

MARCH 30, 2021

The word "Mesa" is written in a large, orange, cursive script. Below the word, there is a blue line graphic that starts with a small loop on the left, then rises to a plateau, dips slightly, and then has several more smaller dips and rises before ending on the right. The orange line of the word "Mesa" also interacts with the blue line graphic, crossing it in several places.

Mesa2030
Comprehensive
Master Plan

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



INTEGRATED DATA-INFORMED PARTICIPATORY

Table of Contents

0

INTRODUCTION

- 3 | LETTER FROM PRESIDENT
- 4 | MISSION, VISION & VALUES
- 5 | CYCLE OF INTEGRATED PLANNING
- 6 | PURPOSES OF MESA2030
- 7 | PROCESS FOR DEVELOPING MESA2030
- 11 | PARTICIPANTS

1

MESA COLLEGE

- 14 | PLANNING CONTEXT
- 21 | PROGRAMS AND SERVICES
- 27 | EDUCATIONAL VISION
- 32 | COLLEGE-WIDE INITIATIVES

2

THE CAMPUS TODAY

- 42 | CAMPUS CONTEXT
- 43 | THE MESA
- 44 | DEVELOPMENT HISTORY
- 45 | EXISTING CAMPUS
- 46 | FUNCTIONAL ZONING
- 47 | FACILITIES CONDITION INDEX
- 48 | VEHICULAR EXPERIENCE
- 49 | PEDESTRIAN EXPERIENCE
- 50 | CAMPUS EXPERIENCE

3

FRAMEWORK

- 53 | DEVELOPMENT OF FRAMEWORK
- 59 | MESA2030 GOALS
- 61 | FACILITIES PLANNING PRINCIPLES

4

FACILITIES SPACE ANALYSIS

- 65 | GROWTH FORECAST
- 66 | SPACE INVENTORY
- 68 | SPACE CAPACITY
- 69 | CAPACITY LOAD RATIOS
- 70 | FACILITIES SPACE PROGRAM

5

THE FUTURE CAMPUS

- 76 | DEVELOPMENT CONCEPTS
- 77 | THE FUTURE CAMPUS
- 78 | VEHICULAR EXPERIENCE
- 79 | PEDESTRIAN EXPERIENCE
- 80 | RENEW / RENOVATION PROJECTS
- 81 | NEW CONSTRUCTION PROJECTS
- 82 | PROJECT LINKAGES
- 83 | PROJECT MATRIX
- 84 | PROJECT DESCRIPTIONS

6

SUPPORTING MATERIAL

- 00 | LOCAL CONDITIONS
- 00 | ENROLLMENT TRENDS
- 00 | STUDENT CHARACTERISTICS
- 00 | STUDENT SUCCESS
- 00 | CAMPUS ENGAGEMENT

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



PROCESS FOR DEVELOPING Mesa2030

Mesa2030 was developed using a dynamic and collaborative process outlined in the following six steps. Each step is characterized by reliance on quantitative and qualitative data; integration of educational and facilities planning; and ongoing campus and community engagement.

6 STEP PROCESS



Process for Developing Mesa2030

CAMPUS/COMMUNITY ENGAGEMENT

Faculty, staff, administrators, and community members were invited to participate in dialogues about the College's future in the following ways. Refer to the Campus/Community Engagement section of the Supporting Material chapter for the results.

Mesa2030 TASK FORCE

At the College President's request, leaders of constituent groups appointed representatives to serve on the Mesa2030 Task Force, which was charged with responsibility for guiding the development, review, and collegewide vetting of the plan, including the analysis of data and discussion of key findings and recommendations. The Task Force provided direction and input throughout the 18-month development period and maintained an ongoing flow of information about master planning to and from constituent groups. Refer to the Participants page for a list of the faculty, staff, and administrators who served on the Mesa2030 Task Force.

SHARING SESSIONS

Sharing Sessions were open-invitation opportunities for students, faculty, and staff to describe their experiences and ideas with planning team members by posting responses to questions, such as "What is one word to describe Mesa College?" and "What are your favorite places to focus or study?" Approximately 500 people participated, about half students and half faculty or staff. Refer to the Campus/Community Engagement section of the Supporting Material chapter for the results.

Mesa2030 ACTIVITY at SPRING CONVOCATION

One of the activities at the Spring Convocation focused on Mesa2030. Approximately 200 faculty and staff at this all-campus meeting were asked:

- Imagine, you walk onto campus in 2030... what does the campus look like with regard to facilities, programs, and services?
- Given your MESA 2030 vision, what should Mesa's top priorities be in the coming decade?

Refer to the Campus/Community Engagement section of the Supporting Material chapter for the results.

DEPARTMENT AND PROGRAM INTERVIEWS

Representatives of each instructional discipline, student services, and administrative services department were invited to interview with the master planning consultants to gather information about current and anticipated challenges and opportunities from the perspective of each of the College's departments and programs. A total of 114 representatives from 10 departments and programs participated in spring 2020 and 124 representatives from 14 departments and programs in fall 2020. Refer to the Campus/Community Engagement section of the Supporting Material chapter for the results.

CAMPUS EXPERIENCE SURVEY

An online survey was sent to all students, faculty, and staff in fall 2020. Students were asked questions specific to their role, such as how they spend time on campus outside of class. The questions for faculty and staff were also tailored to their roles, such as favorite places to meet with students outside of class. Surveys were completed by 827 participants, 75 percent of whom were students. Refer to the Campus/Community Engagement section of the Supporting Material chapter for the results.

STUDENT FOCUS GROUPS

Three groups of students were invited to share their perceptions about Mesa College. The topics included "What are some of your favorite places on campus to study and/or socialize" and "Is there a place on campus where you feel a sense of belonging?" A total of 21 students joined one of these focus groups: Pathway Fellows and Peer Navigators, Black Students, and Latinx Students. Refer to the Campus/Community Engagement section of the Supporting Material chapter for the results.

COMMUNITY ONLINE SURVEY

Selected community members were invited to share their evaluation of Mesa College and their recommendations for the College's focus in the coming decade. These participants were members of advisory committees, local service organizations and governmental agencies, as well as attendees at the President's Breakfast and the Neighborhood Community Forum. A total of 73 community members shared their ideas about Mesa College's priorities in the next decade. Refer to the Campus/Community Engagement section in the Supporting Material chapter for the results.

SUSTAINABILITY WORKSHOP

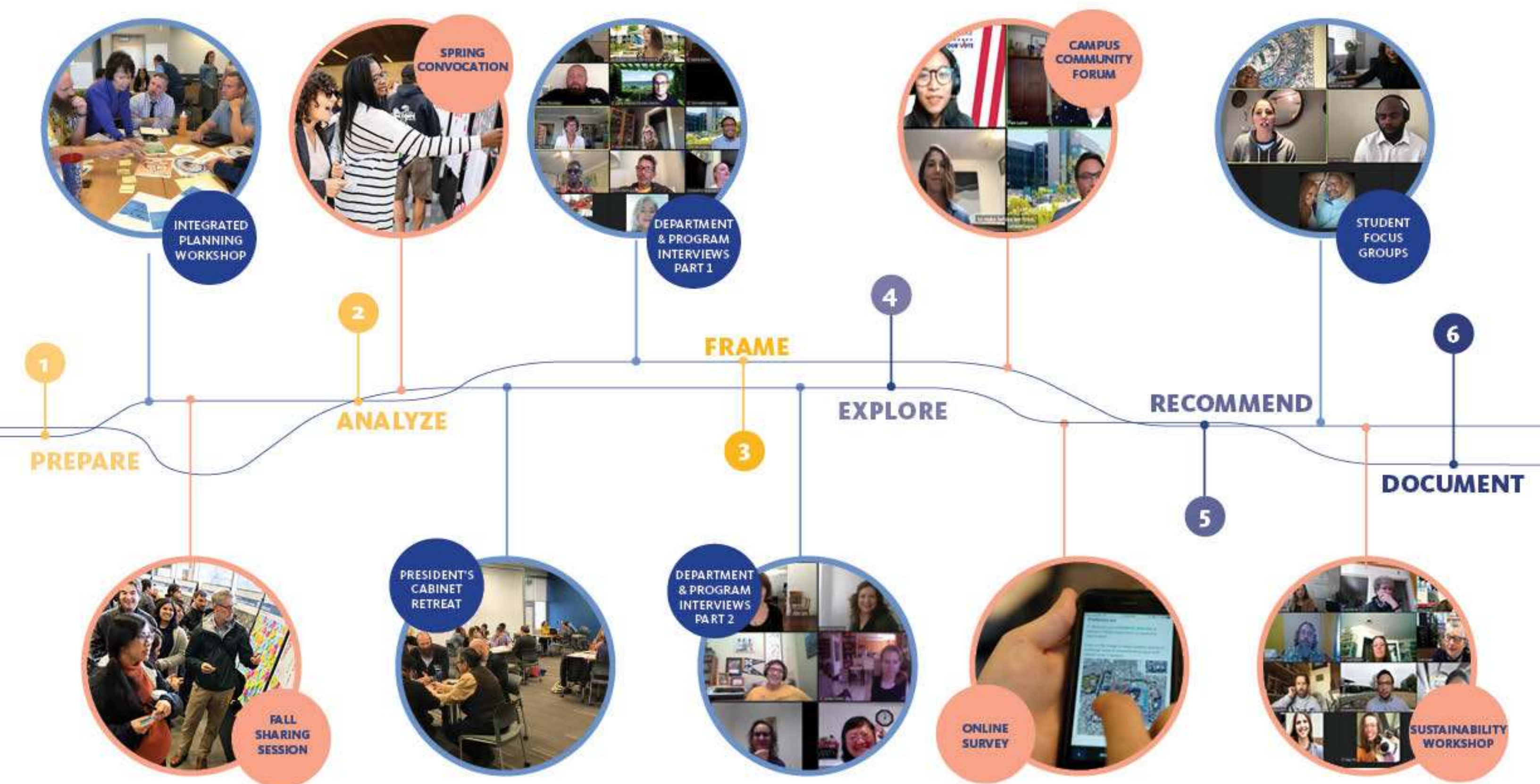
Members of the Environmental Sustainability Committee and <??> were invited to participate in a workshop to discuss and prioritize sustainability initiatives related to:

- Climate Action
- Wellbeing
- Diversity, Equity and Inclusion

A total of xx faculty, staff, and students participated in the workshop and the results contributed to the development of the Stewardship of Resources Facilities Planning Principle. Refer to the Campus/Community Engagement section of the Supporting Material chapter for the results.



Process for Developing Mesa2030



PARTICIPANTS

Mesa2030 Task Force

Lorenze Legaspi, Co-Chair	Terry Kohlenberg
Bridget Herrin, Co-Chair	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	
Leroy Johnson	
Jesse Keller	

Spring and Fall 2020 Interviews

Admin Services	George Ye	Donna Flournoy	Rosiangela Escamilla	Jennifer Carmichael	Ian Duckles	Claudia Estrada-Howell
Lorenze Legaspi, Vice President	Business & Technology	Gary Watkins, Jr.	Veronica Gerace	Stephanie Colby	Mary Gwin	Gail Fedalizo
Kevin Branson	Danene Brown, Dean	Health Sciences and Public Services	Jill Moreno Ikari	Jarred Collins	Ian Kay	Anne Hedekin
Marco Chavez	Su-lin Chen	Tina Recalde, Dean	Terry Kohlenberg	Paula Hjorth-Gustin	Gloria Kim	Vicki Hernandez
Jacqueline Collins	Katlin Choi	Christine Balderas	Kimberly Lacher	Sharon Hughes	Cesar Lopez	Trung Huynh
Aileen Crakes	Howard Eskew	Jill Chagnon	Andrea Lelham	Ken Kuniyuki	Dina Miyoshi	Leroy Johnson
Lynn Dang	Michael Fitzgerald	Kennedy Cooper	Bryan Malinis	Morteza Mohssenzadeh	Ryan Mongelluzzo	Chris Kalck
Michael Davis	Susan Gregory	Ida Cross	Bruce Naschak	Irena Stojimirovic	Michelle Rodriguez	Abimiel Lopez
Frank Fernand	Adrienne Milner	Jeaneal Davis	Kim Perigo	Jen Synder	Jennifer Sime	Olivia Picolla
David Fierro	Monica Romero	Christine DuPraw	Chris Sullivan	Todd White	Robert Wong	M. Kirsten Pogue-Cely
Erica Garcia	Rachel Russell	Lou Ann Gibson	Jorge Villalobus	President's Direct Reports	Student Affairs	Cynthia Rico
Carla Grossini-Concha	Kris Secor	Joseph Halcott	Learning Resources	Pam Luster, President	Victoria Miller, Dean	Laura Rodriguez
Erika Higginbotham	Allan Schougaard	David Johnson	Andrew MacNeill, Dean	Ashanti Hands	Zulma Heraldez	Raul Rodriguez
Charlie Lieu	Lisa Shapiro	Mandy Johnston	Alison Gurganus	Bridget Herrin	Suzanne Khambata	Karina Sandoval
Arts & Languages	Jordyn Smiley	David Lott	Kristin Krogh	Jennifer Kearns	Courtney Lee	Amara Tang
Leslie Shimazaki, Dean	Tonya Whitefield	Annette Miner	Janue Johnson	Lorenze Legaspi	Gilda Maldonado	Andrew Tanjuaquio
Blythe Barton	Exercise Science, Health Education & Athletics	Azucena Murillo	Brian Mackus	Isabel O'Connor	Jennifer Park	Student Success & Equity
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 Zappala, 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	Evan Adelson	Ivonne Alvarez	Charles Lieu
Alison Primoza	Nathan Resch	Linda Hensley, Dean	Humanities	Amy Aswell	Raquel Aparicio	Agustin Rivera
N. Scott Robinson	Lindsay Samaniego	Sim Barhoum		John Crocitti	Alexis Calderon	Shasha Verastegui
Denise Rogers	Jim Fegan	Janna Braun			Adam Erienbusch	
Barbara Sexton						



MESA COLLEGE

MESA COLLEGE

This chapter describes Mesa College in 2020 from various perspectives in four sections that form the context in which this long-term plan was developed.

The first section describes the College's geographic location and its position within the local and state higher education systems. National and state economic trends and higher education priorities that are important to consider in the College's long-term planning are highlighted.

The second section provides an overview of the College's current programs and services.

The third section describes the College's core philosophy and the overarching goal to be the leading college of equity and excellence.

