



Mesa

Mesa2030
Comprehensive
Master Plan

Visioning 10 More Years As The Leading College Of Equity + Excellence

PURPOSES OF Mesa2030

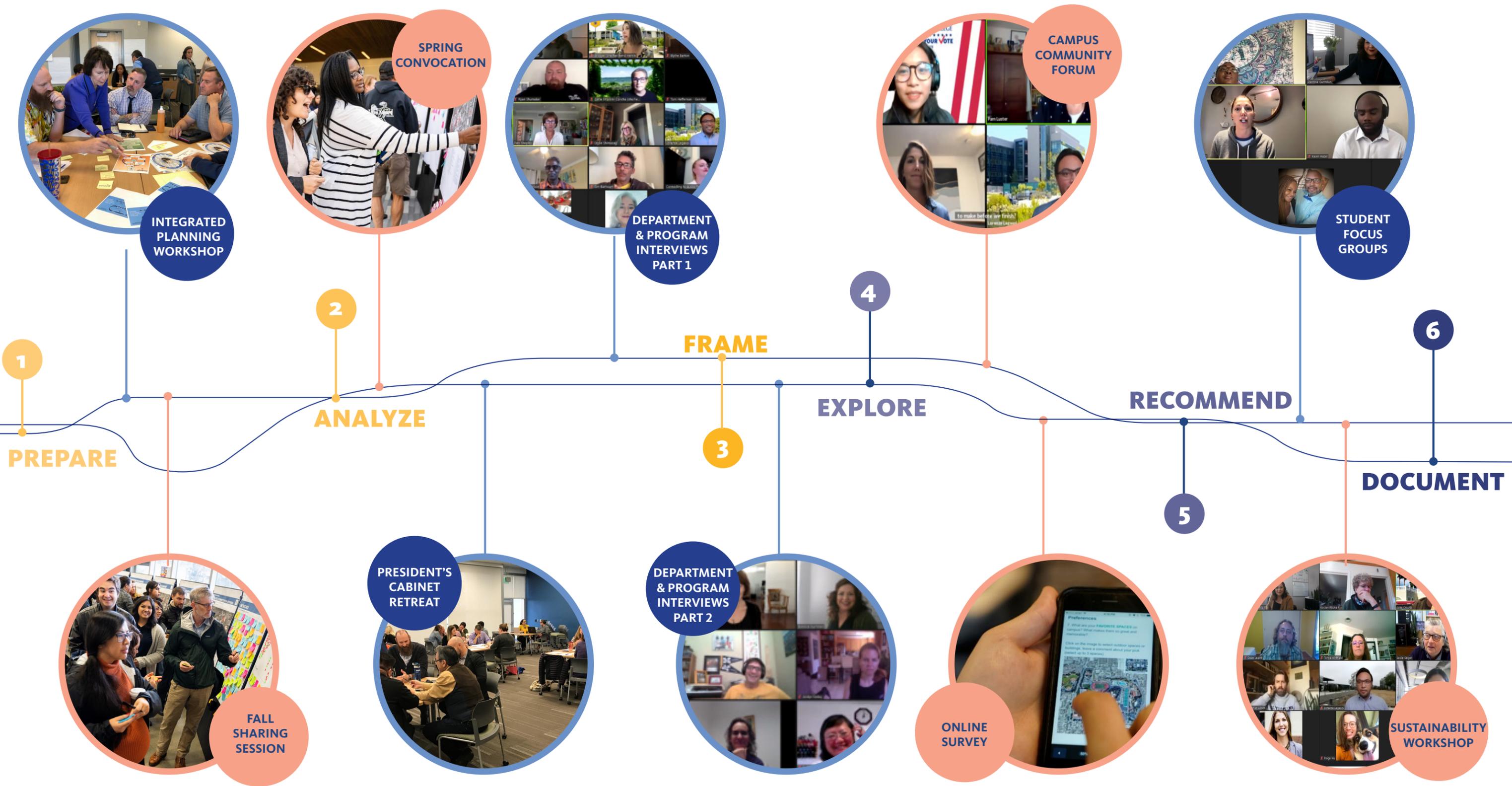
- **Chart** the College's long-term course toward accomplishing its Mission, which describes the College's aspirations for student access, equity, and success
- **Engage** constituent groups in a dialogue about the future
- **Identify** current and anticipate future challenges and opportunities in the College's instructional and student services programs, site, and facilities
- **Connect** educational needs to site and facilities improvements
- **Project** the College's growth over the next decade
- **Inform** the public of the College's intentions about instructional programs, support services, and facilities improvements



A large, leafy tree stands in the center of a modern university courtyard. The tree's shadow is cast on the grass in the foreground. In the background, a multi-story building with large glass windows and concrete pillars is visible. Several people are walking on the paved walkway. The sky is clear and blue.

INTEGRATED DATA-INFORMED PARTICIPATORY

Process for Developing Mesa2030



PARTICIPANTS

Mesa2030 Task Force

Lorenze Legaspi, <i>Co-Chair</i>	Terry Kohlenberg
Bridget Herrin, <i>Co-Chair</i>	Ashanti Hands
Isaac Arguelles-Ibarra	Lance Lareau
Christine Balderas	Trina Larson
Sim Barhoum	Leticia Lopez
Blythe Barton	Mark Manasse
Amy Bettinger	Chris Manis
Donna Budzynski	Larry Maxey
Taylor Carpenter	Isabel O'Connor
John Crocitti	Agustin Rivera Jr.
Michael Davis	Monica Romero
Leticia Diaz	Rachel Russell
Howard Eskew	Leslie Shimazaki
Michel Fitzgerald	Ryan Shumaker
Giovanni Garcia	Andrew Tanjuaquio
Amanda Johnson	Natalia Trinh
Leroy Johnson	
Jesse Keller	

Spring and Fall 2020 Interviews

Admin Services

Lorenze Legaspi,
Vice President

Kevin Branson

Marco Chavez

Jacqueline Collins

Aileen Crakes

Lynn Dang

Michael Davis

Frank Fernand

David Fierro

Erica Garcia

Carla Grossini-Concha

Erika Higginbotham

Charlie Lieu

Arts & Languages

Leslie Shimazaki, Dean

Blythe Barton

Nathan Betschart

Michael Harrison

Jesse Keller

Mario Lara

Andrea Moctezuma

Alison Primoza

N. Scott Robinson

Denise Rogers

Barbara Sexton

George Ye

Business & Technology

Danene Brown, Dean

Su-lin Chen

Katlin Choi

Howard Eskew

Michael Fitzgerald

Susan Gregory

Adrienne Milner

Monica Romero

Rachel Russell

Kris Secor

Allan Schougaard

Lisa Shapiro

Jordyn Smiley

Tonya Whitefield

Exercise Science, Health Education & Athletics

Ryan Shumaker, Dean

Blythe Barton

Kevin Hazlett

Ed Helscher

Kim Lester

Nathan Resch

Lindsay Samaniego

Jim Fegan

Donna Flournoy

Gary Watkins, Jr.

