



GROSSMONT-CUYAMACA  
COMMUNITY COLLEGE DISTRICT

# GCCCD Comprehensive Strategic and Facilities Plan

# 2022-2028

*A Shared Vision for the Future*



# **GCCCD Comprehensive Plan**

# 2 0 2 8

*A Shared Vision for the Future*

## **CHANCELLOR**

Lynn Ceresino Neault, Ed.D

## **PRESIDENTS**

Julianna Barnes, Ed.D., Cuyamaca College

Denise Whisenhunt, J.D., Grossmont College

## **GOVERNING BOARD**

Elena Adams

Linda Cartwright

Debbie Justeson

Brad Monroe

Julie Schorr

Benjamin Blevins, Student Member,  
Grossmont College

Kristie Macogay, Student Member,  
Cuyamaca College



## **MASTER PLANNING TEAM**

Gensler, Facilities Planning

KTUA, Landscape Planning

DPA Design, Landscape Planning

# Document Organization

GCCCD	CUYAMACA COLLEGE	GROSSMONT COLLEGE	DISTRICT SERVICES
<ul style="list-style-type: none"><li>LETTER FROM CHANCELLOR</li><li>VISION, MISSION, VALUES</li><li>DISTRICT OVERVIEW</li><li>PURPOSE OF PLAN</li><li>PLANNING CONTEXT</li><li>PLANNING PROCESS</li></ul>	<ul style="list-style-type: none"><li>INTRODUCTION</li><li>CUYAMACA COLLEGE</li><li>THE CAMPUS TODAY</li><li>PLANNING FRAMEWORK</li><li>THE FUTURE CAMPUS</li></ul>	<ul style="list-style-type: none"><li>INTRODUCTION</li><li>GROSSMONT COLLEGE</li><li>THE CAMPUS TODAY</li><li>PLANNING FRAMEWORK</li><li>THE FUTURE CAMPUS</li></ul>	<ul style="list-style-type: none"><li>INTRODUCTION</li><li>EXISTING CONDITIONS</li><li>GOALS AND STRATEGIES</li><li>RECOMMENDATIONS</li></ul>

# Letter from the Chancellor



The Grossmont-Cuyamaca Community College District (GCCCD) is honored to have played a vital role in the East County community for more than 60 years. Since opening our doors in 1961, we have been focused on the student journey. Over the years, we have provided high-quality education that advances social justice and economic mobility. Over the years, we have adapted and grown to meet the changing needs of our community. Our commitment to our students and community continues to be at the core of our planning. We offer hundreds of academic programs and wide-ranging support services to more than 17,000 students each semester. We look forward to building upon this legacy.

I am proud to present the *GCCCD Comprehensive Strategic and Facilities Plan 2022-2028: A Shared Vision for the Future*. The plan encompasses our strategic and facilities planning for the District, and Cuyamaca and Grossmont colleges. As we look ahead, this plan offers a roadmap to foster community, in part through the development of more welcoming common spaces. This plan serves to:

- **Envision** the future of the District and colleges in a way that speaks to our innovative spirit.
- **Integrate** all plans across the District.
- **Inform** the communities we serve about the District's vision, goals, and aspirations, and how District facilities contribute to the achievement of these aims.
- **Engage** diverse constituents in a collaborative process for shaping our collective future as a District.

- **Respond** to challenges and opportunities brought about by the COVID-19 pandemic.
- **Focus** on our core commitments and priorities, while remaining nimble to provide the most meaningful learning experiences for our students.
- **Fulfill** our commitment to equity and social justice by prioritizing actions and resources to address long standing inequities.

This plan is the product of a collaborative process involving hundreds of stakeholders. The process took place during an extraordinary time in our history, including a pandemic and racial reckoning that gripped the nation. GCCCD has remained steadfast in providing equitable learning opportunities to meet community and workforce needs.

I want to recognize and thank the entire GCCCD community, including students, faculty, classified professionals, administrators, Board members, and community partners who participated in this comprehensive strategic and facilities planning process. This plan is intended to be dynamic as new circumstances and unforeseen challenges arise.

Thank you for your support as we set out to achieve our shared vision for the future.

Sincerely,

A handwritten signature in black ink that reads "Lynn Ceresino Neault, Ed.D." The signature is written in a cursive, flowing style.