The fourth section highlights a number of collegewide initiatives developed in response to changes in higher education policies, practices, and funding.

- Planning Context
- Programs and Services
- Educational Vision
- College Initiatives

1



PLANNING CONTEXT

TRENDS IN HIGHER EDUCATION

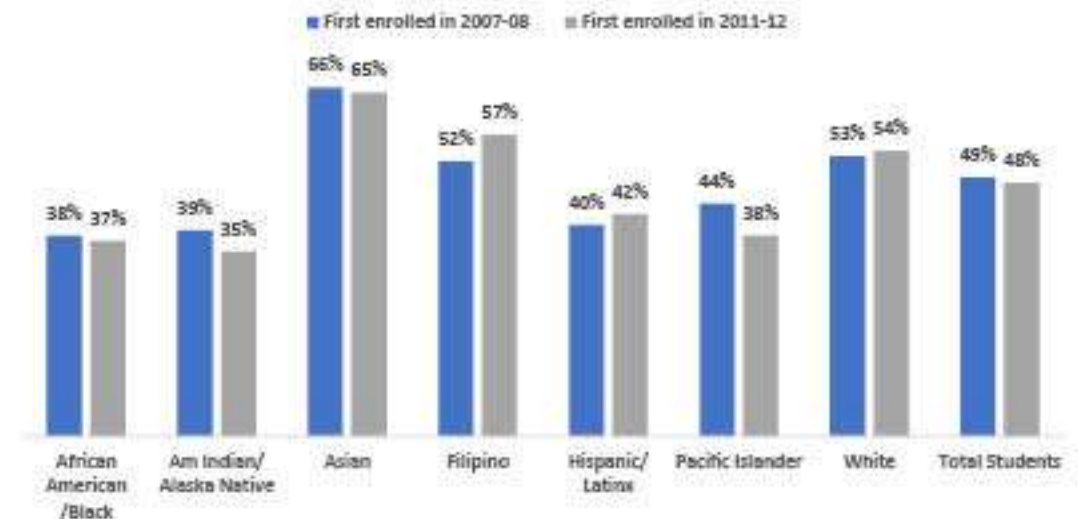
Dialogue in higher education at the national and state levels includes recurrent topics, such as revising programs to match ever-changing demographic trends, coping with fluctuating budgets, and aligning learning objectives with workforce needs. Newer topics are born of this time, such as assessing college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

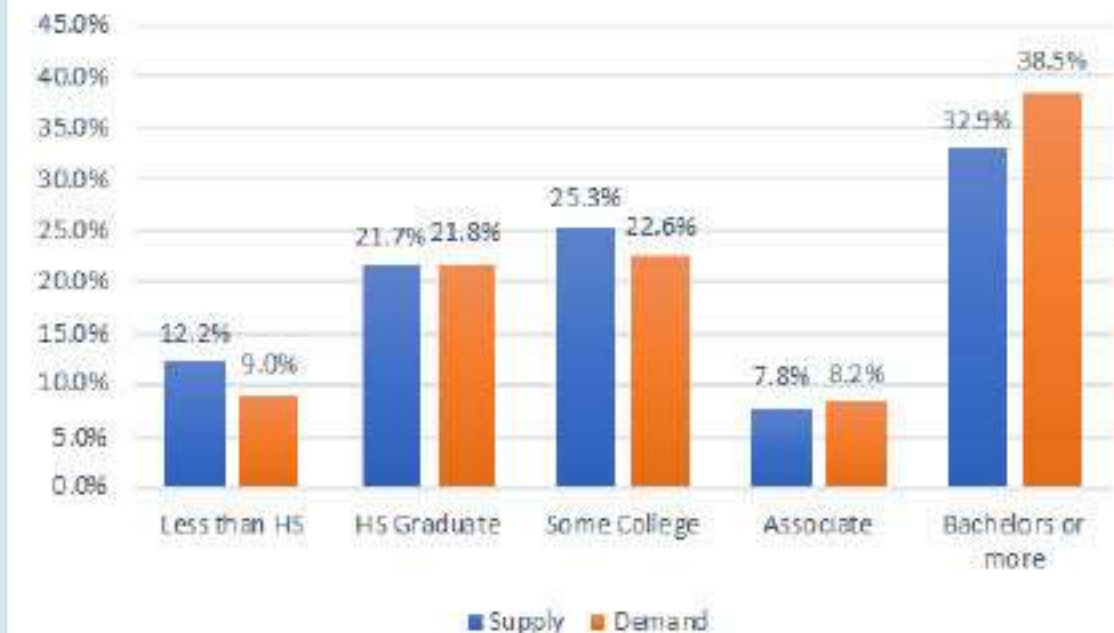
- The education level required by the greatest number of jobs annually in San Diego County require a high school diploma or less. Although jobs with minimal educational requirements are found in all labor market sectors, these occupations do not pay a living wage and rarely include benefits such as health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

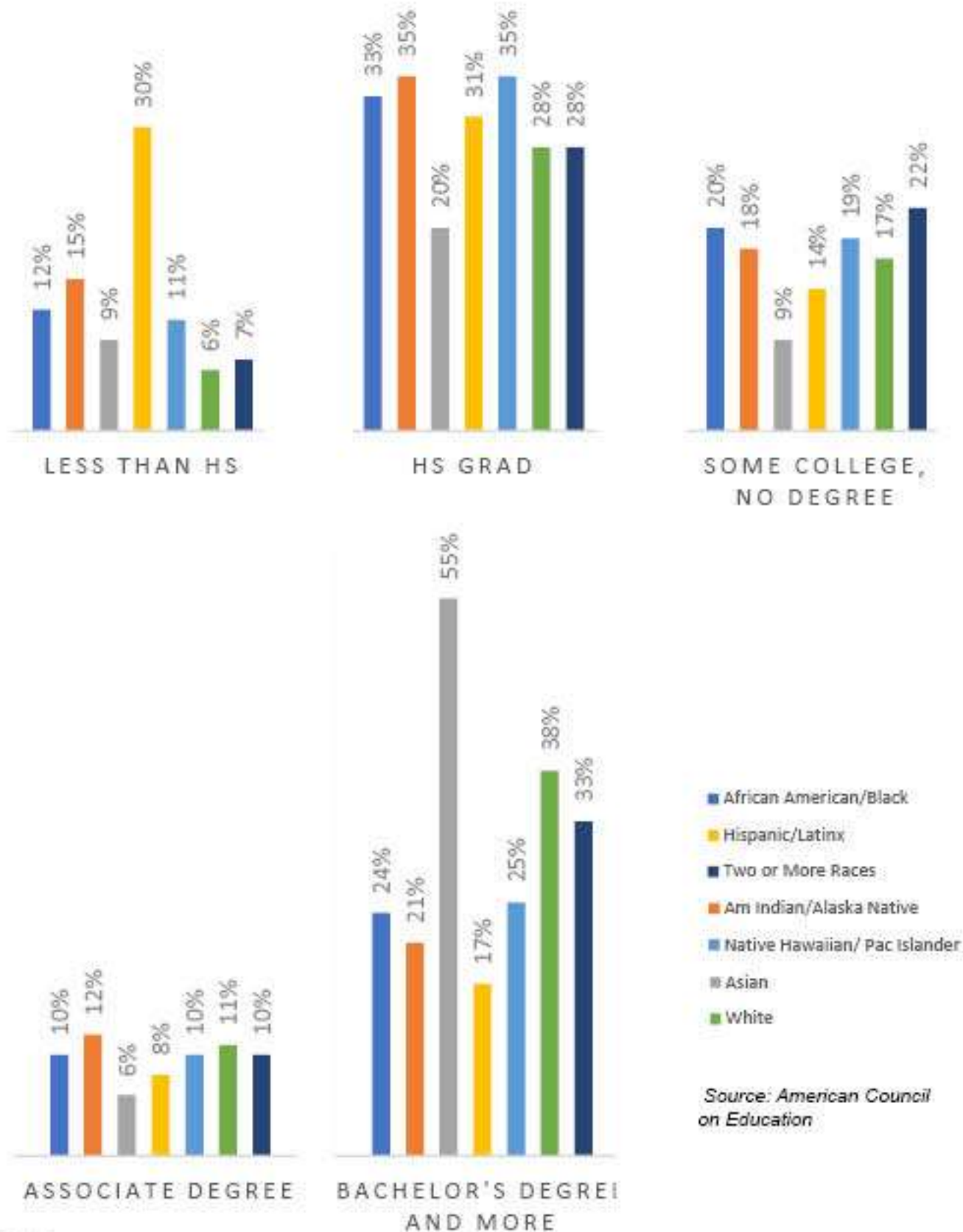


Source: Public Policy Institute of California: "Will California Run Out of College Graduates?"

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

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.

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.





2

THE CAMPUS TODAY

THE CAMPUS TODAY

The planning process included the analysis of existing conditions in order to identify the key planning issues to address in Mesa2030. The information was based on meetings with college staff, campus tours, forums, and discussions with the Mesa2030 Task Force. The findings are summarized in a series of graphics that illustrate patterns and characteristics to guide future development.

- Campus Context
- Development History
- Facilities Condition
- Vehicular Circulation
- Pedestrian Circulation
- Campus Experience

2



THE MESA

LOWER LEVEL

MID LEVEL

UPPER LEVEL
San Diego Mesa College

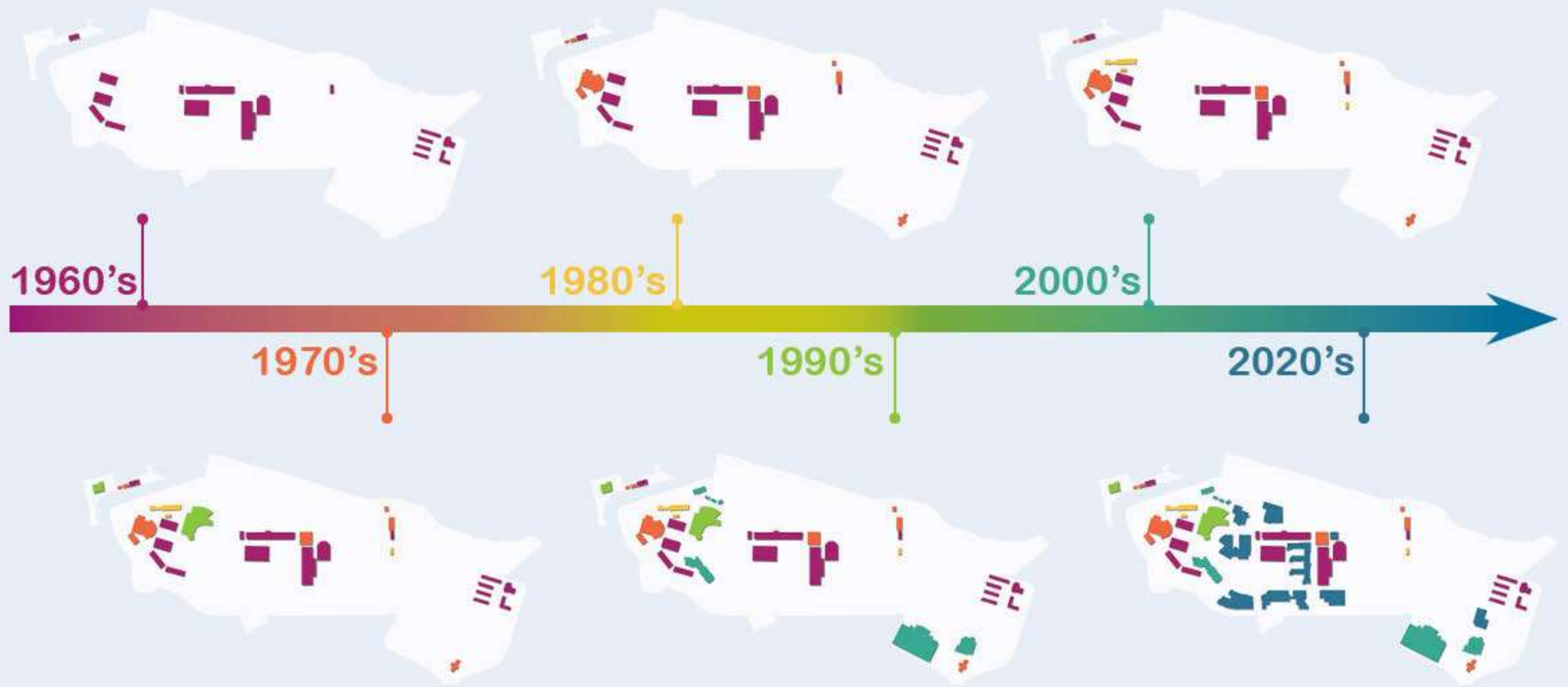
TECOLOTE CANYON



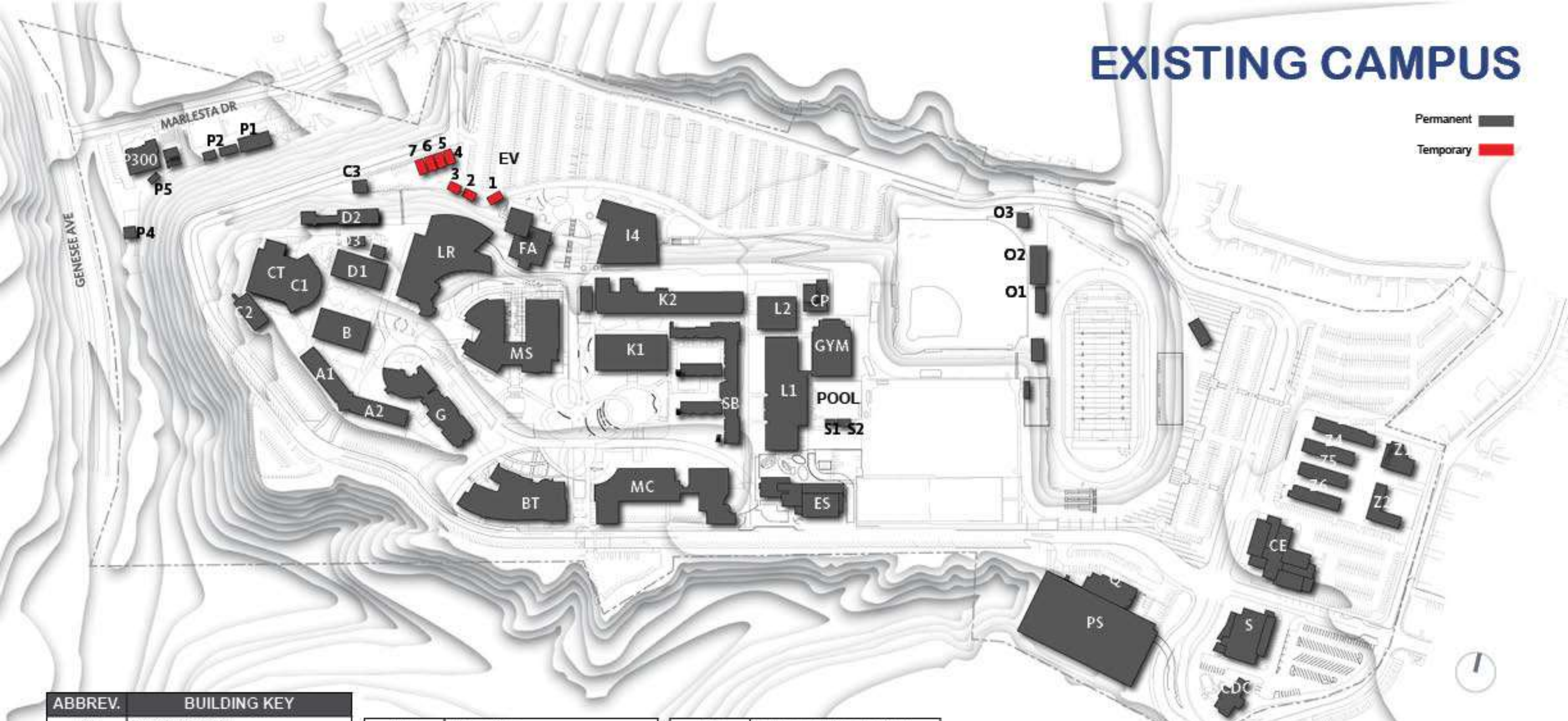
Perched on a 104-acre mesa in the geographic heart of San Diego, Mesa College was founded in 1963. The campus is surrounded on two sides by the Tecolote Canyon nature preserve and is generally divided into an upper, mid and lower level. The west side of campus enjoys scenic views of Mission Bay and the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

