



Mesa

Mesa2030
Comprehensive
Master Plan

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

PURPOSES OF Mesa2030

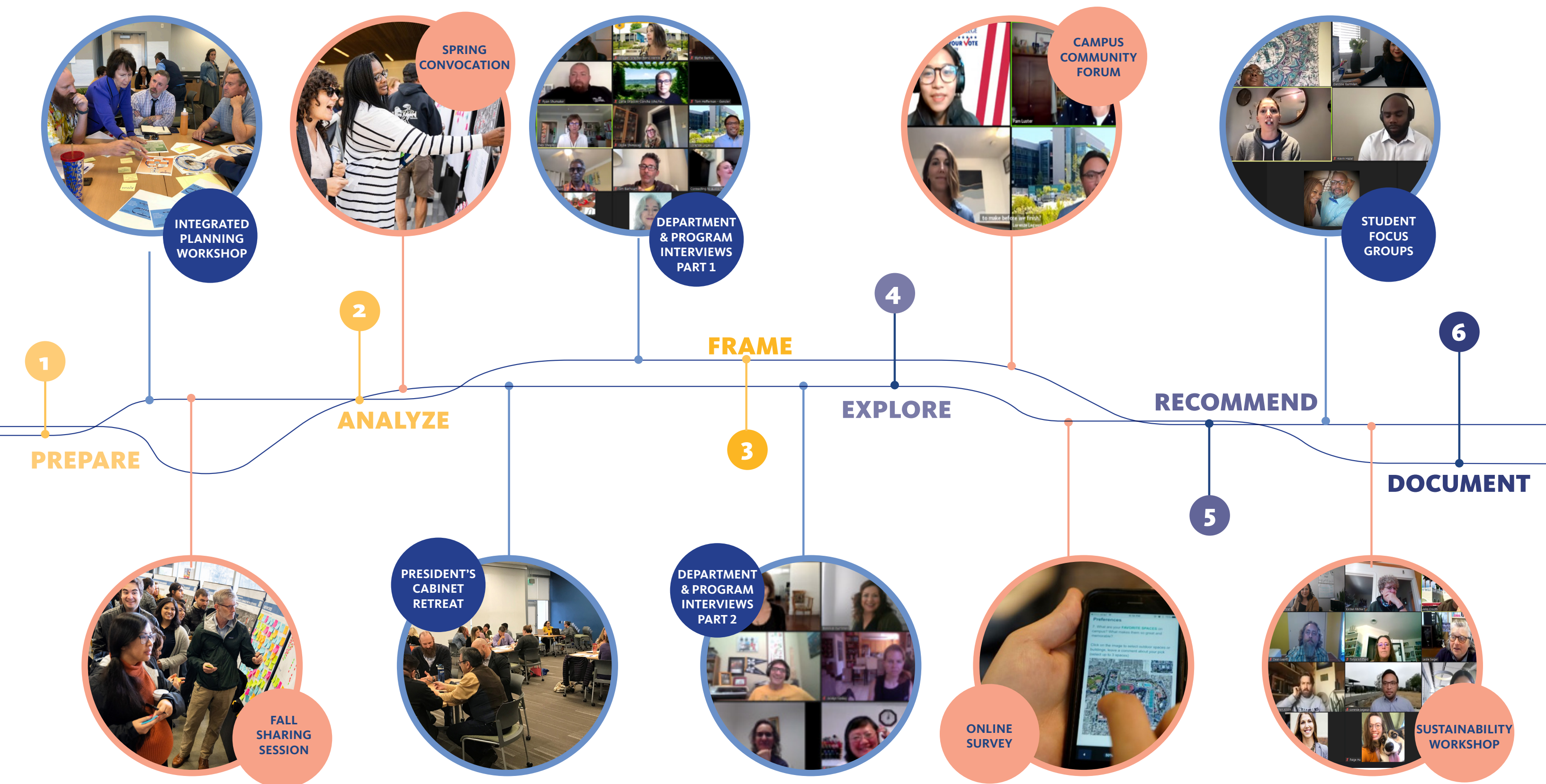
- **Chart** the College's long-term course toward accomplishing its Mission, which describes the College's aspirations for student access, equity, and success
- **Engage** constituent groups in a dialogue about the future
- **Identify** current and anticipate future challenges and opportunities in the 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





INTEGRATED DATA-INFORMED PARTICIPATORY

Process for Developing Mesa2030



PARTICIPANTS

Mesa2030 Task Force		Spring and Fall 2020 Interviews							
Lorenze Legaspi, Co-Chair	Terry Kohlenberg	Admin Services	George Ye	Donna Flournoy	Rosiangela Escamilla	Jennifer Carmichael	Ian Duckles	Claudia Estrada-Howell	
Bridget Herrin, Co-Chair	Ashanti Hands	Lorenze Legaspi, Vice President	Business & Technology	Gary Watkins, Jr.	Veronica Gerace	Stephanie Colby	Mary Gwin	Gail Fedalizo	
Isaac Arguelles-Ibarra	Lance Lareau	Kevin Branson	Danene Brown, Dean	Health Sciences and Public Services	Jill Moreno Ikari	Jarred Collins	Ian Kay	Anne Hedekin	
Christine Balderas	Trina Larson	Marco Chavez	Su-lin Chen	Tina Recalde, Dean	Terry Kohlenberg	Paula Hjorth-Gustin	Gloria Kim	Vicki Hernandez	
Sim Barhoum	Leticia Lopez	Jacqueline Collins	Katlin Choi	Christine Balderas	Kimberly Lacher	Sharon Hughes	Cesar Lopez	Trung Huynh	
Blythe Barton	Mark Manasse	Aileen Crakes	Howard Eskew	Jill Chagnon	Andrea Lelham	Ken Kuniyuki	Dina Miyoshi	Leroy Johnson	
Amy Bettinger	Chris Manis	Lynn Dang	Michael Fitzgerald	Kennedy Cooper	Bryan Malinis	Morteza Mohssenzadeh	Ryan Mongelluzzo	Chris Kalck	
Donna Budzynski	Larry Maxey	Michael Davis	Susan Gregory	Ida Cross	Bruce Naschak	Irena Stojimirovic	Michelle Rodriguez	Abimiel Lopez	
Taylor Carpenter	Isabel O'Connor	Frank Fernand	Adrienne Milner	Jeaneal Davis	Kim Perigo	Jen Synder	Jennifer Sime	Olivia Picolla	
John Crocitti	Agustin Rivera Jr.	David Fierro	Monica Romero	Christine DuPraw	Chris Sullivan	Todd White	Robert Wong	M. Kirsten Pogue-Cely	
Michael Davis	Monica Romero	Erica Garcia	Rachel Russell	Lou Ann Gibson	Jorge Villalobus	President's Direct Reports	Student Affairs	Cynthia Rico	
Leticia Diaz	Rachel Russell	Carla Grossini-Concha	Kris Secor	Joseph Halcott	Learning Resources	Pam Luster, President	Victoria Miller, Dean	Laura Rodriguez	
Howard Eskew	Leslie Shimazaki	Erika Higginbotham	Allan Schougaard	David Johnson	Andrew MacNeill, Dean	Ashanti Hands	Zulma Heraldez	Raul Rodriguez	
Michel Fitzgerald	Ryan Shumaker	Charlie Lieu	Lisa Shapiro	Mandy Johnston	Alison Gurganus	Bridget Herrin	Suzanne Khambata	Karina Sandoval	
Giovanni Garcia	Andrew Tanjuaquio	Arts & Languages	Jordyn Smiley	David Lott	Kristin Krogh	Jennifer Kearns	Courtney Lee	Amara Tang	
Amanda Johnson	Natalia Trinh	Leslie Shimazaki, Dean	Tonya Whitefield	Annette Miner	Janue Johnson	Lorenze Legaspi	Gilda Maldonado	Andrew Tanjuaquio	
Leroy Johnson	Jesse Keller	Blythe Barton	Exercise Science, Health Education & Athletics	Azucena Murillo	Brian Mackus	Isabel O'Connor	Jennifer Park	Student Success & Equity	
Jesse Keller		Nathan Betschart	Ryan Shumaker, Dean	Carol Novosad	Mark Manasse	Krista Stellmacher	Claudia Perkins	Larry Maxey, Dean	
		Michael Harrison	Blythe Barton	Claudia Perkins	Michael McLaren	Social & Behavioral Sciences	Karla Trutna	Johana Aleman	
		Jesse Keller	Kevin Hazlett	Cindy Purnell	Caterina Palestini	Charles Zappla, Dean Spring	Ailene Crakes, Dean	Leticia Diaz	
		Mario Lara	Ed Helscher	Leslie Styles	Carolina Rostworowski	Leslie Shimazaki, Dean Fall	Rena Alspaw	Erika Higginbotham	
		Andrea Moctezuma	Kim Lester	Karen Wait	Mathematics & Natural Sciences	Ivonne Alvarez	Raquel Aparicio	Charles Lieu	
		Alison Primoza	Nathan Resch	Humanities	Susan Topham, Dean	Evan Adelson	Alexis Calderon	Agustin Rivera	
		N. Scott Robinson	Lindsay Samaniego	Linda Hensley, Dean	Gina Abbiate	Amy Aswell	Adam Erienbusch	Shasha Verastegui	
		Denise Rogers	Jim Fegan	Sim Barhoum	Don Barrie	John Crocitti			
		Barbara Sexton	Janna Braun	Janna Braun	Donna Budzynski				



