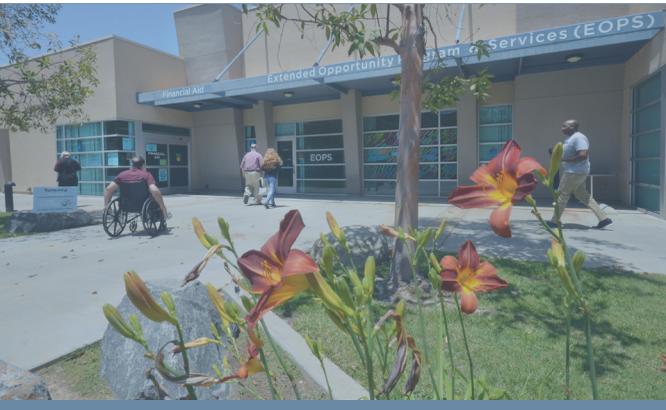




CUYAMACA
· COLLEGE ·

2028

comprehensive plan







comprehensive plan

LEADERSHIP TEAM

JULIANA BARNES, ED.D.

President

JESSICA ROBINSON

Vice President of Student Services

ALICIA MUNOZ

Interim Vice President of Instruction

NICOLE SALGADO

Vice President of Administrative Services

BRI HAYS

Senior Dean, Institutional Effectiveness, Success, & Equity

CHRISTIANNE PENUNURI

Director of College and Community Relations

MASTER PLANNING TEAM

GENSLER

Facilities Planning

DPA Design

Landscape Planning

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Letter from the President



Cuyamaca College is pleased to present our Comprehensive Vision Plan, which encapsulates our strategic and facilities plans and serves as a roadmap to guide our work for the next six years and beyond. The Plan reflects and addresses the Cuyamaca College's new vision of Equity, Excellence, and Social Justice through Education and is grounded in the collaborative and innovative culture and community that is Cuyamaca.

With a laser-like focus on welcoming and serving students where they are and through an anti-racism lens, the Plan represents a pivotal moment in our college's and nation's history. It acknowledges and addresses changes in our society, and that the years following the pandemic have reframed the way in which students and the community engage with higher education.

Our Comprehensive Vision Plan is the foundation upon which all college planning and resource allocation are built and outlines our approach to advancing student success and equity and ensuring accountability to the communities we serve. Informed by a variety of

data on our local service area, regional labor market, student access and success through an equity lens, and input gathered from students and employees, the Comprehensive Vision Plan provides a framework to guide decision-making for the future of Cuyamaca College. It honors the resiliency and innovation exhibited by employees during the pandemic and builds upon that commitment to serve East County with student-centered education.

Above all, the Comprehensive Vision Plan provides flexibility for us to evolve and respond to our constantly-changing environment, encourages innovative dreaming in light of our vision and mission, and underscores access and success for all of our students, including students from communities that have been historically excluded from higher education.

I am proud of the work reflected here and am confident in Cuyamaca College's commitment to the East County community.

Julianna Barnes, Ed. D.

Cuyamaca College

VISION

Equity, Excellence, and Social Justice through Education

MISSION

Cuyamaca College advances equity and social justice through student-centered and innovative approaches to education. We strive to create unique and meaningful learning experiences that build upon the strengths and socio-cultural experiences of our diverse student population and the communities we serve by providing programs that lead to certificates, degrees, transfer, career opportunities, and ultimately social and economic mobility.

VALUES

Student-Centered

Equity

Student Success

Innovation

Excellence

Social Justice

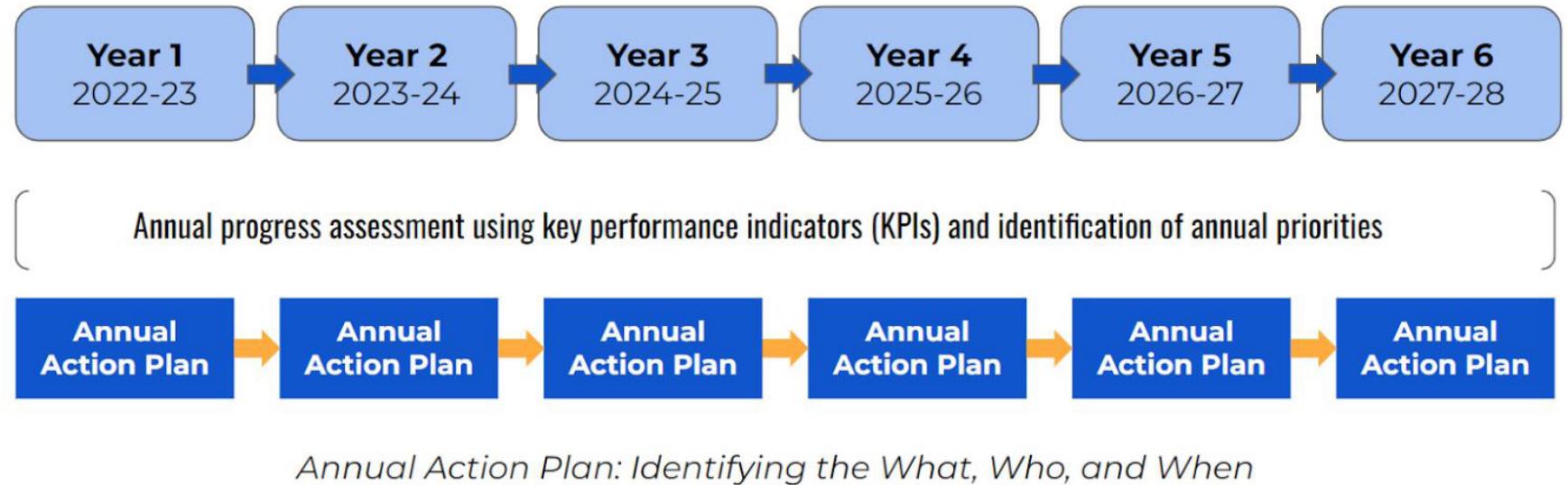
Community

Integrated Planning

STRATEGIC PLANNING CYCLE

As part of its 6-year strategic planning cycle, Cuyamaca College will develop annual action plans that link to its overarching strategies to address each of its goals. The plan will be a living document that includes responsible parties (lead facilitators or groups who will facilitate the work), timelines for completion, and any resources needed. Each fall semester, the College will host a workshop that focuses on its goals and strategies (process).

As in previous years, each spring semester, the Institutional Effectiveness Council will host an interactive college-wide workshop that focuses on progress toward college goals via established performance measures and other relevant data. Feedback obtained from this work will inform the subsequent year's annual action plans. At the end of the 6-year cycle, the Institutional Effectiveness Council will facilitate a summative evaluation discussion, reflecting on the progress made toward goals and preparing for the next 6-year strategic plan.



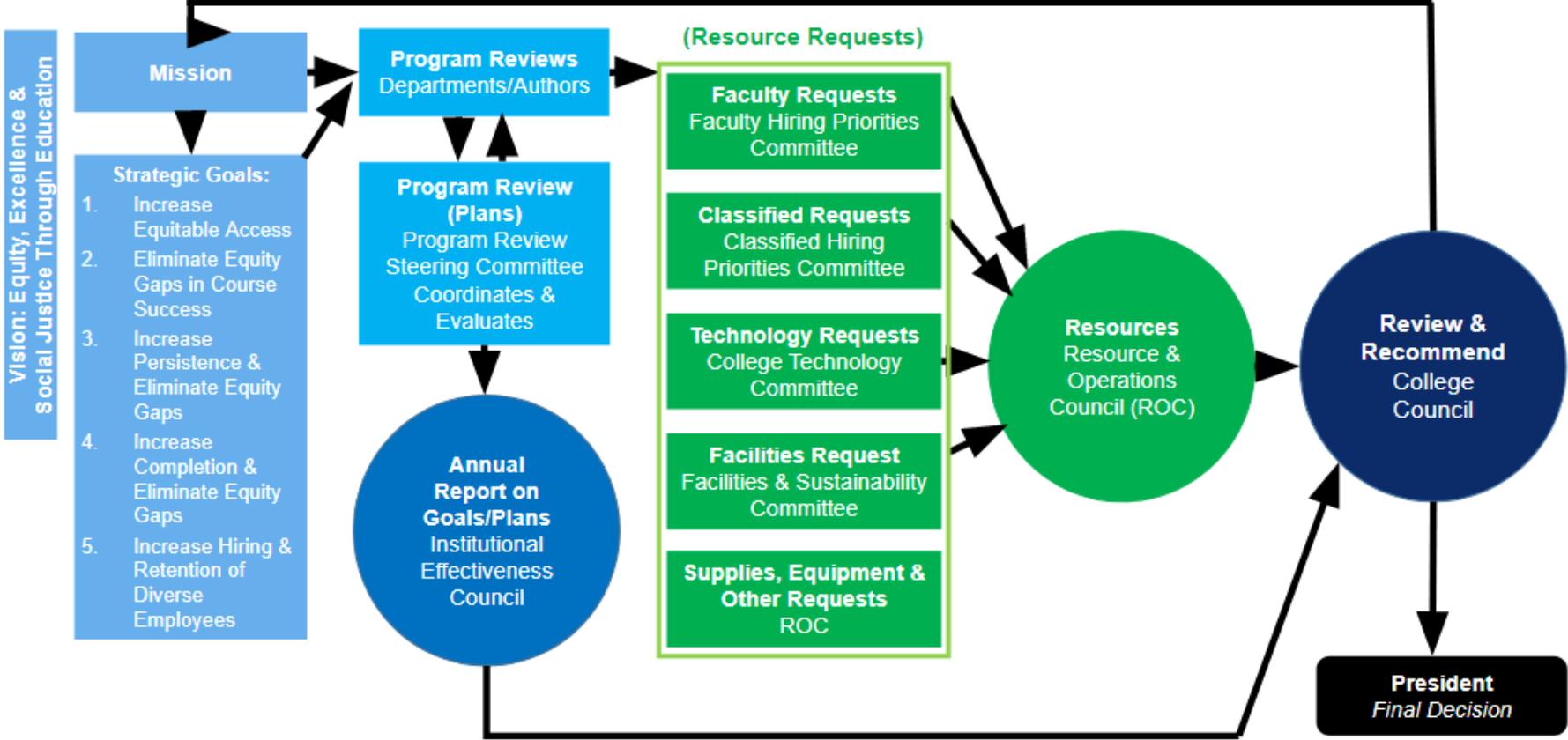
Integrated Planning

ANNUAL PLANNING PROCESS



Each year, Cuyamaca College programs, service areas, and departments engage in annual unit planning and program review. The College has an established 4-year program review cycle, which alternates years in which each program, service area or department completes a comprehensive program review. In the three intervening years between comprehensive program reviews, each program, service area, or department completes annual updates.

These unit-level plans are informed by data, focus on continuous improvement, and under the umbrella of the College’s vision, mission, values, and strategic goals, form the basis for resource prioritization at the College. Unit level goals are linked to college strategic goals, and unit requests for resources to achieve these goals also address college goals and strategies. Through this process, the College ensures alignment of planning at all levels and integration of planning and resource allocation.

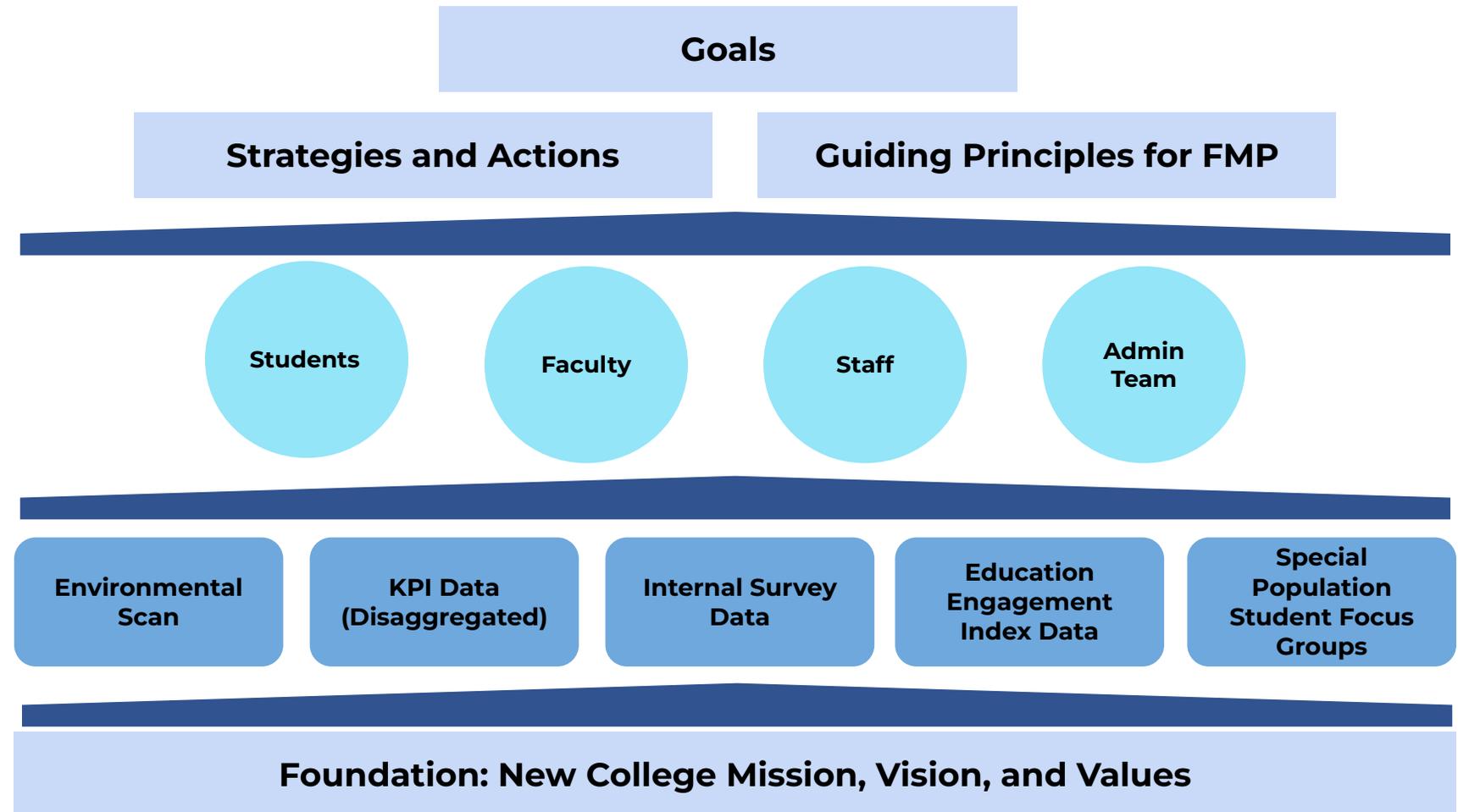


Integrated Planning

ORGANIZATIONAL DIAGRAM

The Cuyamaca College Comprehensive Vision Plan is the result of an inclusive, data-informed process of reflection and envisioning the future of the College in a post-pandemic reality. At Cuyamaca College, this plan represents the foundation and primary plan that guides all levels of planning, decision-making, and resource allocation across the institution. Collectively, the new mission, vision, and values, which were revised in 2021, represent the foundation for long-term and short-term college planning.

As part of the College's strategic and facilities planning journey, and in light of the new vision, mission, and values, the College sought to build a new comprehensive plan that more clearly identified the outcomes the College was hoping to achieve as well as the overarching college-wide strategies and guiding principles for facilities planning that the College would use to achieve them.



Planning Process

Throughout the 2021-22 academic year, the Institutional Effectiveness Council and Institutional Effectiveness, Success, and Equity Office facilitated an iterative process of data gathering, analysis, and dialog across four strategic planning workshops and various governance group meetings, in which students, faculty, classified professionals, and administrators participated. For the new Comprehensive Vision and Plan, the Institutional Effectiveness Council focused on developing a plan and planning process that were:

- **Meaningful**
- **Measurable**
- **Data-informed**
- **Inclusive**
- **Equity-minded**

As such, the Institutional Effectiveness Council, served as the participatory governance lead in facilitating the strategic planning process, working closely with the Institutional Effectiveness, Success, and Equity Office as operational, research, and technical support for the process.

The College's Facilities Master Planning Task Force, which included representation from the Academic Senate, Classified Senate, Associated Student Government, and administration served as the primary advisory body to the facilities planning process, building upon the data, goals, and strategies identified through the strategic planning workshops and governance group presentations. The result of this work was the development of five strategic goals, each with a set of overarching strategies to achieve them, as well as guiding principles for facilities planning which align with the strategies and goals.



Planning Process

INSTITUTIONAL EFFECTIVENESS COUNCIL MEMBERS

Tammi Marshall

Math Chair, IEC Co-Chair, MSE Representative

Bri Hays

Senior Dean of Institutional Effectiveness, Success, and Equity, Co-Chair

Tristin Beery

Associated Student Government President, ASG Representative

Marissa Salazar

Psychology Faculty Member, AHSS Representative

Nicole Hernandez

Child Development Faculty Member, Career Education Representative

Johnny Barner

Counselor, Student Services Representative

Manuel Mancillas-Gomez

ESL Faculty Member, Academic Senate President

Megan Smith

Instructional Lab Technician, Classified Senate Representative

Mary Graham

English Faculty Member/Tutoring Coordinator, LTR Representative

Kim Dudzik

Interim MSE Dean, Instructional Administrative Representative

Jessica Robinson

Vice President of Student Services

Alicia Munoz

Vice President of Instruction

Rafael Ayala

Research and Planning Analyst

Ticey Hosley

Counselor, Student Services Program Review Coordinator

Lisa Ashak

Counselor, Interim Student Services Program Review Coordinator

Rachel Polakoski

Math Faculty Member, SLO Co-Coordinator

George Dowden

Career Education Coordinator

FACILITIES PLANNING TASK FORCE MEMBERS

Julianna Barnes

President

Jessica Robinson

Vice President of Student Services

Alicia Munoz

Vice President of Instruction

Nicole Salgado

Vice President of Administrative Services

Marissa Salazar

Psychology Faculty Member, Academic Senate Representative

Dalea Kanno

Classified Senate Representative

Tristin Beery

Associated Student Government President, ASG Representative

Courtney Entyre

ASG Representative

Kyrie Macogay

Cuyamaca Student Trustee

Marianne Allahwerdi

ASG Representative

Francisco Gonzalez

Director of Campus Facilities, Maintenance, and Operations

Christianne Penunuri

Director of College and Community Relations

Bri Hays

Senior Dean of Institutional Effectiveness

Ken Emmons

GCCCD Senior Director of Facilities Planning, Development, and Electrical Maintenance



C U Y A M A C A
· C O L L E G E ·

COLLEGE PLANNING CONTEXT
EDUCATIONAL PROGRAMS AND SERVICES

cuyamaca college



BIENVENIDOS-WELCOME
KENYOU KENHAP
(COME IN!)

CONGRATS

GRADUAT



Trust in the Lord

Class of 2020

We are proud of you



Cuyamaca College

At GCCCD and Cuyamaca 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 Cuyamaca College of the future, one that is focused on achieving the Cuyamaca vision of Equity, Excellence, and Social Justice through Education. 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.

Building the Foundation for the 2022-2028 Strategic Plan



Two fall workshops for campus engagement:
October 18th @1-3pm
October 29th @9-11am

Two spring workshops for campus engagement:
March 17th @2-4:30pm
March 18th @9:30am-12:00pm

Educational Programs and Services

INSTRUCTIONAL PROGRAMS

As a small but comprehensive community college, Cuyamaca is home to over 190 associate degree and certificate programs across nine Academic and Career Pathways (ACPs) spread across 4 divisions. The nine ACPs are listed here with additional detail on the following pages.

- Behavioral and Social Sciences
- Business
- Culture, People, and Ideas
- Environmental and Applied Technology
- Health Science
- Language and Communication
- STEM
- Visual and Performing Arts
- Exploratory

DEMOGRAPHICS & ENROLLMENT
KEY FINDINGS AND DATA

STUDENT DEMOGRAPHICS

Cuyamaca College's student population is increasingly diverse. As an Hispanic-Serving Institution, Cuyamaca College's Latinx student headcount has increased as a percentage of the total student population, equaling the percentage of white students at the College in Fall 2020 (35%).

In addition, among Fall 2020 students:

- 58% identified as female
- 60% came from low-income households
- 47% were enrolled in 12 or more units across Cuyamaca and Grossmont
- 11% were first-time at Cuyamaca (both first-time to college and first-time to Cuyamaca after having enrolled at another college/university)
- 9% were concurrently enrolled in high school

How We Want Students to Experience Our College

Welcoming

A more welcoming campus that validates student social and cultural experiences through classroom experiences and the physical campus

1



2

Connection & Belonging

A strong sense of connection to the campus, other students, and employees as well as belonging on the campus

Nature
The natural beauty of the campus and learning environment that leverages outdoor spaces and creates a sense of calm and wellbeing

3



4

Comprehensive Support

Services and support and acknowledge and honor the whole student and begin at the point of connection on through completion and transition

Equity

An increased and intentional focus on equity, and specifically racial equity, in access and success

5



CUYAMACA
COLLEGE

Educational Programs and Services

INSTRUCTIONAL PROGRAMS

<i>BEHAVIORAL AND SOCIAL SCIENCES</i>		
PROGRAM	ASSOCIATE DEGREE(S)	CERTIFICATE(S)
ANTHROPOLOGY	✓	
CHILD DEVELOPMENT	✓	✓
ELEMENTARY EDUCATION	✓	
ETHNIC STUDIES	✓	
GENERAL STUDIES: SOCIAL & BEHAVIORAL SCIENCES	✓	
POLITICAL SCIENCE	✓	
PSYCHOLOGY FOR TRANSFER	✓	
SOCIAL WORK	✓	
SOCIOLOGY	✓	
UNIVERSITY STUDIES: SOCIAL AND BEHAVIORAL SCIENCES	✓	

<i>BUSINESS</i>		
PROGRAM	ASSOCIATE DEGREE(S)	CERTIFICATE(S)
ACCOUNTING	✓	✓
BUSINESS	✓	✓
BUSINESS OFFICE TECHNOLOGY	✓	✓
ECONOMICS	✓	
GENERAL STUDIES: BUSINESS & TECHNOLOGY	✓	
MANAGEMENT	✓	✓
PARALEGAL STUDIES	✓	
REAL ESTATE	✓	✓
UNIVERSITY STUDIES: BUSINESS AND ECONOMICS	✓	

Educational Programs and Services

INSTRUCTIONAL PROGRAMS

<i>CULTURE, PEOPLE AND IDEAS</i>		
PROGRAM	ASSOCIATE DEGREE(S)	CERTIFICATE(S)
ETHNIC STUDIES	✓	
GENERAL STUDIES	✓	✓
HISTORY	✓	
KUMEYAAY STUDIES	✓	
PHILOSOPHY	✓	
UNIVERSITY STUDIES: HUMANITIES AND FINE ARTS	✓	

<i>ENVIRONMENTAL & APPLIED TECHNOLOGY</i>		
PROGRAM	ASSOCIATE DEGREE(S)	CERTIFICATE(S)
AUTOMOTIVE TECHNOLOGY	✓	✓
CADD TECHNOLOGY	✓	✓
CENTER FOR WATER STUDIES	✓	✓
COMPUTER AND INFORMATION STUDIES	✓	✓
COMPUTER SCIENCE	✓	✓
ENVIRONMENTAL HEALTH & SAFETY MANAGEMENT	✓	✓
ORNAMENTAL HORTICULTURE	✓	✓
SURVEYING	✓	✓

Educational Programs and Services

INSTRUCTIONAL PROGRAMS

<i>HEALTH SCIENCE</i>		
PROGRAM	ASSOCIATE DEGREE(S)	CERTIFICATE(S)
BIOLOGICAL SCIENCE	✓	
GENERAL STUDIES	✓	
KINESIOLOGY	✓	✓
PUBLIC HEALTH SCIENCE	✓	

<i>LANGUAGE & COMMUNICATION</i>		
PROGRAM	ASSOCIATE DEGREE(S)	CERTIFICATE(S)
AMERICAN SIGN LANGUAGE	✓	✓
ARABIC STUDIES	✓	✓
COMMUNICATION	✓	
ENGLISH	✓	✓
GENERAL STUDIES: COMMUNICATION & LANGUAGE ARTS	✓	
SPANISH	✓	✓
UNIVERSITY STUDIES: COMMUNICATION & LANGUAGE ARTS	✓	

<i>STEM</i>		
PROGRAM	ASSOCIATE DEGREE(S)	CERTIFICATE(S)
BIOLOGICAL SCIENCES	✓	
CHEMISTRY	✓	
ENGINEERING	✓	
ENVIRONMENTAL SCIENCE	✓	
GENERAL STUDIES: SCIENCE AND MATHEMATICS	✓	
MATHEMATICS	✓	✓
PHYSICS	✓	
UNIVERSITY STUDIES: SCIENCE AND MATHEMATICS	✓	

Educational Programs and Services

INSTRUCTIONAL PROGRAMS

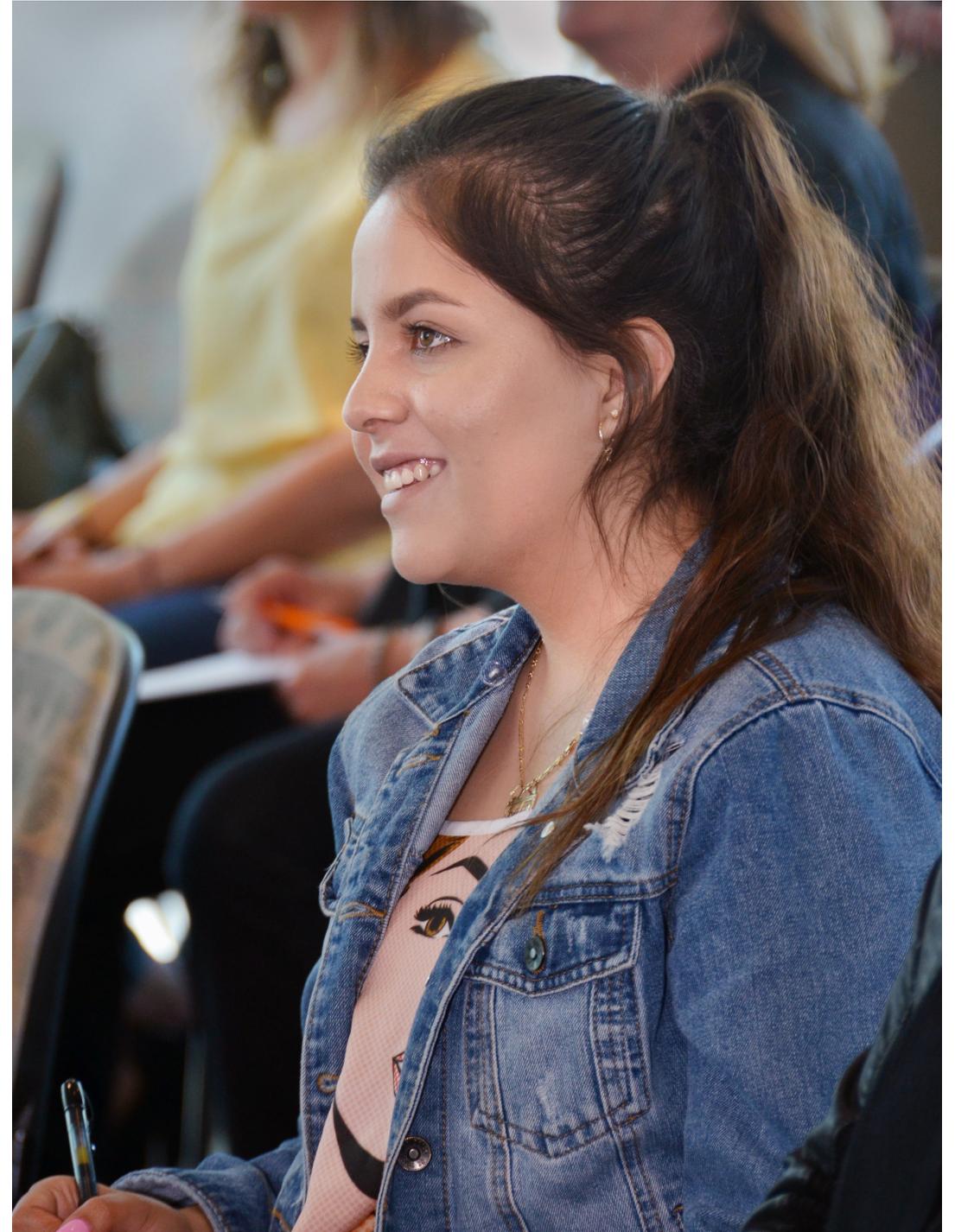
VISUAL & PERFORMING ARTS

PROGRAM	ASSOCIATE DEGREE(S)	CERTIFICATE(S)
ART	✓	
GRAPHIC DESIGN	✓	✓
MUSIC	✓	

EXPLORATORY

PROGRAM	ASSOCIATE DEGREE(S)	CERTIFICATE(S)
CSU GENERAL EDUCATION BREADTH		✓
IGETC GENERAL EDUCATION TRANSFER CURRICULUM		✓

In addition, Cuyamaca instructional service areas include learning and technology resources, such as the Library, tutoring centers, and the Tech Mall, which provides on-campus computer labs and technology support for students.