DEVELOPMENT HISTORY

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



EXISTING CAMPUS



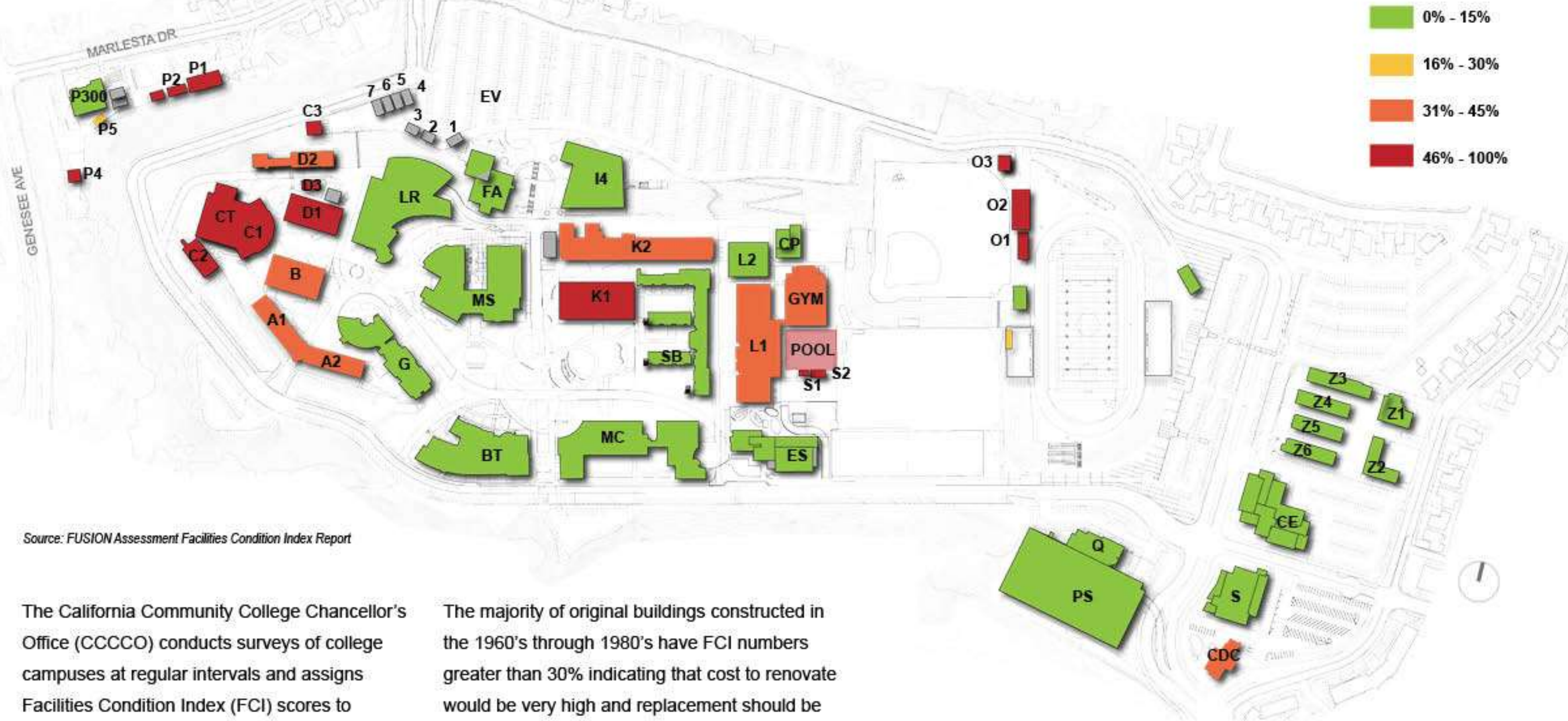
ABBREV.	BUILDING KEY
A1	President's Office
A2	Administrative Offices
B	Classrooms
BT	Center for Business and Technology
C1-CT	Classrooms and Apolliad Theatre
C2	Classrooms
C3	Storage
CDC	Child Development Center
CE	Continuing Education Building
CP	Central Plant
D1	VRC,NextUP, Honors
D2	Fermentation

D3	Classrooms
ES	Exercise Science
EV	English Village
G	Humanities & Multicultural Studies
GYM	Gym
FA	Fine Arts
I4	Student Services Center
L1	Exercise Science
L2	Facilities
LR	Learning Resource Center
K2	Met High School
MC	Mesa Commons

MS	Math and Science Complex
O1-O3	Storage
P1	Classrooms
P2	Storage
P300	Animal Health Technology
P4-P5	Animal Health
PS	Parking Structure
Q	Mesa College Police Offices
S	Allied Health Education
S1-S2	Pool Equipment / Storage
SB	Social and Behavioral Sciences
Z1-Z6	Design Center

The existing campus plan shown in the graphic above illustrates the baseline conditions for Mesa2030. The plan includes the permanent facilities in grey and the temporary facilities in red which combined add up to 50 buildings and contains close to 550,000 Assignable Square Feet (ASF) or 1.3 million Gross Square Feet (GSF). The majority of the buildings are clustered on the upper level of the mesa and the mid to lower campus is dedicated to athletic fields, additional instructional buildings and parking.

FACILITIES CONDITION INDEX

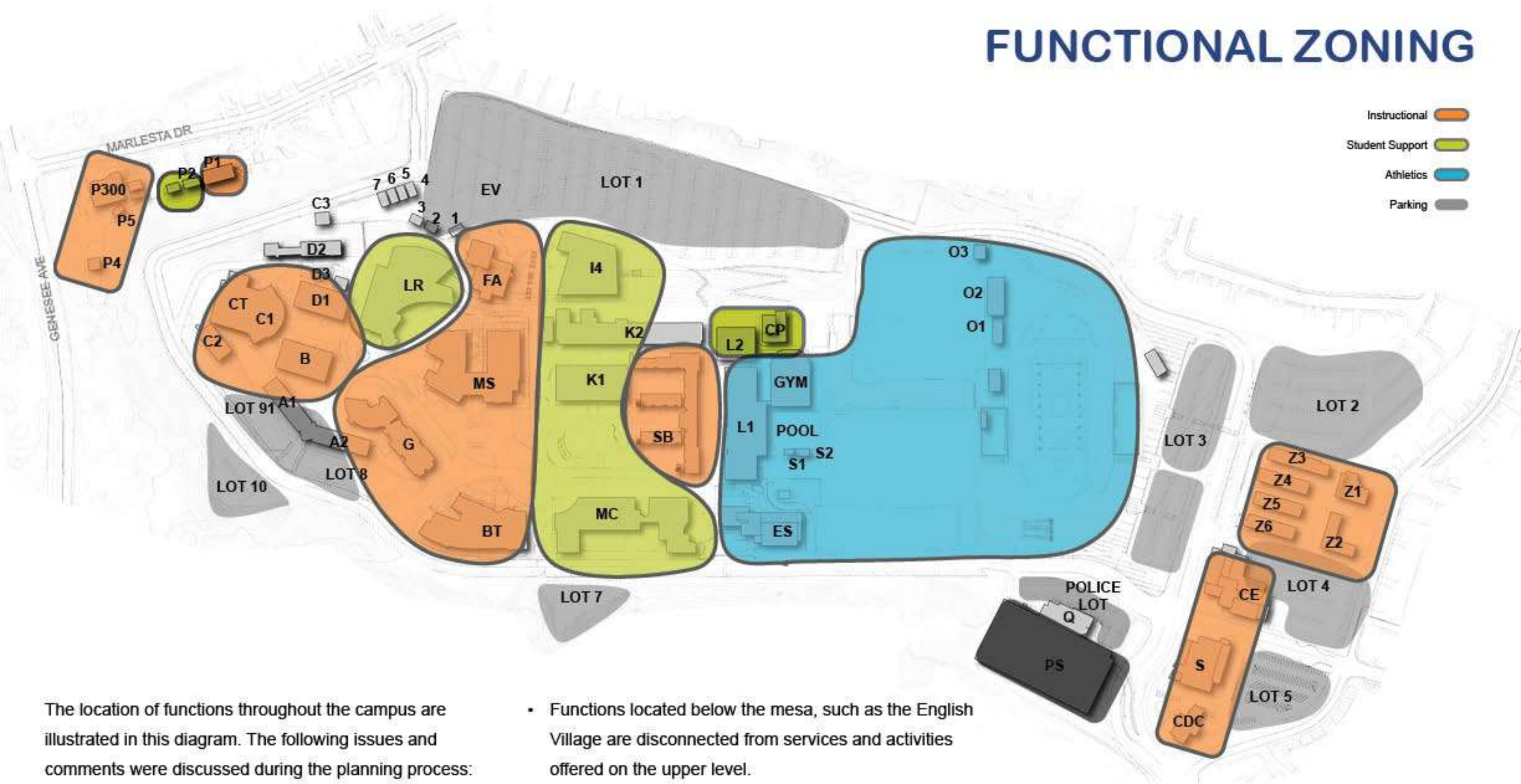


Source: FUSION Assessment Facilities Condition Index Report

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.

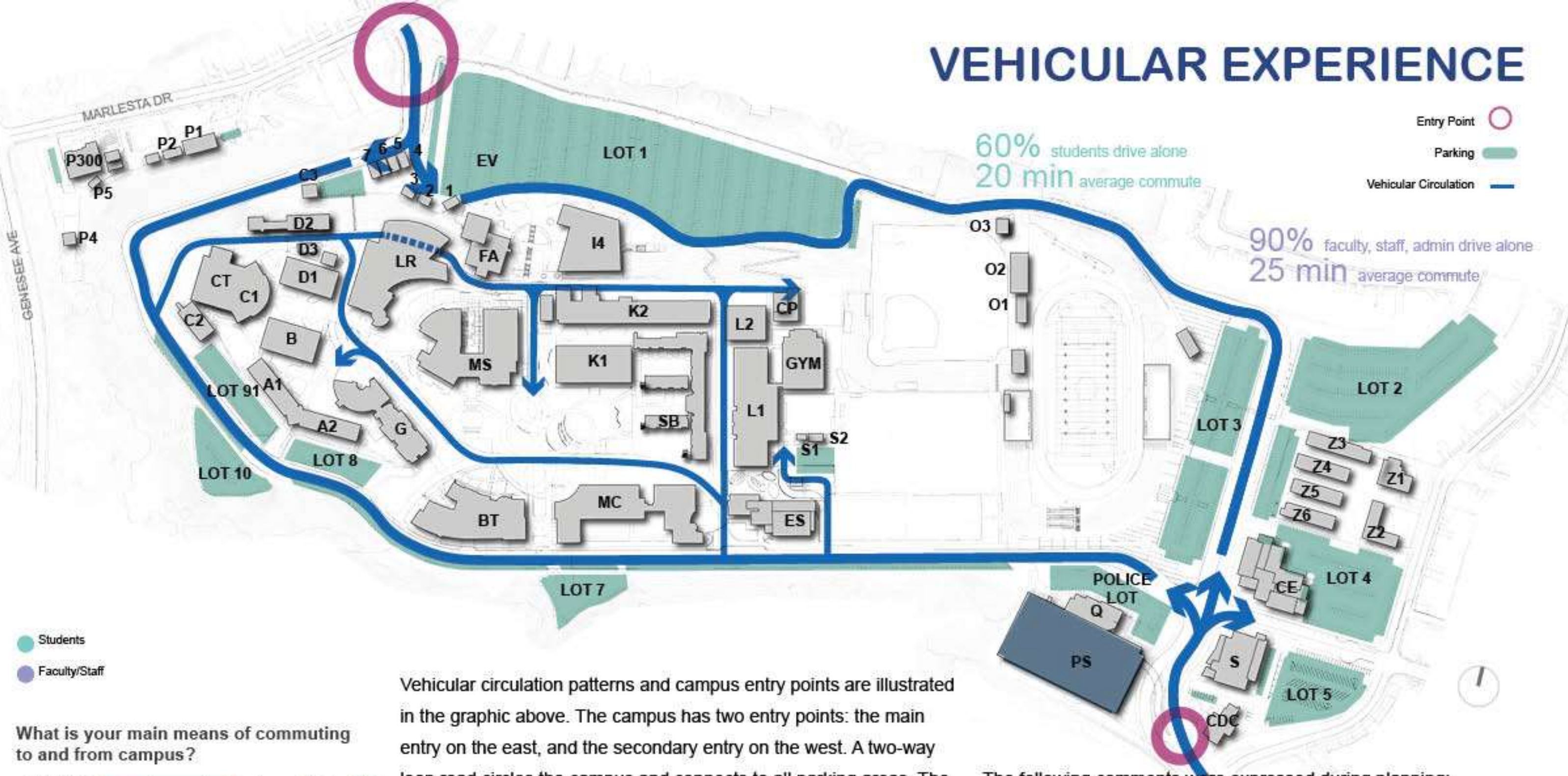
FUNCTIONAL ZONING



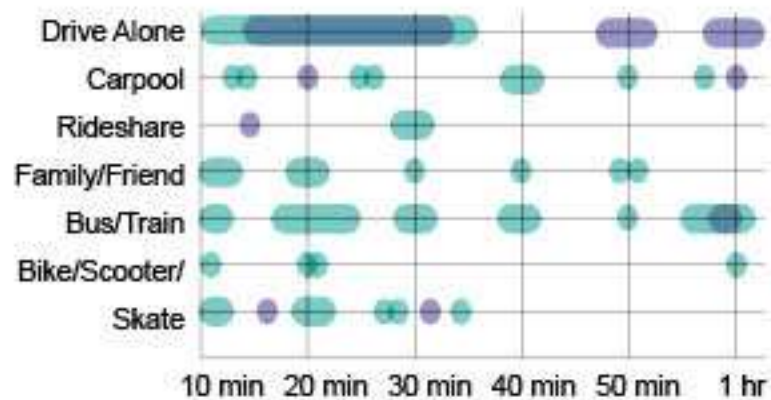
The location of functions throughout the campus are illustrated in this diagram. The following issues and comments were discussed during the planning process:

- Core student support services are all located in the upper level of the mesa and are difficult to access from the east areas of the campus.
- Functions located below the mesa, such as the English Village are disconnected from services and activities offered on the upper level.
- Parking zones are mostly distributed to the north and eastern parts of campus thus not evenly distributed.
- Administration is tucked away far removed from the campus core and remote from many areas of the

VEHICULAR EXPERIENCE



What is your main means of commuting to and from campus?