MESA COLLEGE

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PLANNING CONTEXT

TRENDS IN HIGHER EDUCATION

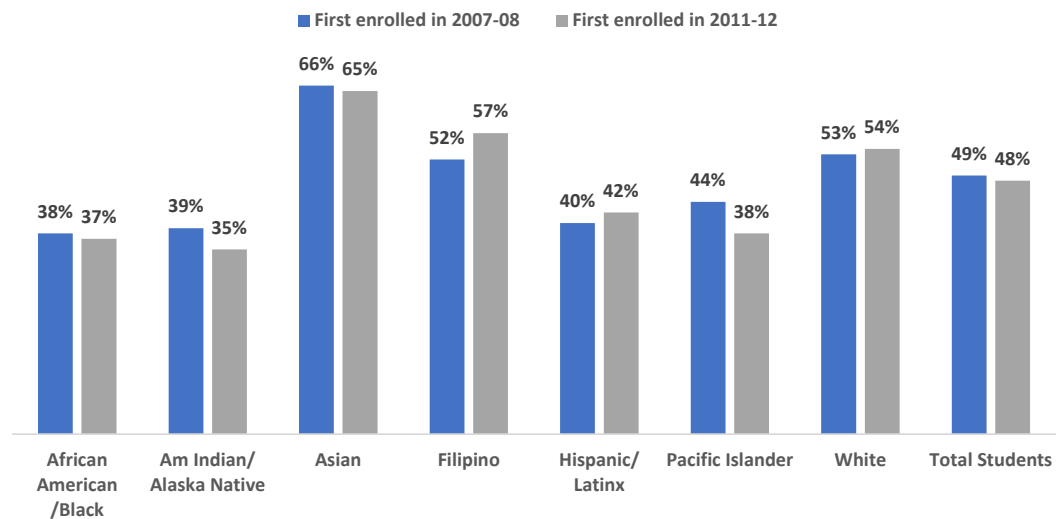
Dialogue in higher education at the national and state levels includes recurrent topics, such as revising programs to match ever-changing demographic trends, coping with fluctuating budgets, and aligning learning objectives with workforce needs. Newer topics are born of this time, such as assessing college 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.

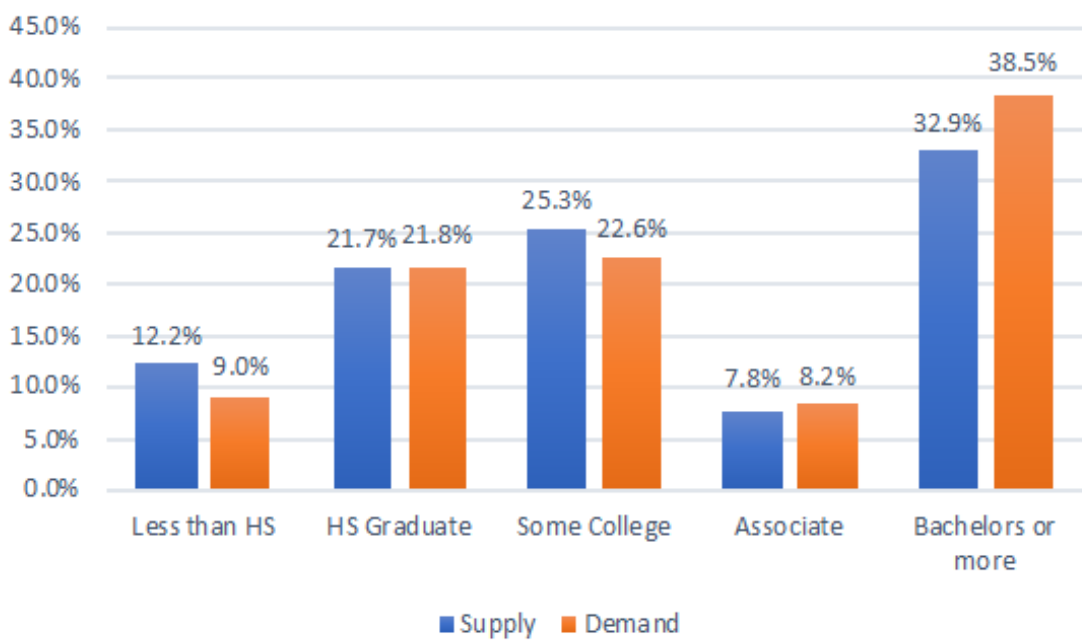
- The education level required by the greatest number of jobs annually in San Diego County require a high school diploma or less. Although jobs with minimal educational requirements are found in all labor market sectors, these occupations do not pay a living wage and rarely include benefits such as health 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