# District Vision, Mission, Values

## VISION

*Transforming lives through high-quality educational programs and services that meet the needs of the diverse communities we serve.*

## MISSION

The Grossmont-Cuyamaca Community College District provides high-quality, equitable learning opportunities to eastern San Diego County and beyond. We prepare students to meet changing community and workforce needs, while advancing social justice and economic mobility.

## VALUES

**Diversity** -- Value and invite multiple perspectives in discussions and decision-making; create space for historically excluded and marginalized voices to be amplified.

**Equity** -- Ensure students who have historically been marginalized and excluded have the opportunity to succeed in higher education by calling attention to patterns of inequity in student outcomes and actively working to eliminate equity gaps in student access and success. Commit to ensuring employees who have historically been marginalized and excluded have the opportunity to succeed in their profession.

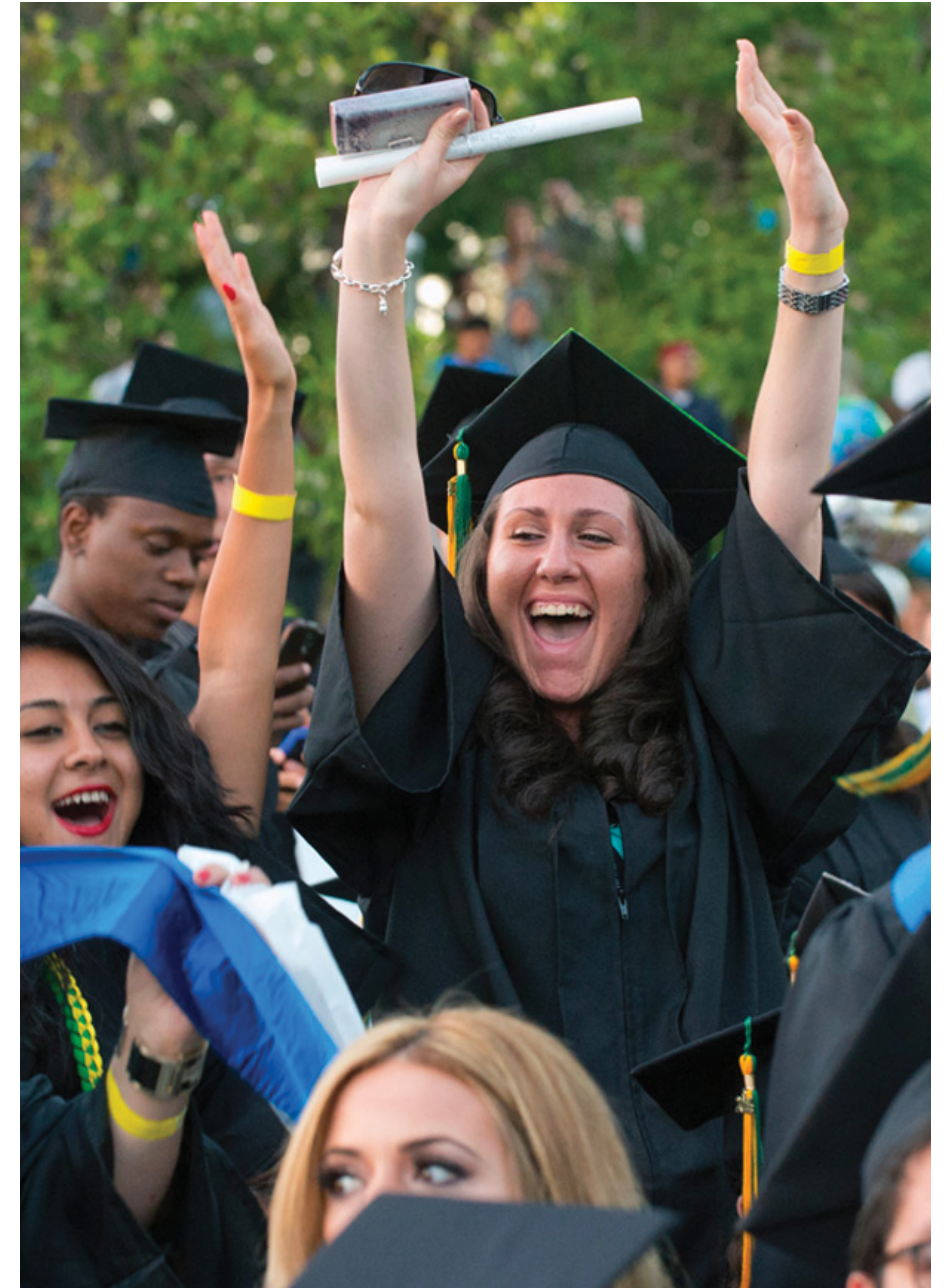
**Student-Centeredness**—Ensure programs, services, processes, and policies with the student experience at the forefront of our decision-making and creating opportunities and clear pathways for students to reach their educational goals.

