

# GROSSMONT COLLEGE

2021 GCCCD Facilities Master Plan



STRATEGIC PLANNING | FMP MEETING #2

December 8, 2021

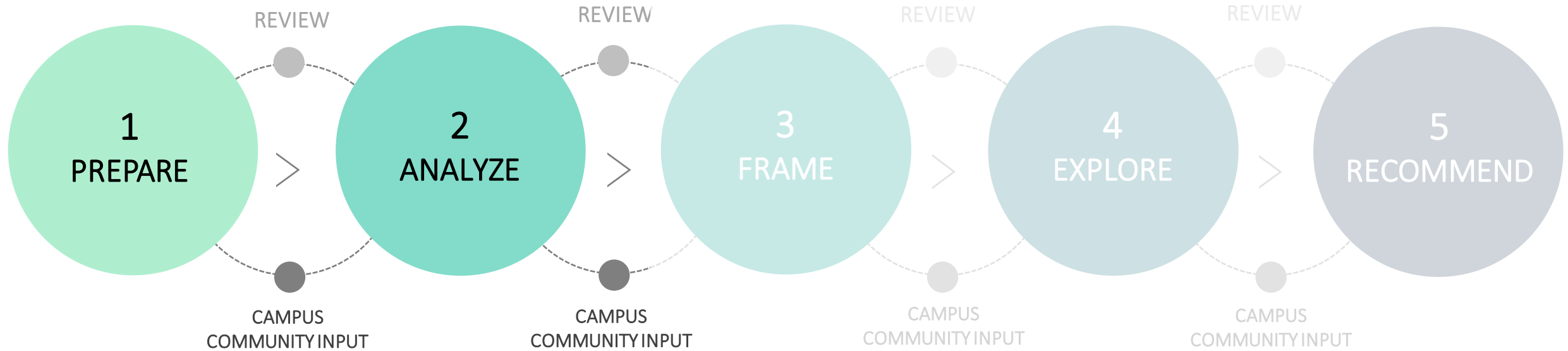
# AGENDA

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PROJECT STATUS  
EDUCATION ENGAGEMENT INDEX RESULTS  
ANALYSIS: EXISTING CONDITIONS  
DEVELOPMENT HISTORY  
FACILITIES CONDITION INDEX  
VEHICULAR CIRCULATION  
CAMPUS ZONING  
NEXT STEPS

# PLANNING PROCESS

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# EDUCATION ENGAGEMENT INDEX RESULTS

# EDUCATION ENGAGEMENT INDEX



GROSSMONT-CUYAMACA  
COMMUNITY COLLEGE DISTRICT

## “ONLINE INTERVIEW”

15-20 min duration

**LIVE NOVEMBER 4-19!!**

Welcome

This survey is about your experience during these unprecedented times.



Tailored to have a focus on wellbeing

When working on campus, which is your individual assigned workspace?



Beyond an individual workspace and meeting rooms, which of these other spaces do you regularly use to work? **Select all that apply.**



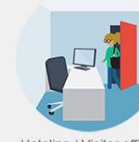
Mobility workspace / Touchdown



"In-Between" spaces



Outdoor workspace



Hoteling / Visitor office



Home / Outside the office



Library



Open meeting areas

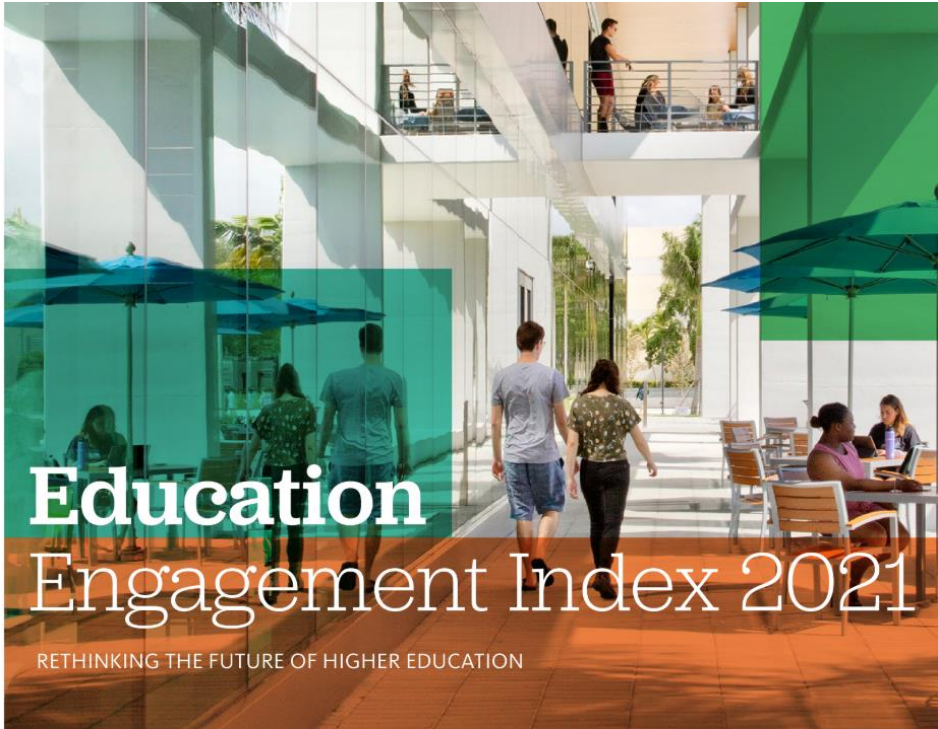


Phone room



Project / War rooms

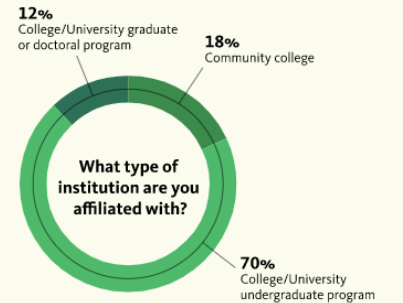
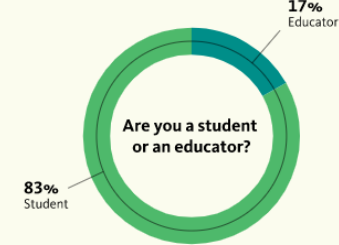
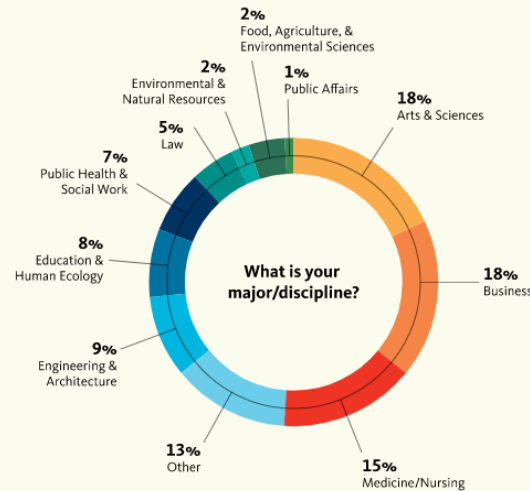
# SURVEY BACKGROUND



Gensler RESEARCH INSTITUTE

We captured a broad sample\* of students and educators across the U.S. to understand their current experience and how they feel about the future of learning.

The charts below distribute survey respondents across majors, by student or educator, and by higher education institutions.



\*Methods We deployed an online survey to an anonymous panel of 3,000 U.S.-based college students and educators. Responses were collected from March 1 to 16, 2021.

Education Engagement Index

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# SURVEY INFORMATION

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Gensler administered an online survey between November 3rd to 19th to students, faculty, and staff within Grossmont Cuyamaca Community College District. The intent of this study is to understand experiences learning and working from home during the COVID-19 pandemic, expectations for returning to campus, as well as overall wellbeing.

**834** Total Grossmont College Responses

**601** Students

**124** Faculty

**109** Staff



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# PANDEMIC IMPACT ON STUDENTS



# STUDENTS: PRE-PANDEMIC



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Pre-pandemic, students were learning in all modes and a high percentage of students felt satisfied with their mode of learning. However, less than half of students felt that they were successful in all of their classes, with the students taking a mix of remote and in-person classes having the lowest percentage of feeling successful.

Percentage of respondents:



34%

All remote classes

-  **76%** felt **satisfied** learning remotely
-  **43%** felt **successful** in all of their classes.



23%

Mix of remote & in person classes

-  **76%** felt **satisfied** learning in a mix of classes
-  **35%** felt **successful** in all of their classes.

44%

All in person classes

-  **77%** felt **satisfied** learning in person
-  **43%** felt **successful** in all of their classes.

# STUDENTS: CURRENT

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Currently, most students are still fully remote, about one-quarter have some in-person classes, and very few are taking all of their classes in person. Compared to pre-pandemic, there are generally consistent levels of satisfaction for all remote and all in-person students and a slight drop in satisfaction for students taking a mix of class modes. There is a significant increase in feeling of success for all in-person students and a slight drop in feeling of success for all remote and mixed mode students.

Percentage of respondents:

**68%**

All remote classes

**+** **75%** felt **satisfied** with their classes

**—** **37%** felt **successful** in all of their classes

**27%**

Mix of remote & in person classes

**+** **67%** felt satisfied with their classes

**—** **31%** felt successful in all of their classes

**5%**

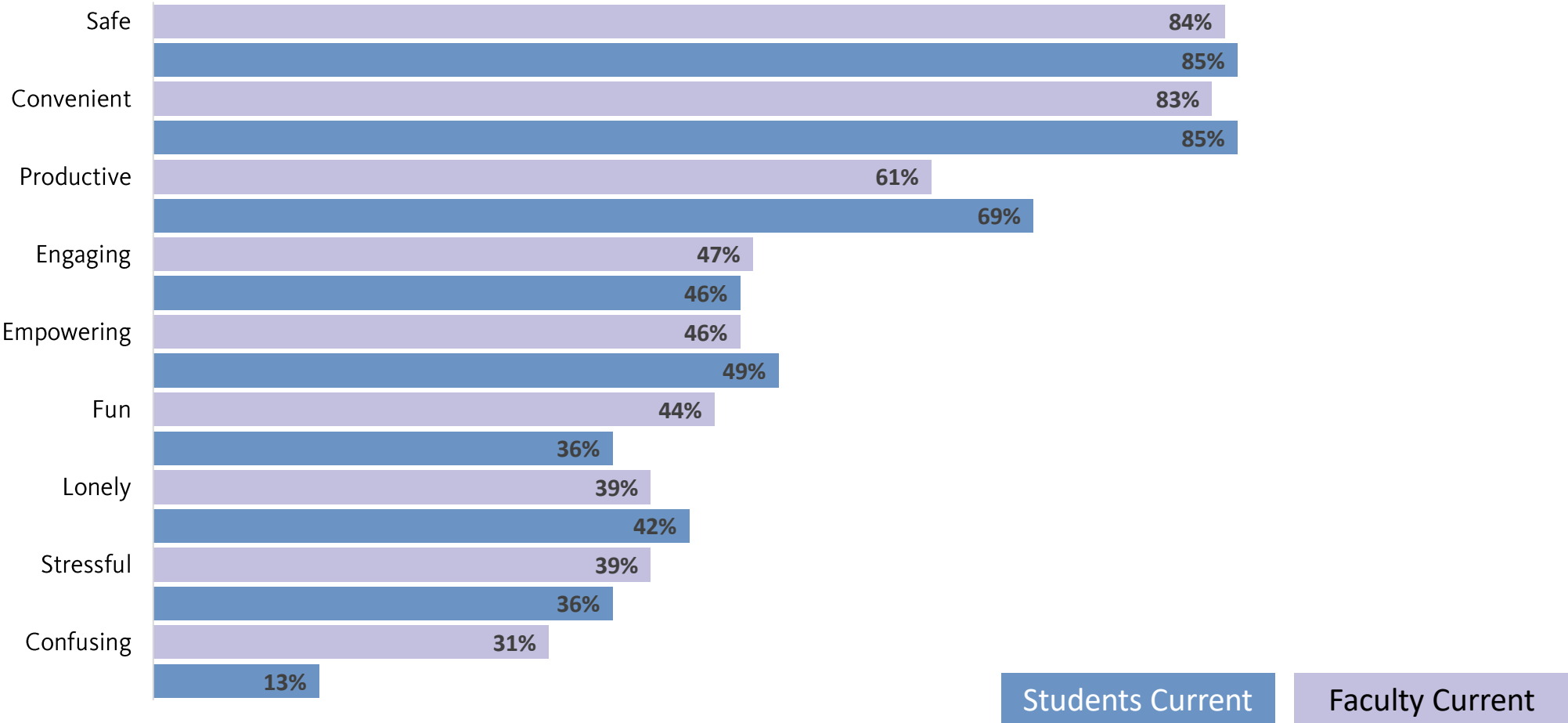
All in person classes

**+** **77%** felt satisfied with their classes

**+** **63%** felt successful in all of their classes

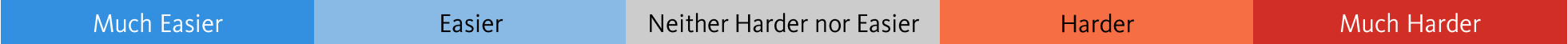
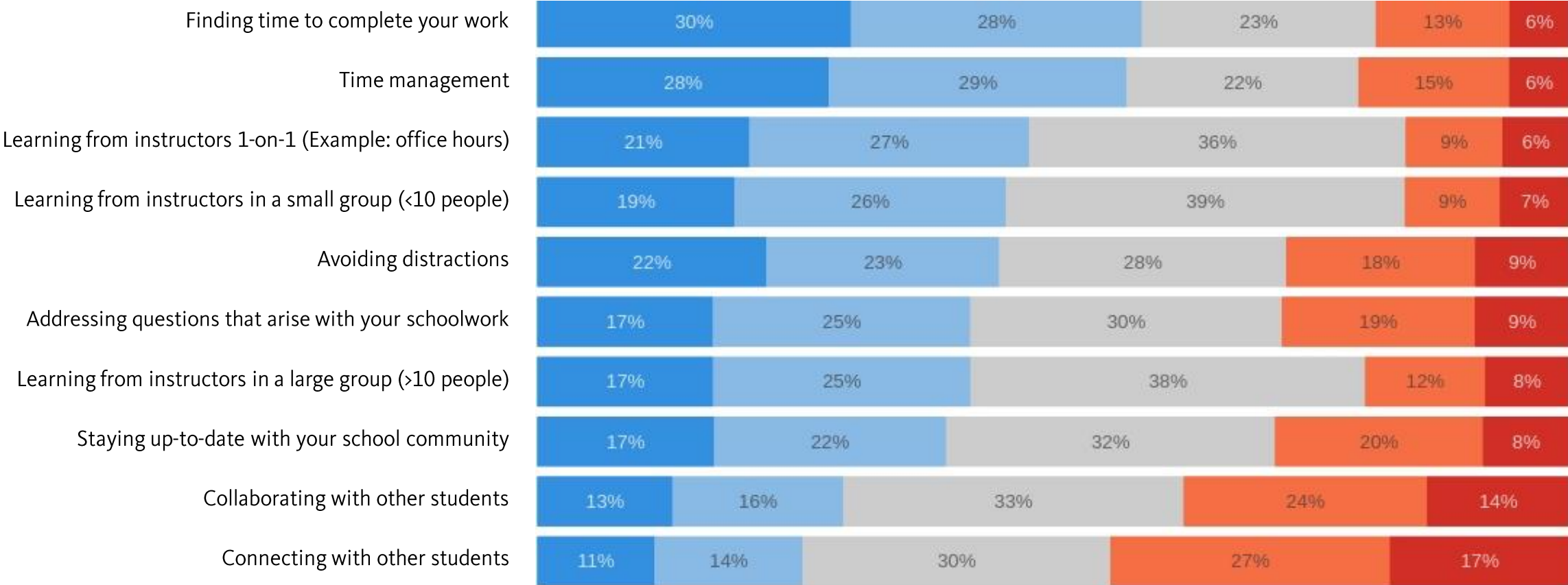
# STUDENTS & FACULTY: CURRENT EXPERIENCE

Students and faculty reported similar responses regarding their current experience, with the exception that students feel more productive and faculty feel more confused. Overall students and faculty feel that their current mode of learning/teaching is safe, convenient, and productive, but moderately lonely and stressful.