Health Sciences and Public Services

Tina Recalde, Dean

Christine Balderas

Jill Chagnon

Kennedy Cooper

Ida Cross

Jeaneal Davis

Christine DuPraw

Lou Ann Gibson

Joseph Halcott

David Johnson

Mandy Johnston

David Lott

Annette Miner

Azucena Murillo

Carol Novosad

Claudia Perkins

Cindy Purnell

Leslie Styles

Karen Wait

Humanities

Linda Hensley, Dean

Sim Barhoum

Janna Braun

Rosiangela Escamilla

Veronica Gerace

Jill Moreno Ikari

Terry Kohlenberg

Kimberly Lacher

Andrea Lelham

Bryan Malinis

Bruce Naschak

Kim Perigo

Chris Sullivan

Jorge Villalobus

Learning Resources

Andrew MacNeill, Dean

Alison Gurganus

Kristin Krogh

Janue Johnson

Brian Mackus

Mark Manasse

Michael McLaren

Caterina Palestini

Carolina Rostworowski

Mathematics & Natural Sciences

Susan Topham, Dean

Gina Abbiate

Don Barrie

Donna Budzynski

Jennifer Carmichael

Stephanie Colby

Jarred Collins

Paula Hjorth-Gustin

Sharon Hughes

Ken Kuniyuki

Morteza Mohssenzadeh

Irena Stojimirovic

Jen Synder

Todd White

President's Direct Reports

Pam Luster, President

Ashanti Hands

Bridget Herrin

Jennifer Kearns

Lorenze Legaspi

Isabel O'Connor

Krista Stellmacher

Social & Behavioral Sciences

Charles Zappla, Dean
Spring

Leslie Shimazaki, Dean
Fall

Evan Adelson

Amy Aswell

John Crocitti

Ian Duckles

Mary Gwin

Ian Kay

Gloria Kim

Cesar Lopez

Dina Miyoshi

Ryan Mongelluzzo

Michelle Rodriguez

Jennifer Sime

Robert Wong

Student Affairs

Victoria Miller, Dean

Zulma Heraldez

Suzanne Khambata

Courtney Lee

Gilda Maldonado

Jennifer Park

Claudia Perkins

Karla Trutna

Student Development

Ailene Crakes, Dean

Rena Alspaw

Ivonne Alvarez

Raquel Aparicio

Alexis Calderon

Adam Erienbusch

Claudia Estrada-Howell

Gail Fedalizo

Anne Hedekin

Vicki Hernandez

Trung Huynh

Leroy Johnson

Chris Kalck

Abimiel Lopez

Olivia Picolla

M. Kirsten Pogue-Cely

Cynthia Rico

Laura Rodriguez

Raul Rodriguez

Karina Sandoval

Amara Tang

Andrew Tanjuaquio

Student Success & Equity

Larry Maxey, Dean

Johana Aleman

Leticia Diaz

Erika Higginbotham

Charles Lieu

Agustin Rivera

Shasha Verastegui



MESA COLLEGE



PLANNING CONTEXT

TRENDS IN HIGHER EDUCATION

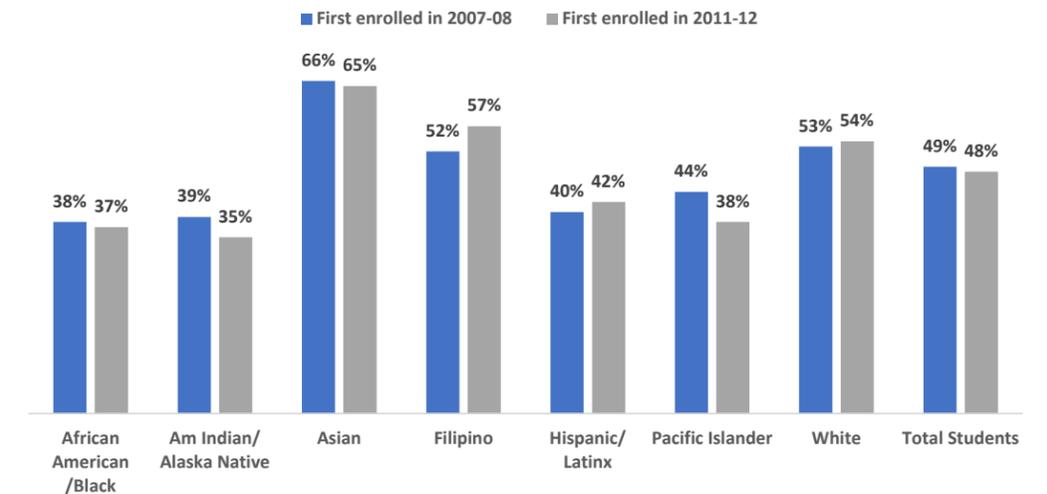
Dialogue in higher education at the national and state levels includes recurrent topics, such as revising programs to match ever-changing demographic trends, coping with fluctuating budgets, and aligning learning objectives with workforce needs. Newer topics are born of this time, such as assessing college programs and services through a social justice lens and addressing food and housing insecurities that are barriers to equitable student success. Two meta-issues that permeate these conversations are the need to develop an educated workforce and the race/ethnicity differences in higher education achievement.

The Completion Agenda

The Completion Agenda is an imperative to increase students' completion rates in order to eliminate the gap between the projected need for an educated workforce and the level of educational attainment in California and San Diego County.

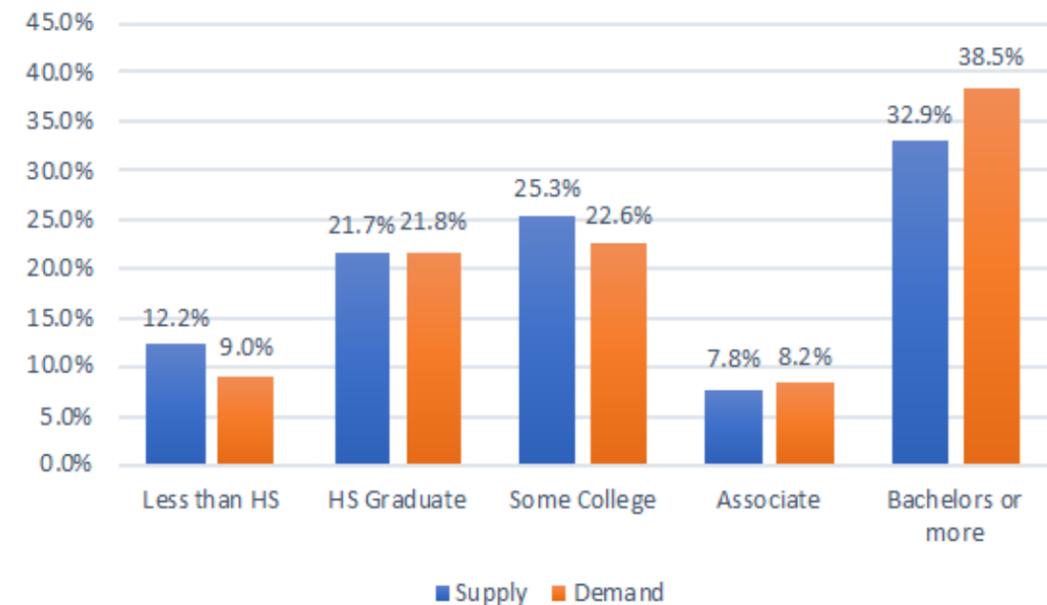
- The education level required by the greatest number of jobs annually in San Diego County require a high school diploma or less. Although jobs with minimal educational requirements are found in all labor market sectors, these occupations do not pay a living wage and rarely include benefits such as health care.
- The shift from an industrial to a service economy created a demand for an educated workforce. The projections are that 35 percent of job openings in the coming decade will require at least a bachelor's degree, 30 percent will require some college or an associate's degree, and 36 percent will not require education beyond high school. (Source: Georgetown Center on Education and the Workforce)
- Only about half of the state's community college students who enter college with a goal to complete degree, certificate or transfer requirements achieved that goal within six years. Despite the implementation of numerous innovative interventions, this statewide completion rate was virtually unchanged in the four years between those who first enrolled in 2007–08 and those who first enrolled in 2011–12. (Source: California Community Colleges Student Success Scorecard)
- There is a supply/demand gap in California's workforce because the large and well-educated baby boomer generation is reaching retirement age. Young adults are not graduating in sufficient numbers to meet the increased demands created by those retirements coupled with the increased demand from today's employers. (Source: Public Policy Institute of California)
- Educational attainment is the primary factor in securing employment in occupations that earn higher wages and are most likely to include benefits such as health insurance and paid vacations. In San Diego County, there is a clear, direct relationship between wages and education -- the highest levels of educational attainment lead to higher median earnings.