Educational Programs and Services

STUDENT SUPPORT SERVICES

Cuyamaca College is home to a wide range of support services to assist students in all aspects of their educational experience. Through a student-centered approach, Cuyamaca's support services strive to provide comprehensive support through every step of a student's journey, from connection to completion and transition to a four-year institution or the workforce. Support service faculty, classified professionals, and administrators use approaches such as trauma-informed care and holistic student support to ensure students have the resources they need to succeed. Through innovative programs such as Cuyamaca Cares, students have access to mental health counseling, housing support, and food justice, all within one cohesive program focused on basic rights.



Cuyamaca student support services are organized within three major divisions as well as two additional departments, which include:

Admissions and Records

Counseling

- *Career Center (partnership with Career Education division)*
- *Rising Scholars*
- *General Counseling*
- *Transfer Center*
- *Veterans Center*
- *Placement Center*

Financial Aid

Student Affairs

- *Cuyamaca Cares*
- *Health and Wellness Center*

Special Programs

- *CalWORKs*
- *Disability Support Programs and Services (DSPS)*
- *High Tech Center*
- *EOPS (Extended Opportunity Programs and Services)/CARE*
- *Outreach - High School & Community Relations*
- *NextUP/UP*
- *Resources for Immigrant Students in Education (RISE)*





C U Y A M A C A
· C O L L E G E ·

the campus today

CAMPUS HISTORY

DEVELOPMENT HISTORY

EXISTING CONDITIONS

VEHICULAR CIRCULATION

PEDESTRIAN CIRCULATION

OPEN SPACES

EXISTING LANDSCAPE

CAMPUS EXPERIENCE

FACILITIES CONDITION INDEX





The Campus Today

The planning process included the analysis of the existing campus 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

In 2007, “The Cuyamaca Way” became Cuyamaca College’s official motto, a tribute to the institution’s prevailing sense of community. Thirteen key words that the campus community decided best describe that “Cuyamaca Way” were inscribed in curving concrete bands stretching across the newly paved quad. The words, “beautiful, collaborative, dedicated, innovative, integrity, teamwork, vision, welcoming, student-centered, community, excellence, passionate, and friendly,” became etched in stone.

Located in the hills of Rancho San Diego, in East San Diego County on 165 acres, the Cuyamaca College campus experience consists of wide open spaces and plenty of outdoor parks and benches to dine, relax with friends, and study. A calming, welcoming environment for everyone cascaded by a landscape of hills and natural habitats. There is an overall elevation difference of 100 feet between the highest and lowest portions of campus, bridged by buildings and programs that weave the campus together.

Cuyamaca College campus is located in the East San Diego County community of Rancho San Diego, nestled in a suburb just outside the city of El Cajon on a verdant 165 acre site that was at one time a part of the Old Monte Vista Ranch. Along with its sister campus, Grossmont College, it is part of the Grossmont-Cuyamaca Community College District.

Sitting at the margin of the Sweetwater River Valley, the campus is surrounded by foothills, with its upper slopes preserved as natural habitat. A riparian habitat sits along the eastern border of the campus.

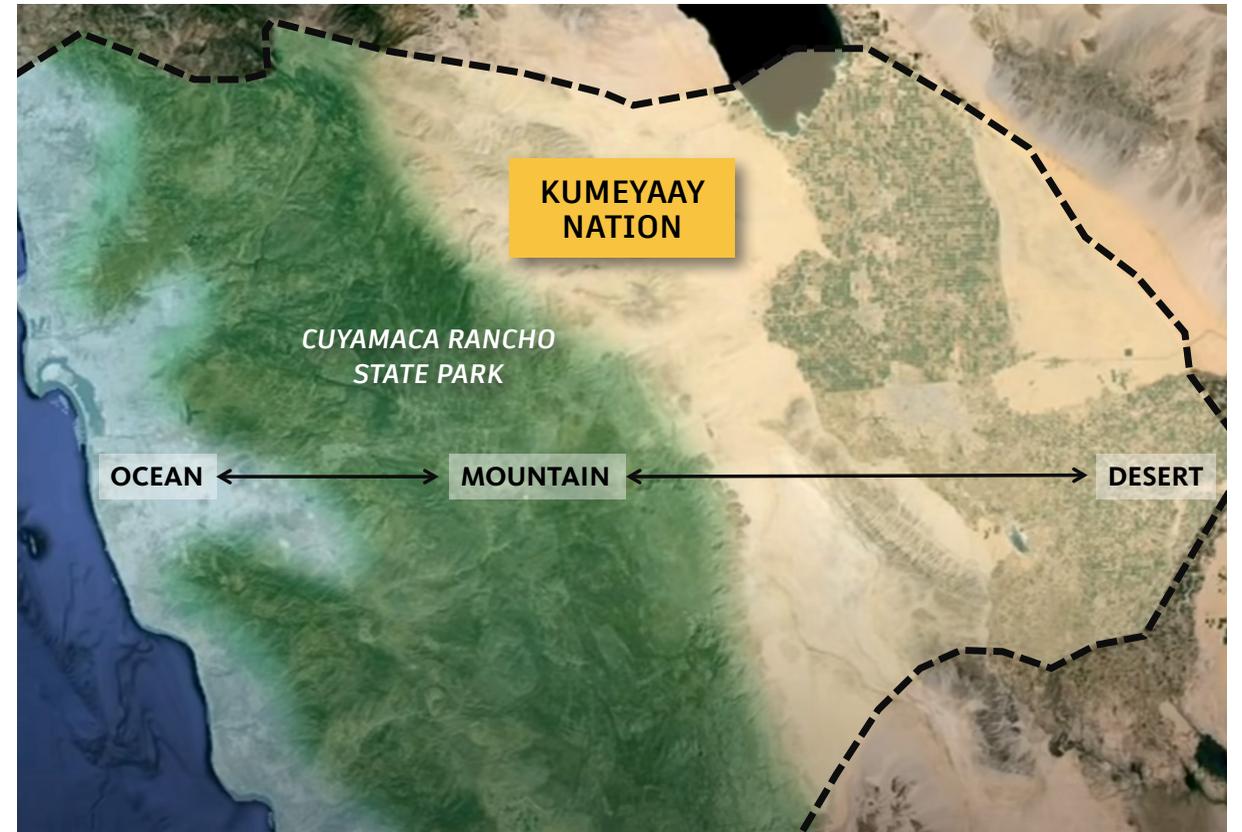


Campus History

The Kumeyaay were the original native inhabitants of San Diego County having lived in this region for more than 10,000 years. The Kumeyaay Nation extends from San Diego and Imperial Counties in California to 60 miles south of the Mexican border.

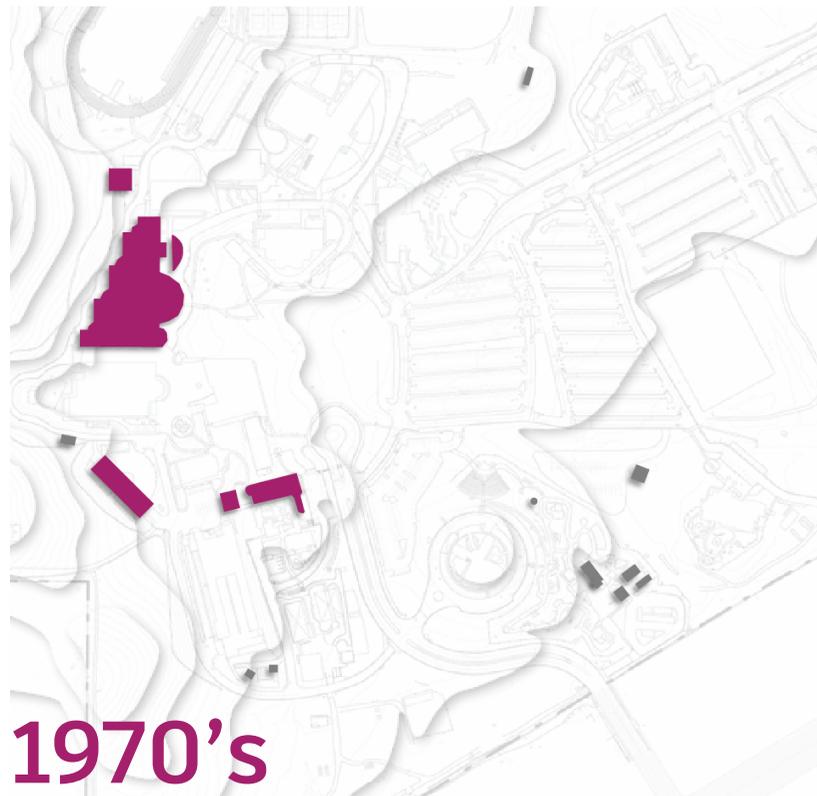
Cuyamaca Rancho State Park, forty miles east of San Diego, was the spring and summer home to bands of Kumeyaay Indians, who ranged throughout the Cuyamaca and Laguna Mountains in seasonal journeys from San Diego to the Salton Sea. The Kumeyaay called the beautiful oak and pine-covered mountains due east of San Diego, “Ah-ha Kwe-ah-mac,” which translates roughly as “the place where it rains” or “the mist behind the clouds.”

Historically, the Kumeyaay were horticulturists, hunters and gatherers. They were the first people who greeted the Spanish when they first sailed into San Diego Harbor with the Juan Rodriguez Cabrillo expedition of 1542.

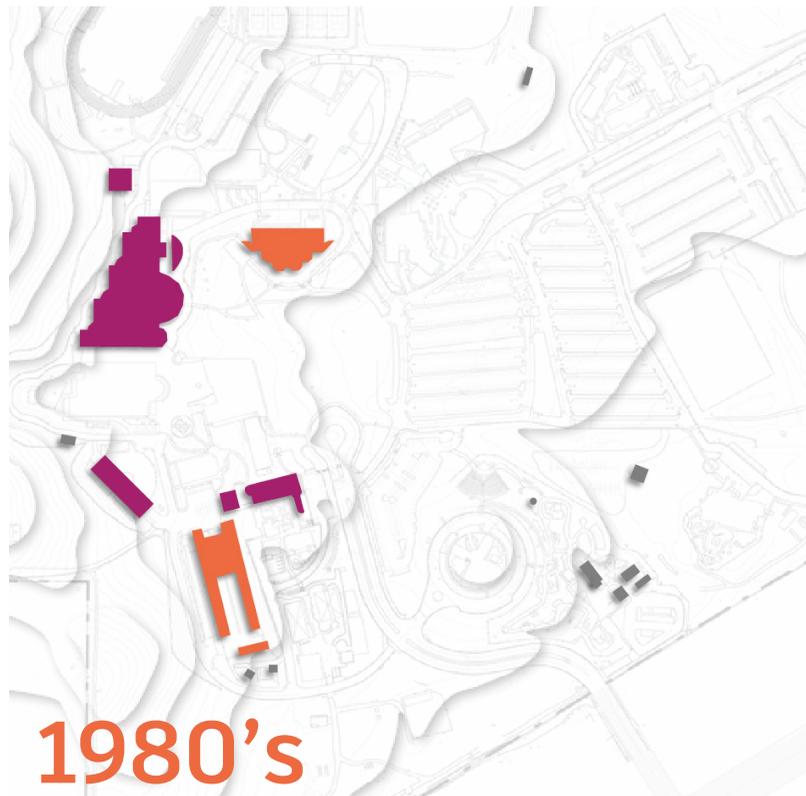


Development History

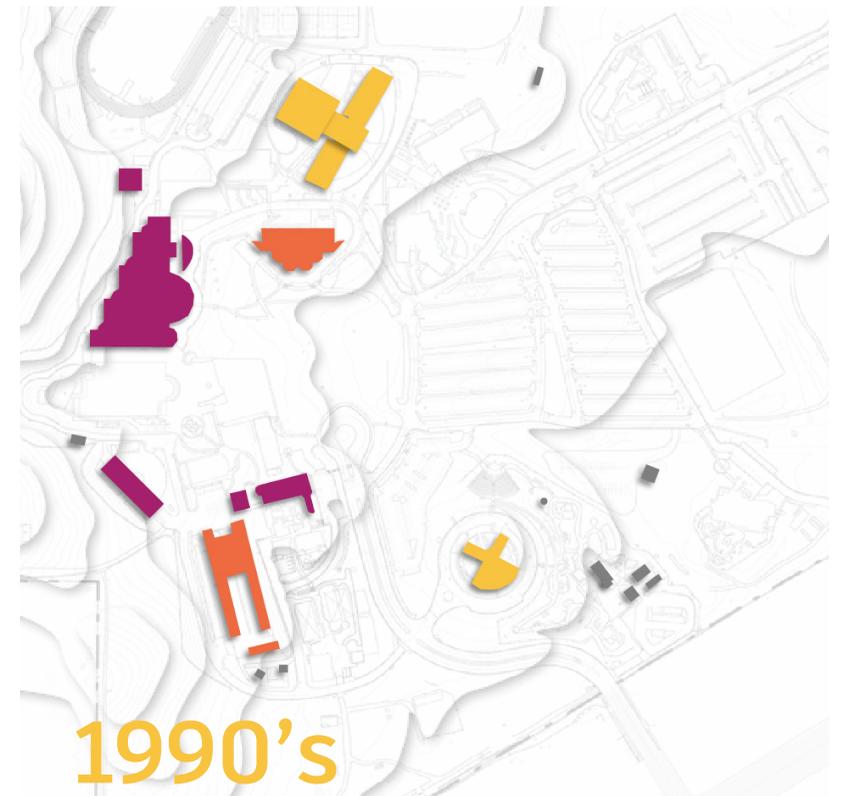
This graphic illustrates the development of the Cuyamaca College campus with buildings color coded to indicate the decade of the original construction.



BUILDING F / ADMINISTRATION
BUILDING J / WAREHOUSE
ORNAMENTAL HORTICULTURE
BUILDING 100
CENTRAL PLANT



LRC / LIBRARY
AUTOMOTIVE TECHNOLOGY / BUILDING K



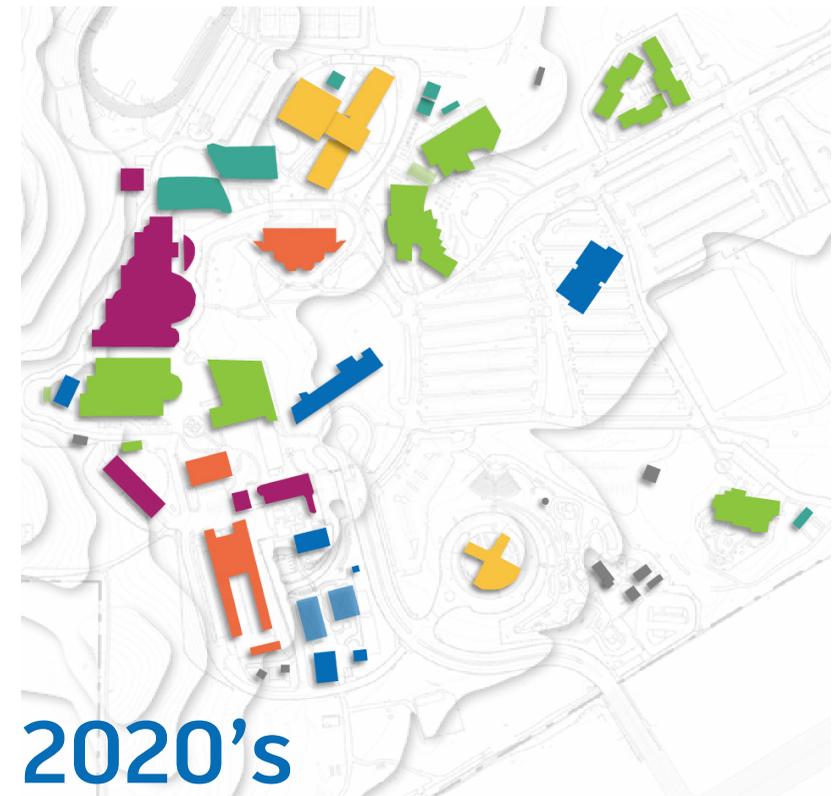
GYM
EXERCISE SCIENCE
MUSEUM



SCIENCE & MATHEMATICS CENTER
 STUDENT CENTER
 CHILD DEVELOPMENT CENTER
 COMMUNICATION & ARTS CENTER
 STUDENT SERVICES ONE STOP CENTER



BUSINESS & TECHNOLOGY
 BUILDING 401
 BUILDINGS 1 & 2



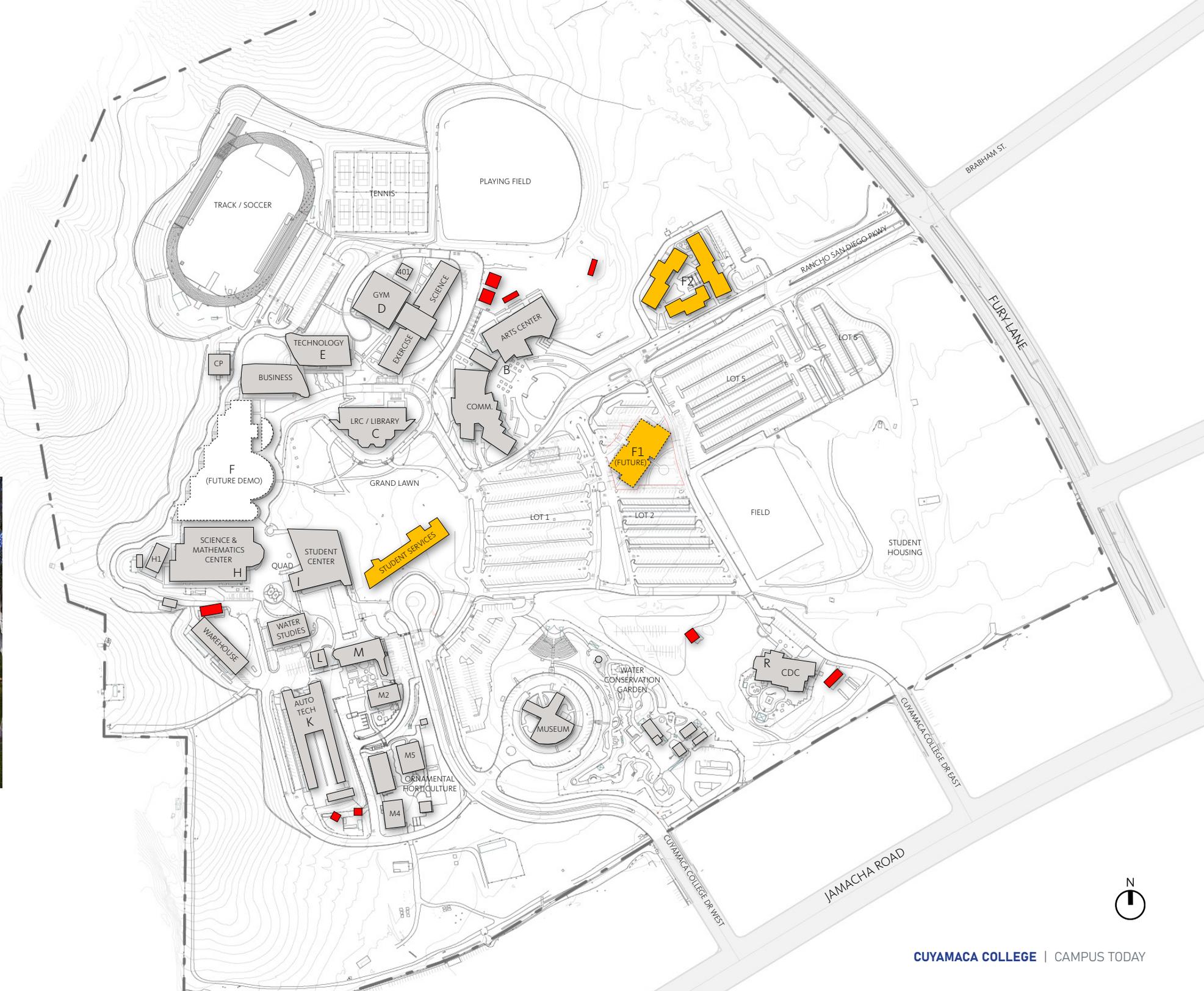
BUILDING 400
 STUDENT SERVICES
 F1 BUILDING
 BUILDING M2
 ORNAMENTAL HORTICULTURE / BUILDING M5
 BUILDING M4

Existing Conditions

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



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



Existing Conditions

FACILITIES CONDITION INDEX

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
- LOW



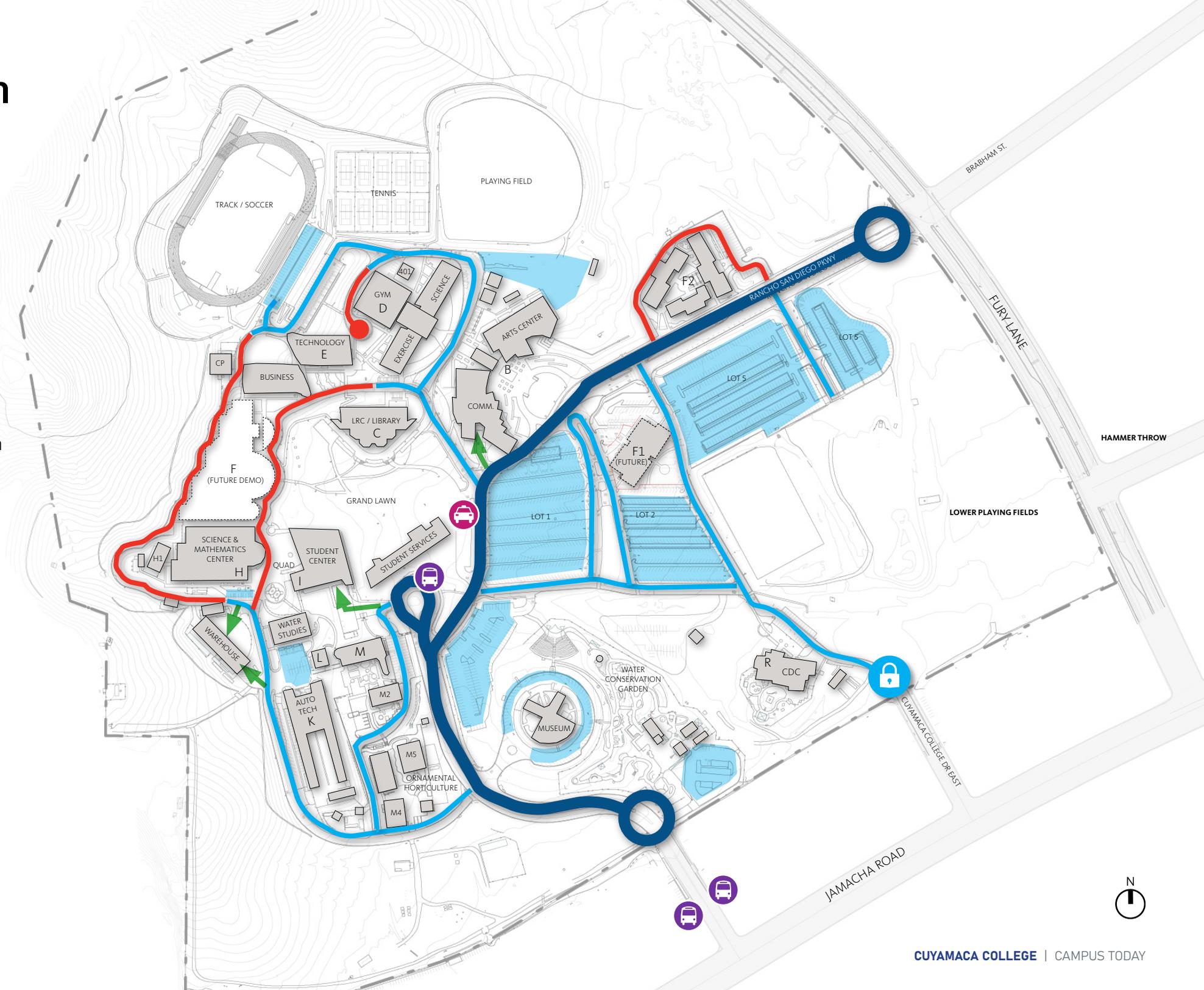
Vehicular Circulation

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 two primary entry points with a main road cutting through the center of campus, and secondary roads providing access to the upper levels of campus. The majority of parking is located on the lower levels of the campus on the east side, with limited parking on the upper levels

