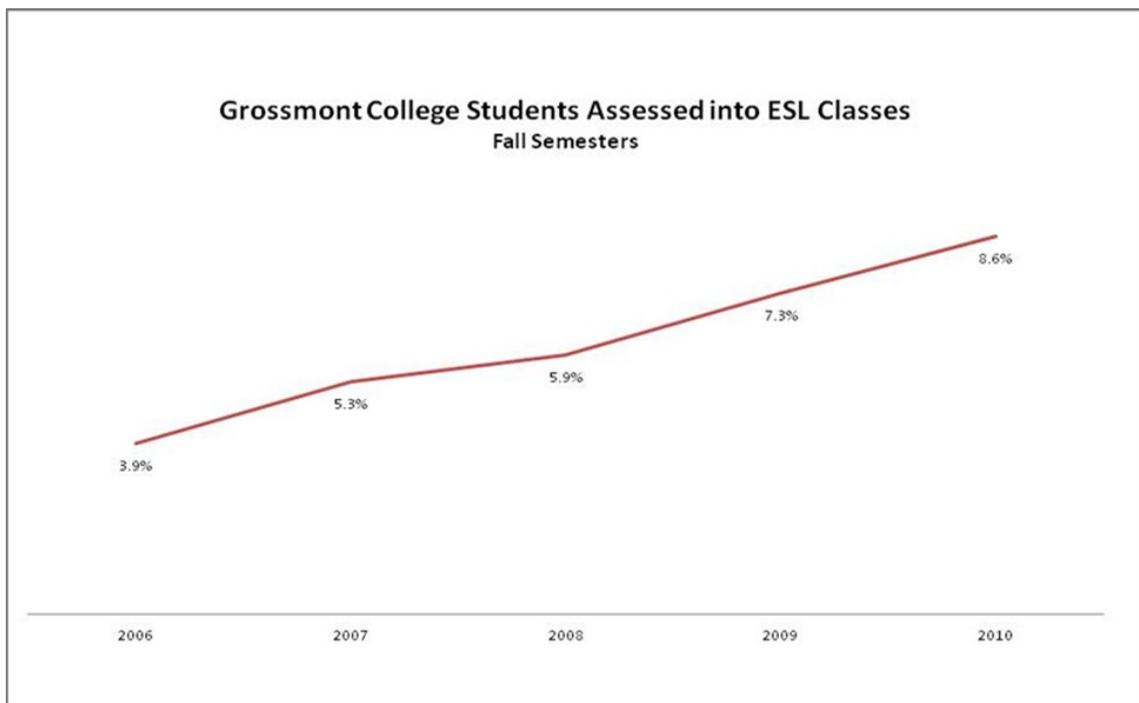
Almost 26.7% of Grossmont College students were not ready for college-level math. The percentage of students testing into basic skills math courses increased from 4.2% in fall 2005 to 6% in fall 2010. Just over half of the new students in the fall 2010 semester (53.8%) completed assessment tests in mathematics.

Figure 7.5 Grossmont College Math Placement Rates



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



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 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

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

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%).

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

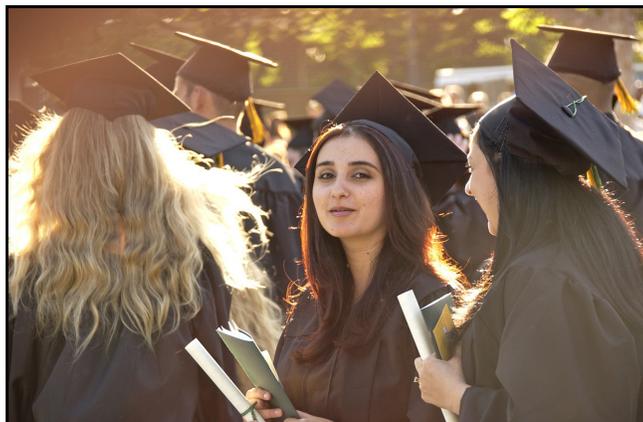


Degrees and certificates awarded. In 2009/10, Grossmont College awarded 1,123 associate degrees and 363 certificates. The number of degrees and certificates awarded grew steadily from the 2005/06 academic year (when a total of 1,391 degrees and certificates were awarded) to the 2007/2008 academic year (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

Academic Year	GCCCD		Grossmont College	
	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

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

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

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

meet the requirements identified through regular and systematic engagement with the community



