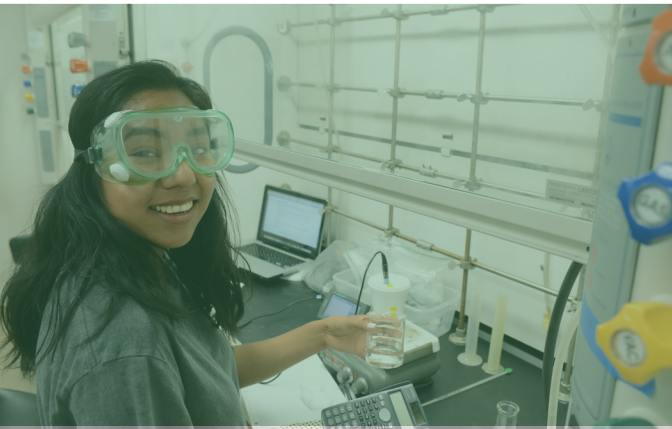





GROSSMONT
COLLEGE

2028

comprehensive plan







G R O S S M O N T
C O L L E G E

comprehensive plan

LEADERSHIP TEAM

DENISE WHISENHUNT, J.D.

President

MARSHALL FULBRIGHT, Ph.D.

Vice President of Academic Affairs

MARSHA GABLE, Ed.D.

Vice President of Student Affairs

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MASTER PLANNING TEAM

GENSLER

Facilities Planning

KTUA

Landscape Planning

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Letter from the President



Grossmont College for more than 60 years has been a leader in providing comprehensive, affordable, and accessible higher education and workforce training in San Diego's East County region. We stand committed to academic excellence for all students and we are proud to present the 2022-2028 Strategic Plan to inform our actions and approach as we move into our seventh decade and beyond.

The 2022-2028 Strategic Plan resulted from well more than a year of bold discussions and thought-provoking, shared-governance processes that began in earnest in the spring of 2021 at the college's Annual Planning Forum. Through these processes, Grossmont College developed new vision and mission statements emphasizing our commitment to advancing antiracism and equity work in creating clear and accessible pathways to degrees and jobs leading to social and economic mobility for our students. All our work is focused on students first and incorporates California Community Colleges Chancellor's Office Vision for Success goals and objectives through the Guided Pathways framework.

This plan is the culmination of members of our Griffin community, who completed surveys, attended planning meetings conducted over Zoom, and engaged in so many critical ways to develop this forward-thinking strategic plan, while in the midst of a pandemic. Our data-informed approach emphasized preparedness for change by integrating comprehensive facilities master plan that ensured facilities are supporting campus goals. No one was left out. A survey that yielded 834 responses, for example, yielded responses from 601 students, 124 faculty, and 109 classified professionals. What we found was a pronounced desire for more collaboration, more engagement, and a greater sense of community and pride as we strive for even greater educational excellence that ensures timely completion of student goals. I commend the great work of the Steering Committee, and our entire campus for the exceptional efforts undertaken to develop this insightful, forward thinking and transformational plan.

Our 2022-2028 Strategic Plan will do more than inform strategic and operational planning as we move forward into the 21st century; it will inform our direction and the future of San Diego's East County. We thank everyone who was engaged in the strategic planning process, and look forward to continuous progress ahead.

Denise Whigenhunt, J.D.

Grossmont College

VISION

Empowered through a culture of inclusivity, Grossmont College strives to maintain our student-centered philosophy while working to support the ever-changing needs of our students. Along with ensuring student success, Grossmont College continues to advance our anti-racism and equity work as we venture further into the 21st century.

MISSION

Grossmont College serves the diverse population of our surrounding community and beyond by creating clear and accessible pathways to degrees and jobs leading to social and economic mobility for our students. We work collaboratively to cultivate an equitable student-centered learning environment, and we hold ourselves accountable for improving student outcomes through ongoing assessment, evaluation, and data-informed decision making. Grossmont College offers associate degrees; transfer preparation, including Associate Degrees for Transfer; certificate programs; career education and workforce development.

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 quality improvement in the pursuit of excellence. We accept the challenges of being accountable for our efforts, and strictly adhere to the institution's mission and vision.

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.

Integrated Planning

ANNUAL PLANNING

OUTCOMES ASSESSMENT

Program Review and Annual Unit Planning—indeed all planning—begins with the analysis of outcomes data, including course-, program-, and/or unit level.

PROGRAM REVIEW

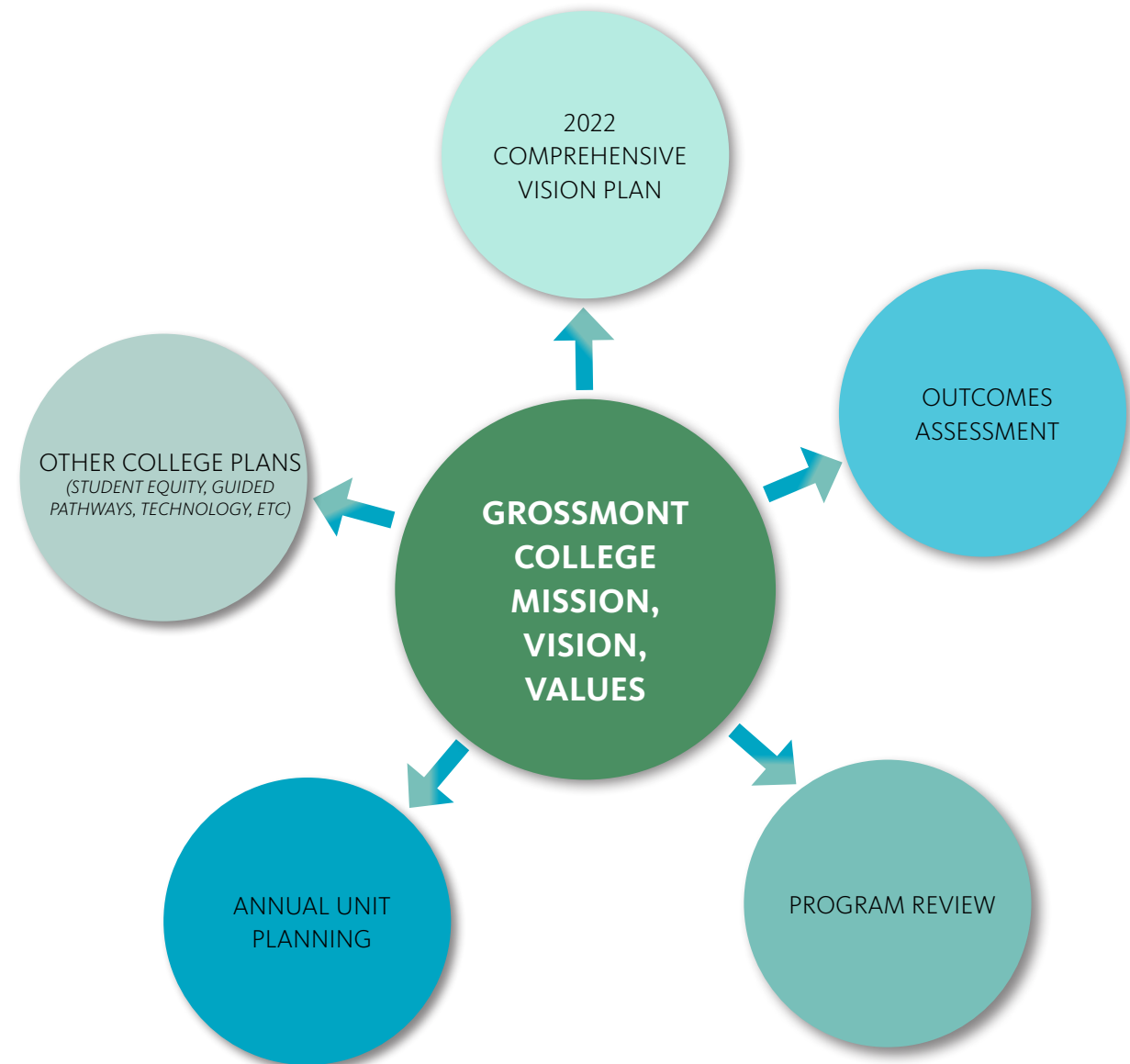
The program review process involves assessing unit-level performance and developing unit-level plans needed for continuous improvement. The purpose of both the Academic and Student Services' Comprehensive Program Review process is to evaluate the effectiveness of programs and services to determine how well they support the college's mission and strategic goals. This process occurs on a 6-year cycle which is aligned with the Strategic Planning and Curriculum Review cycles. During the process, reviewers examine summative findings over the six-year time frame and set goals to facilitate the direction and continuous improvement of the program.

ANNUAL UNIT PLANNING

Annual unit planning forms a bridge between the goals and recommendations documented in Comprehensive Program Review and the college's annual resource prioritization and allocation process. This process helps departments (and the college as a whole): a) make better decisions based on data and documented needs; b) link resources to program goals and activities; and c) create institutional memory and evidence of continuous improvement.

RESOURCE ALLOCATION

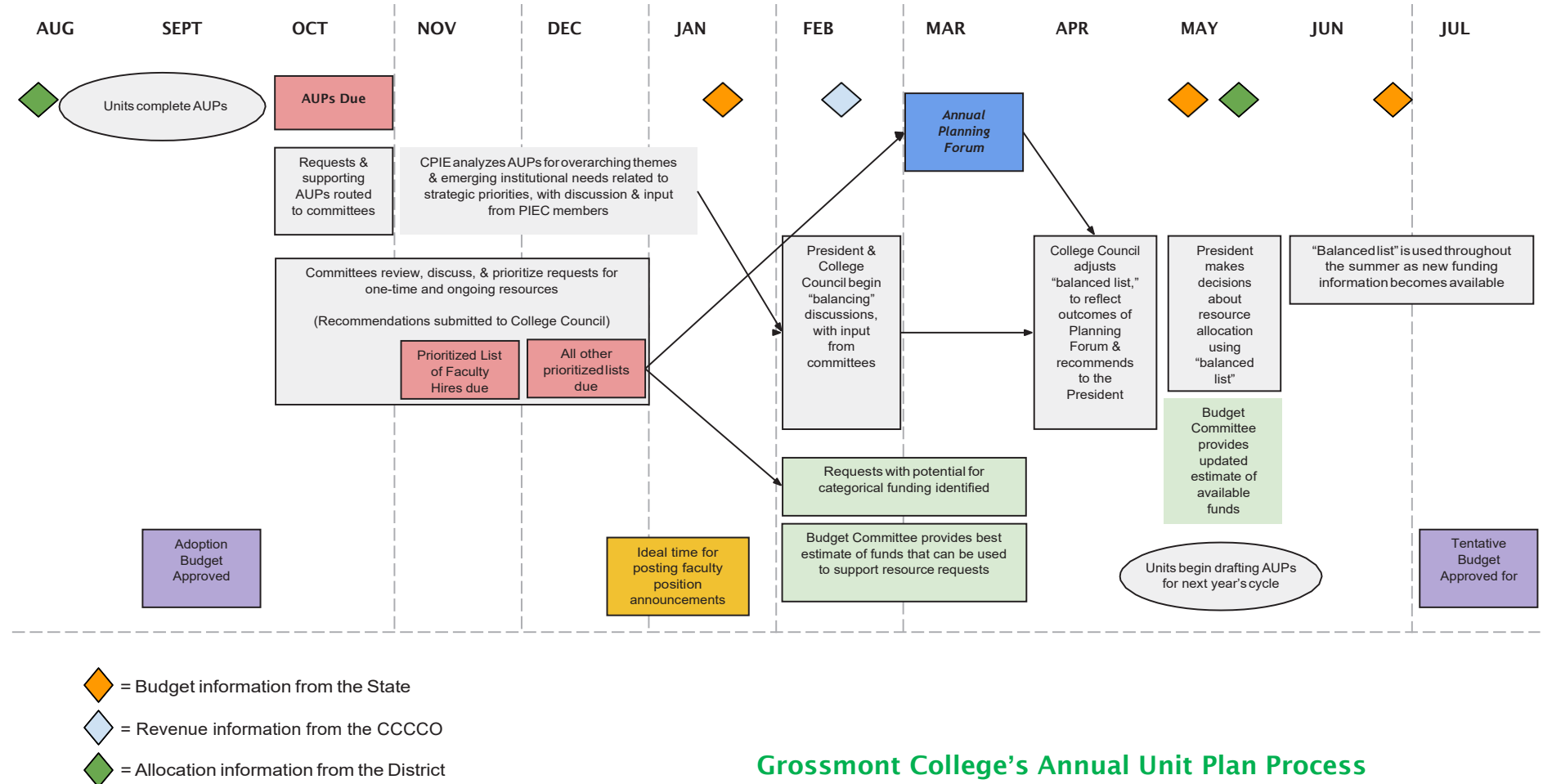
The annual resource allocation and prioritization process is intended to ensure that the resources of the college (e.g., human resources, physical/facilities resources, technology resources, etc.) are allocated in direct support of the institutional goals and objectives.



Integrated Planning

ANNUAL PLANNING

The first draft of this diagram was created by a small workgroup from the Planning & Institutional Effectiveness Committee (PIE C) to represent the ideal timing of the Annual Unit Planning process and flow of information from units through the new governance and decision-making system. The diagram has been discussed with college constituencies, prioritization committees, and operational groups involved in planning and/or request prioritization. The original PIEC diagram has been adjusted to reflect the suggestions and insights from those groups, and it now reflects the collective work and learning of the college. As the AUP process is evaluated, we will learn more about how it can be improved and we will update the diagram as a result. The Annual Unit Planning process is facilitated by the Office of College Planning & Institutional Effectiveness.



Grossmont College's Annual Unit Plan Process

Planning Process

STRATEGIC PLANNING STEERING COMMITTEE

Aaron Starck
 Bill McGreevy
 Cindy Emerson
 David Ogul
 Denise Whisenhunt
 Heriberto Vasquez
 Joan Ahrens
 Marsha Gable
 Marshall Fulbright
 Michael Copenhaver
 Michele Martens
 Pearl Lopez
 Sara Varghese
 Victoria Christine Rodriguez

COLLEGE PLANNING & INSTITUTIONAL EFFECTIVENESS (CPIE) TEAM

Joan Ahrens
 Victoria Rodriguez
 Cindy Emerson
 Veronica Rosale
 Kelly Jackson
 Carmen Hernandez
 Kay Watson

FACILITIES MASTER PLAN STEERING COMMITTEE

Andrew Hellier	Ken Emmons
Aundra Kaiser	Krystle Jones
Ava Gill	Lara Braff
Bryan Lam	Loren Holmquist
Carmen Hernandez	Malia Molina
Cindi Harris	Martha Clavelle
Colleen Parsons	Maura Mehrian
Courtney Willis	Michael McHan
Danielle Feliciano	Natalia Aylett
Felicia Kalker	Natalie Ray
Gary Johnson	Niko Crumpton
Graylin Clavell	Patrice Braswell-Burris
Jacob Angelo	Randy Abshier
Janet Shipstead	Reyna Torriente
Javier Ayala	Rochelle Weiser
Jessica Silva	Ryan Cline
Joyce Fries	Sam Ballard
Karen Hern	Sharon Sampson
Karla Moore	Steve Davis
Karolia Macias	Susan Munoz
Kay Watson	Tate Hurvitz
Kelly Menck	Veronica Rosales

PLANNING & INSTITUTIONAL EFFECTIVENESS (PIEC) COMMITTEE MEMBERS

Co-Chairs:

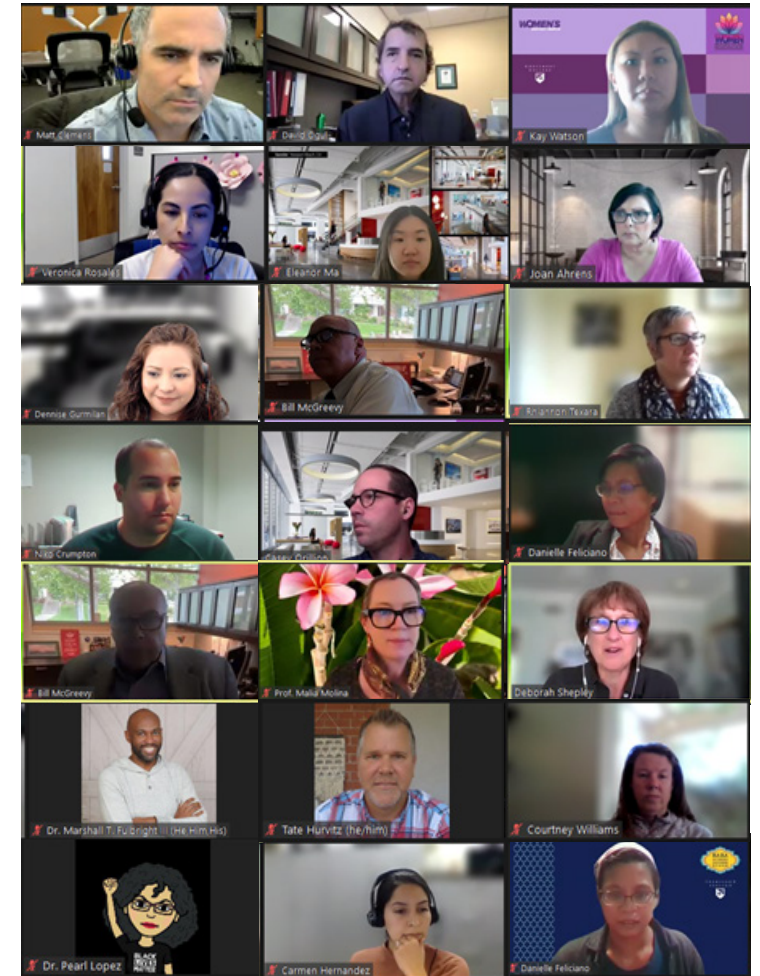
Joan Ahrens
 Danielle Feliciano

Voting Members:

Lara Braff
 Natalia Aylett
 Krystle Jones
 Graylin Clavell
 Courtney Williams
 Niko Crumpton
 Victoria Rodriguez
 Susana Munoz
 Felicia Kalker

Advisory Members:

Marshall Fulbright
 Marsha Gable
 Bill McGreevy
 Sam Ballard
 Joyce Fries
 Natalie Ray
 Kelly Jackson





G R O S S M O N T
C O L L E G E

[ABOUT GROSSMONT COLLEGE](#)

[STUDENT SERVICES](#)

[ADMINISTRATIVE SERVICES](#)

[GUIDED PATHWAYS](#)

grossmont college



QUIKSILVER
THE SURF COMPANY



Grossmont College

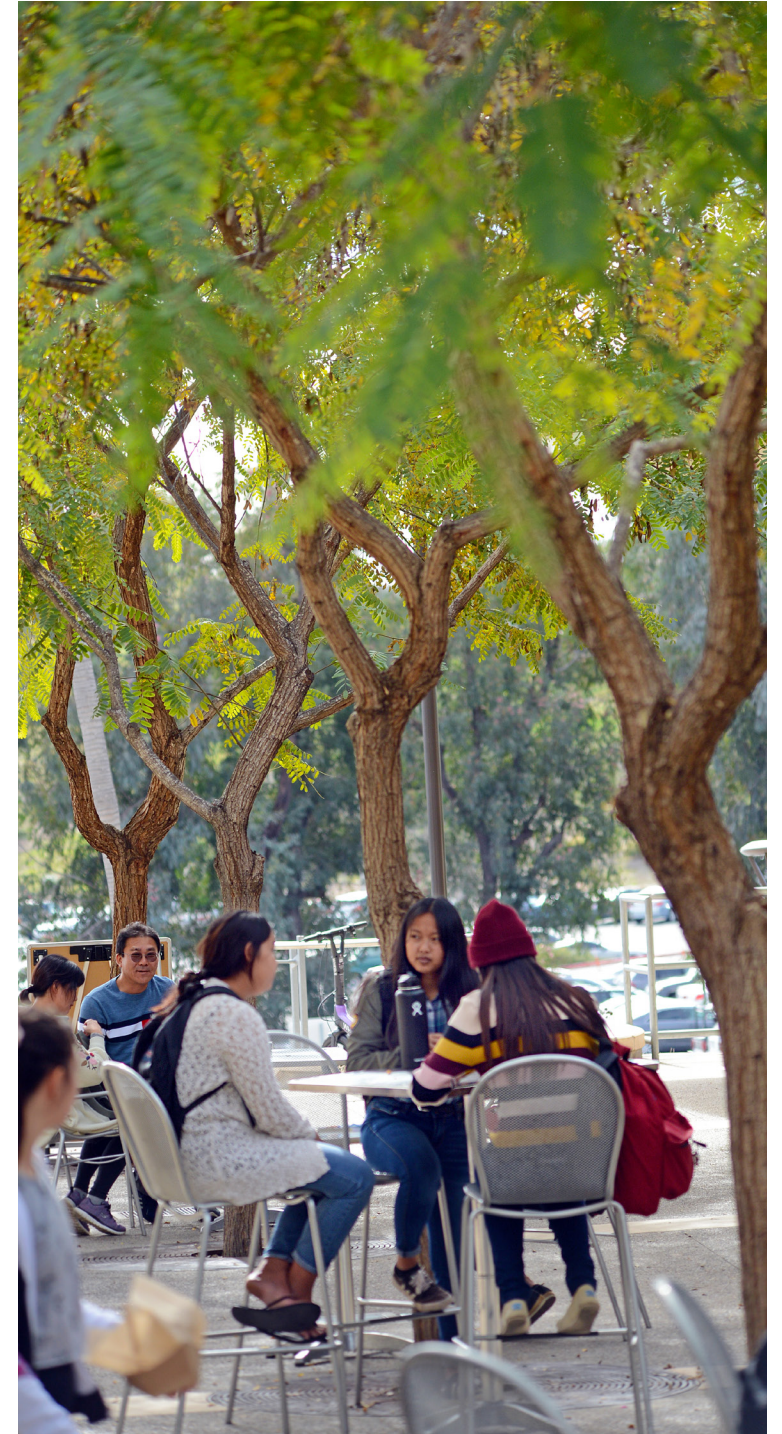
At GCCCD and Grossmont College, the mission, vision, and values along with the strategic plan serve as the North Star for all planning and decision-making across the institution. As part of the district and college 6-year strategic planning cycle, this Comprehensive Vision Plan brings together strategic and facilities plans as a framework to build the Grossmont College of the future, one that is focused on achieving the Grossmont vision and mission to support the ever-changing needs of students and to cultivate an equitable student-centered learning environment. Under the broader system-wide Vision for Success framework, the College undertook this work to build upon its previous strategic plan achievements and focus on the specific areas in which improvement is needed.

About Grossmont College

More than 60 years ago, Grossmont College was just a dream. It had no name, no resources, no buildings, and not a nickel in construction funds. But what our founders had was a vision, a vision of transforming lives through education. That vision has been realized, as Grossmont College is now a higher education and career training leader in San Diego's East County region and is the No. 1 transfer school in the nation to San Diego State University.

We are a proud Hispanic Serving Institution with wraparound services that make the campus among the top community colleges in the nation for the number of degrees and certificates awarded to Latina/o students. We are a Military Friendly School that will soon open a new, 4,000-square-foot Veterans Resource Center and we offer priority registration, emergency grocery and gas cards, and specialized counseling to active-duty military along with military veterans and dependents. We are an economic engine, part of the Grossmont-Cuyamaca Community College District that adds more than \$1.1 billion in additional income to the San Diego County economy, which equates to 14,239 jobs.

Today, more than ever, we reflect the diversity of the community we serve. Thousands of students have passed through our doors, with 86% of working graduates saying Grossmont College provided them with the knowledge and skills needed for their careers and with the average lifetime earnings of a Grossmont College graduate with an associate degree topping \$1.6 million. Grossmont College has a well-earned reputation for excellence and, anchored by a recently-opened, \$44-million Performing & Visual Arts Center, is the cultural hub of East County. Our Theatre Arts instructors include actors who have performed in Tony Award-winning productions such as *Come From Away* and every instructor in the Grossmont College Music Department is currently or has been a working professional in the music industry. Our Allied Health program is recognized throughout California for its comprehensive training, near-perfect student licensure pass rates, and successful job placement. Our professors are second to none, with many teaching at nearby University of California and California State University campuses.