Completion Rates by Race/Ethnicity



Source: California Community Colleges Student Success Scorecard

Projected Need for an Educated Workforce in California by 2030

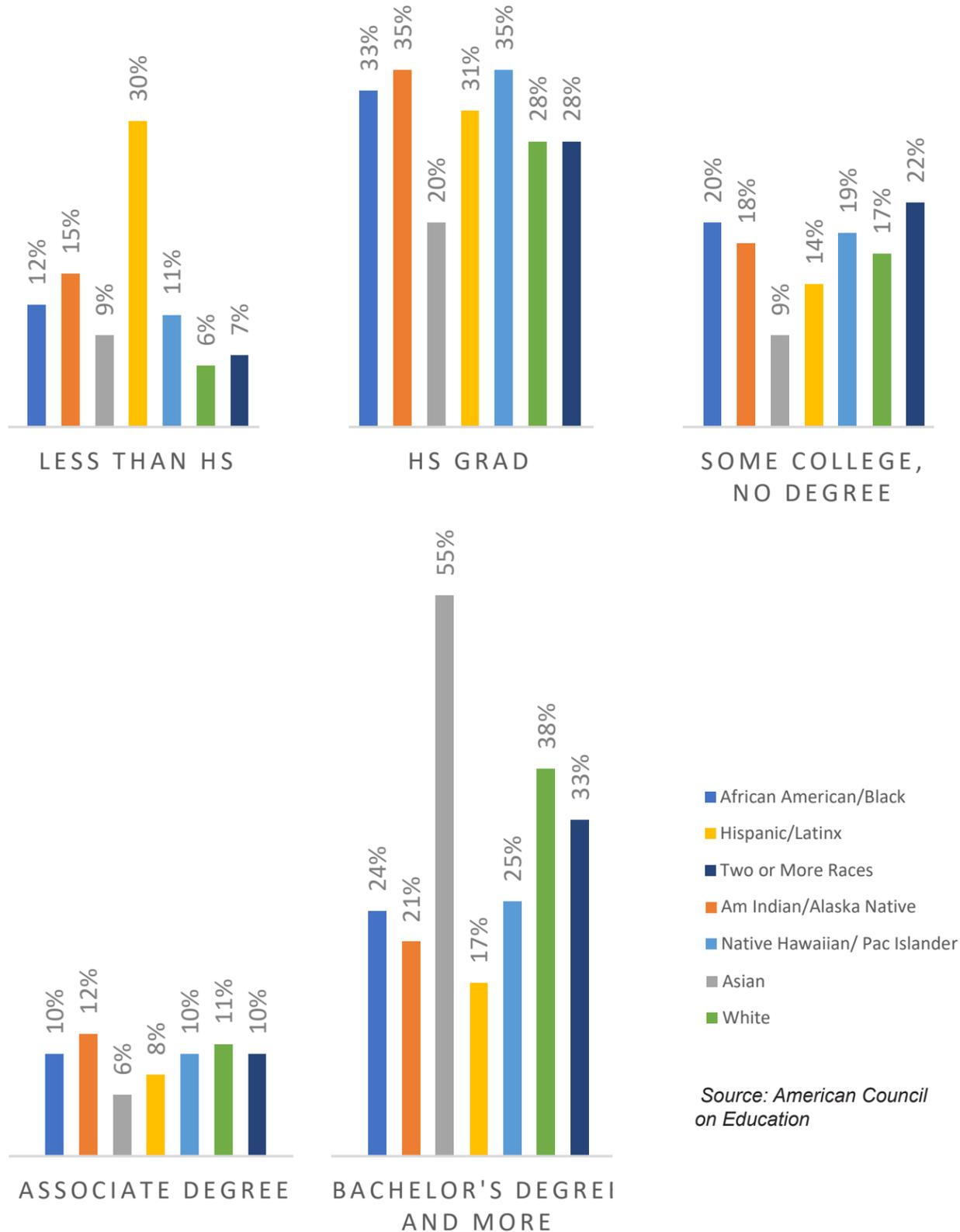


Source: Public Policy Institute of California: "Will California Run Out of College Graduates?"

PLANNING CONTEXT

TRENDS IN HIGHER EDUCATION

Educational Attainment by Race/Ethnicity in United States, 2017



Source: American Council on Education

The Equity Agenda

The Equity Agenda is imperative to establish equality in student outcomes across racial/ethnic groups, and eliminate the inequitable distribution of educational results and benefits.

- There are significant race/ethnicity disparities in the levels of educational attainment in San Diego County. California's data on race/ethnicity differences in the completion of degrees, certificates, and transfer requirements mirrors the national data. Asian, Filipino, and White students had the highest completion rates and African American, American Indian/Alaska Native, Hispanic/Latinx, and Pacific Islander students the lowest.
- Of particular concern are the race/ethnicity differences in the attainment of a bachelor's degree or higher. Considering the projection that 35 percent of all jobs are likely to require a bachelor's degree in the coming decade, the lack of a bachelor's degree will exclude 75 percent or more of the members of these race/ethnicity groups from applying for the jobs that are likely to include job security, higher wages, and health insurance benefits: African American/Black, Alaska Native/American Indian, Hispanic/Latinx, Other, and Hawaiian/Pacific Islander.
- These disparities in educational attainment based on race/ethnicity forecast the employability of the current generation as well as the next generation. If parents attended college, the children are more than twice as likely to attend college compared to children whose parents completed only high school. Race/ethnicity differences in levels of educational attainment perpetuate inequity in job opportunities and higher-paying jobs. (Source: Organization for Economic Cooperation and Development)
- Viewed through a social justice lens, this pattern of race/ethnicity differences in student completion of postsecondary degrees and certificates is mandate for colleges to identify and eliminate opportunity gaps and structural racism.



EDUCATIONAL VISION

COMMITMENT TO EQUITY AND EXCELLENCE

Mesa College declared its intent to become the leading college of equity and excellence in 2014. This declaration came as a reflection of the College's efforts to close equity gaps and to embrace the principle that excellence and equity are inherently and intentionally linked. This commitment is fueled by the moral imperative that a college education is a vehicle for social justice and equality in the United States.

Mesa College's top priority is improving the quality of the student experience, one embedded in equity and excellence. Equity in higher education means that students' race, socioeconomic background, gender identity, immigration, etc. are not obstacles to their academic achievement. This commitment to diversity, equity, and inclusion is affirmed in its mission statement:

Since all College planning begins with this mission, it can be said that all College planning has the student experience at the center. As the College strives to enable students "to reach their educational goals and shape the future," the College engages with students, colleagues, and College leadership to provide an educational experience that demonstrates equity and excellence.

San Diego Mesa College is a comprehensive community college committed to access, success, and equity. We honor those commitments as a diverse community of faculty, students, professional staff, and administrators who collaborate to foster scholarship, leadership, innovation, and excellence in an inclusive learning environment. By promoting student learning and achievement that leads to degrees and certificates, transfer, workforce training, and lifelong learning, we empower our students to reach their educational goals and shape their future.