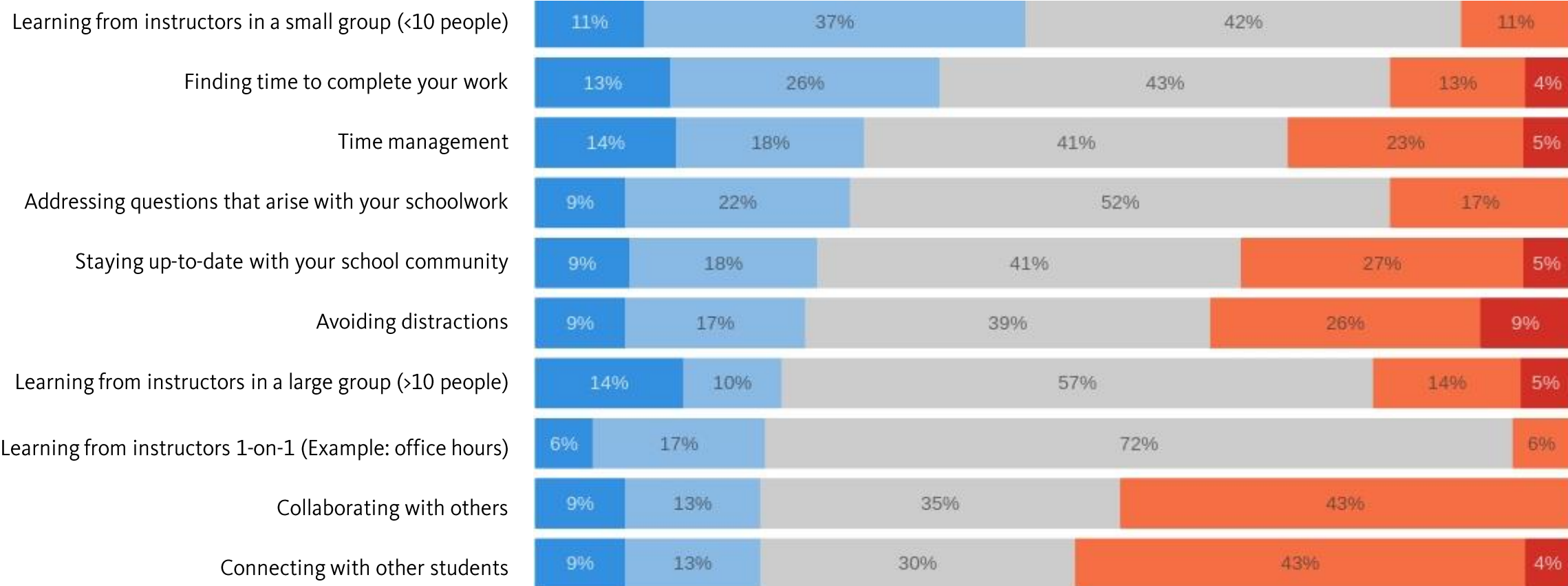
# STUDENTS: ALL REMOTE

When compared to your learning experience prior to the pandemic (prior to Spring 2020), are the following activities harder or easier?



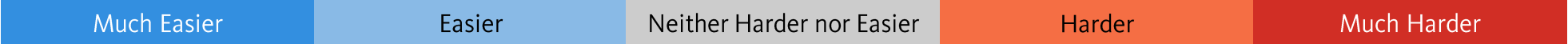
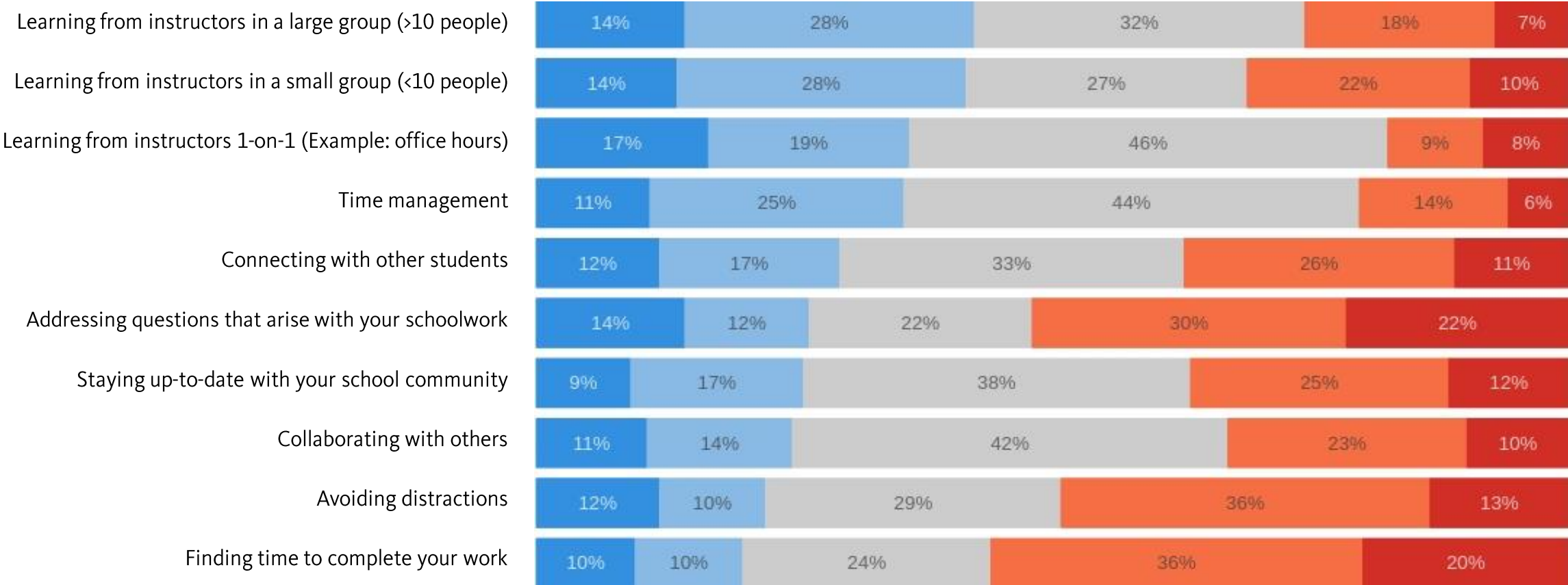
# STUDENTS: ALL IN-PERSON

When compared to your learning experience prior to the pandemic (prior to Spring 2020), are the following activities harder or easier?



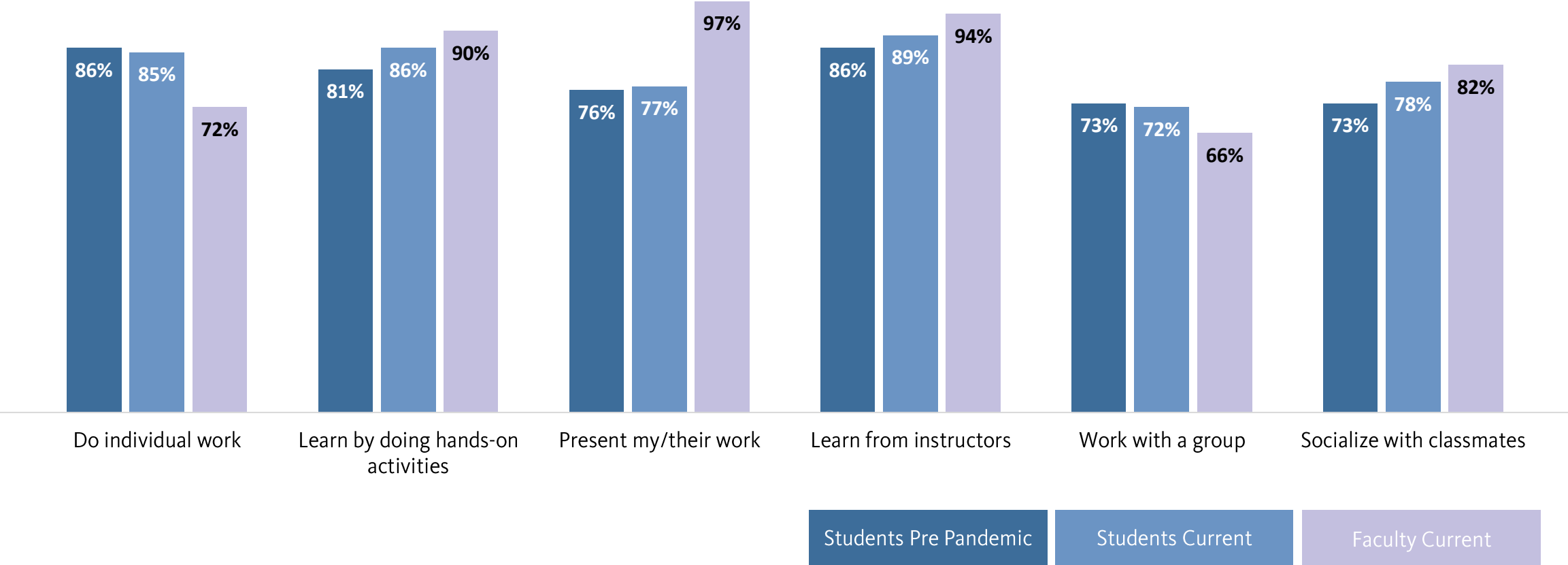
# STUDENTS: MIX OF REMOTE AND IN PERSON

When compared to your learning experience prior to the pandemic (prior to Spring 2020), are the following activities harder or easier?



# STUDENT LEARNING EFFECTIVENESS: ON CAMPUS

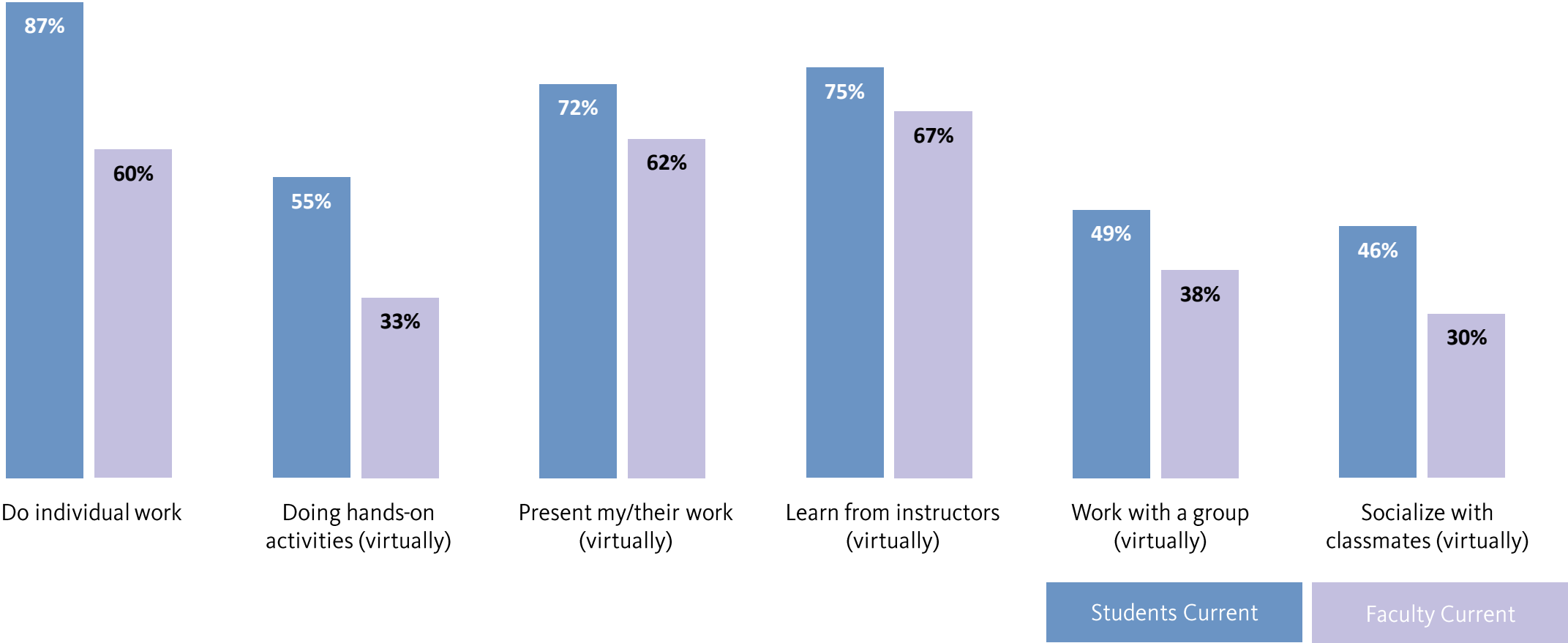
Students expressed that they are currently more effective socializing, doing hands-on learning, and learning from instructors on campus than before the pandemic. Faculty's perception of students' effectiveness is lower than students' reported effectiveness for group work and individual work. Faculty's perception of students' effectiveness is higher than students' reported effectiveness for hands-on activities, presenting work, learning from instructors, and socializing.





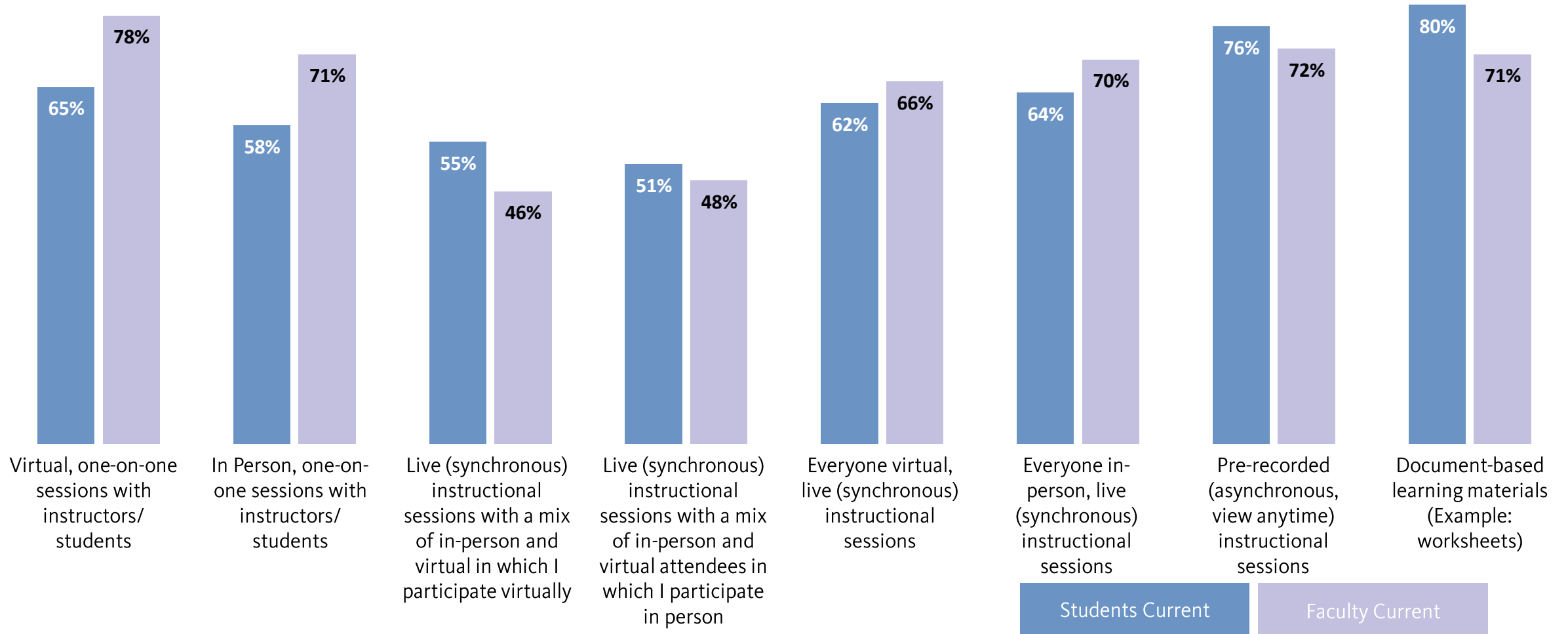
# STUDENT LEARNING EFFECTIVENESS: REMOTE

Students expressed that they are currently more effective doing individual work remotely than on campus and less effective across the remaining learning modes. Faculty's perception of students' effectiveness is lower than students' reported effectiveness across all learning modes.



