



Mesa College Climate Action Plan, 2024

print for PCAB 4/1/24

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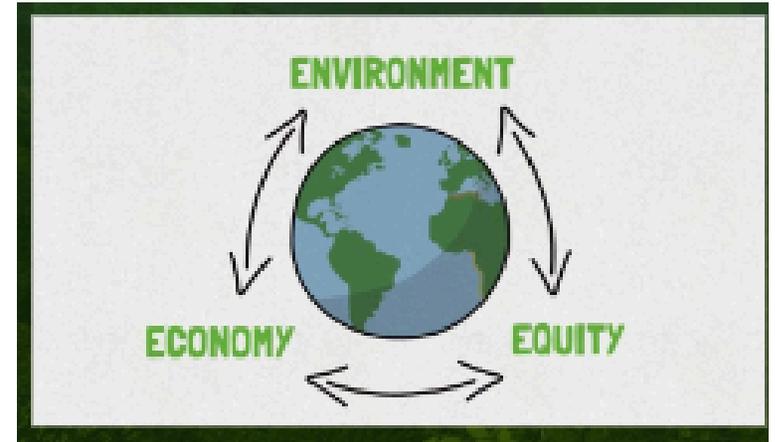
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Mesa College Land Acknowledgement

We, at San Diego Mesa College, acknowledge that the land we occupy is unceded territory of the Kumeyaay people, indigenous to this region from time immemorial. The Kumeyaay people continue to demonstrate strength in their ability to surmount generational trauma, which started with the injustices of colonization and continues to this day. The relationship of the Kumeyaay people with the land underlies their strong commitment to protect the land, preserve their heritage, and work for balance and harmony. This land acknowledgment is our commitment to honor the Kumeyaay people and to establish a relationship with them based on truth and mutual respect.

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Introduction, Background, and Summary

A. Sustainability and the Mesa College Mission

Our college strategic plan, Mesa2030, calls for us to “develop and sustain processes that prioritize environmental justice and sustainability [and] reduce Mesa College's carbon footprint...” Strategic objectives for accomplishing the Stewardship Goal include the following: 1) “In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College’s carbon footprint, focuses on climate literacy and student action, and mitigates Mesa’s impact on climate change,” and 2) “Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College’s impact on climate change.” Students from TerraMesa and the AS Green Caucus drove the inclusion of these elements, and students have inspired many of the ideas in this plan.

Four ideas guide this plan - 2 ideas about Equity and 2 ideas about Excellence:

Equity

1) Looking back - an environmental justice lens shows how the disproportionate impacts of climate change we see today arise from the same causes that drive many of the inequities we seek to address.

The current Climate Crisis mainly affects populations of minorities who are already at risk due to poor infrastructure and lack of support. Even with the recent rainstorms here in San Diego, flooding has had a major impact on destroying many of our own neighborhoods. Equity cannot exist without ensuring people have the resources and power to protect the future of land they live upon. - Jessica, student

2) Looking forward - climate change threatens to undermine progress on equity, and amplifies the need to focus on inter-generational equity.

In light of the recent and ongoing heavy flooding, it is ever more apparent that drastic weather conditions continue to affect marginalized communities... I believe it's important to follow the motto of equity and excellence by not just acknowledging the land rights of the Kumeyaay but also recognizing that San Diego is a border city, and by extension of this all, Mesa educates a large and diverse student population and is certainly leading partly due to its accessibility to many peoples.... - Genevieve, student

Excellence -

3) The expertise of faculty across the curriculum at Mesa can be deployed to build knowledge about climate change and environmental injustice.

Mesa College is a unique hub for innovation and knowledge, fostering community and engagement. By advocating for student needs, they have a responsibility to advocate and invest in a livable future for their students, by intensifying their efforts in outreach, research, and education. West Los Angeles Community College already has a center for Climate Change education, but I know that Mesa College and SDCCD have great potential to become leaders in climate education. The climate crisis is right at our doorsteps in San Diego. The best time to act was 50 years ago, and the second-best time is now. - Ella, student

4) The strength of Mesa’s connections to the community can be harnessed to build problem-solving capacity on these issues in our city and state.

Mesa College, "the leading college of equity and excellence," is a leader among community colleges in response to climate change for numerous reasons. Mesa's education implements our individual impact on the collective issue of climate change through a range of professors and staff from different disciplines. It is no coincidence that most classes I have taken have mentioned climate crises. The classes range from political sciences and economics to anthropology and geography. In these classes, where the issues are pondered and debated, the students are welcome to think in depth about the issues and possible solutions to our current problems. The attention brought about by these discussions cements the school's ethos into every ear it falls on. Don't take my word for it; take a walk through campus, and you will see the tremendous effort taken every day from posters and the community garden with native plants to easily accessible recycling. - Salvador, student

B. Framework of this Plan

This Climate Action Plan takes a comprehensive view of sustainability at our college, focusing both on our physical campus and on our mission as an institution of higher education. To ensure that we are as thorough as possible, we have structured the plan around the criteria of the [Sustainability Tracking and Rating System \(STARS\)](#) which was developed by the [Association for the Advancement of Sustainability in Higher Education \(AASHE\)](#).

As the name suggests, the criteria are tailored to institutions like ours, measuring items like the inclusion of sustainability topics in coursework across the campus and opportunities for students to engage in sustainability research, as well as more standard items like the trajectory of greenhouse gas emissions generated by our campus. The California Community College Board of Governors (CCC BOG), in its “Sustainability Framework,” encourages colleges to use this platform in their sustainability and climate change work. Institutions that report and submit the required fee are evaluated and given a rating of Bronze through Platinum. Mesa College [submitted to STARS as a “reporter”](#) (non fee-paying) on January 25, 2023. As a “reporter,” we were not given a rating, but it was a valuable learning experience and provided many of the ideas included in this CAP. We hope that Mesa will submit a second report in the near future, this time with the possibility of being evaluated and rated. **The overall GOAL is to achieve a GOLD rating for Mesa College with a report submitted to AASHE during the 2026/27 school year..**

In the list of goals and suggested steps below, we have included GOALS based on the STARS criteria where Mesa can take action to improve our score and move us closer to a GOLD rating. We have also mentioned, in each section, ways in which Mesa has demonstrated INNOVATIONS, which are rewarded with STARS points, and areas in which we have already exceeded the standards included in the STARS criteria.