2

THE CAMPUS TODAY

THE MESA

LOWER LEVEL

MID LEVEL

UPPER LEVEL
San Diego Mesa College

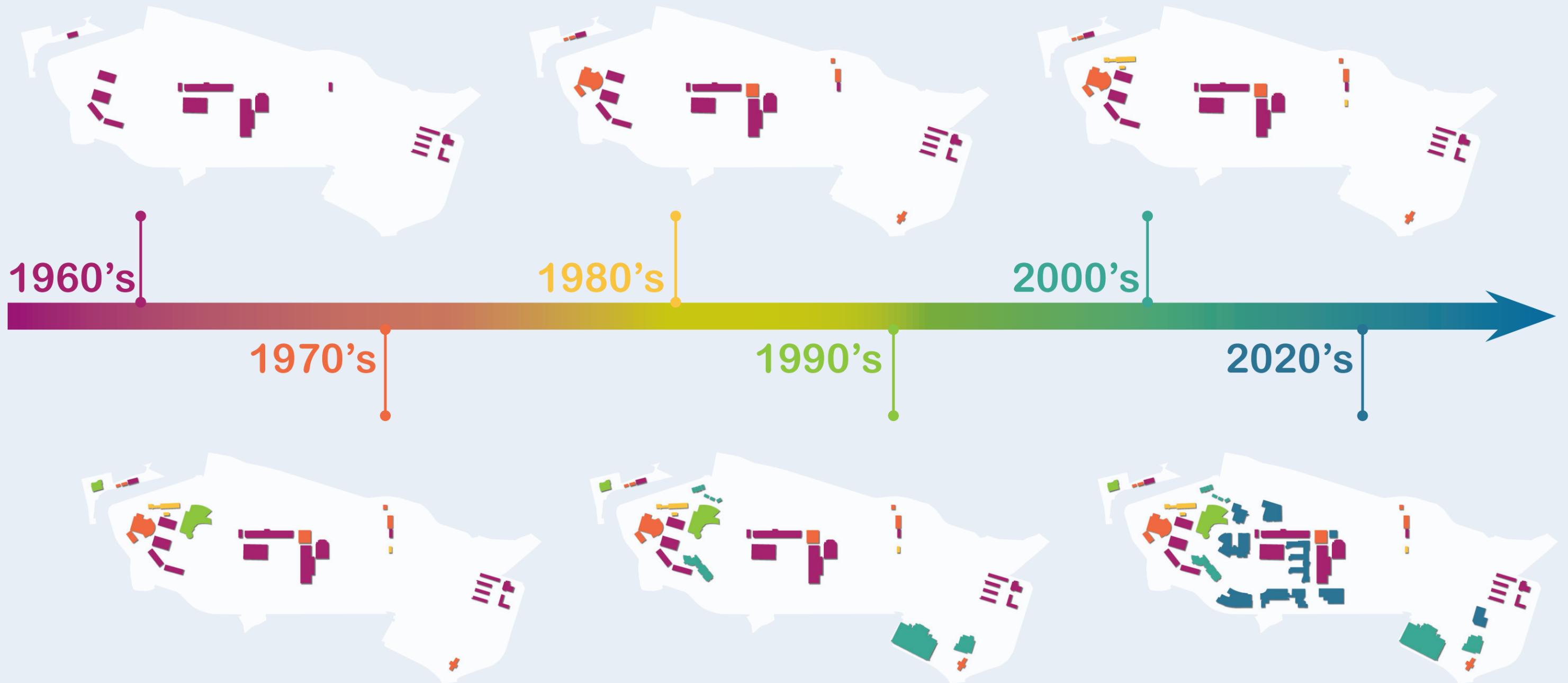
TECOLOTE CANYON



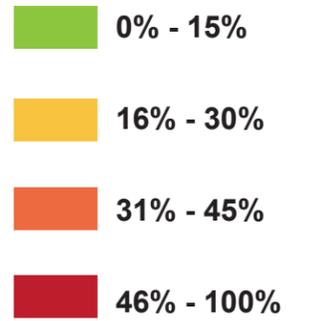
Perched on a 104-acre mesa in the geographic heart of San Diego, Mesa College was founded in 1963. The campus is surrounded on two sides by the Tecolote Canyon nature preserve and is generally divided into an upper, mid and lower level. The west side of campus enjoys scenic views of Mission Bay and the Pacific Ocean.

DEVELOPMENT HISTORY

The graphic below illustrates the development of the campus with buildings color-coded to indicate the decade of original construction.



FACILITIES CONDITION INDEX



Source: FUSION Assessment Facilities Condition Index Report

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.



3

FRAMEWORK

DEVELOPMENT OF FRAMEWORK

Mesa2030 Goals and Facilities Planning Principles were shaped by a year of collaborative analysis of internal and external data as well as feedback from internal and external stakeholders.



Development of Framework

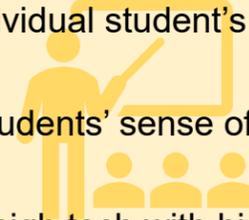
CAMPUS VOICES: Department And Program Interviews



Mesa College in 2030 will be known for equity and excellence in...

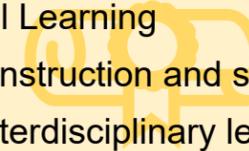
STUDENT SUPPORT

- Meeting individual student's academic and basic needs
- Fostering students' sense of belongingness and pride
- Combining high tech with high touch



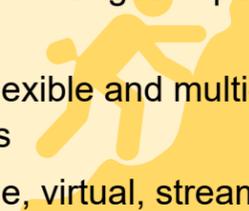
COLLEGE-WIDE LEARNING

- Offering a comprehensive program of Professional Learning
- Integrating instruction and student services
- Providing interdisciplinary learning experiences



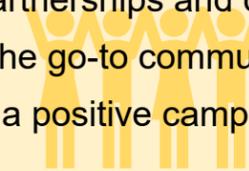
AGILITY AND RESILIENCE

- Preparing for changes in pedagogy and technology
- Designing flexible and multi-purpose campus site and facilities
- Using nimble, virtual, streamlined processes



COMMUNITY BUILDING

- Fostering partnerships and connections
- Serving as the go-to community resource
- Maintaining a positive campus climate



Mesa2030 Goals

EQUITY AND EXCELLENCE



Completion

Mesa College will institutionalize (or Mesa-ize) practices that clarify pathways to timely completion for students with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.



Community

Mesa College will build a community culture that utilizes antiracist practices to cultivate collaboration, inclusion, diversity, equity, and personal growth so that all students, employees, and members of our external community are valued.



Pathways + Partnerships

Mesa College will leverage pathways and partnerships within its internal and external communities to eliminate barriers and provide support for students entering Mesa College, through to completion, and beyond to transfer and employment.



Stewardship

Mesa College will develop and sustain processes that prioritize environmental justice and sustainability, reduce Mesa College's carbon footprint, and allocate its human, physical, technological, and fiscal resources around the goal of increasing student access, success, and parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.



Scholarship

Mesa College will prioritize equity and excellence by fostering innovation and high-quality, culturally relevant teaching/learning experiences with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.

FACILITIES PLANNING PRINCIPLES

EQUITY AND EXCELLENCE

Mesa2030 Goals

COMPLETION



COMMUNITY



PATHWAYS +
PARTNERSHIPS



STEWARDSHIP



SCHOLARSHIP



STUDENT CENTERED

WELCOMING ENVIRONMENTS

CONNECTED CAMPUS

COMMUNITY ASSET

STEWARDSHIP OF RESOURCES

Facilities Planning Principles

Facilities Planning Principles

EQUITY AND EXCELLENCE



STUDENT CENTERED

- Design campus from students' perspectives
- Inspire a sense of belonging for all
- Place services where students are
- Create equitable facilities across campus
- Support basic needs
- Increase access to faculty + staff



WELCOMING ENVIRONMENTS

- Create welcoming arrival experiences
- Clarify circulation paths throughout campus
- Improve campus navigation + wayfinding
- Provide spaces for students to study, socialize and rest
- Visibly support equity
- Display the arts
- Increase opportunities for cultural expression



CONNECTED CAMPUS

- Improve connections to all areas of campus
- Improve accessibility / eliminate physical barriers
- Inspire collaboration across schools and departments
- Leverage technology to connect the Mesa community



COMMUNITY ASSET

- Welcome the community onto the campus
- Provide spaces for services, events and activities
- Improve access to community resources
- Increase opportunities for collaboration with business + industry



STEWARDSHIP OF RESOURCES

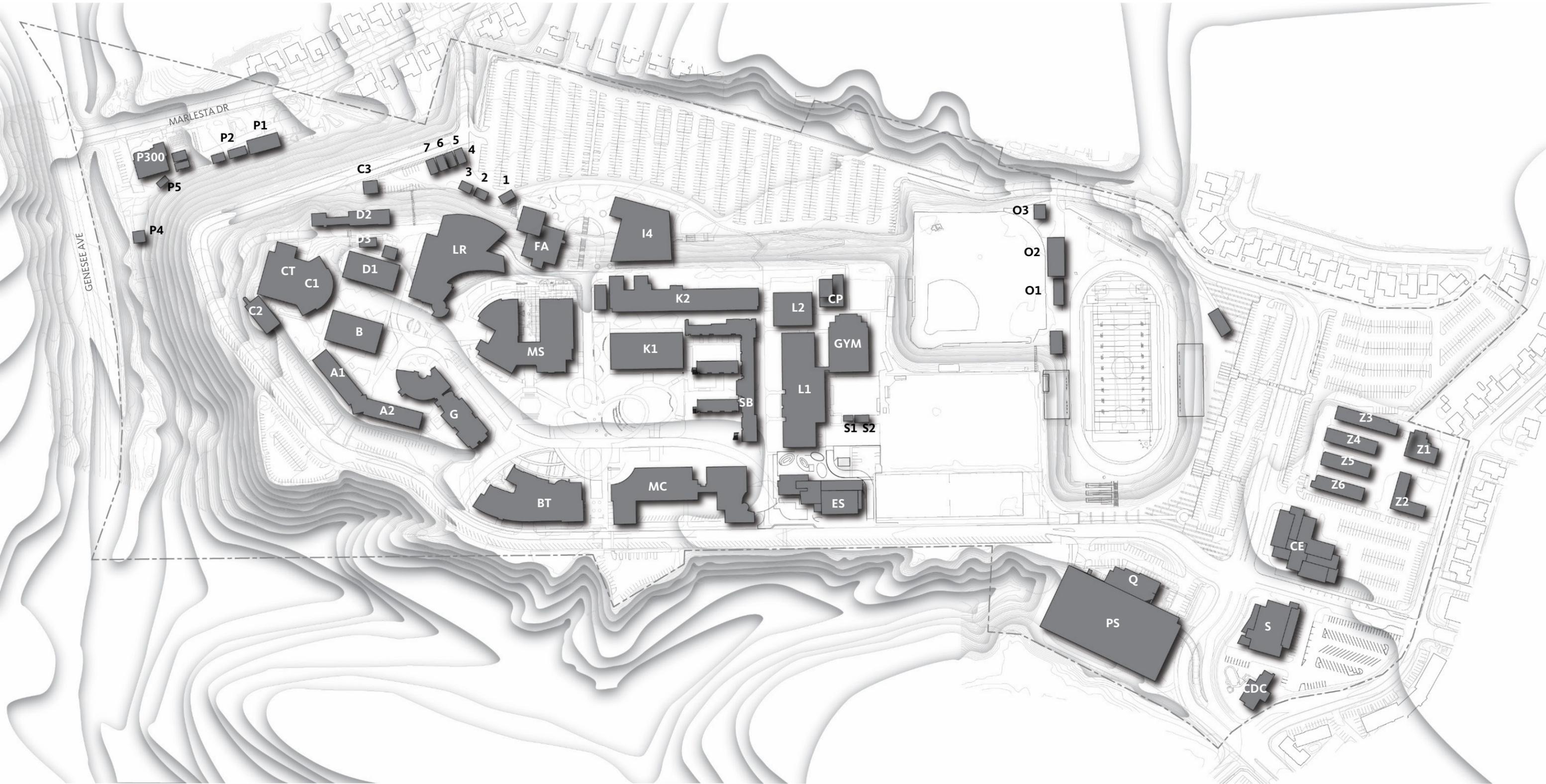
- Replace temporary, inefficient and underperforming facilities
- Develop flexible, multipurpose spaces
- Maximize efficiency and utilization
- Maximize state funding opportunities
- Create a sustainable campus