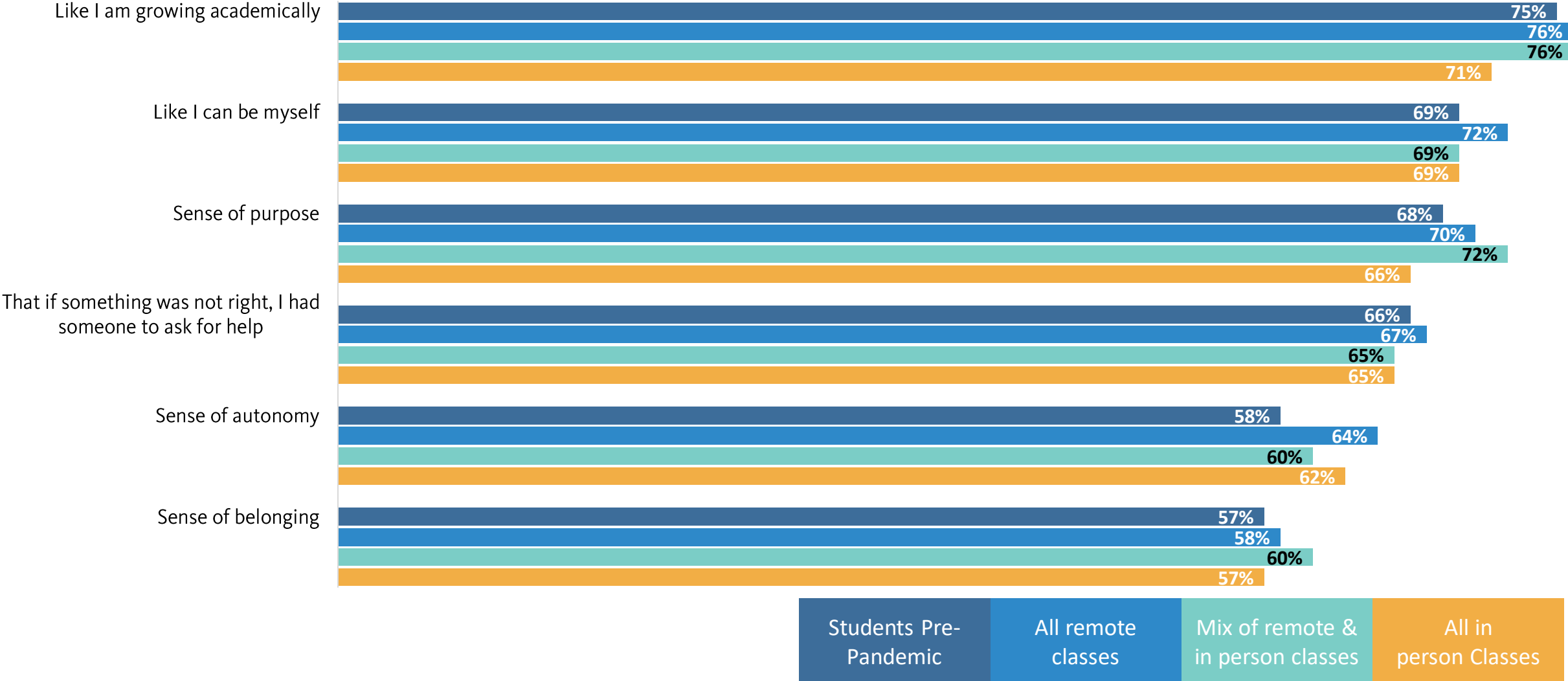
# EFFECTIVENESS OF LEARNING ACTIVITIES

Students find the most effective learning activities to be: document-based materials, pre-recorded sessions, and sessions in which everyone is in person. Students and faculty have fairly different perceptions of the effectiveness of different learning activities. Faculty's perception of effectiveness is higher than students' reported effectiveness for: virtual and in-person one-on-ones, as well as sessions with everyone in person or everyone virtual. Faculty's perception of effectiveness is lower than students' reported effectiveness for: sessions with a mix of virtual and in-person participants, pre-recorded sessions, and document-based materials.



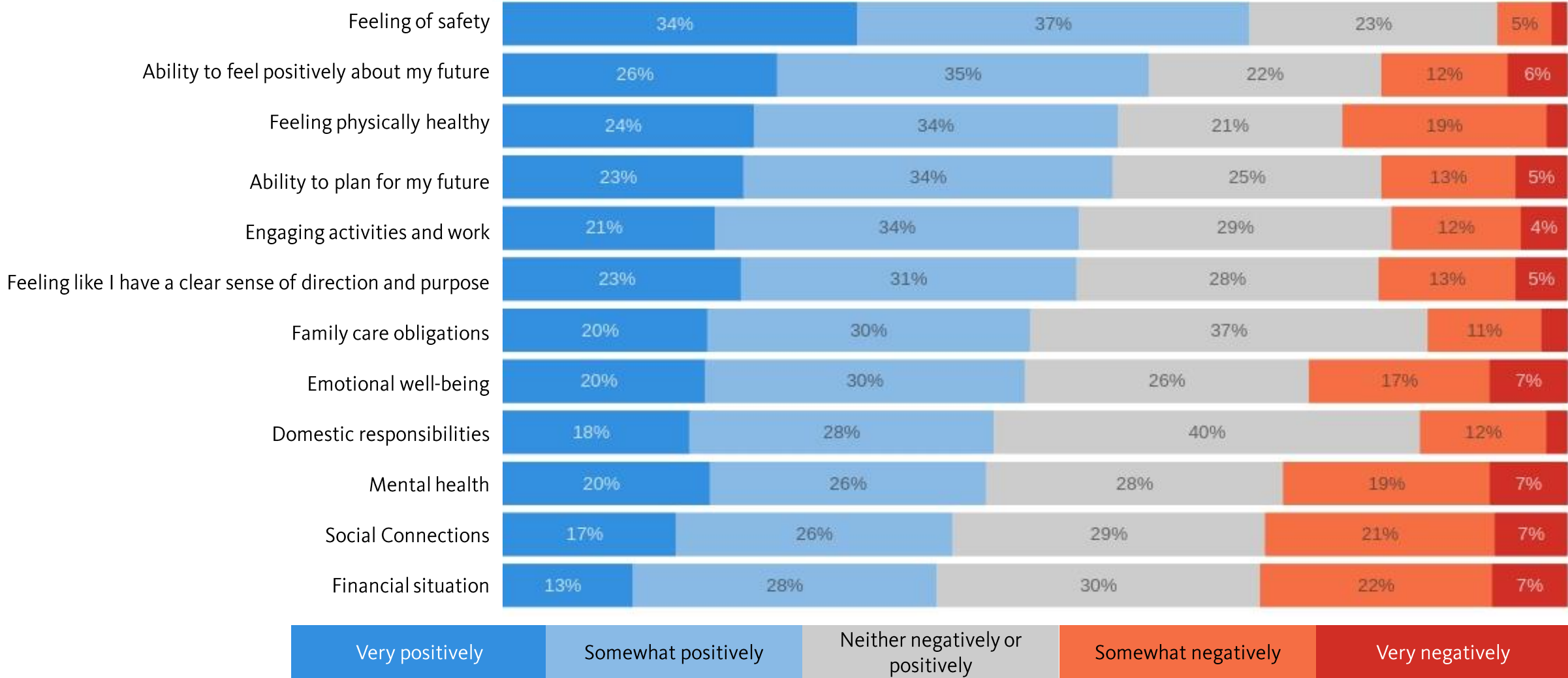
# STUDENT ENGAGEMENT

Pre-pandemic and currently, engagement factors are generally high, with the exception of more moderate scores for sense of belonging and autonomy. Currently, students taking all classes remotely show an improvement in all engagement factors.



# WELL-BEING

Students feel safe, positive about the future, and physically healthy. The factors that have the greatest negative impact on well-being are their financial situation, social connections, and mental health.



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# PANDEMIC IMPACT ON FACULTY



# FACULTY: PRE-PANDEMIC

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Pre-pandemic, almost two-thirds of faculty were teaching all of their classes in person. About one-third were teaching a mix of in-person and remote classes, and a very small portion of faculty were teaching all of their classes remotely. Overall, satisfaction was high, especially for in-person and mixed-mode faculty. Faculty teaching all remote classes had slightly lower satisfaction.

Percentage of respondents:

5%

All remote classes

**+** **80%** feel **satisfied** teaching their classes

27%

Mix of remote & in person classes

**+** **87%** feel **satisfied** teaching their classes

69%

All in person classes

**+** **82%** feel **satisfied** teaching their classes

# FACULTY: CURRENT

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Currently, most faculty are teaching all of their classes remotely. About a quarter are teaching a mix of in-person and remote classes, and only 6% are teaching all of their classes in person. Mixed-mode and remote faculty reported a drop in satisfaction, and in-person faculty reported an increase in satisfaction.

Percentage of respondents:

**65%**

All remote classes

**+** **68%** feel **satisfied** teaching their classes

**■** **19%** are **dissatisfied**.

**29%**

Mix of remote & in person classes

**+** **55%** feel **satisfied** teaching their classes

**■** **38%** are **dissatisfied**.

**6%**

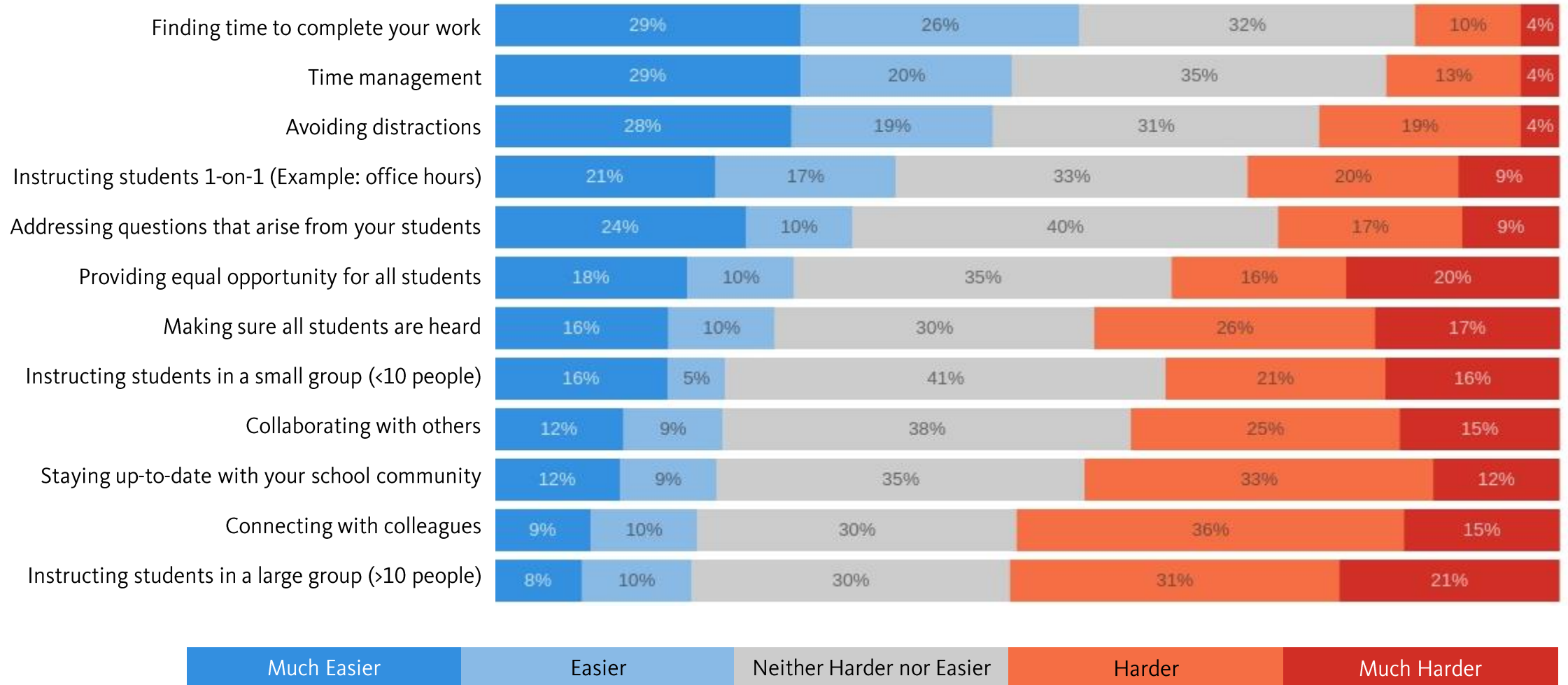
All in person classes

**+** **100%** feel **satisfied** teaching their classes

Faculty like the flexible schedules, lack of commute and options for when and how they teach when teaching remotely.

# FACULTY: CURRENT

Faculty find it easier now to complete their work, manage time, and avoid distractions. Instructing students is significantly easier 1:1 than in groups. Faculty have the greatest difficulty with instructing large groups, connecting with colleagues, and staying up to date with the campus community.





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# LOOKING TO THE FUTURE



# STUDENTS: FUTURE PREFERENCES

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Despite any challenges with remote learning, about half of students prefer a mix of remote and in-person classes in the future, and more than a quarter of students prefer a fully remote schedule. Of the students who prefer a mix of class modes, they would prefer an even split among fully remote, fully in person, and hybrid classes.

Percentage of respondents:

27%

All remote classes

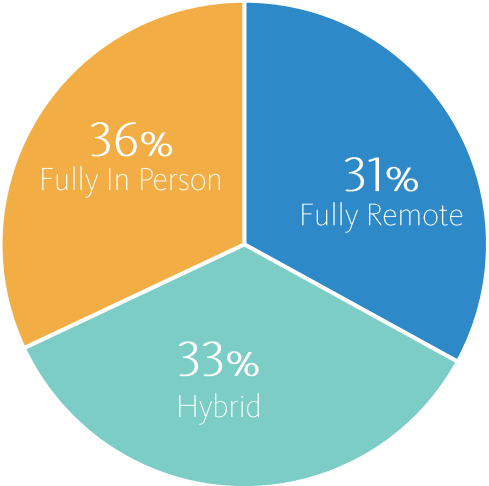
54%

Mix of remote & in person classes

19%

All in person classes

**In the future, once we are through the pandemic, ideally what percentage of your classes would be...**



# FACULTY: FUTURE PREFERENCES

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Despite any challenges with remote teaching, 65% of faculty prefer a mix of remote and in-person classes in the future. Of the faculty who prefer a mix of class modes, they would prefer an even split among fully remote, fully in person, and hybrid classes.