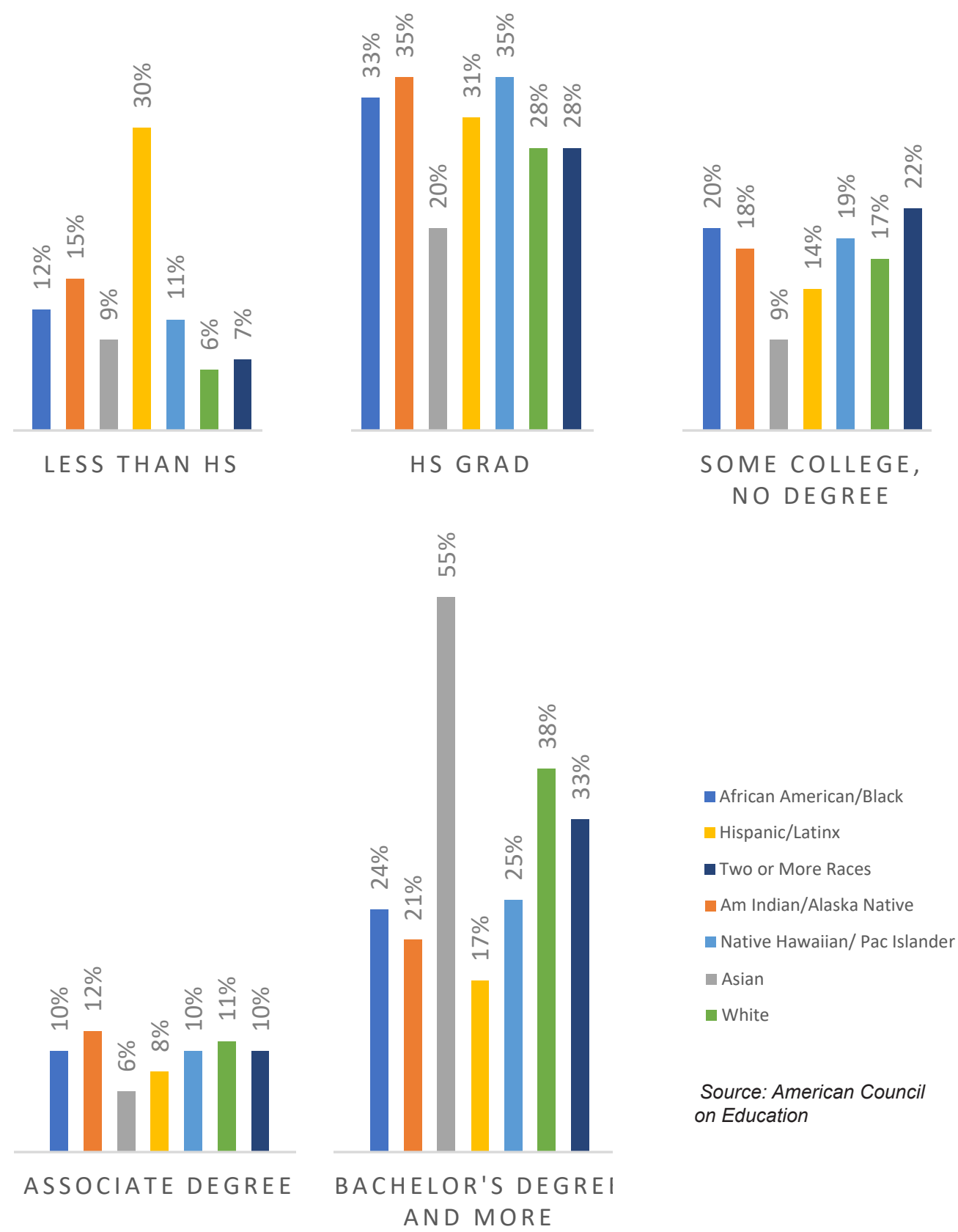


Source: Public Policy Institute of California: “Will California Run Out of College Graduates?”

PLANNING CONTEXT

TRENDS IN HIGHER EDUCATION

Educational Attainment by Race/Ethnicity in United States, 2017



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.