About Grossmont College

Much of our success is attributable to a full menu of initiatives and services, and our accomplishments have been many. Among them:

- **Associate Degrees for Transfer.** Grossmont College for the third consecutive year in 2021 was recognized as a Champion of Higher Education by the Campaign for College Opportunity for its work to significantly increase the number of students earning an associate degree for transfer (ADT), an associate degree that guarantees transfer to a California State University campus. Grossmont College was recognized for having one of the highest rates of ADT conferrals in California for the 2018-2019 school year; we were among 12 community colleges selected from throughout the state and the only community college in San Diego and Imperial counties honored.
- **Guided Pathways.** The Guided Pathways Advisory Task Force is preparing to launch the Griffin Inquiry and Action Teams that will be on the forefront of the Guided Pathways effort at Grossmont College. These cross-disciplinary teams, comprising faculty and classified professionals, develop data-informed, student-centered, equity-focused strategies for their academic and career pathways groups. Grossmont College in 2022 also launched a new Academic and Career Pathways webpage to guide students more easily as they discover their interests and strengths, explore majors and careers, and chart a course to the future they want.
- **A commitment to equity.** Grossmont prioritizes diversity as evidenced by a new vision statement pledging to “advance our antiracism work as we venture further into the 21st century.” The President’s Task Force on Anti Racism, the district’s Equity in Employment Task Force, providing equitable hiring professional development workshops, creation of an Equal Employment Opportunity system, and establishment of a Grossmont College Equity Institute are just some of the initiatives ensuring that vision is realized.
- **Gizmo’s Kitchen.** Located in the Griffin Center building, the Gizmo’s Kitchen food pantry offers meals, snacks, free transit passes, and even a limited supply of diapers for student-parents. In partnership with the San Diego Food Bank, Gizmo’s Kitchen also operates a monthly food distribution in the Main Quad and assists students in applying for the CalFresh program.
- **Grossmont College Career Services.** Also located in the Griffin Center building, Grossmont College Career Services offers students and alumni find employment through workshops, Job Fairs, resume-writing classes, networking opportunities, mock interviews, a listing of the latest job openings, career assessments, and more.
- **General Counseling.** The Grossmont College Counseling Department helps students develop an educational path to achieve their educational and career goals. Our counselors are dedicated to one thing and one thing only: our students. “It’s a transformative time for a lot of our students,” said counselor Taneisha Hellon. “Many are just coming into adulthood. Many are coming back to school for the first time in years to help kickstart their career. Many of our students are just seeking the opportunity for personal growth and connection. I wanted to work with people who were looking to find themselves or who were looking for something better. It’s heavy work, but it’s important work that I am extremely passionate about.”
- **Special programs, such as CalWORKS, DSPS, EOPS, Outreach, NextUp, Justice Scholars, Umoja, Veterans Services, Puente, the Dream Center, and First Year Experience.** “My vision for Grossmont College is that we look at students holistically, that they are always at the center of what we do, and that we put up absolutely no barrier that would prohibit them from achieving what they came here to achieve,” said Vice President of Student Services Dr. Marsha Gable.

Student Services

Grossmont College's Student Services divisions are committed to providing an array of comprehensive programs and services that support recruitment, retention, transition, and the academic success of Grossmont College students.



ADMISSIONS & RECORDS

International Student Program
Veterans Services

COUNSELING

General Counseling
Adult Re-entry
Career Center
Dream center
Justice Scholars
PUENTE
Transfer Center
UMOJA
Veterans Resource Center

STUDENT AFFAIRS

Associated Student Government (ASGC)
Basic Needs Center/Gizmo's Kitchen
Health & Wellness Center

ACCESSIBILITY RESOURCE CENTER (ARC)

FINANCIAL AID

SPECIAL PROGRAMS

CalWORKS
CARE
EOPS
NextUP

FIRST YEAR SERVICES

First-Year and Retention Services
Outreach
Promise Program

TUTORING CENTER

ATHLETICS

Administrative Services

Grossmont College's Administrative Services units are dedicated to serving students, faculty, and staff by providing support for collegewide activities and programs.

ACTIVITIES OFFICE

FACILITIES/MAINTENANCE/
OPERATIONS

BOOKSTORE

CASHIER'S OFFICE

PRINTING DEPARTMENT

BUSINESS COMMUNICATION
SERVICES

FOOD SERVICES

BUDGET



Guided Pathways

Formation of the Academic and Career Pathways (formerly meta-majors) began in March 2019. Instructional faculty, counseling faculty, classified staff, and administrators provided input on the development of the Academic and Career Pathways (ACPs) through various campus-wide forums and presentations. The following ACPs were finally adopted in October 2020. Each ACP provides an avenue for students to explore areas of study and efficiently pursue a degree or certificate at Grossmont College.

HEALTH SERVICES

- Cardiovascular Technology
- Exercise Science
- Kinesiology
- Nursing
- Occupational Therapy Assist.
- Orthopedic Technology
- Respiratory Therapy
- Telemetry/ECG Technician

LANGUAGE & COMMUNICATIONS

- American Sign Language
- Arabic
- Communication
- ESL
- French
- German
- Japanese
- Journalism
- Media Communications
- Spanish
- Russian

BUSINESS

- Business Administration
- Business General
- Economics
- Entrepreneurship & International Business
- Hospitality & Tourism Management
- Management
- Marketing
- Small Business Management

HUMANITIES

- Ethnic, Gender, and Social Justice Studies
- English
- History
- Humanities
- Philosophy

VISUAL & PERFORMING ARTS

- Art History
- Ceramics
- Dance Digital Art
- Drawing and Painting
- Media Communications
- Music
- Photography
- Sculpture
- Studio Arts
- Theatre Arts

APPLIED TECHNOLOGY

- Business Office Technology
- Culinary Arts
- Cybersecurity
- Information Technology Support
- Web Development

BEHAVIORAL & SOCIAL SCIENCES

- Anthropology
- Administration of Justice
- Child Development
- Ethnic, Gender, and Social Justice Studies
- Early Childhood Education
- Geography (Cultural Geography)

STEM

- Biological Sciences
- Chemistry
- Computer Science & Information Systems
- Geography (Physical Geography)
- Geology
- Kinesiology

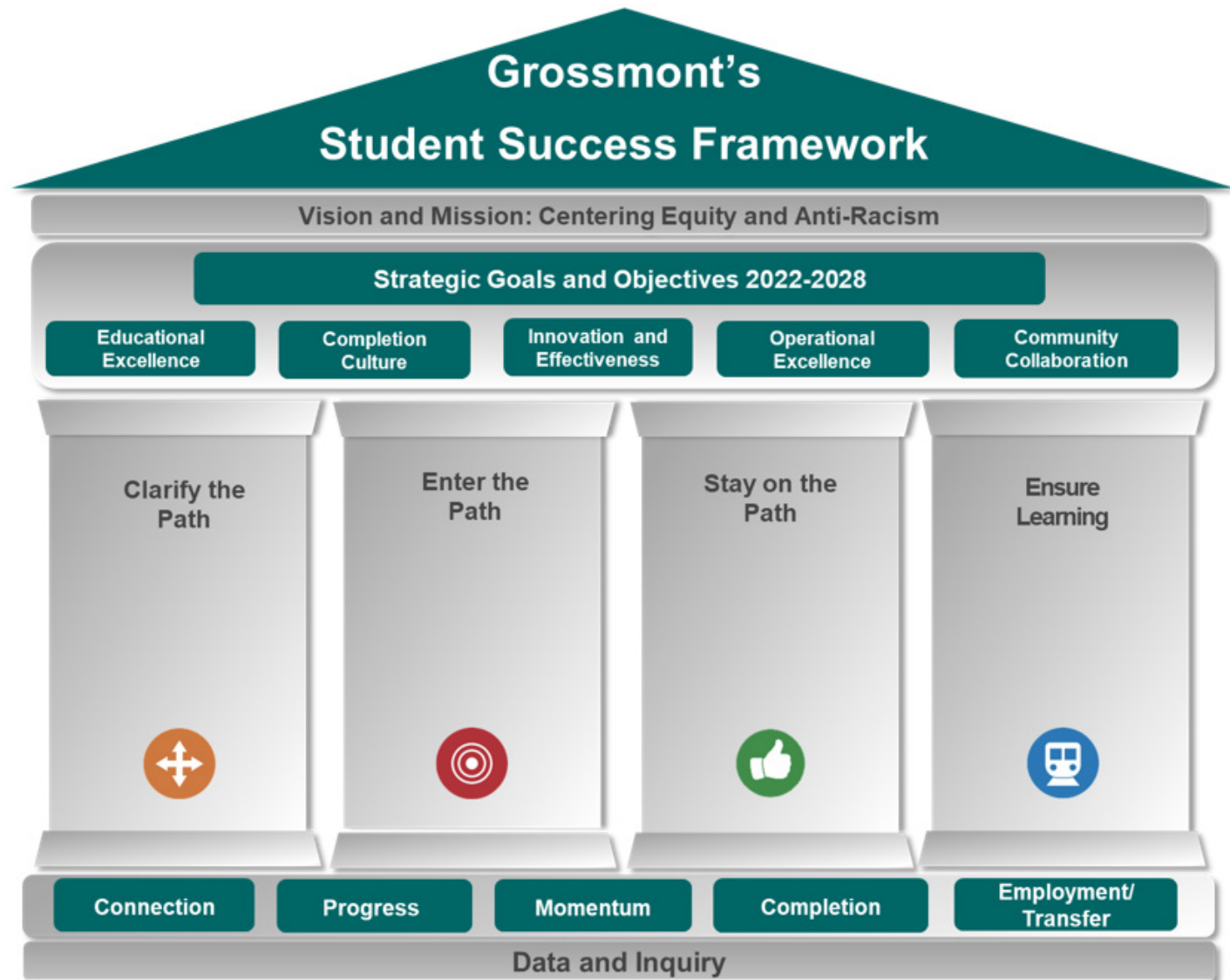
Guided Pathways

Grossmont's new vision and mission statements speak to advancing the college's anti-racism work as well as creating clear and accessible pathways to degrees and jobs that lead to social and economic mobility.

This Student Success Framework supports Grossmont's mission and illustrates how the college's strategic planning goals are focused on the student's journey in alignment with the CCCCO's Vision for Success and Call to Action, or equity imperative.

Four pillars of program progress serve as the defining concepts for the Guided Pathways initiative:

- Create clear curricular pathways to employment and further education
- Help students choose and enter their pathway
- Help students stay on their path; and,
- Ensure that learning is occurring with intentional outcomes.





G R O S S M O N T
C O L L E G E

the campus today

CAMPUS HISTORY
EXISTING CONDITIONS
DEVELOPMENT HISTORY
PEDESTRIAN CIRCULATION
VEHICULAR CIRCULATION
CAMPUS EXPERIENCE
FACILITIES SPACE ANALYSIS





The Campus Today

The planning process included the analysis of existing conditions in order to identify the key planning issues to address in the plan. The information was based on meetings with college staff, campus tours, forums, online surveys, focus groups and interactive workshops with the designated FMP Task Force. The findings are summarized through narratives and graphics that highlight characteristics and illustrate patterns to guide future development

Campus History

Grossmont college sits atop a 135-acre mesa in northwest El Cajon, adjacent to the cities of Santee, La Mesa and San Diego. The campus is easily accessible from Interstate 8, State Route 125 and State Route 52. The college is a 20-minute drive east from central San Diego and has been a vital part of the East San Diego County community since classes first convened in 1961.

The voters of the surrounding area approved the formation of Grossmont Junior College District in 1960. The first college classes convened on the Monte Vista High School campus in Spring Valley with an opening enrollment of 1,538 students in 1961.

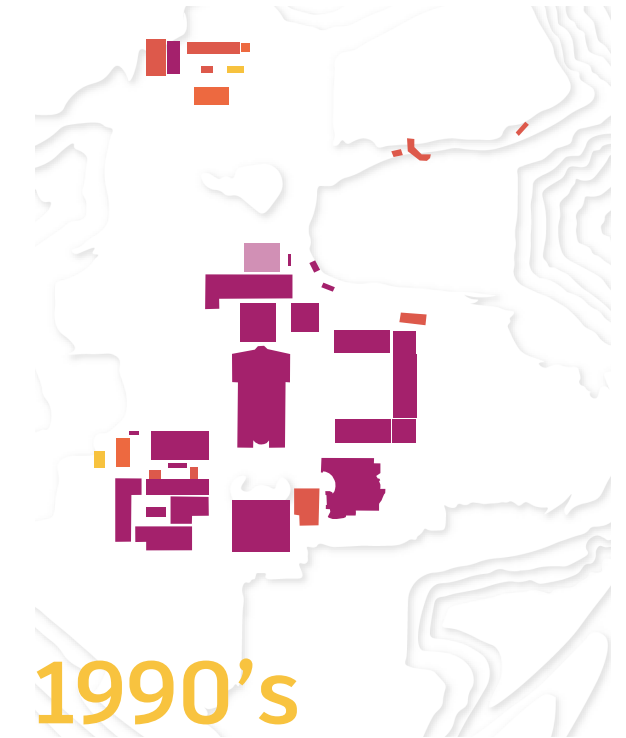
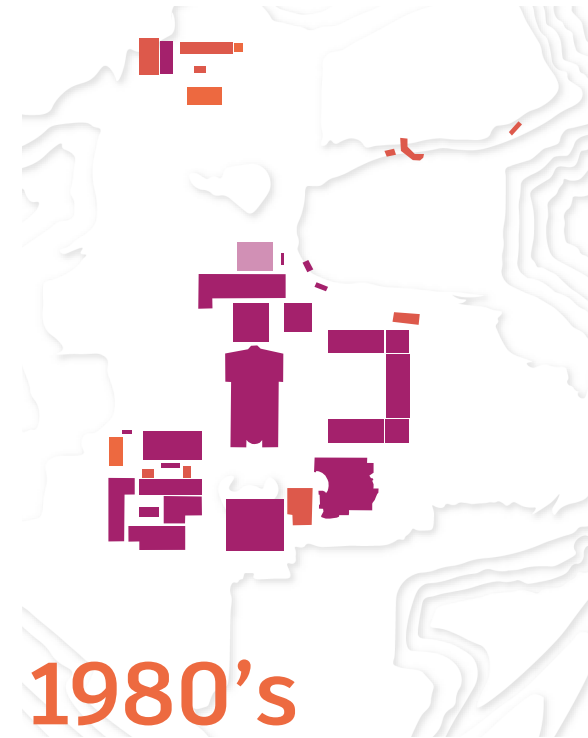
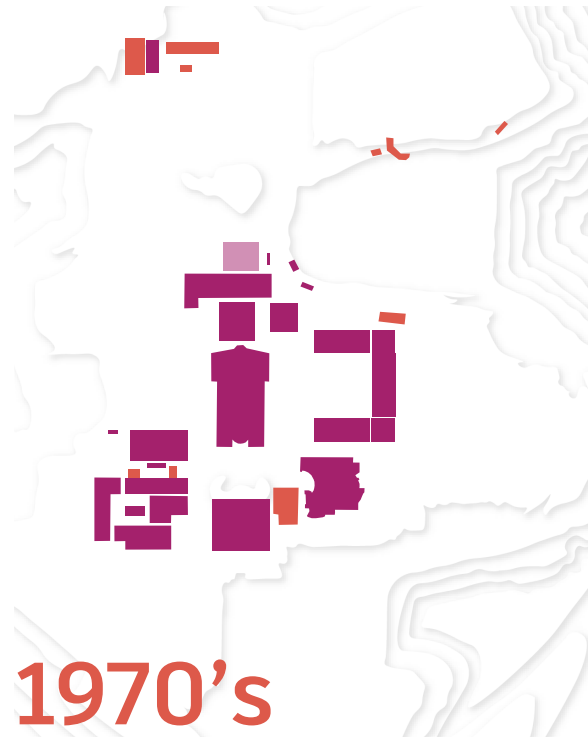
Bond elections provided the funds for the construction of a college campus. In 1962 the Governing Board purchased a 135-acre site located on a scenic mesa in the Fletcher Hills area adjacent to the cities of El Cajon and La Mesa. Ground was broken for the new campus in December, 1963. Even before construction was completed, the administrative offices were moved to the new campus and classes were officially opened on September 14, 1964. On December 12 of that year, the campus was officially dedicated.



Campus History



Development History

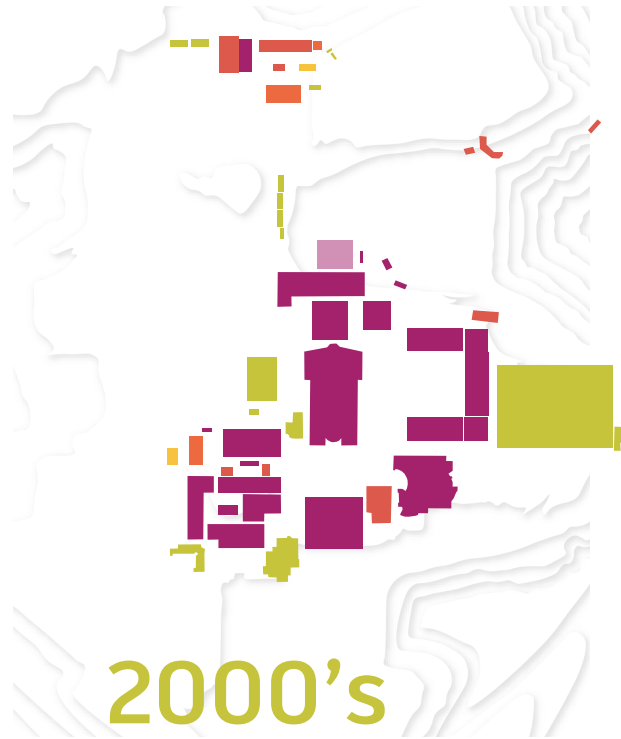


- 10 ADMIN
- 21 STAGEHOUSE THEATRE
- 24 SPEECH + DANCE
- 25 GALLERY
- 26 MUSIC
- 27 ARTS + CERAMICS
- 29B INSTRUCTIONAL
- 31 INSTRUCTIONAL
- 33 INSTRUCTIONAL
- 40 POOL
- 41 EXERCISE SCIENCE
- 42 INSTRUCTIONAL
- 43 GYM
- 51-55 INSTRUCTIONAL
- 60 STUDENT CENTER
- 70 LIBRARY + TECH MALL
- 85 MAINTENANCE
- 91, 92 ATHLETIC MAINTENANCE

- 50 FACULTY OFFICES
- 62 BOOKSTORE
- 81, MAINTENANCE
- 84, SOFTBALL FIELD HOUSE
- 86 BASEBALL FIELD HOUSE
- 93 OBSERVATORY
- 94
- 95

- 32A CHILD DEVELOPMENT CENTER
- 80 DISTRICT ANNEX
- 83 MAINTENANCE

- 32B INSTRUCTIONAL
- 82 MAINTENANCE



- 20 DIGITAL ARTS
- 23 SCULPTURES
- 30, 30A MIDDLE COLLEGE HIGH SCHOOL OFFICE
- 38G AMERICAN COLLEGIATE ENGLISH
- 38F CLASSROOMS
- 38E CALWORKS + ACE OFFICE
- 38D PORTABLE RESTROOMS
- 56 PARKING
- 57 CAMPUS POLICE
- 80B DISTRICT ANNEX
- 83A MAINTENANCE
- 87, 88



- 17, 18, 19 INSTRUCTIONAL
- 34 HEALTH + SCIENCES
- 35 INSTRUCTIONAL
- 38H, 38J DISTRICT OFFICES
- 51B, 51C INSTRUCTIONAL
- 100 CLASSROOMS



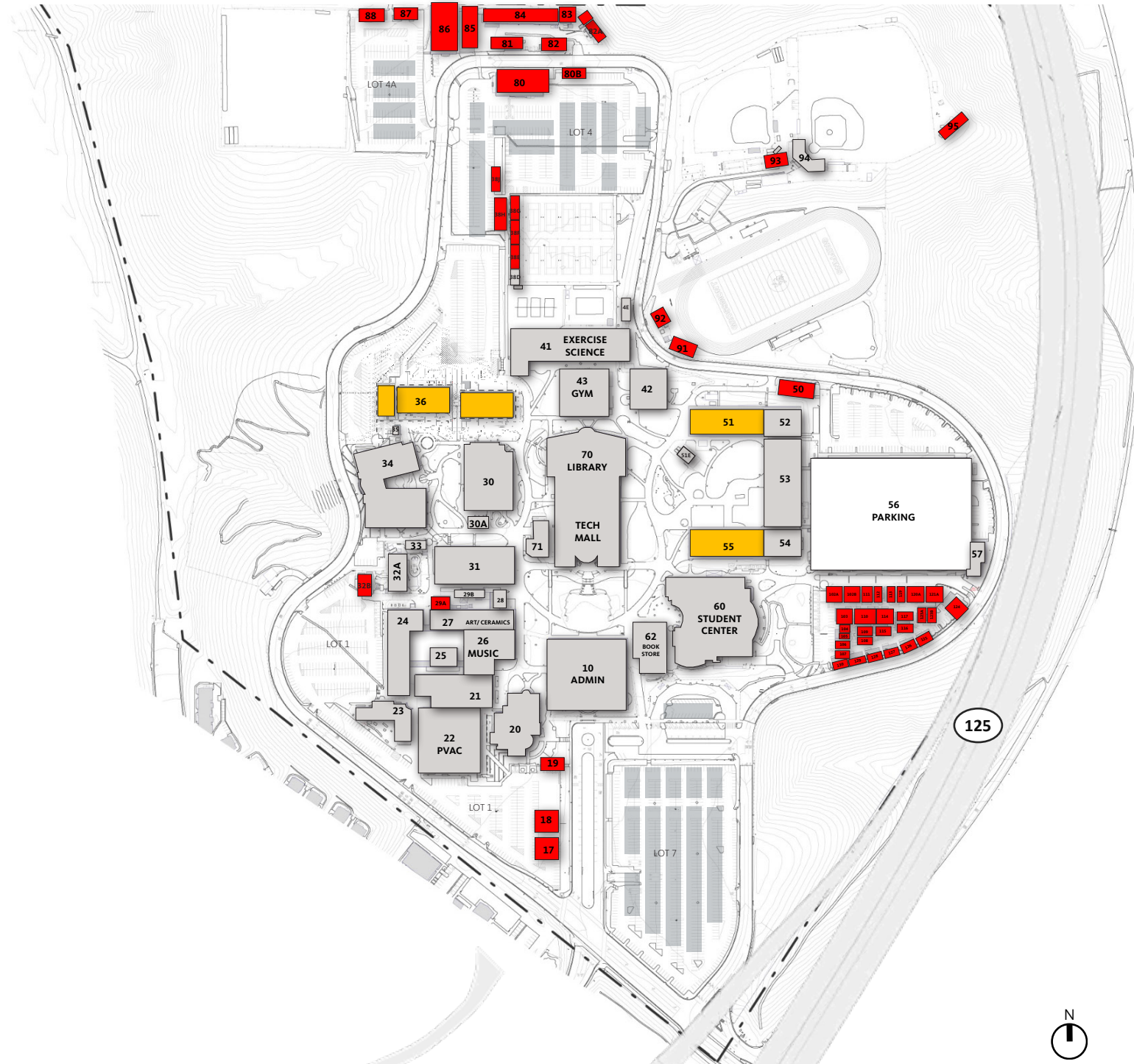
- 22 PVAC
- 36 MATH + SCIENCE

Existing Conditions

The existing campus plan illustrates the baseline conditions for the Grossmont College Facilities Plan. The plan includes the permanent facilities in grey, temporary facilities in red, and facilities in design/construction in yellow. The campus also has several photo-voltaic panels indicated by the transparent grey boxes on the parking lots.

The majority of the buildings are clustered in the center of campus with athletic fields bordering the north-eastern side of campus, and district services and M&O complex along the uppermost portion of campus. A number of temporary facilities are located on the Grossmont College campus housing both college and district functions. While some of the newer temporary facilities have been added to accommodate swing space needs during construction, several have served as the long-term location for many functions and have aged beyond their useful life.

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



Existing Conditions

FACILITIES SPACE ANALYSIS

The California Community College Chancellor's Office (CCCCO) conducts surveys of college campuses at regular intervals and assigns Facilities Condition Index (FCI) scores to buildings. The FCI is a ratio of deferred maintenance dollars to replacement dollars and provides a straightforward comparison of the campus' building assets. This diagram summarizes the scores reported on FUSION.

The majority of original buildings constructed in the 1960's through 1980's have FCI numbers greater than 30% indicating that cost to renovate would be very high and replacement should be considered. This information was used to inform the planning discussions related to renovating versus replacing underperforming buildings to support program needs.

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












Vehicular Circulation

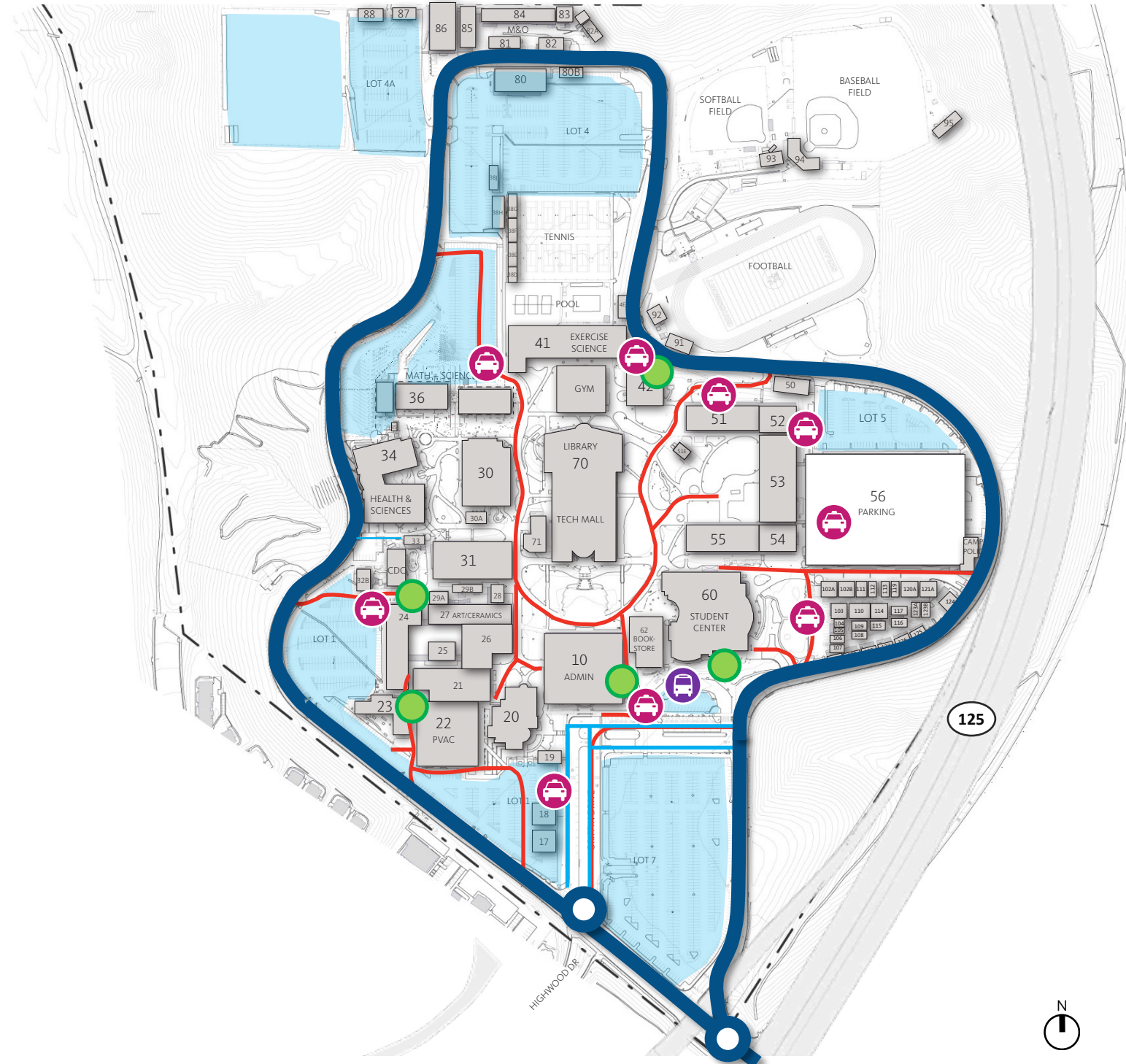
EXISTING

Vehicular circulation patterns, surface parking, bus stops, passenger drop-offs, emergency and service access points, and campus entries are illustrated in the adjacent graphic. The campus has one primary entry along the southern side of campus, and a main loop road circulating around the campus. Parking lots are located adjacent to the main loop road, and emergency access roads branching off the main loop road into the center of campus.