-  TRAFFIC SIGNAL
-  CAMPUS ENTRY
-  CAMPUS ENTRY (GATED)
-  PRIMARY VEHICULAR CIRCULATION
-  SECONDARY VEHICULAR CIRCULATION
-  SURFACE PARKING
-  BUS STOP
-  PASSENGER DROPOFF
-  EMERGENCY ACCESS
-  SERVICES ACCESS

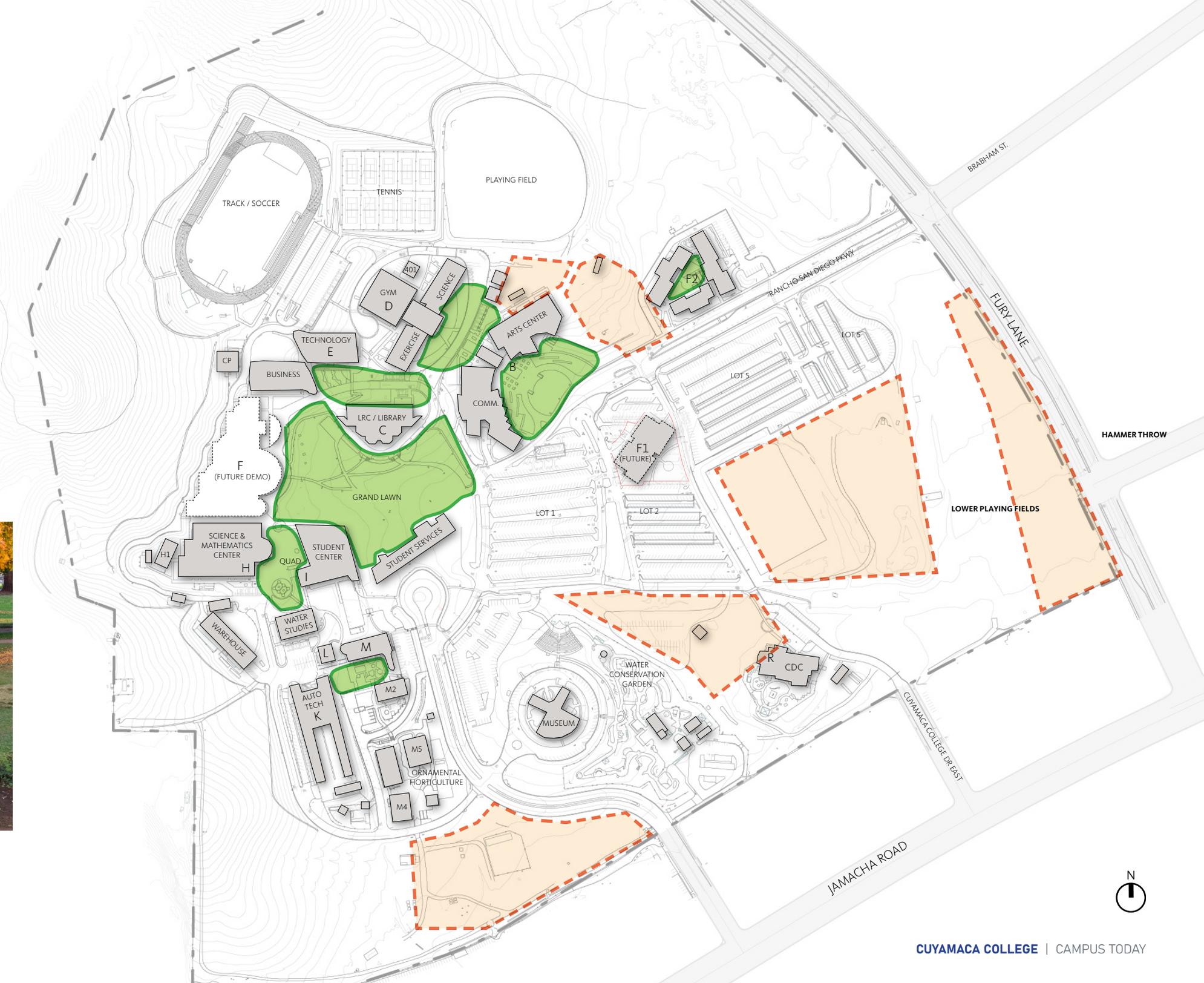


Open Spaces

EXISTING

A variety of developed open spaces paired with the campus topography contribute in creating a unique campus atmosphere. The Grand Lawn is the largest open space on campus, with several secondary open spaces stitched in between key instructional buildings.

A number of areas are currently under-utilized and create opportunities for future development along the perimeter of campus are along entry roads and parking lots.



- DEVELOPED SPACES
- DEVELOPMENT OPPORTUNITY AREAS

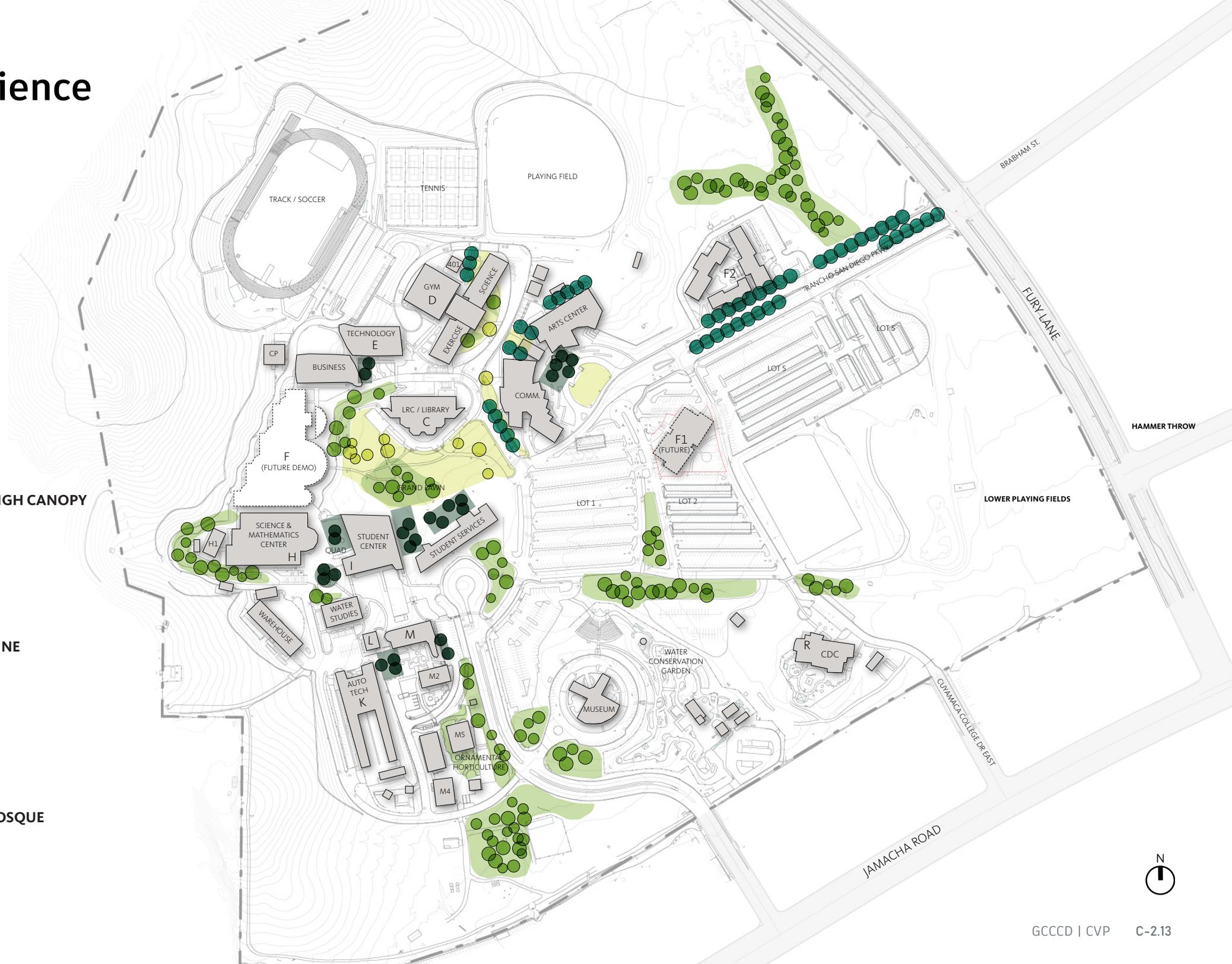


Landscape Experience

EXISTING

There are four main types of landscape experiences identified on campus.

-  **OPEN TURF**
-  **ENCLOSURE-HIGH CANOPY**
-  **DIRECTION / LINE**
-  **ENCLOSURE-BOSQUE**



Campus Experience

FAVORITE PLACES

During the planning process key stakeholders were asked to identify their favorite places on campus and why. The results are illustrated in the following graphics, grouped into five themes:

- VIEW
- PEACEFUL
- PEACEFUL
- INVITING
- SENSE OF BELONGING



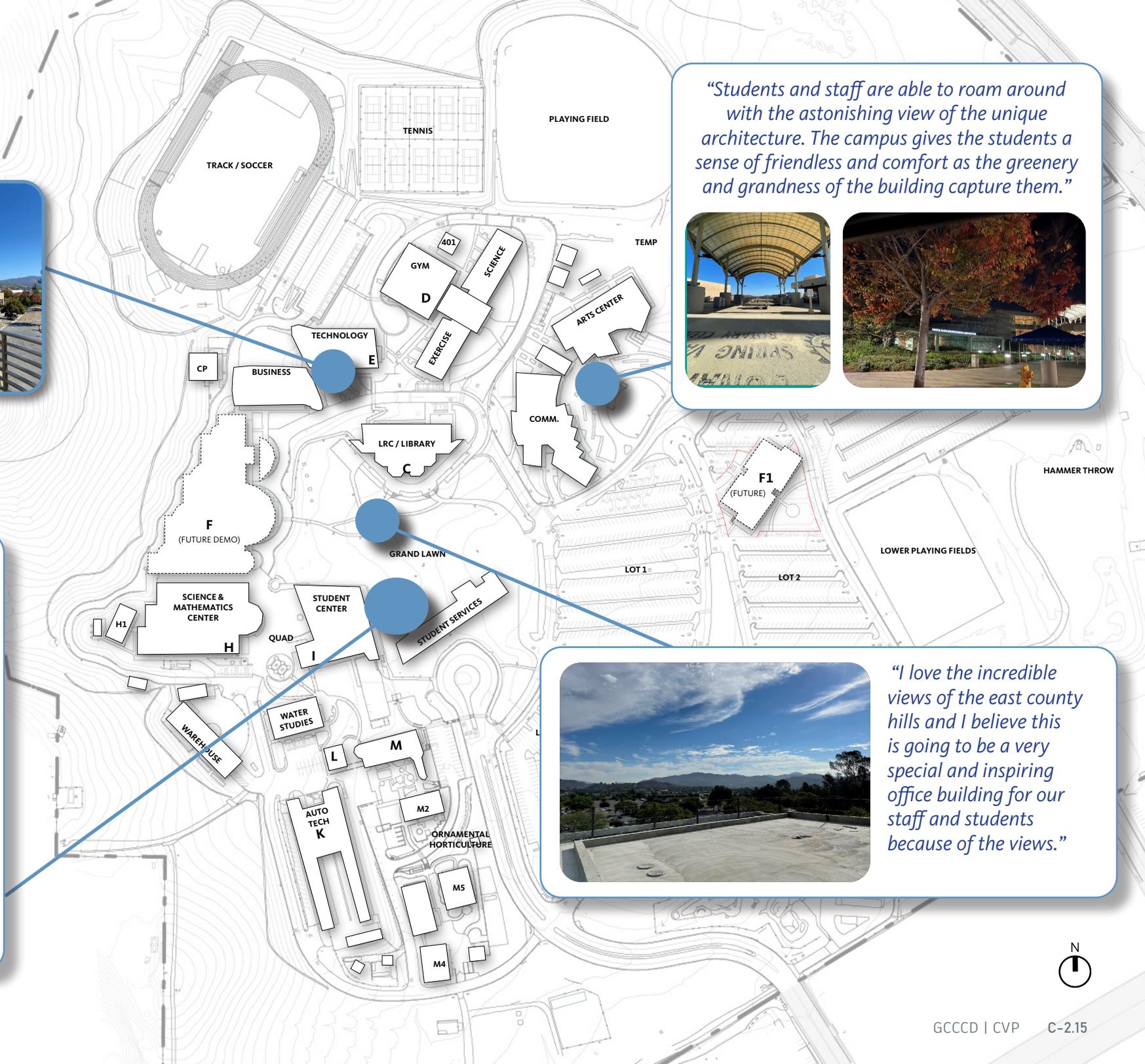
Campus Experience

FAVORITE PLACES

View



"Students and staff are able to roam around with the astonishing view of the unique architecture. The campus gives the students a sense of friendliness and comfort as the greenery and grandness of the building capture them."



"This view shows our history (the LRC) and our progress forward (the new building) and makes me feel excited and in awe of the trees"

"I love the incredible views of the east county hills and I believe this is going to be a very special and inspiring office building for our staff and students because of the views."



Campus Experience

FAVORITE PLACES

Natural Beauty

"I love going to the library (even if it means sitting outside to enjoy the nice scenery)"



"Grand Lawn: One of the best features of the college is the natural environment. I love walking through the grand lawn and taking in the natural beauty of the campus."



Campus Experience

FAVORITE PLACES

Peaceful



“I LOVE walking through the F building (this is in the 600 corridor) and seeing the steps which lead to a back road but behind the road are mountains. I would love to have trails. This view makes me feel peace.”



“The rock structure is peaceful, and the noise is calming. I also enjoy the welcome sign in several languages on the F building. Makes me feel as though we care about our students.”



Campus Experience

FAVORITE PLACES: INVITING

Inviting

"The student center to get some work done after a class. It's also really cool to be able to see the construction work from the student center."



"The OH quad area has a really warm and inviting energy. Like the grand lawn, it reminds me of the natural beauty on campus and is just a great place to find peace and rejuvenate."



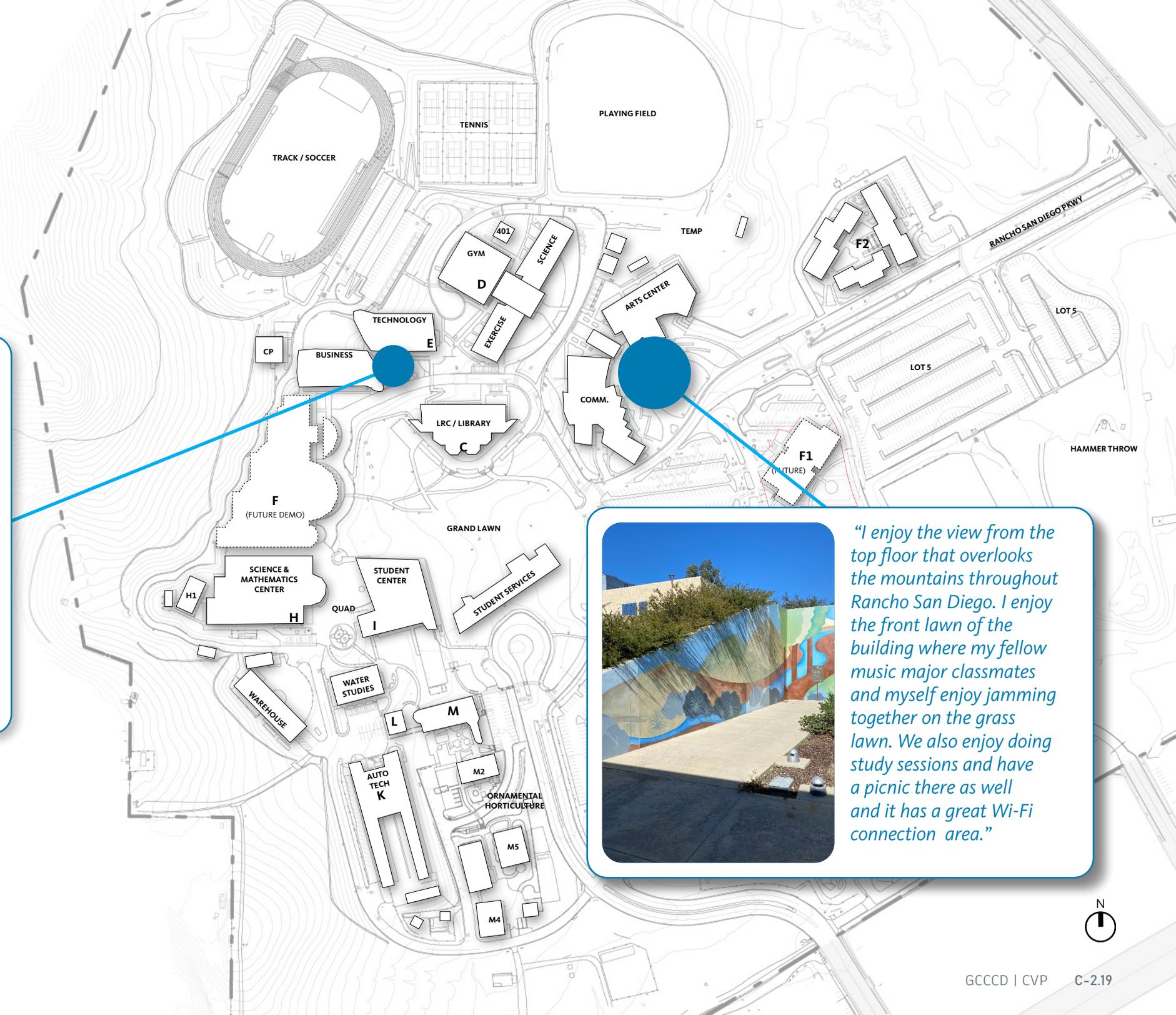
Campus Experience

FAVORITE PLACES

Sense of Belonging



"The E-building upstairs is very calming and a nice study/workspace with a view. The mural downstairs is beautiful; I love seeing art in public spaces."



"I enjoy the view from the top floor that overlooks the mountains throughout Rancho San Diego. I enjoy the front lawn of the building where my fellow music major classmates and myself enjoy jamming together on the grass lawn. We also enjoy doing study sessions and have a picnic there as well and it has a great Wi-Fi connection area."



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 Cuyamaca 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	141,859
	OFFICE	48,999
	LIBRARY	32,945
	INSTR.MEDIA	914
	OTHER	124,616
	TOTAL ASF	349,333

Facilities Space Analysis

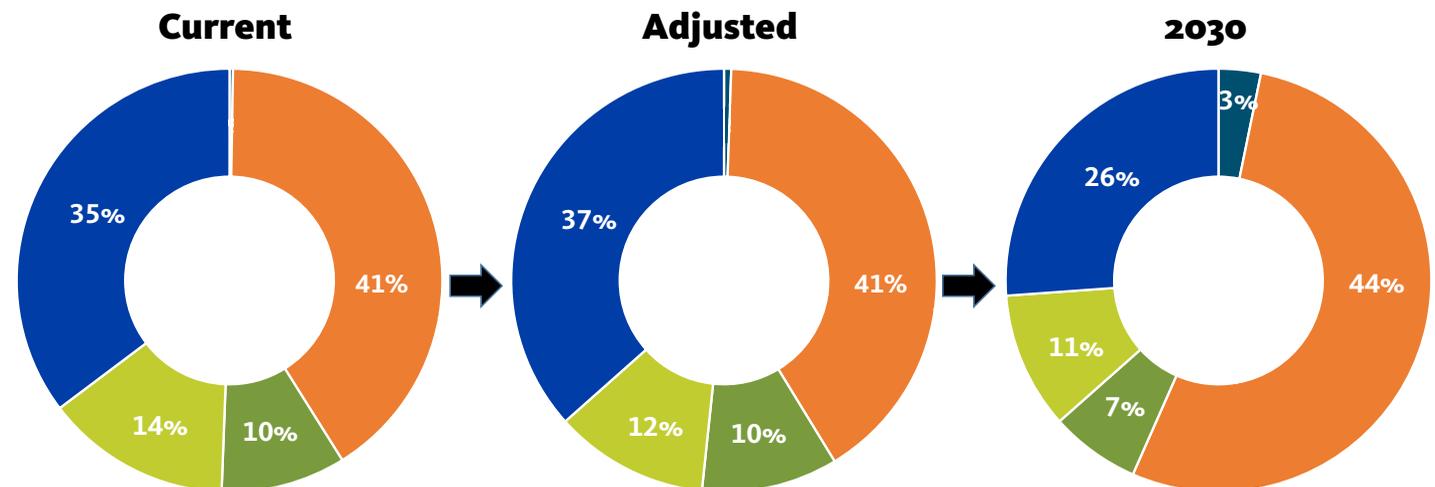
An analysis of the current inventory compared to the future projected need as defined by state standards was developed as part of the planning process and used to inform planning discussions.

The Cuyamaca College 2021 Space Inventory was adjusted to reflect the addition of facilities in design or construction and the removal of the Building F Complex. The space from these facilities was added to and subtracted from 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.

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 Facilities Space Program outlines the quantity of space needed in each of the capacity load categories.

The program indicates that the combined amount of lecture and lab space is very close to the projected need, therefore no additional instructional space is included in this Vision Plan beyond the projects currently in design/construction. Additional space is indicated for Instructional Media to support shifting delivery of instruction and services. Office and library categories indicate an excess of space and suggests the potential or re-purposing to support shifting needs identified through 2030.

	A CURRENT 2021 INVENTORY ASF	B ADJUSTED INVENTORY ASF	C MASTER PLAN SPACE PROGRAM ASF	B-C DIFFERENCE ASF
 LECTURE + LAB	141,859	142,093	145,064	-2,971
 OFFICE	48,999	40,944	28,345	12,599
 LIBRARY	32,945	36,147	18,568	17,579
 INSTR.MEDIA	914	1,904	8,726	-6,822
 OTHER	124,616	127,597	71,052	56,545
TOTAL ASF	349,333	348,685	271,755	76,930





C U Y A M A C A
· C O L L E G E ·

DEVELOPMENT OF FRAMEWORK
CUYAMACA VOICES
STRATEGIC PLANNING GOALS
FACILITIES GUIDING PRINCIPLES

planning framework




CUYAMACA
COLLEGE


CUYAMACA
COLLEGE


CUYAMACA
COLLEGE


CUYAMACA
COLLEGE

SANTO DOMINGO



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

The Cuyamaca College 2022-2028 Strategic Plan is the result of an inclusive, data-informed process of reflection and envisioning the future of the College in a post-pandemic reality. Throughout the 2021-22 academic year, the Institutional Effectiveness Council and Institutional Effectiveness, Success, and Equity Office facilitated an iterative process of data gathering, analysis, and dialog.

At Cuyamaca College, the Strategic Plan represents the foundational plan that guides college planning, decision-making, and resource allocation across the institution. In preparation for the strategic planning process, the College engaged in robust discussions about its vision, mission, and values. The outcome of this work was a completely new vision that is memorable, concise, aspirational, and clearly describes the destination we are seeking as a college.

For the 2022-2028 Strategic Plan, the Institutional Effectiveness Council focused on developing a plan and planning process that were:

- Meaningful
- Measurable
- Data-informed
- Inclusive

As such, the Institutional Effectiveness Council, served as the participatory governance lead in facilitating the strategic planning process, working closely with the Institutional Effectiveness, Success, and Equity Office as operational, research, and technical support for the process.

In addition, in Summer 2021, GCCCD began preparing for its next Facilities Master Plan. In order to maximize impact of both plans, the College and District aligned these processes such that the same data and input gathered to inform the strategic plan was also used to establish guiding principles for the Facilities Master Plan. Figure 1 illustrates how these two plans were integrated to achieve greater impact for students, employees, and the communities we serve.