Percentage of respondents:

**17%**

All remote classes

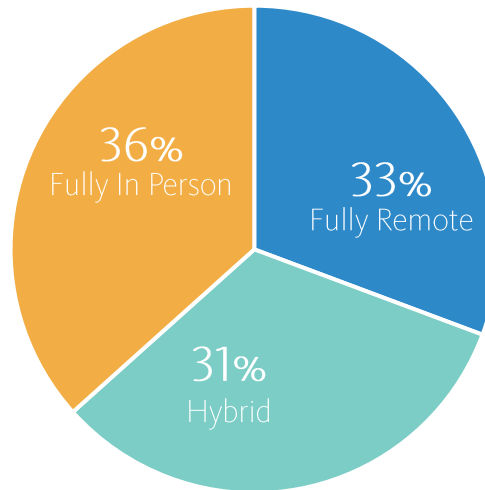
**66%**

Mix of remote & in person classes

**17%**

All in person classes

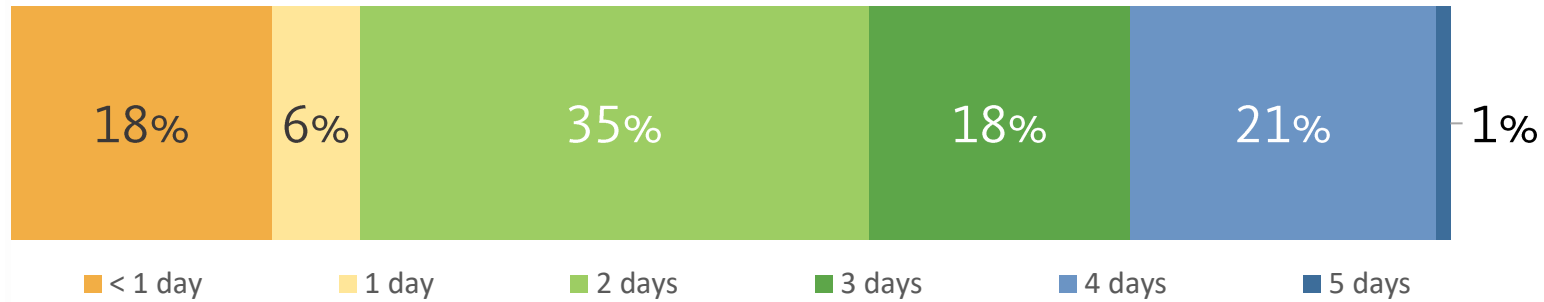
**In the future, once we are through the pandemic, ideally what percentage of your classes would be...**



# FACULTY: FUTURE PREFERENCES

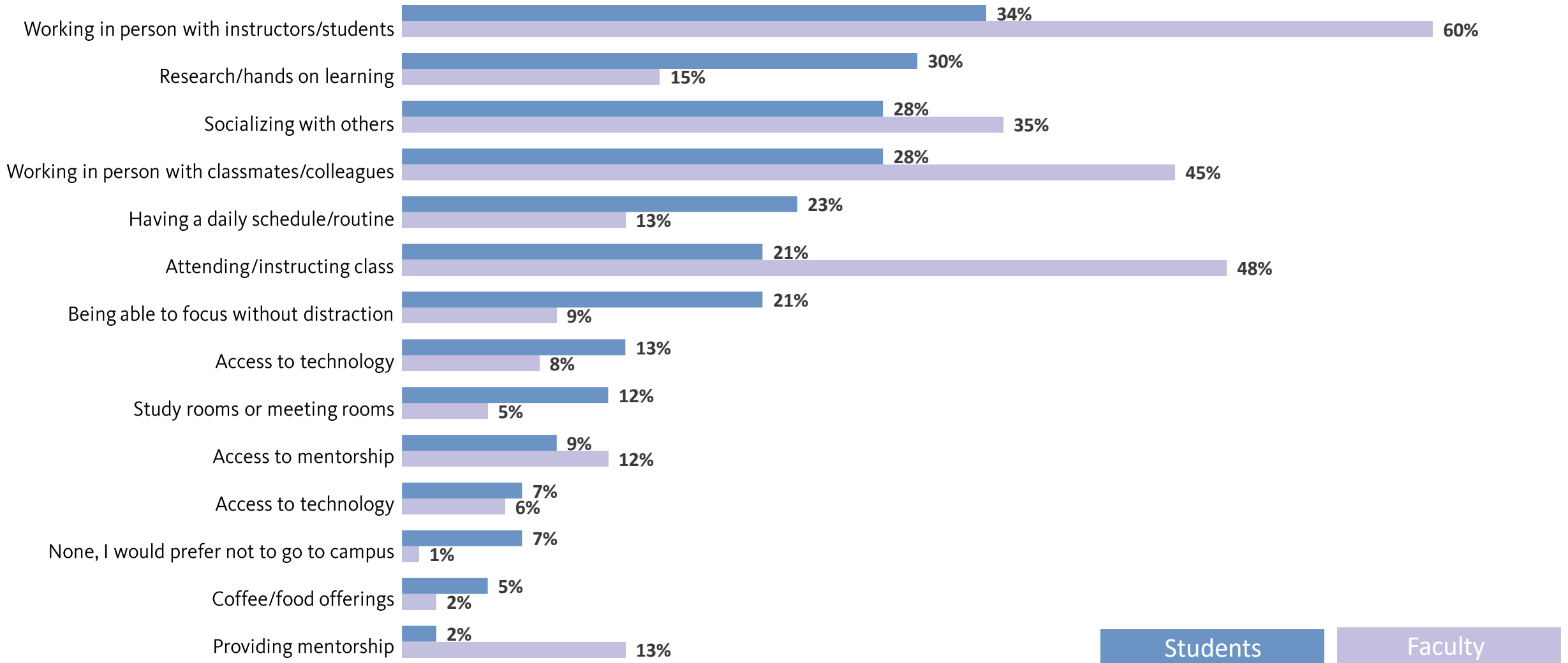
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When asked "About how many days per week would you need to be on campus to be effective in your role?" most faculty answered 2, 3 or 4 days.



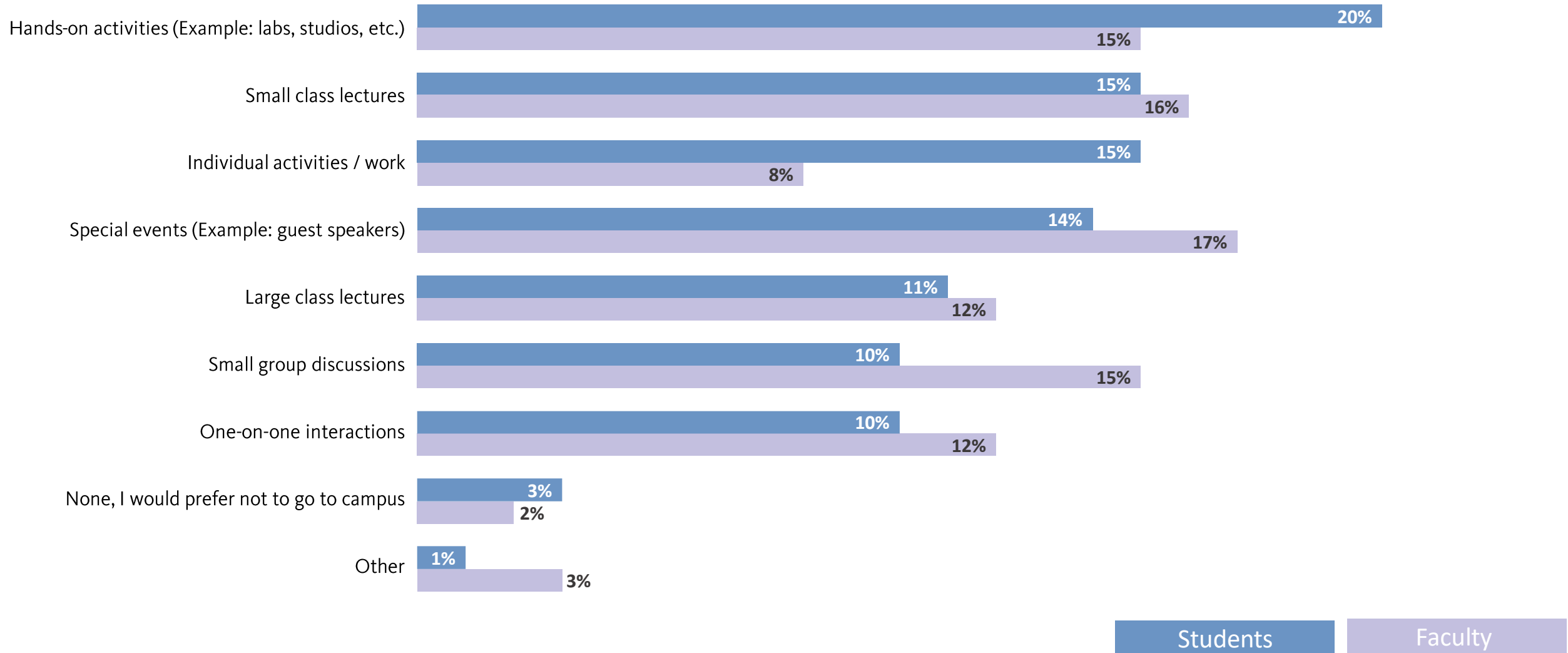
# CAMPUS PURPOSE

When looking to the future, the top drivers for coming to campus for students are: working with instructors, hands-on learning, and socializing. For faculty, the top drivers are: working with students, class instruction, and working with colleagues.



# PREFERENCES FOR IN-PERSON ACTIVITIES

When looking to the future, the learning activities that students want to do on campus are: hands-on activities, small class lectures, and individual study. The teaching activities that faculty want to do on campus are: large class lectures and small class lectures.



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# GROSSMONT STAFF EXPERIENCE



# STAFF: PRE-PANDEMIC & CURRENT

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Pre-pandemic, only 23% of staff worked from home occasionally or more.

Percentage of respondents:

**1%**  
Worked remotely

**22%**  
Occasionally or regularly worked from home

**77%**  
Worked fully onsite

Currently, the same percentage of staff are regularly working on campus.

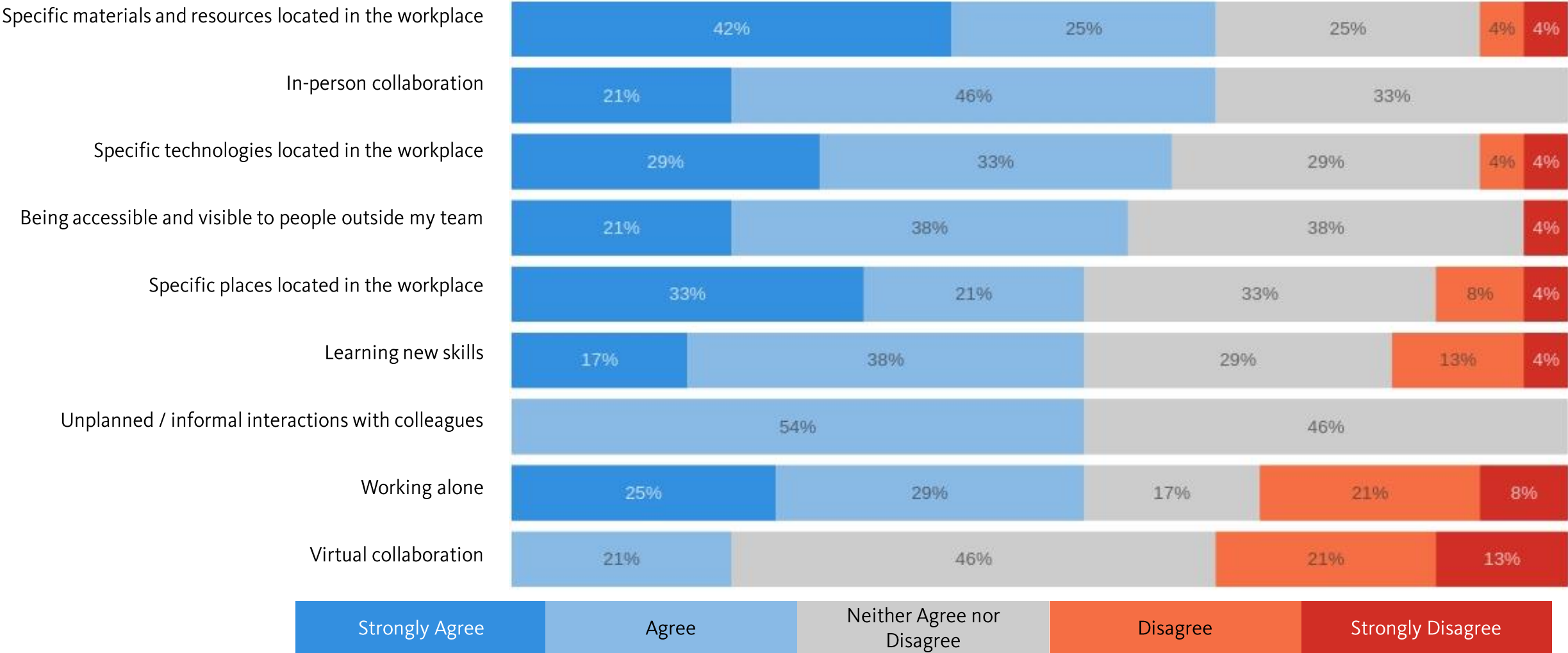
**23%**  
Working remotely

**77%**  
Working fully onsite



# STAFF: CURRENTLY WORKING ON CAMPUS

Currently, most staff are working on campus, and they are reliant on the campus to perform the essential duties of their jobs.



# STAFF: CURRENT REMOTE WORK EFFECTIVENESS

Currently, the staff working remotely are satisfied with the experience and most are feeling productive at home.

Overall, how satisfied are you with the experience of working from home?

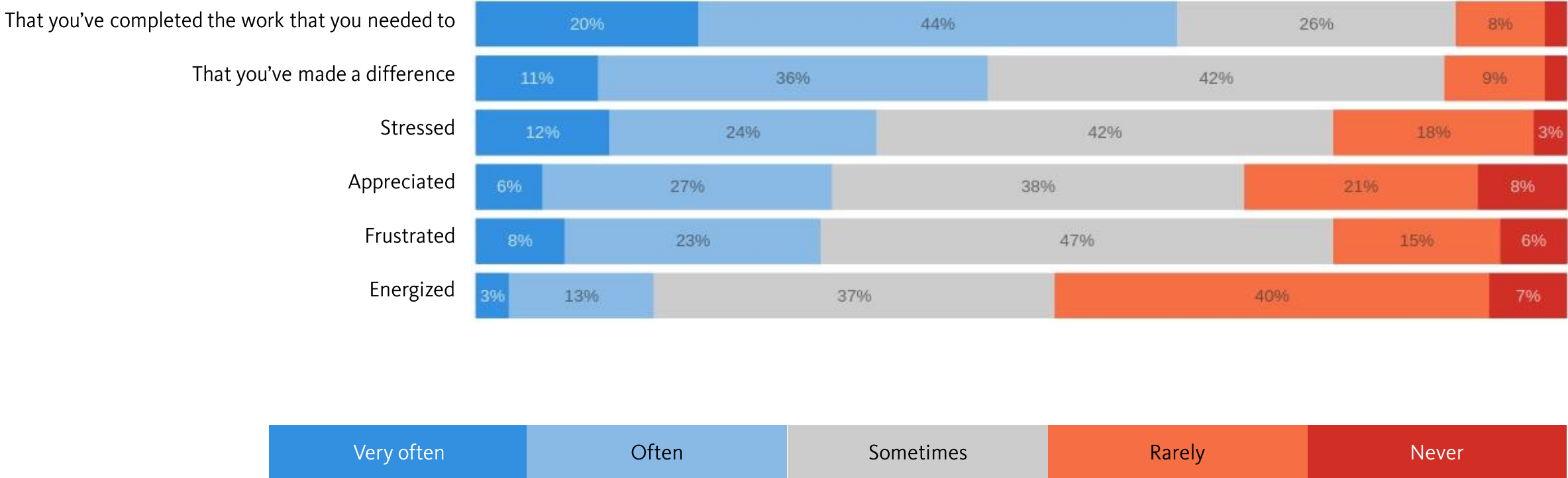


Compared to working in the office, when working from home I get...