**Creativity and Innovation** – Value the capacity for ingenuity and originality on our campuses and within our communities.

**Pursuit of Excellence and Continuous Improvement** – Strive to continuously reflect, learn, and improve to ensure excellence in our programs, services, and operations.

**Integrity** – Commit to acting and speaking truthfully and responsibly and hold ourselves and others accountable to this standard.

**Mutual Respect** – Strive to build a community of inclusiveness, compassion, empathy, and learning marked by mutual respect and consideration of our differences.



*\*Draft- Pending Board Approval*

# District Overview

The Grossmont-Cuyamaca Community College District has served as a leader in higher education in San Diego's East County since 1961. The District serves a geographical area of 1,138 square miles stretching from La Mesa and Lemon Grove on the western district boundary to Imperial County, as the eastern district boundary, and all the way to the Mexico border as its southern boundary. The District includes two credit colleges: Cuyamaca College and Grossmont College and serves approximately 17,000 students per year. Both colleges offer a wide range of transfer and career education programs that prepare students for entry into four-year institutions and the workforce.

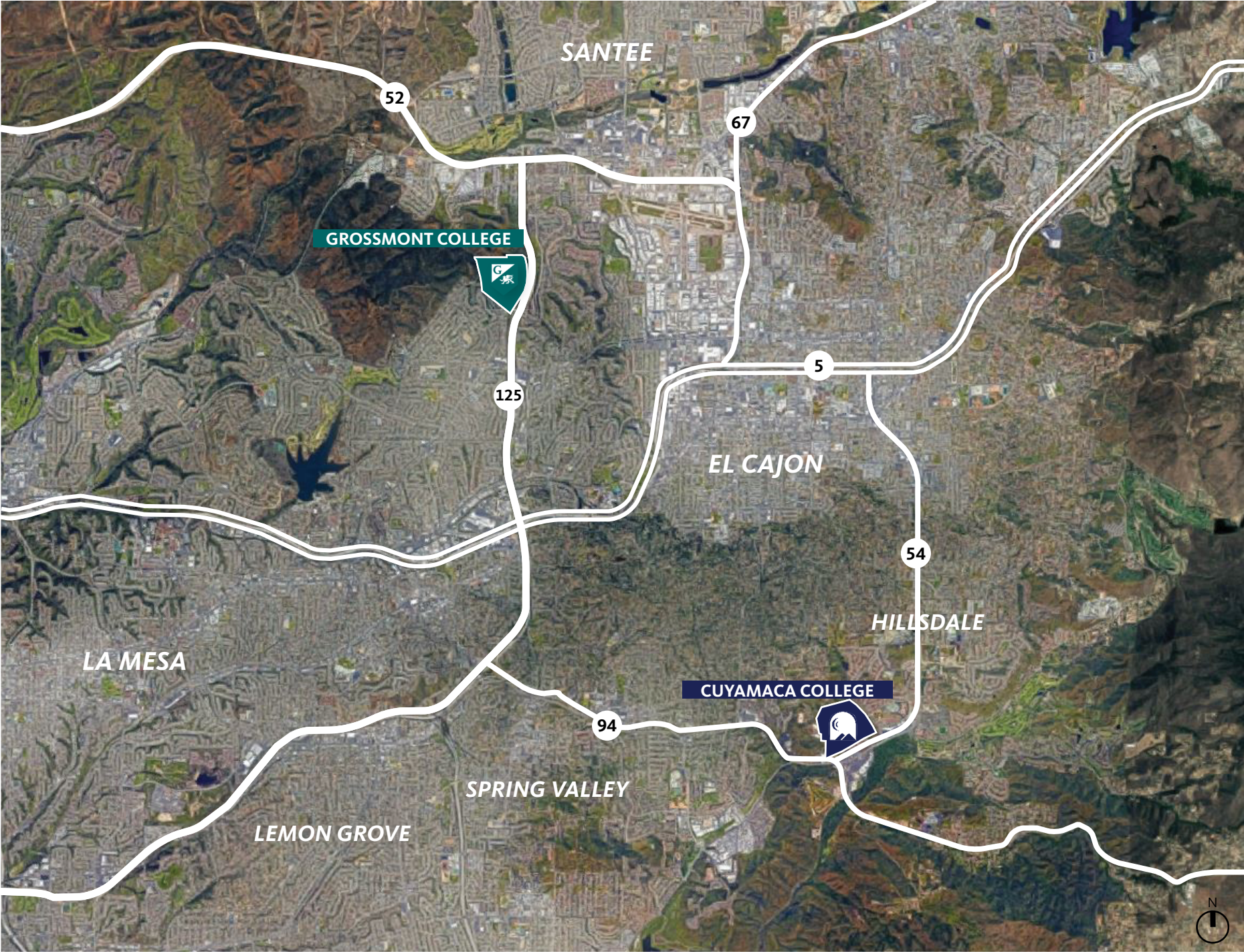


# District Overview

Just 16 miles from downtown San Diego, the campuses are easily accessible. Grossmont College, at 8800 Grossmont College Drive, is on a 135-acre mesa in northwest El Cajon, adjacent to the cities of Santee, La Mesa and San Diego.

Cuyamaca College is located on 165 acres at 900 Rancho San Diego Parkway in Rancho San Diego, just south of the city of El Cajon.

District Services is currently located on the Grossmont College campus.



# Purpose of Comprehensive Vision Plan

*The purpose of this district-wide, Comprehensive Vision Plan is to:*

**ENVISION** the future of the district and its two colleges in a way that speaks to its innovative spirit

**INTEGRATE** all plans across the district

**INFORM** the communities we serve about the District's vision, goals, and aspirations, and how district facilities contribute to the achievement of these aims

**ENGAGE** the diverse constituents in a collaborative process for shaping our collective future as a district

**RESPOND** to challenges and opportunities brought about by the pandemic

**FOCUS** on our core commitments and priorities while remaining nimble to provide the most meaningful learning experiences for our students

**FULFILL** our commitment to