C. Policy statements and goals by Mesa, SDCCD, CCC, San Diego, SANDAG, and CA

1. [Mesa 2030](#)

The strategic vision of San Diego Mesa College informs this plan throughout. Mesa 2030 jumpstarted these efforts by calling for this Climate Action Plan.

2. [SDCCD Climate Action Plan - draft](#)
3. [SDCCD BP 6980 - Sustainability](#) 2020.
4. [AP 8100.2 Environmental Sustainability](#) 2008 (update in progress)
5. 2022 [BP 6970 Green Building](#) and [AP 6970 Green Buildings](#)

- 6. [Biological Survey of the Mesa Woodland Trail](#)
- 7. [SDCCD Energy and Environment Plan \(EEP\) draft](#) -includes emissions inventory

Section 1: Mesa Climate Action Planning and Governance for Sustainability

Summary: This section makes recommendations for data gathering and analysis to inform steps. It also includes suggestions regarding governance and institutional collaboration.

List of Planning and Governance Goals and Steps

STARS criterion	Measurable Goals	Status of goal achievement and Recommended steps	max pts
OP 1: Emissions Inventory and Disclosure	CCC BOG goals: Conduct emissions inventory baseline by 2025. STARS goals: inventory Scopes 1, 2, and 3 emissions and air pollutants.	SDCCD completed an emissions inventory in 2023 based on 2022 data. 1) Analyze findings of the emissions inventory. 2) Hold Mesa campus conversation about SDCCD inventory highlights. 3) Encourage District to develop plan for future emissions inventories to measure goal achievement based on 2022 baseline	3
OP 2: Greenhouse Gas Emissions	CCC BOG goals: a) Reduce greenhouse gas emission to 75% below baseline by 2030 b) Reduce greenhouse gas emission to 100% below baseline by 2035 c) Use of natural gas in buildings reduced by 30% from baseline by 2030 d) Use of natural gas in buildings reduced by 75% by 2035 STARS goal: Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold.	1) Develop a process for evaluating and making recommendations on the steps outlined in the 2023 SDCCD SEEP report (more specific Transportation, Building, and Grounds recommended steps listed in those sections) 2) In conjunction with district-level goal-setting, set goals for emissions reductions for Mesa and implement selected policies	8

<p>OP 6: Clean and Renewable Energy</p>	<p>CCC BOG goal: Produce or procure 75% of site electrical consumption on an annual basis using renewable energy (by 2030) [Same as STARS goal.]</p>	<p>As part of evaluating and making recommendations on the steps outlined in the 2023 SDCCD SEEP report, analyze current status of Mesa wrt this goal and consider the following steps: 1) Shift from 50% to 100% renewable from SDCP 2) Increase surface area of solar panels through new installations in parking lots and on roof tops 3) develop a plan to phase out campus reliance on Mesa methane fuel cell and encourage the district not to install these facilities at other district sites</p>	<p>6</p>
<p>EN 6: Assessing Sustainability Culture</p>	<p>STARS goals: Assess campus-wide sustainability culture every 3 years</p>	<p>Mesa completed an assessment of sustainability culture in 2022. 1) Develop a process for revising the questions as needed. 2) Consider working with SDCCD to evaluate all colleges. 3) Re-assess the campus (or district) every 3 years.</p>	<p>1</p>
<p>AC 6: Sustainability Literacy Assessment</p>	<p>STARS goals: Assess sustainability literacy every 3 years.</p>	<p>Mesa completed an assessment of sustainability literacy in 2022. 1) Develop a process for revising the questions as needed. 2) Consider working with SDCCD to evaluate all colleges. 3) Re-assess the campus (or district) every 3 years.</p>	<p>4</p>
<p>PA 1: Sustainability Coordination</p>	<p>STARS goals: Ensure that Mesa has at least one committee, office, or officer with the task of coordinating sustainability policies and programs.</p>	<p>The Environmental Sustainability Committee (ESC) has the responsibility to "provide a forum for campus-wide efforts to improve environmental sustainability, and to develop and coordinate the implementation of Mesa's Climate Action Plan," but support for the committee should be increased to recognize the scope of this work. 1) Explore funding the ESC as an equal partner in governance on the campus, including release time for the committee chair and administrative support for committee work. 2) Continue ESC participation in the SDCCD District Committee on Sustainability (DCS) 3) Support and encourage the development and funding of a "Sustainability Coordinator" position at the district level who can coordinate sustainability efforts, including seeking grant funding, supporting and advertising sustainability curriculum and work-based learning programs, overseeing development and implementation of the SDCCD climate action plan, and supporting the development and implementation of college climate action plans; 4) Research other CCs in CA to see if they have such a position; 5) Develop governance resolutions that call for the development and funding of a "Sustainability Officer" position at the district level.</p>	<p>1</p>