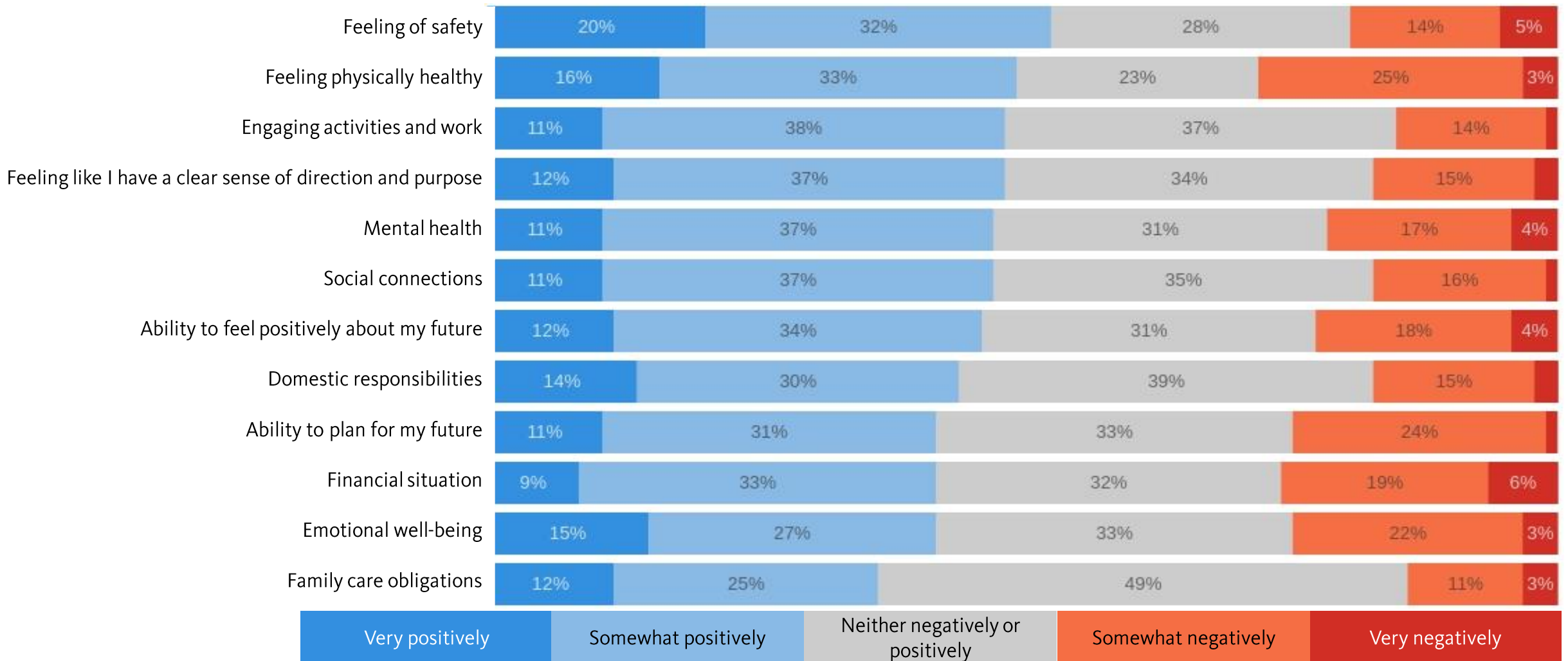
# STAFF: CURRENT WORK EFFECTIVENESS

At the end of a typical workday, staff report feeling that they have completed their work and made a difference. 36% report feeling stressed.



# STAFF: WELL-BEING

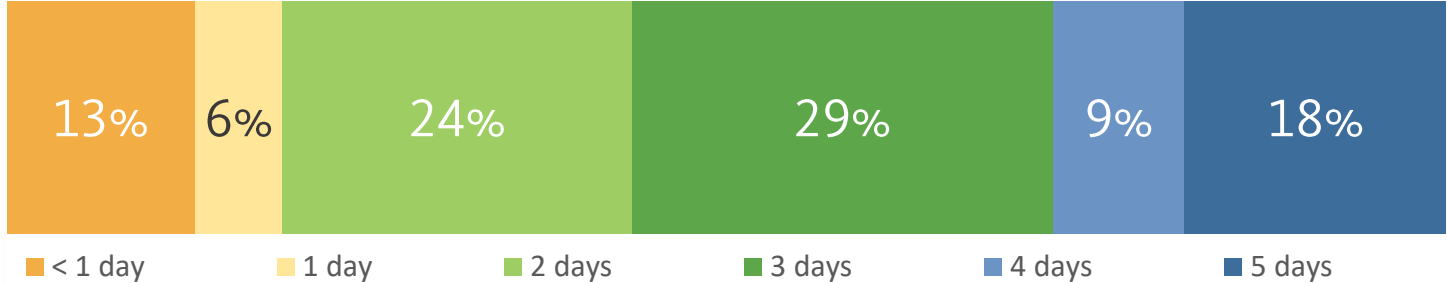
Staff feel safe, physically healthy, and that they have engaging activities and work. The factors that have the greatest negative impact on well-being are their physical health, financial situation, ability to plan for the future, and emotional well-being.



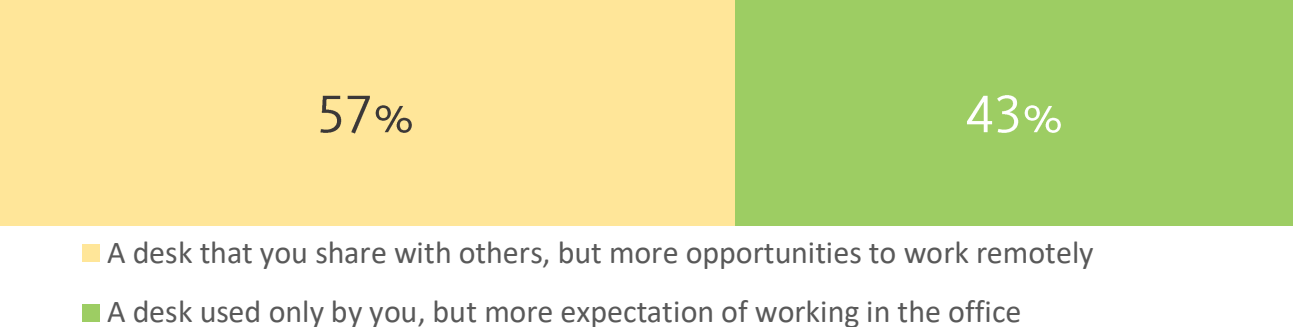
# STAFF: FUTURE PREFERENCES

When asked "About how many days per week would you need to be on campus to be effective in your role?" most staff answered 2, 3 or 5 days.

After the pandemic has eased, how many days per week do you need to be in the office to be effective in your role?



Would you rather have...



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# DEVELOPMENT HISTORY

# EXISTING CAMPUS

-  EXISTING
-  IN DESIGN/CONSTRUCTION
-  TEMPORARY BUILDING
-  PHOTOVOLTAIC ARRAYS



# DEVELOPMENT HISTORY





# DEVELOPMENT HISTORY

1960's

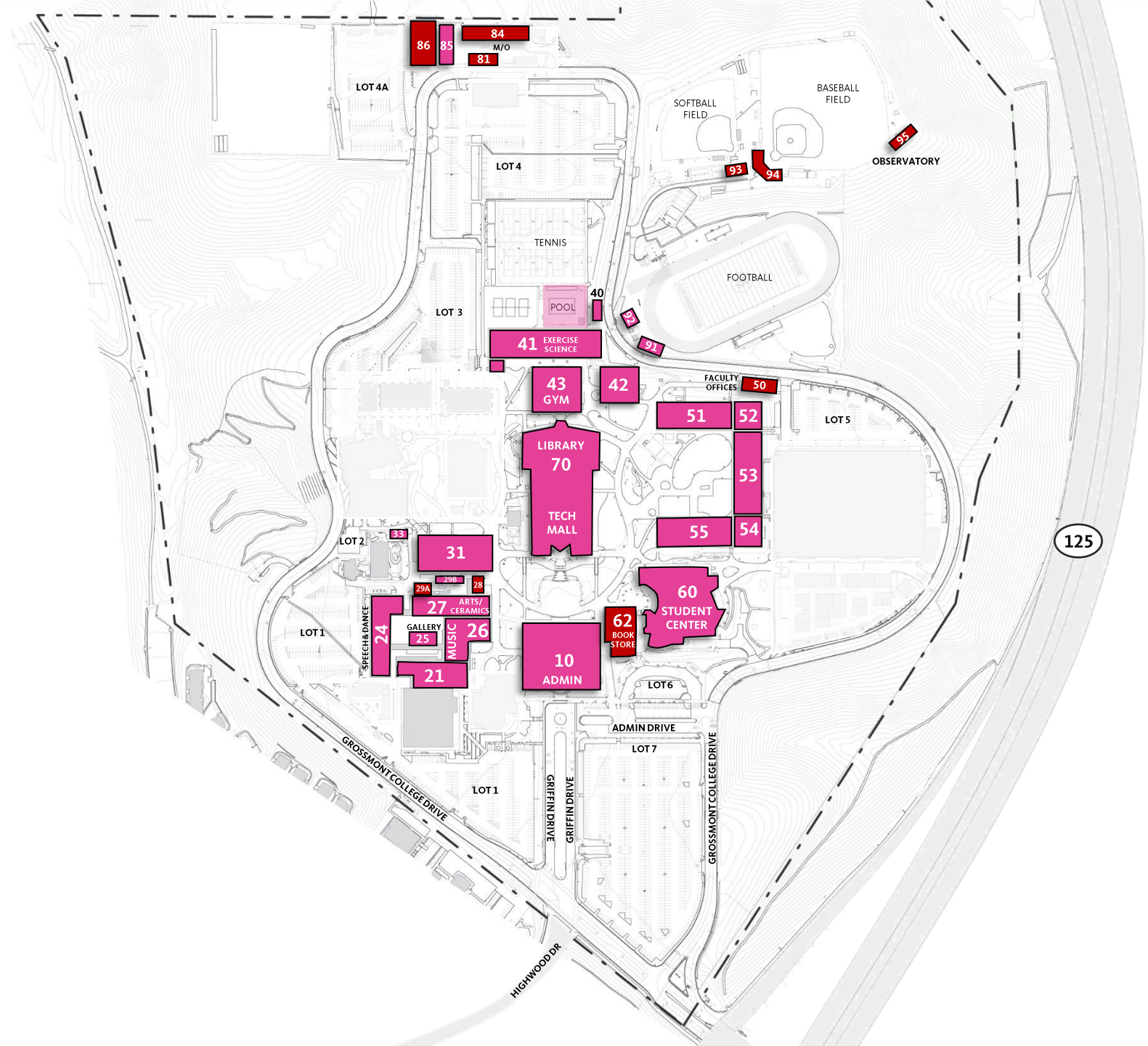


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# DEVELOPMENT HISTORY

- 1960's
- 1970's



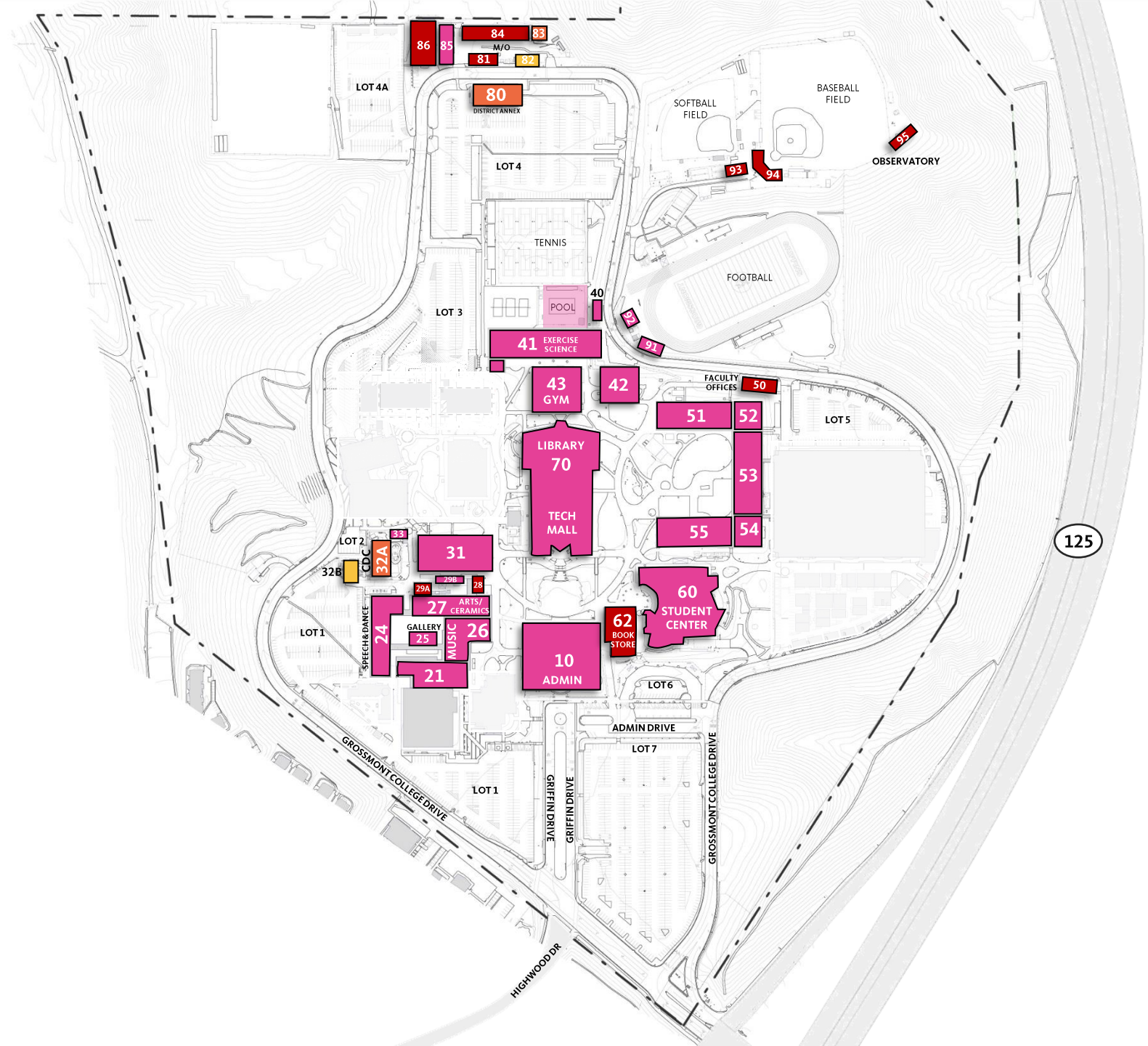
# DEVELOPMENT HISTORY

- 1960's
- 1970's
- 1980's



# DEVELOPMENT HISTORY

- 1960's
- 1970's
- 1980's
- 1990's



# DEVELOPMENT HISTORY

- 1960's
- 1970's
- 1980's
- 1990's
- 2000's



# DEVELOPMENT HISTORY

- 1960's
- 1970's
- 1980's
- 1990's
- 2000's
- 2010's



# DEVELOPMENT HISTORY

- 1960's
- 1970's
- 1980's
- 1990's
- 2000's
- 2010's
- 2020's



# DEVELOPMENT HISTORY

Library/tech mall are two separate decades

**R** RENOVATED

- 1960's
- 1970's
- 1980's
- 1990's
- 2000's
- 2010's
- 2020's





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# FACILITIES CONDITION INDEX