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THE CAMPUS TODAY

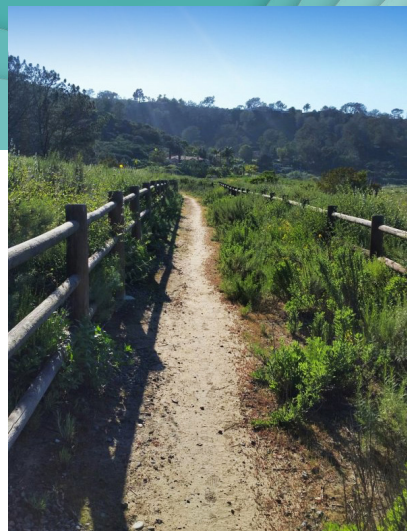
THE MESA

LOWER LEVEL

MID LEVEL

UPPER LEVEL
San Diego Mesa College

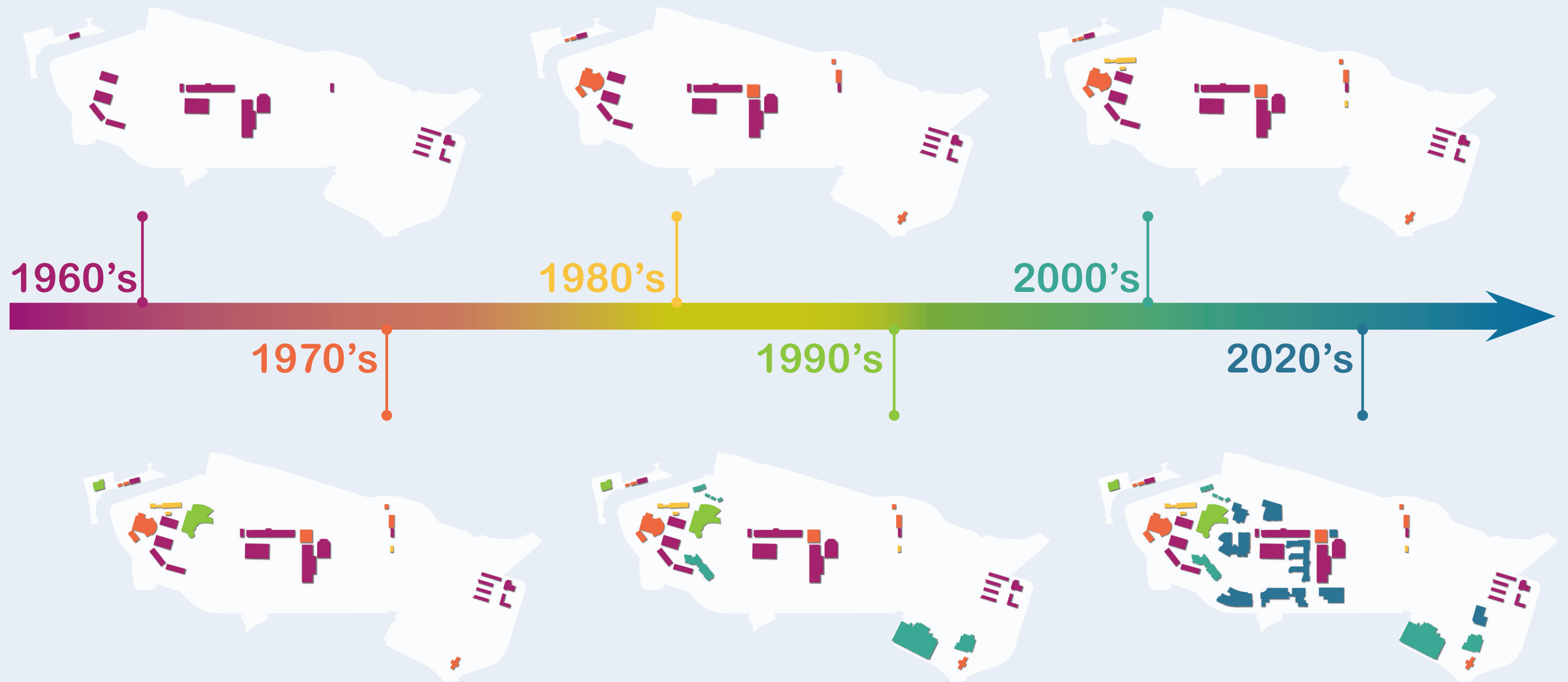
TECOLOTE CANYON



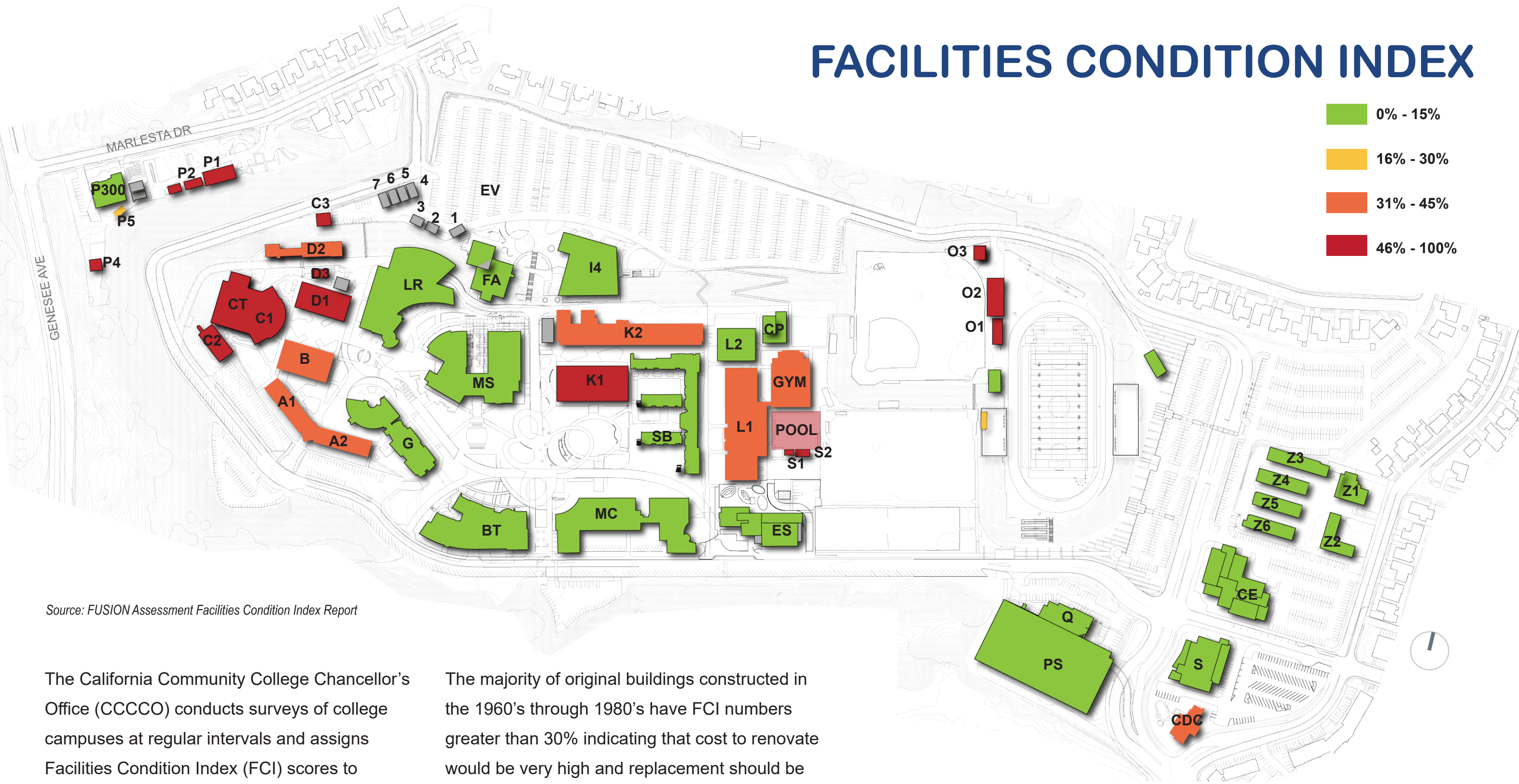
Perched on a 104-acre mesa in the geographic heart of San Diego, Mesa College was founded in 1963. The campus is surrounded on two sides by the Tecolote Canyon nature preserve and is generally divided into an upper, mid and lower level. The west side of campus enjoys scenic views of Mission Bay and the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

Emphasis on equity and bringing people together

Design the campus through the lens of students and community members

Increase the visual representations of students on campus

Infuse awareness of and steps to implement environmental and ecological sustainability

Share and celebrate cultural diversity

Send message to students, "You belong here! – Welcome!"

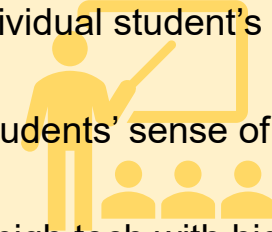
Meets students' basic needs through resources for food, housing, and mental health counseling



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

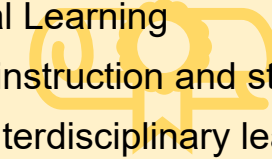
STUDENT SUPPORT

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



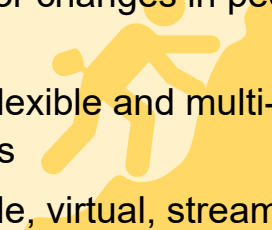
COLLEGE-WIDE LEARNING

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



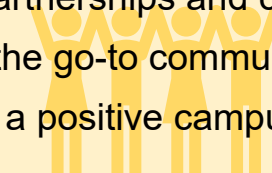
AGILITY AND RESILIENCE

- 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-nize) 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.