Development of Framework

INTEGRATED PLANNING DIAGRAM

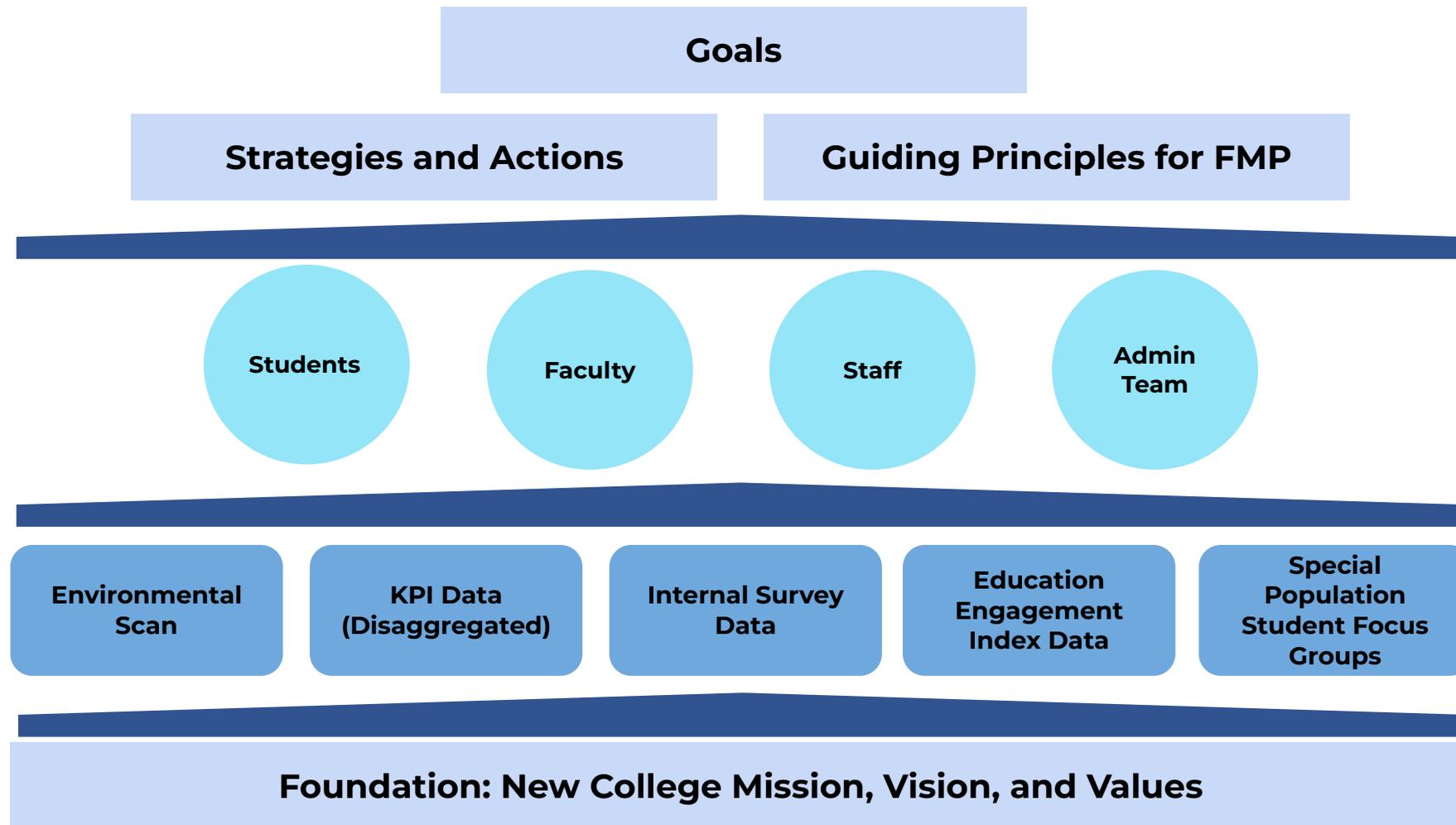
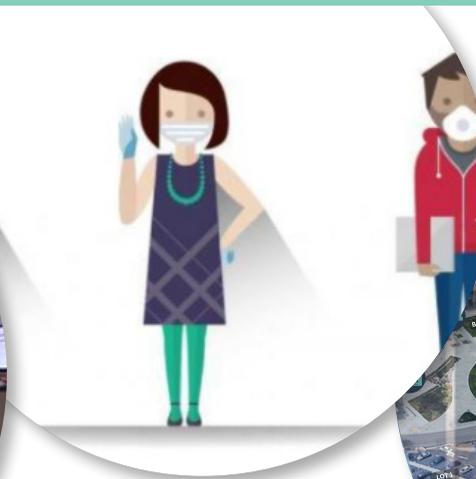


Figure 1: Integration of Strategic and Facilities Master Planning

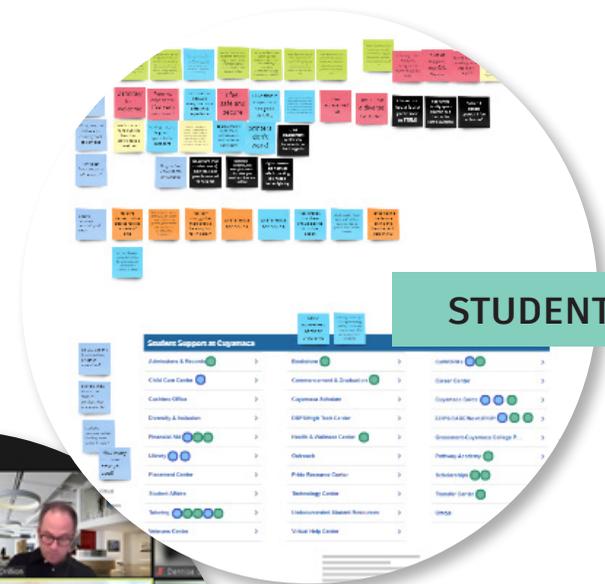
Cuyamaca Voices

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

EDUCATION ENGAGEMENT INDEX



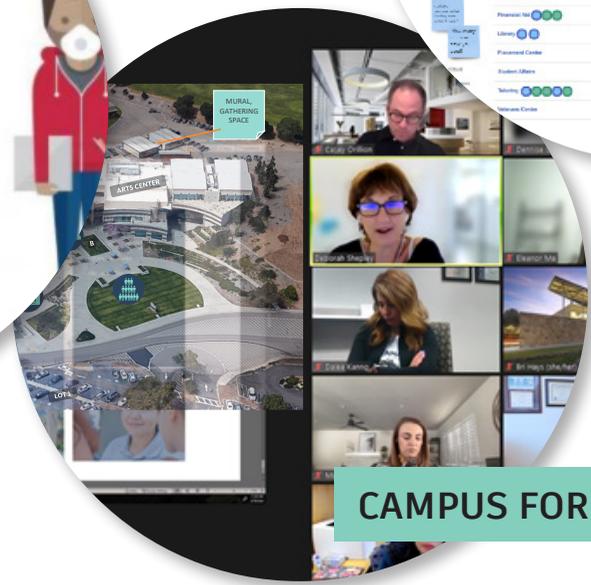
STUDENT FOCUS GROUPS



TASK FORCE WORKSHOPS



CAMPUS FORUM BREAKOUTS



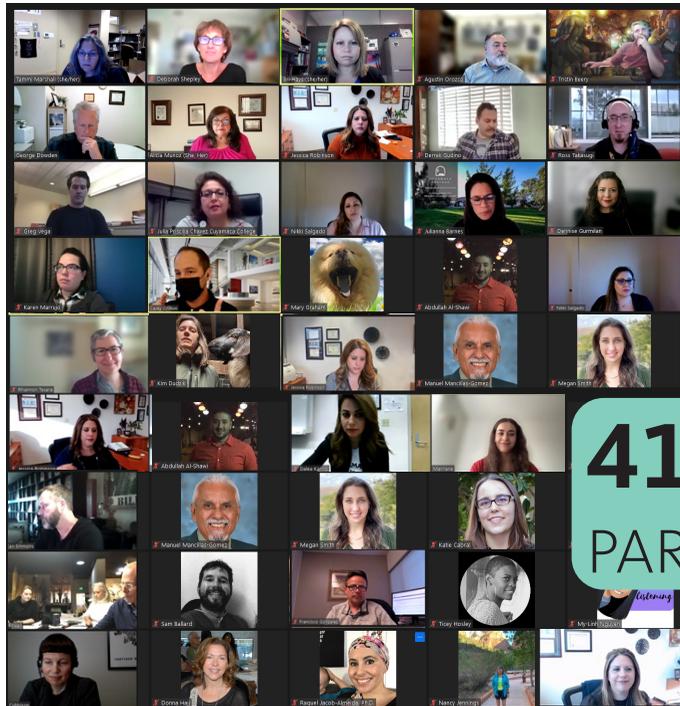
Cuyamaca Voices

CAMPUS FORUM BREAKOUTS

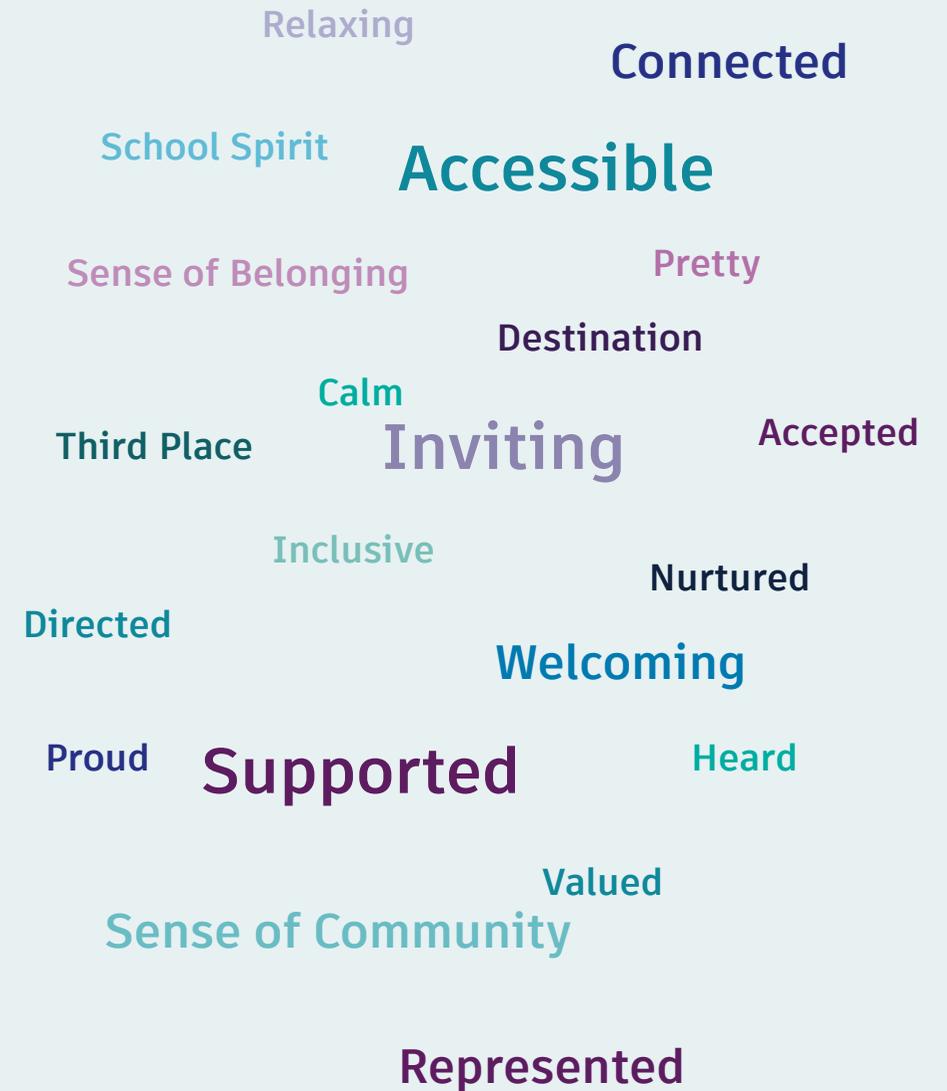
During the Fall Campus Forum Breakout sessions, participants were asked a series of questions:

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?



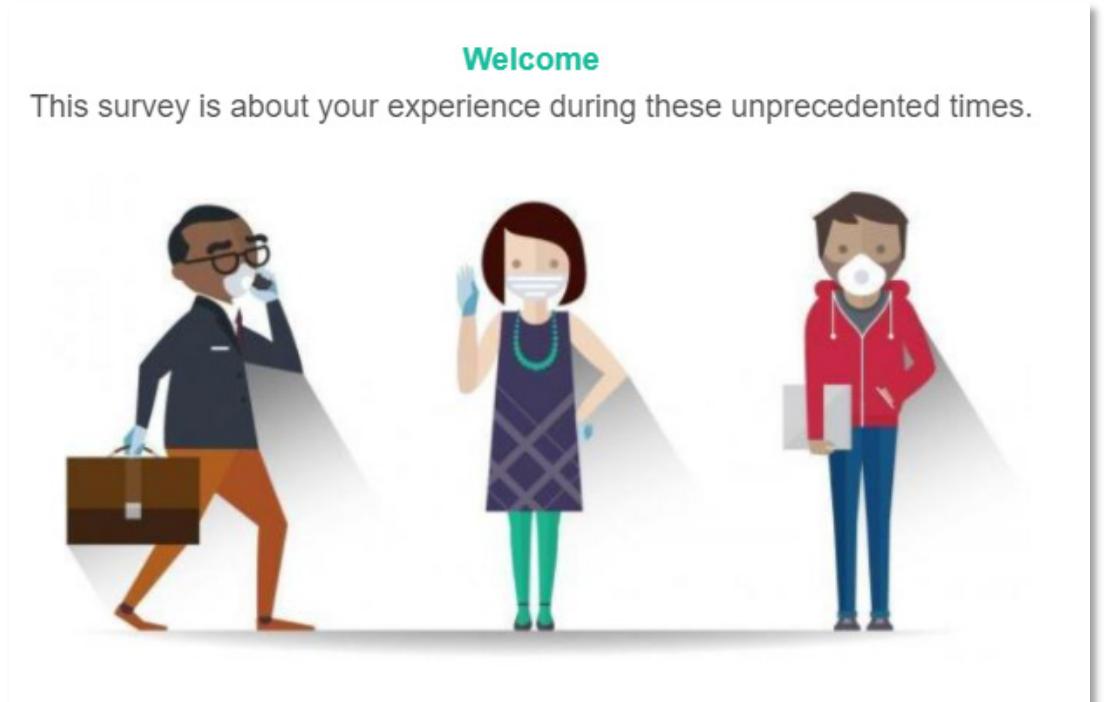
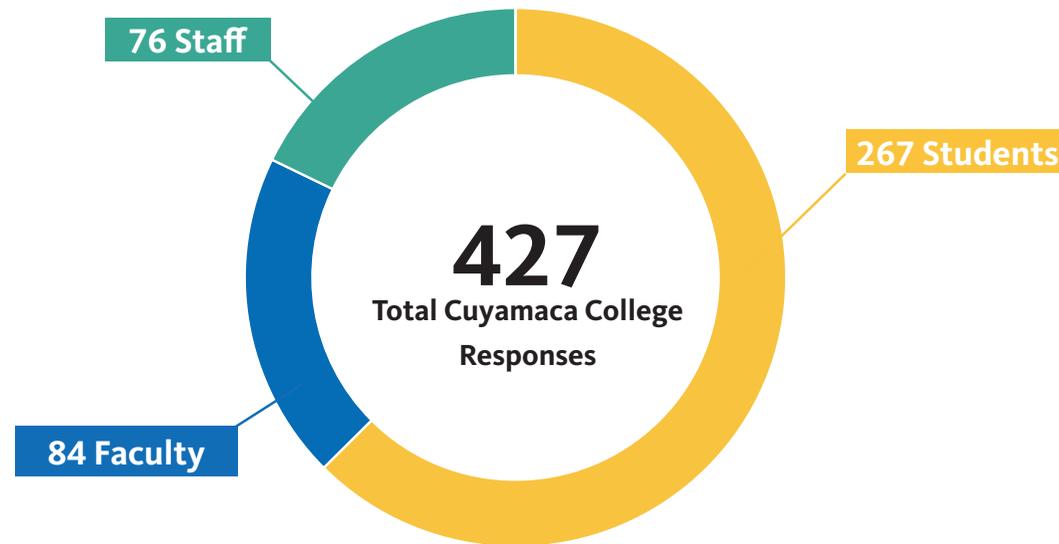
Words used to describe how we want our students to feel



Cuyamaca 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 this online survey 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.



Cuyamaca 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. About 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 and a notable population that was dissatisfied.

FALL 2021

STUDENTS

Currently, most students are still fully remote, about one-quarter have some in-person classes, and only 10% are taking all of their classes in person. Compared to pre-pandemic, fully remote students and mixed-mode students show a drop in satisfaction and a significant drop in feeling of success, especially for 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 15% are teaching all of their classes in person. All faculty reported a drop in satisfaction.

Students and faculty reported similar responses regarding their Fall 2021 remote learning and teaching experience. Overall, students and faculty feel that their current mode of learning/teaching is safe, convenient, and productive, but moderately lonely and stressful. Students indicate an even greater appreciation for convenience than faculty, and they also feel even more productive. Faculty respondents indicated that teaching remotely is more lonely and significantly more confusing than students reported.

Cuyamaca Voices

EDUCATION ENGAGEMENT INDEX

ON CAMPUS

Overall, students indicated high effectiveness in learning on campus. Students expressed that they are currently slightly more effective presenting their work than before the pandemic, but slightly less effective across the other learning modes. Faculty's perception of students' effectiveness is significantly higher than students' reported effectiveness across all learning modes.

REMOTE

Students expressed that they are currently more effective doing individual work remotely than on campus and less effective across the other learning modes. Faculty's perception of students' effectiveness is lower than students' reported effectiveness across all learning modes, except learning from instructors, in which faculty's perception of students' effectiveness is slightly higher than students' reported effectiveness .

EFFECTIVENESS OF LEARNING ACTIVITIES

Students indicated that the most effective learning activities to be: pre-recorded sessions, document-based materials, and sessions in which everyone is virtual. 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. Faculty's perception of effectiveness is lower than students' reported effectiveness for: sessions with a mix of virtual and in-person participants, sessions in which everyone is virtual, pre-recorded sessions, and document-based materials.

STUDENT ENGAGEMENT

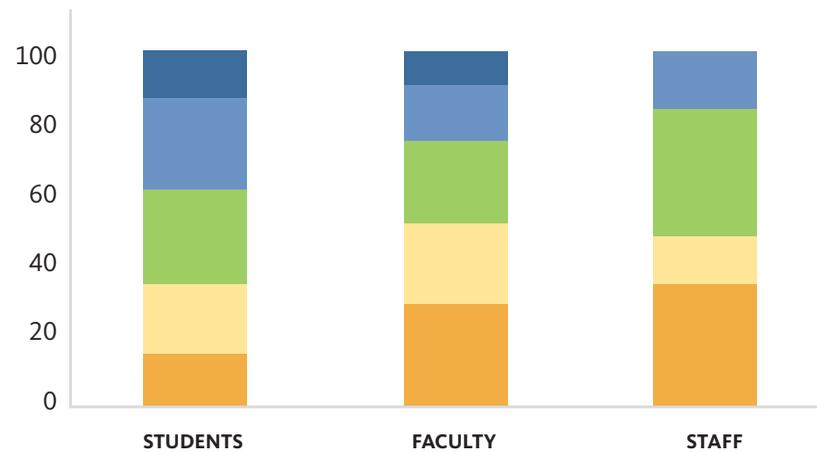
Pre-pandemic and currently, engagement factors are generally high, with the exception of a more moderate score for sense of belonging. Currently, students taking all classes in person report even more positive responses than pre-pandemic. Remote students report a greater sense of purpose and sense of belonging that pre-pandemic. Mixed-mode student show a decline in all engagement factors compared to pre-pandemic.

Cuyamaca Voices

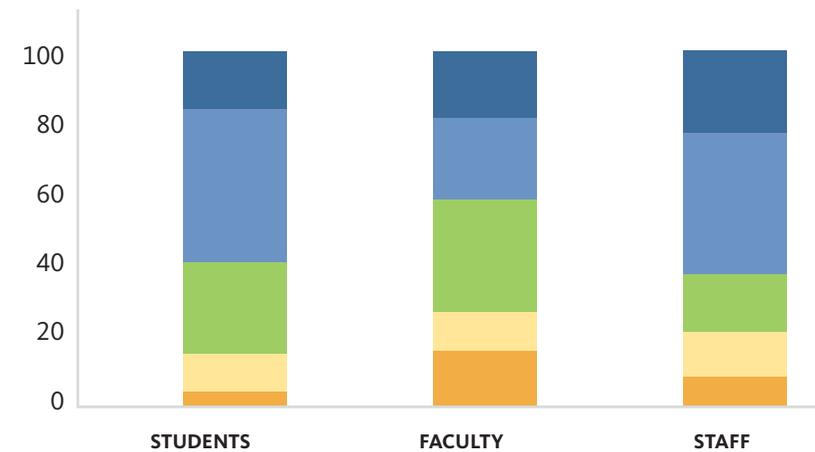
EDUCATION ENGAGEMENT INDEX: SENSE OF BELONGING AND WELLBEING

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

**BASED ON YOUR EXPERIENCE, IS LEARNING/TEACHING/
WORKING REMOTELY STRESSFUL?**



HOW WOULD YOU RATE YOUR SENSE OF BELONGING?



HIGH
VERY POSITIVELY

MEDIUM
NEITHER POSITIVELY NOR NEGATIVELY

LOW
VERY NEGATIVELY



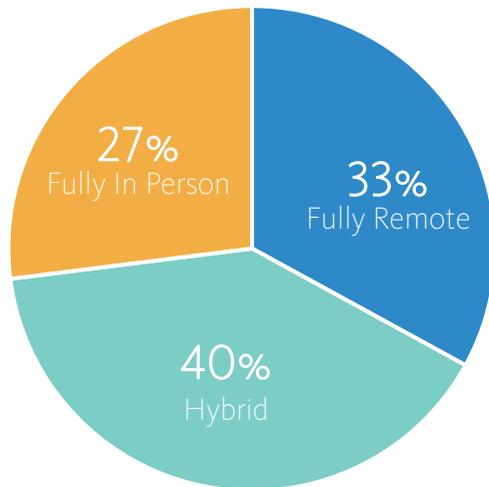
Cuyamaca Voices

EDUCATION ENGAGEMENT INDEX: PREFERENCES

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

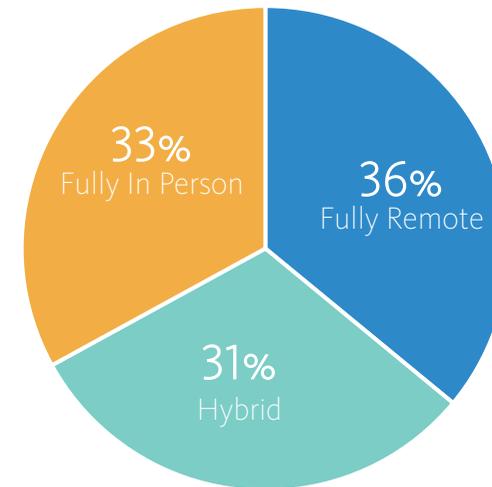
STUDENTS

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 about a third of their classes to be fully remote, about a quarter to the fully in person, and about 40% of their classes to be 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

29%

All remote classes

49%

Mix of remote & in person classes

22%

All in person classes

15%

All remote classes

65%

Mix of remote & in person classes

20%

All in person classes

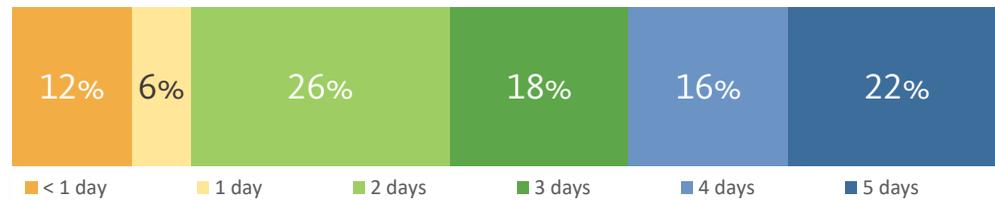
Cuyamaca Voices

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?” 2 days per week was the most popular response, followed by less than 1 day per week, and 3 days per week.



WOULD YOU RATHER HAVE...