equity and social justice by prioritizing actions and resources to address long standing inequities

**INTEGRATED**

**PARTICIPATORY**

**DATA-INFORMED**



# Planning Context

## NATIONAL

The global COVID-19 pandemic brought with it unprecedented challenges for higher education across the nation. Colleges and universities were forced to close and cease in-person operations mid-semester in Spring 2020 due to stay-at-home orders and other efforts to mitigate the spread of COVID-19. Institutions had to pivot quickly to move instruction, support services, and operations online using virtual conferencing and cloud computing tools, which were used in a more limited context previously. In addition, during the same time period, many students and potential students lost their employment and in some cases their means to pay for housing, internet, and even food.

At the same time, the federal government invested substantial resources into providing resources and financial assistance to students and institutions of higher education through the Higher Education Emergency Relief Fund (HEERF). In addition, with the required and sudden shift of instruction and operations to online formats, higher education institutions were able to achieve a technological shift that was previously thought to be nearly impossible.

At the height of the pandemic, the nation experienced a racial reckoning, in which many people across the country who were previously unaware of systemic racism and racial inequities became acutely aware of these pervasive issues, beginning with the murder of George Floyd in May 2020. Communities of color have known firsthand about racial injustice and its impact on their day-to-day lives for centuries, but this moment represented a turning point for the nation and higher education institutions responded with new and renewed commitments to equity and anti-racism.

***Equity, particularly racial equity, and social justice are embedded in the California Community Colleges mission and became an even more central focus of the system's efforts in 2020.***



# Planning Context

## STATE

After years of growth, the California Community Colleges system began to see leveling off of student enrollment statewide even prior to the pandemic. However, the pandemic brought massive declines in student enrollment from Fall 2019 to Fall 2020, and continuing into Fall 2021, for an overall decline of 19% (CCCCO DataMart 2022). While enrollment in California's four-year institutions is remaining stable or increasing, enrollment in community colleges across the state continues to erode.