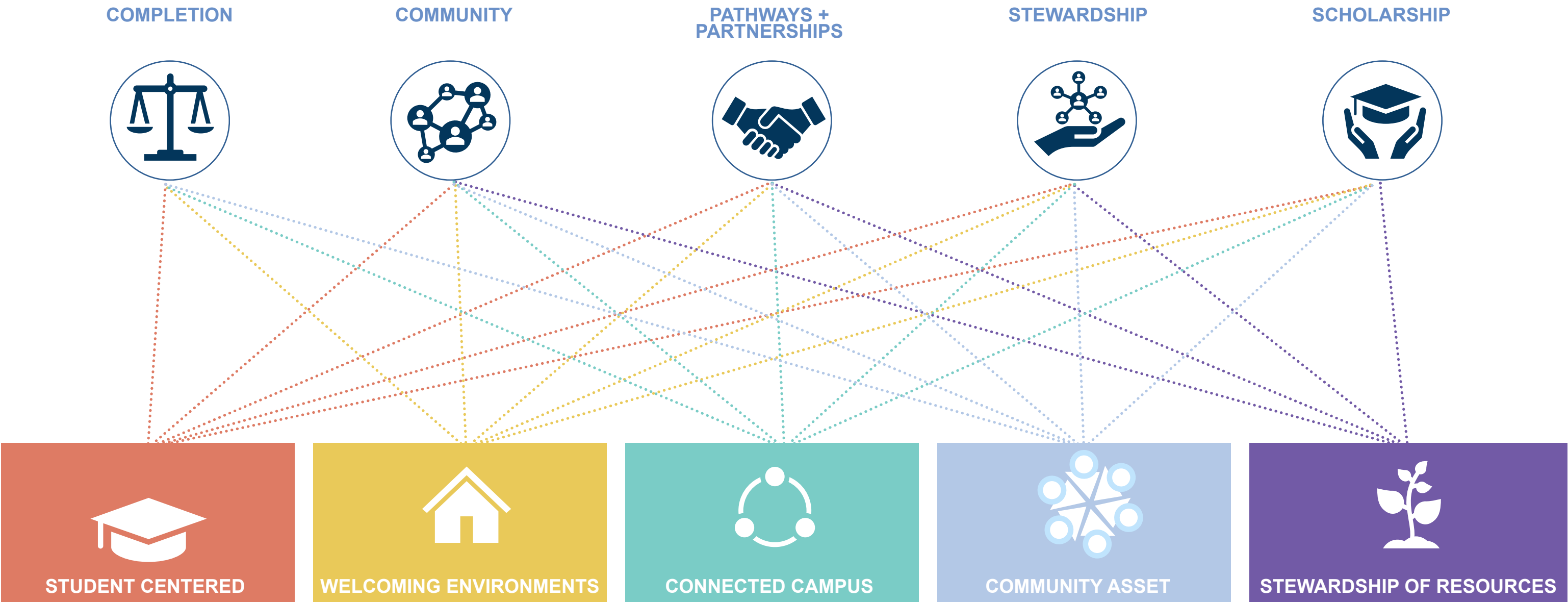
Scholarship

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



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



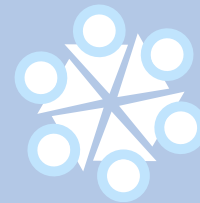
WELCOMING ENVIRONMENTS

- 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

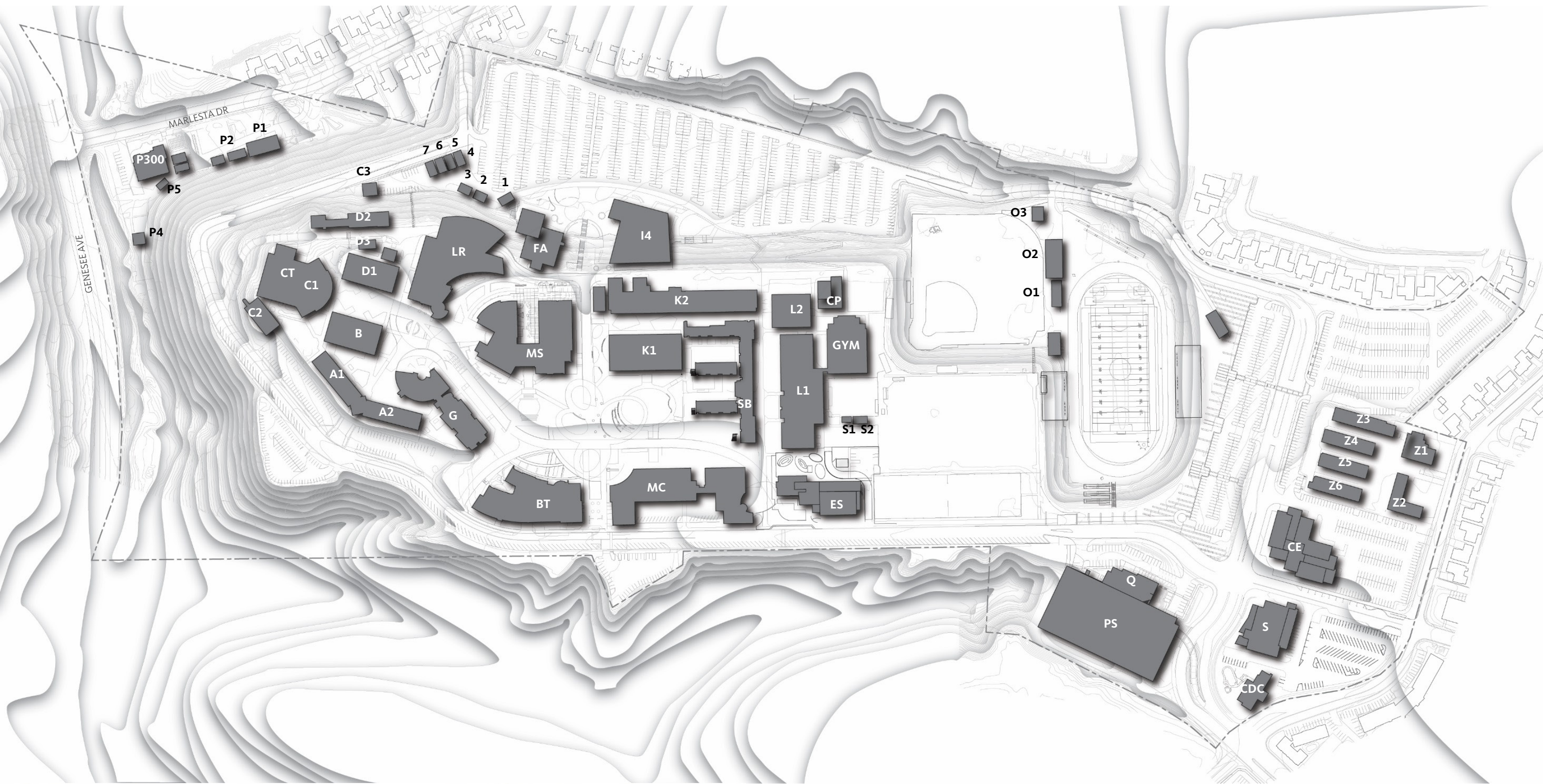
- Replace temporary, inefficient and underperforming facilities
- Develop flexible, multipurpose spaces
- Maximize efficiency and utilization
- Maximize state funding opportunities
- Create a sustainable campus