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

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

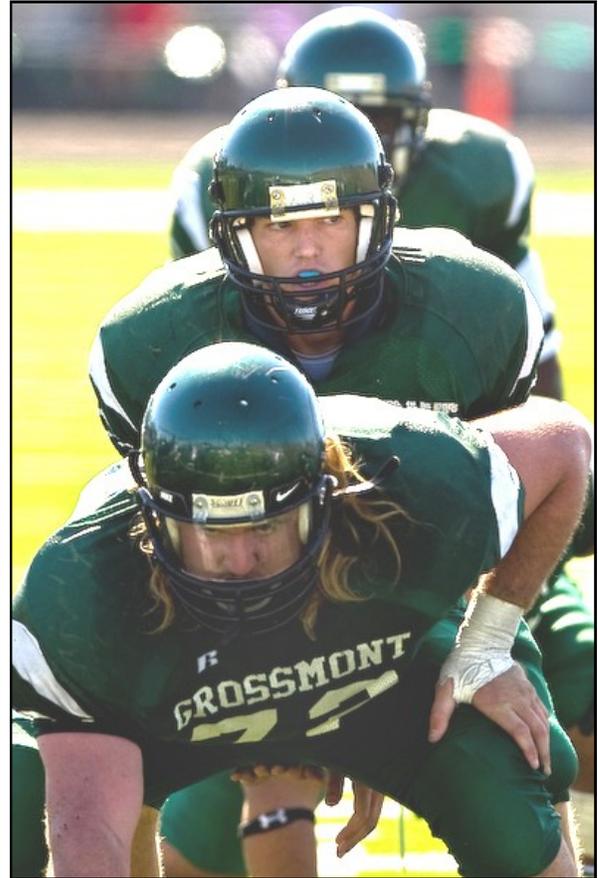
D.2.2 Respond effectively to regional education and training needs by quickly developing programs and services that

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



The **Foundation** for
Grossmont & Cuyamaca Colleges

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.
-

Chapter 8

GCCCD District Services Vision, Mission and Priorities

The GCCCD District Services divisions provide leadership in business services, human resources, communications, and research and planning. Every employee is devoted to providing quality services supporting the essential programs and services that provide an excellent education for our students.

District Service Operations is composed of three divisions:

- ◆ **Business Services** consists of five departments:
 - Accounting and Payroll
 - Business and Fiscal Services
 - Facilities, Planning, Development, and Maintenance
 - Public Safety
 - Purchasing, Contracts, and Warehouse

- ◆ **Human Resources** consists of two departments:
 - Employment Benefits and Services
 - Employee and Labor Relations

- ◆ **Technology, Research & Planning** consists of two departments:
 - Information Systems
 - Research, Planning, & Institutional Effectiveness

In addition, District Services is also the home of the following:

The **Chancellor and Governing Board** Office provides administrative support to the Chancellor in assisting the Governing Board in its role as policymaker and community representative. The office serves as a resource to, and acts as liaison between, the Governing Board and faculty, administration, staff, students and community.

The **Advancement and Communications** Office coordinates the district's external relations in the areas of advancement, fundraising, media, and community relations. The office also develops district public information plans and strategies, and serves as a principal contact for media representatives.



District Services Vision and Mission

Vision: Leadership that enables and supports educational excellence.

Mission: To provide leadership, facilitation, and support of districtwide educational, fiscal, facilities, and human resource services that meet student, college, and community needs.



District Services Long-Term Priorities and Action Steps

A. Student Access

Improve physical access by developing transportation options that are communicated effectively to students, employees and community members

- A.1 Provide operational support during all of the times that classes are in session (including evenings, Fridays and/or weekends) to improve access for working individuals
- A.2 Improve physical access by developing transportation options that are communicated effectively to students, employees and community members
- A.3 Implement technology systems that enhance student access to registration, matriculation services, financial aid, payments, and student educational planning
- A.4 Automate and streamline processing for registration priorities that align with district goals

A.5 Support College outreach efforts with districtwide information

B. Learning and Student Success

- B.1 Develop and implement technology applications that enable students to obtain course materials and academic support services online
- B.2 Develop a districtwide student educational planning system that is accessible to students and counselors
- B.3 Coordinate with the Colleges to partner with local high school districts to expand access to adult education and basic skills preparation

Promote GCCCD's commitment to diversity, equity, and inclusion

C. Value and Support of Employees

- C.1 Develop a comprehensive Human Resources Plan that addresses the following key needs:
 - C.1.1 Promote GCCCD's commitment to diversity, equity, and inclusion

- C.1.2 Ensure staffing levels meet student needs
- C.1.3 Attract, recruit, and retain diverse, highly qualified employees
- C.1.4 Develop and implement a robust on-boarding process that includes orientation and mentoring for new employees