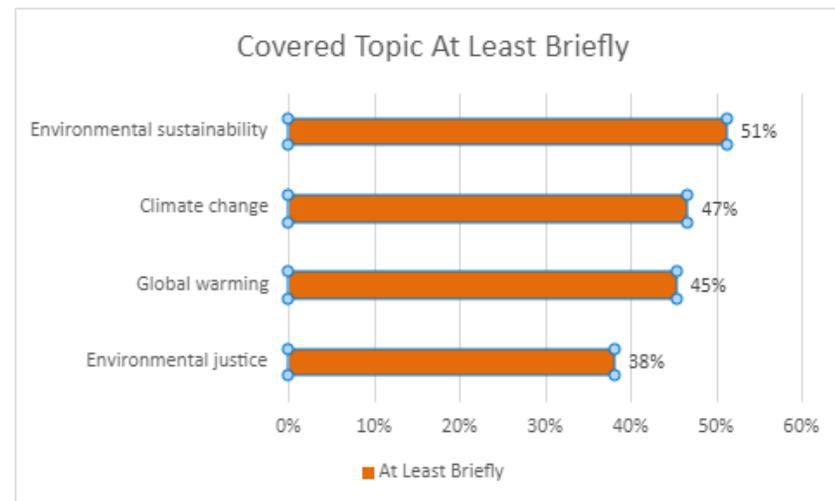
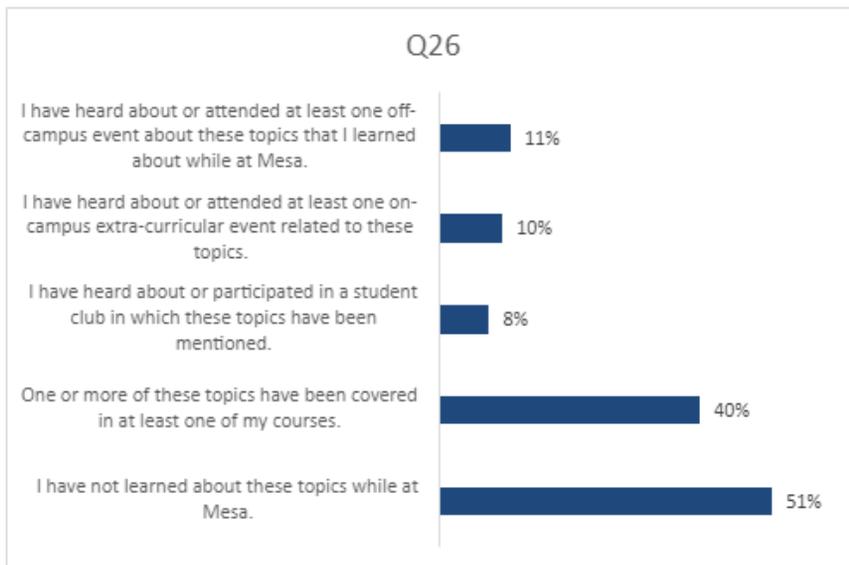
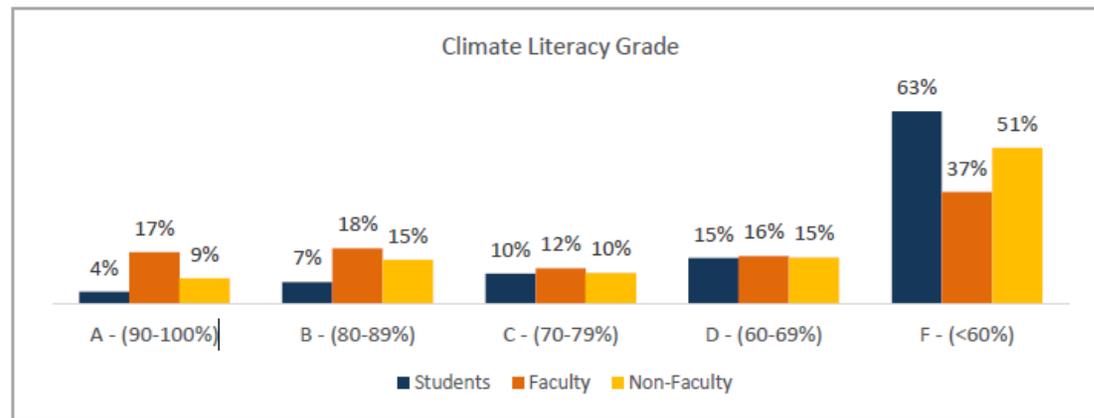
PA 2: Sustainability Planning	CCC BOG goals: Create a climate action plan by 2025. STARS goals: Publish a plan that includes measurable sustainability objectives, and ensure that the integrated concept of sustainability is included in the college strategic plan.	1) Complete, approve, and publish this Climate Action Plan 2) Improve the incorporation of sustainability goals into the campus-wide budgeting process 3) upgrade AASHE membership to include STARS participation for Mesa in 2025-26 so that a graded STARS report can be submitted that year; 4) In anticipation of the next iteration of our campus strategic plan, continue to develop statements regarding the meaning and importance of the integrated concept of “sustainability” (equity, environment, economy) for our campus community.	4
EN 11: Inter-campus Collaboration	STARS goals: College collaborates on sustainability issues with campuses outside of the SDCCD in at least 4 different ways.	Through the district, Mesa is a member of AASHE. 1) Continue Mesa College’s participation in AASHE; 2) collaborate on sustainability issues with at least one other university/college, outside the SDCCD, in San Diego 3) Collaborate with other CCC’s through the ASCCC on best practices for infusing sustainability into the curriculum ; 4) with SDCCD, participate in the network that is being built through the Center for Climate Futures, which is a joint project of the Foundation for CCC and the CCCCO 5) with SDCCD funding, participate in the San Diego Regional Climate Collaborative (SDRCC) , and its quarterly meetings 6) Support faculty/student/classified professional participation in at least one campus sustainability network conference per year, 7) Consider becoming the 3rd college in southern CA to sign onto Second Nature’s Climate Leadership Commitment	3
EN 14: Participation in Public Policy	STARS goals: College administration advocates each year for at least one policy at the city or state level that supports campus sustainability.	1) Identify at least one public policy regarding sustainability (example: transportation, workforce development etc) for which the college and district administration can advocate at the local and/or state level each year. 2) create an information pack for administrators and other advocacy participants; 3) inform campus of advocacy steps	2

Section 2: Education - this section has a yellow border

Summary: Highlights from this section include goals for including sustainability topics in courses across the curriculum and for incorporating sustainability into educational materials, outreach, and training on our campus. One underlying purpose is to prepare our students to be resilient in the face of changes to the economy driven by climate instability. This goes beyond training for “green jobs,” and focuses on bending this new economy toward fairness.