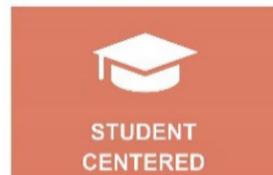
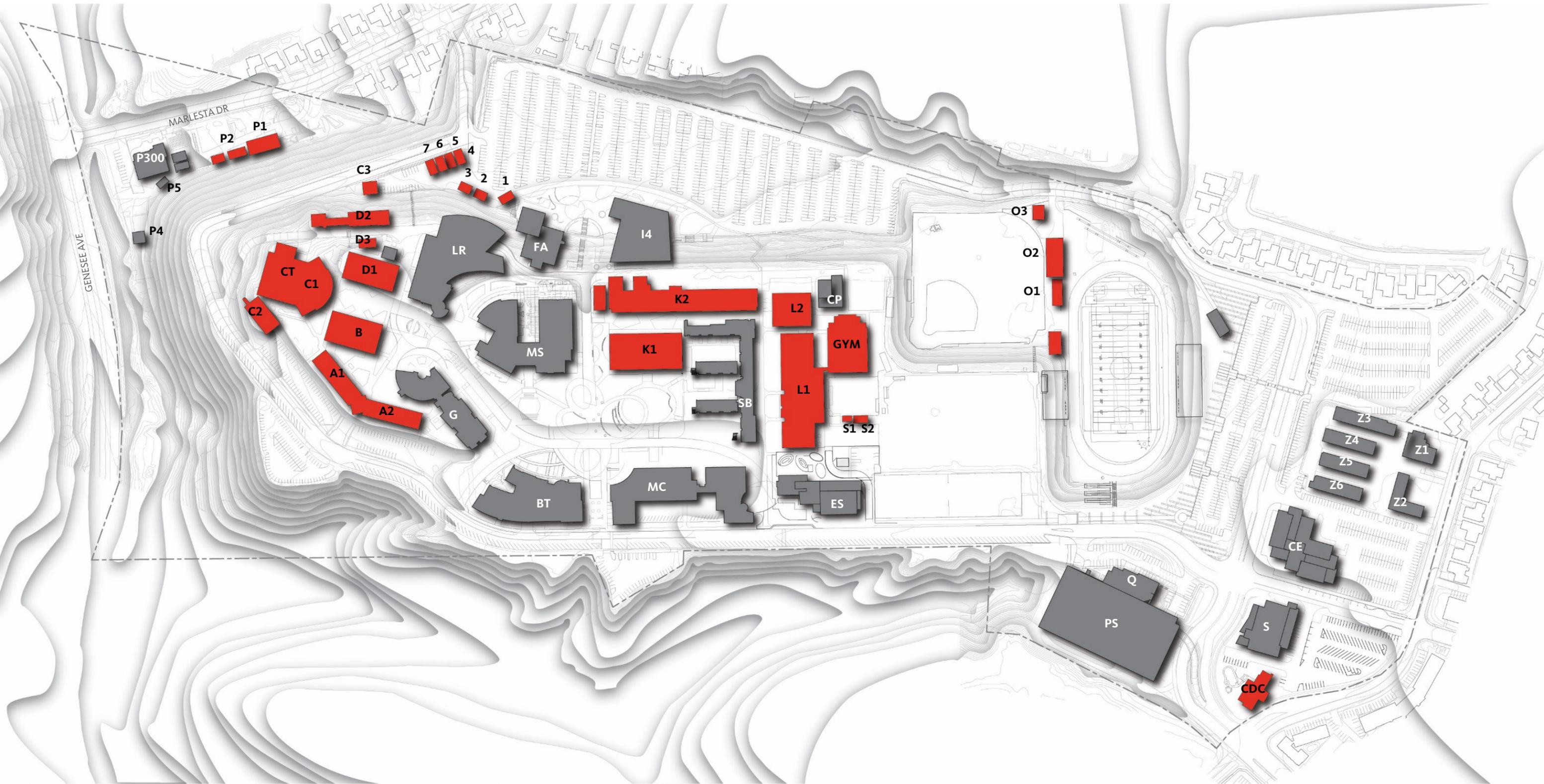
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THE FUTURE CAMPUS