Vehicular circulation patterns and campus entry points are illustrated in the graphic above. The campus has two entry points: the main entry on the east, and the secondary entry on the west. A two-way loop road circles the campus and connects to all parking areas. The current total of 3,835 spaces relates to the college's 2019 enrollment of 21,000 and indicates a ratio of 1:5.5 (number of students to student enrollment). This ratio is close to the typical standards for community colleges located in a suburban environment with access to public transportation, although the projected enrollment growth indicates that additional parking will be needed.

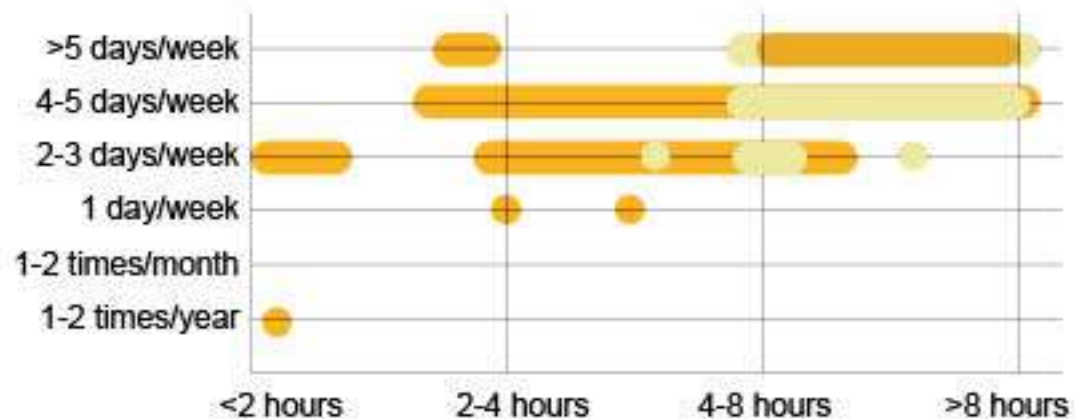
The following comments were expressed during planning:

- The entry at Marlesta creates congestion in the adjacent neighborhoods.
- The vehicular arrival experience is confusing to first-time visitors, as navigation and wayfinding are unclear.
- Parking is unevenly distributed across campus.

PEDESTRIAN EXPERIENCE



On average, how much time do you spend on campus?



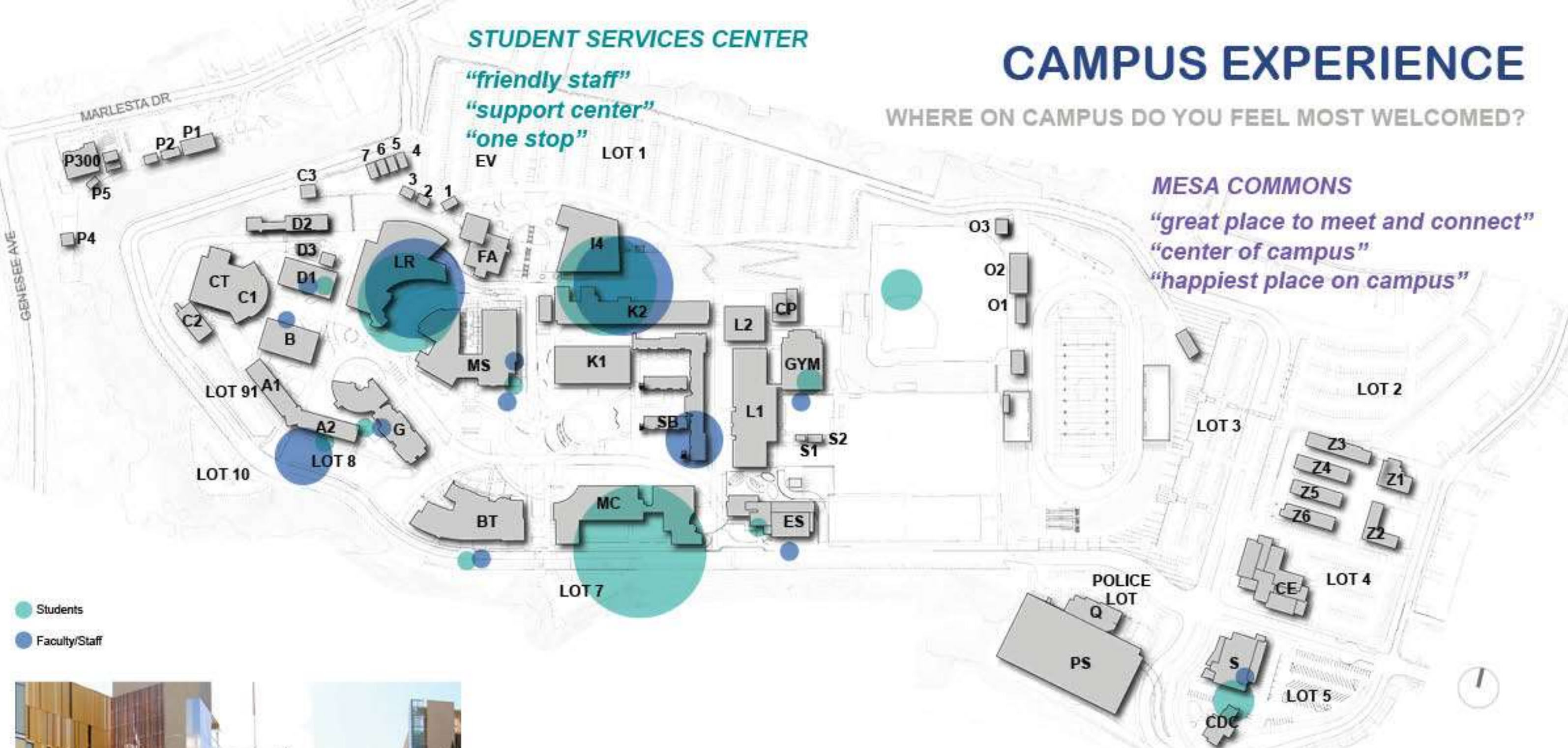
Pedestrian circulation patterns and open space organization are illustrated on the graphic above. A variety of open spaces paired with the campus topography contribute in creating a unique campus atmosphere. The graphic plan above illustrates pedestrian circulation patterns and open space organization. The following are our observations:

- Upper, mid and lower parts of campus are disconnected.

- The east part of campus is disconnected from the campus core and does not support pedestrian movement back and forth.
- Vehicular traffic disrupts the continuity of space and limits pedestrian movement.

CAMPUS EXPERIENCE

WHERE ON CAMPUS DO YOU FEEL MOST WELCOMED?



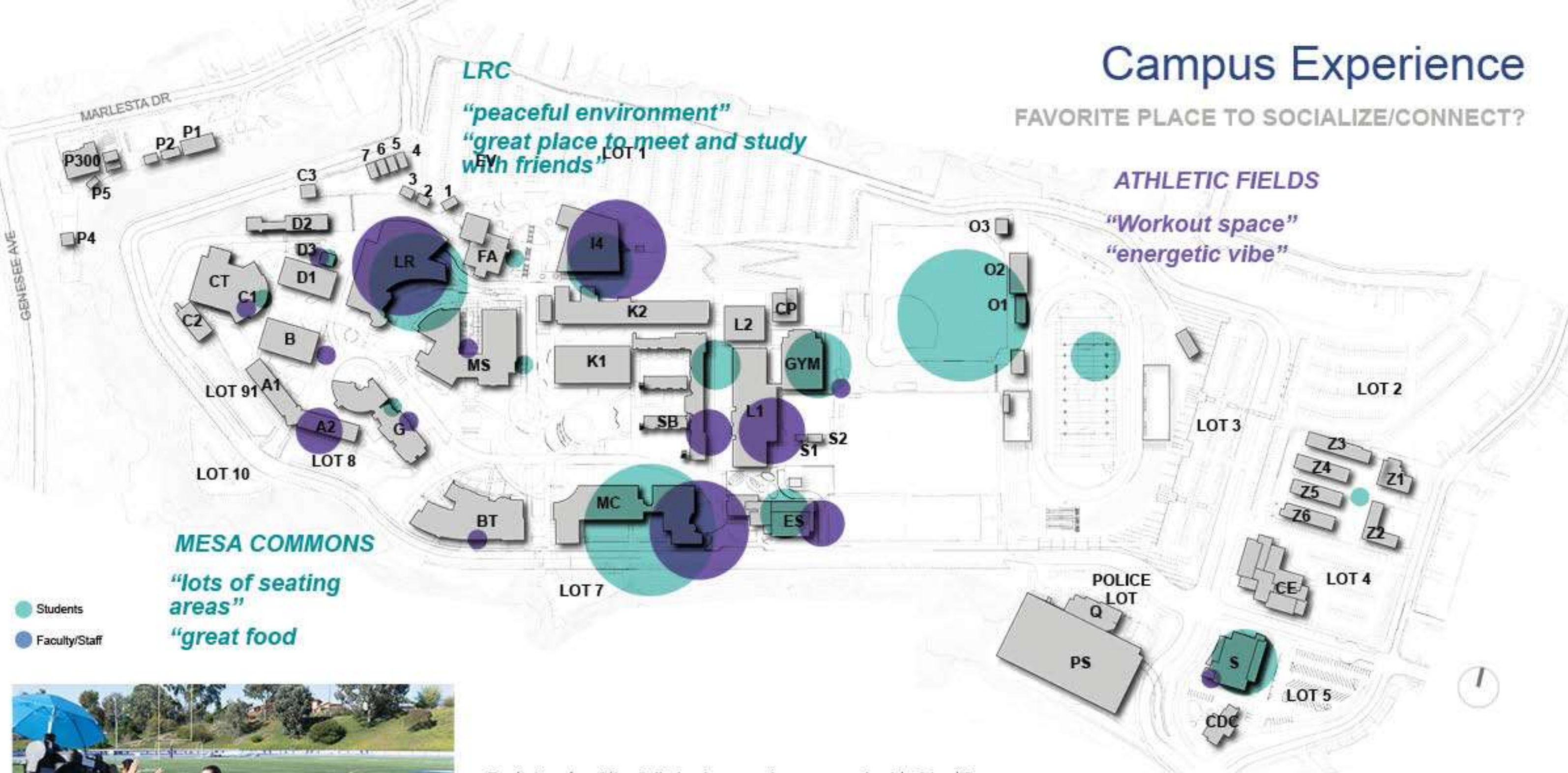
Participants of the fall sharing session were asked to identify where on campus they feel most welcomed. The results are illustrated in the graphic and illustrate the following themes:

- Most participants identified the Mesa Commons as the place where they feel most welcomed due to the lively atmosphere and the space to meet and connect.

- Other students shared that the friendly staff at the Student Services Building made them feel like Mesa was the place for them.
- Students value relationships with peers, faculty and counselors. Human connections make the difference for students.

Campus Experience

FAVORITE PLACE TO SOCIALIZE/CONNECT?



Participants of the fall sharing session were asked to identify where on campus their favorite place on campus is to socialize. The results are illustrated in the graphic and illustrate the following themes:

- For the majority of students, the highly active Mesa Commons was identified as their favorite place to socialize.

- Students favor spaces that allow large group gatherings and have food options nearby.
- Students that have the majority of classes outside the campus core prefer to socialize within their own "neighborhood on campus".

Campus Experience

FAVORITE PLACE TO FOCUS OR STUDY?



Participants of the fall sharing session were asked to identify their favorite place on campus to focus or study. The results are illustrated in the graphic and illustrate the following themes:

- For the majority of students, the LRC was their favorite place to study due to the proximity of resources, friendly staff and the variety of spaces that offer individual study areas as well as collaborations spaces.

- Other students identified the Mesa Commons and the Student Services Building as their favorite places to focus and study.
- Students value and appreciate spaces that encourage diverse forms of collaboration.



3

FRAMEWORK

FRAMEWORK

Mesa2030 Goals and Facilities Planning Principles form the framework for Collegewide and unit-level planning at Mesa College. Both are informed by an extensive analysis of quantitative and qualitative data, and the integration of educational planning with facilities planning.

Mesa2030 Goals describe the College's response to current and anticipated challenges, opportunities, and aspirations as well as state and SDCCD strategic plans. The College will use Mesa2030 Goals to guide decision-making and the allocation of resources in the coming decade.

Facilities Planning Principles are the key drivers for the site and facilities recommendations. These principles are based on the Mesa2030 Goals, analysis of site and facilities data, and priorities identified by the College's programs and services.