5

THE FUTURE CAMPUS

THE EXISTING CAMPUS





STUDENT
CENTERED



WELCOMING
ENVIRONMENTS



CONNECTED
CAMPUS

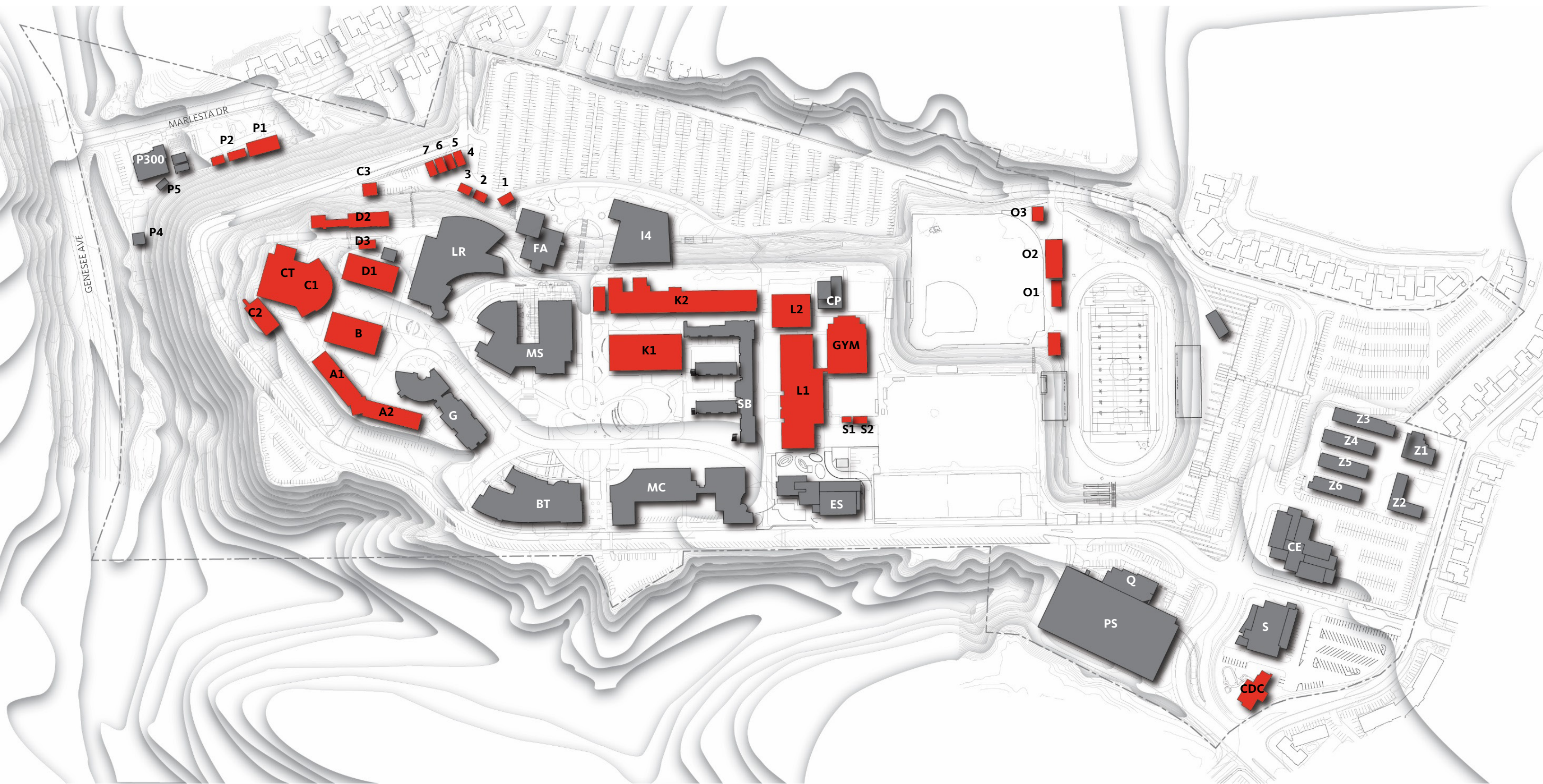


COMMUNITY
ASSET

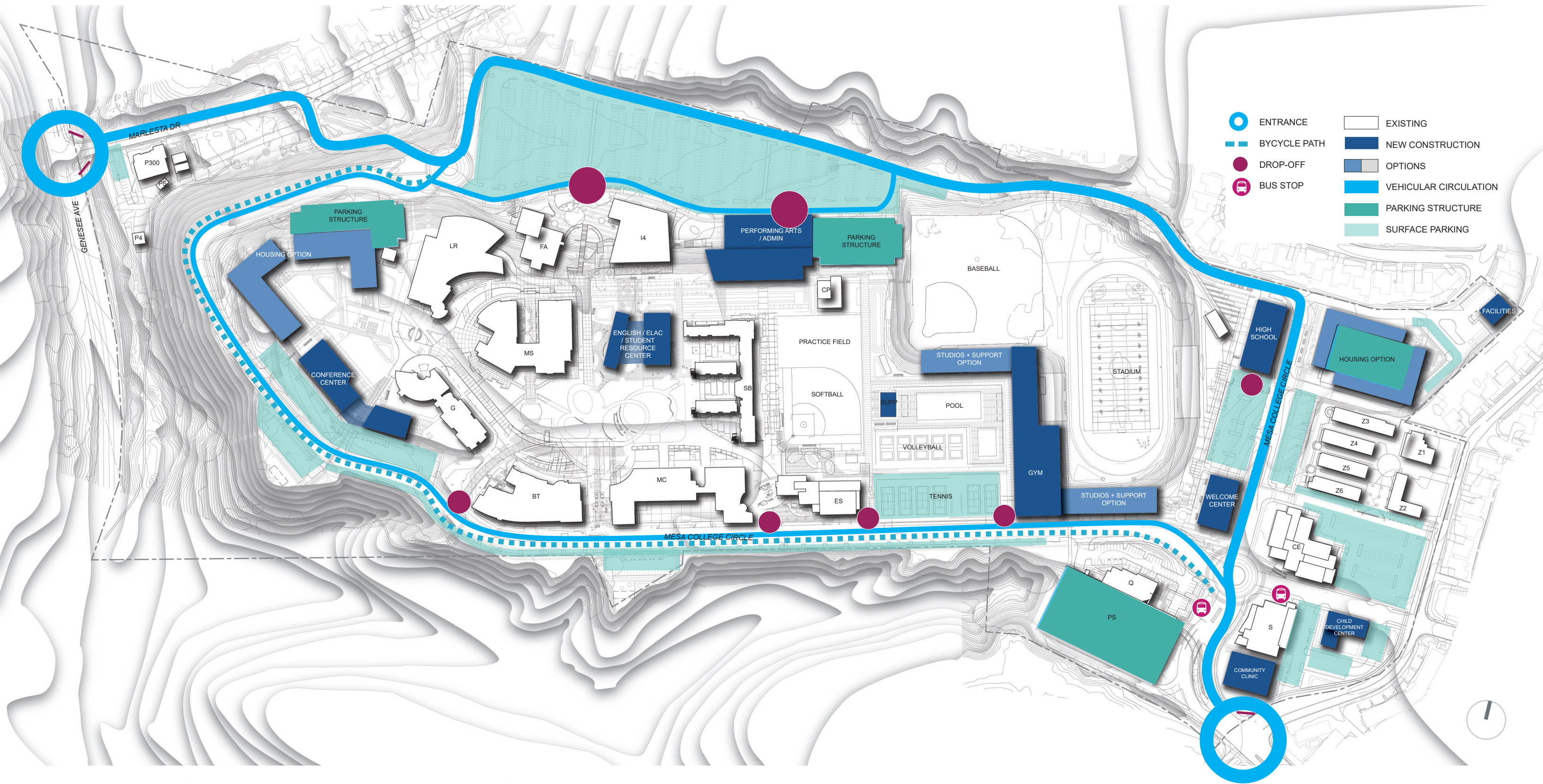


STEWARDSHIP OF
RESOURCES

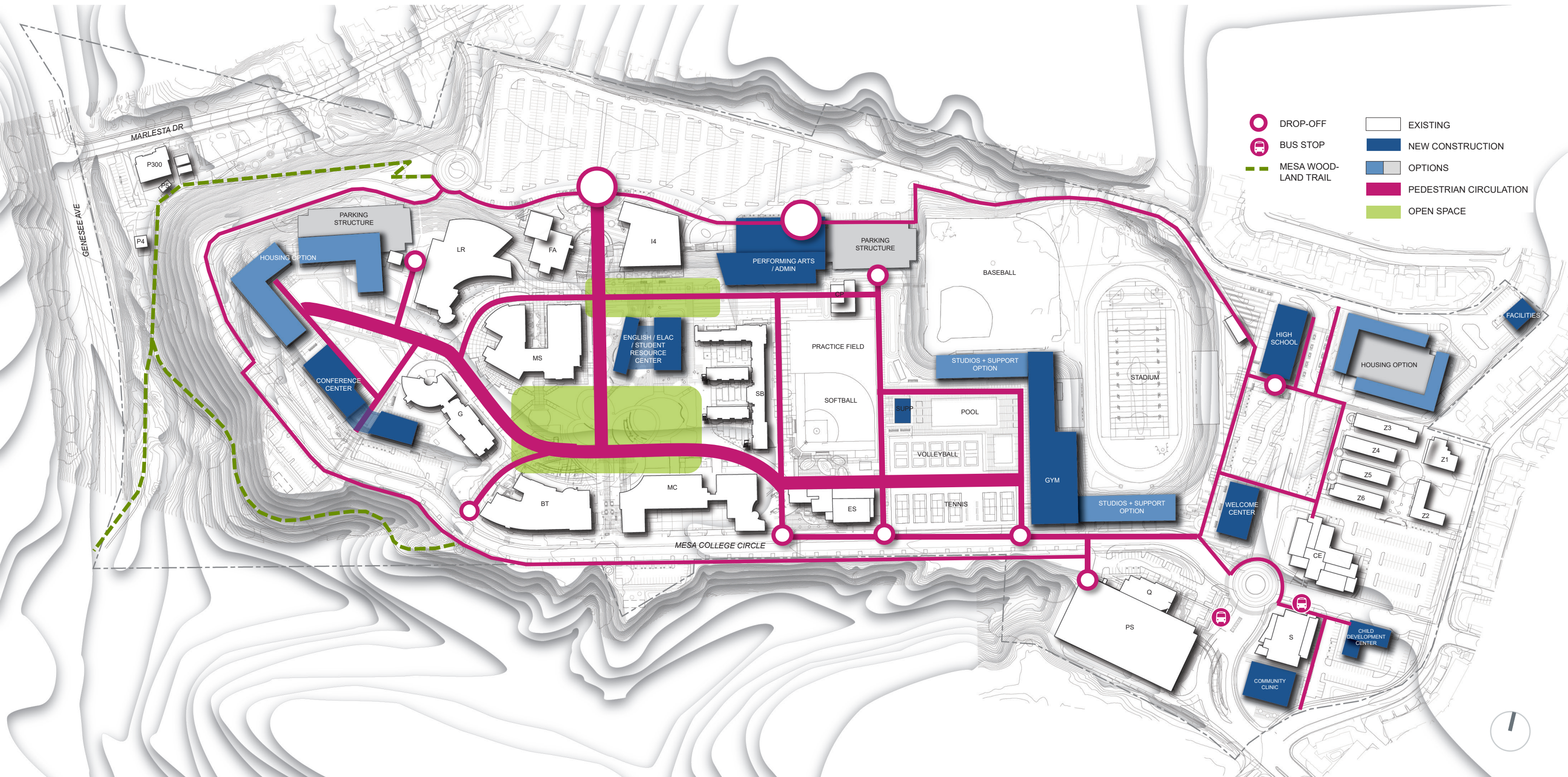