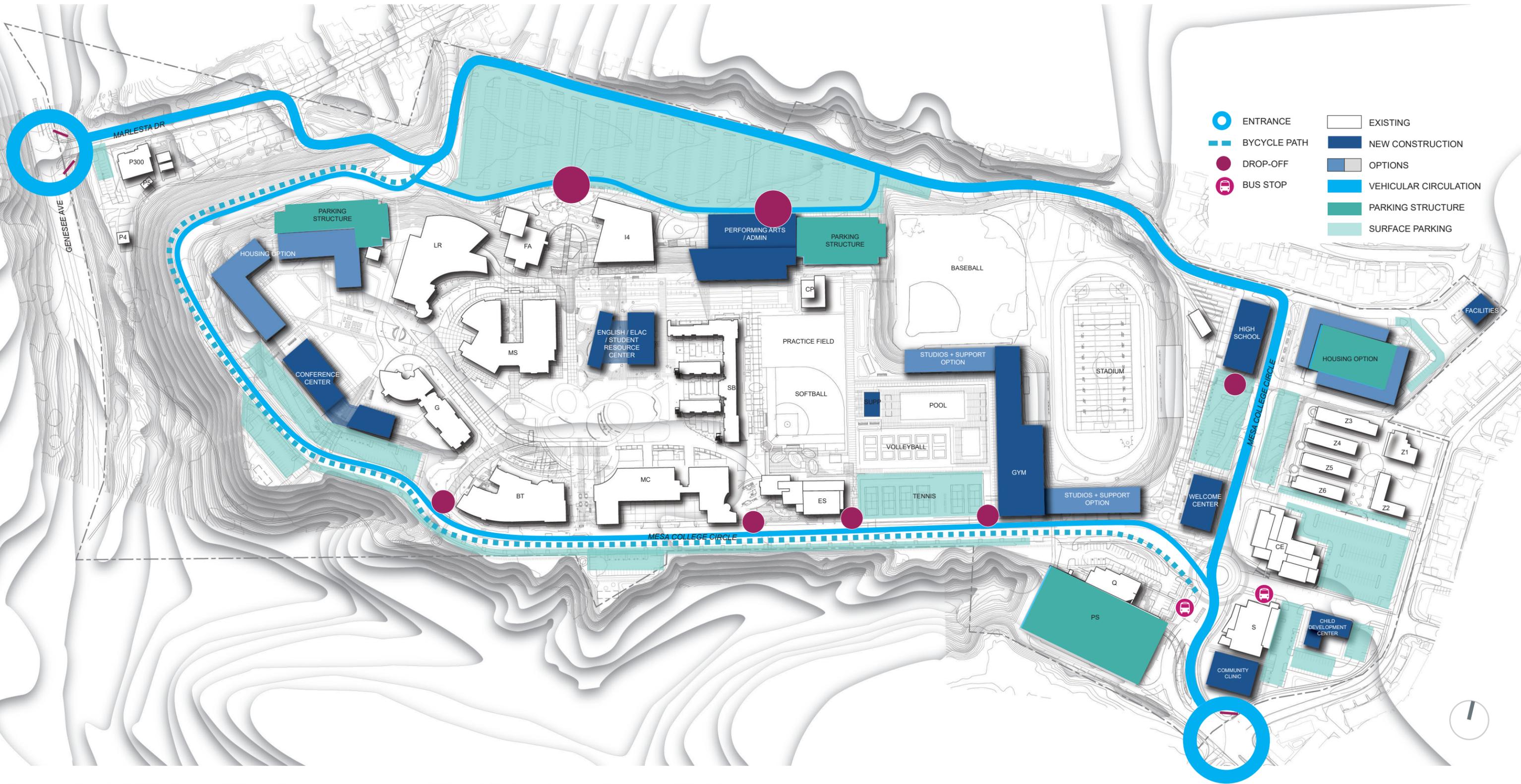
THE EXISTING CAMPUS



EXISTING BUILDINGS TO BE REMOVED



THE FUTURE CAMPUS



- ENTRANCE
- BYCYCLE PATH
- DROP-OFF
- BUS STOP
- EXISTING
- NEW CONSTRUCTION
- OPTIONS
- VEHICULAR CIRCULATION
- PARKING STRUCTURE
- SURFACE PARKING


STUDENT CENTERED

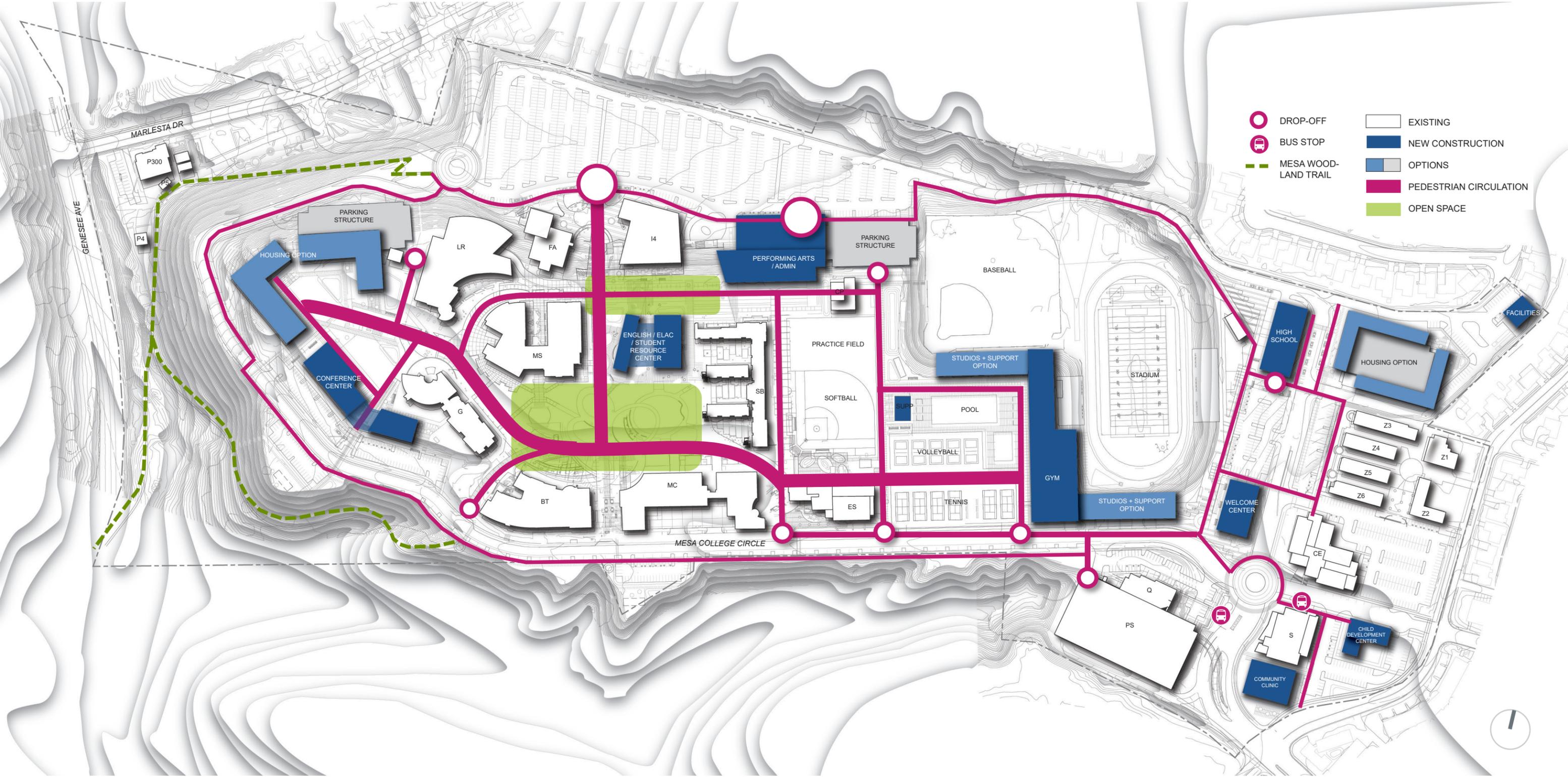

WELCOMING ENVIRONMENTS


CONNECTED CAMPUS


COMMUNITY ASSET


STEWARDSHIP OF RESOURCES

THE FUTURE CAMPUS



- DROP-OFF
- BUS STOP
- MESA WOODLAND TRAIL
- EXISTING
- NEW CONSTRUCTION
- OPTIONS
- PEDESTRIAN CIRCULATION
- OPEN SPACE


STUDENT CENTERED


WELCOMING ENVIRONMENTS


CONNECTED CAMPUS


COMMUNITY ASSET


STEWARDSHIP OF RESOURCES

PROJECT DESCRIPTIONS

A English / ELAC / Student Resource Center

B Performing Arts Complex + Administration

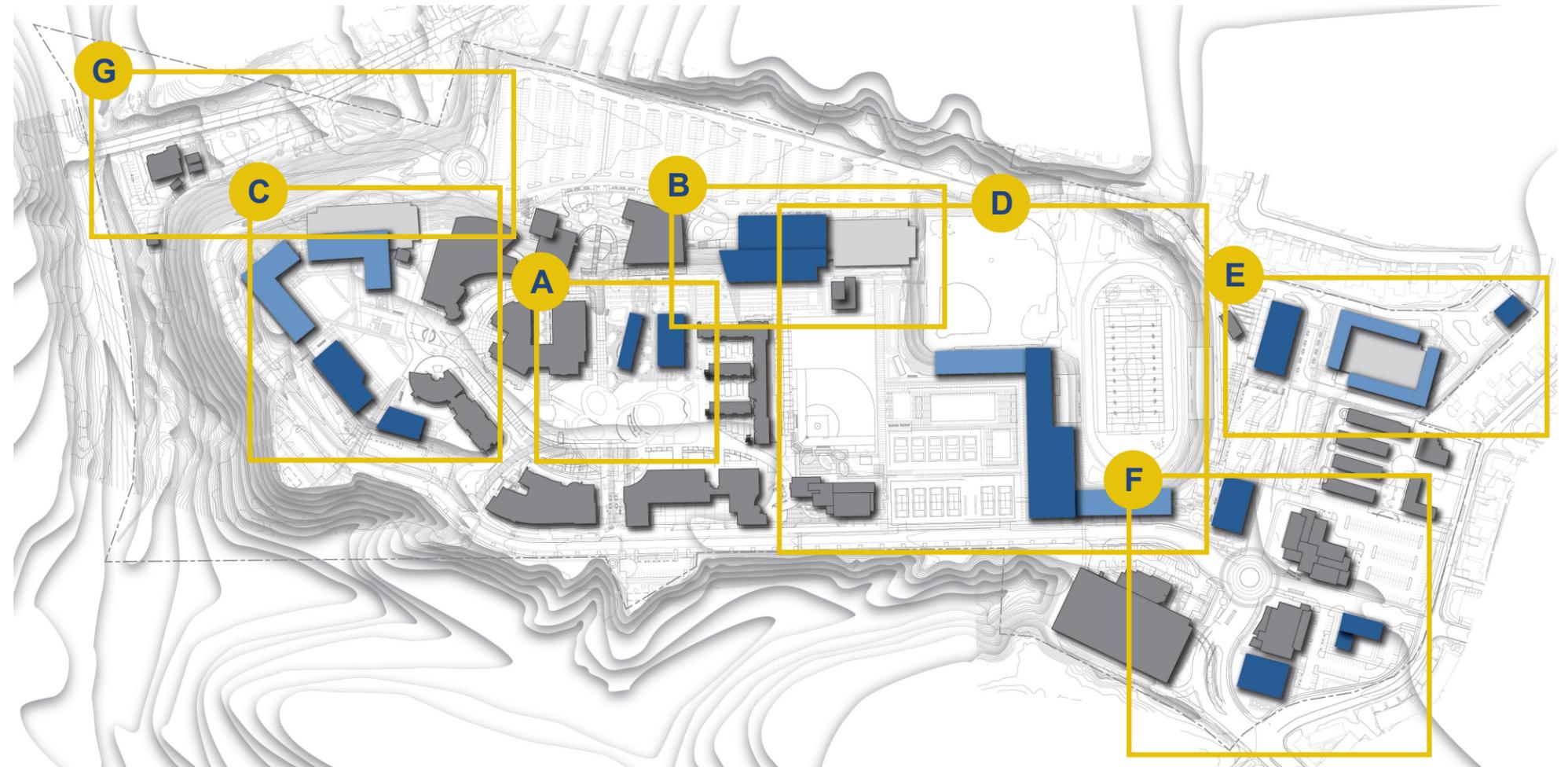
C Student Housing Option
Conference Center