- Development of Framework
- Mesa2030 Goals
- Facilities Planning Principles

3



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

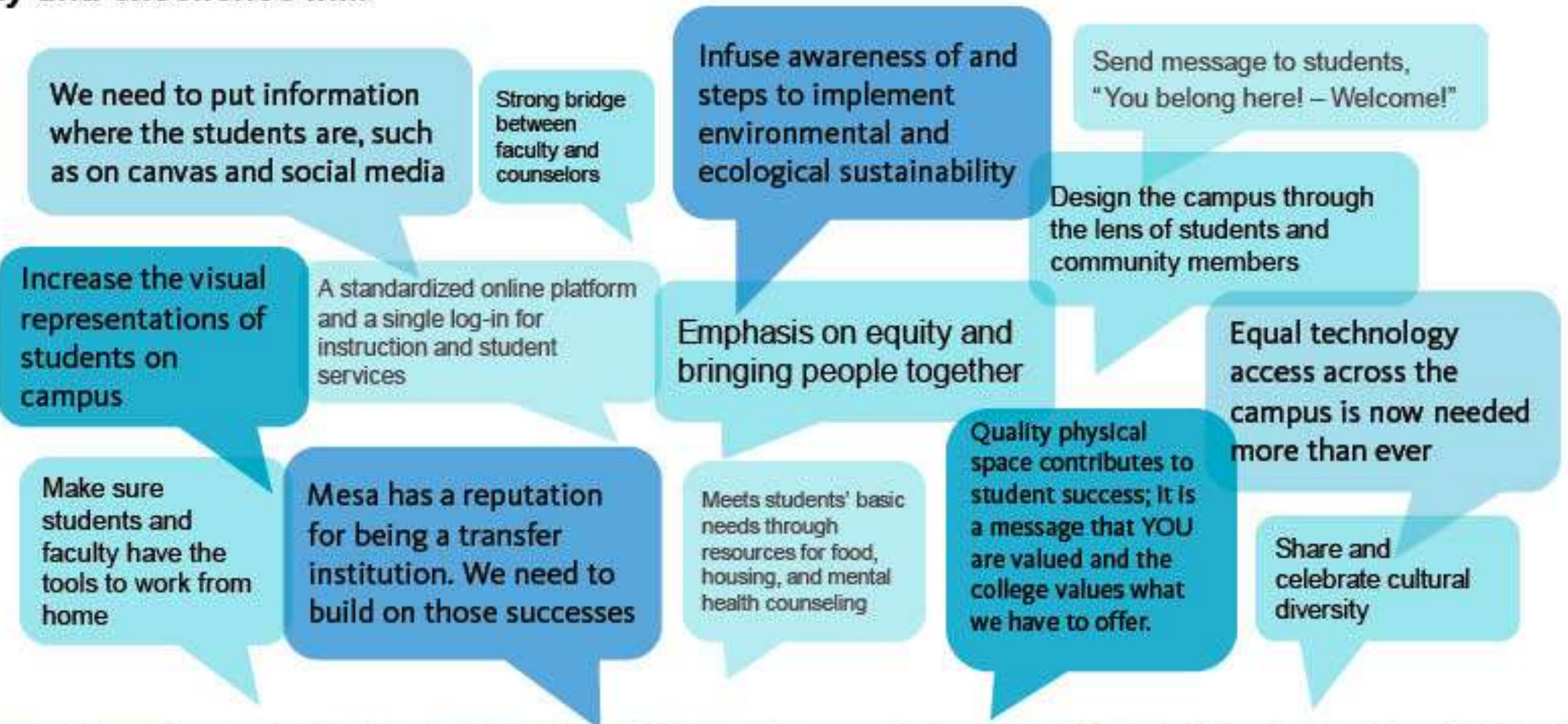
- Offering a comprehensive program of Professional Learning
- Integrating instruction and student services
- Providing interdisciplinary learning experiences

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



Development of Framework

CAMPUS VOICES: One Word To Describe San Diego Mesa College



HOME & COMMUNITY

- Supportive
- Happy
- Connected
- Helpful



WELCOMING & FRIENDLY

- Friendly
- Welcoming
- Encouraging



EDUCATION & OPPORTUNITY

- Resourceful
- Opportunity
- Professional
- Growing



GREAT

- Positive
- Exciting
- Inspirational
- Great



SPACES

- Open
- Modern
- Big
- Clean



DIVERSE & INCLUSIVE

- Inclusive
- Diverse
- Equality
- Culture



NEGATIVE

- Crowded
- Gray

Development of Framework

CAMPUS VOICES: Sharing Sessions

What does Mesa campus look like in 2030?

Professional
Supportive
Health Clinic
Childcare
Convenience
Inclusive
Studios
Wayfinding
Modern
Parking
Dance
Housing
English Building
Fruit Trees
Athletics
Art
Performing Arts

100 Ideas to make campus a better place?



COMMUNICATION & WAYFINDING

- Better communication
- A real welcome center
- Improved signage

HOUSING

- On campus dorms
- Student housing for those in need
- Faculty and staff

SUSTAINABILITY

- Hydration stations
- Eliminate single use containers
- Integrate w purchasing + curriculum

STUDENT SUPPORT SERVICES

- Counseling and mental health resources
- LRC open longer hours
- Technology for support and access

FACILITIES

- PE Facilities (Gym, Pool, Support)
- Performing Arts / Dance

STUDENT LIFE + EQUITY

- More events to encourage socializing
- Representation and safe space
- More gender neutral restrooms

TRANSPORTATION & PARKING

- More parking! Free and close
- Shuttles (to public transit and off campus parking)
- EV charging stations
- lanes

INSTRUCTIONAL PROGRAMS

- More bachelors programs
- More variety of subjects
- More foreign language studies

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 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.



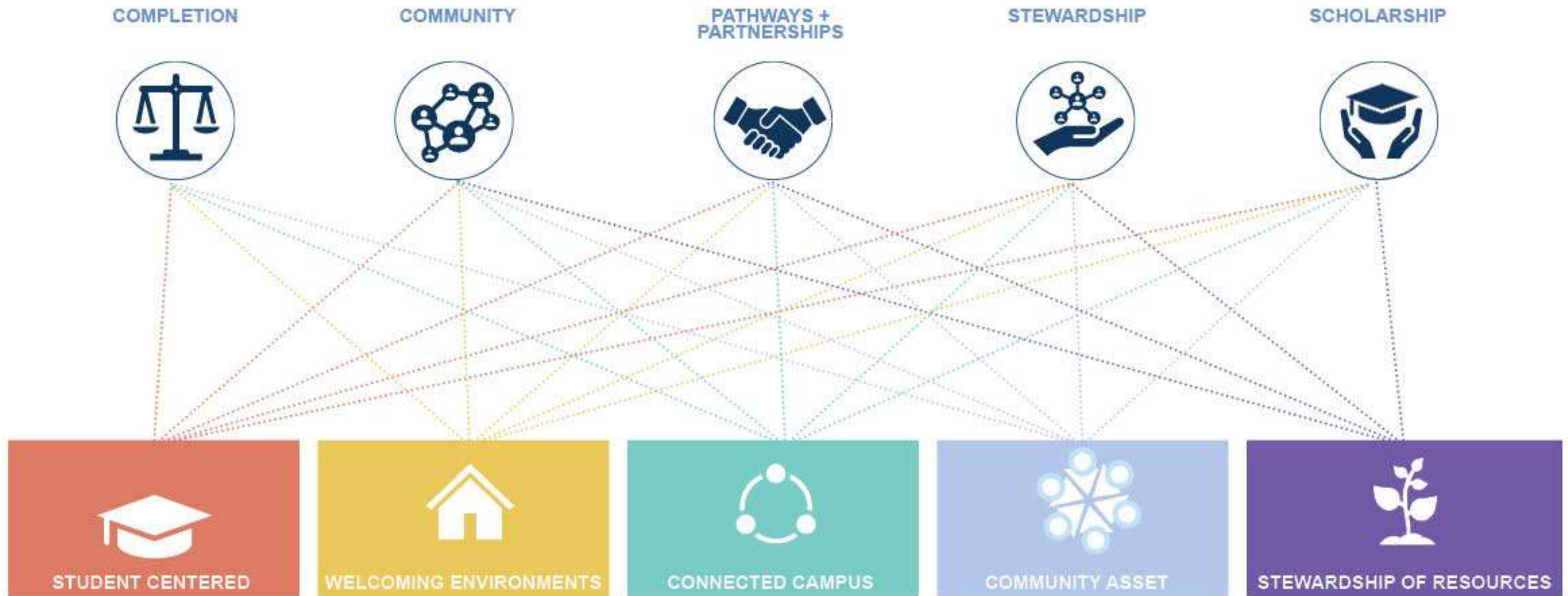
Scholarship

Mesa College will develop and sustain processes that prioritize environmental sustainability 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.

THE FRAMEWORK

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 – building naming?
- Provide spaces for students to study, socialize and rest
- Visibly support equity
- Display the arts
- 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 ops
- Create a sustainable campus



FACILITIES SPACE ANALYSIS

FACILITIES SPACE ANALYSIS

This chapter of Mesa2030 includes the analysis of the key quantitative data elements used to forecast space needs. Long-range forecasts for enrollment and instructional programs and the application of space standards translate key programmatic needs into facilities space needs. The Facilities Space Program outlines the amount and type of space necessary to support Mesa College through the year 2030.

It is important to note that the application of standards relate to the amount of space, and not the quality or appropriateness of space. This chapter focuses on the amount of space, while Chapter 2 includes the analysis of important qualitative factors needed for long-range facilities planning.

- Growth Forecast
- Space Inventory
- Capacity Load Ratios
- Facilities Space Program

4



SPACE ANALYSIS

ROOM USE CATEGORIES



LECTURE

100'S

Classrooms, Support Spaces



LAB

200's

Labs, Support Spaces



OFFICE

300'S

Offices, Support Spaces. All offices including administrative and student



LIBRARY

400'S

Library, Study, Tutorial, Support Spaces



INSTR.MEDIA

530'S

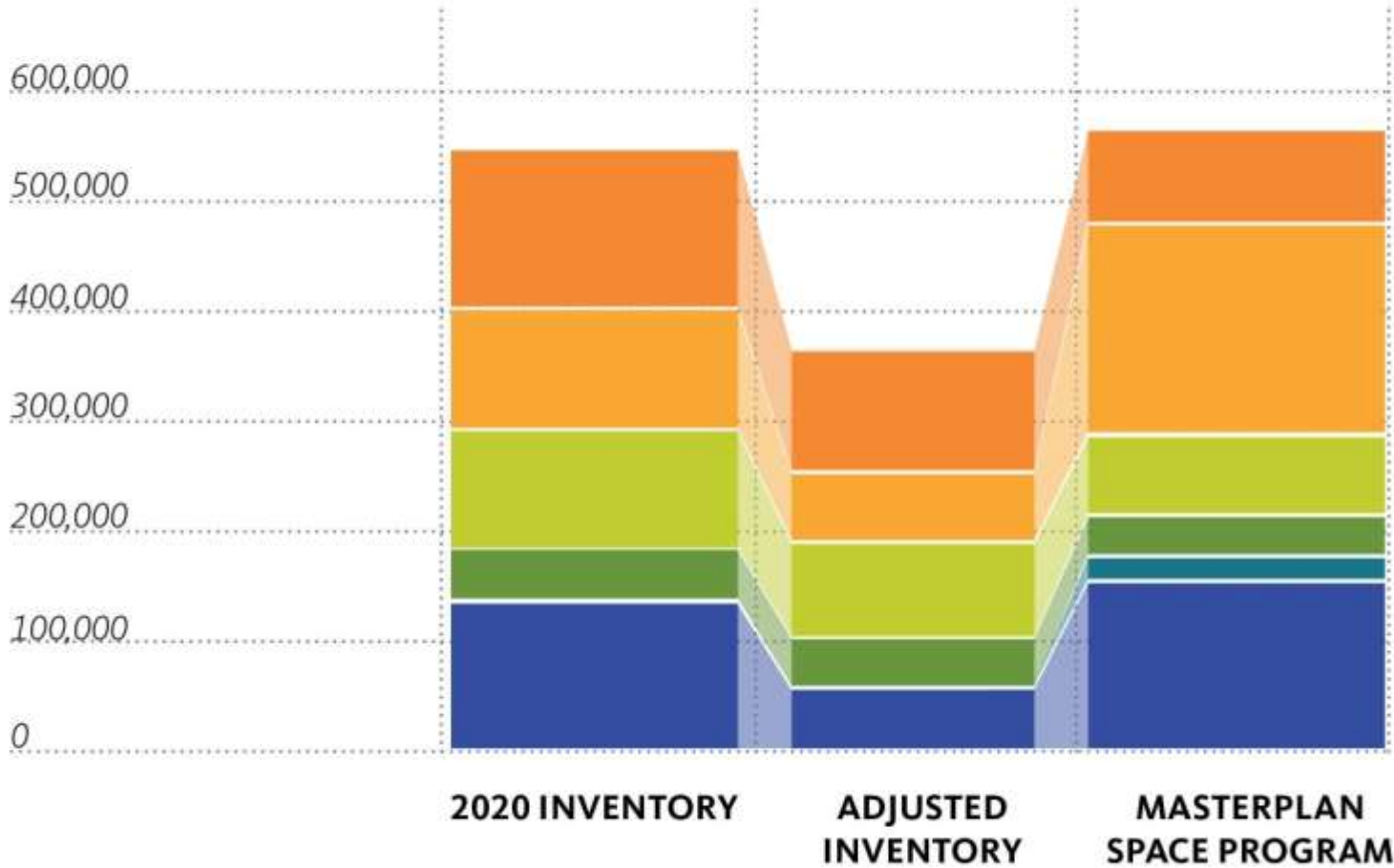
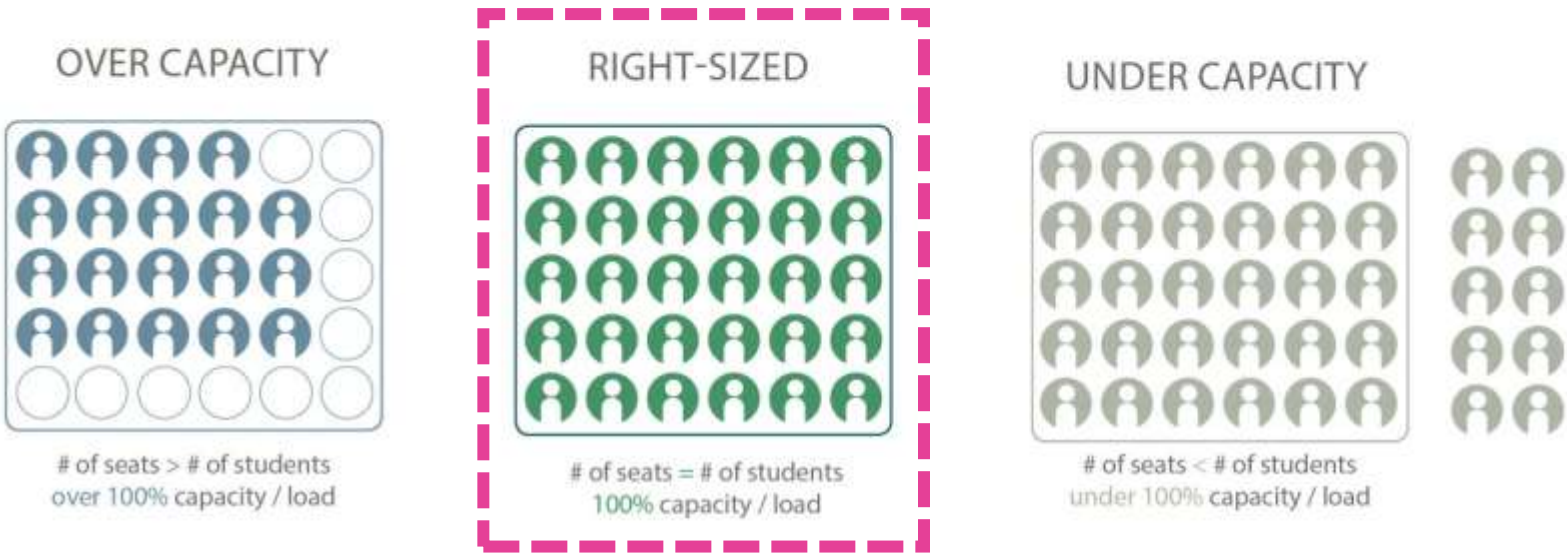
AV/TV, Technology, Support Spaces