In 2022, we surveyed our campus to find out how much we knew about sustainability and how often students report learning about these topics. Here is some of what we found:

Figure 23: Climate Literacy Grade Distribution



List of Education Goals and Steps

AC 1: Academic Courses	<p>STARS goals: a) 20% or more of courses have sustainability content b) 90% of programs have at least one course that has sustainability content (and a LEAF designation)</p>	<p>1) Develop and hold regular workshops on the Teaching Sustainability project and the LEAF icons 2) Develop and regularly update marketing materials for LEAF courses 3) Work with LOFT to facilitate adding sustainability to courses and promote collaboration among faculty 4) develop a process for considering sustainability content in COR during 6-year reviews, including adding this element to the new course revision software - curriqnet.</p>	14
AC 2: Learning Outcome s	<p>STARS goals: a) Mesa's Institutional Learning Outcomes include at least one outcome that is either "sustainability-focused" or "sustainability-supportive" b) 25% of graduates are from degree programs that require an understanding of the concept of sustainability (if ILO is "sustainability-focused"), or 75% of graduates are from degree programs that require an understanding of the concept of sustainability (if ILO is "sustainability-supportive").</p>	<p>1) study examples of relevant learning outcomes and make recommendations 2) identify degree programs that require an understanding of the concept of sustainability and encourage adding program-level learning outcomes where appropriate.</p>	8
AC 3: Undergra duate Program Focused on Sustaina bility	<p>STARS goals: College has at least one sustainability-focused degree program..</p>	<p>Mesa has both an AA and a CA in Sustainability. 1) ensure that each course in the SUST AA is offered at least once every two years</p>	3

AC 7: Incentives for Developing Courses	STARS goals: College offers ongoing incentives for adding sustainability content to coursework, including CTE and workforce development programs.	Mesa has been offering monetary compensation for incorporating sustainability into classes across the campus through the Teaching Sustainability project. The project encourages faculty to add sustainability to CORs or develop sections with a sustainability theme (for which a LEAF icon is applied in the course registration system). Other suggestions include 1) Offer travel support to sustainability conferences with a curriculum component; 2) Continue to offer monetary compensation for COR revisions and section development 3) develop a process for identifying possible CTE offerings included in the 2022 report "Putting San Diego County on the High Road: Climate Workforce Recommendations for 2030 and 2050" and explore federal and state grant funding that might support this coursework	2
AC 8: Campus as a Living Laboratory	STARS goals: Mesa uses its campus as a Living Laboratory in at least 10 specific projects each year.	Mesa faculty already use the campus as a "living laboratory" in some projects. 1) develop system to encourage, track, and celebrate these projects 2) ensure that AASHE resources are available for these projects and track the use of AASHE resources, 3) develop and support facilities for student learning, such as the Mesa Garden and the Mesa Woodland Trail, including adding signage in Kumeyaay; 4) develop and lead students in projects that use the campus as a Living Laboratory (ideas that have been suggested in our various forums include: measure the plant and animal biodiversity along the landscape and nature trails; incorporate Mesa's campus garden into Sustainability modules for urban agriculture and composting; enlist students in reducing building energy and/or water use at Mesa; enlist students in improving sustainable landscaping at Mesa; facilitate student research of secure bike parking ideas; create an interpretive garden to represent Kumeyaay traditional knowledge; create a garden of the senses using native plants (scent, texture); use Mesa data to train students in methods to inventory GHG emissions; student research on campus energy conservation; use student role in transportation "task forces" as a policy "impactship")	4
AC 10: Support for Sustainability Research	STARS goals: Students and faculty doing sustainability research are supported with specific library resources, and opportunities for mentorship and presenting research.	1) Develop a Library Guide and other resources to assist students and faculty doing sustainability research, include AASHE resources; 2) Develop a system to track and celebrate sustainability research and support; 3) include a category for sustainability research at the annual Mesa College Research Conference; 4) support travel to sustainability conferences to present research; 5) develop guidance to promote sustainability topics in sabbatical applications	4

EN 1: Student Educators Program	STARS goals: 50% of students are served by a peer-to-peer sustainability outreach and education program.	1) support development of a peer-to-peer sustainability outreach program through TerraMesa, 2) Establish system connecting Associated Students with sustainability educators for senator project guidance.	4
EN 2: Student Orientation	STARS goals: 100% of students are presented with information about sustainability at Mesa during their student orientation.	include materials about sustainability to Mesa student orientation program, including information about LEAF classes and other academic programs, CAP efforts, food options, transportation options, waste reduction efforts, and the Mesa Garden and Mesa Woodland Trail	2
EN 3: Student Life	STARS goals: Mesa supports at least 8 different co-curricular programs and activities each year that contribute to learning about sustainability outside the classroom.	1) develop a system for tracking and celebrating these programs and activities 2) support the continuation of programs and activities at Mesa, including the following: the Mesa Green Fund, Earth Day fair and speaker series, October Sustainability Month activities, TerraMesa student club, the Mesa Garden, and the Mesa Woodland Trail 3) support the development of other programs and activities	2
EN 4: Outreach Materials and Publications	STARS goals: Sustainability at Mesa is described and promoted with at least 4 types of outreach materials and publications.	1) support the continued development and updating of the EcoMesa website and the Mesa Sustainability Map 2) develop a "sustainability walking tour" 3) develop and install signage promoting sustainability around campus and incorporating existing signage, such as the "use the stairs" signs, into a consistent campaign 4) consider developing a Mesa Sustainability Newsletter	2
EN 7: Employee Educators Program	STARS goals: At least 10% of faculty are served by peer-to-peer sustainability education and mobilization programs and activities.	1) develop a system for tracking and recording participation in these activities 2) hold LEAF workshops at least once a year, 3) develop and deliver programming during Catalyst, the TLC, and Classicon 4) offer other activities through FLEX 5) establish a "textbook recycling event" in conjunction with these activities	3
EN 8: Employee Orientation	STARS goals: 100% of new faculty are presented with information about sustainability at Mesa during their employee orientation.	include materials about sustainability in Mesa's New Faculty Institute (NFI), including information about LEAF classes and process for adding a LEAF icon to classes, CAP efforts, food options, transportation options, waste reduction efforts, and the Mesa Garden and Mesa Woodland Trail	1