# FACILITIES CONDITION INDEX

- HIGH
- MEDIUM (NEEDS SOME ATTENTION)
- LOW (NEEDS HELP)



# FACILITIES CONDITION INDEX

- HIGH
- MEDIUM (NEEDS SOME ATTENTION)
- LOW (NEEDS HELP)



# FACILITIES CONDITION INDEX

- HIGH
- MEDIUM (NEEDS SOME ATTENTION)
- LOW (NEEDS HELP)



# FACILITIES CONDITION INDEX

- HIGH
- MEDIUM (NEEDS SOME ATTENTION)
- LOW (NEEDS HELP)





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# EXISTING VEHICULAR CIRCULATION


# EXISTING VEHICULAR CIRCULATION








# CAMPUS ENTRIES

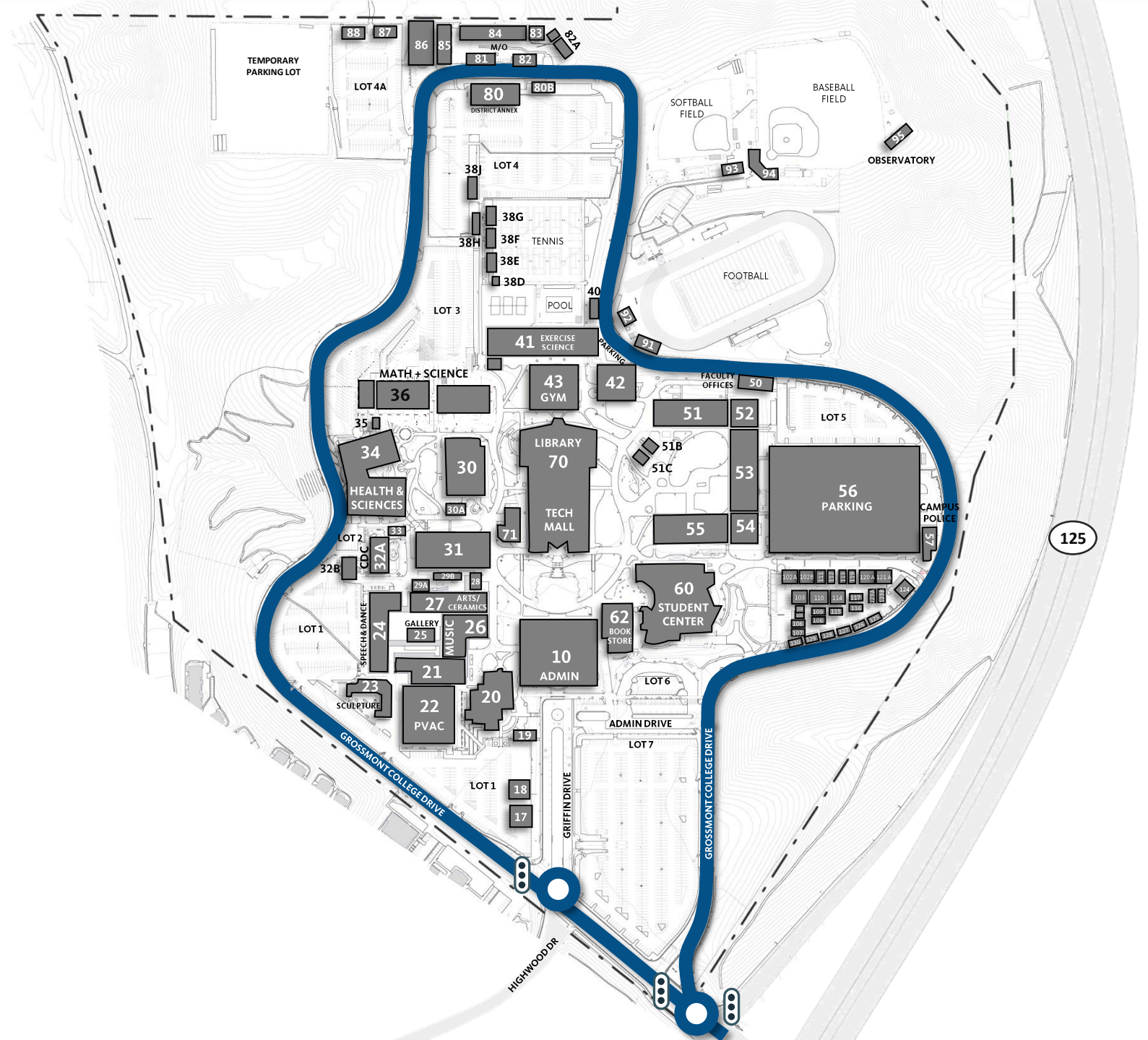


-  TRAFFIC SIGNAL
-  CAMPUS ENTRY







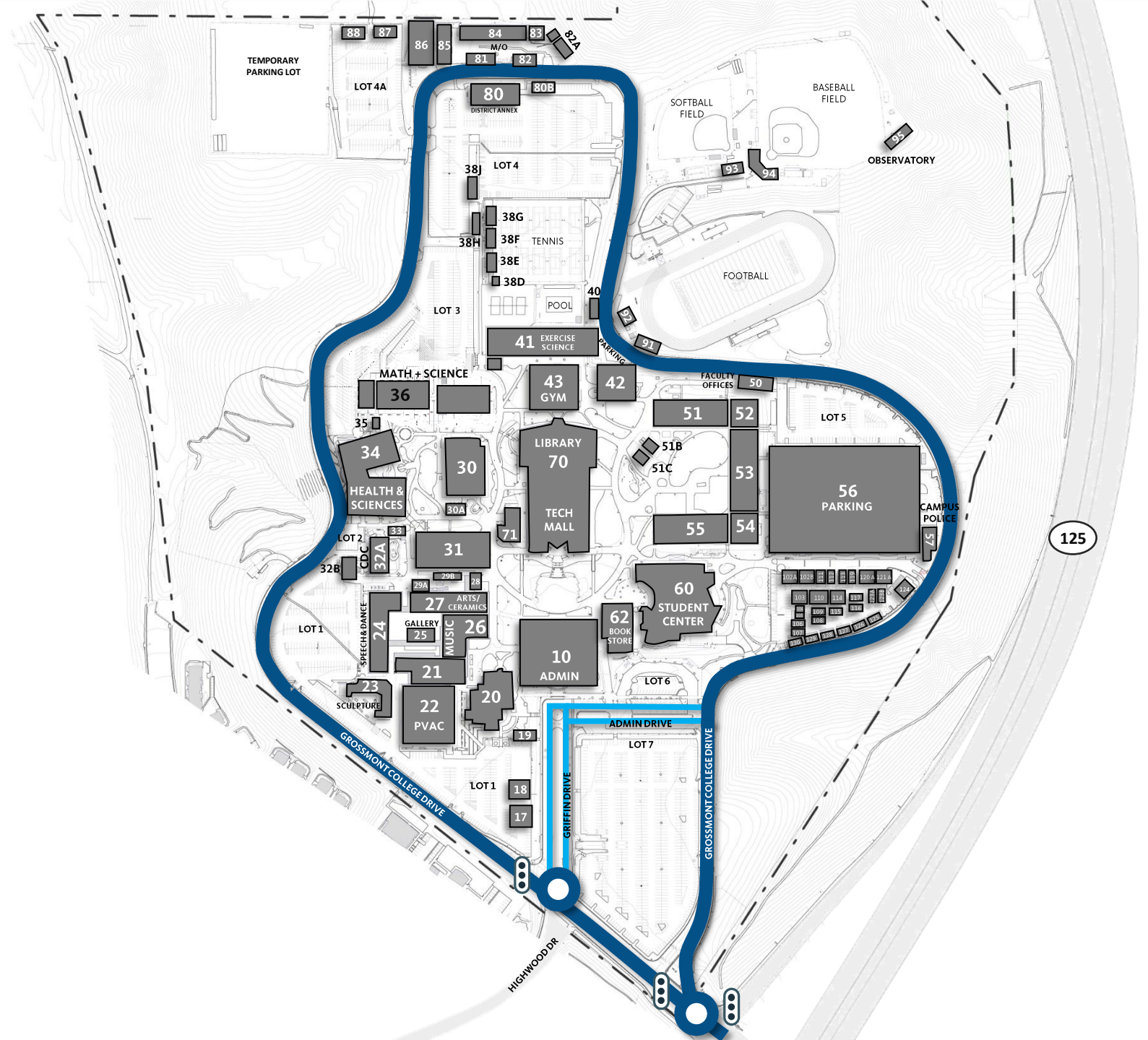
# EXISTING VEHICULAR CIRCULATION

-  TRAFFIC SIGNAL
-  CAMPUS ENTRY
-  PRIMARY VEHICULAR CIRCULATION








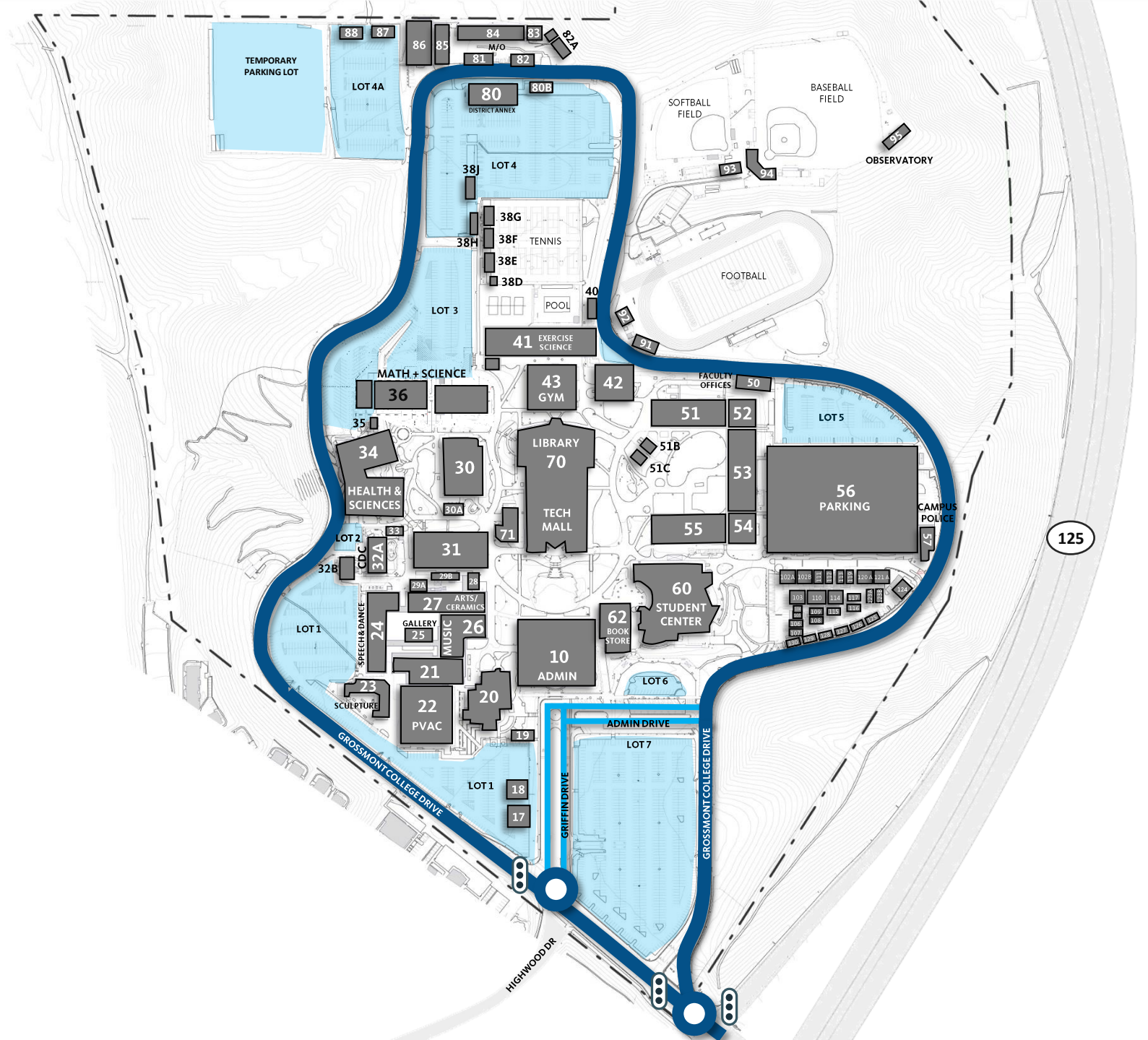
# EXISTING VEHICULAR CIRCULATION

-  TRAFFIC SIGNAL
-  CAMPUS ENTRY
-  PRIMARY VEHICULAR CIRCULATION
-  SECONDARY VEHICULAR CIRCULATION









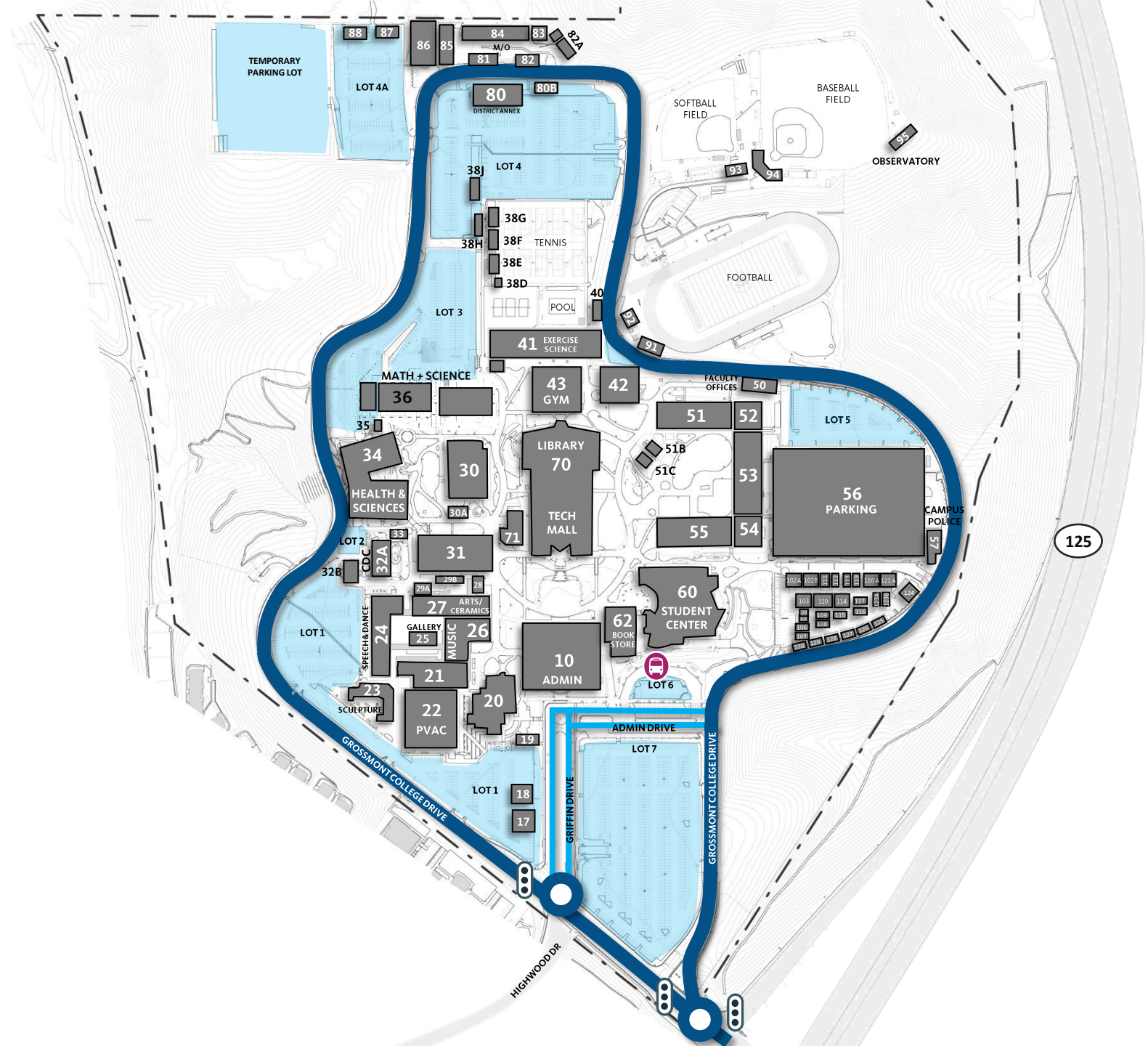
# EXISTING VEHICULAR CIRCULATION

-  TRAFFIC SIGNAL
-  CAMPUS ENTRY
-  PRIMARY VEHICULAR CIRCULATION