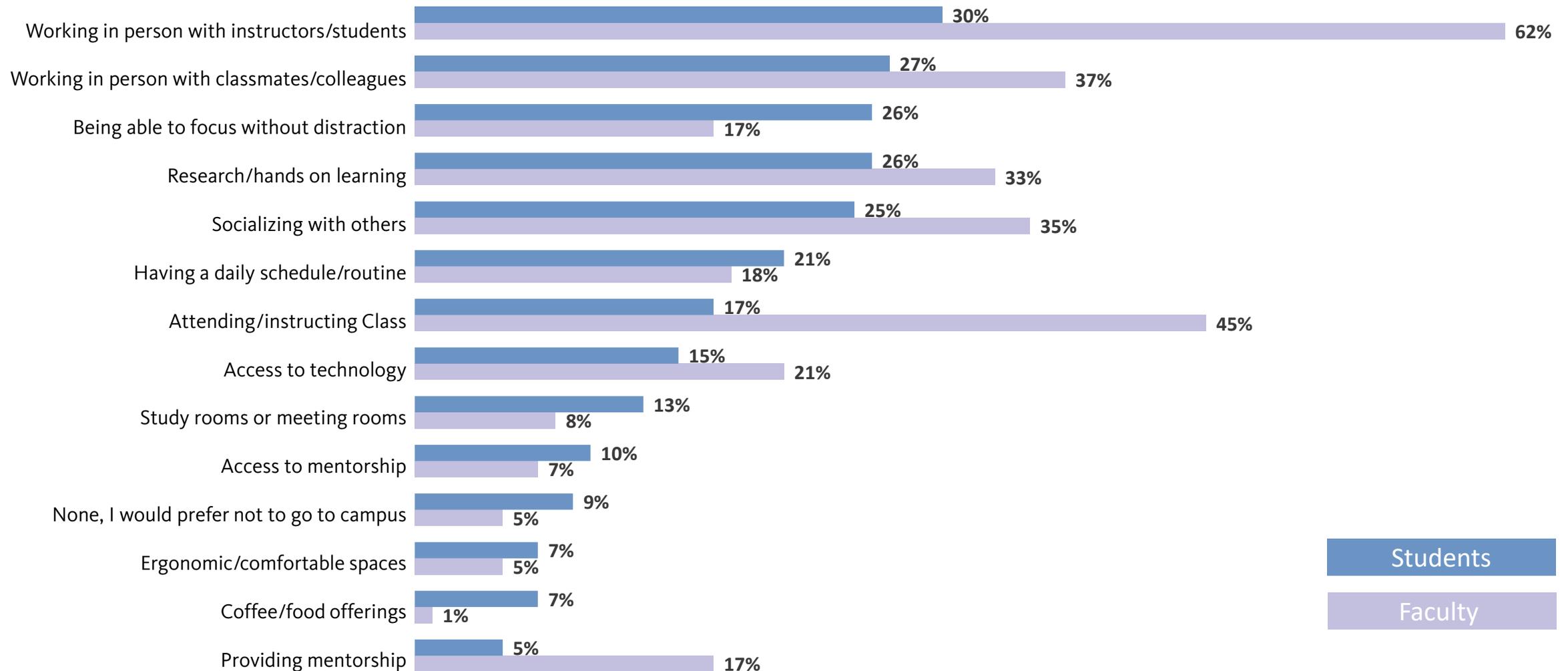
- A desk that you share with others, but more opportunities to work remotely
- A desk used only by you, but more expectation of working in the office

Cuyamaca Voices

EDUCATION ENGAGEMENT INDEX: CAMPUS PURPOSE

When looking to the future, the top drivers for coming to campus:

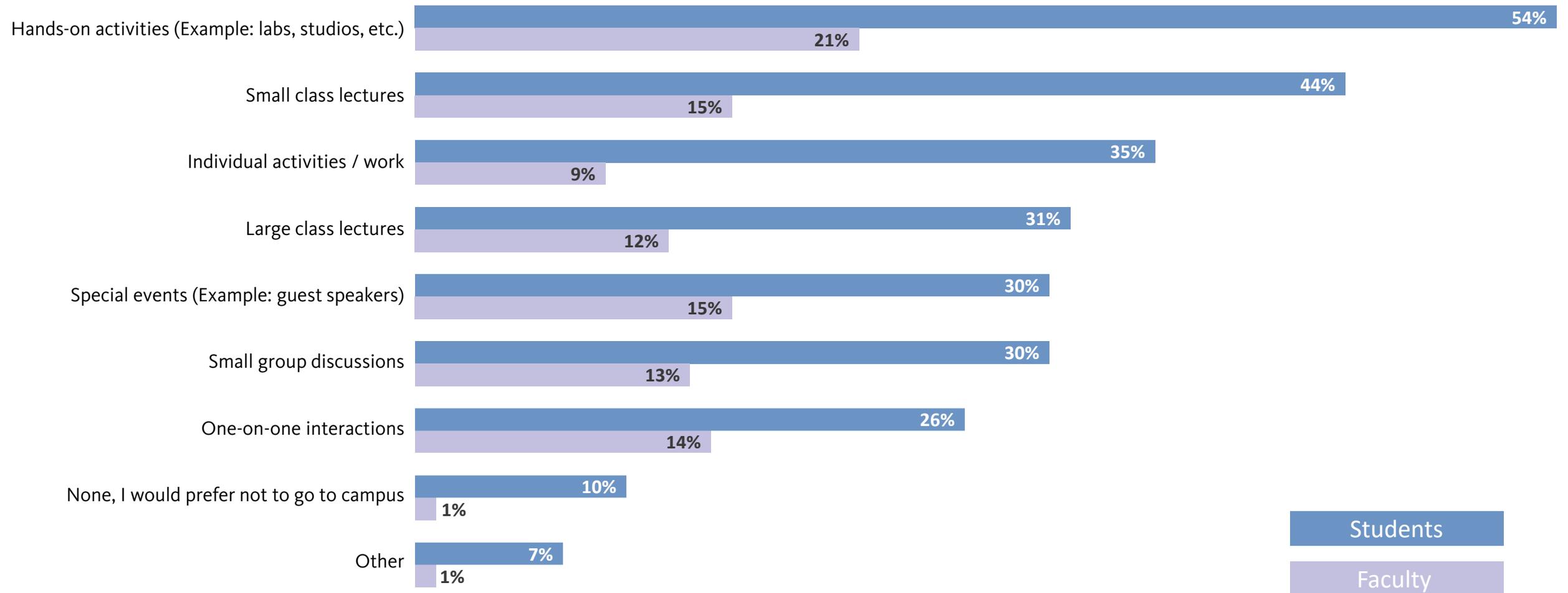
- For STUDENTS: working with instructors and classmates, being able to focus without distraction, and hands-on activities
- For FACULTY, the top drivers: working with students, class instruction, and working with colleagues



Cuyamaca Voices

EDUCATION ENGAGEMENT INDEX: LEARNING ACTIVITIES

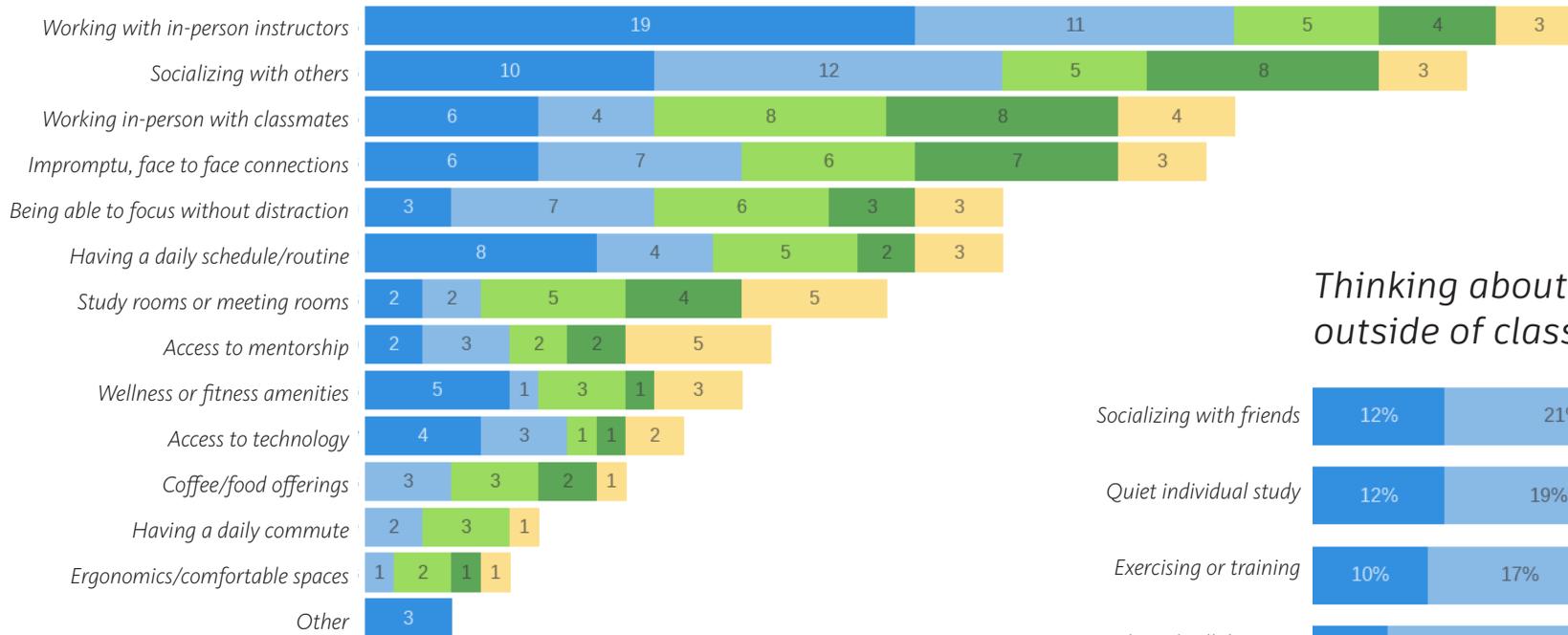
When looking to the future, the learning activities that students want to do on campus are: hands-on activities, small class lectures, and individual study. The teaching activities that faculty want to do on campus are: hands-on activities, small class lectures, and special events.



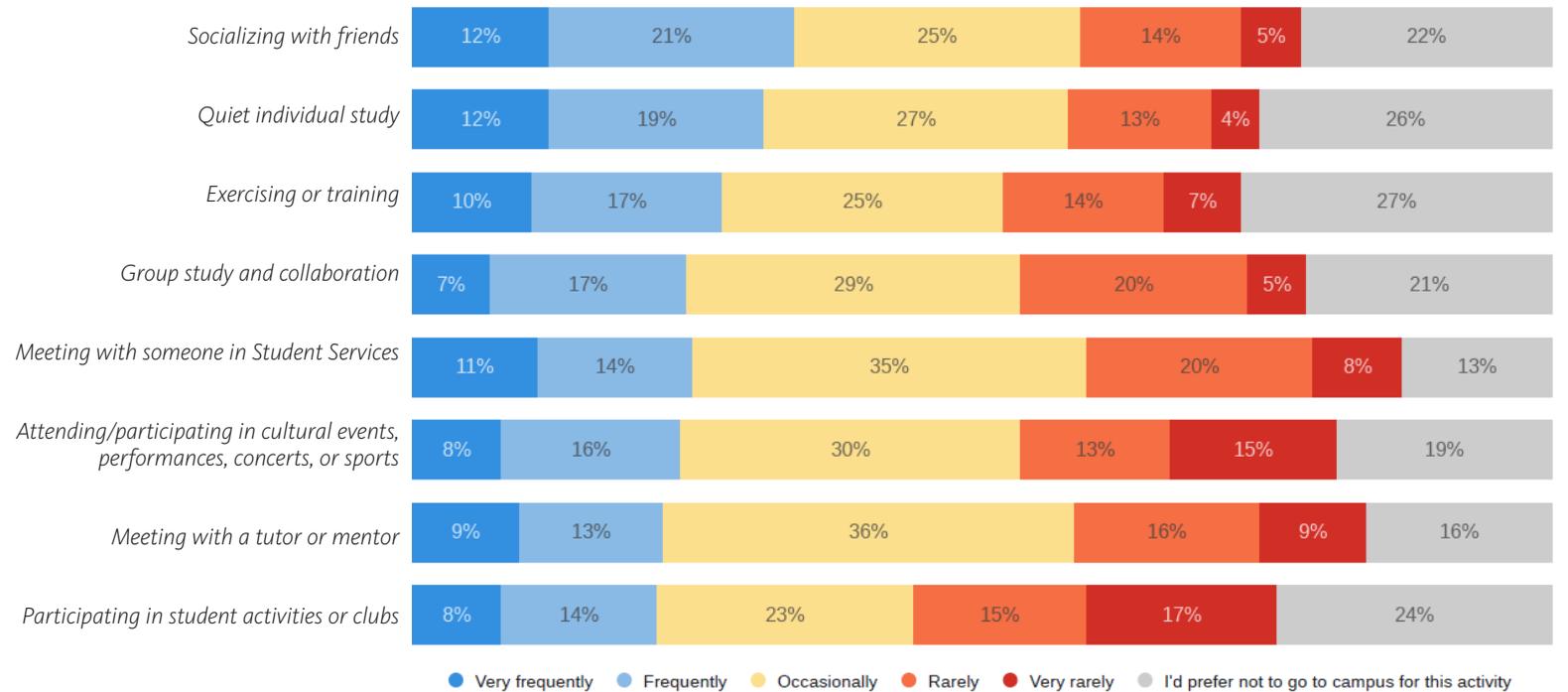
Cuyamaca Voices

EDUCATION ENGAGEMENT INDEX: VALUE OF CAMPUS (STUDENTS)

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



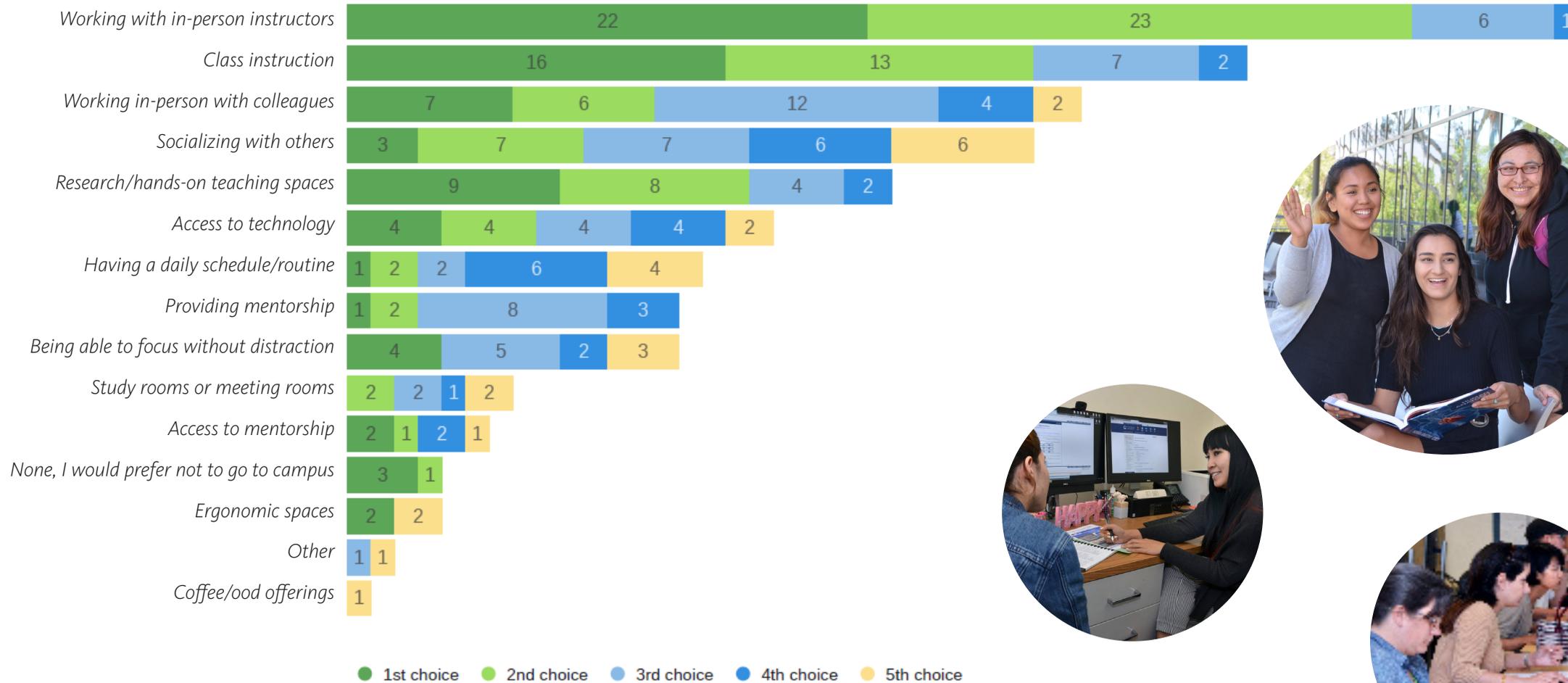
Thinking about how you would like to spend time on campus outside of class, how often would you do the following?



Cuyamaca Voices

ONLINE SURVEY: VALUE OF CAMPUS (FACULTY)

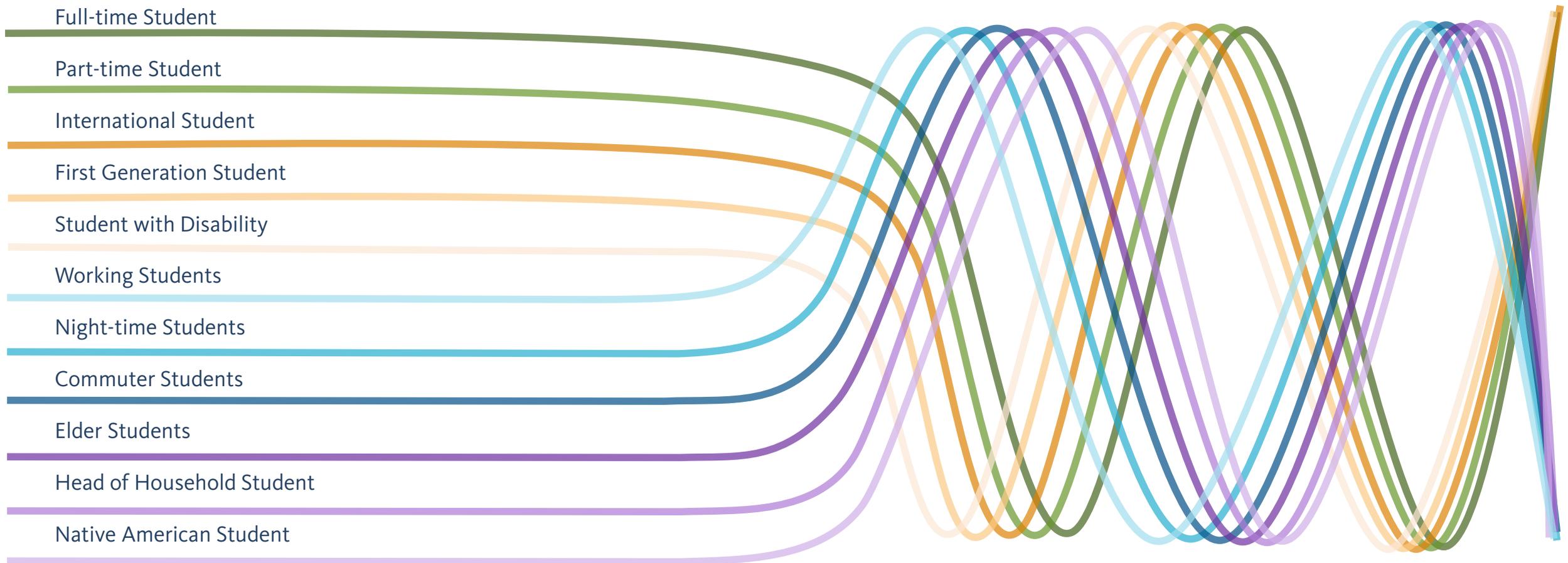
In the future, for which of the following is it most important to come to campus?



Cuyamaca Voices

STUDENT FOCUS GROUPS

Students from the following focus groups: Middle Eastern, Black/African American, LatinX and Native American were invited to describe their experiences on campus and offer suggestions for campus improvement through a series of Student Focus Groups. A total of 22 students, all from different backgrounds as shown graphically below, validate the rich cultural fabric that makes up the Cuyamaca college student body. The following pages illustrate their responses.



Cuyamaca Voices

STUDENT FOCUS GROUPS

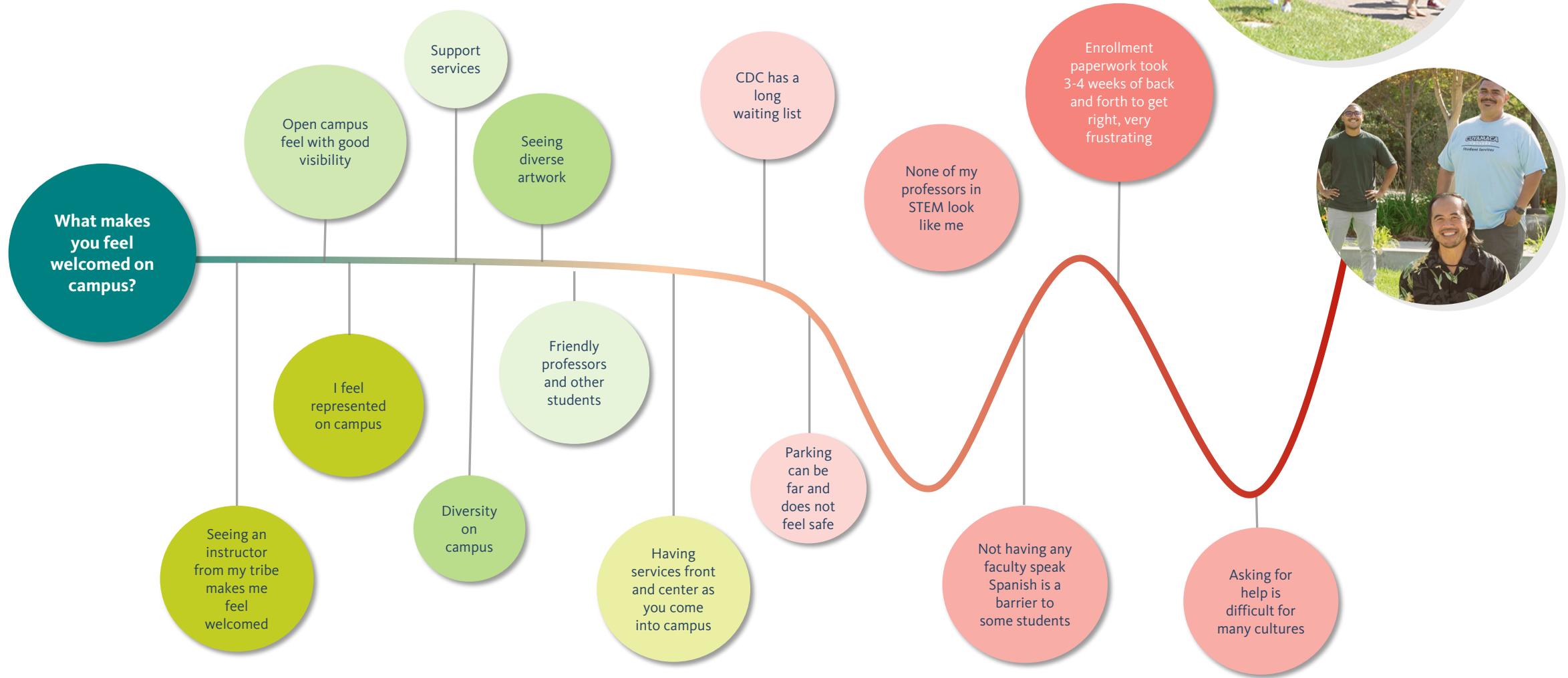
Describe cuyamaca college in one word:



Cuyamaca Voices

STUDENT FOCUS GROUPS

What makes you feel welcomed or unwelcomed on campus?



Cuyamaca Voices

STUDENT FOCUS GROUPS

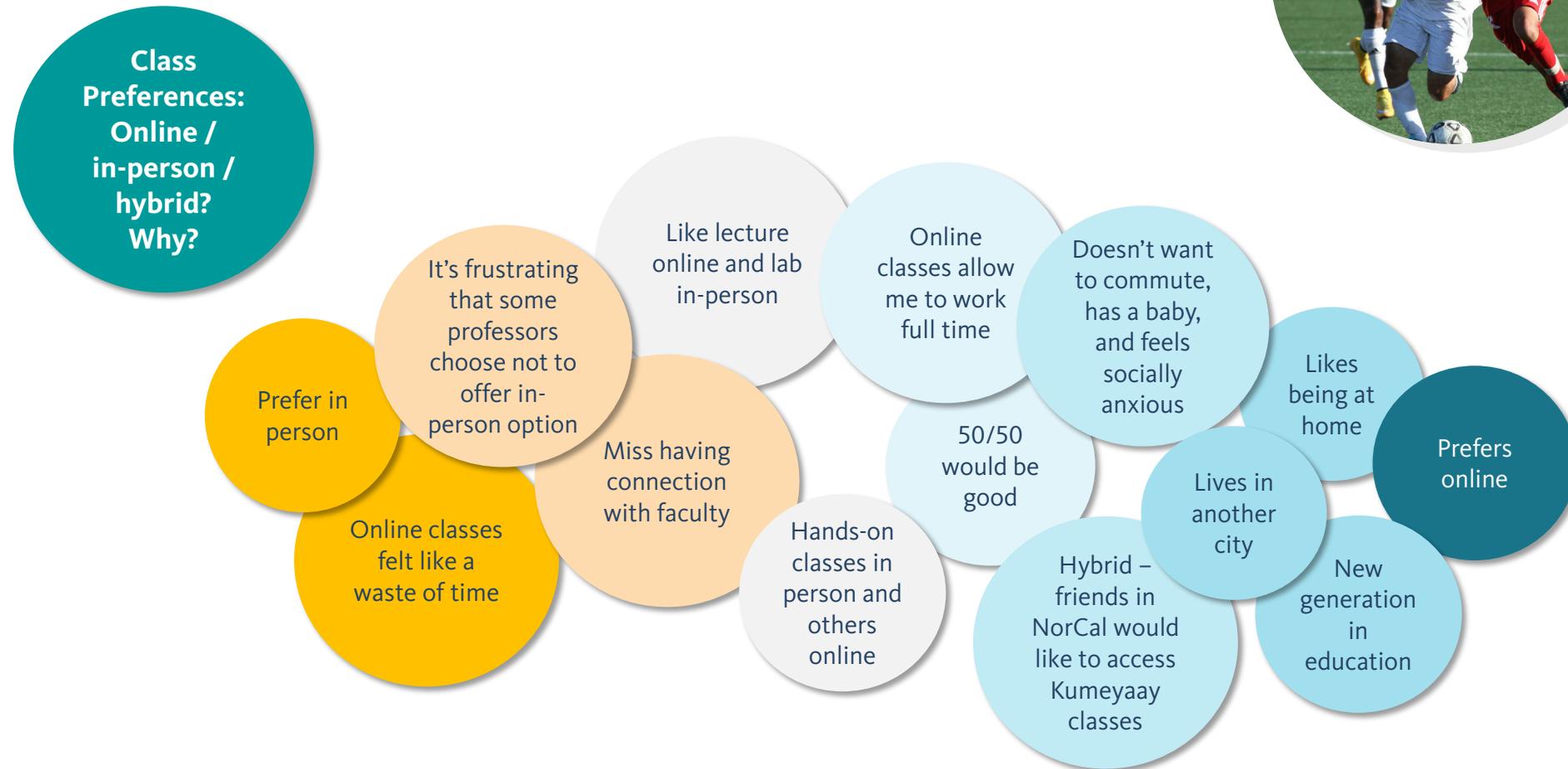
What are the drivers for coming back to campus?



Cuyamaca Voices

STUDENT FOCUS GROUPS

Preferences for online vs in-person instruction



Cuyamaca Voices

STUDENT FOCUS GROUPS

The following themes emerged from discussions with students.