The primary bus and vehicular drop-off area on campus poses several safety concerns and is the cause of traffic congestion. Also, the loading area for the existing bookstore faces this drop-off and creates an unsightly first impression for pedestrians entering the campus.

Today, multiple factors contribute to a less-than ideal campus entry. There is no clear wayfinding signage at the main entry to direct cars and buses as they enter the campus and welcome students. The primary bus and vehicular drop off area poses several safety concerns and is the cause of traffic congestion.

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

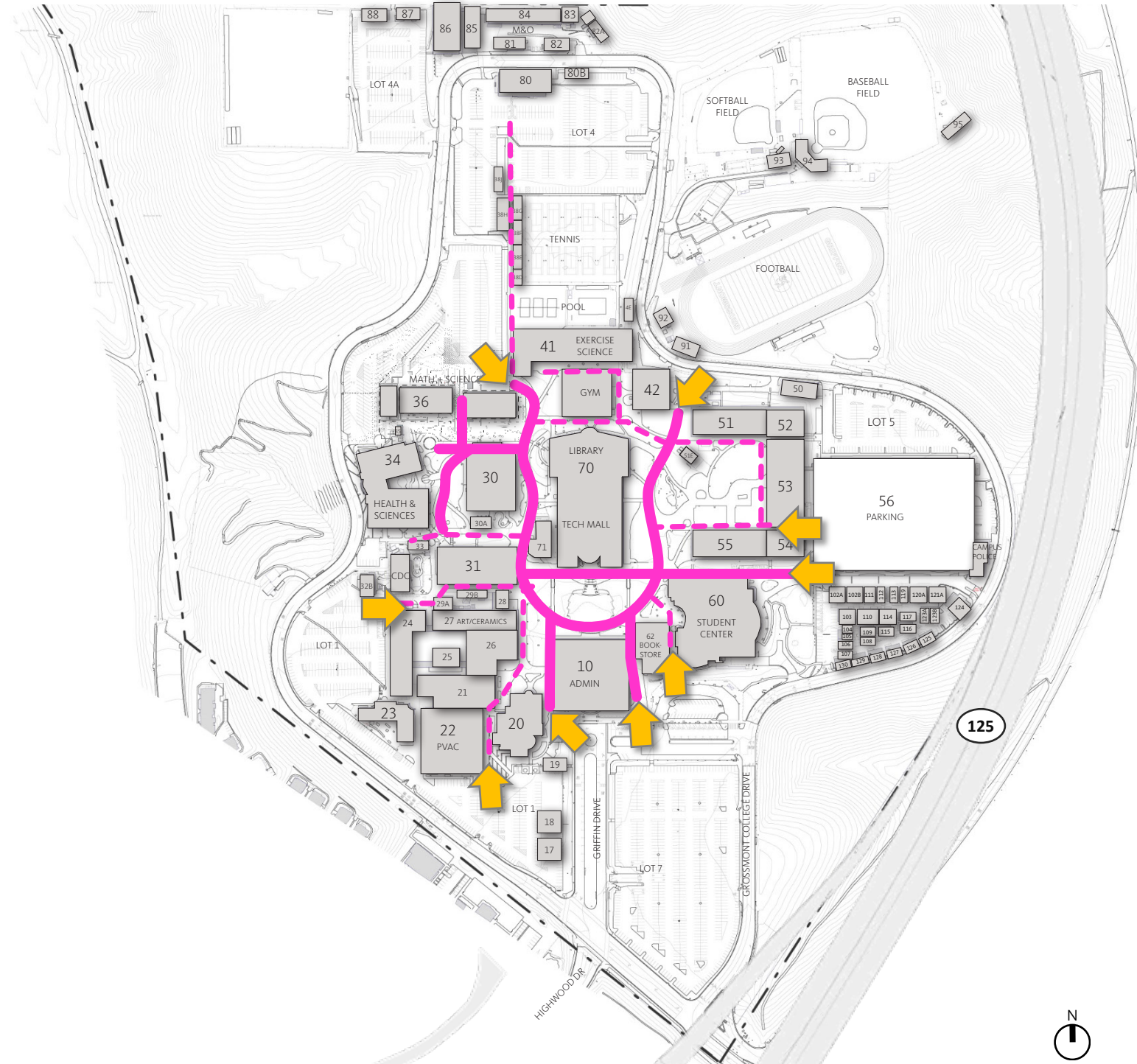


Pedestrian Circulation

EXISTING

Pedestrian circulation patterns and campus entrances are illustrated on the adjacent graphic. Primary pedestrian routes circulate the center of campus, with secondary pedestrian routes branching off from primary circulation routes towards different secondary entrances. Currently, many of the buildings form a consistent edge, inwardly focused to the campus core.

The loading dock area that serves the bookstore faces students coming from the bus and vehicular drop off areas and creates an unsightly first impression for pedestrians entering the campus. Entries to the campus core often feel unwelcoming.



- ➔ PEDESTRIAN ENTRANCE
- PRIMARY PEDESTRIAN ROUTE
- - - SECONDARY PEDESTRIAN ROUTE



Campus Experience

FAVORITE PLACES

Participants of the engagement sessions were asked to identify their favorite places on campus and why. The results are illustrated in the following graphics.

exterior

"I love our Outdoor Coastal Sage Scrub Reserve Outdoor Classroom 1. this is a picture of students taking measurements in Grossmont College's Coastal Sage Scrub Outdoor Classroom (the only one of its kind of Southern California.)"



"I love that our campus is surrounded by trees, plants, grass around open areas. Personality loves those trees because they always remain me the season where we are now."



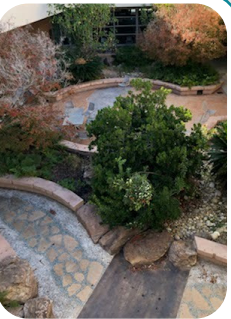
"Native plant garden: outdoors/greenery, available seating, walkway, greenery."



"Bldg 70 outdoor space: outdoors/greenery, occasionally shaded, available seating."



"Bldg 34 patio: outdoors/greenery, shaded, available"



Campus Experience

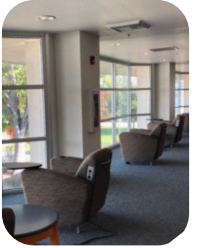
FAVORITE PLACES

Interior



“North light is very important as we need to control the lighting for still-life and models, as well as not having the sun shining in the windows.”

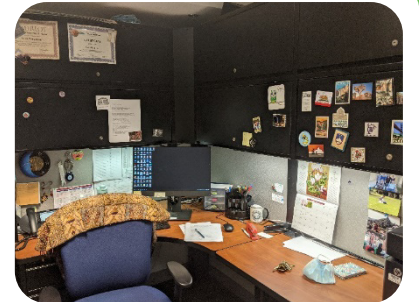
“Library (upstairs): large windows/ natural light, comfortable chairs, easy access to plug ins and tables.”



“Large critique walls and spaces are essential for all our classes. Push-pin wall on at least three sides with clerestory windows work well.”



“Accessible indoor to outdoor workspace. Some of the materials we use are toxic and/or very large. We need large doors, roll-up doors, covered patio workspace, ventilation, spray booth, and lockers.”



“My photo is very simple. It’s a joy to have my own office space with privacy, quiet, working tech and good lighting where I can feel productive and at home. I wish all faculty including adjuncts had this luxury.”








Facilities Space Analysis

GCCCD maintains a detailed Space Inventory of all buildings within the District to the requirements of the State Chancellor's Office Space inventory Handbook. As required by the state standards, it is updated and submitted to the State's Chancellor's office annually. The Space Inventory contains data about every building and room per the State guidelines for primary room use and size, indicated as Assignable Square Feet (ASF).

The 2021 Space Inventory Report was used as the basis for the analysis of space. The table on the right includes a summary of the categories of space on the Grossmont College campus and their respective totals. It is important to note that the Space Inventory report includes all facilities on campus that are in use, including temporary facilities.

To determine space capacity requirements for a college, enrollment and program forecasts are applied to a set of standards for each type of space. Title 5 of the California Code of Regulations prescribes standards for the utilization and planning of educated spaces on public community college campuses. These standards, when applied to the total number of students, or weekly student contact hours (WSCH), produce total capacity requirements that are expressed in Assignable Square Feet (ASF).

CURRENT 2021 INVENTORY

	LECTURE + LAB	187,253
	OFFICE	67,726
	LIBRARY	59,719
	INSTR.MEDIA	5,654
	OTHER	138,657
	TOTAL ASF	456,009

Facilities Space Analysis






An analysis of the current inventory compared to the future projected need as defined by state standards was developed as part of the planning process and used to inform planning discussions.

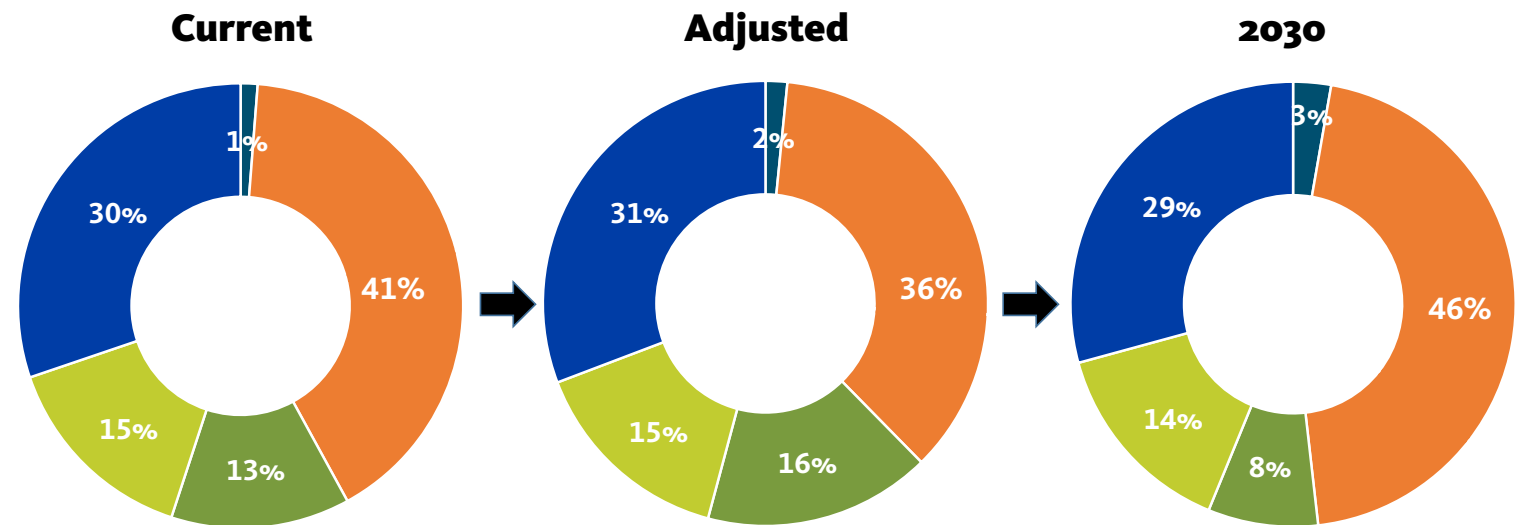
The Grossmont College 2021 Space Inventory (A) was adjusted to reflect the proposed removal of several temporary, aged and inefficient buildings identified on page G-2.9 and the addition of facilities in design or construction. The space from these facilities was subtracted from or added to the Space Inventory (A) and reflected in the Adjusted Inventory (B). Enrollment forecasts were applied in combination with appropriate space planning standards to forecast space needs for 2030 and listed as the Master Plan Space Program (C). The Adjusted Inventory was subtracted from the Facilities Space Program to indicate the Difference (C-B).

The Facilities Space Program provides the basis for developing recommendations for future facilities. To accommodate the forecasted enrollment and program needs and replace functions that are housed in facilities to be removed. The Master Space Program outlines the quantity of space forecasted for each of the capacity load categories.

Following the removal of several older buildings and the temporary swing space, the Master Space Program indicates a projected need for additional instructional space in both the lecture and lab categories. This projected need will be addressed in the proposed new construction identified in this Vision Plan, and provides flexibility to adjust the allocation of space based on emerging hybrid delivery models in some areas.

A projected need for additional Library/Study space is indicated and supports the Grossmont College student voices as one of the primary reasons to come to campus. The graphic below the chart indicates that overall the total amount of current space is very close to the projected need in 2030, suggesting the consideration of repurposing facilities to support the Facilities Guiding Principles.

	A CURRENT 2021 INVENTORY ASF	B ADJUSTED INVENTORY ASF	C MASTER PLAN SPACE PROGRAM ASF	B-C DIFFERENCE ASF
 LECTURE + LAB	187,253	154,158	207,943	-53,785
 OFFICE	67,726	64,379	66,639	-2,260
 LIBRARY	59,719	70,598	36,594	34,004
 INSTR.MEDIA	5,654	6,747	12,582	-5,835
 OTHER	138,657	131,534	133,789	2,255
TOTAL ASF	456,009	427,416	457,547	-25,621



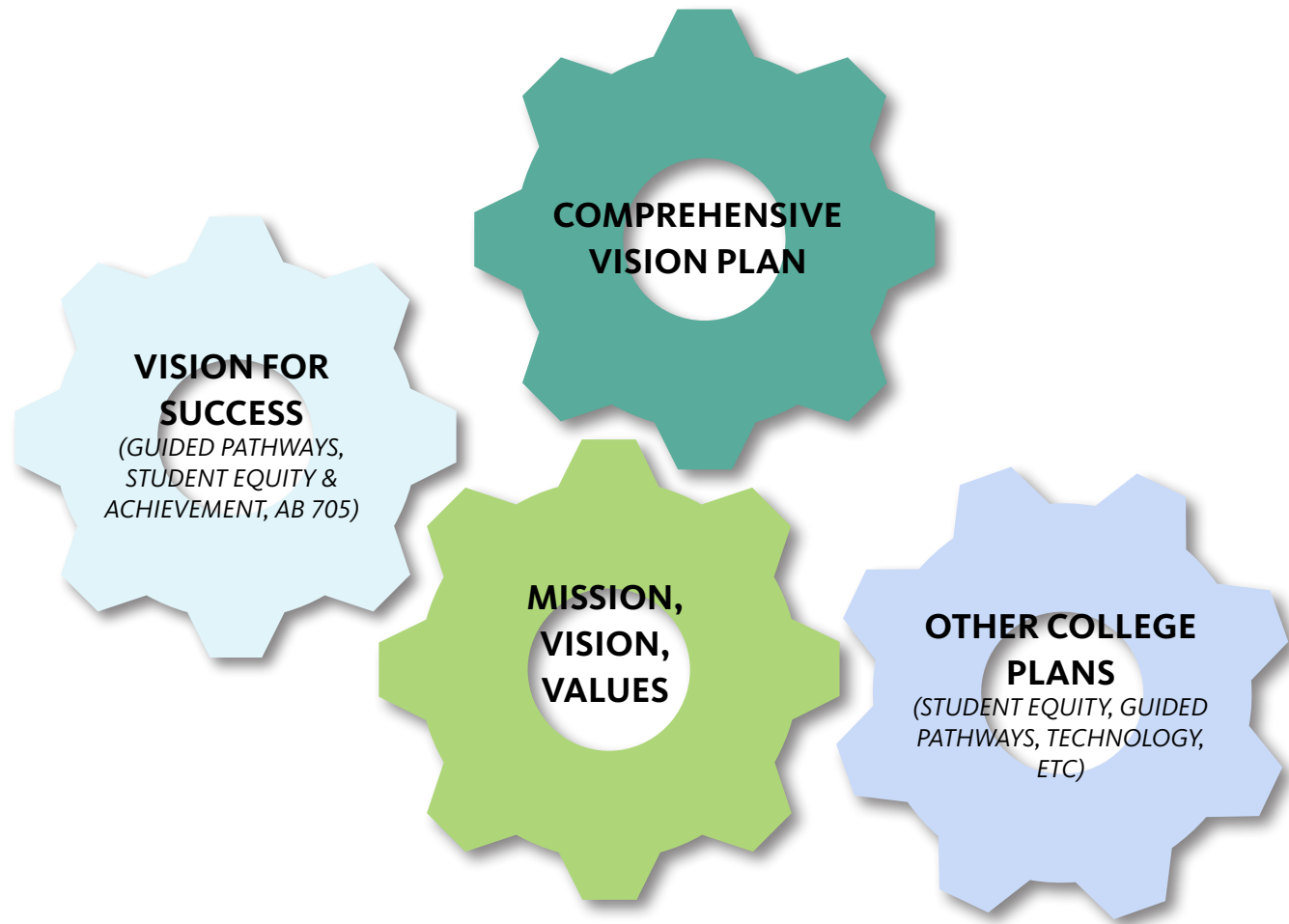


G R O S S M O N T
C O L L E G E

DEVELOPMENT OF FRAMEWORK
GROSSMONT VOICES
STRATEGIC PLANNING GOALS
FACILITIES GUIDING PRINCIPLES

planning framework





Planning Framework

Strategic Planning Goals and Facilities Guiding Principles form the framework for the Grossmont College Comprehensive Vision Plan. They are informed by the extensive analysis of quantitative and qualitative data and the seamless integration of strategic and facilities planning efforts.

Development of Framework

STRATEGIC PLAN OVERVIEW

Grossmont College’s 2022-2028 Strategic Planning began in earnest in Spring 2021 at the College’s Annual Planning Forum. Traditionally, the Annual Planning Forum is a one-day college-wide retreat held in Griffin Gate. However, during this time, the majority of the College’s students, faculty, staff, and administrators were continuing to work remotely because the COVID-19 pandemic remained in full swing. Therefore, the Office of College Planning & Institutional Effectiveness held three 3-hour virtual planning sessions in Spring 2021 and discussions on the review of the vision and mission—the first step in the strategic planning process—began at this time. One of the themes of the Annual Planning Forum centered upon two of the CCCCO’s Vision for Success Core Commitments to “Always design and decide with the student in mind” and to “Focus relentlessly on students’ end goals.” At the heart of the CCCCO’s Vision for Success is a call for all California Community Colleges to eliminate racial equity gaps not only in student access, success, and completion, but also in terms of pathways to living wage employment. The College’s desire to align its planning efforts with these commitments is reflected in its new vision and mission statements as well as throughout its five proposed strategic goals (pending approval by Governing Board at its June 2022 meeting). Serving as the College’s North Star, Grossmont College’s vision is to “advance our antiracism and equity work,” and its mission aims to “create clear and accessible pathways to degrees and jobs leading to social and economic mobility for our students.” Accordingly, the College’s primary strategic goal is to strive for educational excellence by “ensuring learning and timely completion of students’ educational goals.”

CCCCO’s Vision for Success Goals

Goal	Metric	Goal Language
Completion	1A	Increase among all students, the number who earned an associate degree or associate degree for transfer in the selected or subsequent year
	1B	Increase among all students, the number who earned a Chancellor’s Office approved certificate in the selected or subsequent year
	1C	Increase among all students, the number of students who earned a CCCCO-approved certificate, associate degree, and/or baccalaureate degree in the selected or subsequent year
Transfer	2A	Increase among all students, the number who earned an associate degree for transfer in the selected or subsequent year
	2B	Increase among all students, the number who transferred to a UC or CSU
Units	3A	Decrease among all students who earned an associate degree in the selected year, the average number of units earned in the California community college system among students who had taken at least 60 units at the college
Employment	4A	Increase among all students who did not transfer to a four-year institution, sum of median earnings for the four quarters immediately following academic year of exit
	4B	Increase among all students who exited college and did not transfer, the proportion who attained the regional living wage for a single adult measured immediately following academic year of exit

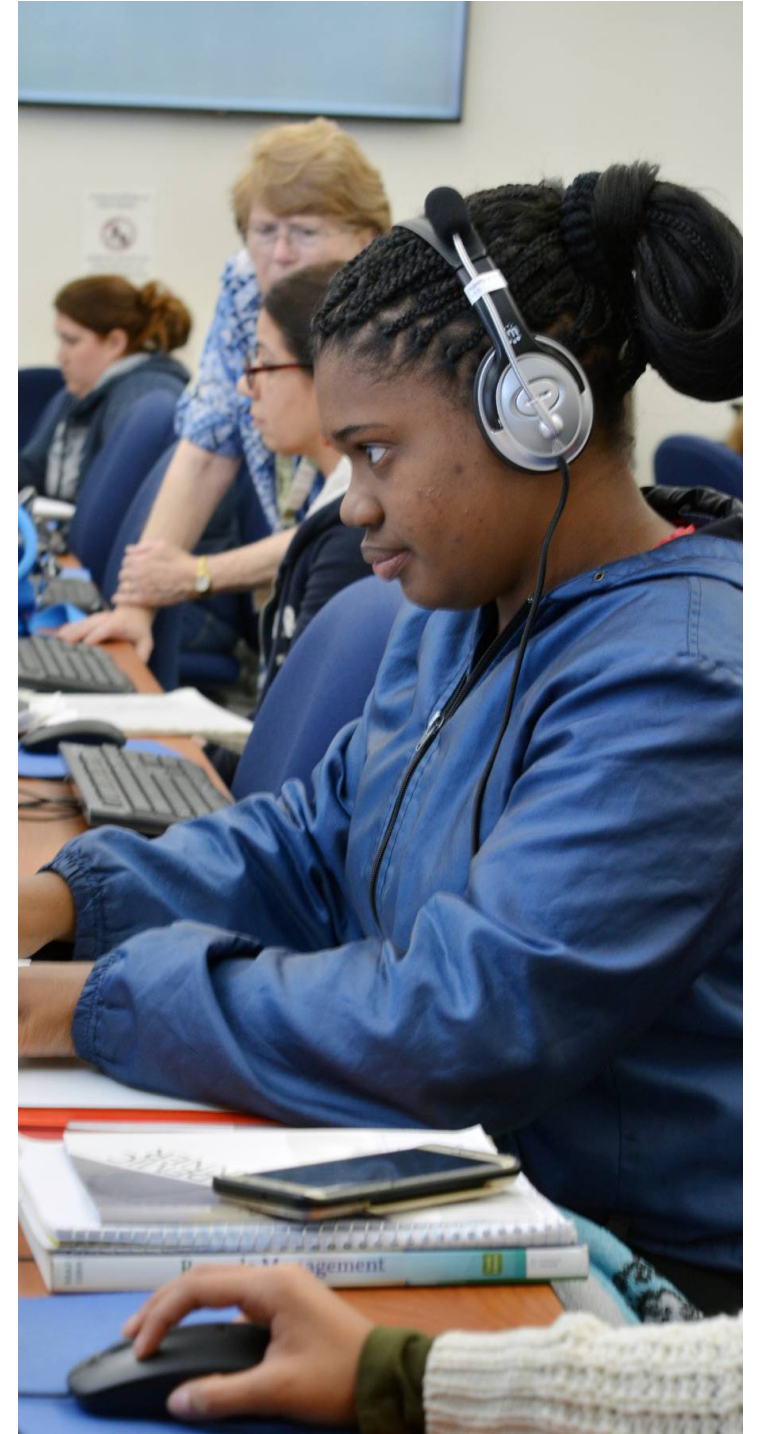
Development of Framework

STRATEGIC PLAN OVERVIEW

Grossmont College's yearlong Strategic Planning process consisted of three distinct phases beginning in Spring 2021. The first phase, or The Planning Phase, was launched by Dr. Lynn Neault, Chancellor of the Grossmont-Cuyamaca Community College District (GCCCD). Dr. Neault aligned the strategic planning timeline across both colleges (Grossmont and Cuyamaca) as well as District Services, and empowered the Colleges to develop their individual strategic plans, which would then go on to inform the district's strategic plan. At the same time, Chancellor Neault launched the districtwide Facilities Master Planning process at each college, which would also be informed by each college's individual strategic planning processes.

