

## Chapter 1

### Introduction

The California Community College system is the largest higher education system in the United States, with 72 districts, 112 colleges and over 2.9 million students. The Grossmont-Cuyamaca Community College District (GCCCD), one of the 72 California Community College districts, has two colleges: Cuyamaca College, which enrolls over 10,000 students each semester, and Grossmont College, which enrolls over 20,000 students each semester.

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

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

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

## Grossmont-Cuyamaca Community College District Educational Master Plan

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

### History of the Grossmont-Cuyamaca Community College District

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

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

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

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

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

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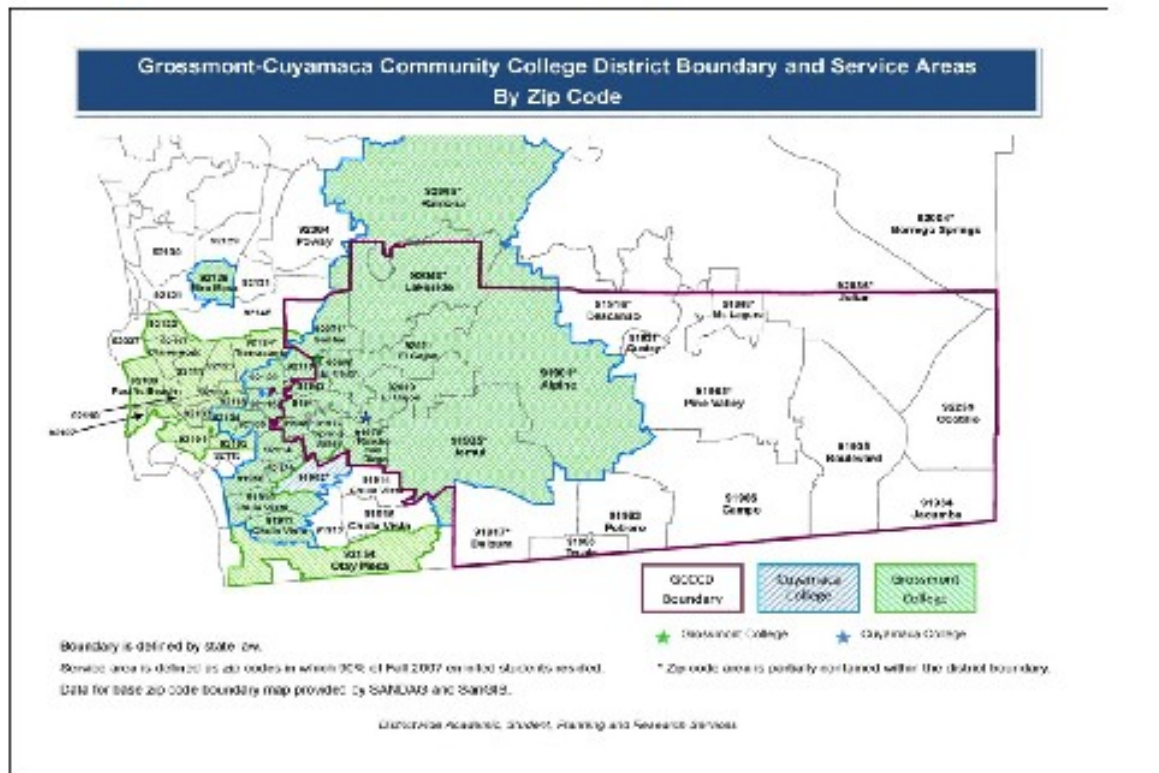
## Grossmont-Cuyamaca Community College District Educational Master Plan

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

### The GCCCD Boundary and Service Areas

Each California Community College District serves a specific geographic area of the state, referred to as the District Boundary Area. GCCCD's official District Boundary Area covers the eastern part of San Diego County. However, the California Community College System allows open enrollment; students can enroll in any college regardless of their home address. Therefore, each California Community College District also has a District Service Area, which includes the areas in which the majority of its students reside. Students living in communities across San Diego County find both GCCCD colleges to be readily accessible by freeway and choose to attend the GCCCD colleges. See map below for boundary area.

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



## Educational Philosophy

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

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

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

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

## Vision

*Transforming lives through learning.*

## Mission

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

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

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

### Value statement

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

### Strategic Areas of Focus

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

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

## Educational Master Plan Purpose and Planning Process

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



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

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

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

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

### *Educational Master Plan Development Process*

GCCCD undertook an inclusive process to develop the Educational Master Plan. In spring 2011, the GCCCD community participated in a "Scan Team" process to identify important trends and issues that should be considered in setting District and College priorities. Faculty, staff, students and community members identified and submitted articles and information sources in six areas: education, technology,



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

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

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

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

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

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