Students describe their ideal future

connecting the virtual and physical parts of campus

in a way that continues to make them feel connected to their peers and professors

Students highlighted the importance of

being represented inside the classroom

by having professors with diverse backgrounds and outside with artwork that showcases the diversity of the Cuyamaca community

Students emphasized the importance of

adapting and improving for new generation of students

who prefer a hybrid model of learning that will nonetheless continue to evolve

Strategic Planning Framework

The Goals describe the College's response to current and anticipated challenges, opportunities, and aspirations. The College will use these goals to guide decision-making and the allocation of resources in the coming decade.

INCREASE EQUITABLE
ACCESS

ELIMINATE EQUITY
GAPS IN **COURSE
SUCCESS**

INCREASE
PERSISTENCE +
ELIMINATE EQUITY
GAPS

INCREASE
COMPLETION +
ELIMINATE EQUITY
GAPS

INCREASE **HIRING**
+ RETENTION
OF DIVERSE
EMPLOYEES



Strategic Planning Goals

STRATEGIES

INCREASE EQUITABLE ACCESS

Increase outreach, recruitment, and engagement in the community

- Expand marketing/branding efforts to ensure relevance to communities we serve
- Increase community partnerships

Adopt a student-centered class schedule development process

- Optimize class modalities to meet student needs

Integrate and expand outreach efforts with a pathways framework

- Increase outreach/recruitment for adult education students
- Expand CCAP/dual enrollment

ELIMINATE EQUITY GAPS IN COURSE SUCCESS

Integrate equity-mindedness and anti-racism into our courses, programs, and services

- Expand equity-minded professional development
- Develop and expand curriculum that reflects diverse backgrounds and perspectives
- Improve the student experience in distance education/hybrid learning environments as well as in-person learning environments

Expand creation and utilization of Open Education Resources (OER)

INCREASE PERSISTENCE + ELIMINATE EQUITY GAPS

Implement a pathways approach to student support by integrating instruction and student services

- Expand outreach to students who stop out
- Implement an early alert process to proactively connect students with campus resources
- Create a seamless learning and support experience for students within Academic and Career Pathways

Build a stronger sense of community among students and employees

INCREASE COMPLETION + ELIMINATE EQUITY GAPS

Establish a culture of completion

- Increase awareness among students of career education programs that lead to high-need, high-wage careers
- Increase awareness of students' own progress toward completion and next steps
- Expand in-reach efforts for students who are close to completion
- Expand peer mentoring efforts

Create clear pathways to completion that address the goals of our diverse student population

INCREASE HIRING + RETENTION OF DIVERSE EMPLOYEES

Integrate equity-mindedness and anti-racism into hiring practices

- Implement EEO program

Expand equity-minded and anti-racist professional development

Create a work culture that values employees and emphasizes employee wellbeing

- Accommodate flexible work schedules where possible
- Optimize staffing to ensure manageable workloads

Increase sense of belonging and community for employees, particularly among employees of color

Strategic Planning Goals

PERFORMANCE MEASURES

INCREASE EQUITABLE ACCESS

*Enrollment rate (overall,
disaggregated by race/ethnicity)*

*Student headcount (overall,
disaggregated by race/ethnicity)*

ELIMINATE EQUITY GAPS IN COURSE SUCCESS

*Course success rate (overall
disaggregated by race/ethnicity)*

INCREASE PERSISTENCE + ELIMINATE EQUITY GAPS

*Fall-to-fall persistence (overall,
disaggregated by race/ethnicity)*

*Fall-to-spring persistence
(overall, disaggregated by race/
ethnicity)*

*Part-time students: Completion
of at least 6 units in first
academic year (two primary
terms)*

*Full-time students: Completion
of at least 15 units in first
academic year (two primary
terms)*

INCREASE COMPLETION + ELIMINATE EQUITY GAPS

*Part-time students: 6-year
completion rate (overall,
disaggregated by race/ethnicity)*

*Full-time students: 4-year
completion rate (overall,
disaggregated by race/ethnicity)*

*Average units completed among
associate degree completers*

*Percentage of students who did
not transfer who earn a living
wage*

INCREASE HIRING + RETENTION OF DIVERSE EMPLOYEES

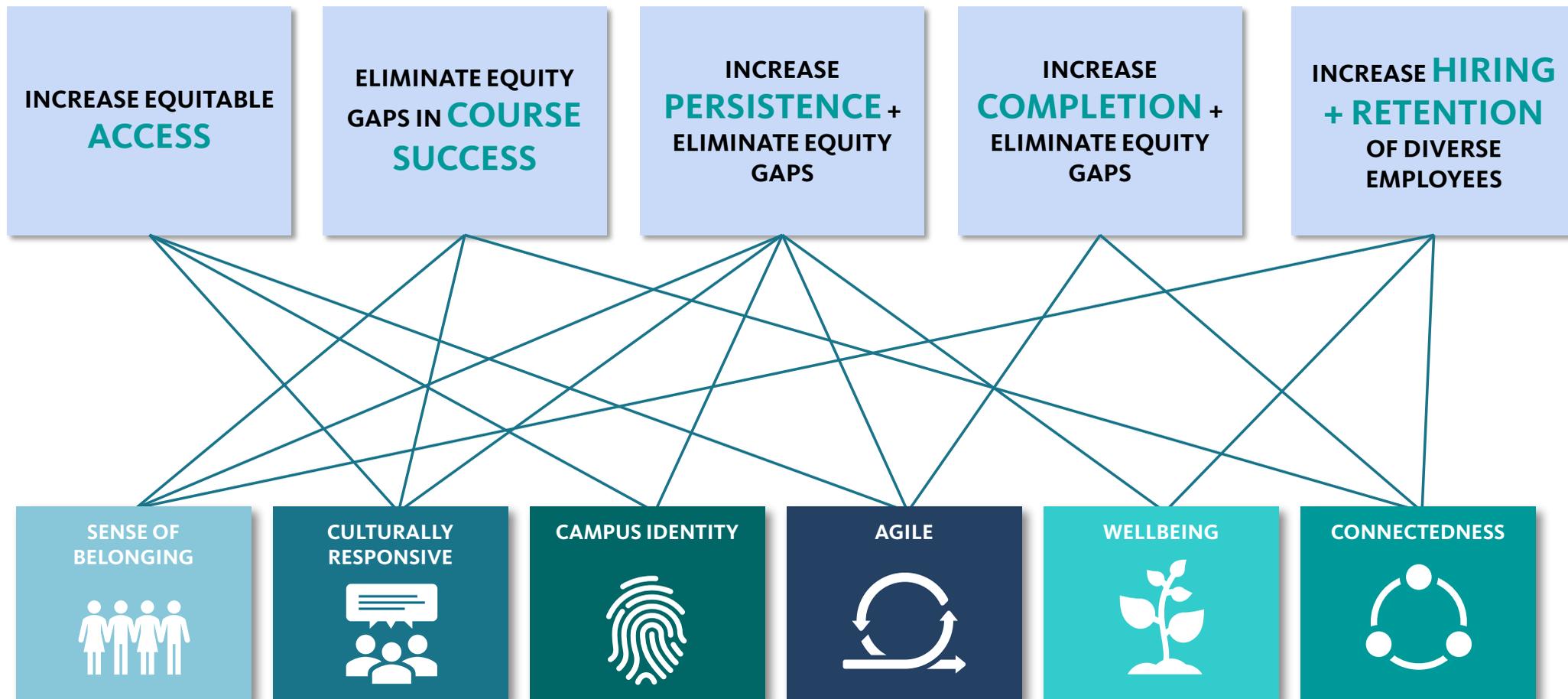
*Percentage difference between
employees and students by
race/ethnicity (overall and by
employee group)*

*Percentage difference between
employees and community/
service area by race/ethnicity
(overall and by employee group)*

*Employee turnover/attrition rate
overall and by race/ethnicity*

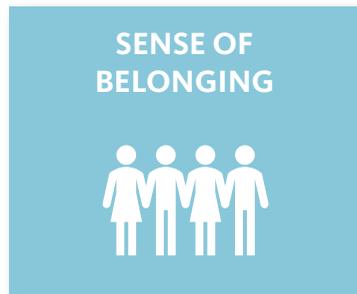
Planning Framework

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 Cuyamaca College.



Facilities Guiding Principles

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



Enhance the campus experience to promote a **SENSE OF BELONGING**



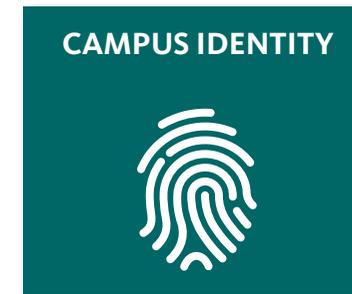
Leverage the campus environment and beauty with pedestrian walks to promote **WELLBEING**



Weave the campus together to build community and enhance a sense of **CONNECTEDNESS**



Develop indoor and outdoor spaces that are **CULTURALLY RESPONSIVE** to the Cuyamaca College community



Create gateway entries to celebrate and showcase the **CAMPUS IDENTITY** within the community



Develop **AGILE** spaces and places to adapt and support multiple uses





C U Y A M A C A
· C O L L E G E ·

the future campus

DEVELOPMENT CONCEPTS

FACILITIES MASTER PLAN

FMP PROJECTS

PROJECT LINKAGES

PROJECT DESCRIPTIONS

LANDSCAPE PLAN

OUTDOOR EXPERIENCE



COMMUNICATIONS

PERFORMING ARTS CENTER

COMMUNITY

**SENSE OF
BELONGING**



**CULTURALLY
RESPONSIVE**



WELLBEING



**CAMPUS
IDENTITY**



CONNECTEDNESS



AGILE

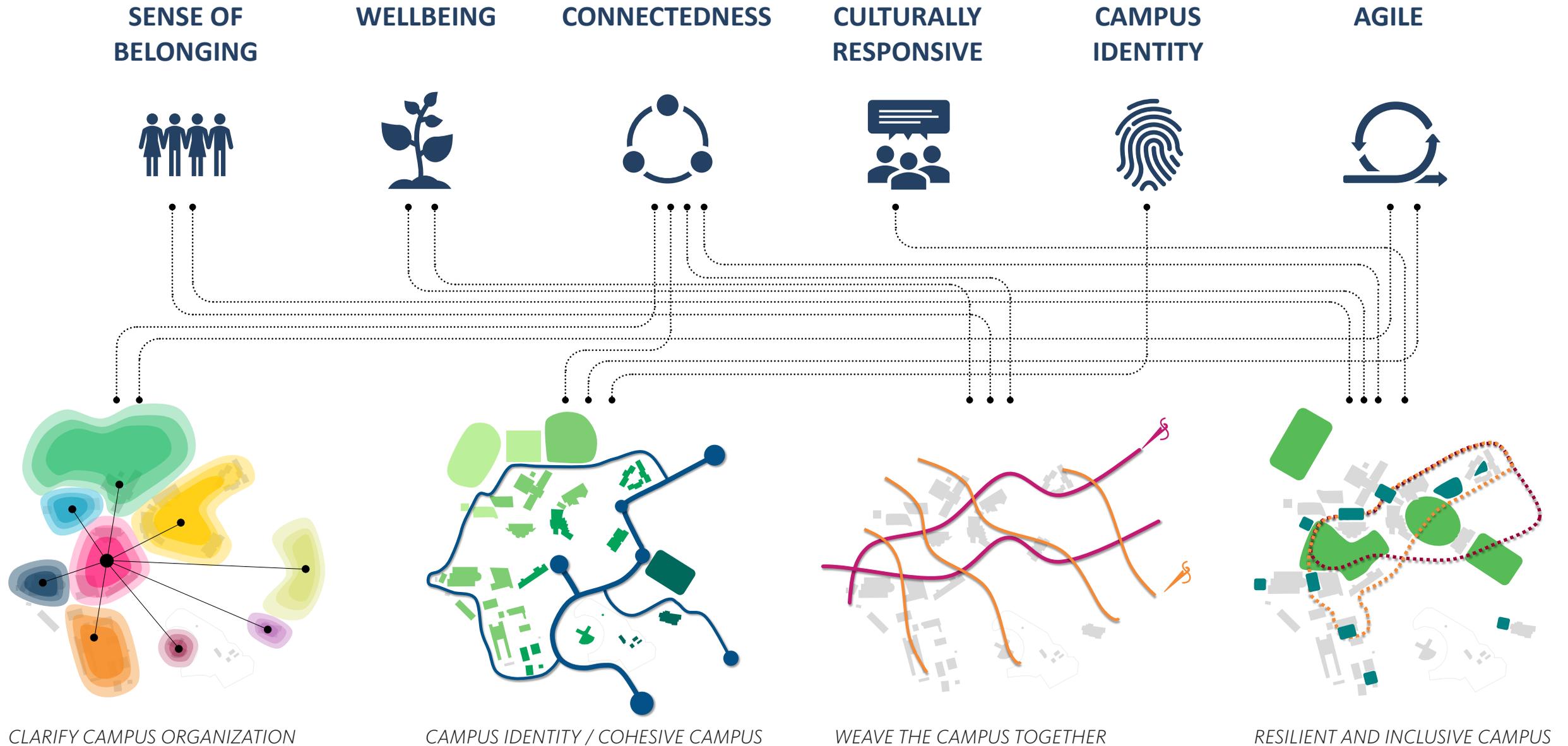


The Future Campus

This chapter presents a future vision of Cuyamaca College that is designed to support the Framework detailed in Chapter C-2 and represents a translation of the Strategic Goals and Facilities Guiding Principles into a series of site and facilities projects. A set of development concepts summarize the overarching themes that provide the foundation for the recommendations.

The Project Linkage chart highlights how each of the projects in the plan is mapped to the Planning Framework. The Project Description section presents a rationale and vision for each recommendation. While drawings in the plan appear specific, the forms are conceptual sketches that highlight the location and purpose of recommended improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design takes place with a designated user group.

Development Concepts



CLARIFY CAMPUS ORGANIZATION

CAMPUS IDENTITY / COHESIVE CAMPUS

WEAVE THE CAMPUS TOGETHER

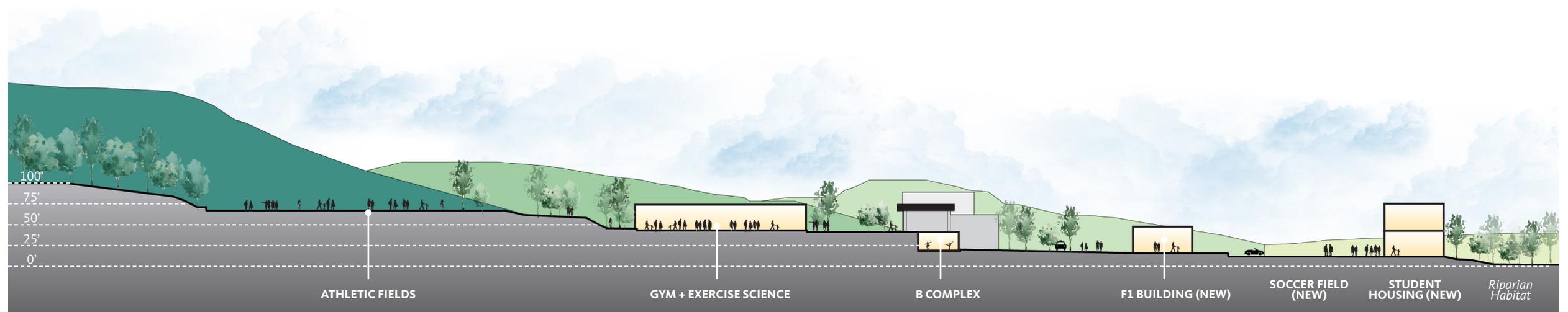
RESILIENT AND INCLUSIVE CAMPUS

Development Concepts

KUMEYAAY INSPIRATION

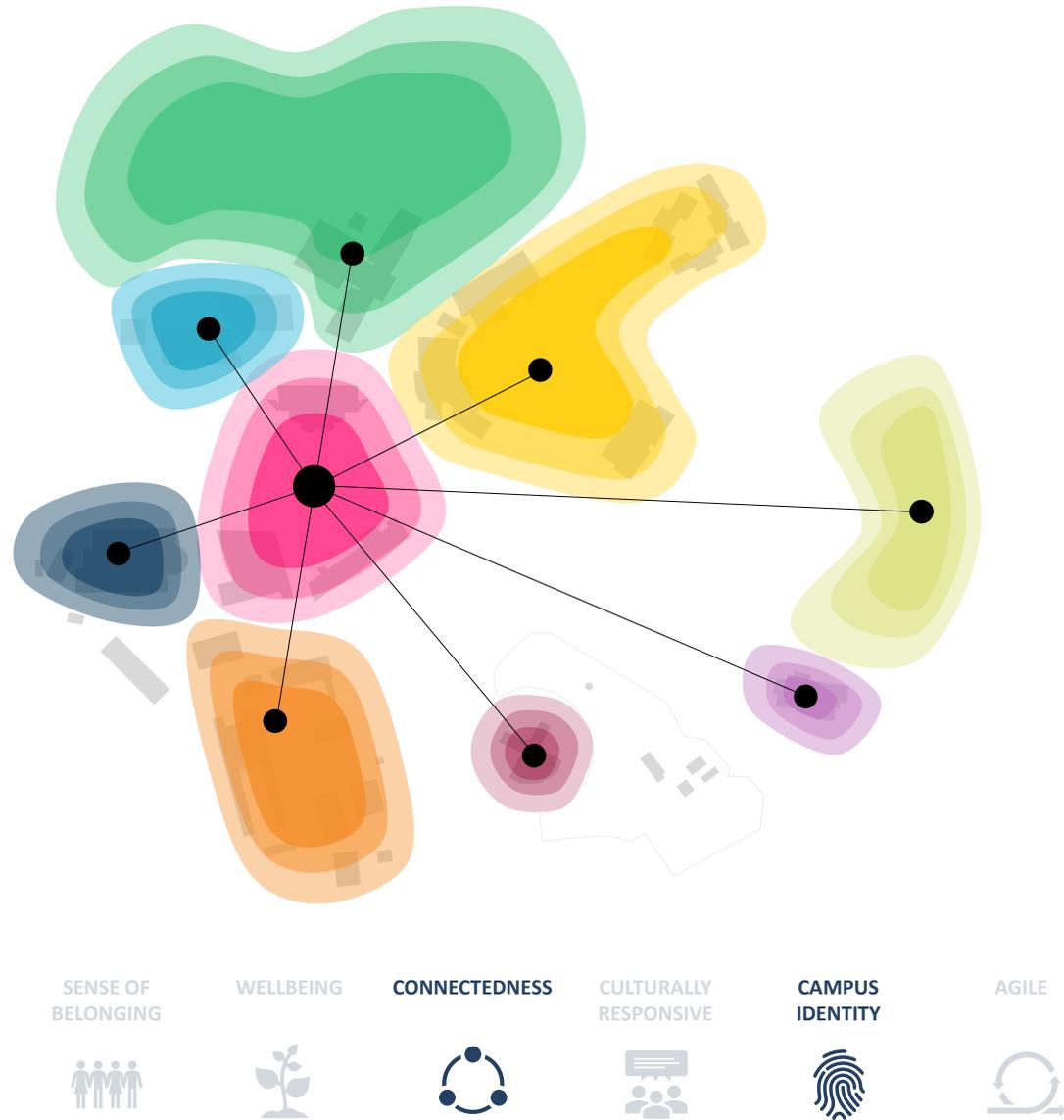
Drawing inspiration from the Kumeyaay Indians, a series of development concepts have been developed to guide the future development of the Cuyamaca College campus.

The proposed network of pathways responds to the site topography and is inspired by the intricate Kumeyaay weavings. Accessible routes throughout campus are developed along consistent elevations. As pedestrians move through the campus, level changes will be accommodated through longer pathways with gentle slopes, accessible ramps, or elevators in stepped buildings. Streetscapes will also be improved to increase the number of accessible routes and shallower slopes across the campus.



Development Concepts

CLARIFY CAMPUS ORGANIZATION



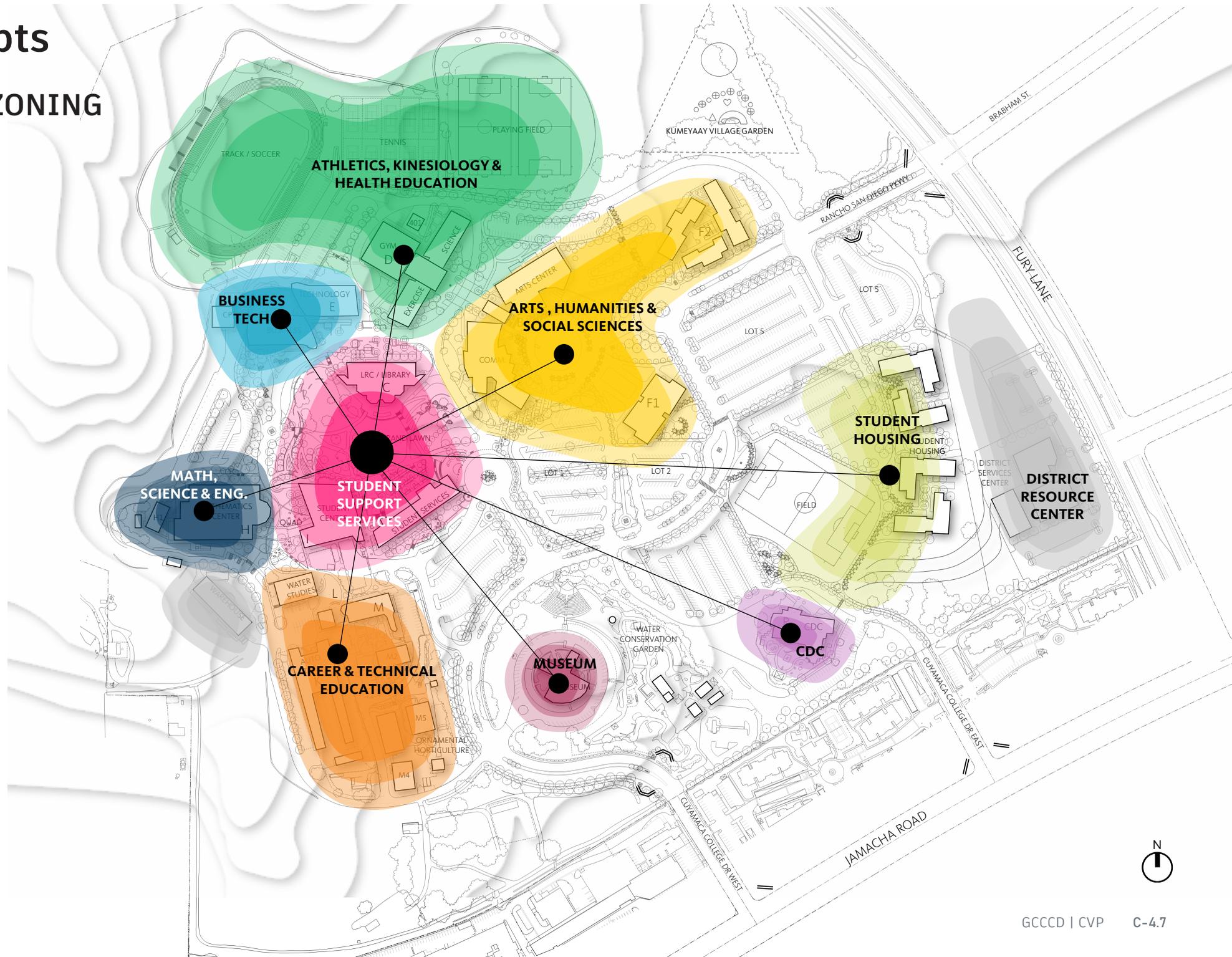
The Future Campus design is organized as a network of buildings and open spaces to support student success and aligned with Guided Pathways. This network includes campus zones to reinforce the overall physical structure to support wayfinding, build community, inspire a sense of belonging, and send a message of support.

Beginning at the “heart” of the campus, the new Student Services Center, Student Union, and renovated LRC will provide core student support services. The new F1 Instructional Building and renovations to F2 will create a new zone for Arts, Humanities, and Social Sciences. And a proposed location for a potential student housing development is identified at the southeast corner of the campus.