The second phase, The Data Gathering Phase, involved collaborative efforts on multiple fronts both on campus and throughout the district. For example, at the College level, the Office of College Planning & Institutional Effectiveness (CPIE) worked together with the Planning & Institutional Effectiveness Committee (one of the College's Participatory Governance committees) to collect college-wide feedback on the review of the mission and vision while hosting a series of forums and planning workshops. The highest priority that emerged from collegewide discussions was the need to focus our efforts on eliminating equity gaps, and this priority is reflected in the College's new vision and mission.

The third phase in the planning process—the goal setting phase—consisted of using these themes along with external and internal scan data to inform the development of our strategic goals. What resulted in these efforts are five overarching strategic goals centered on the student's journey as described in Completion By Design².



Guiding Principles for Planning Process

Supportive of the College's Vision and Mission Statements

- *“Always design and decide with the student in mind” (CCCCO Vision for Success)*
- *Reflective of where we want to be*
- *Focused on closing equity gaps*
- *Includes actionable goals, objectives, and strategies*

Data-Informed

- *Promotes data inquiry*
- *Reflects upon efforts to improve institutional effectiveness (ongoing assessment and evaluation)*

Centered on our Why and the Student's Journey

- *Future-focused based on the Student's Journey* & Guided Pathways*
- *Timely completion of students' end goals*

Inclusive and Transparent

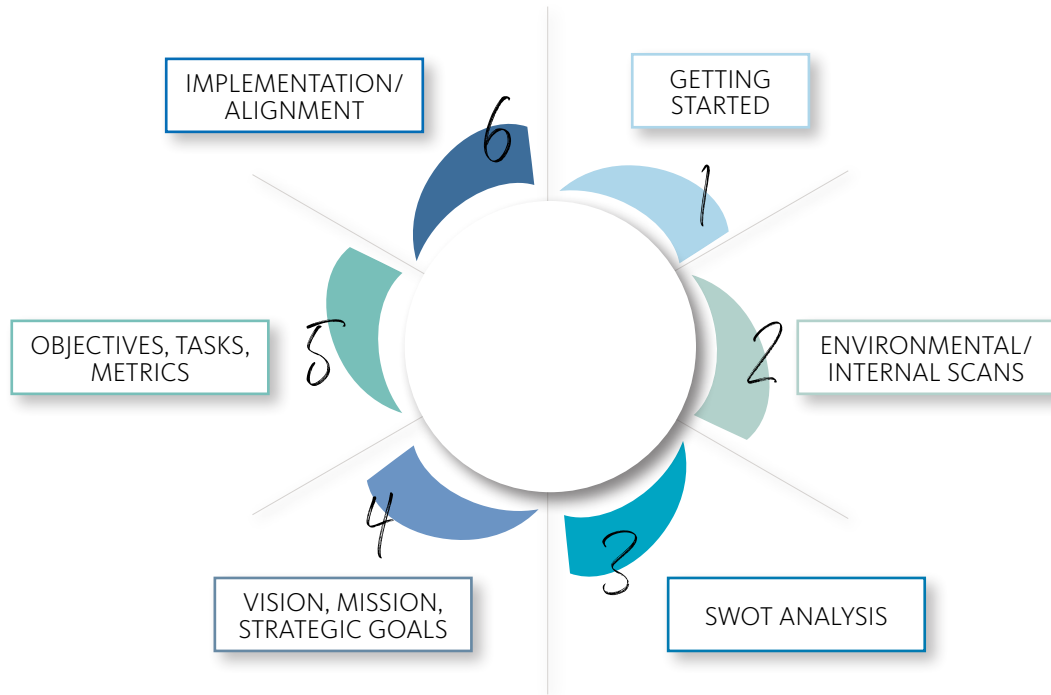
- *Feedback gathered throughout the process via forums, surveys, participatory governance, etc.*
- *Provides multiple methods of communicating progress (e.g., Google Planning Site)*



Development of Framework

INTEGRATED PLANNING DIAGRAM

Overview of Collaborative Planning Process at Grossmont*

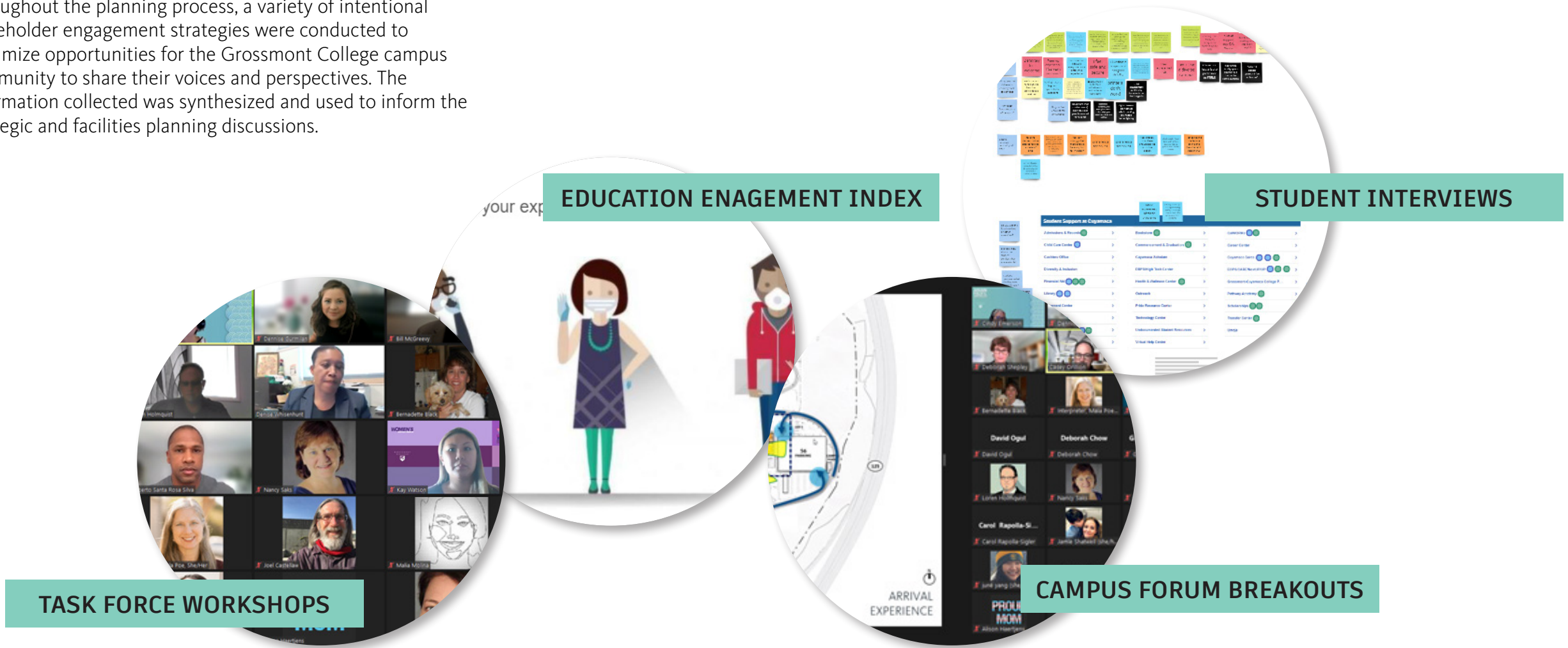


*These are highlights and not an exhaustive list of all strategic planning activities.

- | | | | |
|-----------------------------------|--|-----------------------------------|--|
| <p>1</p> <p>SP 2021</p> | <p>GETTING STARTED</p> <ul style="list-style-type: none"> • C PIE & PIEC Co-Host Annual College-wide Planning Series (3 three-hour virtual sessions) • Focus is on Our Why • Review of Vision & Mission • C PIE Provides Updates at Brown Bag Sessions | <p>4</p> <p>FA 2021 / SP 2022</p> | <p>VISION, MISSION, STRATEGIC GOALS</p> <ul style="list-style-type: none"> • C PIE Shares Feedback from Campus-wide Workshops with PIEC • SP Steering Committee Drafts Goals • FMP: Guiding Principles, EEI Survey, Exterior Space Analysis |
| <p>2</p> <p>SU 2021</p> | <p>ENVIRONMENTAL/INTERNAL SCANS</p> <ul style="list-style-type: none"> • Launch of District-wide Collaboration on Comprehensive Strategic/Facilities Master Plan (FMP) • C PIE Completes Environmental & Internal Scans | <p>5</p> <p>SP 2022</p> | <p>IMPLEMENTATION/ALIGNMENT</p> <ul style="list-style-type: none"> • C PIE & PIEC Cohost Campus-wide Workshop to Review Goals & Objectives; Brainstorm Strategies/Tasks for Action Plan • FMP: Student Focus Groups |
| <p>3</p> <p>FA 2021 / SP 2022</p> | <p>SWOT ANALYSIS</p> <ul style="list-style-type: none"> • C PIE & PIEC Cohost Two Campus-wide Workshops to Review Scan Data; discuss SWOT • C PIE Launches Campus-wide survey on Vision, Mission, Values • Final Vision, Mission, Values presented to College Council | <p>6</p> <p>FA 2022</p> | <p>OBJECTIVES, TASKS, METRICS</p> <ul style="list-style-type: none"> • C PIE & PIEC Collaborate on Finalizing 2022-2028 Strategic Action Plan |

Grossmont Voices

Throughout the planning process, a variety of intentional stakeholder engagement strategies were conducted to maximize opportunities for the Grossmont College campus community to share their voices and perspectives. The information collected was synthesized and used to inform the strategic and facilities planning discussions.



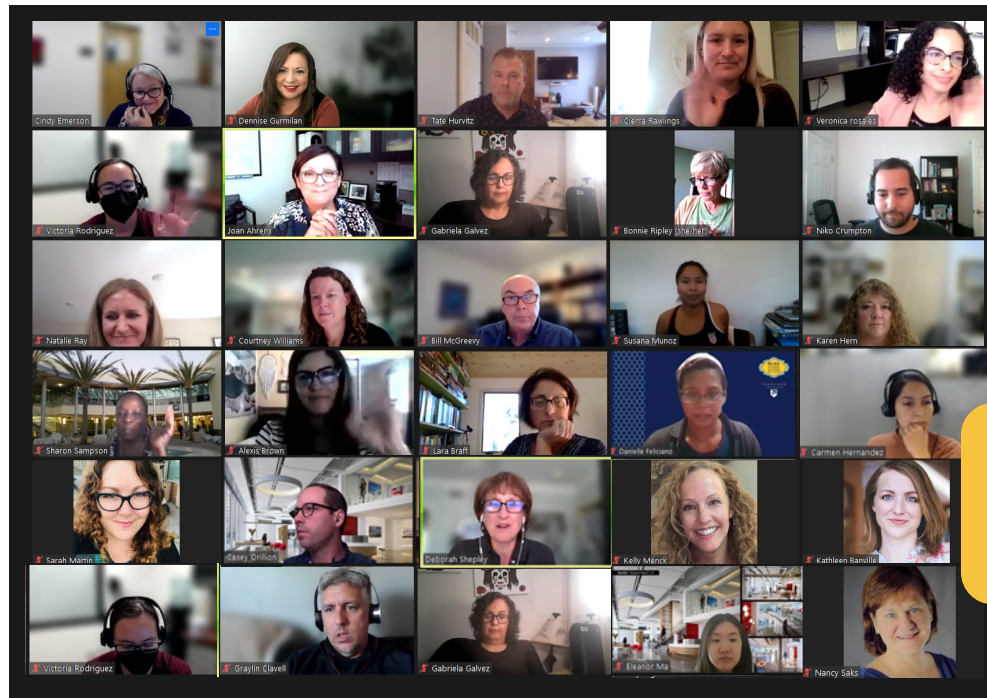
Grossmont Voices

CAMPUS FORUM BREAKOUTS

During the Fall Campus Forum Breakout sessions, participants were asked a series of questions:

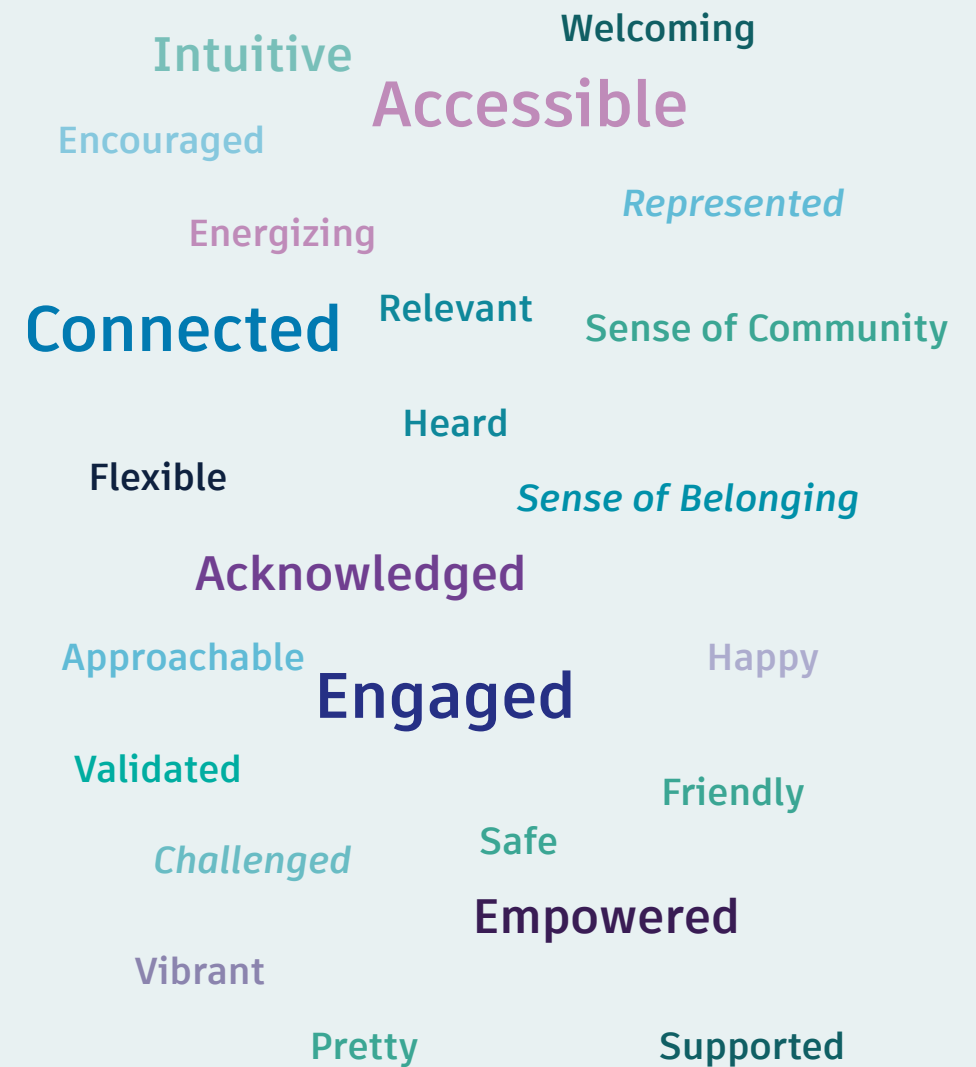
How do we want students to experience our college?

- How do we want students to feel on our campus?
- What would it look like?
- What kind of environment would help create this feeling for students?
- What type of atmosphere do you want the college to embrace?



98
Participants

Words used to describe how we want our students to feel



Grossmont Voices

FALL 2021 PLANNING FORUM

How do we want students to experience our college, ideally?

STUDENT EXPERIENCE

- Students' needs are met
- Easy navigation, user-friendly pathways, and the ability to utilize their phone
- Sense of community and connection
- Flexibility
- Consistent and transparent messaging

STUDENT FEELING

- Welcomed, supported, connected, and safe
- Students feel like they have a voice/feel heard
- Empowered to navigate the college
- Take joy and ownership in the learning experience
- Validated, challenged, acknowledged, engaged, and encouraged

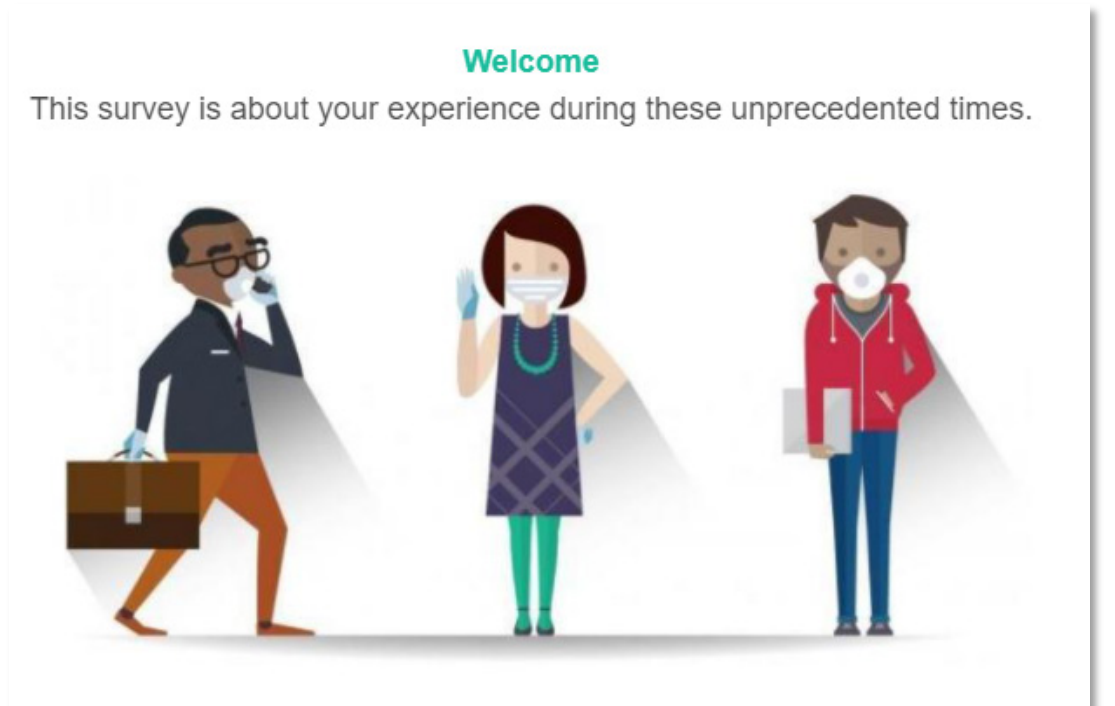
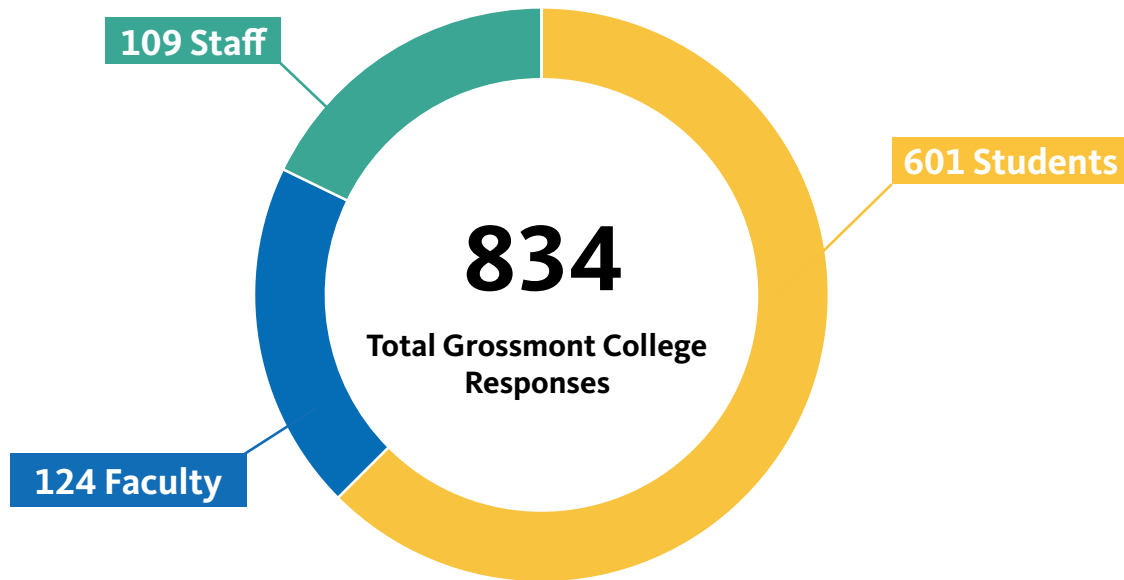
STUDENT SUPPORT

- Decisions centered around students' needs and not institution
- More PD for Faculty/Staff to better understand programs and paths to further support student needs in addition to counseling
- Need better defined pathways
- Integrated of systems

Grossmont Voices

EDUCATION ENGAGEMENT INDEX

Based on its national survey instrument, Gensler administered the Education Engagement Index (EEI) to students, faculty, and staff within Grossmont Cuyamaca Community College District between November 3-19, 2021. The intent of the study was to understand experiences learning and working from home during the COVID-19 pandemic, expectations for returning to campus, as well as overall wellbeing. The EEI is an in-depth, 15-20 minute survey, to serve as an “online interview” and to gather as much information as possible from all members of the GCCCD community. The findings are summarized on the following pages.



Grossmont Voices

EDUCATION ENGAGEMENT INDEX

PRE-PANDEMIC

STUDENTS

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.

FACULTY

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.

FALL 2021

STUDENTS

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.

FACULTY

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.

Students and faculty reported similar responses regarding their Fall 2021 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.

Grossmont Voices

EDUCATION ENGAGEMENT INDEX

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.

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 indicated that 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.

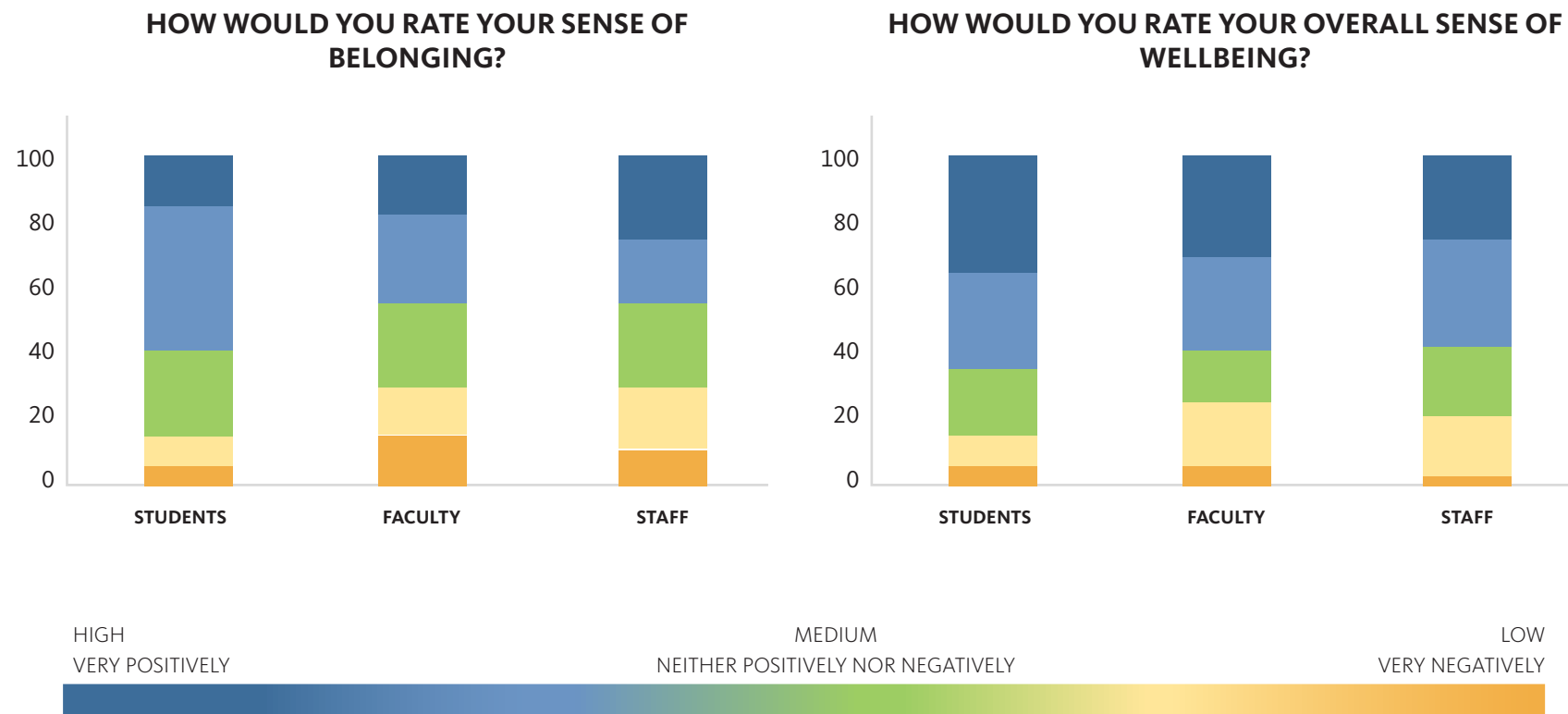
STUDENT ENGAGEMENT

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.

Grossmont Voices

EDUCATION ENGAGEMENT INDEX: SENSE OF BELONGING AND WELLBEING

Overall, the Grossmont College students, faculty and staff that participated in the online survey indicate a positive sense of belonging and wellbeing.