OTHER

520-540-800'S

PE, Assembly, Food Service, Lounge, Bookstore, Meeting, Data Process, Physical Plant, Health





5

THE FUTURE CAMPUS

THE FUTURE CAMPUS

This chapter presents a future vision of Mesa College that is designed to support the Framework detailed in Chapter 3 and represents a translation of the Mesa2030 Goals and Facilities Planning Principles into a series of site and facilities projects.

A set of development concepts summarize the overarching themes that provide the foundation for the recommendations. The Project Matrix articulates how each project is linked to the Framework.

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

- Development Concepts
- The Future Campus
- Project Linkages

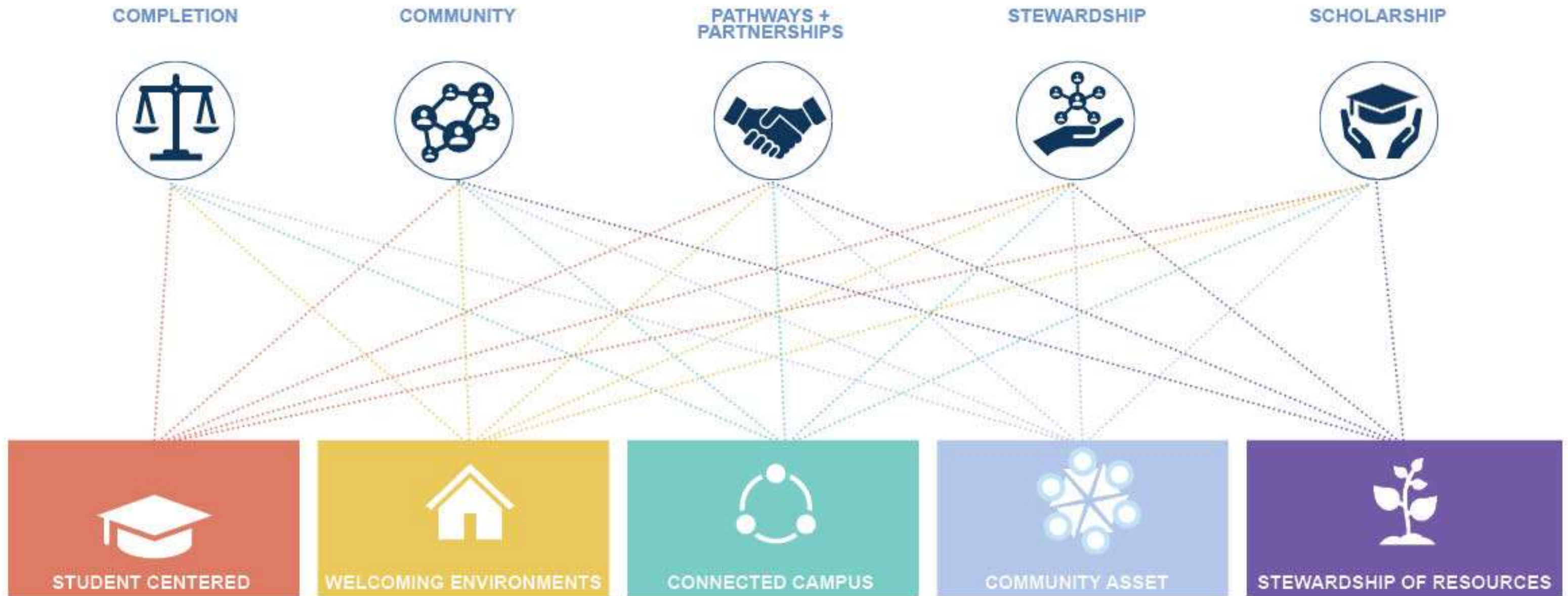
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FRAMEWORK