Development Concepts

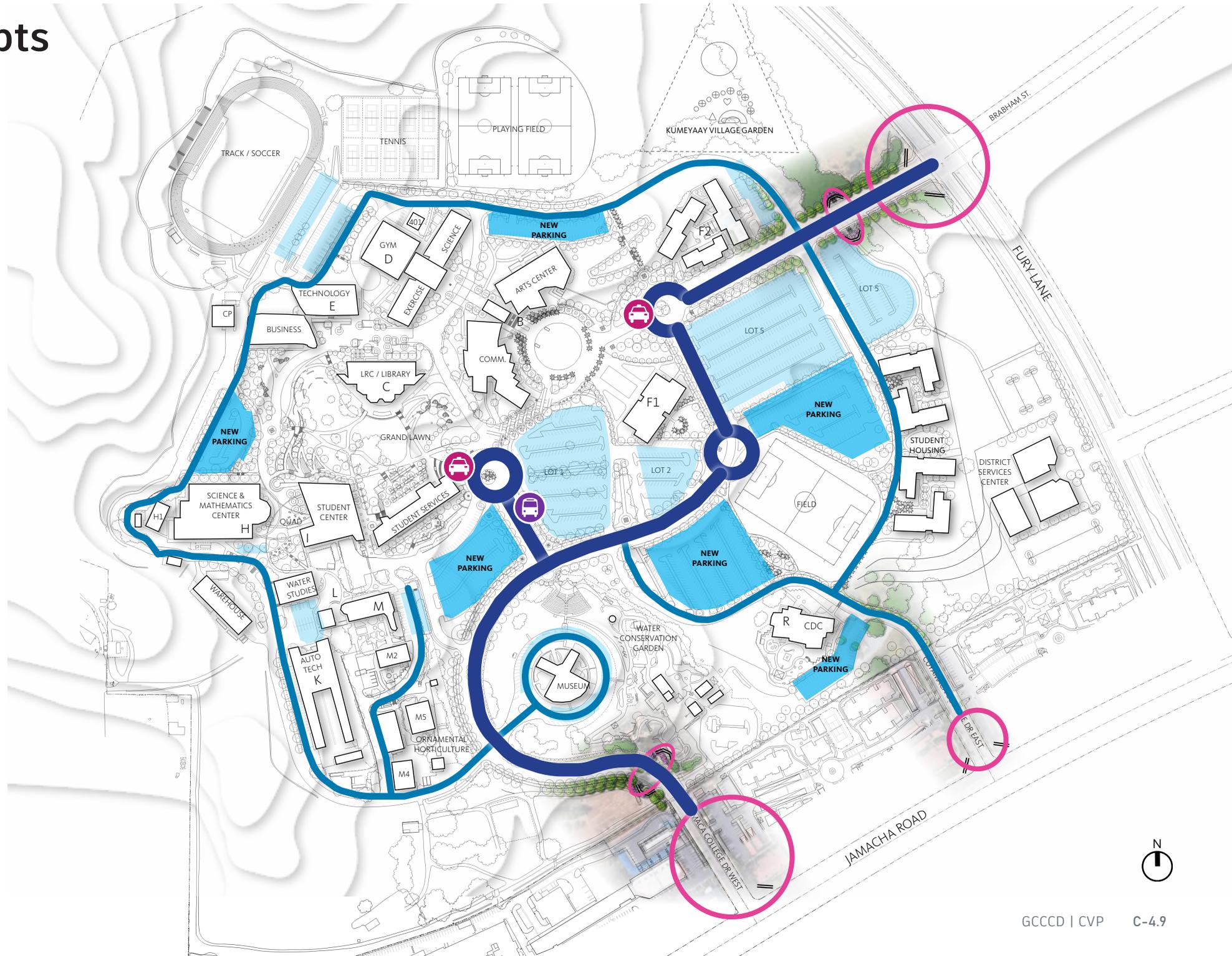
FUTURE VISION: CAMPUS ZONING



Development Concepts

FUTURE VISION: VEHICULAR CIRCULATION

-  CAMPUS SIGNAGE
-  VEHICULAR CIRCULATION
-  SURFACE PARKING (EXISTING)
-  SURFACE PARKING (PROPOSED)
-  BUS STOP
-  PASSENGER DROPOFF



Development Concepts

WEAVE THE CAMPUS TOGETHER



SENSE OF BELONGING



WELLBEING



CONNECTEDNESS



CULTURALLY RESPONSIVE



CAMPUS IDENTITY



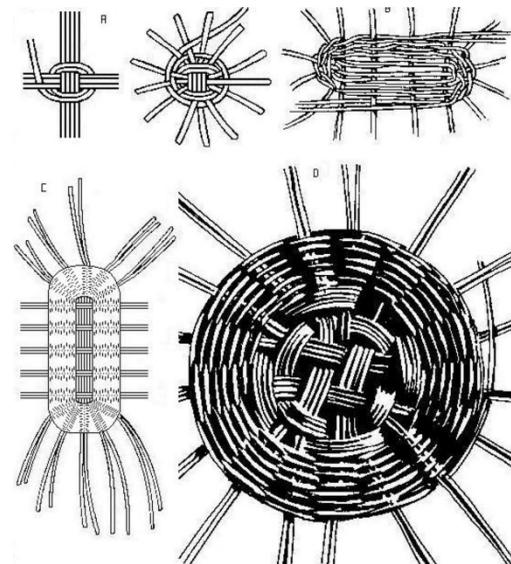
AGILE



Drawing inspiration from baskets made by the Kumeyaay Indians, a series of pathways “weave together” the campus and support the facilities planning theme of “connectedness”. From the designated parking and drop-off areas, a network of pedestrian pathways will extend to provide connections to all areas of the campus.

Proposed recommendations include a series of vehicular circulation changes and design strategies to create a pedestrian-friendly campus. Reconfigured vehicular streets will be transformed into pedestrian paths, improving wayfinding via landscape improvements, signage, and art.

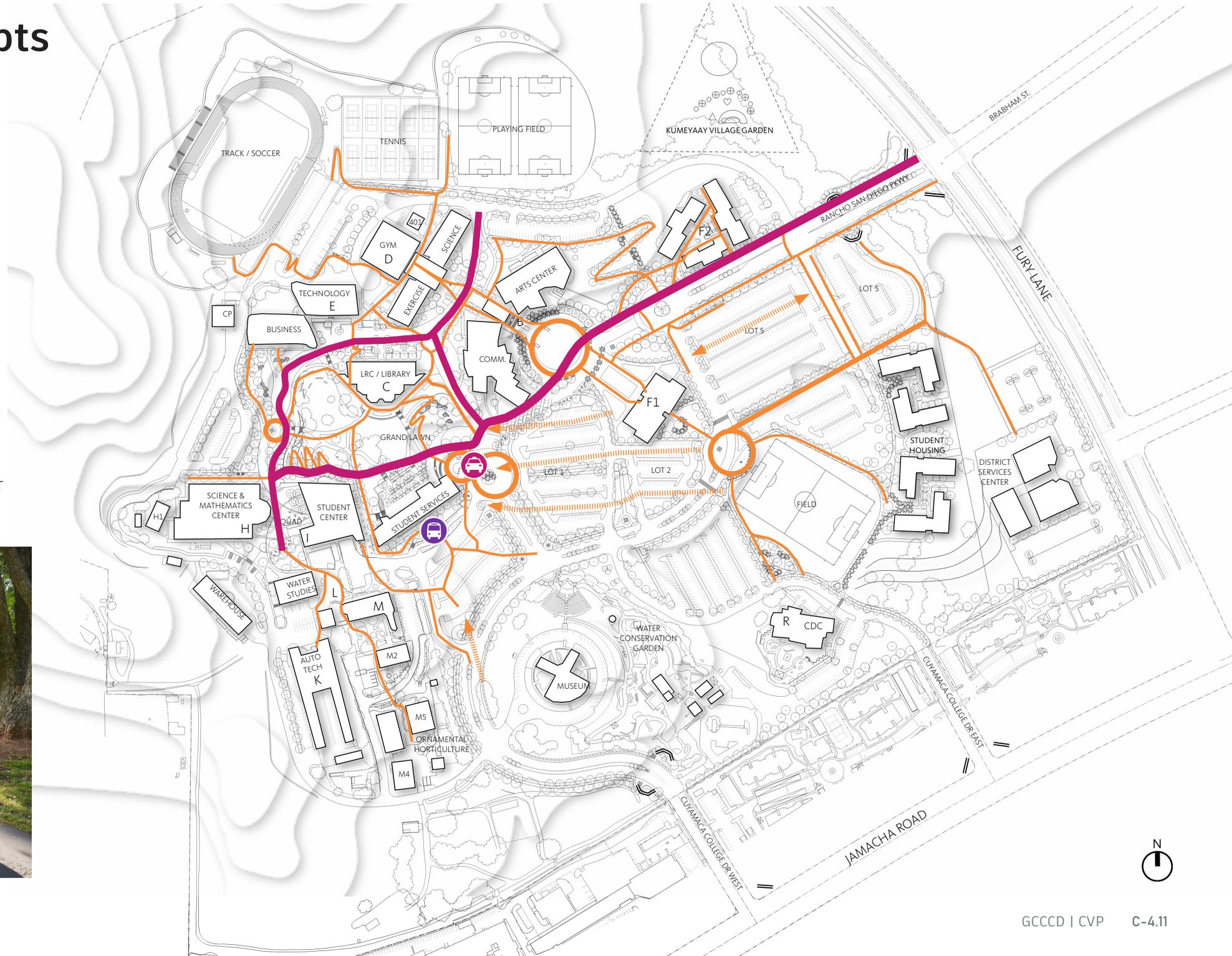
New pathways are designed to give hierarchy to the circulation networks to improve wayfinding and allow for a variety of functions to occur.



Development Concepts

FUTURE VISION: PEDESTRIAN CIRCULATION

- PRIMARY CIRCULATION
- SECONDARY CIRCULATION
- PEDESTRIAN FLOW THROUGH PARKING LOT



Development Concepts

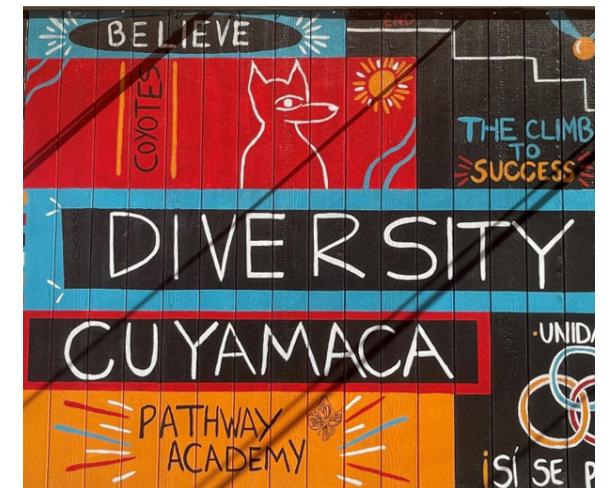
RESILIENT AND INCLUSIVE CAMPUS



The long-range vision for Cuyamaca College is to support the whole student and inspire a sense of belonging for all. This vision includes a flexible, resilient campus promoting wellness and inclusion. Interior and exterior spaces will be designed as flexible areas to support a variety of uses and to adapt as change occurs.

The future campus will include a number of improvements to promote wellness. This includes maximizing outdoor spaces and the network of pedestrian pathways. A series of walking loops are developed within the pathway network to encourage students, faculty, and staff to maintain a healthy lifestyle while enjoying exterior features of the campus. These “wellness walks” can be timed to accommodate short, medium, and long walks.

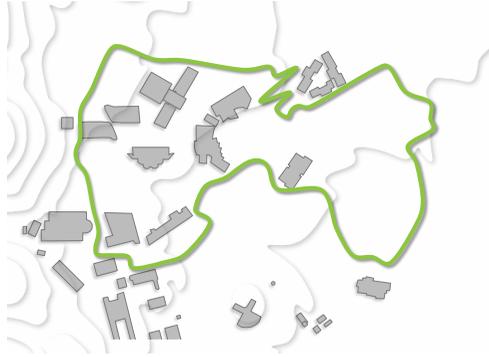
The wellness walks overlap in key locations and create interaction between many diverse groups on campus. These nodes will provide opportunities to celebrate the diversity of these groups through art, furniture, and event space and to create culturally responsive environments.



Development Concepts

FUTURE VISION: WALKING PATHS

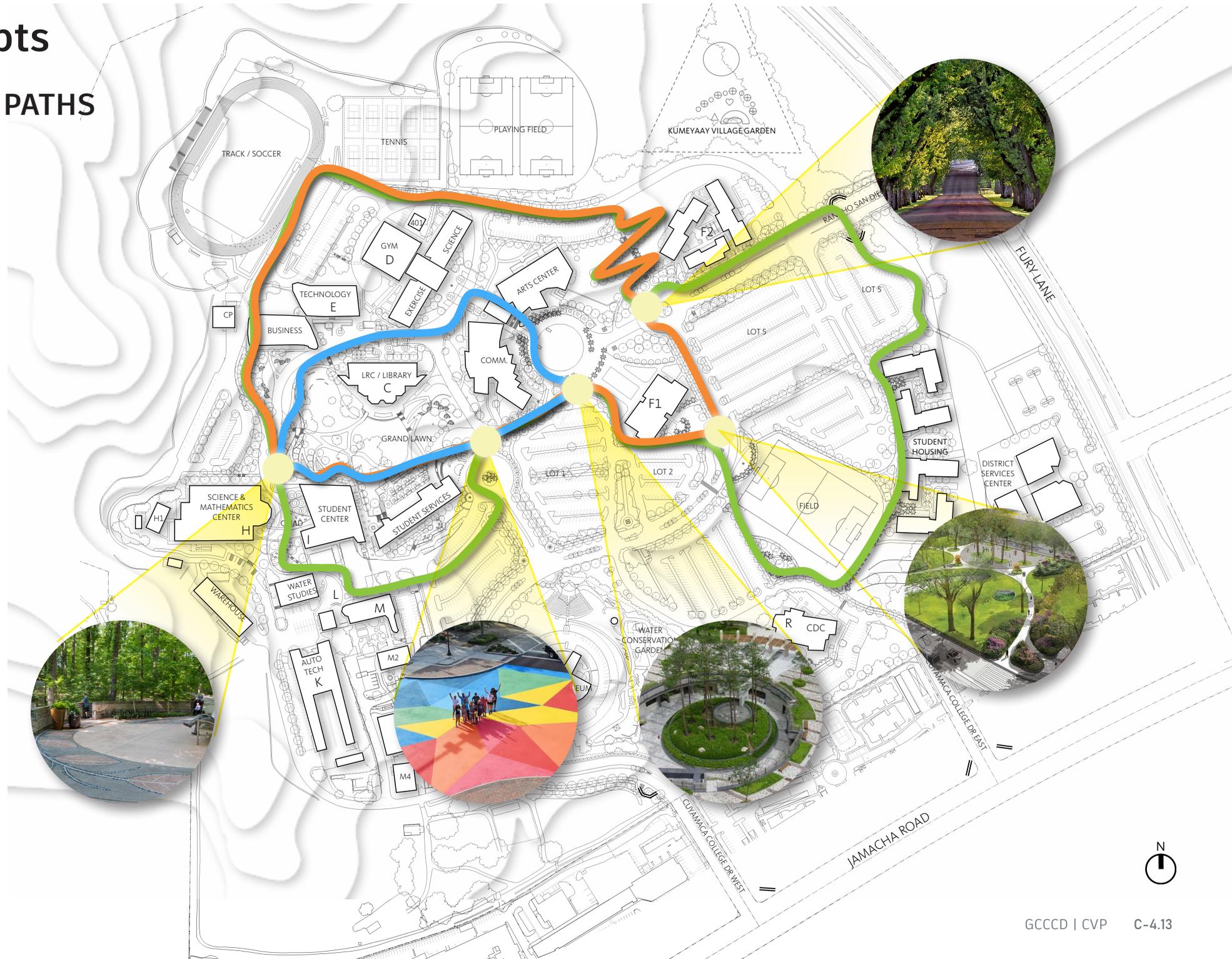
WELLNESS WALK: 2 MILES



WELLNESS WALK: 1 MILE



WELLNESS WALK: 1/2 MILE



Facilities Master Plan

The 2022 Facilities Master Plan recommendations present an overall picture of the proposed development that is designed to support the Cuyamaca College Planning Framework. The recommendations include a series of projects and 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.

PROJECT LIST

RENOVATION

LRC Improvements

- LRC Renovations
- LRC Plaza
- Grand Lawn

Exercise Science Renovation

- Exercise Science Gym
- Exercise Science Plaza

Warehouse Renovation

CDC Renovation

NEW CONSTRUCTION

Field Improvements

Student Housing

SITE PROJECTS

Campus Signage

Reclaim Campus Core

- Realigned Road
- Performing Arts Plaza

Arrival Experience

- Entry Boulevard

Campus Connector

- Access Road and Parking
- Grand Lawn

Facilities Master Plan



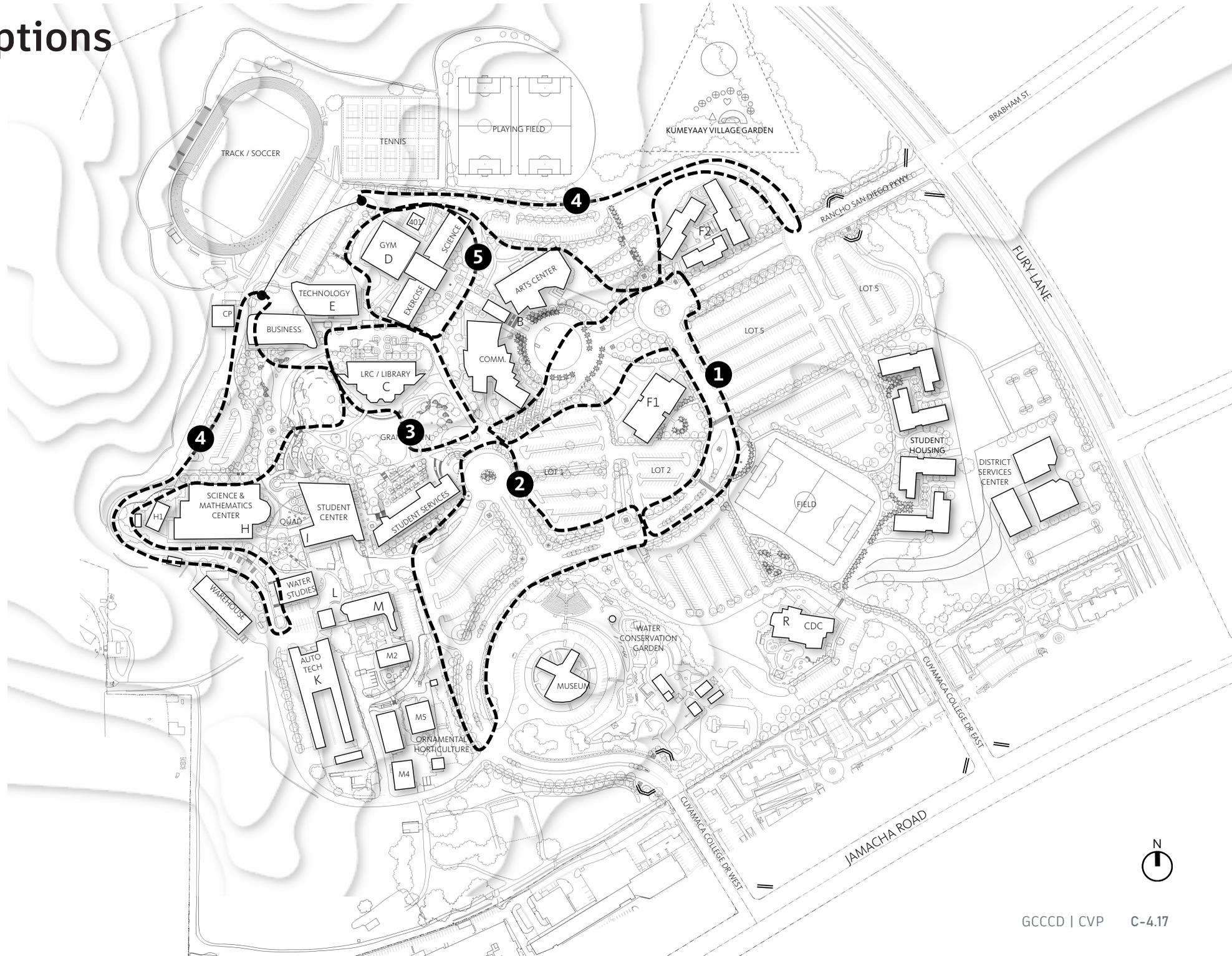
- EXISTING BUILDING
- IN DESIGN/CONSTRUCTION
- NEW CONSTRUCTION
- RENOVATION
- PHOTOVOLTAIC PANELS

Project Linkages

	SENSE OF BELONGING 	WELLBEING 	CONNECTEDNESS 	CULTURALLY RESPONSIVE 	CAMPUS IDENTITY 	AGILE 
Campus Signage	✓		✓	✓	✓	
Reclaim Campus Core	✓	✓	✓	✓		
Arrival Experience	✓		✓		✓	
Campus Connector	✓		✓			
LRC Improvements	✓			✓		✓
Exercise Science Improvements		✓	✓		✓	
Warehouse Renovation						✓
CDC Renovation	✓	✓		✓		✓
Field Improvements		✓	✓		✓	
Student Housing	✓		✓			

FMP Projects Descriptions

- 1** Reclaim Campus Core
 - Realigned Road
 - Performing Arts Plaza
- 2** Arrival Experience
 - Entry Boulevard
- 3** LRC Improvements
 - LRC Renovations
 - LRC Plaza
 - Grand Lawn
- 4** Campus Connector
 - Access Road and Parking
 - Grand Lawn
- 5** Exercise Science Improvements
 - Exercise Science Gym
 - Exercise Science Plaza



Reclaim Campus Core

Realigned Road

To eliminate vehicular circulation through the center of campus and to create a pedestrian friendly experience, a realigned road will direct traffic around building F1 to connect Rancho San Diego Parkway to Cuyamaca College Drive West. A new pedestrian dropoff will be located at the terminus of Rancho San Diego Parkway and will provide direct access into the east side of campus at the Performing Arts Plaza.

Performing Arts Plaza

The development of a new Performing Arts Plaza will leverage the space between the Arts Center, the Communication Building, and the new F1 building. This plaza will become part of a main pedestrian circulation path that links the East side of the campus to the West. Open lawn space can be utilized for graduation ceremonies, student performances, and community outreach events.

Allées of trees will provide shade along pedestrian routes and provide comfortable gathering spaces. Opportunities for food trucks to come onto the site are located along the southwest portion of this expanded plaza. Woven pavement patterns will pay homage to the historical connections of the site in a location where both the east and west portions of the site are stitched together

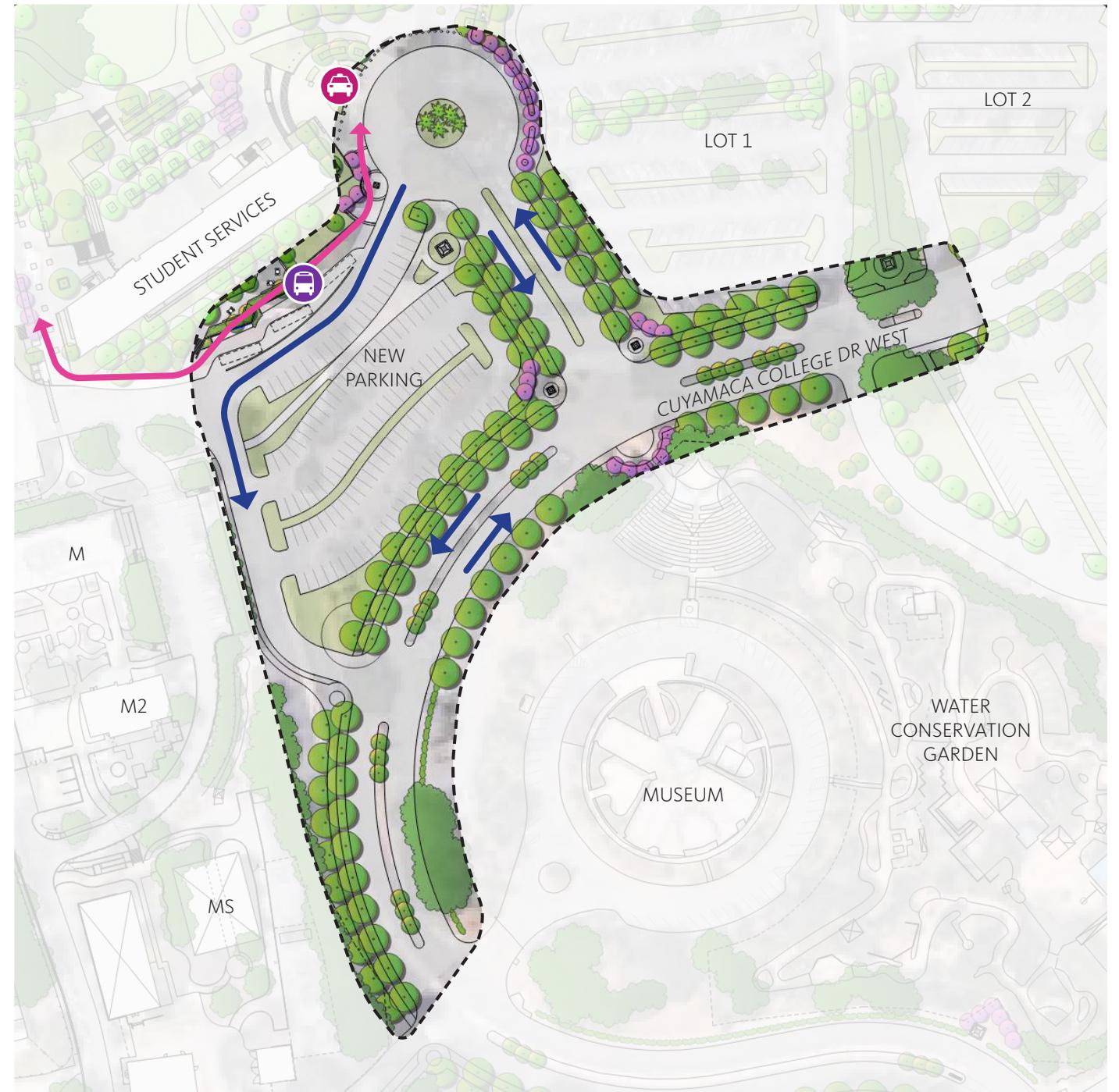


Arrival Experience

Entry Boulevard

A new entry boulevard will connect the east side of campus to Cuyamaca College Drive West. This tree-lined arrival experience will provide shaded and safe pedestrian access.

From the new entry boulevard, vehicular access will continue north to a roundabout adjacent to the Student Services Center. This will celebrate the arrival experience as a new “front door” to the campus with dropoff areas for vehicles, ride-share programs, and buses. A new parking lot will replace previous parking areas and the existing bus dropoff roundabout.



Campus Connector

Access Road and Parking

As vehicular access is removed from the center of campus, access to higher elevations will be provided by a new road extending from Rancho San Diego Parkway to the parking lot near the track and soccer field. Additionally, full perimeter access will be achieved through the widening of the existing service drive on the northeast side of campus.

From both of these new roads, new parking lots will be constructed to provide equitable access to the higher elevations of campus. One of these parking lots will replace existing building "F" and remains an opportunistic location for a future building. Bordered by this location is a primary campus walk and the Grand Lawn.

Grand Lawn

To the northeast of the grand lawn, existing site topography is utilized to form a natural amphitheater-style seating which can be used as an outdoor learning space. Meandering pedestrian walks and ramps move through the site and provide connections for staff and students to all adjacent buildings and plazas.