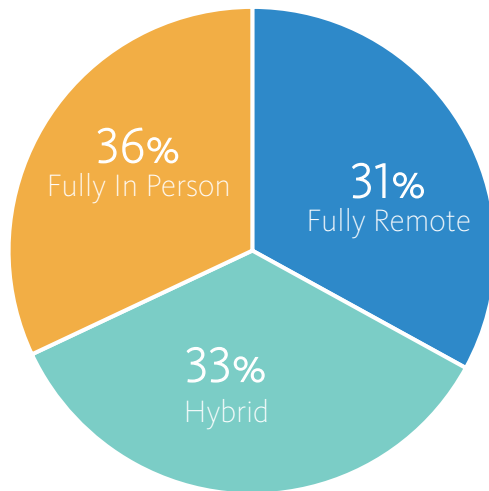
Grossmont Voices

EDUCATION ENGAGEMENT INDEX: PREFERENCES

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

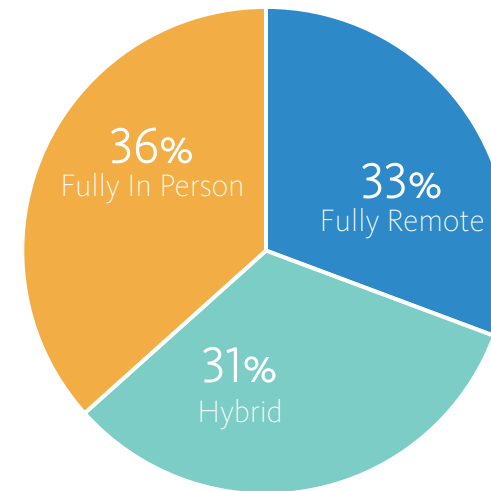
STUDENTS

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.



FACULTY

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

27%

All remote classes

54%

Mix of remote & in person classes

19%

All in person classes

17%

All remote classes

66%

Mix of remote & in person classes

17%

All in person classes

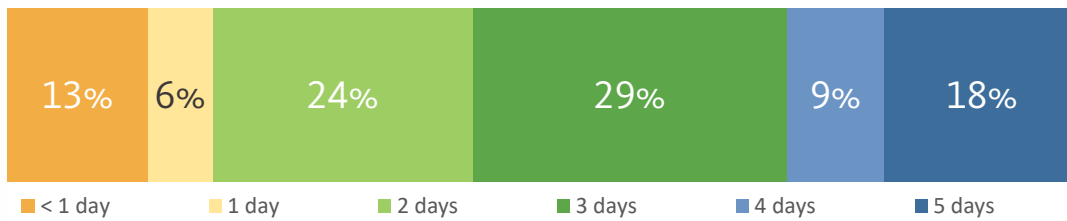
Grossmont Voices

EDUCATION ENGAGEMENT INDEX: PREFERENCES

SHARED PREFERENCES

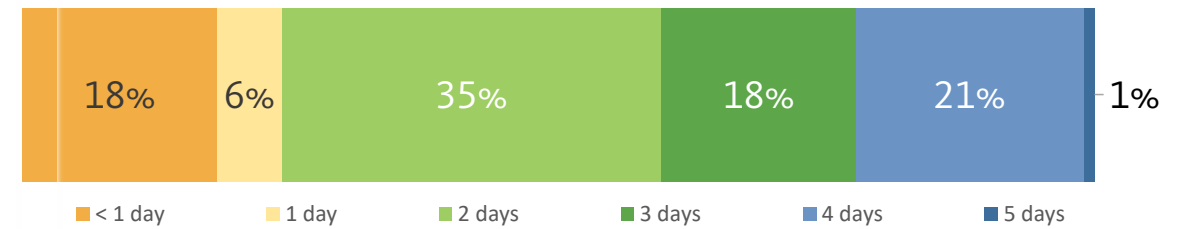
STAFF PREFERENCES

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.



FACULTY PREFERENCES

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.



WOULD YOU RATHER HAVE...

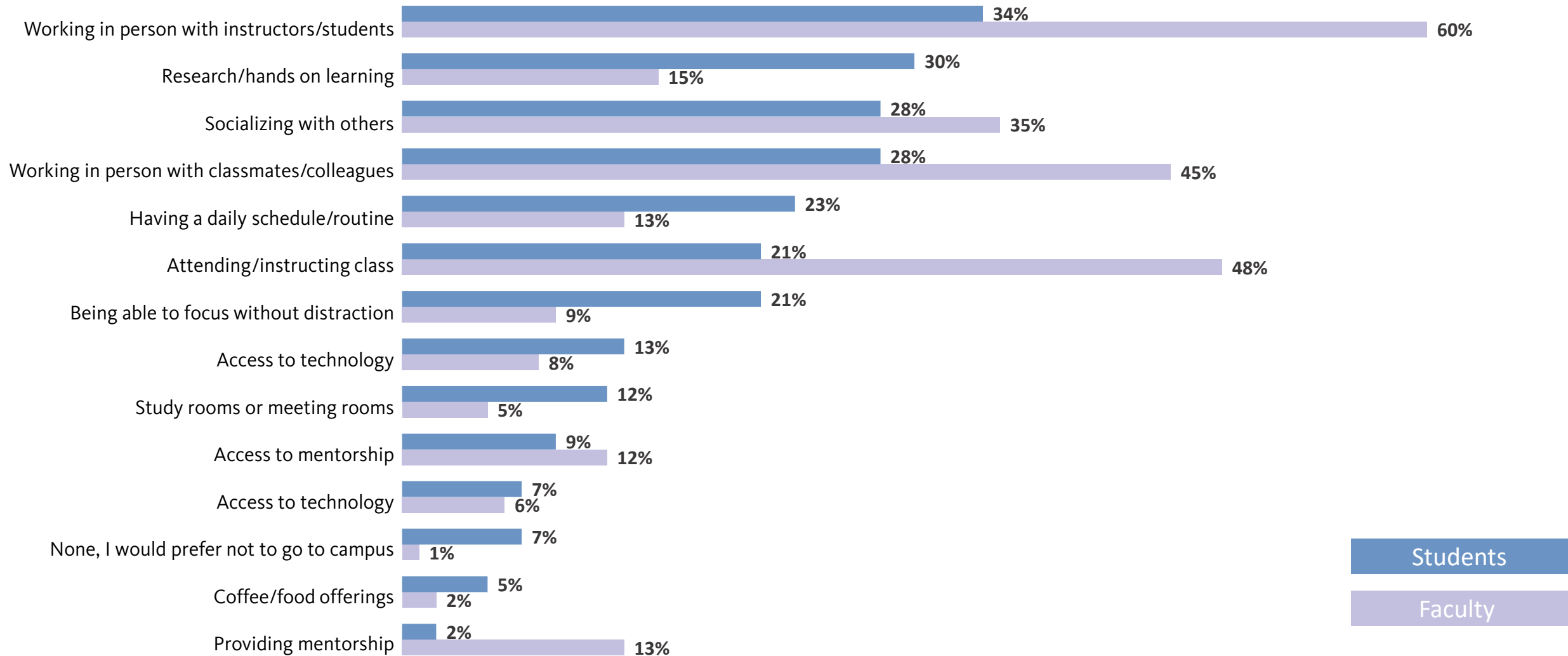


- A desk that you share with others, but more opportunities to work remotely
- A desk used only by you, but more expectation of working in the office

Grossmont Voices

EDUCATION ENGAGEMENT INDEX: CAMPUS PURPOSE

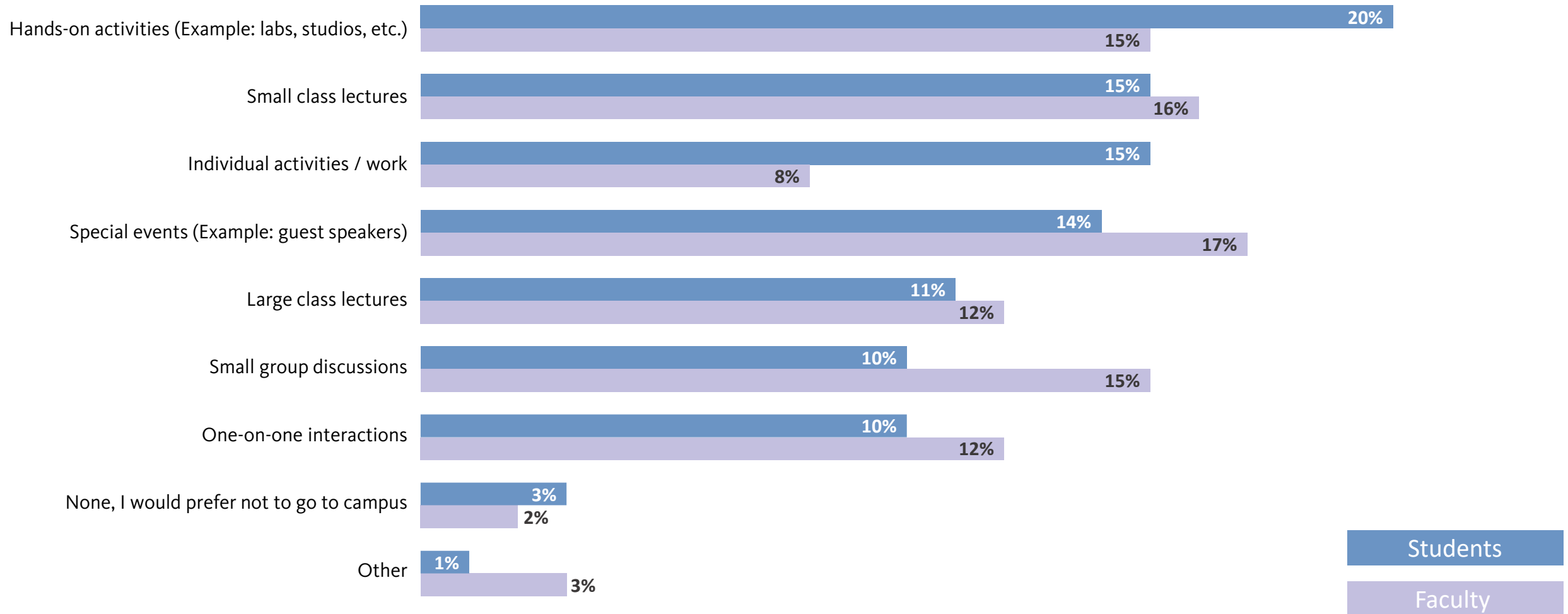
When looking to the future, the top drivers for coming to campus for students are: working with instructors, hands-on learning, and socializing. For faculty, the top drivers are: working with students, class instruction, and working with colleagues.



Grossmont Voices

EDUCATION ENGAGEMENT INDEX: LEARNING ACTIVITIES

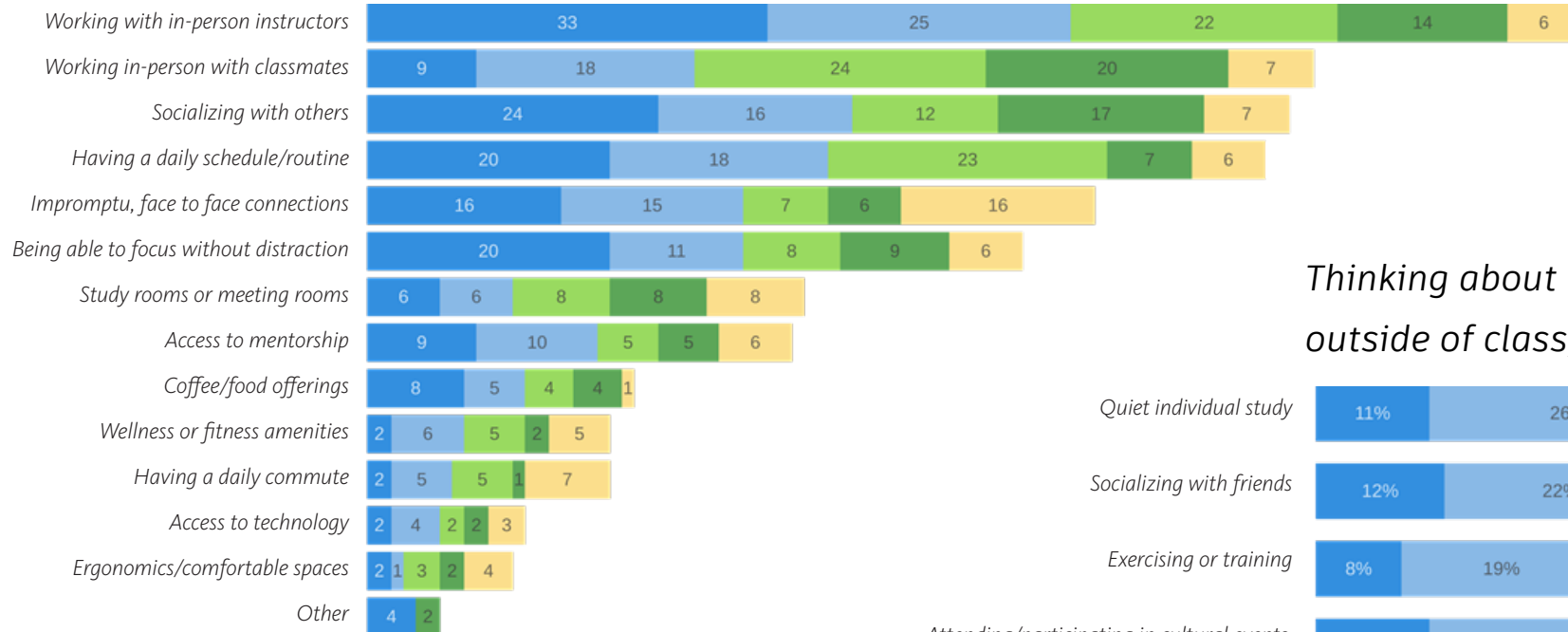
When looking to the future, the learning activities that students want to do on campus are: hands-on activities, small class lectures, and individual study. The teaching activities that faculty want to do on campus are: large class lectures and small class lectures.



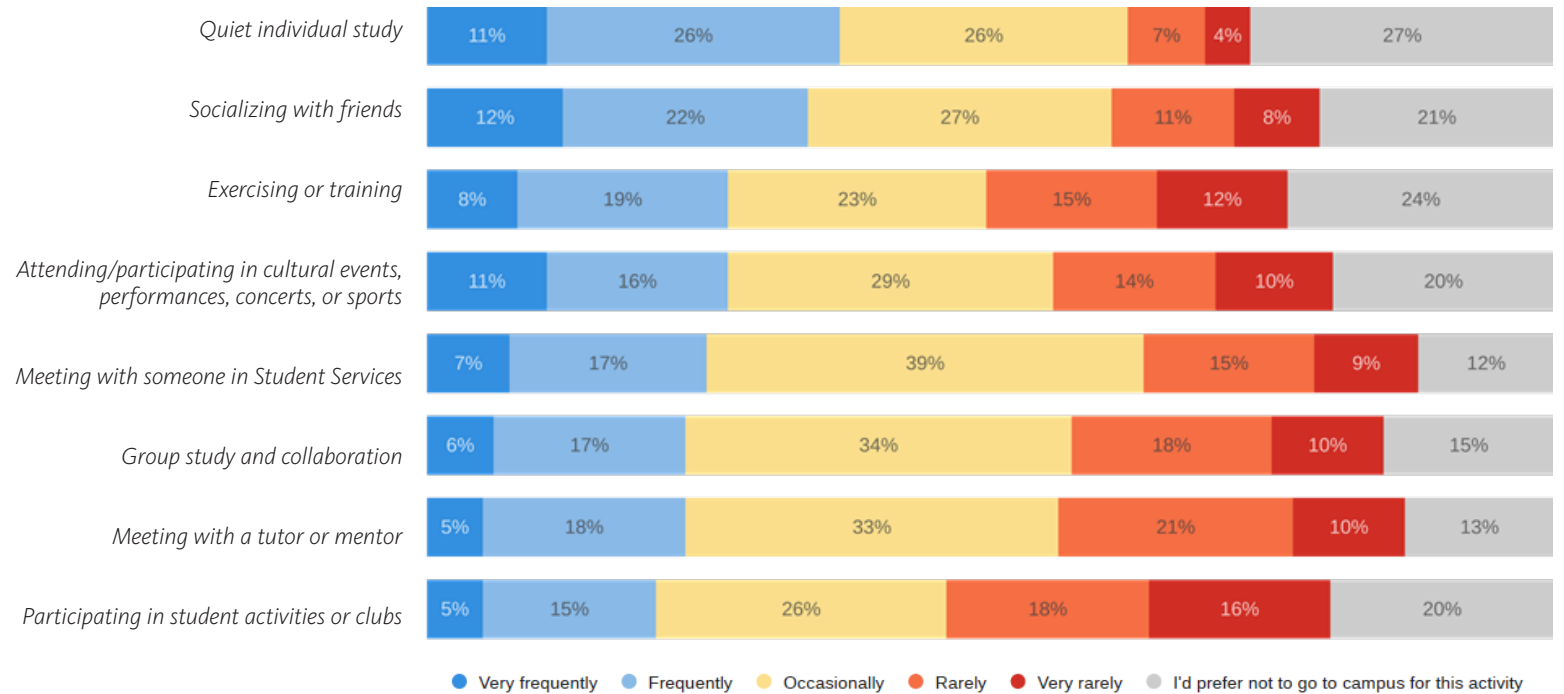
Grossmont Voices

EDUCATION ENGAGEMENT INDEX: VALUE OF CAMPUS (STUDENTS)

Which aspects of being on campus do you miss the most?



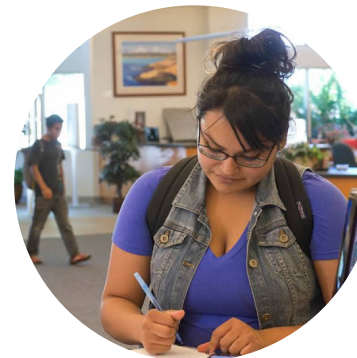
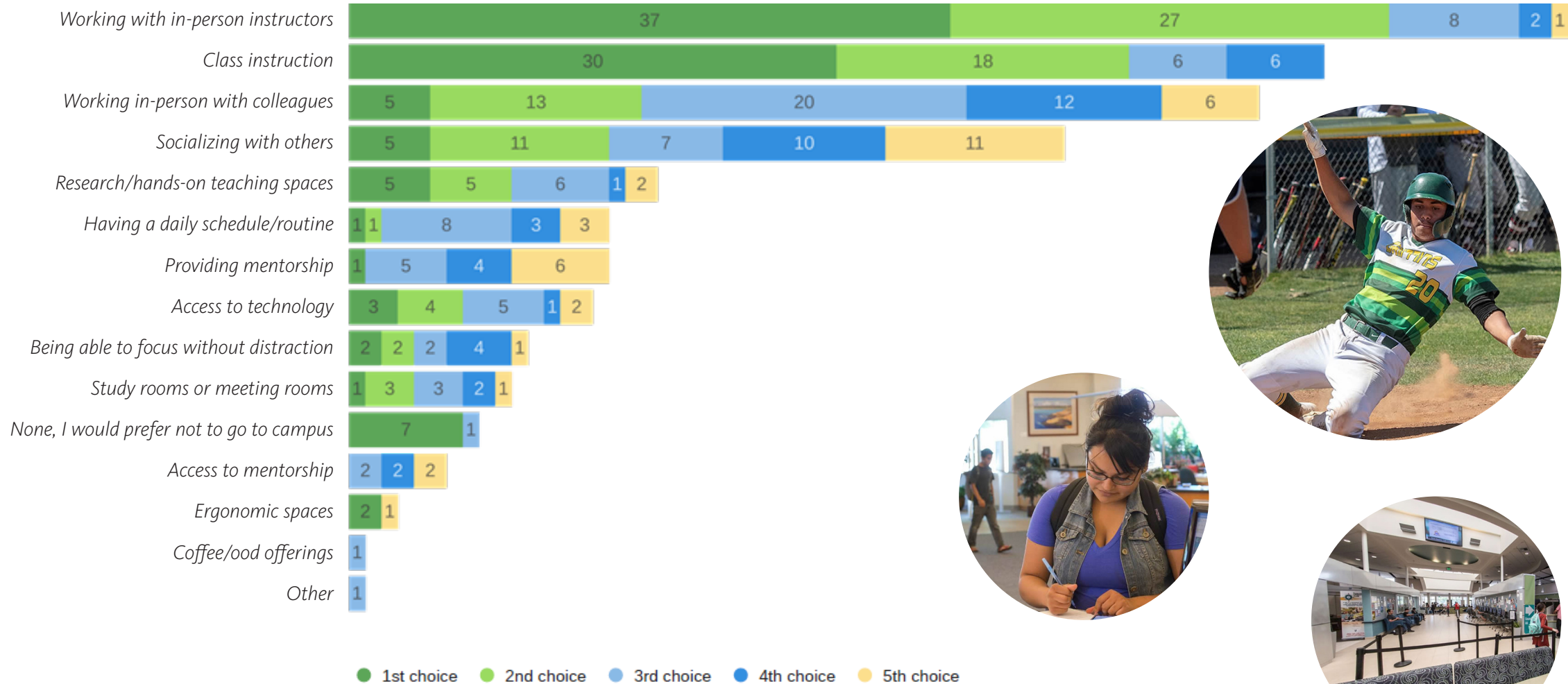
Thinking about how you would like to spend time on campus outside of class, how often would you do the following?



Grossmont Voices

ONLINE SURVEY: VALUE OF CAMPUS (FACULTY)

In the future, for which of the following is it most important to come to campus?



Grossmont Voices

STUDENT INTERVIEWS

Students were invited to describe their experiences on campus and offer suggestions for campus improvements through a series of one-on-one student interviews. The following pages illustrate the responses from 3 interviews.

STUDENT 1:

First Generation Student
Early 20's
Started in media studies
and now focusing on social
studies



STUDENT 2:

Differently Abled Student
Mid-50's
Nearly done with all her
photography classes



STUDENT 3:

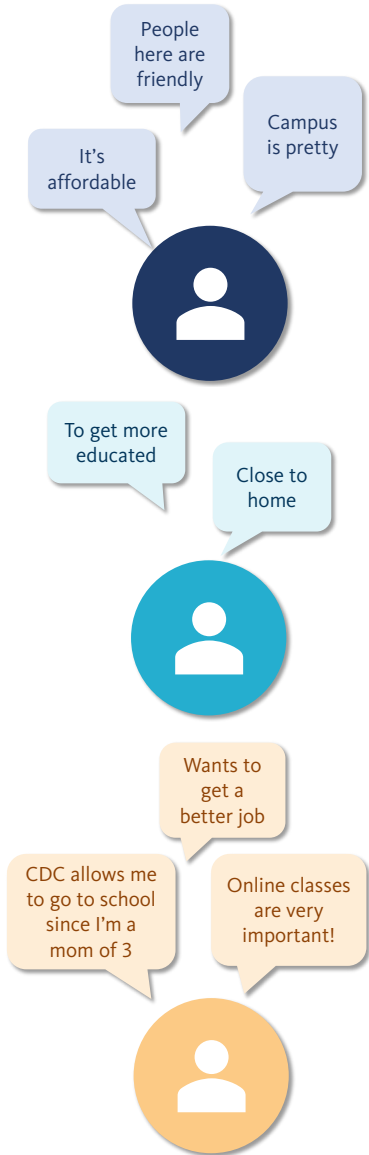
Working student, mom of 3
Early 30's
studying business
management, hoping to
transfer



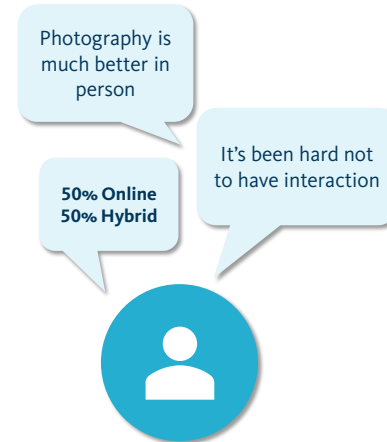
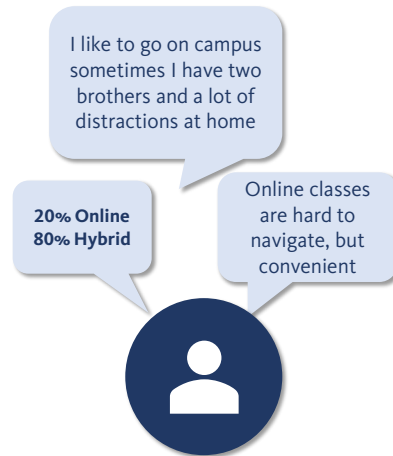
Grossmont Voices

STUDENT INTERVIEWS

Why Grossmont College?



What are your preferences in learning mode: in-person, online, or hybrid?



How do you feel when you arrive on campus?



Grossmont Voices

STUDENT INTERVIEWS

Tell us about your favorite/least favorite places on campus and why



The campus is so nice, I like to spend time here before and after class. I'm an extrovert and I love seeing people



Areas with stairs are hard for people with disabilities



I'd like to see more spaces for different activities – big and small. The main quad is often empty because it's hot



Grossmont Voices

STUDENT INTERVIEWS

The following themes emerged from our discussions with students.



Student 1, a self-described extrovert, discussed the importance of

in-person instruction and campus community

that is difficult to replicate in an online setting



Student 2 highlighted the importance of improving

accessibility throughout the campus

by eliminating physical barriers and creating a campus that promotes inclusivity of all students



Student 3 emphasized the importance of accessing

student support services and a hybrid model of learning

that give students with different backgrounds the opportunity to begin, continue or finish their education.