EN 9: Professional Development and Training	STARS goals: Mesa makes available professional development activities and training opportunities in sustainability to all classified professionals and administrators at least once per year.	1) develop a system for tracking and recording participation in these professional development activities and training opportunities 2) make classes in organic agriculture, that emphasize low water use plants, non-chemical pest management and the planting of trees with canopies to provide shade, available to landscaping classified professionals during working hours 3) make classes in waste minimization and food system sustainability available to classified professionals during working hours 4) develop guidance to promote sustainability topics in sabbatical applications 5) offer other training and professional development activities related to sustainability	2
EN 10: Community Partnerships	STARS goals: Mesa has one or more formal partnerships with schools and/or civil society organizations that address sustainability challenges in the broader community and engages underrepresented groups and/or vulnerable populations as equal partners.	Mesa currently has several formal partnerships, but additional ideas have been identified. 1) identify and partner with a high school urban agriculture program to provide training, workshops, and native seeds; Improve student accessibility to nutritious foods; educate students in native ecology and agricultural cycles; provide internships/training/work experience related to sustainability (urban agricultural, infrastructure maintenance, solar energy, etc..) 2) identify/partner with a local aquarium; Educate students in local marine ecology; Provide internships/training/work experience related to oceanography, marine biology, etc..)	3
EN 13: Community Service	STARS goals: College's students participate in community service, and the College supports employee community service during work hours.	Develop a system to track student community service and employee community service during working hours.	5
IN	STARS innovation: Campus Pride Index		0.5
IN	STARS innovation: Diversity and Equity Recognition		0.5
IN	STARS innovation: Serving Underrepresented Students		0.5
IN	STARS innovation: Sustainability Course Designation		0.5
IN	STARS innovation: Sustainability Projects Fund		0.5
IN	STARS innovation: Textbook		0.5

Section 3: Transportation- this section has a red border

Summary: According to the SDCCD 2022 GHG Emissions Inventory, transportation to and from campus is the largest source of GHG emissions and this section includes suggestions for reducing these emissions. Also, in 2022 we surveyed our campus about how they commute and also conducted a separate survey of transit riders. This is some of what we found.

2022 GHG Inventory Summary

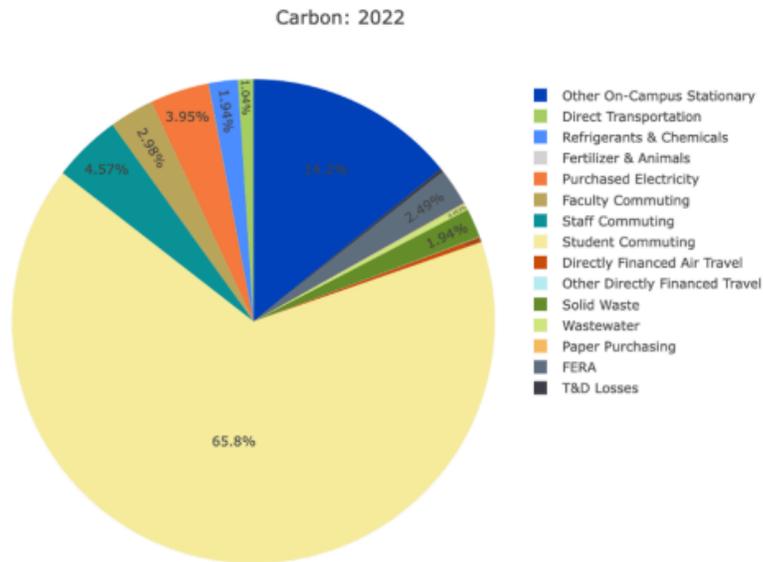
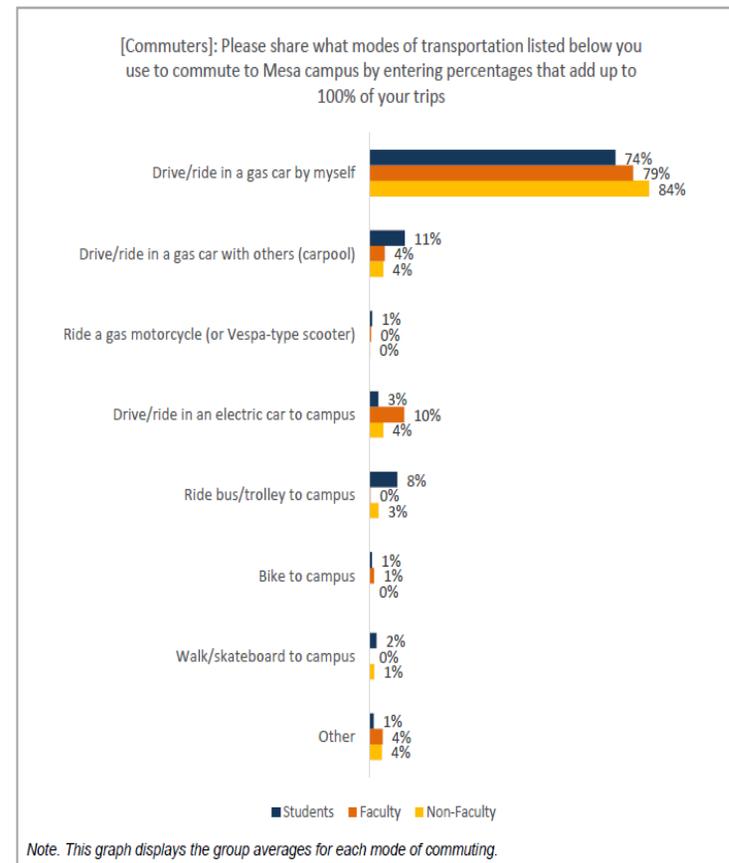
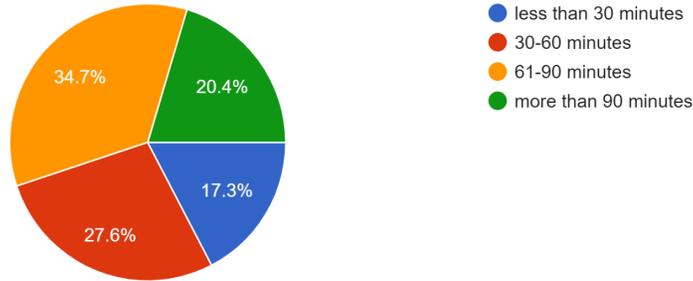