- C.2 Coordinate development of individualized professional development plans for all employees that support their career development
- C.3 Provide an employee health and wellness program that enhances employee access to health and exercise facilities
- 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 the workforce training needs of the community and make that information available to College planners
- D.2 Provide operational leadership to collaboration with business, educational institutions, and community workforce development organizations to create an East County Workforce Solutions and Training Center
- D.3 Support the development of more community partnerships to enhance vocational training
- D.4 Support College collaboration 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 and potential partners

E. Fiscal and Physical Resources

E.1 Coordinate development of sustainability initiatives that make GCCCD a regional leader in responsible and accountable stewardship of all resources

E.1.1 Integrate cost-effective, green practices for facility, landscape, and infrastructure into all facilities planning and operations

E.1.2 Minimize use of water, energy, gasoline and other natural resources

E.1.3 Use technology to promote resource conservation

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

E.2 Update and implement a comprehensive Technology Plan that supports all administrative operations of the District

E.3 Identify and secure new sources of revenue to augment traditional funding to advance strategic priorities

E.3.1 Coordinate and support grants development for district priorities and College programs and services

E.3.2 Enhance districtwide advancement and fundraising to address mission and priorities

E.3.3 Leverage partnerships with business, industry, education, government, and community-based organizations

E.3.4 Support the development of a robust revenue stream derived from facility rentals, and other innovative practices

Chapter 9

Linkage of the Educational Master Plan and other District and College Plans

The purpose of this Educational Master Plan is to help the Grossmont-Cuyamaca Community College District, Grossmont College and Cuyamaca College identify the best ways to support student learning and meet the changing needs of the community.

Educational planning is required both for accreditation and for the district and colleges to be eligible for state funding for capital improvements. In the accreditation process, the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Western Association of Schools and Colleges (WASC) look for evidence that the institution plans for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The accreditation process also assesses progress toward achieving its stated goals.



The California Education Code also requires each community college district to submit a five-year plan for capital construction that includes the district's plans for its future academic and student services programs.

T

his 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 Educational Master Plan is to integrate institutional planning at the campus level with institutional planning at the district level and to support more intentional alignment of college plans with district plans.

The Educational Master Plan Steering Committee identified, collected and reviewed all of the plans that the district and each college has produced, and then organized the plans in terms of purpose, scope and timeframe. The organization of these multiple plans allowed the Grossmont- Cuyamaca Community College District to assess where planning could be coordinated, integrated, and aligned to maximize their support for student learning and achievement. The GCCCD integrated planning model is presented on page 104.

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:

- ◆ **Facilities Master Plan.** The Facilities Master Plan will address the development of new facilities needed to support the District mission and the renovation, repair or replacement of older buildings on each campus. It will include and integrate the current construction and maintenance plans. 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. The Facilities Master Plan will have a five-year term with one-year components.

The Educational Master Plan is intended to guide institutional and program development over a decade or longer at both the college and district levels. The priorities established in the Educational Master Plan align with the four 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.

- ◆ **Technology Plan.** The Educational Master Plan also addresses the components of a comprehensive, districtwide Technology Plan to support innovative and successful instruction, student learning and support, and administrative operations. The Districtwide Technology Plan will address the use of technology to



support Internet access, communications, student and administrative record-keeping, and data collection and analysis. Each College's Instructional Technology Plan will focus on how technology will be used to support instruction and student learning. The Technology Plan will have a five-year term with annual updates.

- ◆ **Human Resources Plan.** The Human Resources Plan will promote the District's commitment to diversity and ensure that staffing levels meet student needs. It also will address new employee orientation and mentoring, and the professional development of all district employees. The Human Resources Plan will include and integrate the current Sustainability Staffing Plan and Equal Employment Opportunity Plan. The Human Resources Plan will have a five-year term.
- ◆ **Diversity, Equity and Inclusion Plan.** The Diversity, Equity and Inclusion Plan identifies the principles and strategies that the district will undertake to improve access to the colleges for all groups. It identifies the activities needed to recruit a broad diversity of students and support their persistence, retention and academic achievement. The Diversity, Equity and Inclusion plan addresses the campus climate for all groups, including those defined by race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, and socio-economic status. The plan also addresses the availability of professional opportunities for all GCCCD employees.

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. The Strategic Plan identifies the specific strategies that each college and District Services will undertake to reach its short-term goals and objectives. The Strategic Plan identifies specific goals for each site, strategies for achieving those goals, and key performance indicators to measure how effective the strategies were in achieving each goal.

The **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.

Resource Allocation and Evaluation

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 and sustainability developed on a districtwide basis.