-  SECONDARY VEHICULAR CIRCULATION
-  SURFACE PARKING










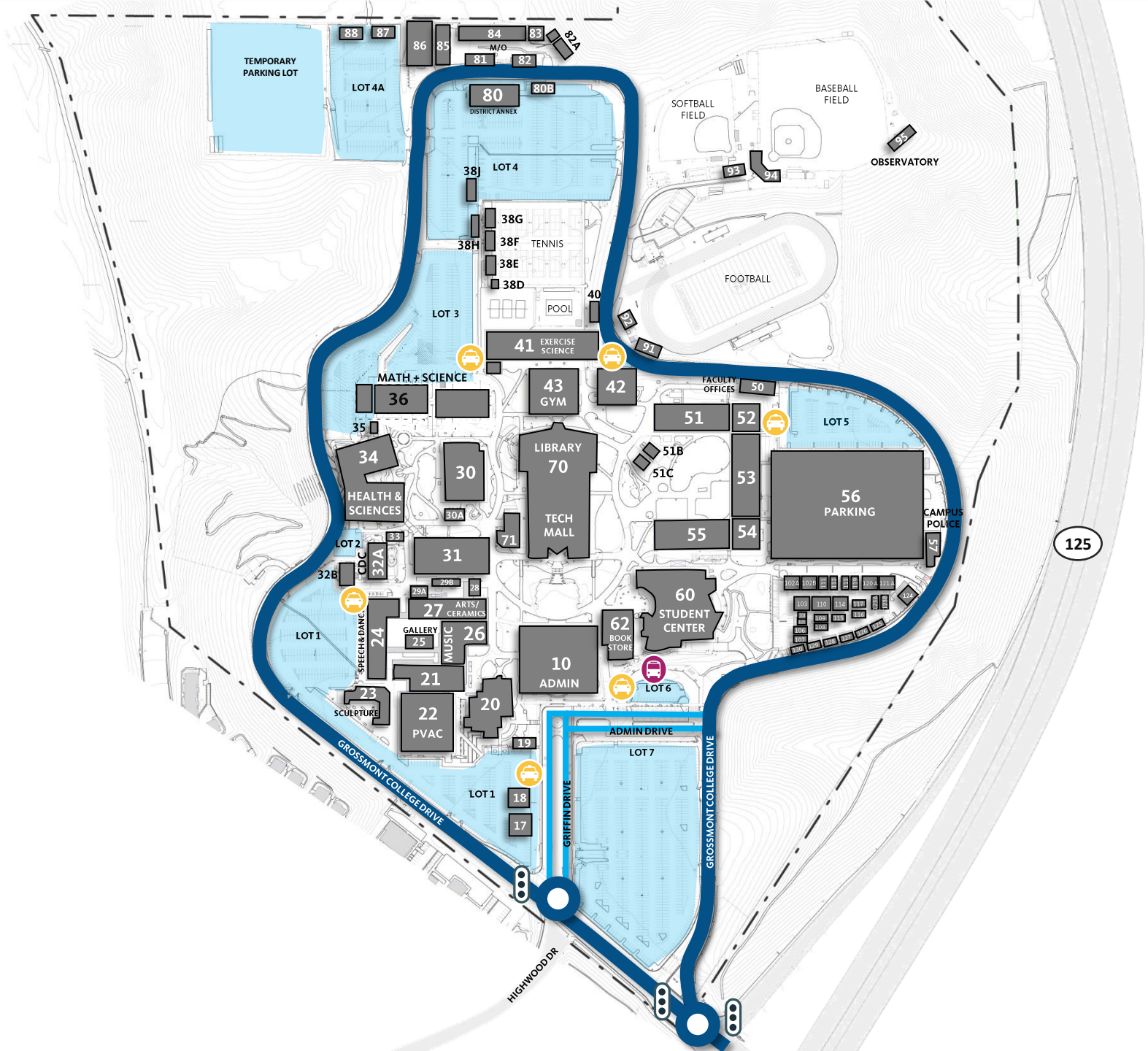
# EXISTING VEHICULAR CIRCULATION

-  TRAFFIC SIGNAL
-  CAMPUS ENTRY
-  PRIMARY VEHICULAR CIRCULATION
-  SECONDARY VEHICULAR CIRCULATION
-  SURFACE PARKING
-  BUS STOP











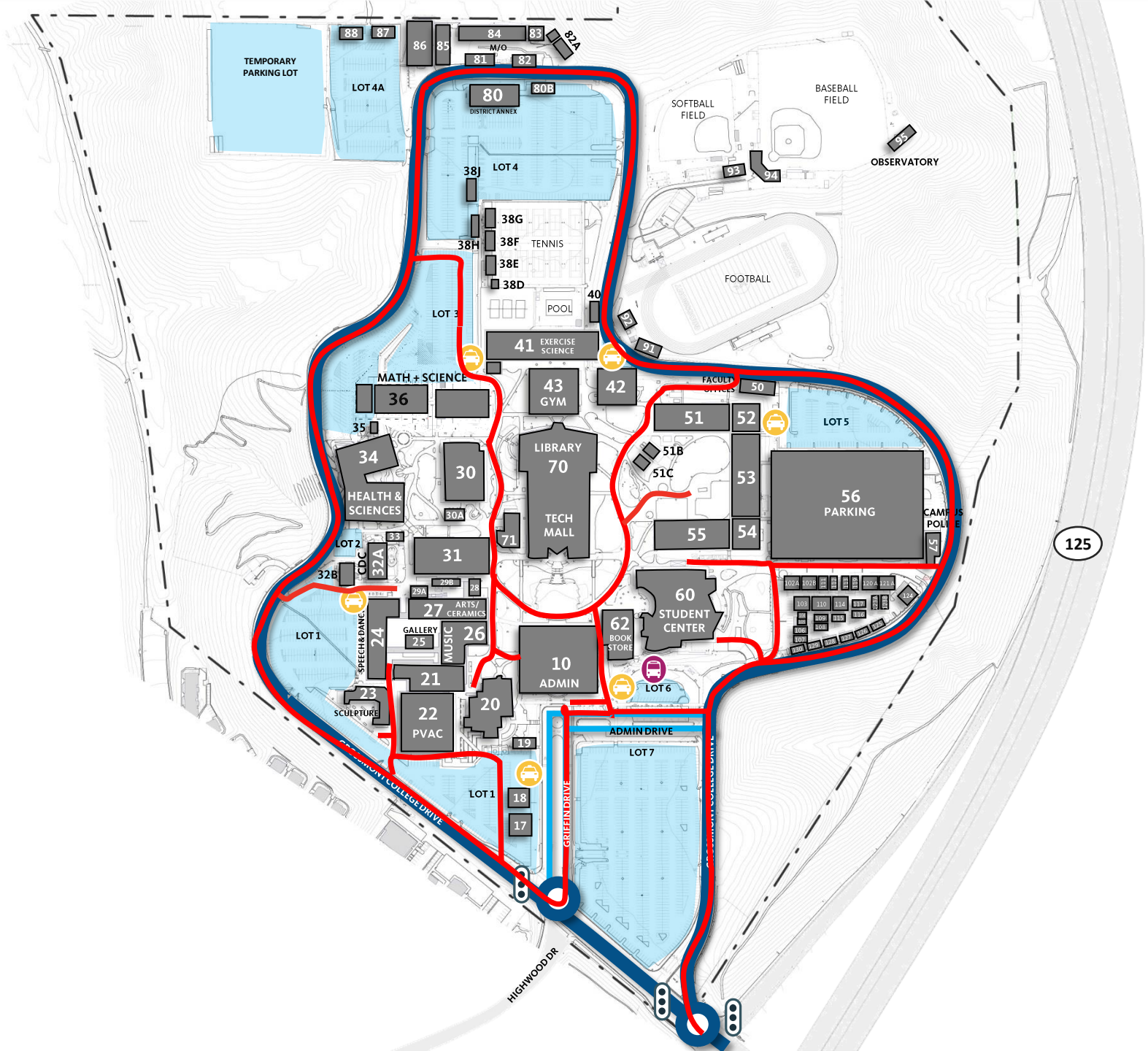
# EXISTING VEHICULAR CIRCULATION

-  TRAFFIC SIGNAL
-  CAMPUS ENTRY
-  PRIMARY VEHICULAR CIRCULATION
-  SECONDARY VEHICULAR CIRCULATION
-  SURFACE PARKING
-  BUS STOP
-  PASSENGER DROP OFF



# EXISTING VEHICULAR CIRCULATION










-  TRAFFIC SIGNAL
-  CAMPUS ENTRY
-  PRIMARY VEHICULAR CIRCULATION
-  SECONDARY VEHICULAR CIRCULATION
-  SURFACE PARKING
-  BUS STOP
-  PASSENGER DROP OFF
-  EMERGENCY ACCESS

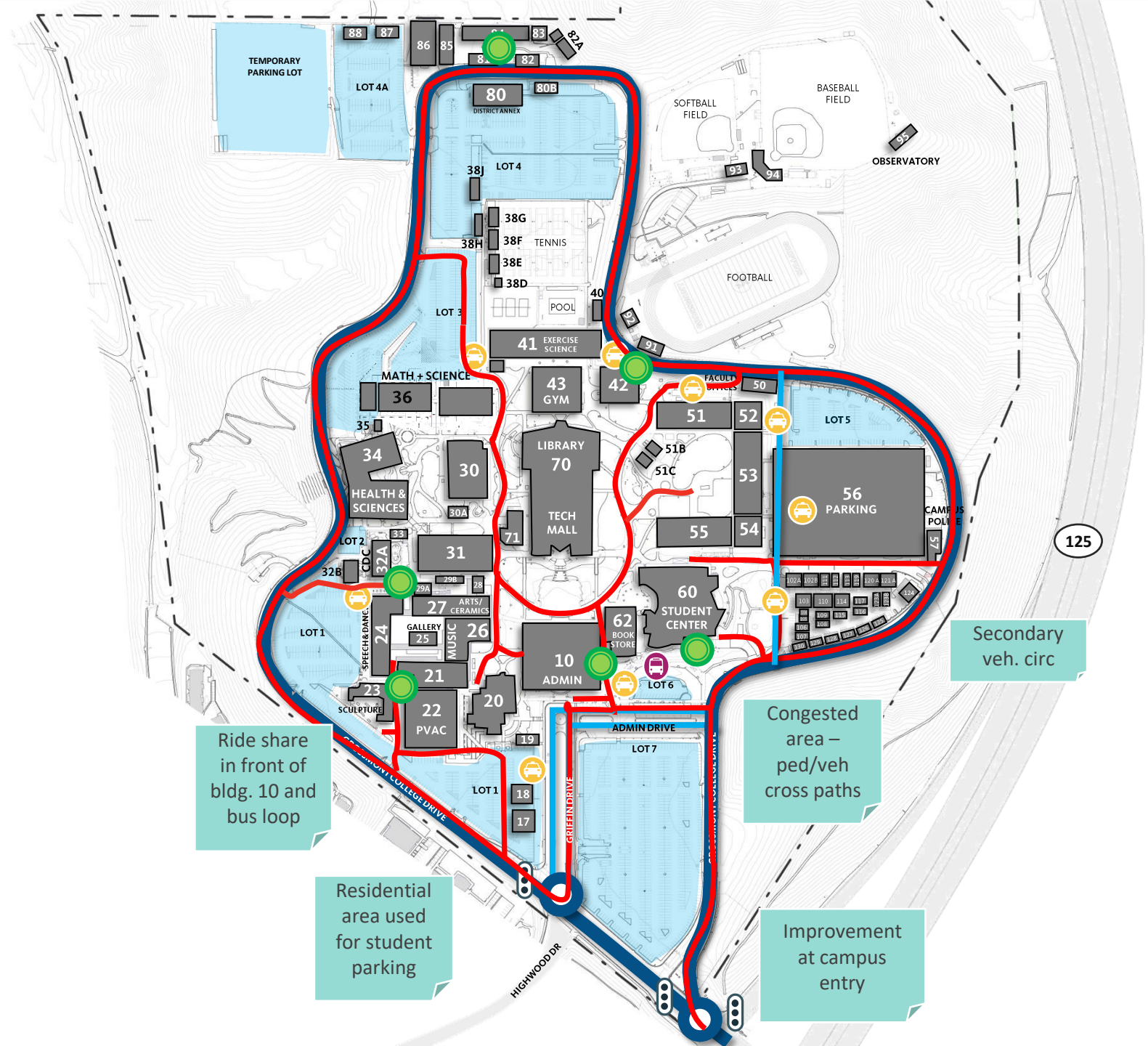


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# EXISTING VEHICULAR CIRCULATION

-  TRAFFIC SIGNAL
-  CAMPUS ENTRY
-  PRIMARY VEHICULAR CIRCULATION
-  SECONDARY VEHICULAR CIRCULATION
-  SURFACE PARKING
-  BUS STOP
-  PASSENGER DROP OFF
-  EMERGENCY ACCESS
-  SERVICE ACCESS