California and the nation's competitive labor market is increasingly competing for the very same students the state's community colleges would typically enroll. With labor shortages looming and increasing funds being directed to community colleges to stave off enrollment declines, the stakes for changing and adapting to meet student and community needs have never been higher.

As the California Community College system's Vision for Success sunsets and Chancellor Eloy Oakley's tenure as the Chancellor for the entire system comes to a close, the California Community Colleges have achieved a number of key goals, including a 32% increase in students completing post-secondary credentials, an 18 percentage point increase in the number of students successfully completing transfer-level English within one year, and a 24 percentage point increase in the number of students successfully completing transfer-level math within one year.

Other key initiatives undertaken across the state since the previous strategic plan was developed include:

- **AB 705 (2017)**, which paved the way for colleges to truly embrace multiple measures, shift to a capacity mindset in placing new students into math, English, and ESL classes, and maximize student “throughput,” or completion of transfer-level math and English within a year
- **Student-Centered Funding Formula (2018)**, which moved the system into a performance-based funding formula focused on equity in student access and student outcomes
- **Guided Pathways (2017)**, which included both the California Guided Pathways demonstration project for 20 colleges to pilot pathways implementation and the system-wide initiative, which included funding, resources, and programs to assist California's community colleges with guided pathways planning and implementation
- **Student Equity and Achievement Program (2018)**, which brought together three previously-separate categorical funding sources and programs (Basic Skills Initiative, Student Equity, and Student Success and Support Program) under one umbrella and paved the way for college's to center their efforts squarely on advancing student equity
- **Chancellor's Call to Action (2020)**, in which the California Community Colleges Chancellor outlined six specific system-wide actions for colleges and districts to undertake to address structural racism and racial disparities in access and success.

While much has been achieved since the creation of the 2016-2022 Strategic Plans for the District and colleges, equity gaps, and racial equity gaps in particular, remain at both the system and local levels. The next several years represent the potential for California's community colleges to re-envision the future in light of lessons learned during the pandemic and an increased commitment to implement anti-racist policies, structures, processes, and practices.

# Planning Context

## REGIONAL

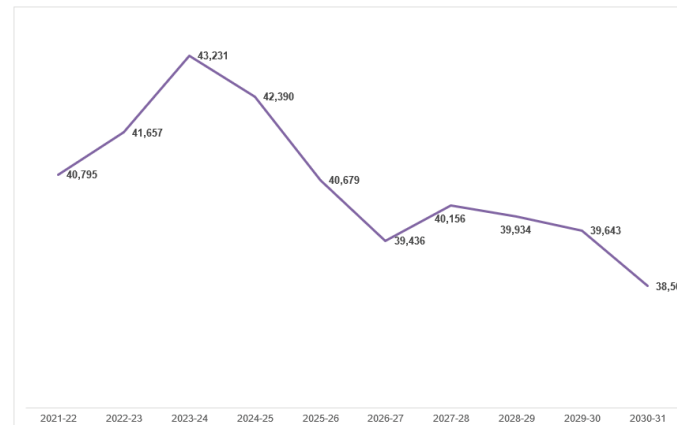
At the regional level, community college enrollment has also declined across San Diego County. At the same time, the job market continues to expand, and higher wages for entry-level jobs is translating into strong competition for students between the labor market and the region's community colleges. Still, two- and four-year degrees provide a significant return on investments for students and San Diego County, and there remain notable opportunities to further demonstrate that value to students across East County and increase access to higher education for students in the region.

Local high school enrollment has stagnated, and the number of high school graduates across San Diego County is not expected to increase in the coming years and even the next decade. To be responsive to community and labor market needs, San Diego's community colleges, and specifically GCCCD, will need to explore new ways of connecting with adult learners, re-entry students, and local communities of color to help mitigate inequities in access that were exacerbated by the pandemic. In addition, San Diego County's population is projected to become increasingly diverse, with the Latinx population expected to surpass the white population around 2045.

San Diego County's occupation growth is projected to center on allied health occupations, business and professional positions, and environmental/science technical positions. Both Cuyamaca and Grossmont College are well positioned to address this population and labor market changes and adapt to meet community needs.