D Athletics/Exercise Science/Dance

E Student Housing Option
High School
Facilities

F Welcome Center
Child Development Center
Community Clinic

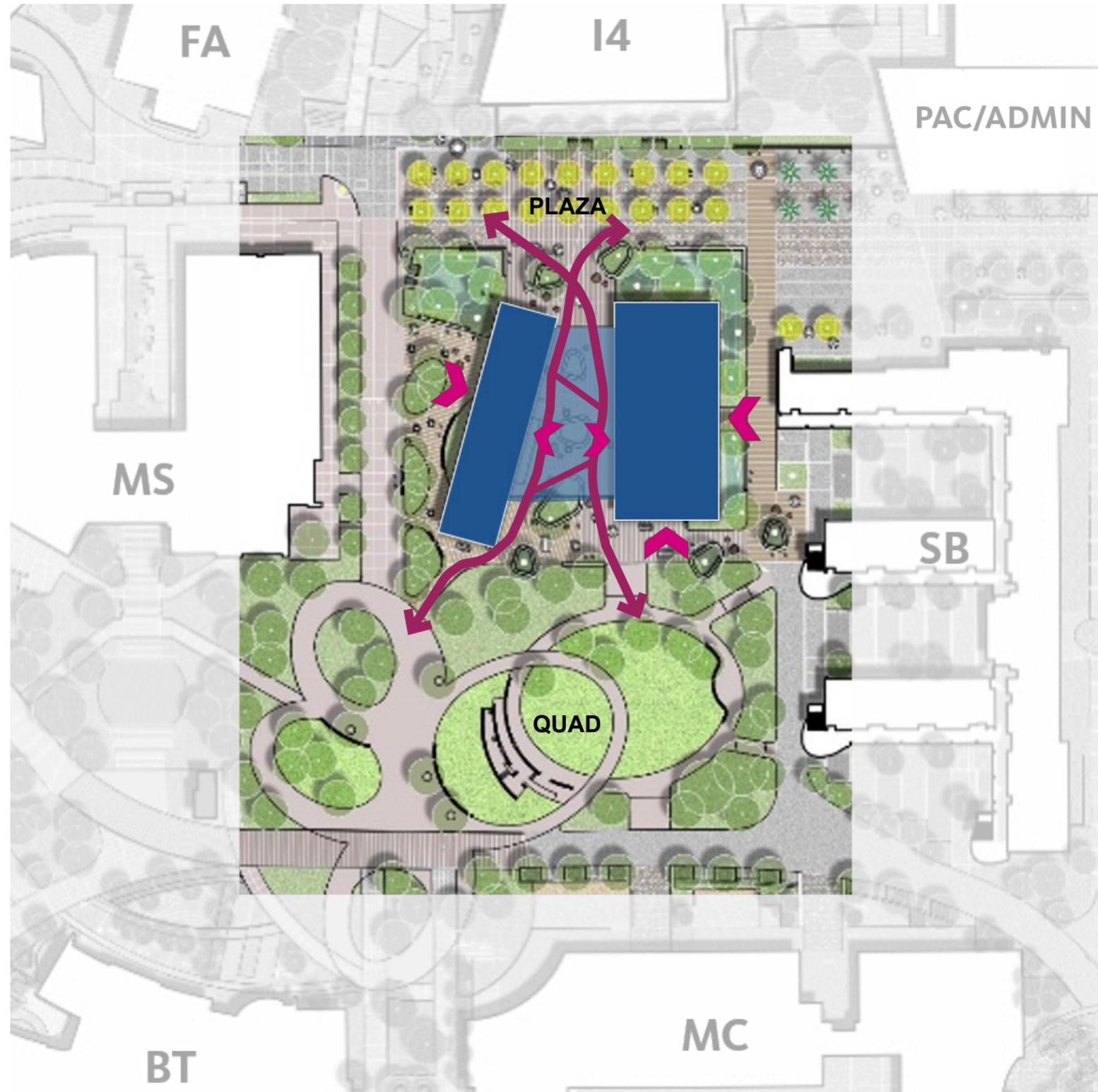
G West Entrance



A series of new facilities are proposed as part of Mesa2030. Project descriptions are included on the following pages and grouped as illustrated in the key plan.

While drawings in the plan appear specific, the forms are conceptual sketches that indicate 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.