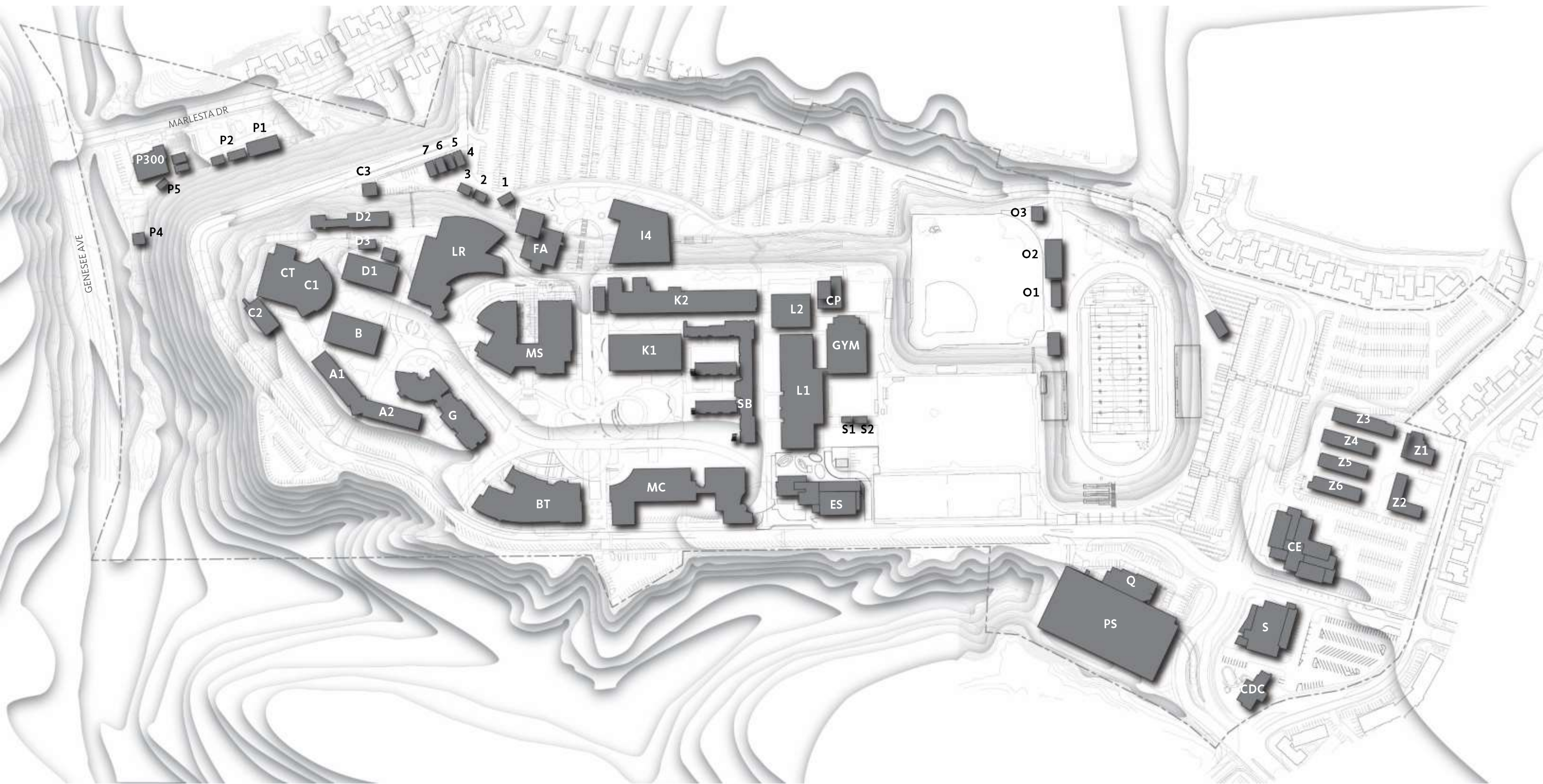
EQUITY AND EXCELLENCE

Mesa2030 Goals

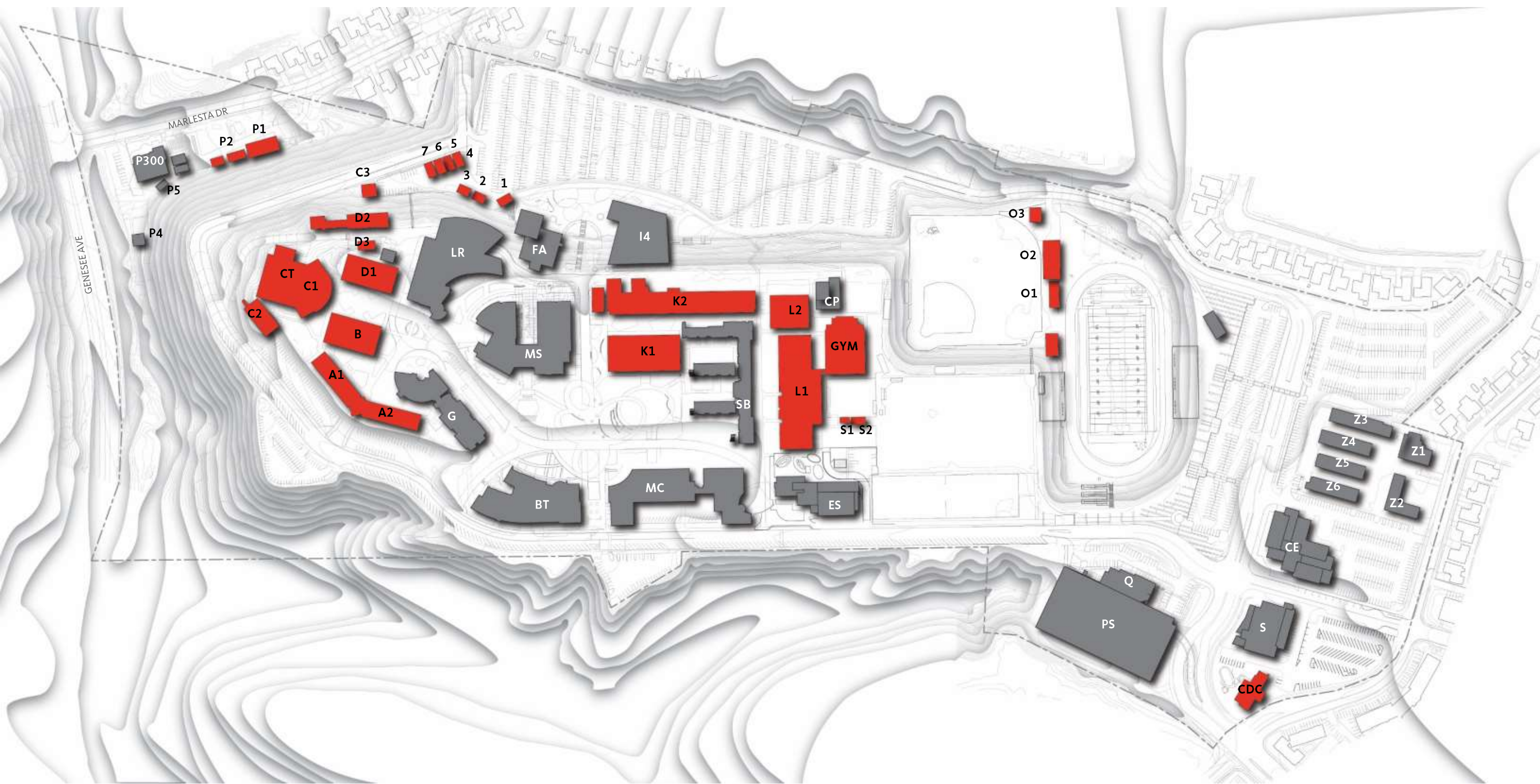


Facilities Planning Principles

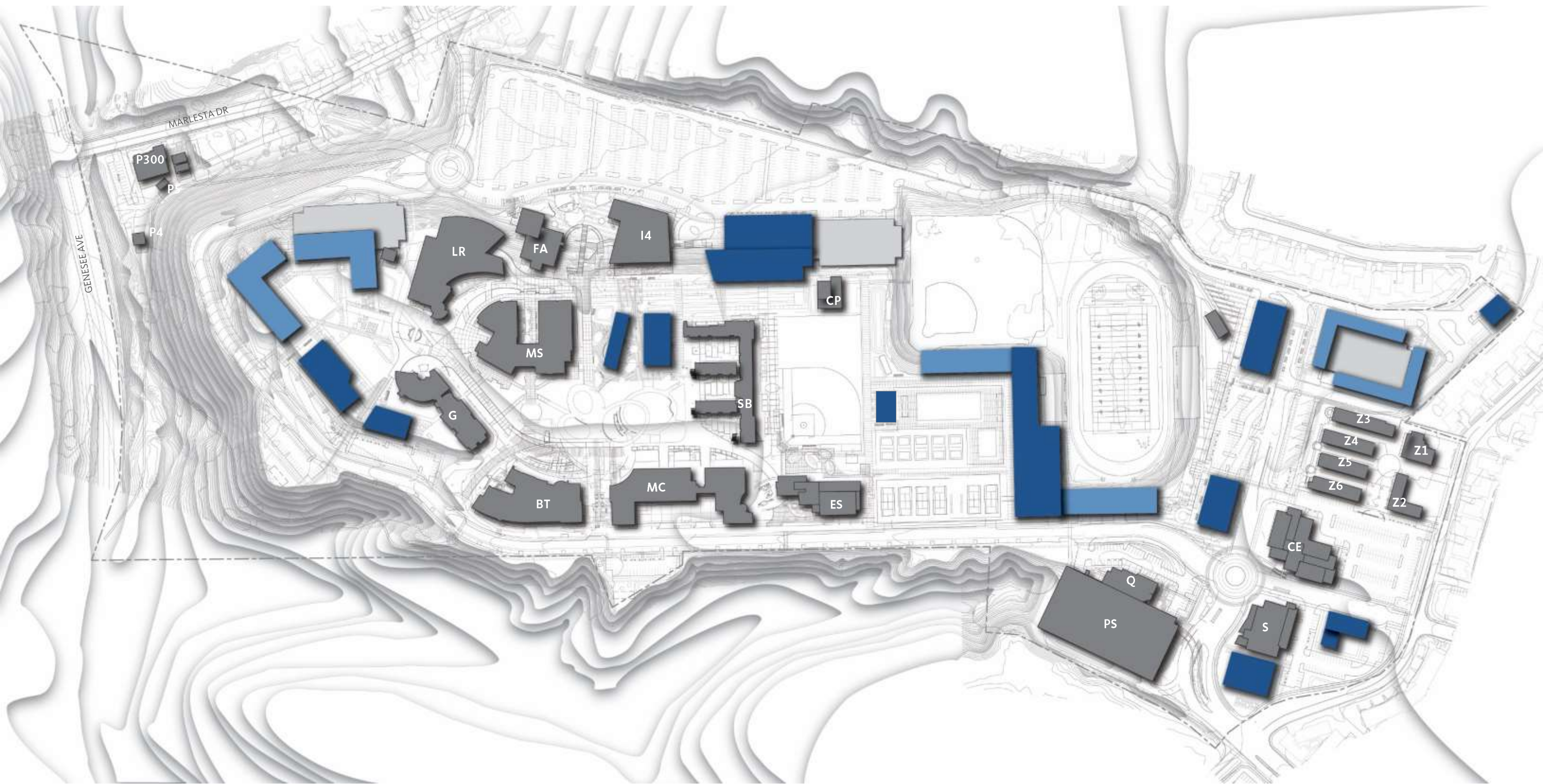
THE EXISTING CAMPUS



EXISTING BUILDINGS TO BE REMOVED



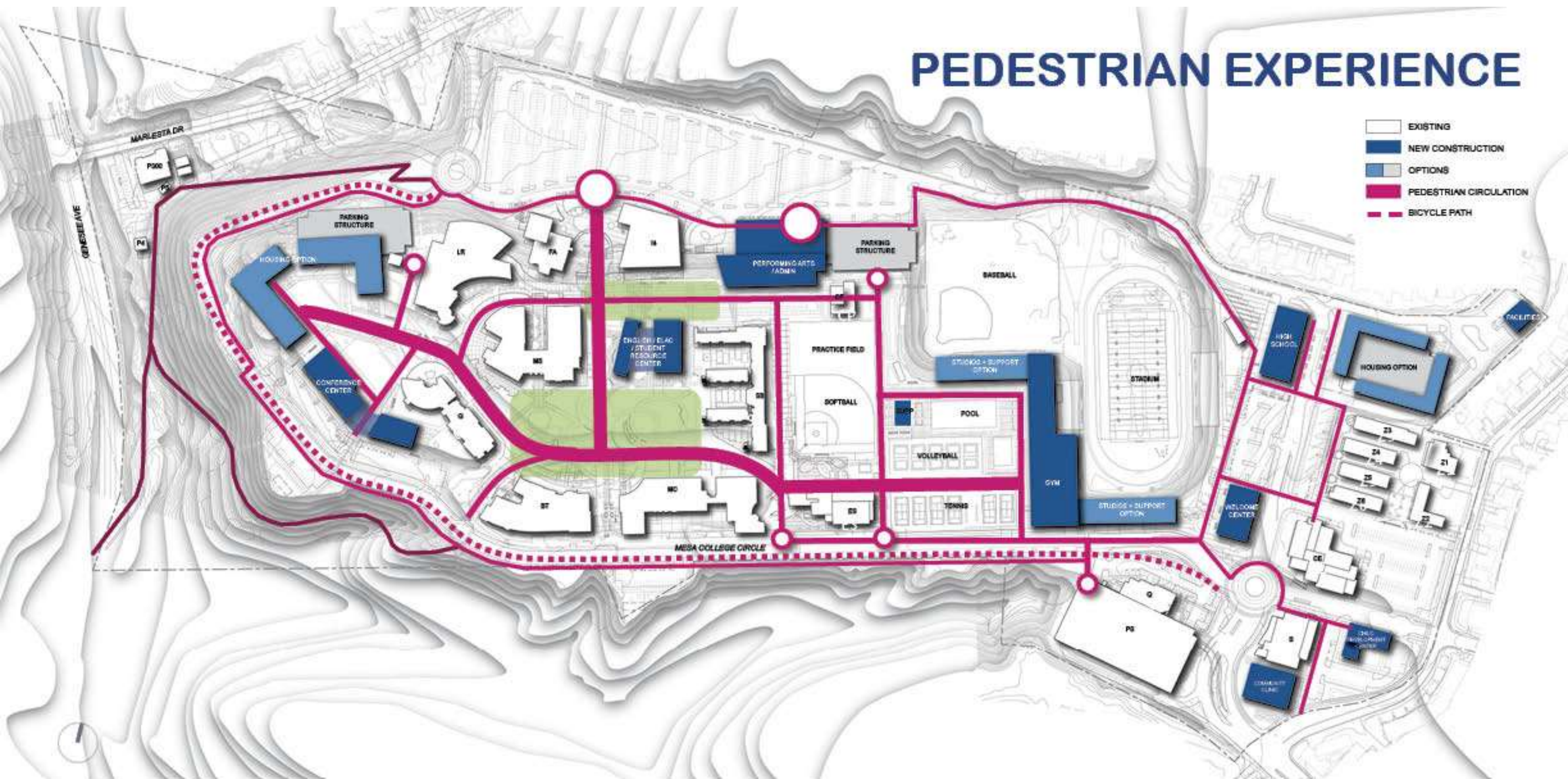
THE FUTURE CAMPUS



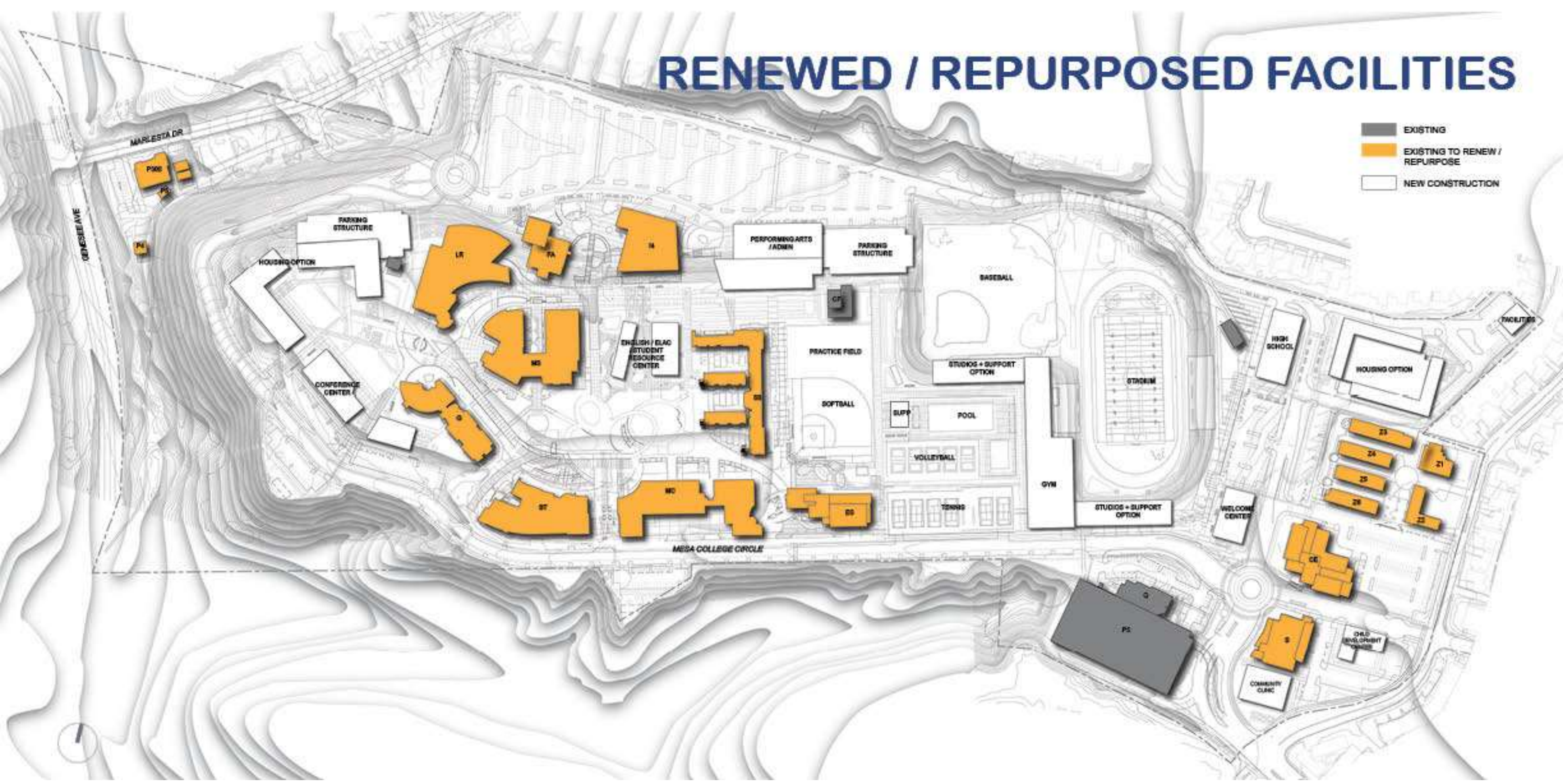
THE FUTURE CAMPUS



THE FUTURE CAMPUS



THE FUTURE CAMPUS

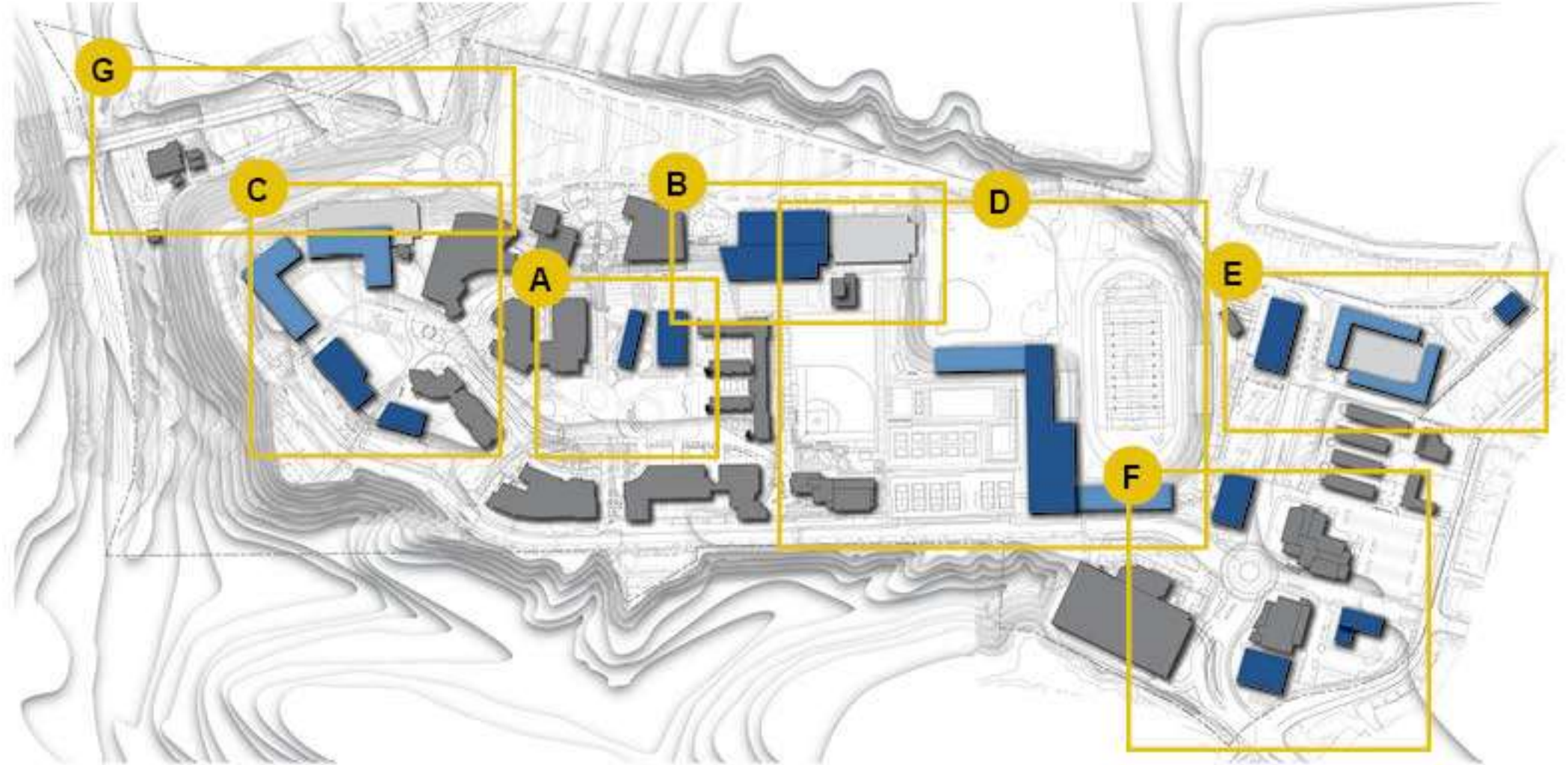


THE FUTURE CAMPUS



PROJECT DESCRIPTIONS

- A** English / ELAC Student Resource Center
- B** Performing Arts + Administration
- C** Student Housing Option + Conference Center
- D** Athletics/Exercise Science/Dance
- E** Student Housing Option + High School + Facilities
- F** East Entrance
- 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.