Strategic Goal #1



EDUCATIONAL EXCELLENCE

GOAL

Ensure learning and timely completion of students' educational goals

OBJECTIVES

- Increase equitable access
- Increase course success rates and close equity gaps
- Increase term and annual persistence rates
- Increase completion rate

PERFORMANCE MEASURES

Connection/Successful Enrollment

Completion of Onboarding Process (including application for financial aid)

Enrollment rate

Selection of Academic/Career Pathway

Learning Progress

Completion of Transfer-level Math & English in First Year
Course Retention/Success

Momentum

Retention Rates (Fall-to-Spring and Fall-to-Fall)

Units Completed in the Fall Semester

Units Completed in the Year

Success

Completion of

- Associate Degree for Transfer (ADT)
- AA/AS Degree
- Certificate

Transfer to a 4-year (CSU, UC, in-state or out-of-state private)

Strategic Goal #2

COMPLETION CULTURE

GOAL

Ensure excellence in educational outcomes

by providing programs, resources, and services that empower students to achieve their educational goals

OBJECTIVES

- *Remove barriers that interfere with completion of degrees/certificates, particularly for racially marginalized students*
- *Increase 3-year graduation rates and close equity gaps*
- *Increase career and transfer outcomes that lead to livable wages for all students*

PERFORMANCE MEASURES

Learning Progress

Course Retention/Success

Participation in Student Support Programs/Services (e.g., EOPS, FYE, Puente, Umoja, Adult Re-Entry, etc.)

Momentum

Units completed in the fall

Retention Rates (Fall-to-Spring and Fall-to-Fall)

Units completed in the year

Completed 9+ CTE Units

Employment/Earnings

Employed

Employment in Field of Study (or related field of study)

Attained Living Wage

Median Annual Earnings

Median Change in earnings

Strategic Goal #3



INNOVATION & EFFECTIVENESS

GOAL

Ensure student success and institutional effectiveness by embracing and adopting innovative practices and technologies

OBJECTIVES

- *Implement technology needed for students to monitor their own successes/progress toward their goals*
- *Scale-up successful programs and services*
- *Examine disaggregated data using an intersectional lens*

PERFORMANCE MEASURES

Learning Progress

Course Retention/Success

Participation in Student Support Services (e.g., EOPS, FYE, Puente, Umoja, Adult Re-Entry, etc.)

Implement an Early Alert Process

Momentum

Units completed in the Fall

Units completed in the Year

Completed 9+ CTE Units

Strategic Goal #4



OPERATIONAL EXCELLENCE

GOAL

Maximize student learning and success by improving organizational processes, promoting safety and wellness, and creating college-wide opportunities for professional development

OBJECTIVES

- *Improve systems, processes, and resource allocation to maximize organizational effectiveness*
- *Strengthen college-wide collaboration and communication*
- *Increase opportunities for professional development and continuous learning on equitable and anti-racist best practices*

PERFORMANCE MEASURES

Strengthen Guided Pathways Collaboration between Instruction and Student Services

Improve processes for and communication of ongoing institution wide evaluation & continuous improvement

Expand college-wide professional development on Culturally Responsive Teaching & service

Strategic Goal #5



COMMUNITY COLLABORATION

GOAL

Collaborate with community partners

to provide educational opportunities that best serve the needs of our students and our community

PERFORMANCE MEASURES

Increase opportunities for student internships with local industries

Increase opportunities for local business/community representation at college-wide planning events

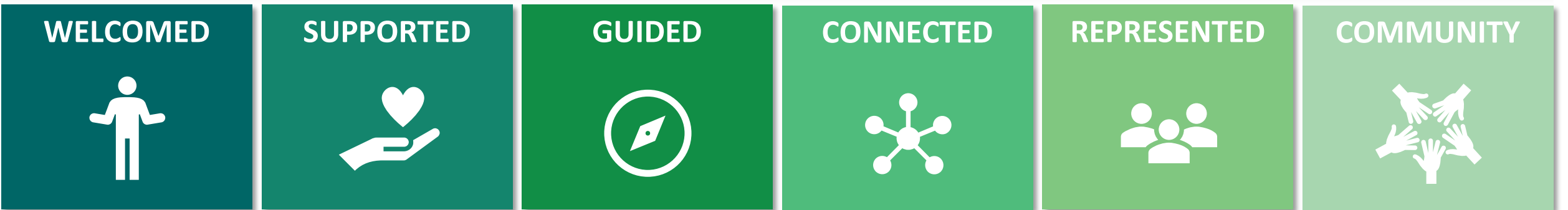
Expand community engagement/participation in campus events

OBJECTIVES

- *Increase community partnerships with K-12 districts, community agencies, and regional businesses.*
- *Increase experiential learning opportunities for students*
- *Strengthen community engagement*

Planning Framework

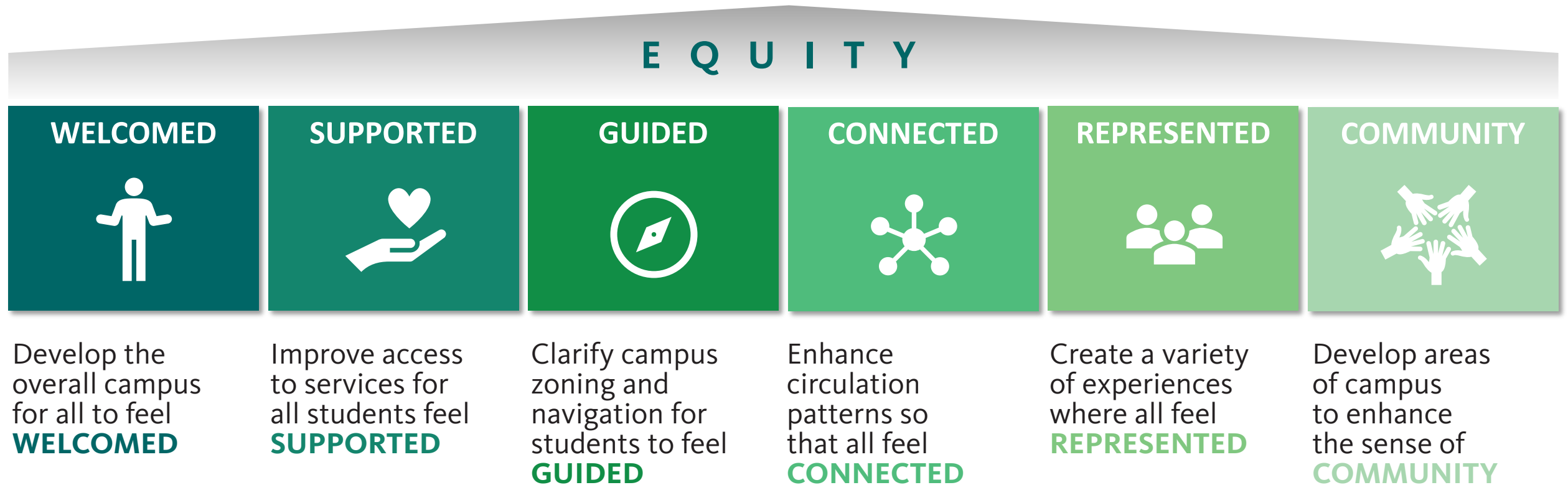
The Strategic Goals provide the foundation for a set of Facilities Guiding Principles that were used to guide the development of the campus. Together, they represent the Planning Framework for the long-range vision for Grossmont College



Facilities Guiding Principles

Facilities Guiding Principles

The Facilities Guiding Principles outline a set of overarching strategies for developing the physical campus to enhance the environment and create experiences that reflect Grossmont College's commitment to EQUITY.





G R O S S M O N T
C O L L E G E

DEVELOPMENT CONCEPTS

FACILITIES MASTER PLAN

FMP PROJECTS

PROJECT LINKAGES

PROJECT DESCRIPTIONS

LANDSCAPE PLAN

the future campus



WELCOMED



SUPPORTED



GUIDED



CONNECTED



REPRESENTED



COMMUNITY



The Future Campus

The Future Campus chapter of this Comprehensive Vision Plan presents a long-range vision for the development of the Grossmont College campus. The recommendations are a translation of the Strategic Goals and Facilities Guiding Principles.

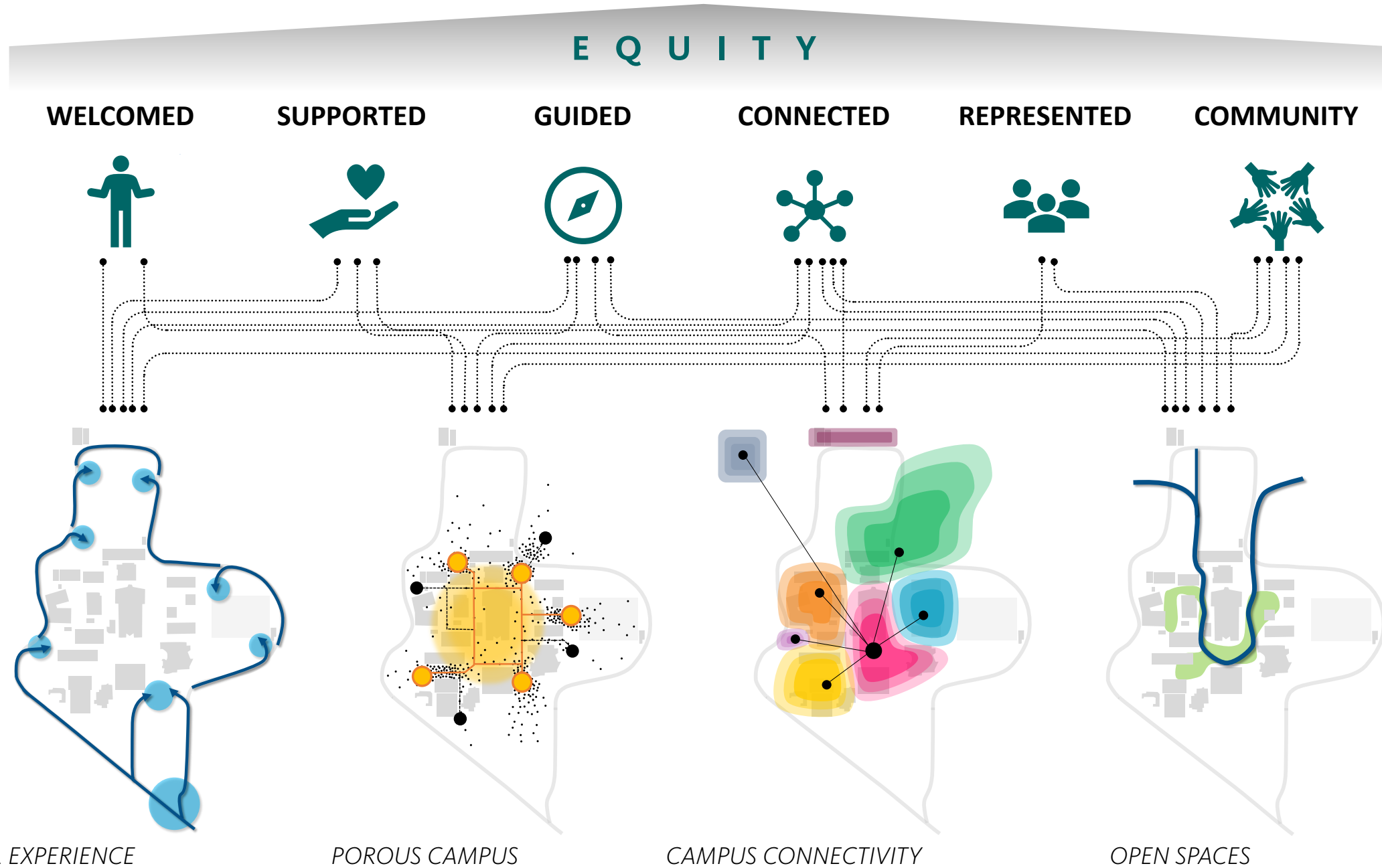
Four development concepts that speak to the uniqueness of Grossmont College describe the approach for the developing the long-range vision. These concepts include an enhanced arrival experience, development of a porous campus, improved campus connectivity, and a series of new and renewed open spaces. Each of these development concepts include a range of proposed projects of different scales that provide multiple benefits and will transform the campus.



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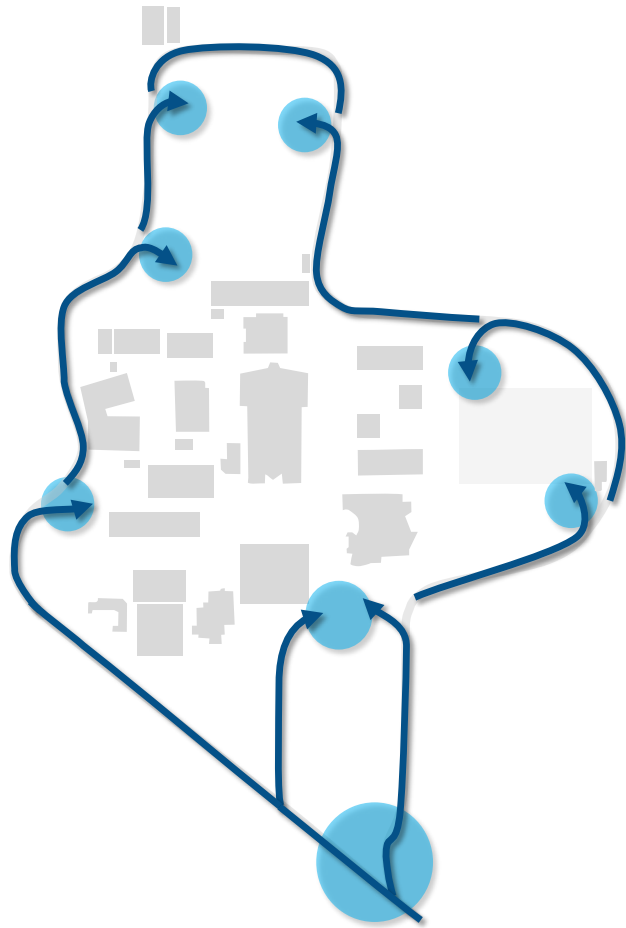
DIGITAL AS

Development Concepts



Development Concepts

ARRIVAL EXPERIENCE



Enhancing the arrival experience for students, faculty, staff, and visitors to the Grossmont College campus is the core of this development concept. This experience begins the moment one enters the campus on Grossmont College Drive and extends until a final destination is reached.

Landscape improvements and new wayfinding signage at the edges of the campus, along Grossmont College Drive, will help guide all to parking and drop-off areas and give clear direction to a final destination.



EQUITY

WELCOMED



SUPPORTED



GUIDED



CONNECTED



REPRESENTED



COMMUNITY



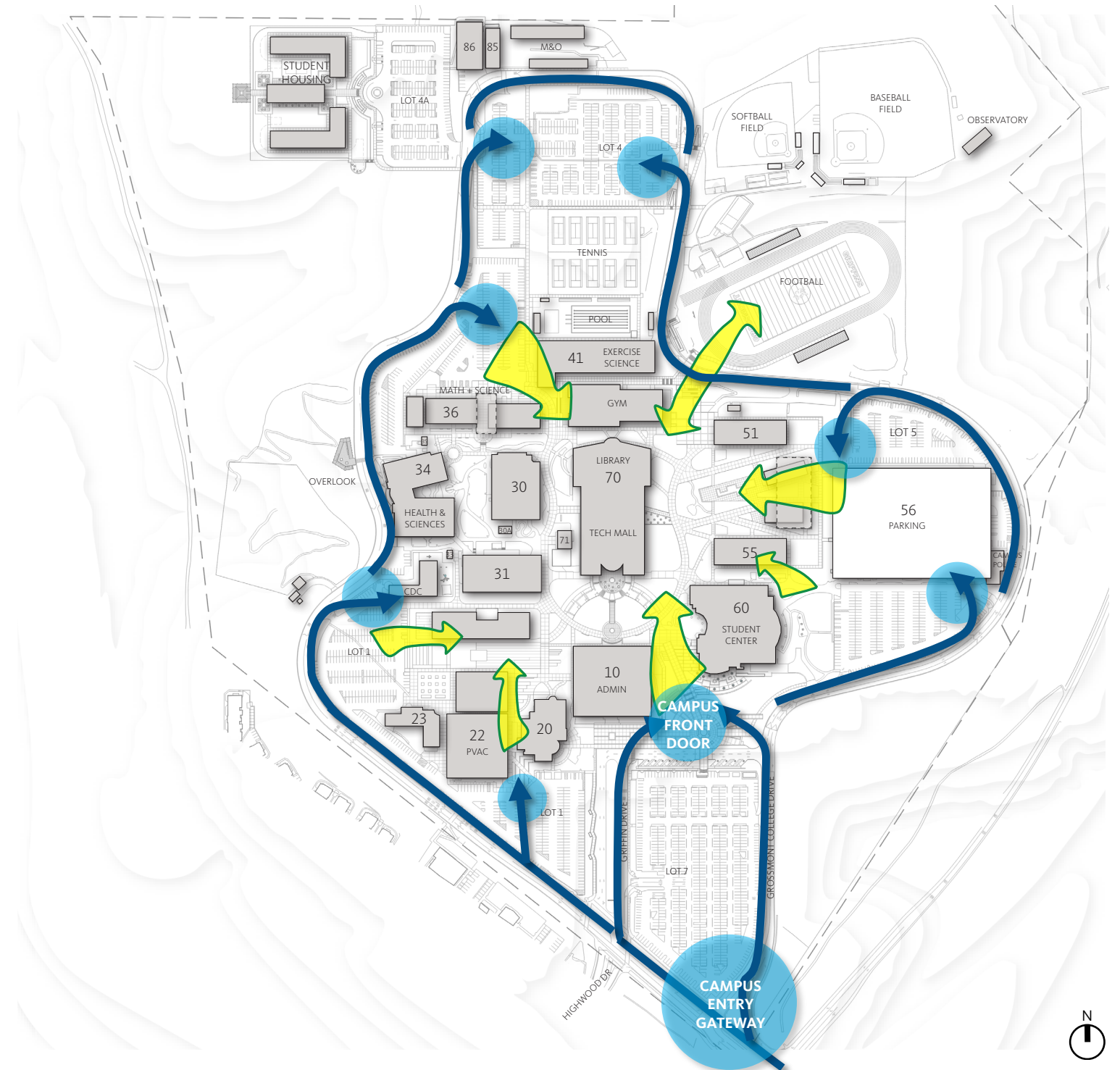
Development Concepts

ARRIVAL EXPERIENCE

Recommendations include a new campus entry gateway with monument signage and landscape improvements to create a sense of identity for the college and make all feel welcomed. This gateway will also provide direction for cars, buses, service vehicles, and bicyclists entering the campus.

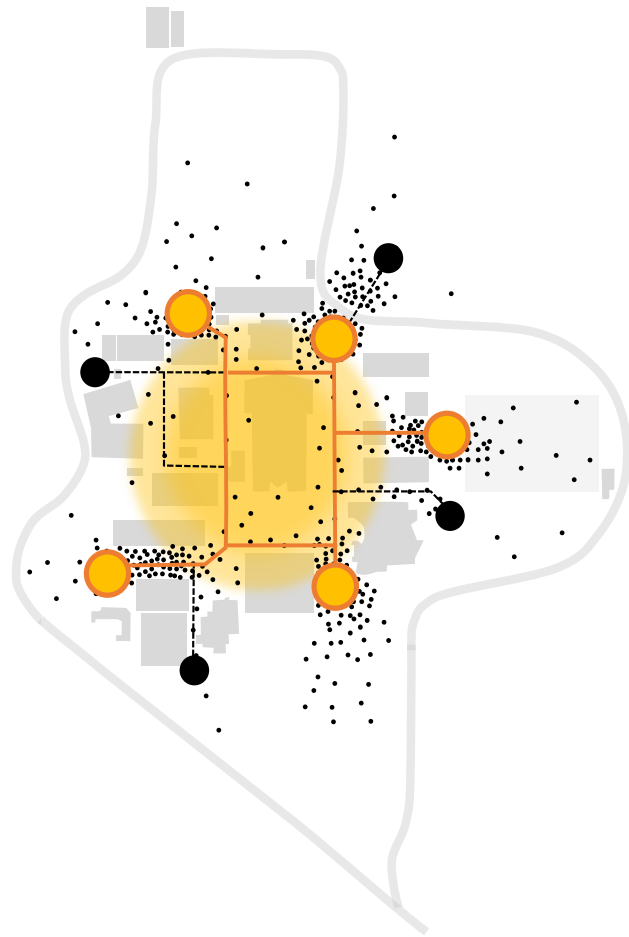
To enhance the arrival experience for first time visitors and those arriving to campus by bus, a new 'front door' is proposed. This includes the removal of the Bookstore Building and the development of a welcoming entry plaza that connects from a new drop-off and leads to an accessible threshold for all into the campus core.

Several other openings surrounding the campus core are recommended to improve the arrival sequence experience and create better connections throughout the campus.



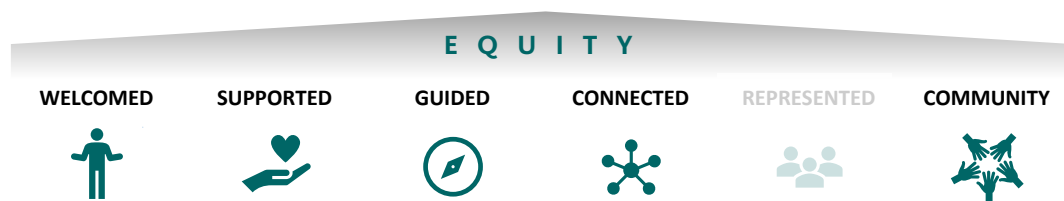
Development Concepts

POROUS CAMPUS



Expanding upon the arrival experience are a series of recommendations to open up the inwardly focused facilities and create a porous campus and further welcome all from parking and drop-off areas into the heart of the campus.

This development concept includes several new thresholds into the campus, creating a sense of arrival and identity to all campus zones. These new or renewed campus openings offer shaded landscape areas and site furnishings to encourage gathering and socializing and enhance a sense of community. Signage and landscape features are included to assist as directional guides.



Development Concepts

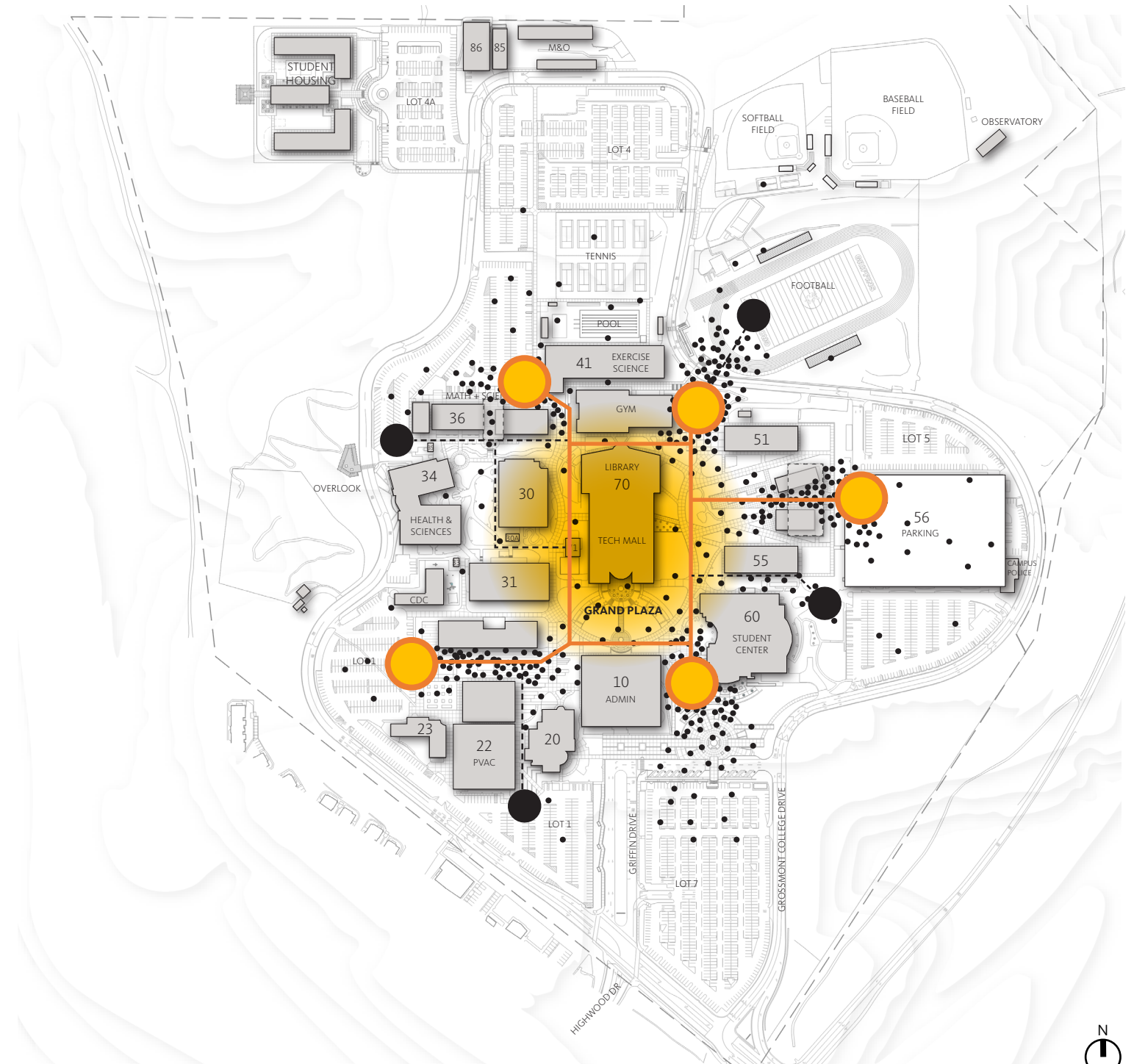
POROUS CAMPUS

The primary gateway into the campus core is the new front door at the drop-off plaza. Additional thresholds into the campus core include a new entrance from parking lot 1 into the new Arts Plaza. This plaza will serve as a gathering space for arts and culture-related events and will provide opportunities to showcase student artwork.