Ride share in front of bldg. 10 and bus loop

Residential area used for student parking

Congested area - ped/veh cross paths










Improvement at campus entry

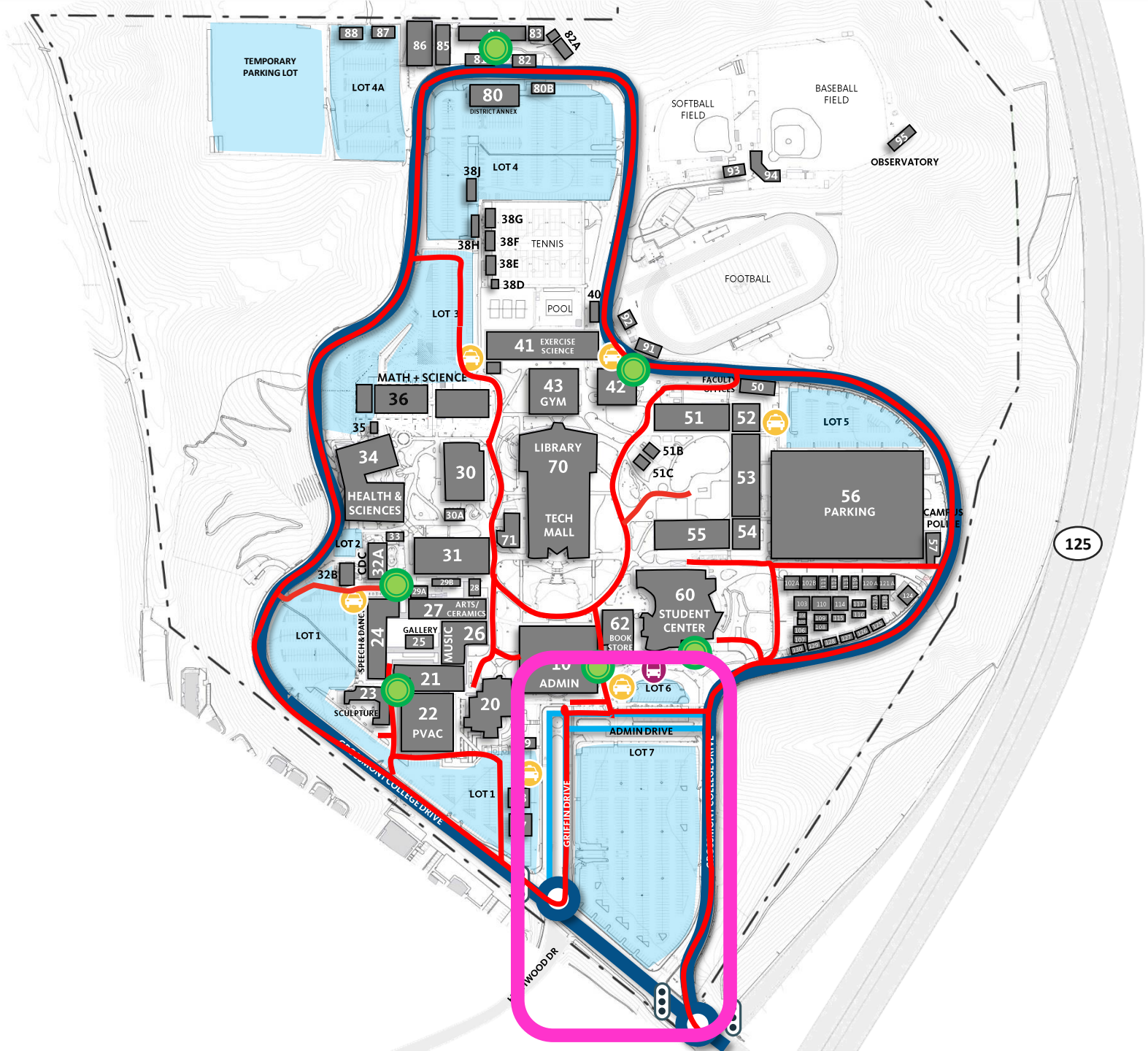
Secondary veh. circ








# EXISTING VEHICULAR CIRCULATION

-  TRAFFIC SIGNAL
-  CAMPUS ENTRY
-  PRIMARY VEHICULAR CIRCULATION
-  SECONDARY VEHICULAR CIRCULATION
-  SURFACE PARKING
-  BUS STOP
-  PASSENGER DROP OFF
-  EMERGENCY ACCESS
-  SERVICE ACCESS








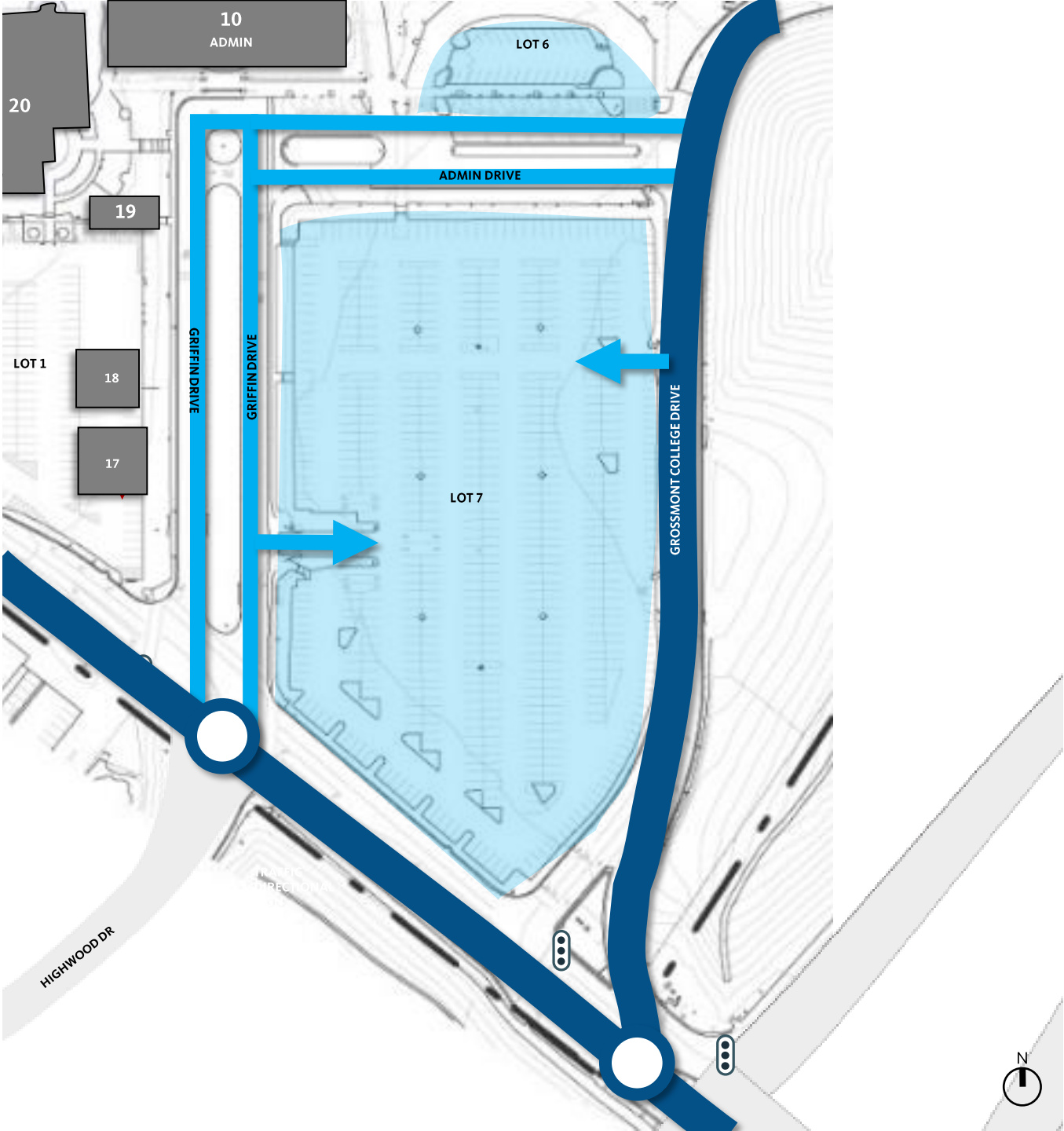
# EXISTING VEHICULAR CIRCULATION

-  TRAFFIC SIGNAL
-  CAMPUS ENTRY
-  PRIMARY VEHICULAR CIRCULATION









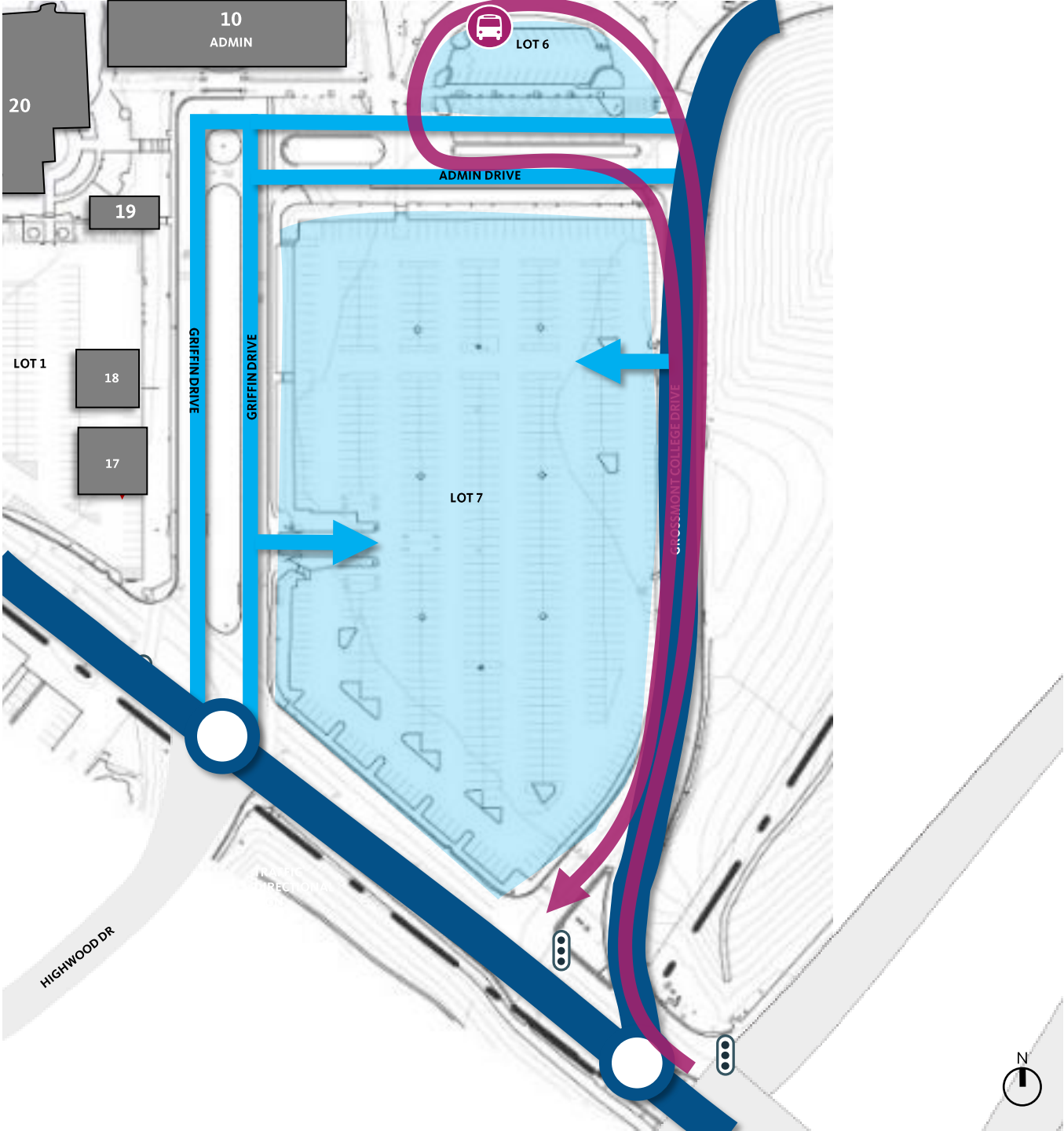
# EXISTING VEHICULAR CIRCULATION

-  TRAFFIC SIGNAL
-  CAMPUS ENTRY
-  PRIMARY VEHICULAR CIRCULATION
-  SECONDARY VEHICULAR CIRCULATION
-  SURFACE PARKING










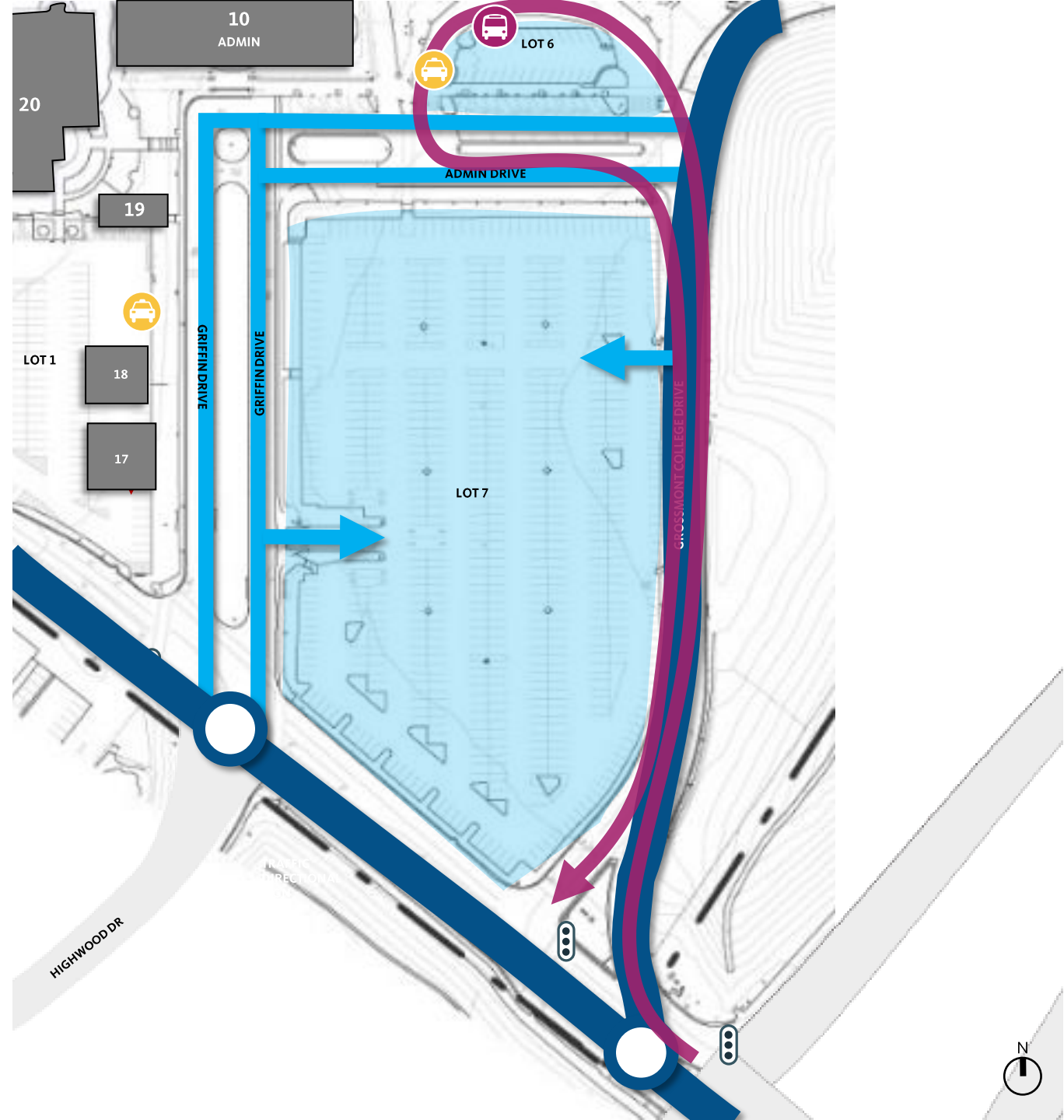
# EXISTING VEHICULAR CIRCULATION

-  TRAFFIC SIGNAL
-  CAMPUS ENTRY
-  PRIMARY VEHICULAR CIRCULATION
-  SECONDARY VEHICULAR CIRCULATION
-  SURFACE PARKING
-  BUS STOP



# EXISTING VEHICULAR CIRCULATION

-  TRAFFIC SIGNAL
-  CAMPUS ENTRY
-  PRIMARY VEHICULAR CIRCULATION
-  SECONDARY VEHICULAR CIRCULATION
-  SURFACE PARKING
-  BUS STOP
-  PASSENGER DROP OFF





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# CAMPUS ZONING

# CAMPUS ZONING TODAY



- INSTRUCTIONAL
- EXERCISE SCIENCE / INSTR
- LEARNING RESOURCE CENTER
- STUDENT SUPPORT SERVICES
- CHILD DEVELOPMENT CENTER / INSTR
- ADMINISTRATIVE
- CAMPUS SERVICES / SUPPORT
- DISTRICT SERVICES



# NEXT STEPS...

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