Both colleges have been identified as Hispanic-Serving Institutions and are actively engaged in bringing equity-minded practices to scale to advance success for students and communities who have historically been marginalized and excluded from higher education. In addition, both colleges have established career education programs in allied health, business and professional studies, and applied sciences.

Enrollment Projections for 12th Grade in San Diego County



Top 10 Occupations Requiring an Associate's Degree in San Diego County

Occupation	2018 Employment	2025 Employment	Change in Jobs (2018-2025)	Percent Change (2018-2025)	2018 Median Hourly Earnings
Legal Support Workers, All Other	1,031	1,447	416	40%	\$20.02
Veterinary Technologists and Technicians	1,280	1,652	372	29%	\$23.00
Paralegals and Legal Assistants	2,577	2,819	243	9%	\$31.80
Web Developers and Digital Interface Designers	1,468	1,707	240	16%	\$36.35
Avionics Technicians	315	492	178	57%	\$36.21
Physical Therapist Assistants	677	840	163	24%	\$34.67
Radiologic Technologists and Technicians	1,730	1,893	163	9%	\$43.34
Chemical Technicians	1,009	1,160	151	15%	\$22.14
Geological and Hydrologic Technicians	236	360	124	53%	\$28.51
Environmental Science and Protection Technicians, Including Health	670	786	116	17%	\$23.95

Source: EMSI Analyst 2021; ranked in descending order by Change in Jobs (2018-2025)

Top 10 Occupations Requiring Post-Secondary Certificate in San Diego County

Occupation	2018 Employment	2025 Employment	Change in Jobs (2018-2025)	Percent Change (2018-2025)	2018 Median Hourly Earnings
Medical Assistants	7,596	8,912	1,316	17%	\$18.92
Heavy and Tractor-Trailer Truck Drivers	7,486	8,394	908	12%	\$23.55
Licensed Practical and Licensed Vocational Nurses	5,940	6,672	732	12%	\$31.31
Psychiatric Technicians	430	862	433	101%	\$30.13
Health Information Technologists, Medical Registrars, Surgical Assistants, and Healthcare Practitioners and Technical Workers,	864	1,203	340	39%	\$20.88
Nursing Assistants	9,647	9,948	302	3%	\$18.06
Ophthalmic Medical Technicians	314	523	210	67%	\$18.36
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	2,092	2,274	182	9%	\$29.66
Phlebotomists	1,222	1,377	155	13%	\$25.83
Firefighters	3,174	3,286	112	4%	\$34.73

Source: EMSI Analyst 2021; ranked in descending order by Change in Jobs (2018-2025)



# Planning Process

In Spring 2021, the Chancellor met with the Institutional Effectiveness leads across the district to develop and align timelines and a scope of work for a district-wide strategic planning process that would engage diverse stakeholders in data-informed discussions to help shape the next 6-year strategic plans for the District and each of the two colleges.

In Summer 2021, GCCCD began preparing for its next Facilities Master Plan. In order to maximize impact of both plans, the College and District aligned these processes such that the same data and input gathered to inform the strategic plan was also used to establish guiding principles for the Facilities Master Plan. These two plans were integrated to achieve greater impact for students, employees, and the communities we serve. The goal was for the process to start at the college level and incorporate common themes and core commitments for the district plan.

Throughout the 2021-22 academic year, various strategic planning workshops were held for all three sites (Cuyamaca College, Grossmont College, and District Services) to share data on the District's service area, enrollment trends, student demographics, and student outcomes and to discuss strengths, challenges, external influences, and goals and strategies for improving student access and success through an equity lens. These workshops included representation from students, faculty, classified professionals, and administrators, and the information gathered from these workshops served as the basis for strategic and facilities planning across the District.

The approach to develop this 2022 GCCCD Comprehensive Master Plan is summarized by the three qualities described on this page, and the 5-Step Process that follows.