Near the new Math and Science building(36), an entrance plaza into the new Gym will provide a gateway into the northwest corner of the campus. A new gym entry plaza will promote a variety of activities and welcome visitors to athletic events.

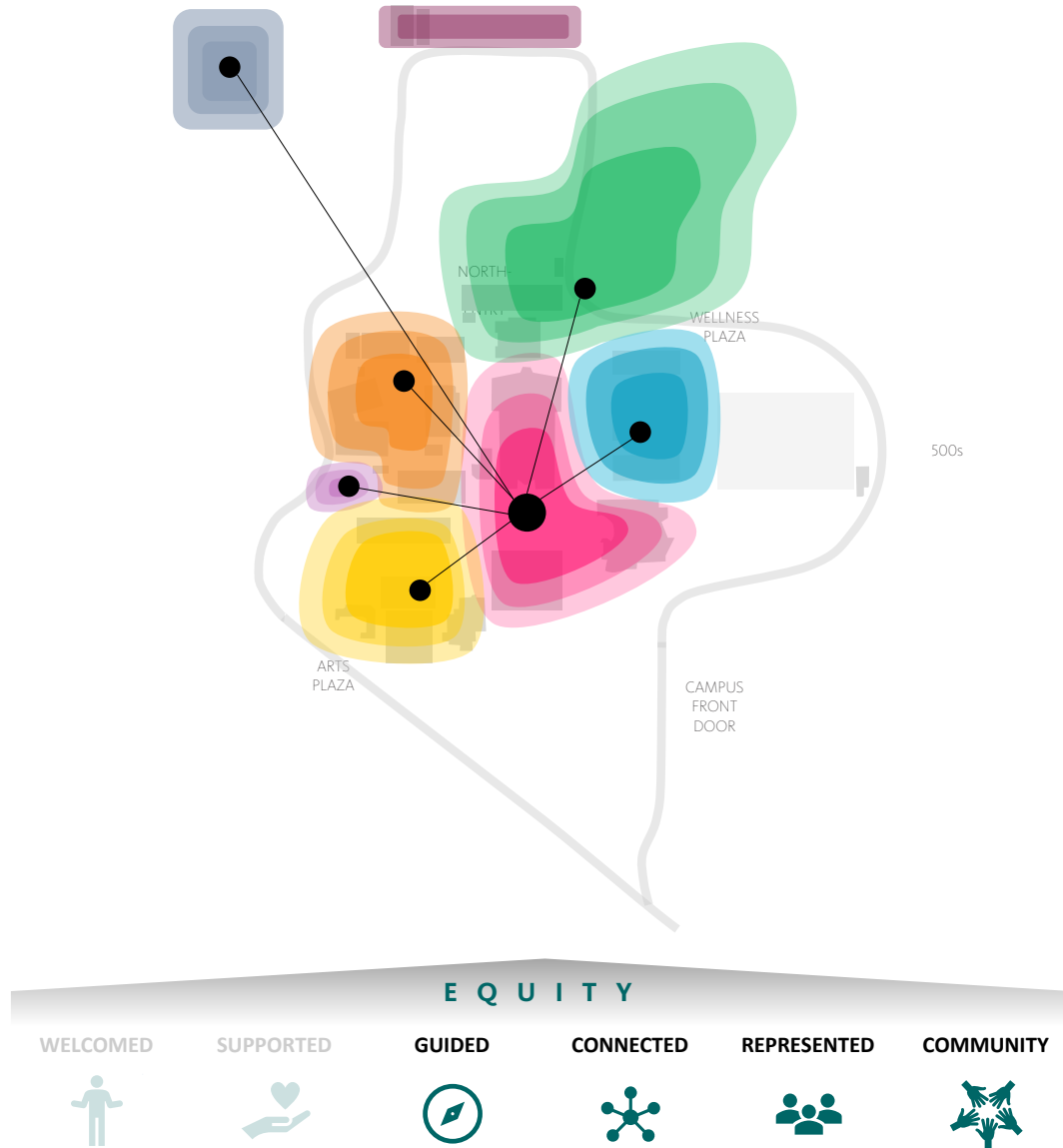
Located to the east of the new gymnasium, a new wellness plaza will replace the existing building 42 and provide a connection from the lower-level athletic fields to the core of the campus. This plaza will celebrate the wonderful views while allowing a variety of wellness-related activities to occur.

Lastly, a new instructional building in the 500s complex will include a porous ground level to provide a more open pedestrian connection between the parking structure and the campus core.



Development Concepts

CAMPUS CLARITY



The Facilities Master Plan expands upon this existing framework to form logical groupings, support synergies, and improve access to programs and services. Collections of buildings and open spaces are articulated to support student success and Guided Pathways. This begins with the primary student support services at the campus core, and connects out to to all academic zones.



Development Concepts

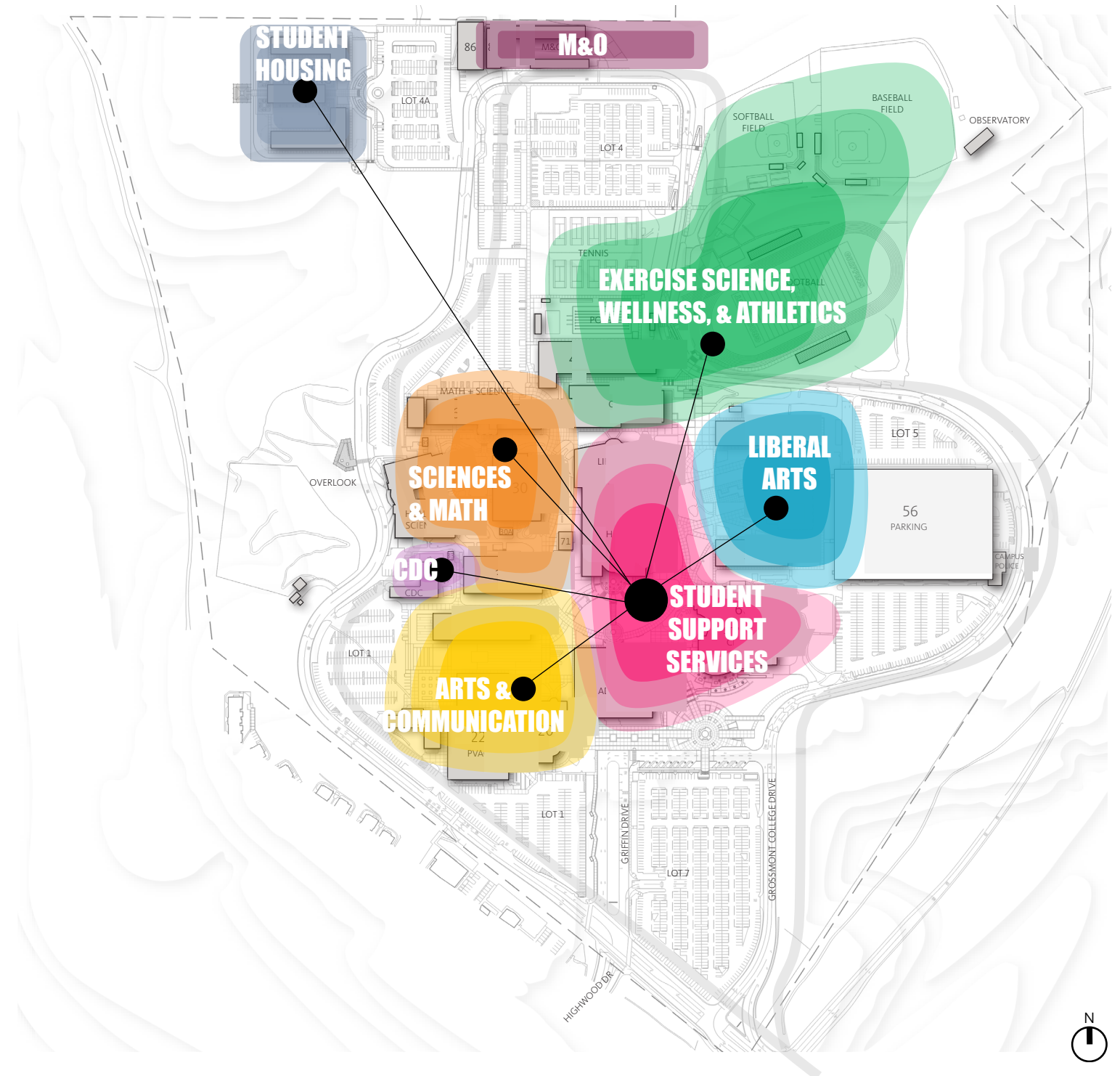
CAMPUS CLARITY

Student Services

Student Services today are scattered around campus in building 10, building 60, and various temporary facilities. To better support students and clarify campus zones, recommendations include centralizing the relocation of all student services to building 10.

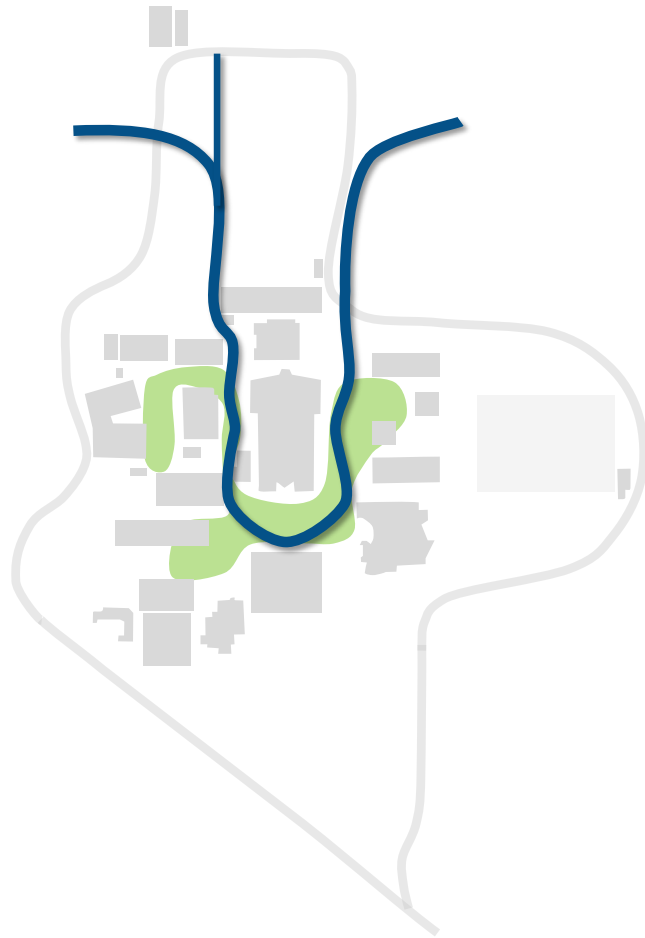
Student Housing

A new zone has been identified for potential future student housing. This residential facility should include social spaces to foster community between residents. In addition, housing facilities could include campus life functions on the ground floor, such as study and dining space. Campus life could also be fostered through landscape interventions such as courtyards for residents to enjoy.



Development Concepts

OPEN SPACES



The Facilities Master Plan introduces a variety of new and renewed open spaces to accommodate and encourage use of the outdoors for an array of activities day-to-night. Improving access to these open spaces will be encouraged through stronger indoor-outdoor connections with adjacent buildings. Additional benches and shade in these areas will facilitate gathering and provide protection from the sun. Proposed open spaces will include areas to not only gather, socialize, and learn, but also to seek moments of respite amidst active campus buildings.

The primary campus promenade links to almost every open space on campus. As a feature enhancement, this walk could include public art. This would provide an opportunity within the public realm to showcase art and express diverse perspectives and cultures. This art could also serve as a wayfinding aid.



E Q U I T Y

WELCOMED



SUPPORTED



GUIDED



CONNECTED



REPRESENTED



COMMUNITY







Development Concepts

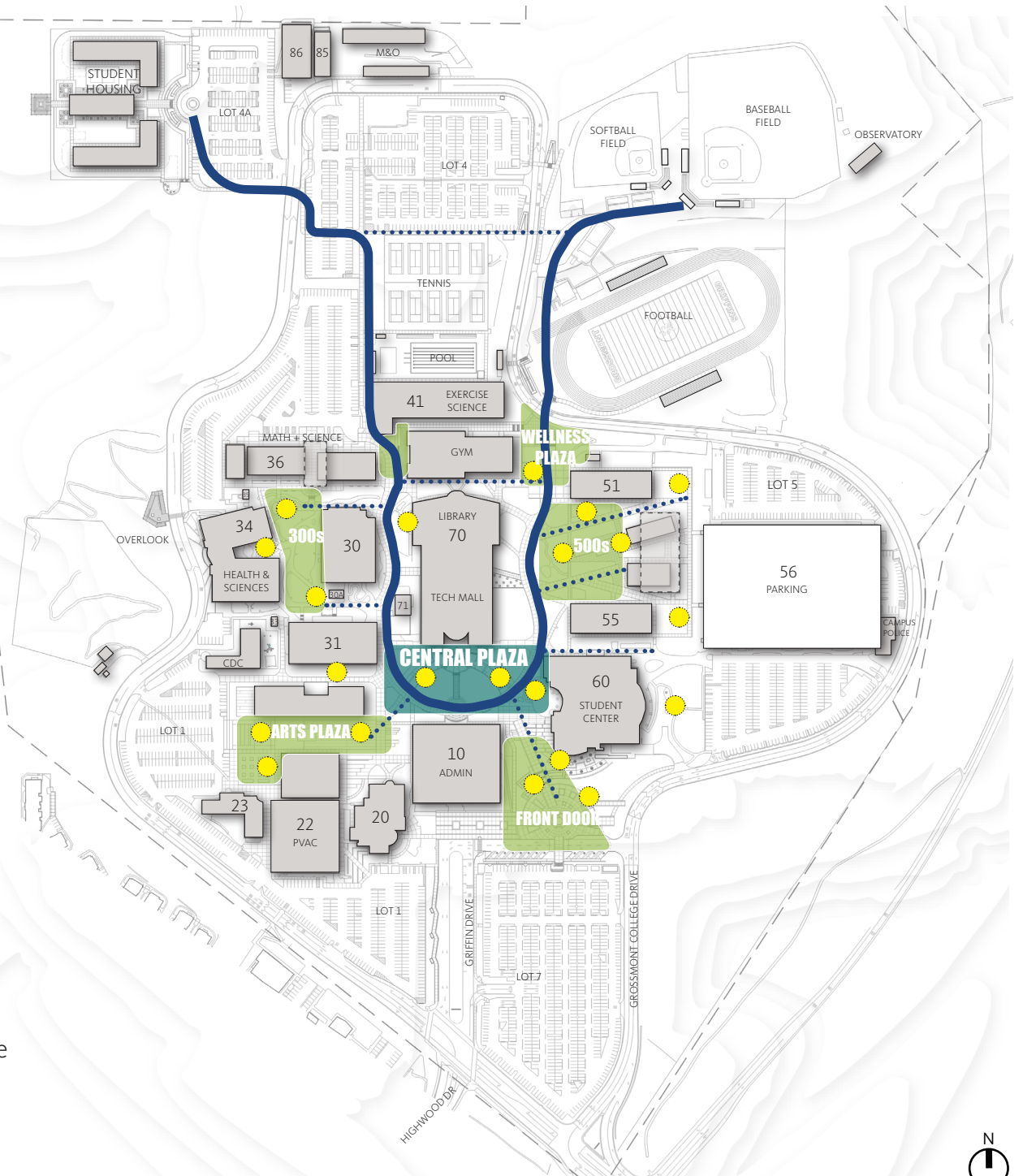
OPEN SPACES

By providing a variety of open space types, at multiple sizes, an equitable experience is created for everyone and this development concept addresses all of the Facilities Master Planning Themes.

Several new open spaces are recommended including the Arts Plaza in the 200s Complex, the Gym Plaza and Wellness Plaza at the new Gym and multiple new open spaces within the 500s complex.



- OPEN SPACE LEGEND
-  Main Promenade
 -  Large
 -  Medium
 -  Small



Facilities Master Plan

INTRODUCTION

The 2022 Facilities Master Plan recommendations present an overall picture of the proposed development that is designed to support the Grossmont College Planning Framework. The recommendations include a series of projects from new construction and building renovations to site development projects.

The drawings represent a conceptual layout to highlight the location and purpose for the proposed improvements. Detailed programming and design will occur as projects are funded and user groups are identified.

The list of projects summarize the major projects identified in this plan and do not represent a priority order

Campus Entry

New Front Door

Centralize Support Services

Library Renovation

200's Complex

Child Development Center

500's Complex

New Gym

Pools

Field Improvements

Facilities Services

Student Housing

Observation Deck







Facilities Master Plan



- EXISTING
- IN DESIGN/CONSTRUCTION
- NEW CONSTRUCTION
- REPURPOSED FACILITY

Project Linkages

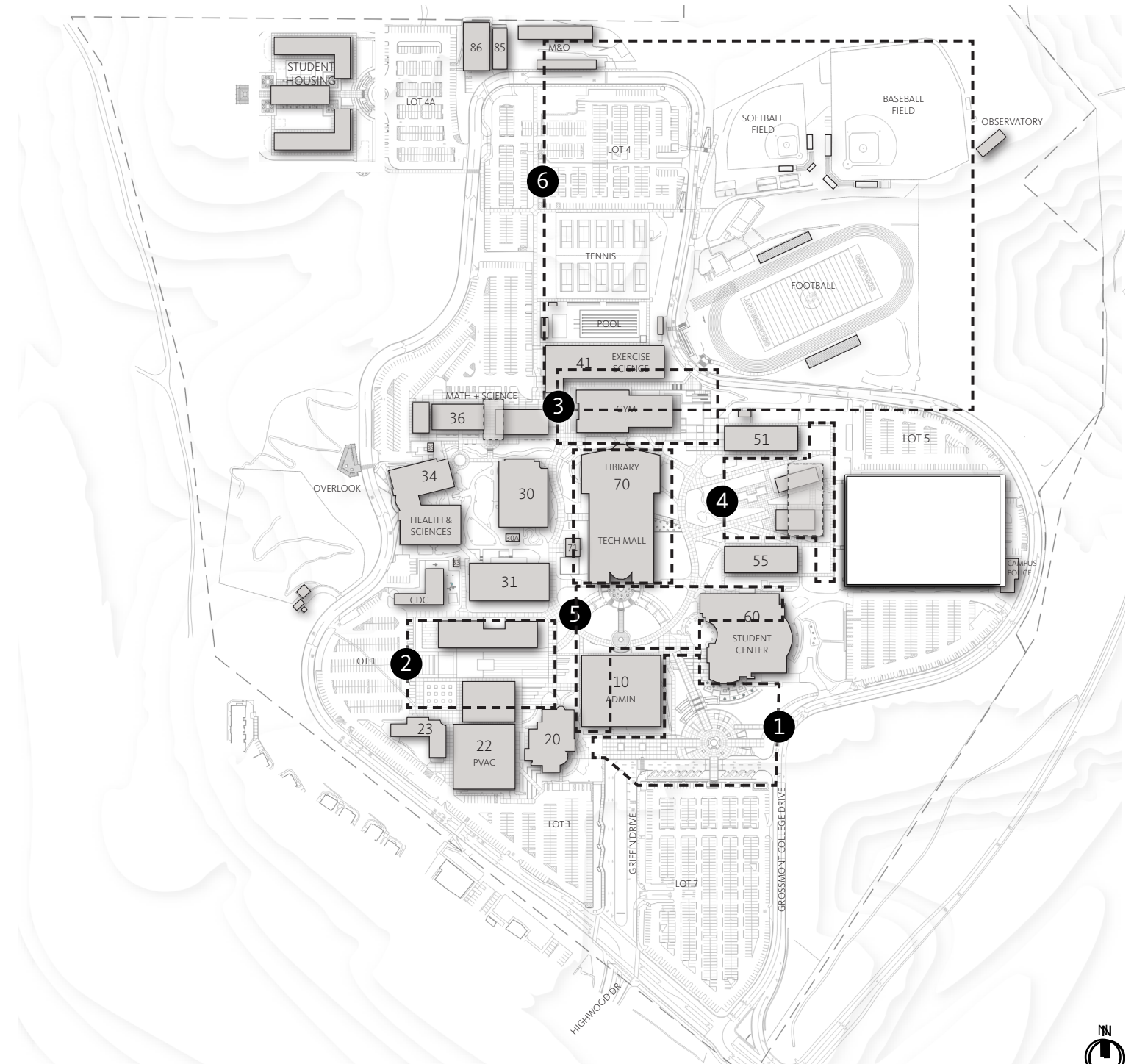
E Q U I T Y

	WELCOMED 	SUPPORTED 	GUIDED 	CONNECTED 	REPRESENTED 	COMMUNITY 
Campus Entry	✓					✓
New Front Door	✓		✓	✓		
Centralize Support Services	✓	✓	✓	✓	✓	✓
Library Renovation		✓	✓	✓		
200's Complex	✓			✓	✓	✓
Child Development Center	✓	✓			✓	
500's Complex	✓	✓		✓	✓	
New Gym		✓		✓		✓
Pools		✓		✓		✓
Field Improvements		✓		✓		✓
Facilities Services		✓		✓		
Student Housing	✓	✓				✓
Observation Deck				✓	✓	✓

FMP Project Descriptions

PROJECTS

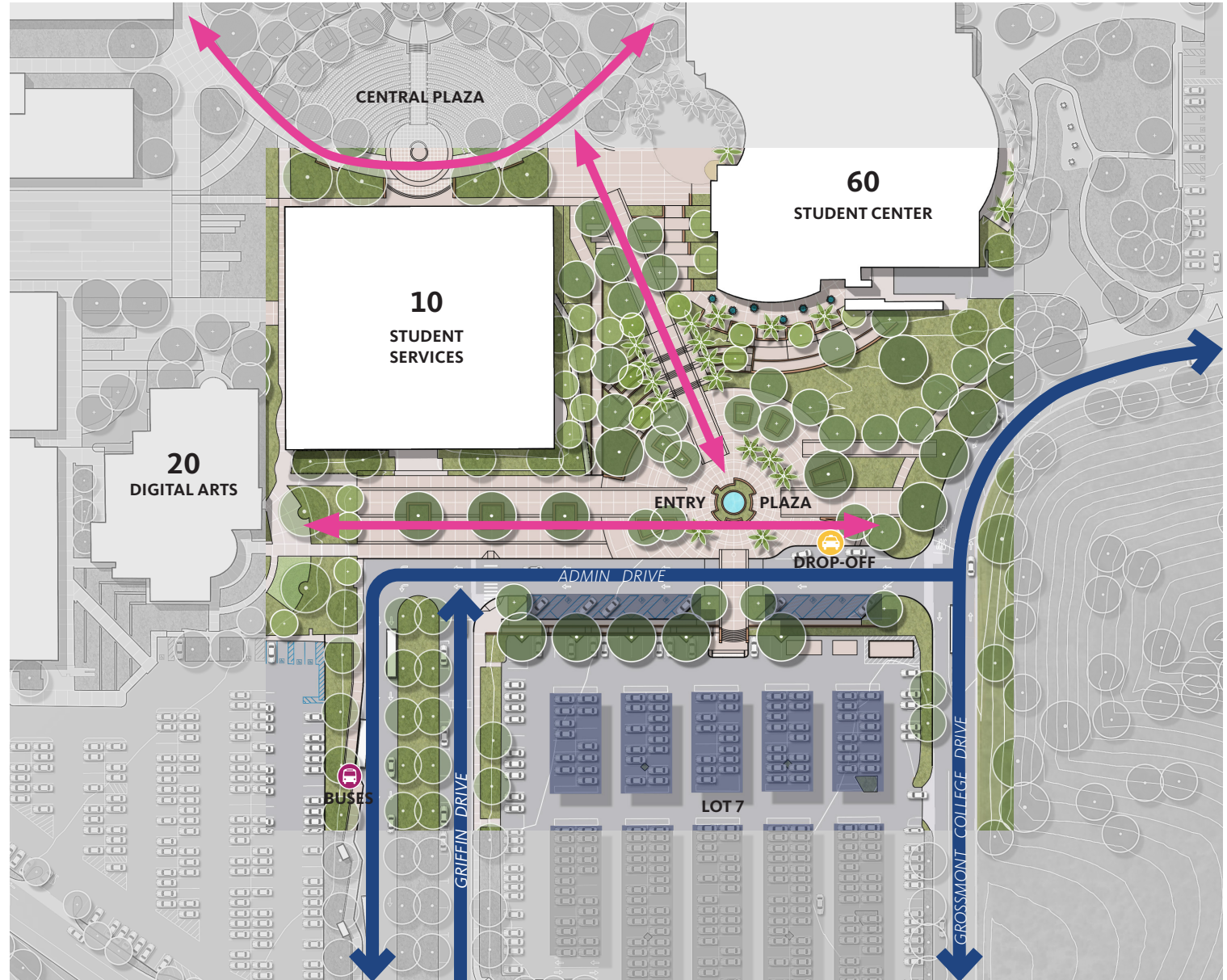
- 1 New Front Door
- 2 200's Complex
- 3 New Gym
- 4 500's Complex
- 5 Centralize Student Support Services
- 6 Athletic & Recreation Facilities