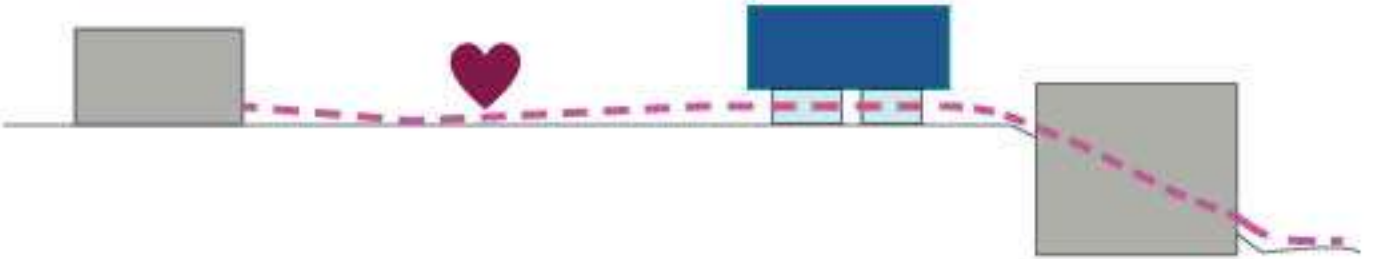


ENGLISH / ELAC / STUDENT RESOURCE CENTER

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 and Veterans Center. Upper floors will include 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.



B

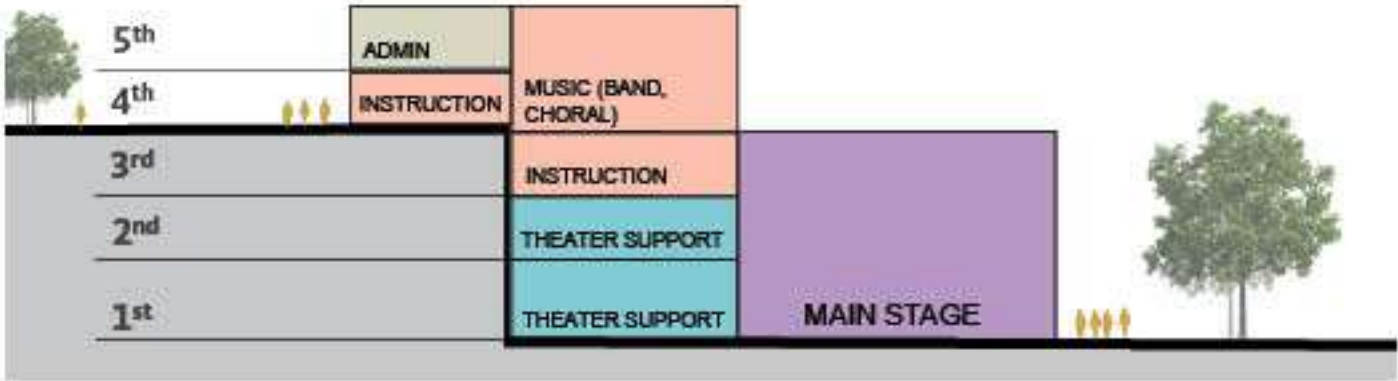


PERFORMING ARTS + ADMINISTRATION

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 on the top floor will open to the active plaza.

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 center and athletic fields.





STUDENT HOUSING (OPTION)

Following the relocation of functions into the new Performing Arts / Administration building, the original campus buildings on the west side of campus will be removed, creating a large area for future development. A portion of this site is a potential location for future student housing to address a growing need at Mesa College. Arranged around an open quad, this development will create a sense of community for the students housed there as well as provide access to the nearby support services.

CONFERENCE CENTER

A location for a future conference center is also identified on the west side of campus. This new facility will provide large meeting and conference space to support College needs and to host larger community events. In addition, the facility could be designed to support the growing Fermentation program. The new Conference Center opens up to the new quad and takes full advantage of the scenic views.

PARKING STRUCTURE OPTION

A second location for a future multi-story parking structure is identified on the west side of campus. Connected to the new west entry and constructed into the hillside this will improve access to the new development and improve the overall campus parking capacity.



D

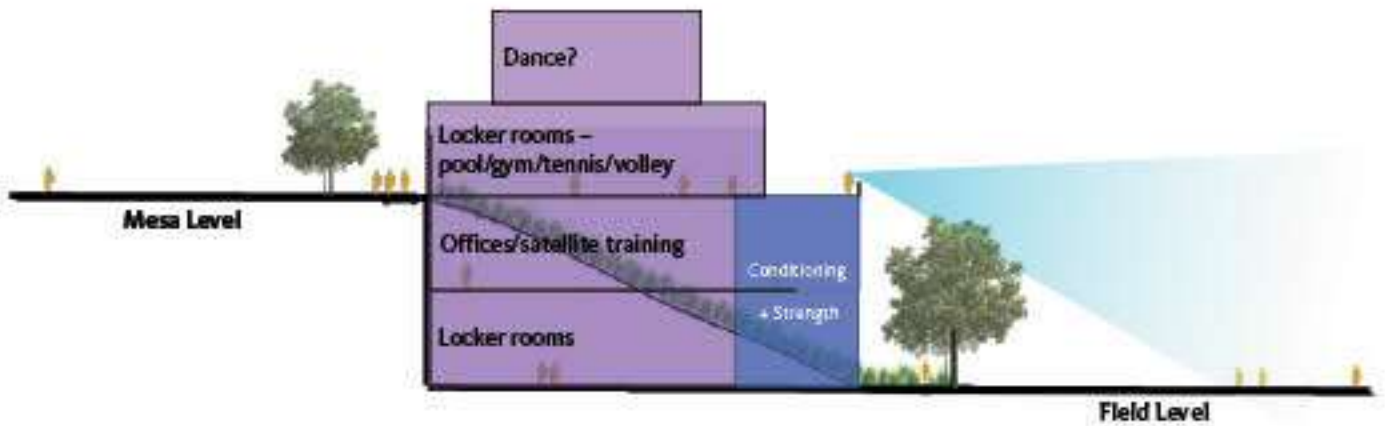


ATHLETICS / EXERCISE SCIENCE / DANCE

A series of improvements are recommended to replace the athletic, exercise science, and dance instructional spaces that are currently housed in multiple inefficient and underperforming facilities. Designed to support current and projected program needs, the proposed improvements will provide more equitable spaces across campus, improve campus connectivity, and enhance community access.

The proposed configuration for the building complex includes the center shown in dark blue with two options for hillside extensions shown in light blue. A new three-court gym will be the centerpiece of the development, between the upper and lower zones and adjacent to the existing parking structure. The complex will include dance studios, athletic training spaces, offices, study areas, locker rooms, team rooms, and equipment storage.

An expanded pool complex, beach volleyball courts, relocated softball, and practice field are proposed on the west side of the zone and tie into the pedestrian network of pathways across campus. Tennis courts are proposed to remain in the current location with a potential for placing these above a new parking lot. Track and field events are proposed in the area between the baseball field and stadium in an area safely away from pedestrian movement.





HIGH SCHOOL

A new location for the High School is proposed on the east side of campus to free up space in the campus core, and improve access for students and parents. The proposed location is adjacent to the east campus gateway, near parking and provides the opportunity to create a safe and identifiable area for high school students while still part of the larger Mesa campus community.

STUDENT HOUSING (OPTION)

A site on the east side of campus is identified as a second potential location for future student housing. Since this location would displace a surface parking lot, this unit of student housing is proposed to wrap around a parking structure with a courtyard on the upper level to support gatherings and create a sense of community.

FACILITIES

A proposed location for Facilities is proposed in the northeast corner of the campus to free up space in the campus core for other uses and improve vehicular access for deliveries. The site identified includes a new building and a secured outdoor space for receiving/loading and operation yards.





WELCOME CENTER

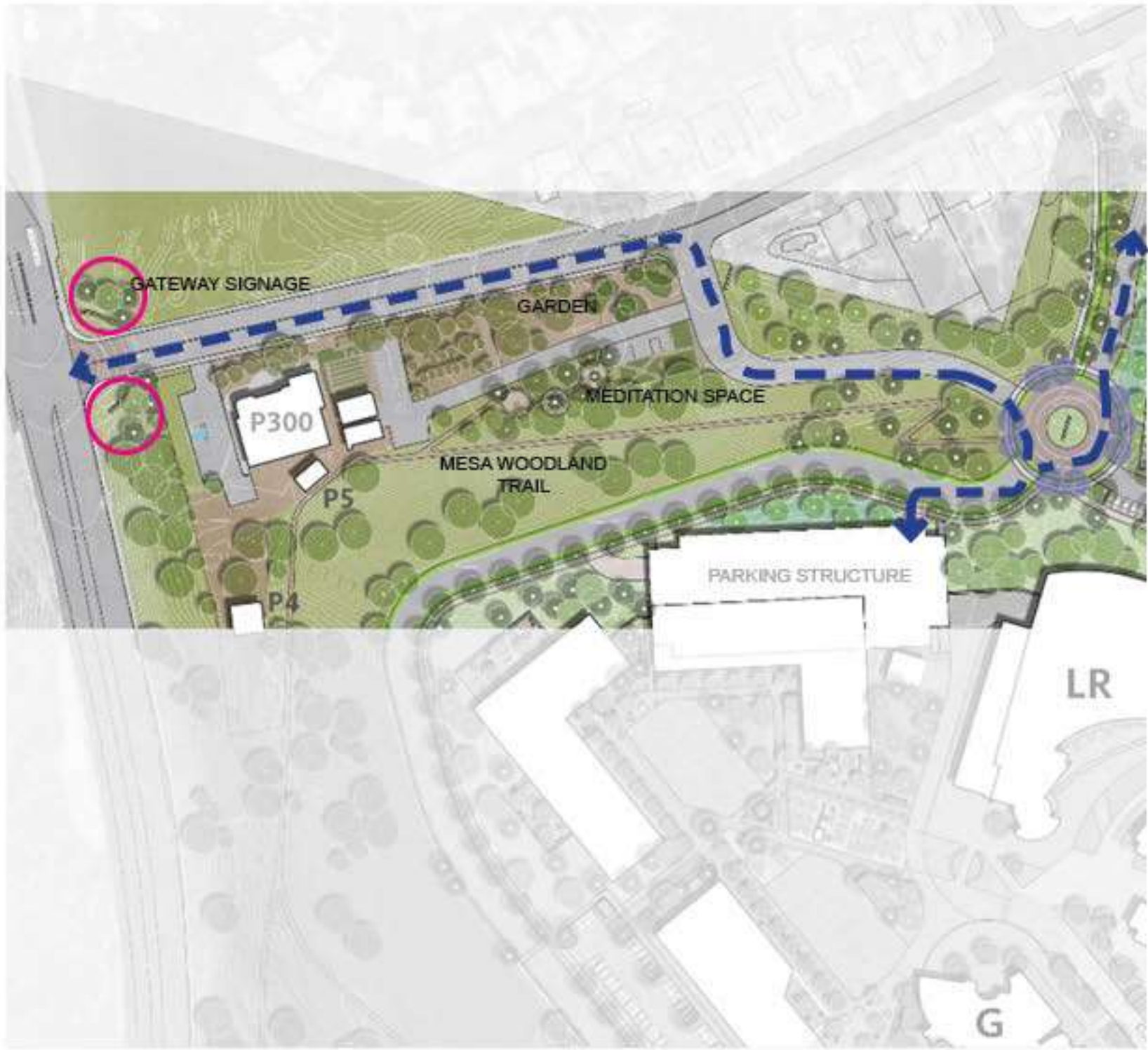
A new Welcome Center is proposed in a prominent location adjacent to the east entry. This new facility will enhance the arrival experience by providing a visible front door to Mesa College, a starting point for visitors to the College and a source of information and services for students, faculty, and staff. This flexible new facility will convey a student-centered approach by placing services where students are and improving connections to all areas of the campus.

CHILD DEVELOPMENT CENTER

A new facility is recommended to replace the existing building with a building that will address concerns and support program needs. The proposed location, adjacent to the S and CE Buildings, improves opportunities for collaboration with the Allied Health and Continuing Education programs.

COMMUNITY CLINIC

A Community Clinic is proposed for a highly visible location near the east entry. This facility will invite community members onto campus for low-cost or no-cost health services, fulfilling Mesa College's aspiration to increase the ways that it is a resource for community members. At the same time, the Community Clinic will provide students with an on-campus location to fulfill requirements for clinical experience.



WEST ENTRANCE

A new entrance on the west side of campus is proposed to alleviate the congestion in the adjacent neighborhoods, create a welcoming entry experience, and increase the visibility of Mesa College within the community. The new entry will welcome visitors to the College at the intersection of Genesee Avenue and Marlesta Drive where new monument signage and landscape improvements are proposed.

The new entrance experience will showcase the Garden and connect to the perimeter road and proposed parking structure. Additionally, the new entrance will improve visibility of the



THE FUTURE CAMPUS



PROJECT LINKAGES

	EQUITY AND EXCELLENCE				
PROJECTS	 STUDENT CENTERED	 WELCOMING ENVIRONMENTS	 CONNECTED CAMPUS	 COMMUNITY ASSET	 STEWARDSHIP OF RESOURCES
WELCOME CENTER	●	●	●	●	
ENGLISH / ELAC / STUDENT RESOURCE	●	●	●	●	●
PERFORMING ARTS / ADMINISTRATION	●	●	●	●	●
ATHLETICS / EXERCISE SCIENCE / DANCE	●	●	●	●	●
CHILD DEVELOPMENT CENTER	●	●		●	●
STUDENT HOUSING	●	●		●	
HIGH SCHOOL		●		●	●
CONFERENCE CENTER	●	●	●	●	
COMMUNITY CLINIC	●	●		●	
PARKING STRUCTURES	●	●	●		●
WEST ENTRANCE		●	●	●	
RENEWED / REPURPOSED BUILDINGS	●	●	●		●



Mesa

Mesa2030
Comprehensive
Master Plan

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