EXISTING BUILDINGS TO BE REMOVED



THE FUTURE CAMPUS



THE FUTURE CAMPUS



PROJECT DESCRIPTIONS

A English / ELAC / Student Resource Center

B Performing Arts Complex + Administration

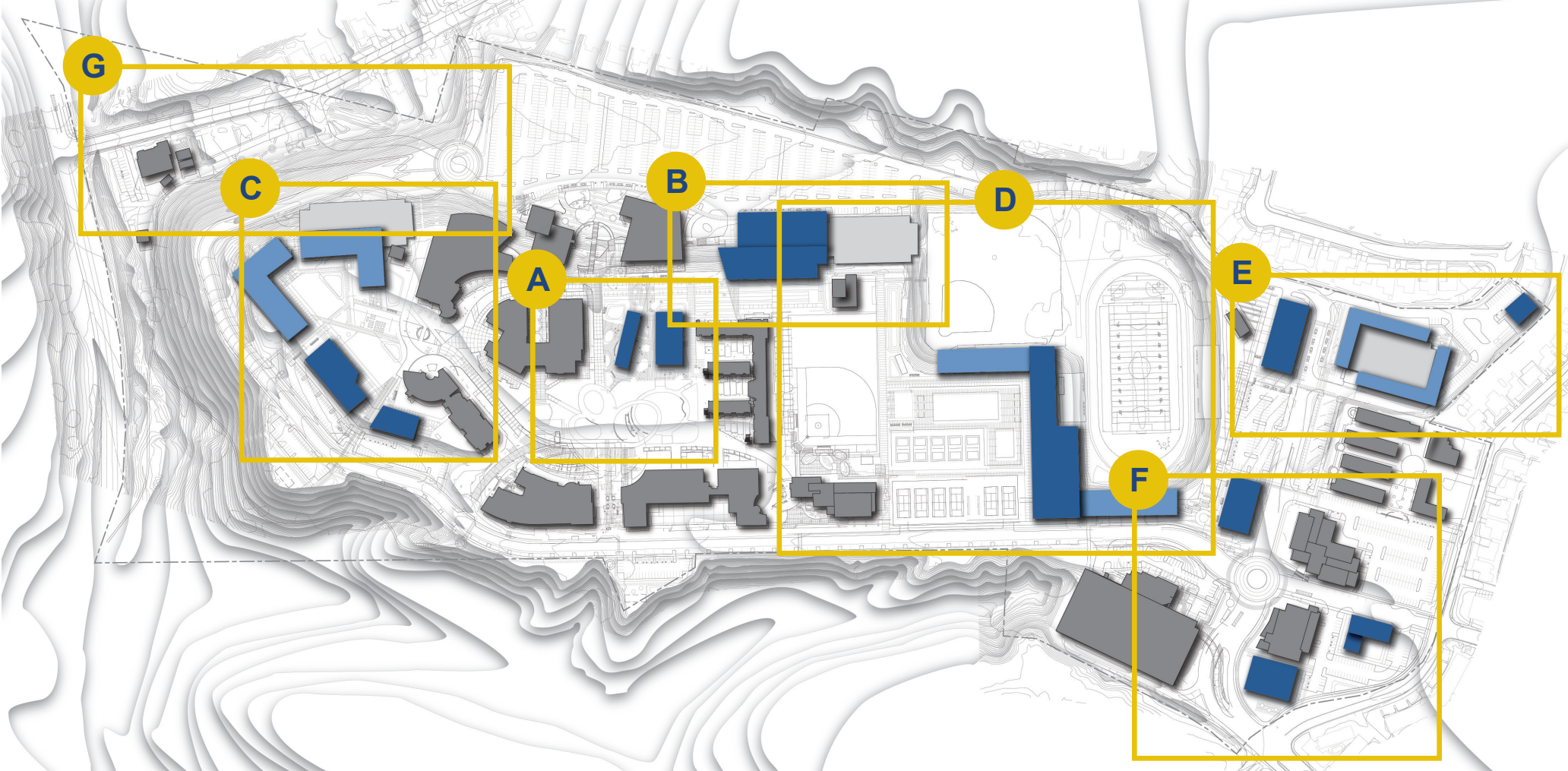
C Student Housing Option
Conference Center