1 FMP Projects

NEW FRONT DOOR

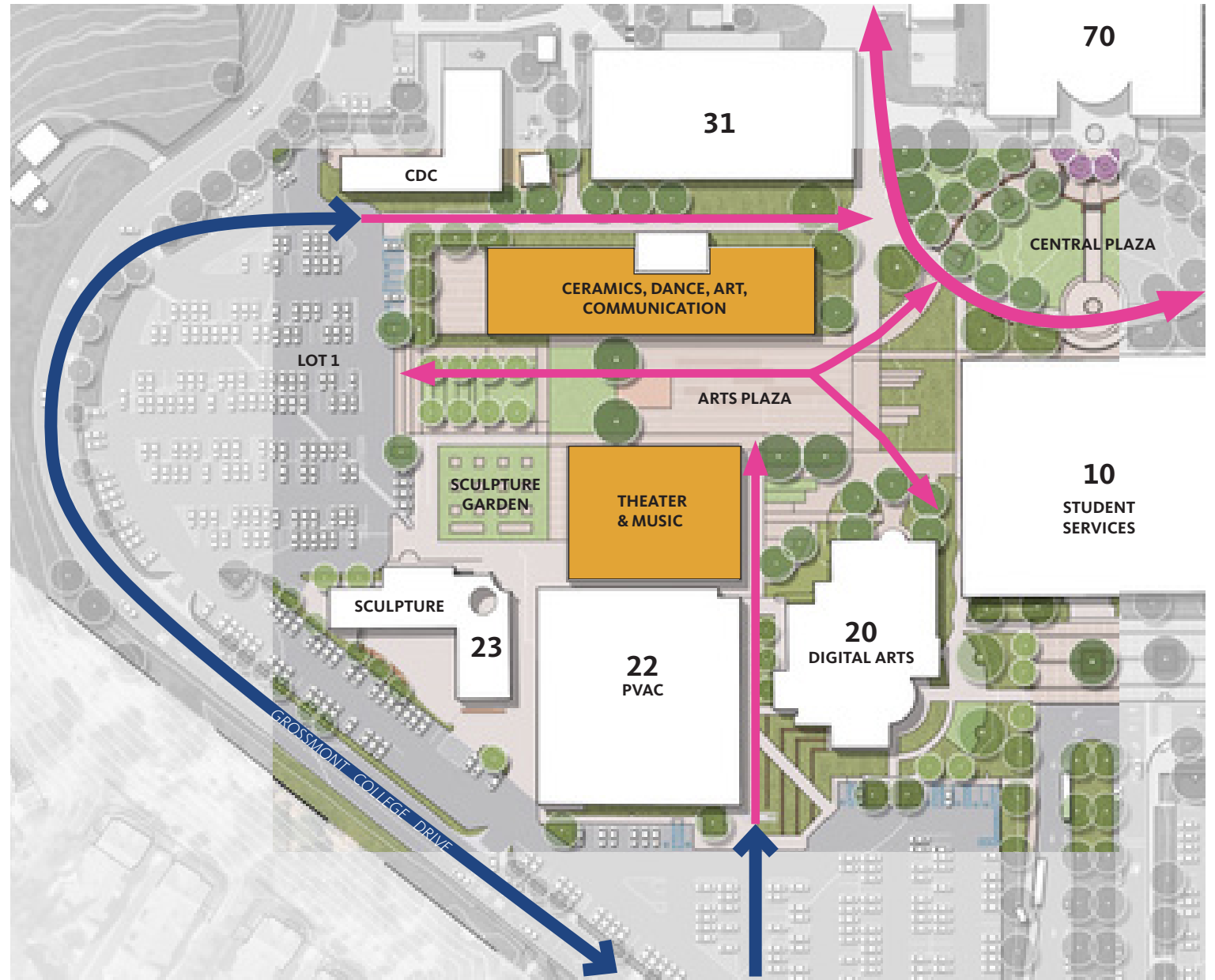
A new entrance gateway into the southeast side of campus is proposed to alleviate vehicular and pedestrian congestion, enhance the arrival experience and create a new 'front door.' Vehicular circulation including public buses and ride share drivers will be safely directed to new drop-off locations. Pedestrians will have access from Lot 7 via a new accessible ramp, staircase and crosswalk leading to the Entry Plaza. The plaza is anchored with a centered focal element and poised for large informal gatherings and small group areas with shade trees. The plaza supports a new grand staircase with an integrated accessible walkway up to the campus core and into the Central Plaza. The staircase will embrace new terraced walls, new canopy trees and plantings. The new arrival experience will showcase the campus landscape and provide a safe and welcoming connection.



2 FMP Projects

200s COMPLEX

New facilities are proposed to replace functions currently housed in the remaining 200s Complex buildings. A new facility for Theater and Music will be constructed to the north of the new PVAC to connect related functions. Art, Ceramics, Dance and Communication will move to a new building that is positioned to enhance connections, leverage views and outdoor space. Together these two buildings and plaza will create accessible and welcoming entry experiences from the southwest corner of the campus into the central campus plaza.

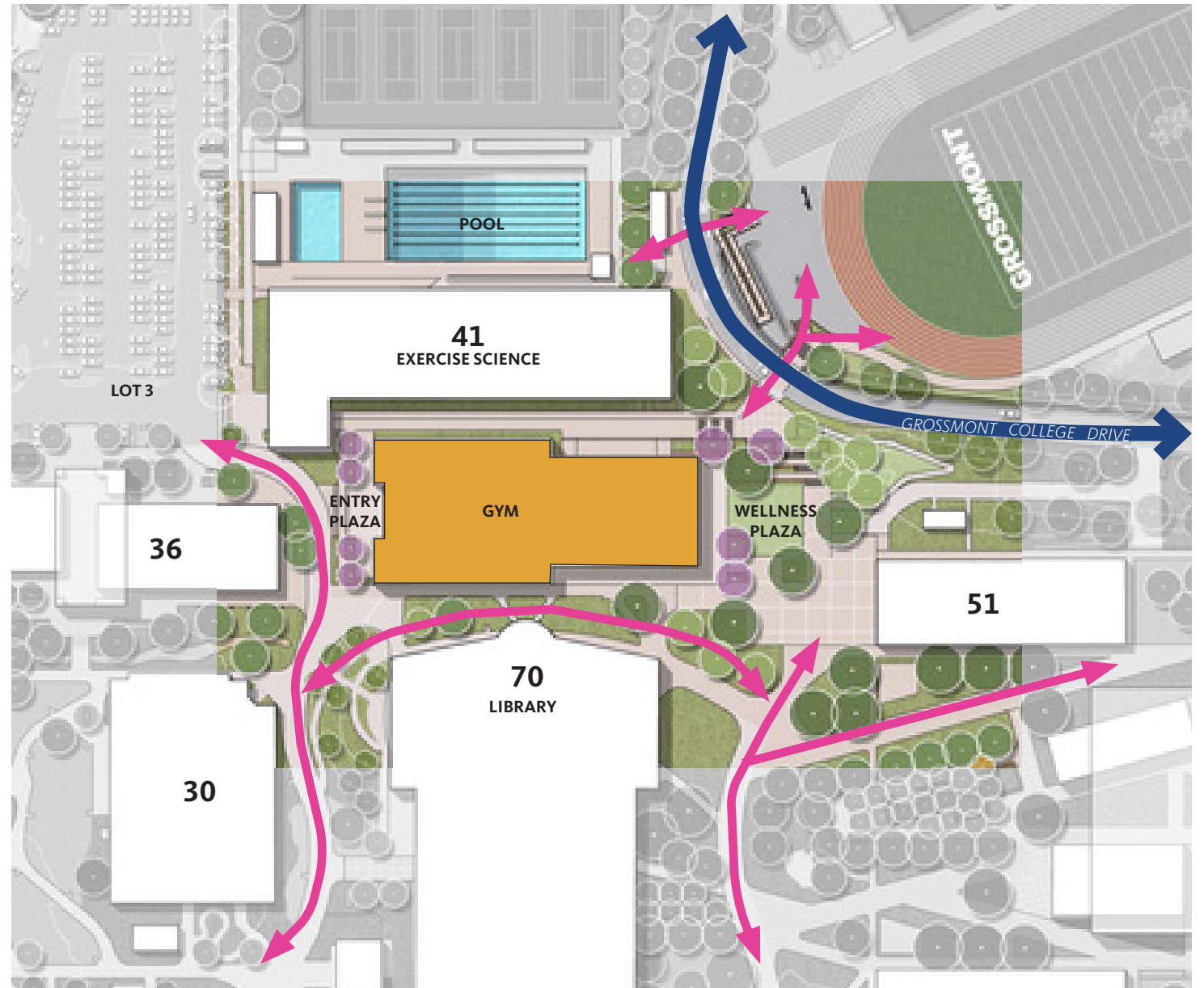


3 FMP Projects

NEW GYM

A series of improvements are recommended to replace and upgrade the athletic, exercise science, and library space. Designed to support current and projected program needs, the proposed improvements will provide more equitable spaces across campus, improve campus connectivity, and enhance community access.

A new three-court gym will replace Buildings 42 and 43 (check numbers) and become the centerpiece of the improvements, between the library and exercise science building and a new 50-meter competition pool complex north of building 41. A new Wellness Courtyard to the west of the new gym will provide space for outdoor instruction, and activities with views out to the football field and the scenic mountains beyond. The plaza will also provide a transition down to the football field via a landscaped terrace and staircase leading to a new crosswalk and entry into the football field.



4 FMP Projects

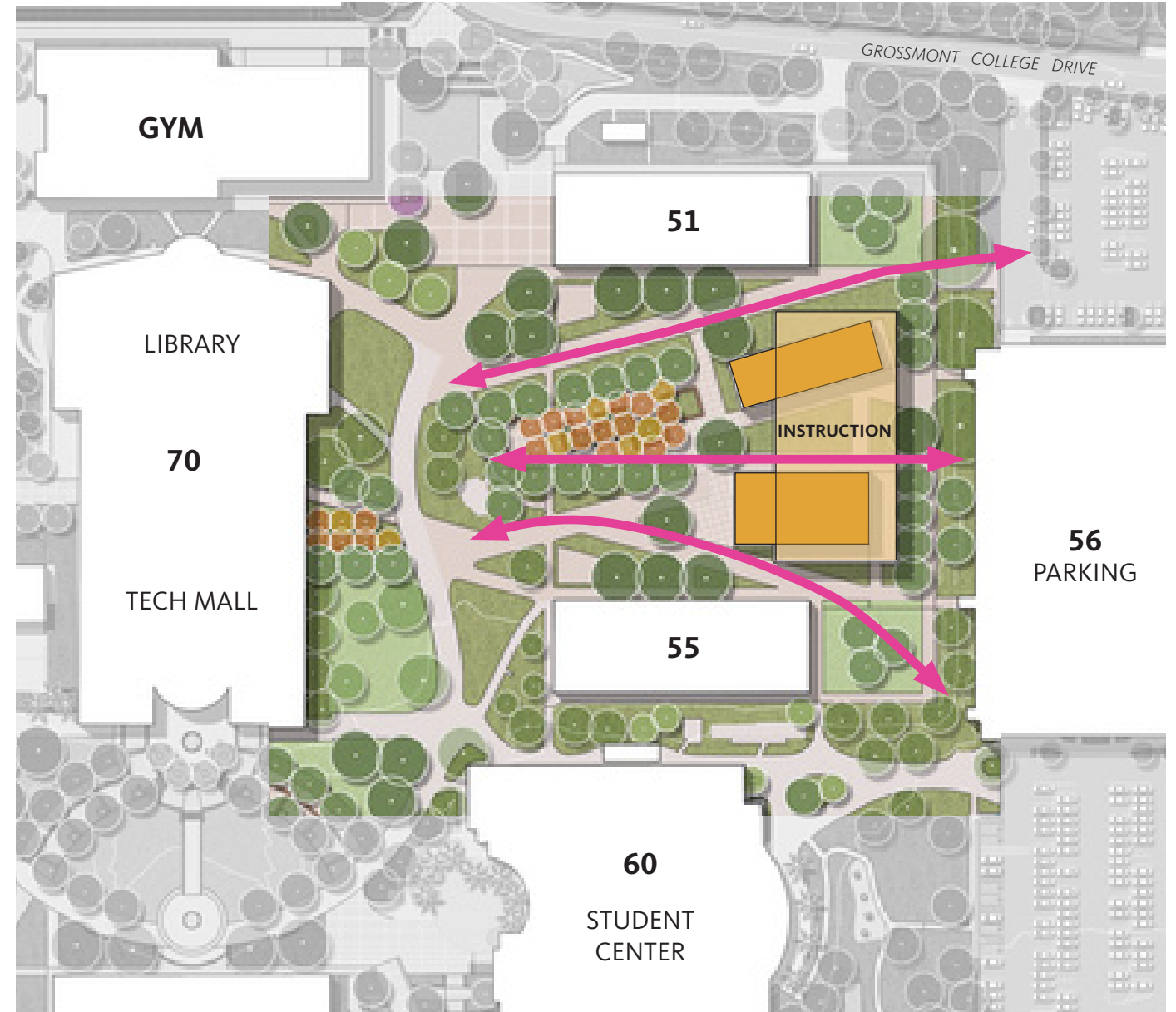
500s COMPLEX

500s COMPLEX

A new multi-story instructional building will replace buildings 52, 53, & 54 and be sized to support the instructional and administrative program needs. The new building will include multi-disciplinary classrooms, labs and offices to support a variety of instructional programs and improve the efficiency and utilization of space.

To support the development concept of creating a porous campus, this building will be designed to allow clear pedestrian sight lines and movement from the parking structure into the center of campus. Ground-level functions will include indoor/outdoor spaces to activate the ground plane.

The new multi-story building will occupy a prominent location in the campus core, to the west of the 56 parking structure and east of the existing library. The new developed quad area will include academic courtyards conditioned for shaded outdoor learning spaces and a central gathering area poised for flexible gathering and seating areas. Circulation will be enhanced to engage student and faculty and provide accessible way finding. The porous nature of the quad surrounded by inviting gardens will encourage an inclusive sense of place and strengthen the campus identity.

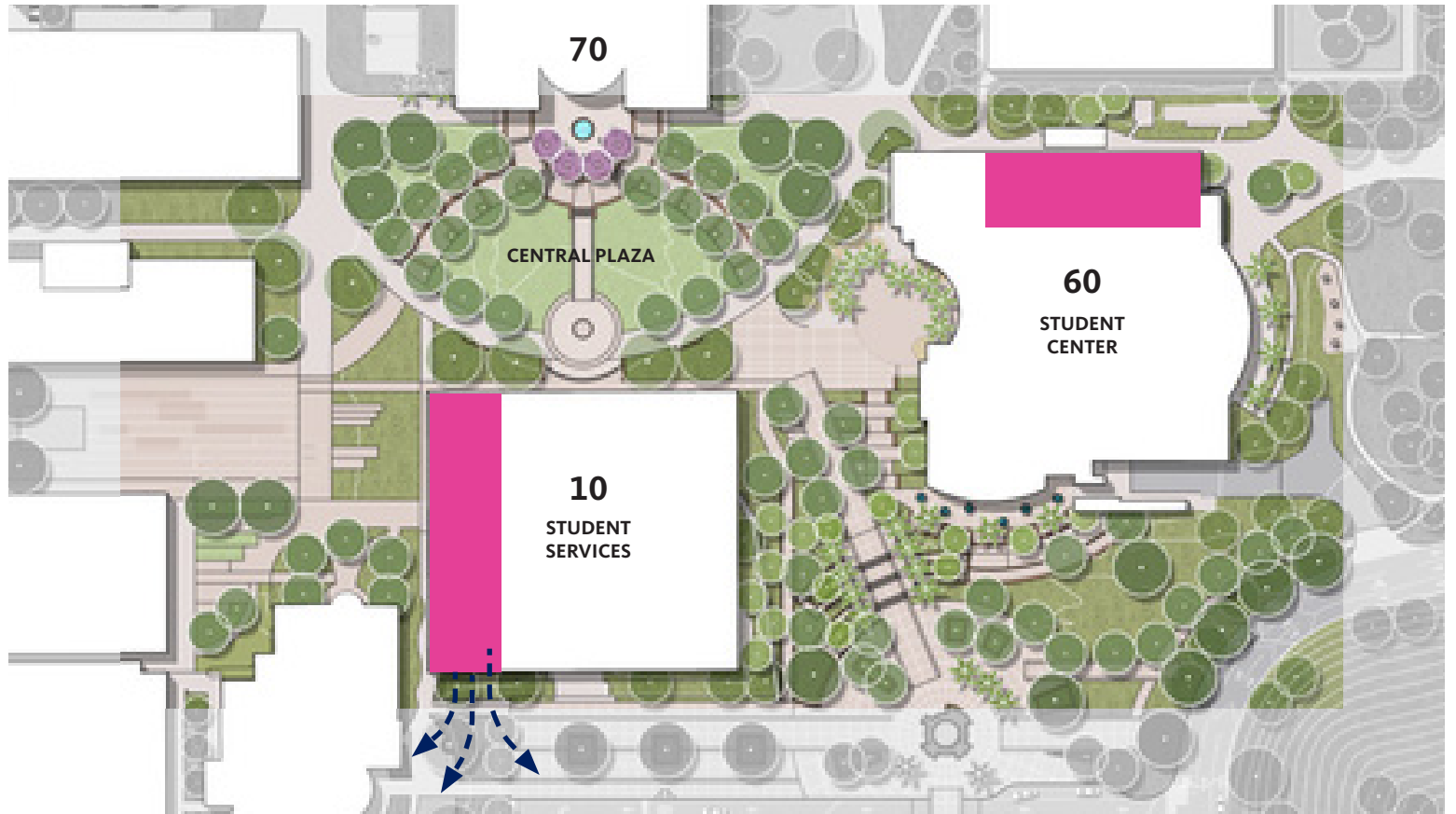


5 FMP Projects

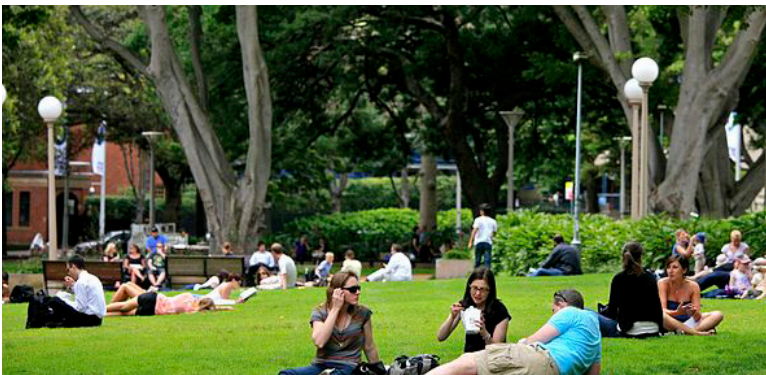
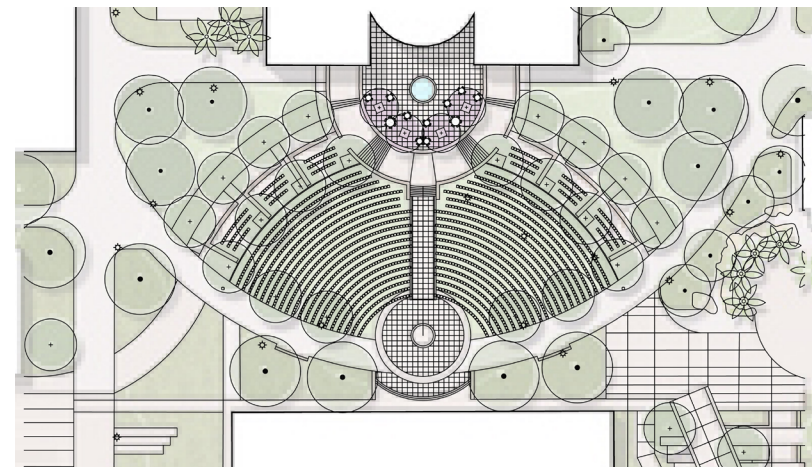
CENTRALIZE STUDENT SERVICES

The centralization of student services functions is proposed to improve access to services and to help students as they begin their journey at Grossmont College. Portions of Buildings 10 and 60 are recommended to be reprogrammed and repurposed to improve the proximity of services for students and various departments, and to reconsider how services will be delivered in the future. All student services functions, including the bookstore are planned to flank the enhanced Central Plaza that will serve as the connector and build the sense of community on campus.

The plaza design is poised for large outdoor events while also providing tree canopy shaded areas for flexible daily socializing and comfortable study spaces. Circulation will be strengthened to connect to the Student Center and to the new Arts Plaza and accessible walks up to the Tech Mall. Students and faculty will be encouraged to enjoy the space under shade or under the sun with a variety of spaces including intimate and informal seating areas. The upper terrace at Tech Mall will be redeveloped to include a central focal element such as a water feature, seating areas with views out to the lawn and a new grand staircase.



GRADUATION SEAT LAYOUT (TO SEAT APPROX. 2,500)



6 FMP Projects

ATHLETIC & RECREATION FACILITIES

The Facilities Master Plan preserves a majority of the existing athletics and recreation field and courts, and incorporates a series of updates to replace aged and under-performing facilities

Swimming

A new 50 meter competition swimming pool and warm-up pool will replace the existing pool on the north side of building 41. The swimming facilities will also include expanded bleachers, storage, and a ticket booth for competition spectators.

Beach Volleyball

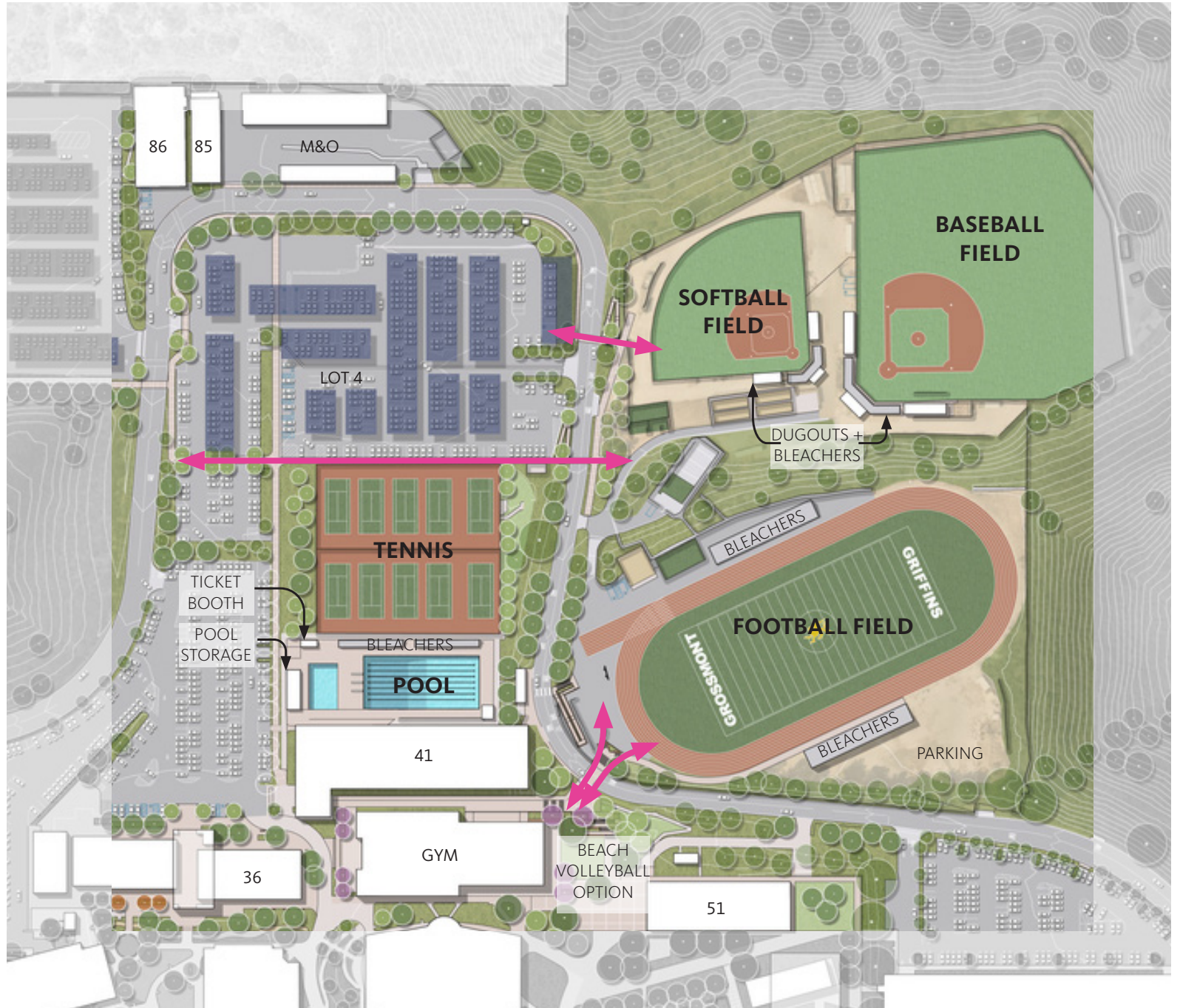
With the additional space requirements for the new swimming facilities, the beach volleyball courts will move to one of two optional locations. The first option is to locate in the location proposed for Student Housing. This location would provide an additional recreation opportunity for the student residents. Alternatively, the beach volleyball courts could be located within the Wellness Plaza on the east side of the new gym.

Football

New permanent bleachers will be located on both sides of the football field. Support facilities including restrooms, lockers, ticket booth, and storage will be located below the bleachers. Parking will be located adjacent to the home-side bleachers.

Baseball/Softball

New dugouts and bleachers for both baseball and softball will replace aged facilities.



Landscape Plan