Figure 11: Trips by Mode of Transportation

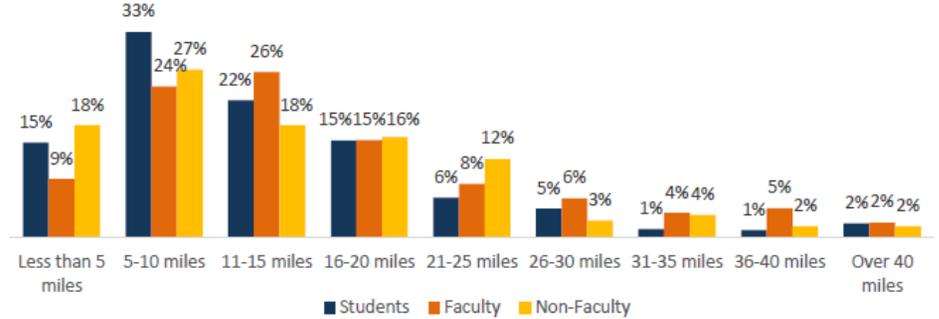


How long does it usually take you to get to campus on public transit?

98 responses



[Commuters]: Approximately how many miles is your ONE-WAY commute to Mesa?



List of Transportation Goals and Steps

	OP 15: Campus Fleet	<p>CCC BOG goals: a) Conduct accounting and conditions assessment of fleet vehicles by 2025; b) Assess remainder rolling stock for potential electrification by 2025; c) 50% of new fleet vehicles are zero emission vehicles by 2030; d) 50% of rolling stock are zero emissions by 2030 [Same as STARS goals.]; e) 100% of new fleet vehicles are zero emission vehicles by 2035; f) 100% of rolling stock are zero emissions by 2035; City of SD goals: 3.5% reduction in fleet emissions per year</p>	consider e-bikes or other CAV for campus police	1
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OP 16: Commute Modal Split	City of San Diego goals: 19% walking and 7% cycling mode share of all San Diego residents' trips [Same as STARS goals.]; CCC BOG goals: Make pedestrian and bicycle access improvements by 2025	Current rates.....1) evaluate data from campus sustainability culture survey about cycling and walking to campus 2) research and install at least one secure e-bike parking facility on campus (including outlet for charging) and other bike parking as needed, 3) advertise biking/walking resources on sustainability map and new student orientation 4) establish system to regularly track and assess incidents of bike theft/damage, including easy way to report; 5) establish process for Mesa participation in city bike path decisions 6) establish a task force to develop a "Bike/Walk Mesa" plan and provide monetary compensation for student participants (including consideration of an enhanced/signaled crosswalk at Marlesta and Chasewood Drive) 7) participate in the city's bike to work day in May, provide a pit stop	5
OP 16: Commute Modal Split	City of San Diego goals: 10% transit mode share of all San Diego residents' trips [Same as STARS goals.]	Current rates.... 1)) evaluate data from campus sustainability culture survey about transit to campus 2) establish process for Mesa student participation in MTS route decisions, and ensure that campus stops are "transit priority hubs"; 3) study and promote regular bus routes between SDCCD campuses 4) explore feasibility of an SDCCD shuttle between campuses, 5) Enhance safety and comfort of campus transit stops 6) establish a task force to develop a "Bus Mesa" plan and provide monetary compensation for student participants (including exploration of "last mile" electric shuttle from Marlesta bus stop around campus and/or a walking path linking Marlesta bus stop to Mesa Woodland Trail through the Mesa Garden)	**
OP 16: Commute Modal Split	City of San Diego goals: a) Achieve 4% citywide VMT reduction through telecommute; b) 8% VMT (commuter and non-commuter) reduction per capita	1) Develop and promote Information about carpooling apps; 2) Adopt a policy to evaluate any expansion of parking spaces on campus in light of CAP goals, 3) consider adopting a "hyflex for sustainability" campus policy	**
EN 5: Outreach Campaign	STARS goals: hold at least one Sustainable Transportation Outreach event in October of each year that is meant to have a measurable, positive impact on sustainability	design and implement outreach campaigns with measurable goals that are tracked (ideas: Bus/Bike for Bucks, campus participation in city Bike to work day in May of each year)	4

EN 10: Community Partnerships	STARS goals: Mesa has one or more formal partnerships with schools and/or civil society organizations that address sustainability challenges in the broader community and engages underrepresented groups and/or vulnerable populations as equal partners.	1) establish formal relationship with civil society group, like Mid-City CAN, that is working toward subsidized transit for our students 2) establish formal relationship with civil society group, like SD Bike Coalition, that is working toward enhanced cycling routes and facilities around our campus	**
EN 14: Participation in Public Policy	STARS goals: College administration advocates each year for at least one transportation policy at the city or state level (such as free transit passes for Mesa students) that supports campus sustainability.	1) Develop a strategy to advocate for free transit passes for Mesa students. 2) create an information pack for administrators and other advocacy participants; 3) inform campus of advocacy steps	
OP 17: Support for Sustainable Transportation	CCC BOG goals: a) Develop Electric Vehicle (EV) charging infrastructure to encourage faculty, classified professionals and students to use EVs by 2025; b) Promote accessible shared transport methods by 2025; STARS goals: Mesa implements at least 5 different strategies to support sustainable transportation.	1) advocate for permanent funding for transit passes for students (MT SAC-UCSD-all students get free bus pass as part of their student facility fees); 2) establish designated CAV faculty parking spaces 3) Institute voluntary faculty donations to Mesa Green Fund in lieu of paying for parking; 4) advertise and support applications for e-bike grants from CA for students 5) consider lower or no-cost charging on campus (Southwestern hosts free charging for campus community)	1

Section 4: Food and Waste - this section has an orange border

Summary: This section outlines steps that might be taken to reduce GHG emissions from dining and food services, and from waste generated on our campus.