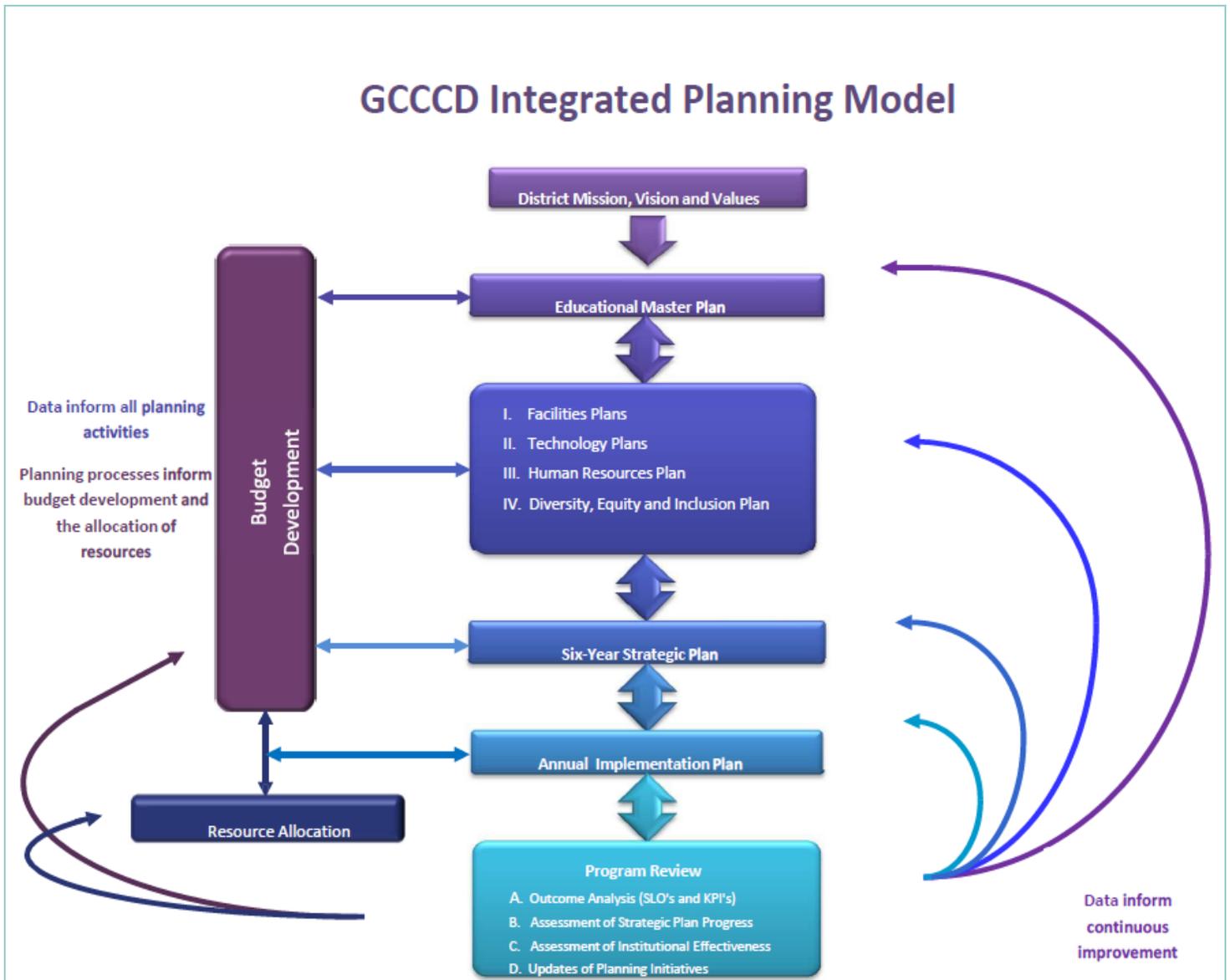


Each College and District Services bases its own resource allocation and budget development on their six-year strategic plan, their program reviews and their annual implementation plans.

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 measurable 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.



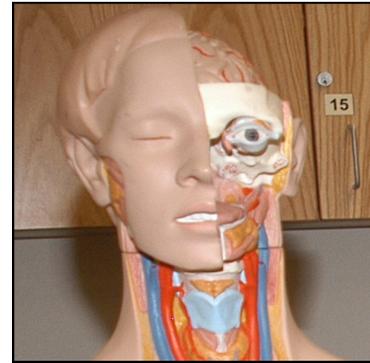
Each College and District Services bases its own resource allocation and budget development on their six-year strategic plan, their program reviews and their annual implementation plans.



The priorities established in the Educational Master Plan align with the four 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.



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.