PROJECT DESCRIPTIONS

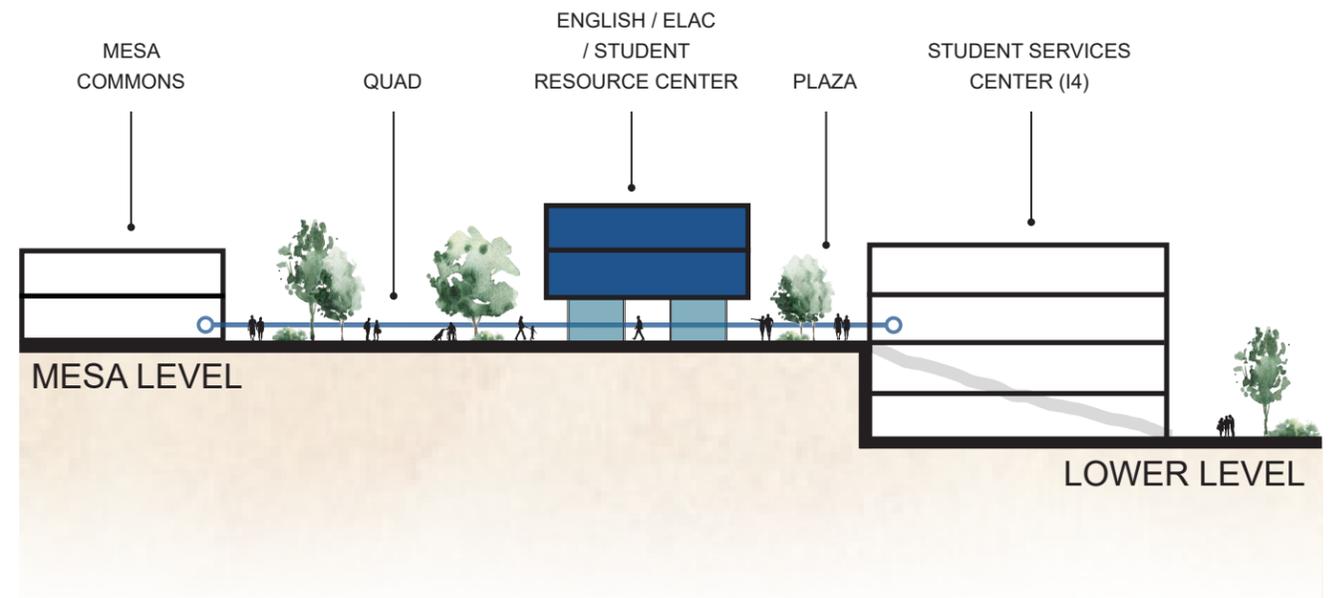


ENGLISH / ELAC / STUDENT RESOURCE CENTER

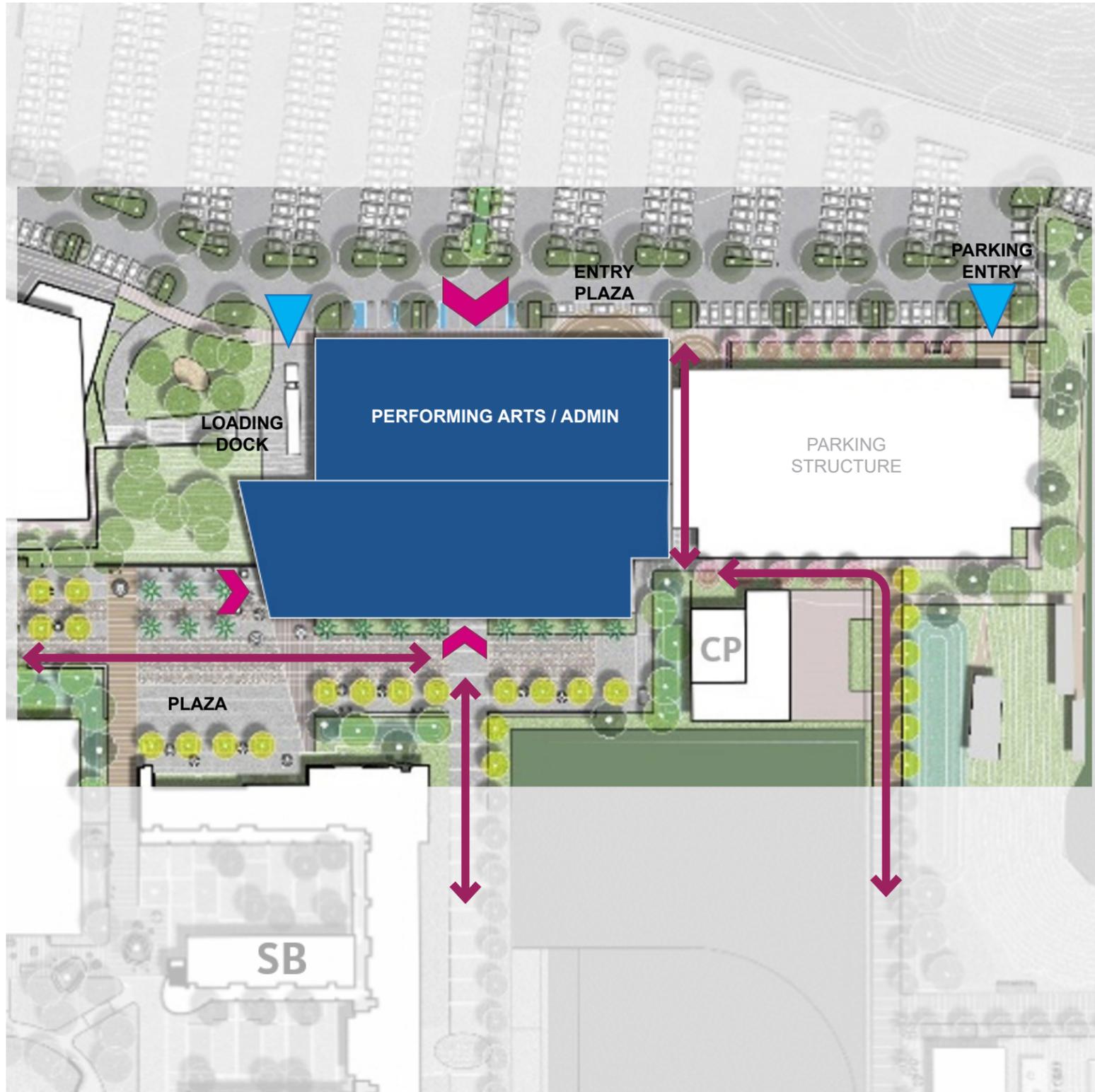
This new facility is recommended to replace functions currently located in aging or temporary facilities. The new multi-story building will occupy a prominent location in the campus core, to the north of the newly developed Quad.

The first floor will house the Student Resource Center, strategically situated between the I4 Student Services Building and the Mesa Commons. This location will increase the visibility of essential services for students such as The Stand, FAST, Honors Center, Veterans Center, LGBTQ Center, Womens Center and Black Student Union. Upper floors will provide instructional space to support the English and ELAC programs.

A portion of the ground floor is planned as an open space to support a flow of activity through and around the first-floor functions. This will increase the visibility of services and provide a connection from the Quad on the south to an active plaza on the north.



PROJECT DESCRIPTIONS



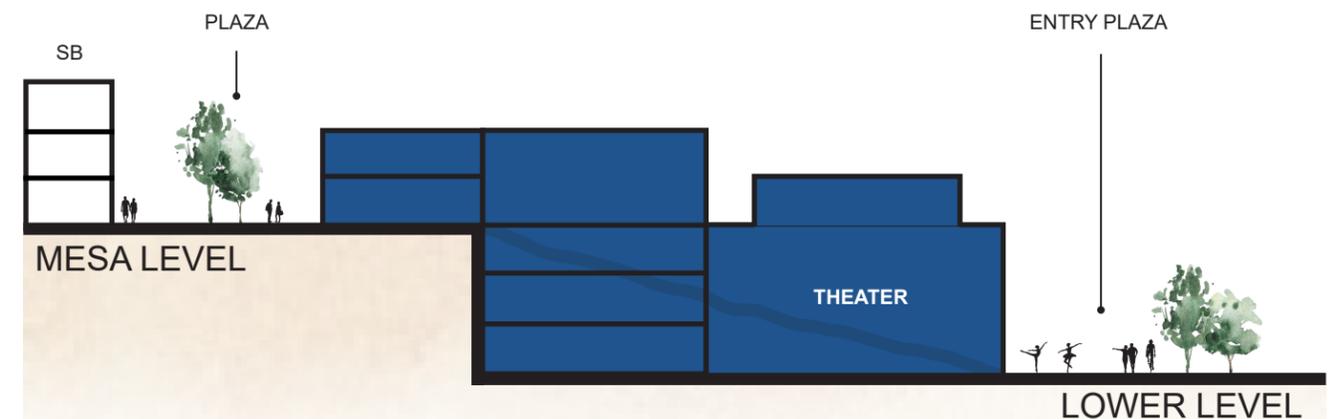
PERFORMING ARTS COMPLEX + ADMINISTRATION

New facilities are proposed to host functions currently housed in the original campus buildings on the west side of campus. The new five story complex will be constructed into the north hillside of the mesa, adjacent to the I4 Student Services Center. Together these two buildings will create accessible and welcoming entry experiences from the lower parking lot level to the upper campus level.

The complex will be designed to celebrate performing arts at Mesa College and support interdisciplinary collaborations among disciplines such as theater arts, music, and dance. The large main stage theater will have a prominent ground floor entry adjacent to parking, the theater support spaces will be nestled into the hillside, and the instructional labs and offices for the Administration on the top floor will open to the active plaza.

PARKING STRUCTURE

Adjacent to the complex is a proposed location for a future multi-story parking structure. The structure will also be constructed into the hillside to leverage land, increase the overall parking capacity, and improve access to large events at the Performing Arts Complex and athletic fields.



THE FUTURE CAMPUS



- EXISTING
- NEW CONSTRUCTION
- OPTIONS

PROJECT LINKAGES

EQUITY AND EXCELLENCE

Each project identified in Mesa 2030 is linked to multiple facilities planning principles as highlighted in this matrix.

 STUDENT CENTERED	 WELCOMING ENVIRONMENTS	 CONNECTED CAMPUS	 COMMUNITY ASSET	 STEWARDSHIP OF RESOURCES
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WELCOME CENTER	●	●	●	●	
ENGLISH / ELAC / STUDENT RESOURCE CENTER	●	●	●	●	●
PERFORMING ARTS COMPLEX / ADMINISTRATION	●	●	●	●	●
ATHLETICS / EXERCISE SCIENCE / DANCE	●	●	●	●	●
CHILD DEVELOPMENT CENTER	●	●		●	●
STUDENT HOUSING	●	●		●	
HIGH SCHOOL		●		●	●
CONFERENCE CENTER	●	●	●	●	
COMMUNITY CLINIC	●	●		●	
PARKING STRUCTURES	●	●	●		●
WEST ENTRANCE		●	●	●	
RENEW / REINVEST	●	●	●		●



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