

APPENDIX A

**2007-08
GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT
ENVIRONMENTAL SCAN EXECUTIVE SUMMARY**

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A. External Environment

1. San Diego Region

Grossmont-Cuyamaca Community College District's (GCCCD) geographical boundary is defined by state law and encompasses the majority of East San Diego County, or roughly 18% of the total population of San Diego County. Approximately 53% of students attending Grossmont College reside within the District boundary while 41% live outside the District boundary, but within San Diego County. The remaining 6% of students live outside San Diego County. Districtwide, approximately 40% of students live outside the District's boundary.

While the population of San Diego County is forecasted by 2020 to increase by 34.5% over the 2000 census figures, the District boundary population is expected to rise by only 23.3%. At the same time, the population within the District's boundary is aging at a faster pace than the rest of San Diego County. By 2010, it is expected that less than 11% of the Cuyamaca and Grossmont Colleges' Service area (where 90% of the District's students reside) population will be within the traditional student age group of 18 to 24 years of age. By 2020, the majority of residents within the Cuyamaca and Grossmont Colleges' Service area will be Hispanic or Asian. The District Service Area as well as San Diego County has population English fluency rates above 90%.

The Cuyamaca and Grossmont Colleges' Service area contains the largest percentage of households in San Diego County with a median household income of \$40,000 or less and the lowest percentage of households with a median household income of \$75,000 or more. The Cuyamaca and Grossmont Colleges' Service area has the largest percentage of households with 1 or more persons per room and renter occupied units. By 2020, this same area is forecasted to have the largest percentage of multi-family units and the highest number of people per occupied household in San Diego County. Compared to major California cities and other U.S. cities with populations of approximately one million people, San Diego scored 135.0 on the cost of living index which has a mean of 100. The Consumer Price Index for the San Diego metropolitan area was 233.3 in 2007. The U.S. city average was 207.3 for this same period.

2. Local Feeder High Schools

The majority of GCCCD's first-year first-time students come from the Grossmont Union High School District, San Diego Unified School District, and the Mountain Empire Unified School District, with the two top feeder schools being Granite Hills and West Hills High Schools. These two high schools earned high API state rankings of 7 and 8 respectively, and have graduated a combined average of

almost 90% of their senior class during the past 5 years. The bulk of incoming freshmen from these two high schools assess into pre-college or lower English courses and non-transferable math courses. Over time, approximately 70% of students from the two top feeder high schools persisted from fall to spring and in general, earned GPAs slightly lower than those earned in high school.

Occupational Issues San Diego County accounts for approximately 9% of California's labor force. The San Diego region has 16 major industry clusters employing over 320,000 workers. The three largest industry clusters are Entertainment and Amusement, Financial Services, and Travel and Hospitality. San Diego County's highest paying industries include Telecommunications, Utilities, Oil and Gas Extraction, Petroleum and Coal Products Manufacturing, and Funds, Trusts, and other Financial Vehicles. The five forecasted occupations in the San Diego-Carlsbad- San Marcos Metropolitan area with the fastest growth from now until 2016 are Network Systems and Data Communications Analysts, Computer Software Engineers, Veterinary Technologists and Technicians, Veterinarians, and Home Health Aides. The five occupations in this same area with the forecasted most job openings from now until 2016 are Retail Salespersons, Waiters and Waitresses, Cashiers, Office Clerks, and Customer Service Representatives. The region's unemployment rate decreases significantly and median weekly earnings increases significantly as a function of educational attainment.

Competitors and Enrollment after GCCCD GCCCD is the third largest (based on enrollment) community college district in the region and is located within 20 miles of Southwestern and San Diego City Community College Districts. Two public and six private universities, along with ten private vocational schools, are also located within this same 20 mile distance from GCCCD. Approximately 33% of all students who first enrolled at GCCCD and took 6 or more units during their first semester, enrolled at another educational institution within 3 years. The majority of these students enrolled at SDSU.

3. Regional, State, and Federal Issues

A number of federal grants, along with changes to and the reauthorization of federal laws, have been initiated recently to assist needy families (TANF), expand educational opportunities (HEOA), and to provide funding sources (HEA and Perkins) for higher education. The California Community College System has initiated a comprehensive strategic planning process while, the state legislature has passed several bills designed to increase accountability and provide easier access to student outcome data.

B. Internal Environment

1. Student Demographics

Since spring 2006, GCCCD has experienced a steady increase in student enrollment. Over 26,000 students enrolled for the spring 2008 semester and of these students, approximately 90% enrolled in credit courses. About 57% of GCCCD's student population is female, the majority (about 64%) is 24 years old or less, and over 68% are either Hispanic or White. Most (85%) students' primary language is English and approximately 96% are either U.S. citizens or permanent residents. The zip codes of origin for the majority of GCCCD students correspond to following five cities: El Cajon, La Mesa, Lakeside, Santee, and Spring Valley. More than half of all students have an educational status of *continuing* and a high school GPA of 3.0 and above. Surprisingly, approximately two-thirds of all new students are assessed into at least one Basic Skills level course.

2. Course Enrollments

Over the past 5 years, the top five course enrollment areas were English, Math, PE/ES, History, and Biology. The majority of all courses offered were non-occupational and qualified for transfer. Approximately 55% of students enrolled in Distance Education courses live within the District's boundary and were mostly *First-Time Transfer* or *Continuing* students, between the ages of 20 and 49 years old.

Evening courses account for approximately 21% of all course enrollments. A significantly higher percentage of male students enroll in evening courses. Conversely, Saturday courses are attended by a significantly higher number of female students.

3. Student Success

Though the majority of students earn a GPA of 3.0 or higher and almost 80% of all course enrollments end with a valid grade other than "withdraw," only 50% of all students who attempt 12 or more units in a semester were able to successfully complete 12 or more units. The average student persistence rate is approximately 72% and does not differ significantly between first-time and continuing students. However, course retention rates do differ significantly between distance and non-distance courses. On average, distance education courses have 10% lower course retention rates, even when comparing like courses. The most common degrees awarded in the fall 2007 and spring 2008 semesters were the CSU Transfer and General A.A. degrees.

4. Transfer

Almost twice as many GCCCD students have met the criteria for being *Transfer Directed* than students enrolled at all California Community Colleges. More than a third of students transfer to other post-secondary institutions or are *Transferred Prepared*. In general, students who transferred to California State Universities earned GPAs equal to, and have continuation rates higher than, student from other California Community Colleges.

5. Faculty and Staff Characteristics

Across all staffing classifications, the majority of GCCCD staff (according to actual full-time staffing and EEOC expected figures) is White Non-Hispanic. While the expected numbers of males and female are similar, males are underrepresented in middle management, faculty, and classified staff categories.

C. Emerging Trends

There are several emerging trends that are relevant to the future of GCCCD. Mainly, these trends lie in an increased basic needs budget for San Diego County, continued shrinking of a middle class, high performance of San Diego institutes for higher education, an over qualification of the workforce for the available jobs in the region, and an increase in green investments and jobs. Moreover, the demographics of the population within the district and county are expected to change significantly in the coming years.

The complete environmental scan can be found at:

[http://www.gcccd.edu/research/pinfo/2008 Environmental Scan.pdf](http://www.gcccd.edu/research/pinfo/2008%20Environmental%20Scan.pdf)