List of Food and Waste Goals and Steps

<p>OP 7: Food and Beverage Purchasing</p>	<p>CCC BOG goals: a) Benchmark and track sustainable food purchases in alignment with the Real Food Challenge guidelines, or equivalent by 2025, b) Increase campus sustainable food purchases v. baseline by 20% by 2030, c) 80% of food served on campus meets the requirements of the Real Food Challenge or equivalent by 2035 [Same as STARS goals.]</p>	<p>1) Complete STARS Food and Beverage Purchasing Inventory 2) choose guidelines or standards to be used in evaluation of food purchases (equivalent to Real Food Challenge) 3) develop plan to track and report 4) Establish faculty and student partnership oversight council that will be responsible for evaluating food service contracts 5) support and encourage sustainable contracting by District</p>	<p>6</p>
<p>OP 8: Sustainable Dining</p>	<p>STARS goals: dining services at Mesa support sustainable food systems in at least 5 different ways and dining services at Mesa minimizes waste in at least 8 different ways</p>	<p>1) evaluate sustainable choices offered by dining services 2) host low-impact dining events 3) in campus dining facilities, make information available about the 75% reduced footprint for a plant-based diet. Resolution on Plant Based Treaty.docx 4) evaluate whether dining contract supports disadvantaged businesses, social enterprises, and/or local SMEs 5) Provide green bins in dining facilities for students to compost waste, 6) improve/install educational signs about reducing, composting, and recycling</p>	<p>2</p>
<p>OP 18: Waste Minimization and Diversion</p>	<p>CCC BOG goals: Achieve zero waste to landfill by 2030 STARS goals: a) Implement source reduction strategies compared to 2022 baseline b) achieve annual waste less than .45 tonnes per weighted campus user, c) increase diversion from landfill compared to 2022 baseline</p>	<p>In 2023, Mesa reported 2016 data against a baseline of 2013. 1) in conjunction with district, develop system for evaluating and tracking waste to landfill from Mesa so this report can be updated and progress can be evaluated 2) set goals and identify strategies for reduction (ideas include: develop and implement process for green event kit, improve recycling and composting signage and facilities, etc)</p>	<p>8</p>

EN 5: Outreach Campaign	STARS goals: hold at least one Sustainable Food and/or Waste Outreach event each year that is meant to have a measurable, positive impact on sustainability	design and implement outreach campaigns with measurable goals that are tracked (ideas: Meatless meal awareness, single-used plastic reduction, increase green pledge adoption...)	**
EN 10: Community Partnerships	STARS goals: Mesa has one or more formal partnerships with schools and/or civil society organizations that address sustainability challenges in the broader community and engages underrepresented groups and/or vulnerable populations as equal partners.	Mesa currently has formal partnerships with Food 2 Soil and Garden 31.	**
IN	STARS innovation: Community Garden	Mesa's garden on Marlesta is a beautiful site of community and creativity. Some ideas for bringing this resource to more students include 1) installing raised gardens and pathways to increase accessibility 2) converting part of the space into a meditation garden 3) inviting faculty to use the space as a "living laboratory"	0.5
IN	STARS innovation: Food Bank		0.5

Section 5: Buildings - Energy and Water Use - this section has a pink border

Summary: Outlining steps to achieve the goals in this section will require more analysis than our committee has been able to perform to date. The hope is that the data from the SDCCD EEP can be used to inform further steps.

List of Buildings - Energy and Water Use Goals and Steps

OP 3: Building Design and Construction	CCC BOG goals: a) All new buildings and major renovations constructed as ZNE ready by 2030; b) All new buildings and major renovations constructed as ZNE by 2035; c) All new buildings certified LEED or WELL Gold by 2030 [Same as STARS goals.]	Mesa, as part of the SDCCD, follows BP 6970 - Green Building Policy and Major Renovation Standard, which requires a minimum LEED silver standard.	3
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OP 4: Building Operations and Management	<p>CCC BOG goals: a) Conduct Leadership in Energy and Environmental Design (LEED) and/or WELL assessment of existing buildings by 2025; b) All existing buildings LEED O&M Gold or WELL Gold equivalent by 2035 [Same as STARS goals.]</p>	<p>Mesa operates 31.29% of its building under a system focused on green operations and maintenance.</p>	5
OP 5: Building Energy Efficiency	<p>CCC BOG goals: a) Establish a campus Energy Use Intensity (EUI) score by 2025; b) Benchmark energy usage intensity for each building by 2025; c) Decrease EUI by 25% compared to the campus benchmark by 2030; d) Decrease EUI by 40% compared to the campus benchmark by 2035; e) Develop Zero Net Energy (ZNE) and campus electrification strategy by 2025; f) Accomplish Net Zero Energy Campus by 2035; g) Conduct Effective Useful Life (EUL) analysis of all gas using appliances and systems by 2025; plan for electrification of systems with EUL of <10 years STARS goals: Mesa's energy use is 90% or more below the minimum performance threshold.</p>		6
OP 21: Water Use	<p>CCC BOG goals: a) Benchmark potable water usage and create a water balance by 2025; b) Reduce potable water usage from baseline level by 25% by 2030; c) Reduce potable water usage from baseline level by 50% by 2035 [Same as STARS goals.]</p>	<p>1) study and report on water use 2) develop and implement strategies to reduce use from baseline</p>	6

Section 6: Landscaping and Grounds - this section has a green border

Summary: Plants play a powerful role in mitigating and adapting to climate change. Forest and chaparral ecosystems store vast quantities of carbon and affect temperature and moisture regimes. In addition, sustainable agricultural methods have the potential of significantly reducing greenhouse gas emissions. Our goal is to maximize the carbon sequestration of our ecosystem, minimize resource usage like water and electricity, minimize greenhouse gas release, and be an example of sustainable agriculture where possible.