D Athletics/Exercise Science/Dance

E Student Housing Option
High School
Facilities

F Welcome Center
Child Development Center
Community Clinic

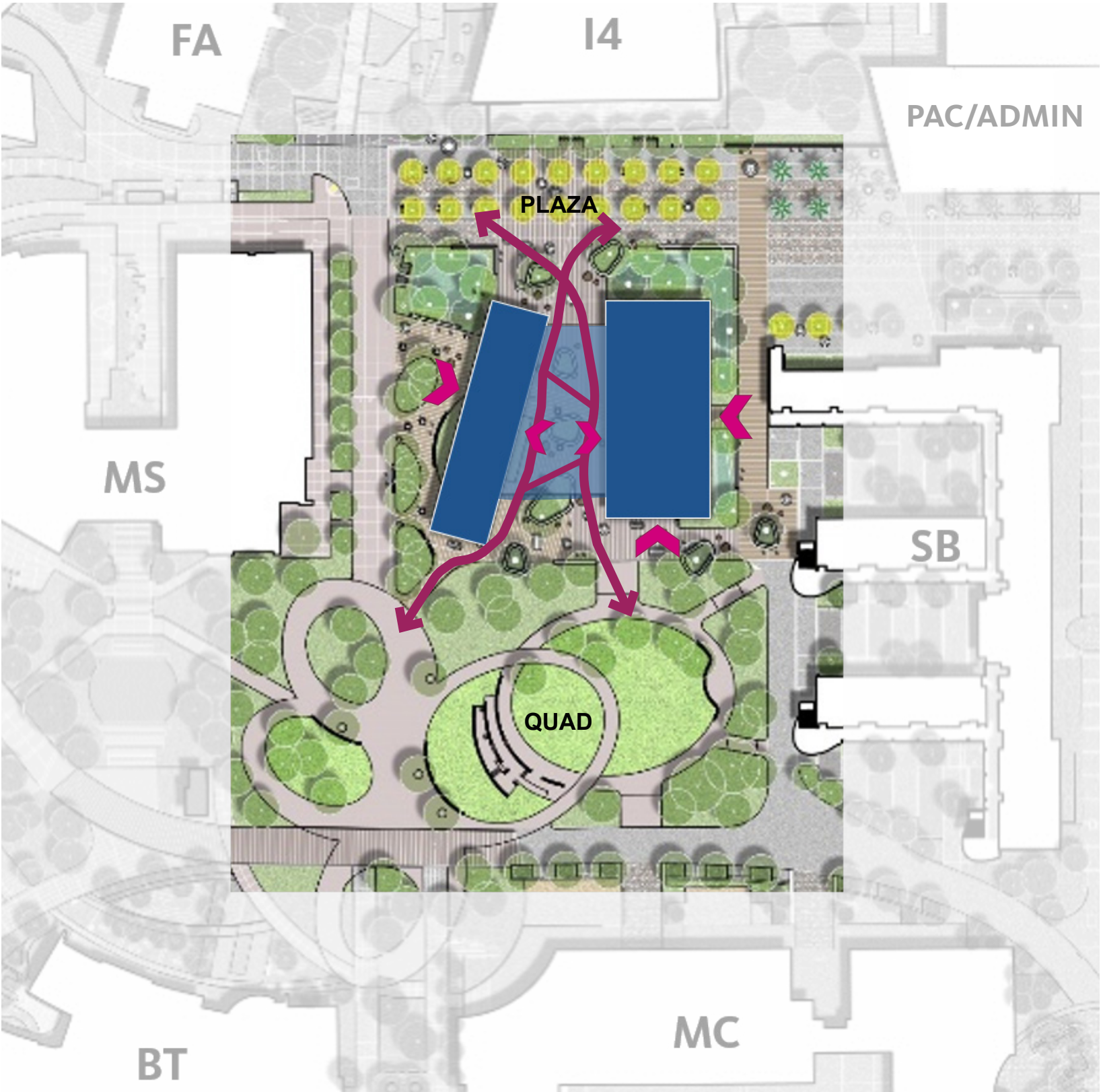
G West Entrance



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

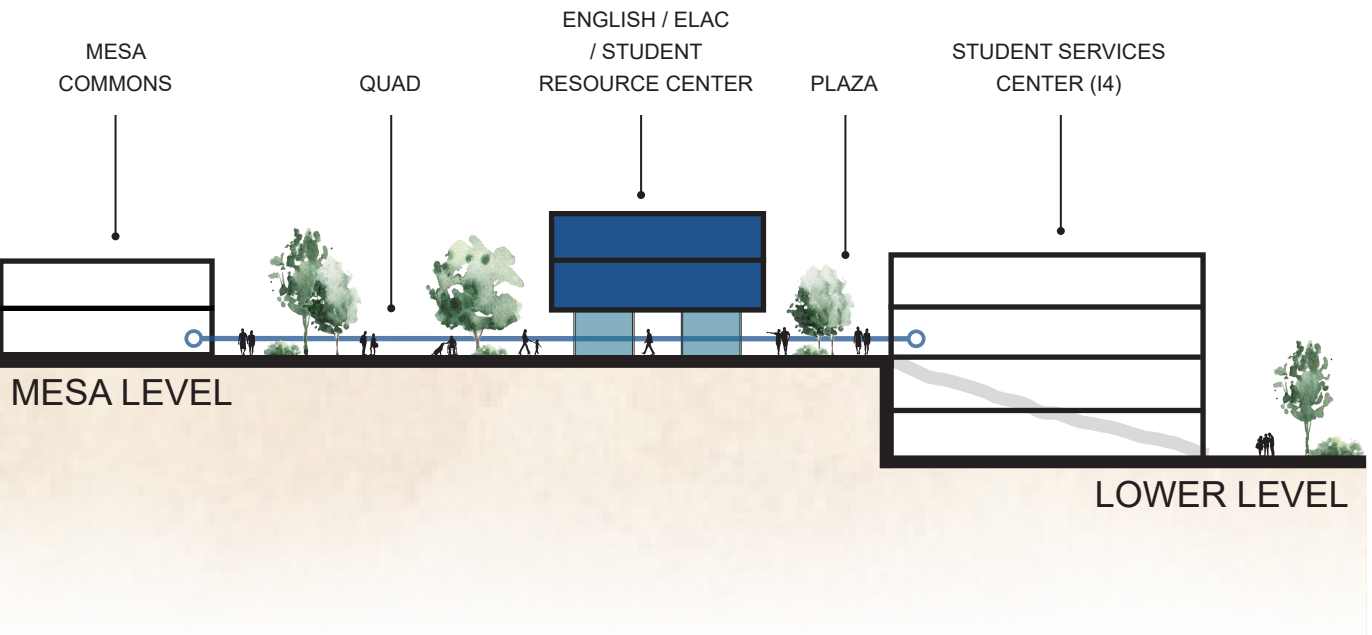


ENGLISH / ELAC / STUDENT RESOURCE CENTER

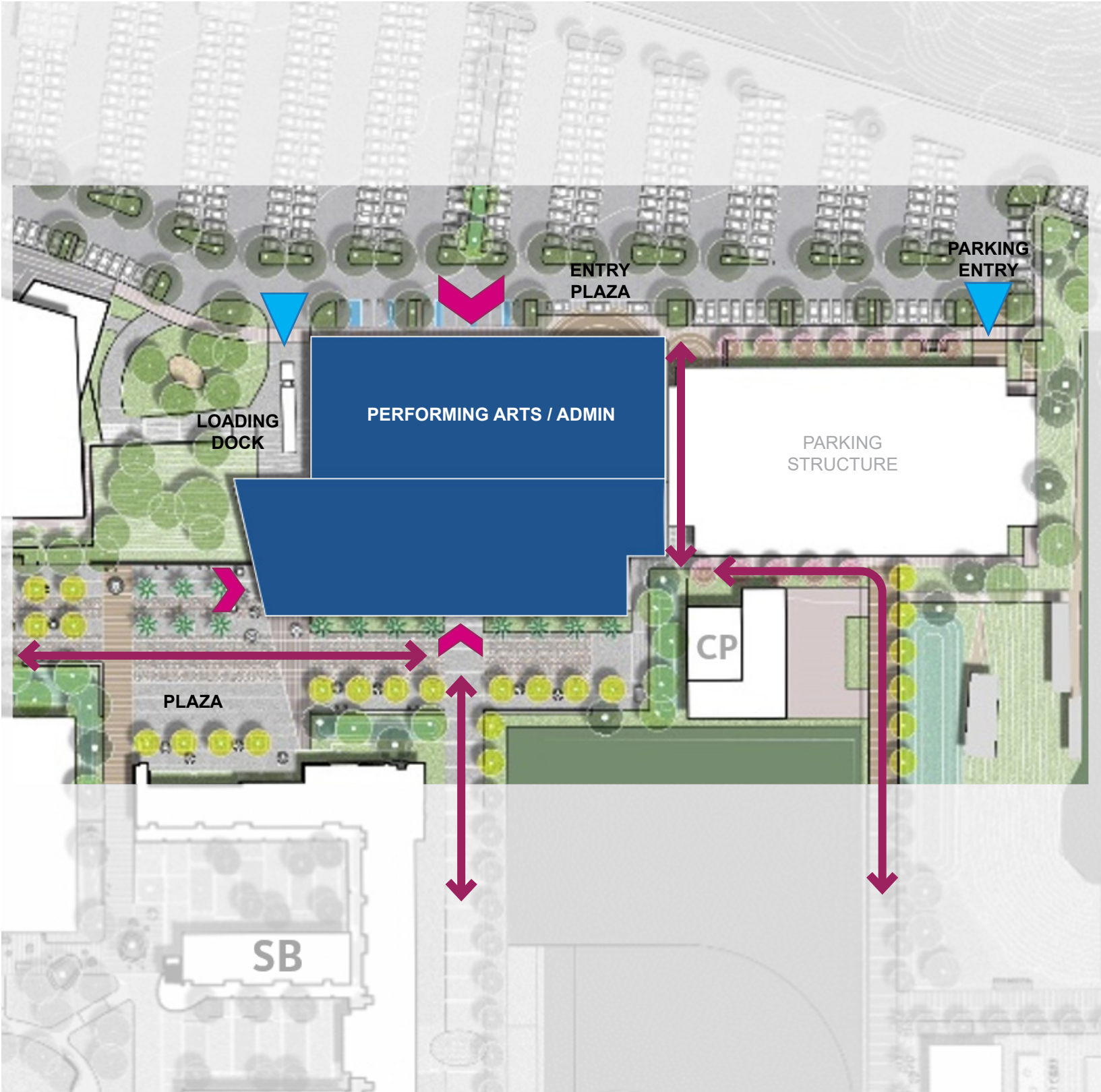
This new facility is recommended to replace functions currently located in aging or temporary facilities. The new multi-story building will occupy a prominent location in the campus core, to the north of the newly developed Quad.

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



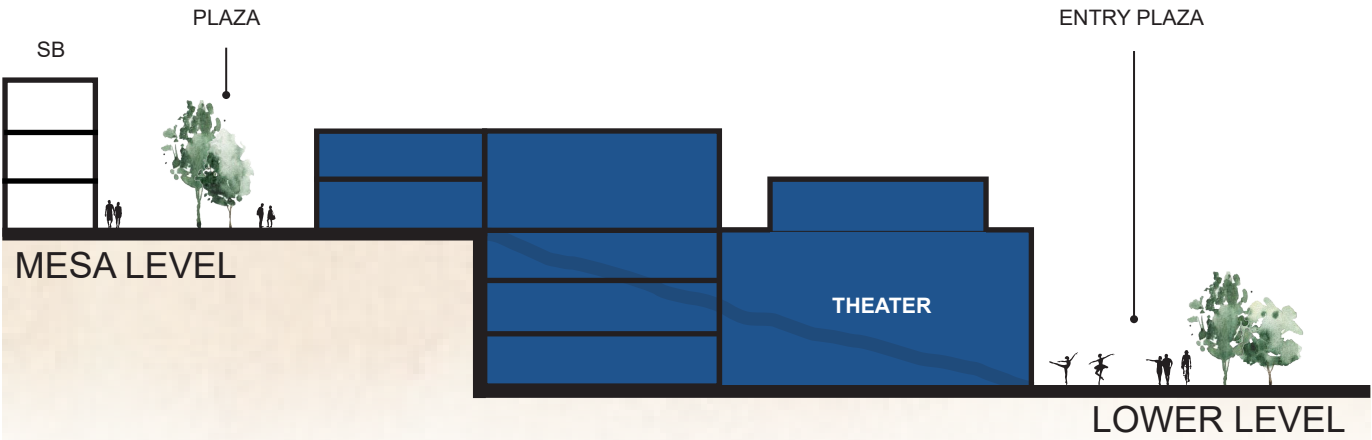
PERFORMING ARTS COMPLEX + ADMINISTRATION

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



PROJECT LINKAGES

EQUITY AND EXCELLENCE



STUDENT
CENTERED



WELCOMING
ENVIRONMENTS



CONNECTED
CAMPUS


















































COMMUNITY
ASSET



STEWARDSHIP OF
RESOURCES

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

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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