LRC Improvements

LRC Renovations

Sited at the center of campus on the Grand Lawn, the LRC/Library provides essential support services for students. This building will be renovated to better support student and program needs and take advantage of the surrounding site. New programs include the Center for Teaching and Learning. The ground level of the library will include open study spaces with direct access to new outdoor study patios with great views of the Grand Lawn.

A new entry and central interior promenade will increase access from the north side of campus and encourage use of all the available resources located here. This entry will be accessible from a new Library Plaza.

LRC Plaza

Located to the north of the Library, this linear plaza converts the space between the Business & Technology building, the Fitness Center, and the Library into a space usable for students. With an open hardscape plan and linear benches, this space offers an outdoor location for individual study, small group gatherings, or space to relax in between classes. Shade trees are located throughout the plaza to provide a mixture of shaded and unshaded seating opportunities.

Grand Lawn

Development of the portion of the Grand Lawn between the LRC/Library and the new Student Services Center is proposed to encourage use of the outdoors for a variety of activities, including small seating areas.



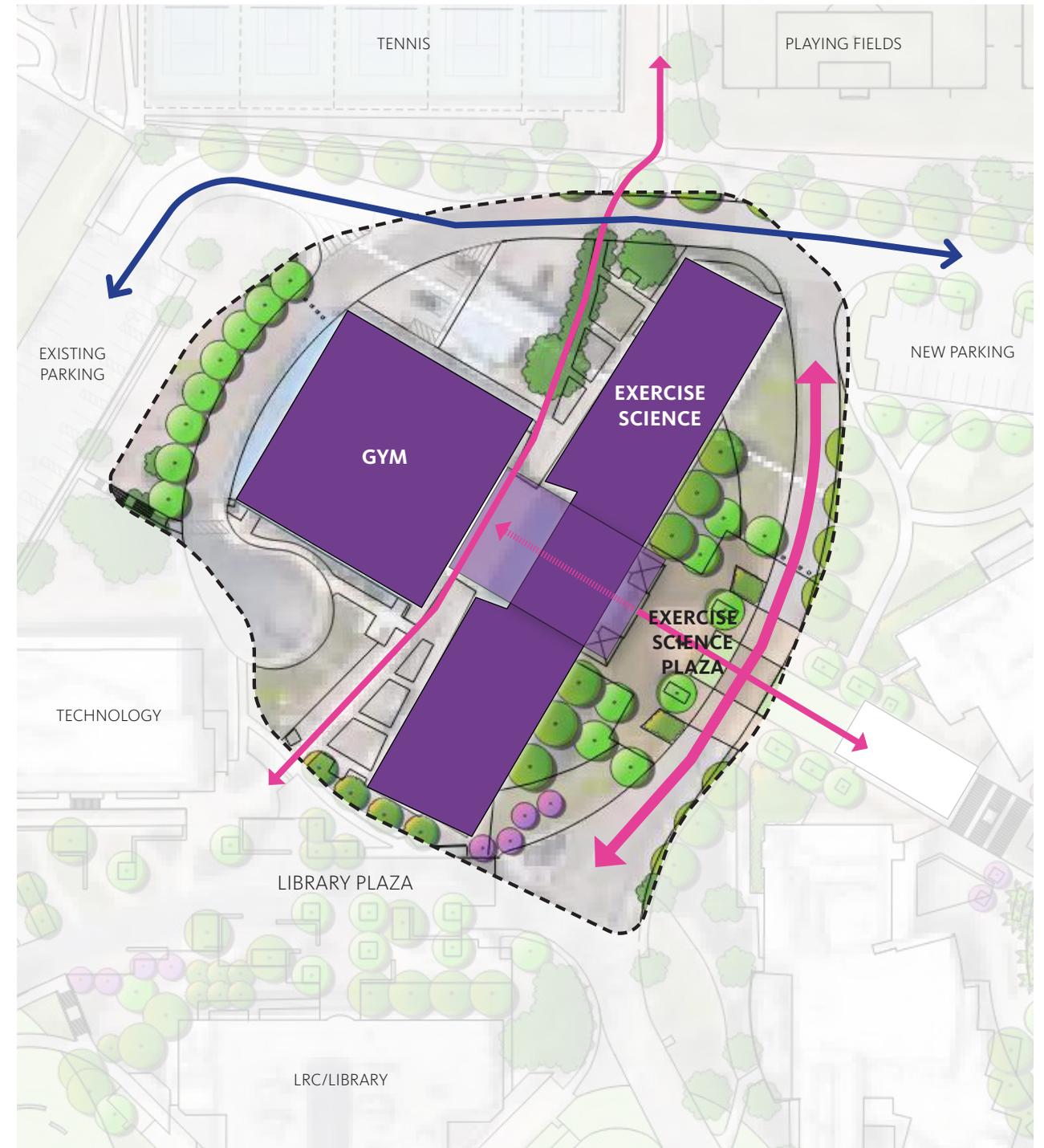
Exercise Science Improvements

Exercise Science/Gym Renovation

This plan includes a renovation to the existing gym and exercise science buildings to upgrade underperforming facilities and better support program needs. Site upgrades for this project include the development of a new Exercise Science Plaza.

Exercise Science Plaza

Key to the development of the Exercise Science buildings include the creation of a new Exercise Science Plaza. This new extension of the existing pedestrian space at the upper level of the Performing Arts Building and Communication Building creates a central link from a grand central stair to the front of the gymnasium. In front of the gym, two smaller gathering spaces provide a location for students and visitors to meet before a game or wait in the shade for the start of the next class.



Landscape Plan

From an overview design, the circulation of the campus has been reimagined. Vehicular circulation has been pushed to the perimeter of the campus to allow for a pedestrian focused campus center.

Large campus monuments at both main entries welcome students as they arrive on campus. Smaller pedestrian scaled monuments are to be located throughout the site as wayfinding tools. These monuments are opportunities to reflect the studies of nearby buildings and the cultural history of the campus.

New student and bus drop off zones invite students into the heart of the campus. Additional student gathering spaces near the library and new student service building add to the already existing spaces of the central lawn and student lounge plaza. The existing plaza in front of the performing arts building is enhanced to provide a formal campus plaza for large ceremonies and performances. Tree-lined pedestrian walks provide comfortable movement throughout the campus.

Additionally, a secondary practice field is added to the lower part of the site. This field can be utilized by the campus but also by neighboring communities, which invites these neighbors to further a lasting relationship

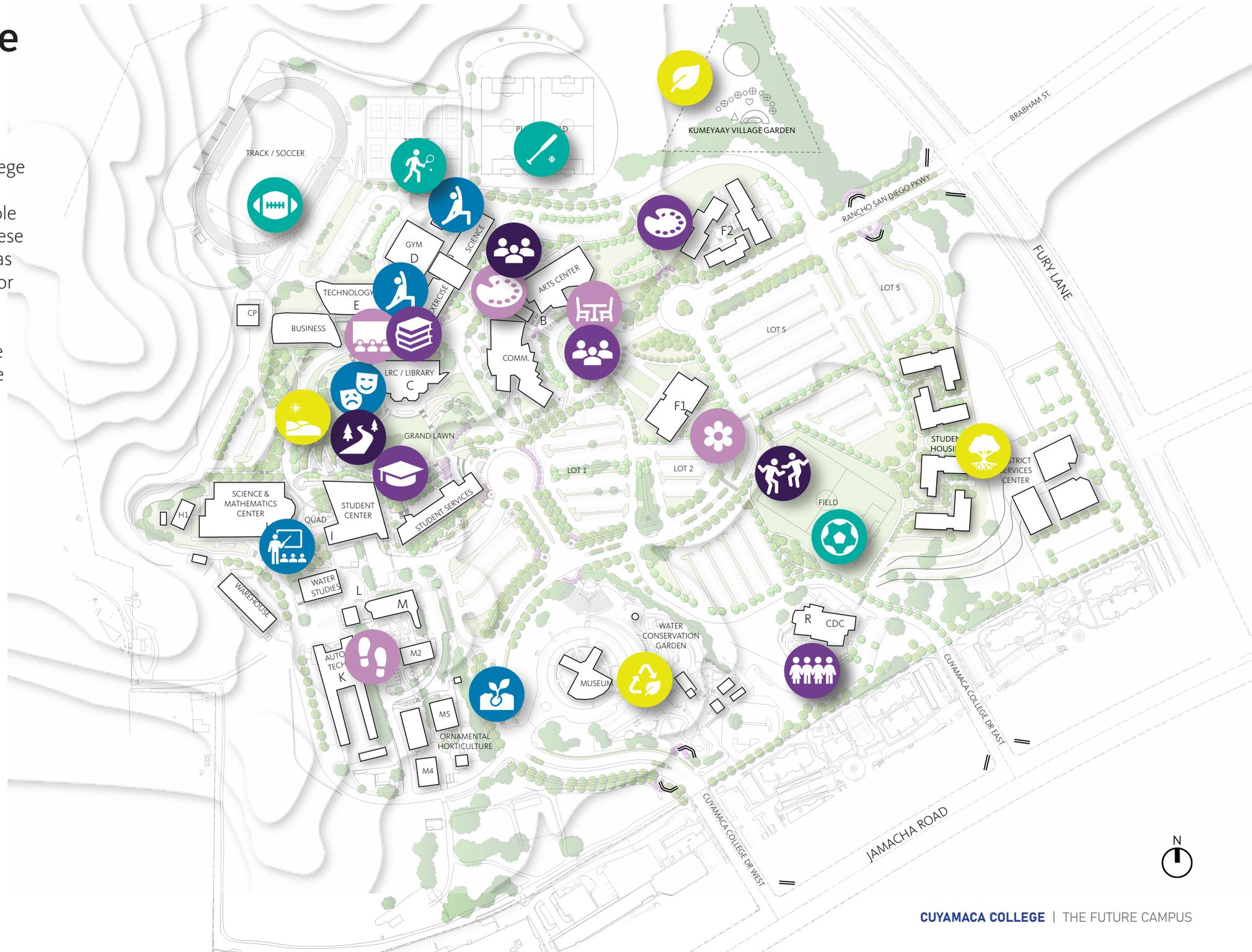


Outdoor Experience

The long-range vision for the Cuyamaca College includes the development of large, medium and small outdoor spaces offering an equitable experience for students faculty and staff. These experiences include outdoor instruction, areas to gather and enjoy nature, as well as areas for outdoor events.

The following diagrams illustrate some of the many ways the campus open spaces could be used.

- Outdoor Learning
- Nature
- Large Gathering
- Medium Gathering
- Small Gathering
- Athletics



Outdoor Experience

OUTDOOR LEARNING



Ornamental Horticulture



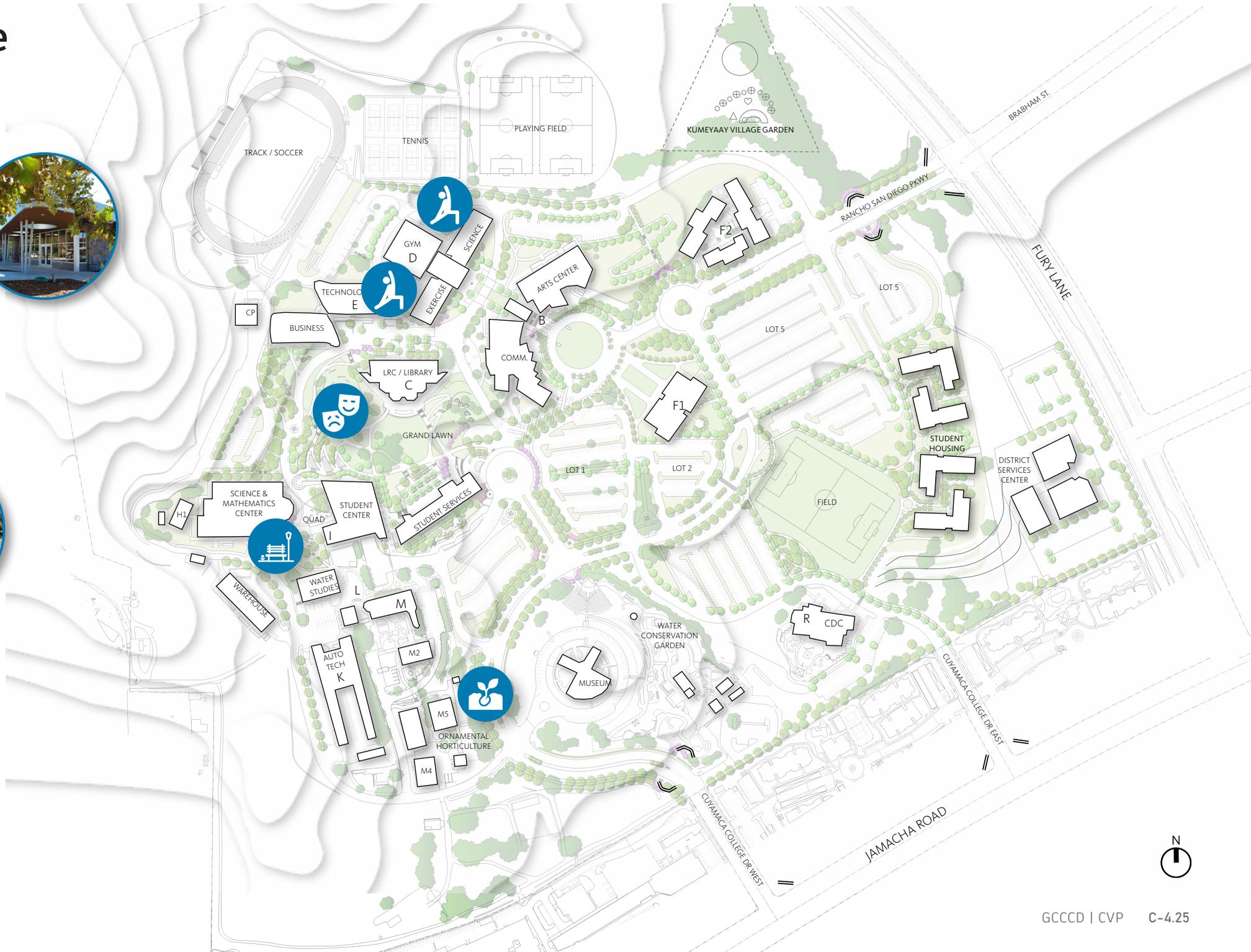
Student Center Quad



Outdoor Athletics



Grand Lawn Amphitheater



Outdoor Experience

ATHLETIC PROGRAMS

The spaces support educational programs, athletic competition, and provide opportunity for community use.



Football/Track



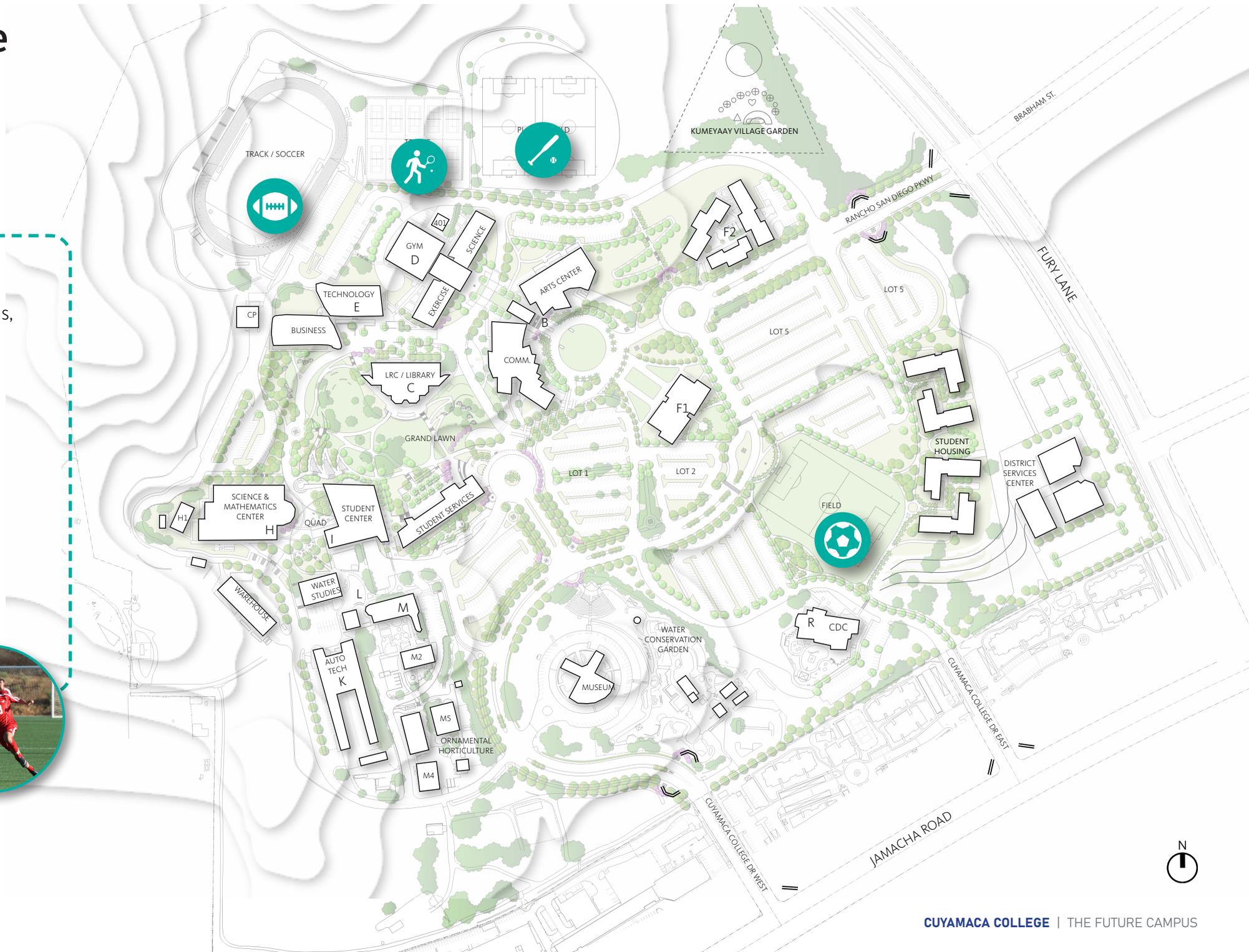
Tennis



Soccer



Baseball



Outdoor Experience



NATURE

Preserve and enhance the natural beauty of Cuyamaca College.



Kumeyaay Village Garden



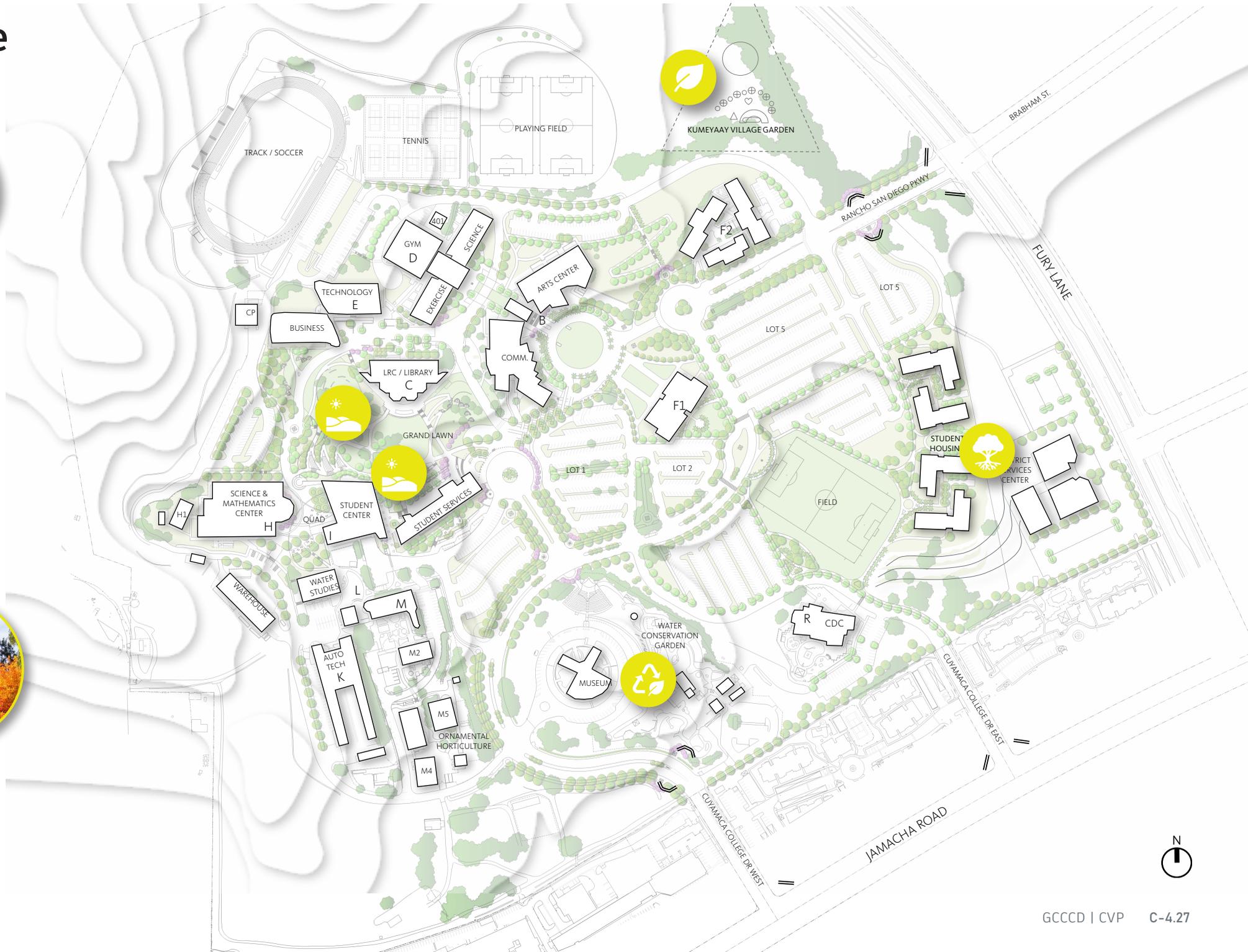
Water Conservation Garden



Riparian Habitat



Grand Lawn



Outdoor Experience

LARGE GATHERING SPACES

These spaces will be flexible to accommodate a variety of event types and promote a sense of community.



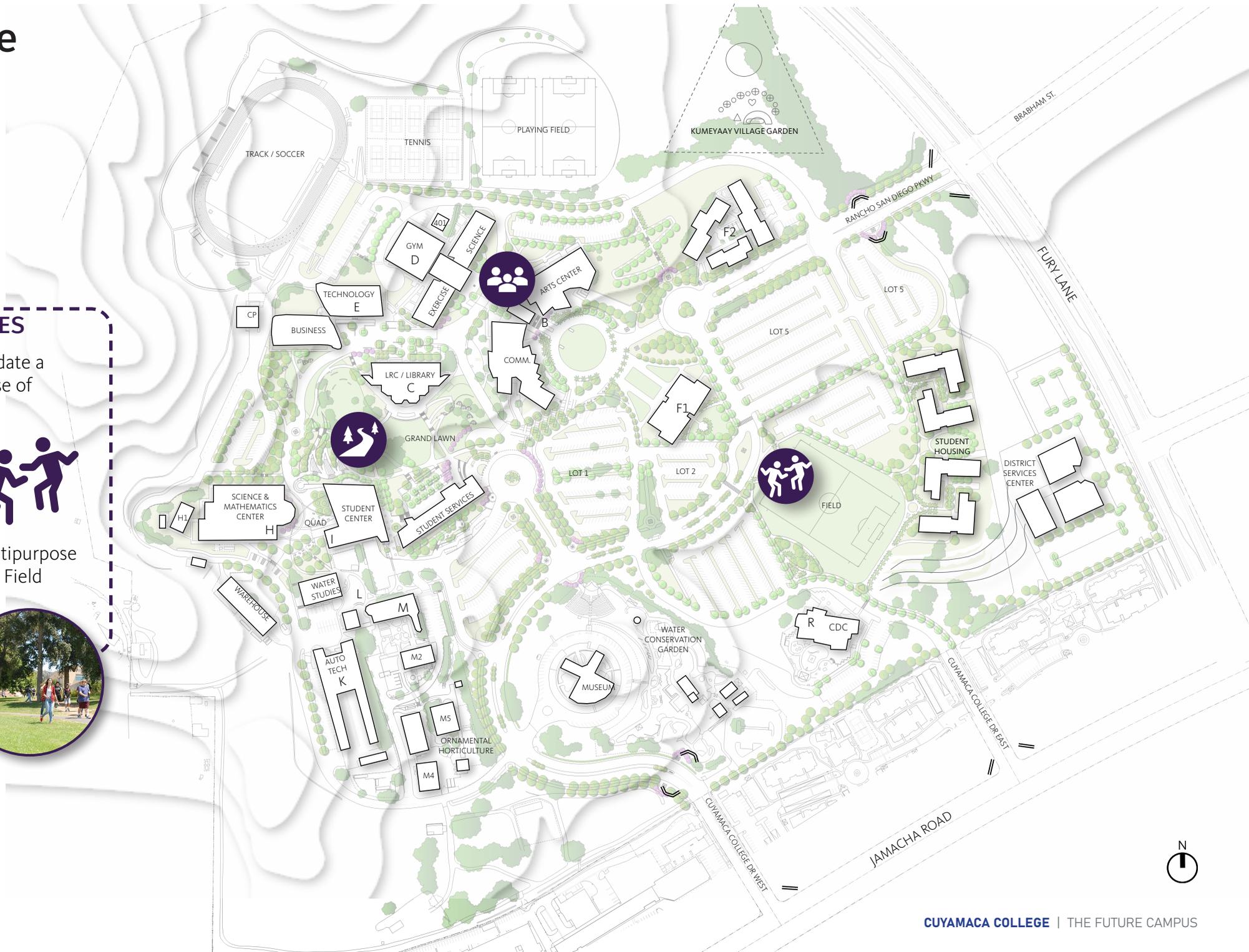
Grand Lawn



B Quad



Multipurpose Field



Outdoor Experience

MEDIUM GATHERING SPACES



CDC Playground



F2 Courtyard



F1 Quad



Grand Lawn Amphitheater



Student Services Plaza



Library Courtyard



Student Center Quad