Mesa Woodland Trail



Mesa Garden



List of Landscaping and Grounds Goals and Steps

OP 9: Landscape Management	STARS goals: 100% of landscape is managed with an integrated pest management system	Mesa manages 99% of its grounds using an integrated pest management system. 1) Evaluate integrated pest management system and identify improvements; 2) Create comprehensive list of all herbicides, pesticides, rodenticide, fertilizer, fungicide on campus ; 3) Identify alternative management options; 4) Collaborate with landscape crew at City College	2
OP 10: Biodiversity	CCC BOG goals: Landscape planting materials shall be 90% native species to the climate and geographical area of the college by 2030 STARS goals: identify and manage critical habitats and/or endangered species on Mesa college campus	In 2022, a survey of the Mesa Woodland Trail identified several special-status species on campus 1) develop plan to measure and increase coverage of native species across campus 2) develop plan to protect native habitat and species identified in the biological survey conducted in 2022, 3) install and maintain bat houses, pollination gardens focused on native bees and butterflies, and other facilities supportive of biodiversity	2
OP 18: Waste Minimization and Diversion	CCC BOG goals: Achieve zero waste to landfill by 2030; STARS goals: a) Implement source reduction strategies compared to 2022 baseline b) achieve annual waste less than .45 tonnes per weighted campus user, c) increase diversion from landfill compared to 2022 baseline	1) study and report on green waste to landfill from Mesa 2) develop and implement strategies to reduce green waste to landfill	**
OP 21: Water Use	CCC BOG goals: a) Identify potential non-potable water resources by 2025; b) Create a landscape zoning map and irrigation metering strategy by 2025; c) Landscape irrigation systems of 2500 square feet or greater shall be separately metered (unless using local or municipal reclaimed water system) by 2030; d) Irrigated turf grass shall not exceed 50% of the landscaped areas on campus by 2030. [Same as STARS goals.]	1) study and report on water use 2) develop and implement strategies to reduce use from baseline	**

<p>OP 22: Rainwater Management</p>	<p>CCC BOG goals: a) Follow MS4 requirements by 2030; b) Stormwater runoff and discharge shall be limited to predevelopment levels for temperature, rate, volume and duration of flow through the use of green infrastructure and low impact development for the campus, new buildings, and major modifications by 2035 STARS goals: 100% of campus is covered by "low impact development" LID practices</p>	<p>Mesa incorporates rainwater management into its design guidelines 1) analyze and report on the implementation of these rainwater management guidelines at Mesa 2) develop strategy to improve management where needed</p>	<p>2</p>
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Section 7: District Governance for Sustainability - this section has a blue border

Summary: Carrying out many of the suggestions included in this plan will depend upon the support, cooperation, and leadership of our district. We have outlined some of the district steps that will help our college achieve our goals. Several of the goals still require steps to be identified because they are out of our college's purview.

List of District Governance for Sustainability Goals and Steps

<p>OP 1: Emissions Inventory and Disclosure</p>	<p>CCC BOG goals: Conduct emissions inventory baseline by 2025. STARS goals: inventory Scopes 1, 2, and 3 emissions and air pollutants.</p>	<p>The district will develop a plan to update emissions inventory and assist colleges in tracking progress.</p>	<p>**</p>
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PA 1: Sustainability Coordination	STARS goals: District has at least one committee, office, or officer with the task of coordinating sustainability policies and programs.	1) continue to support the District Committee on Sustainability 2) Develop and fund a “Sustainability Coordinator” position at the district level who can coordinate sustainability efforts, including seeking grant funding, supporting and advertising sustainability curriculum and work-based learning programs, overseeing development and implementation of the SDCCD climate action plan, and supporting the development and implementation of college climate action plans.	**
AC 7: Incentives for Developing Courses	STARS goals: Institutionalize incentives for participating in the Teaching Sustainability project that encourages faculty to add sustainability to CORs or develop sections with a sustainability theme	1) Maintain District support for LEAF designation in SDCCD course registration system 2) Incorporate LEAF icon into district promotional materials for coursework.	**
OP 11: Sustainable Procurement	CCC BOG goals: a) Benchmark sustainability characteristics of existing products and services by 2025; b) Adopt a sustainable procurement policy and administrative procedure by 2025; c) Increase procurement of sustainable products and services by 25% compared to benchmark levels by 2030; d) Increase procurement of sustainable products and services by 50% compared to benchmark levels by 2035		3
OP 12: Electronics Purchasing	CCC BOG goals: Purchase environmentally and socially preferable electronic products by 2025		

<p>OP 13: Cleaning and Janitorial Purchasing</p>	<p>STARS goals: cleaning and janitorial purchasing</p>		
<p>OP 14: Office Paper Purchasing</p>	<p>STARS goals: paper purchasing</p>		
<p>OP 18: Waste Minimization and Diversion</p>	<p>CCC BOG goals:a) Conduct waste categorization assessment by 2025; b) Benchmark and comply with Title 14, Division 2, Chapter 5 (Beverage Container Recycling and Litter Reduction Act) by 2025; c) Benchmark and comply with Title 14, CCR Division 7 by 2025; d) Conduct an AB 341 compliance assessment by 2025; e) Centralize reporting for waste and resource recovery by 2025; f) Conduct total material consumption benchmark by 2025; g) Achieve zero waste to landfill by 2030; h) Conduct circularity analysis by 2030; i) Increase material circularity by 25% by 2035; j) Reduce total material consumption compared to the benchmark by 10% by 2030; k) Decrease consumption of materials by 25% by 2035</p>		

OP 19: Construction and Demolition Waste and Diversion	CCC BOG goals: a) Achieve zero waste to landfill by 2030; b) Reduce total material consumption compared to the benchmark by 10% by 2030		
OP 20: Hazardous Waste Management	STARS goals: hazardous waste		
EN 11: Inter-campus Collaboration	STARS goals: SDCCD is a member of a national higher education sustainability network.	1) SDCCD continues to support formal membership in AASHE for Mesa; 2) SDCCD funds participation in the STARS reporting system when colleges are prepared to submit an updated report and receive a rating 3) SDCCD continues to participate in the San Diego Regional Climate Collaborative (SDRCC) and facilitates participation by the colleges, 4) with the colleges, participate in the network that is being built through the Center for Climate Futures, which is a joint project of the Foundation for CCC and the CCCCO 5) Consider signing onto Second Nature's Climate Leadership Commitment	**
EN 14: Participation in Public Policy	STARS goals: SDCCD administration advocates for at least one policy at the city or state level that supports campus sustainability.	1) Identify at least one public policy regarding sustainability (example: transportation, workforce development etc) for which the college and district administration can advocate at the local and/or state level each year. 2) create an information pack for administrators and other advocacy participants; 3) inform campus of advocacy steps	**
		TOTAL POINTS AVAILABLE	151