## INTEGRATED

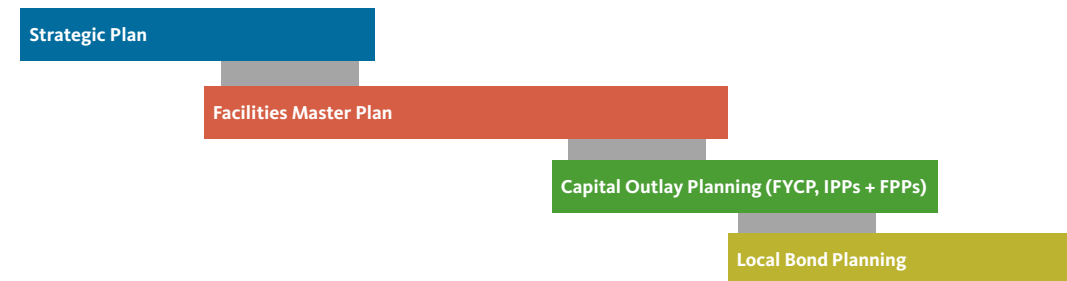
Integration was maximized between the strategic and facilities planning efforts to create an aligned Comprehensive Vision Plan that provides clear direction for the future.

## PARTICIPATORY

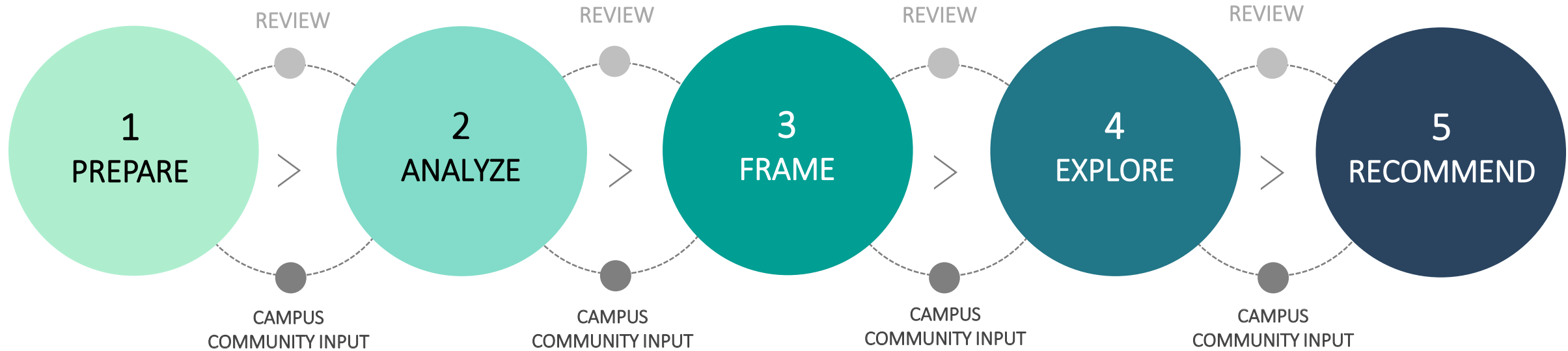
Voices from the District and College communities were engaged throughout the planning process to inform and shape the long-range vision and create plans that are unique to the cultures and styles.

## DATA-INFORMED

Planning discussions, decision making and strategic actions were informed by the quantitative data the qualitative information collected throughout the process.



# Planning Process



**Prepare** began with defining the project goals and measures of success. These measures of success shaped specific planning activities. For example, because a key measure of success was to maximize participation, activities were designed to include multiple voices and perspectives representative of both Cuyamaca and Grossmont Colleges' internal and external communities. These results are presented in the Grossmont and Cuyamaca Voices section of the Planning Framework chapter.

**Analyze** included analyzing the existing conditions as a necessary starting point for long-term planning. These existing conditions included factors external to the District, such as the local economic and demographic context and projections and internal factors, such as the District's current programs, services, patterns of use, zoning of functions, and conditions of facilities.

**Frame** used the analyses from the previous step to shape long-term goals, which in turn informed the Guiding Principles. Together, these create the framework for the District's short-term planning and decision-making over the coming decade.

**Explore** involved the exploration of a series of options to address the key issues and aspirations established in the Guiding Principles, and address the forecasted space needs. This exploration included discussion of strategies to maximize funding opportunities and preliminary facilities recommendations.

**Recommend** concluded the planning process with the development of the final recommendations for campus development. This included documentation of the findings that informed Facilities Planning Principles as well as the definition and sequencing of all site and facilities projects.