Visioning 10 More Years As The Leading College Of Equity + Excellence
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# Mesa2030

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LETTER FROM THE PRESIDENT

Dr. Pamela T. Luster, Ed. D.
INTRODUCTION

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.

VISION

To be the leading college of equity and excellence, educating students to shape the future.

VALUES

Access
Accountability
Diversity
Equity
Excellence
Freedom of Expression
Integrity
Respect
Scholarship
Sustainability
A collegewide focus on students is maintained and reinforced by ongoing assessment of student access, equity, and success.

Mesa College Mission is the foundation of all planning processes because it describes the intended student population and the services that the College provides to the community.

Master Plan: Mesa2030 is the College’s ten-year educational and facilities master plan. The development of this document includes an analysis of the College’s effectiveness in meeting its mission, projected demographics and economic changes, and feedback from College constituencies. This data is foundational for the development of two long-term guides for future College decisions: Mesa2030 Goals and Facilities Planning Principles.

Strategic Plan: Roadmap to Mesa2030, the College’s five-year plan, presents Strategic Objectives that describe how the College intends to achieve the Mesa2030 Goals. An annual assessment of progress on achieving the Strategic Objectives contributes to the development of the College’s subsequent Master Plan and Strategic Plan.

Program Reviews are unit-level plans for instructional programs, student services, and administrative units that include action plans that describe how the unit will contribute to the College’s achievement of its Strategic Objectives.

Resource Allocation ensures that Mesa2030 Goals and Strategic Objectives guide the allocation of human, physical, and fiscal resources.

Annual Progress Assessment consolidates and documents the year’s progress toward achievement of Mesa2030 Goals and Strategic Objectives. This assessment guides the College’s actions in the coming year and the development of the next Strategic Plan.
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
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**

1. **PREPARE**
   - **Prepare** began with defining the project goals and measures of success for Mesa2030. These measures of success shaped specific planning activities. For example, because a key measure of success was to maximize participation, activities were designed to include multiple voices and perspectives representative of the Mesa College’s internal and external communities. These results are presented in the Campus/Community Engagement section of Chapter 6.

2. **ANALYZE**
   - **Analyze** included analyzing the existing conditions as a necessary starting point for long-term planning. These existing conditions included factors external to the College, such as the local economic and demographic context and projections and internal factors, such as the College’s current programs, services, patterns of use, zoning of functions, and conditions of facilities.

3. **FRAME**
   - **Frame** used the analyses from the previous step to shape long-term Mesa2030 Goals, which in turn informed the Facilities Planning Principles. Together, these create the framework for Mesa College’s short-term planning and decision-making over the coming decade.

4. **EXPLORE**
   - **Explore** involved the exploration of a series of options to address the key issues and aspirations established in the Mesa2030 Goals, meet the criteria established in the Facilities Planning Principles, and address the forecasted space needs. This exploration included discussion of strategies to maximize funding opportunities and preliminary facilities recommendations.

5. **RECOMMEND**
   - **Recommend** concluded the planning process with the development of the final recommendations for campus development. This included documentation of the findings that informed the Mesa2030 Goals and Facilities Planning Principles as well as the definition and sequencing of all site and facilities projects.

6. **DOCUMENT**
   - **Document** included articulating the methods and products of the long-term planning processes and implementing an iterative cycle of draft-review-revision that culminated in Collegewide approval.
Process for Developing Mesa2030

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 Psilows 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, Mesa2030 Task Force, TerraMesa (student environmental club), and the broader campus community 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 17 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.

CAMPUS/COMMUNITY ENGAGEMENT
Faculty, staff, administrators, and community members were invited to participate in dialogues about the College’s future.

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.
Process for Developing Mesa2030

CAMPUS/COMMUNITY ENGAGEMENT

- 827 respondents
  - 21% new student
  - 18% faculty
  - 2% admin/supervisor
  - 5% classified professional/NANCE
  - 54% continuing student

- 621 student responses
  - 41% part time
  - 59% full time

- 206 employee responses
  - 26% part time
  - 74% full time

- 21% new student
- 5% classified professional/NANCE
- 54% continuing student
- 41% part time
- 59% full time
- 26% part time
- 74% full time
Process for Developing Mesa2030
PARTICIPANTS

**Mesa2030 Task Force**

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<th>Health Sciences and Public Services</th>
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<td>Lorenze Legaspi, Co-Chair</td>
<td>George Ye</td>
<td>Donna Flourney</td>
<td>Jennifer Carmichael</td>
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<td>Kevin Branson</td>
<td>Gary Watkins, Jr.</td>
<td>Gary Watkins, Jr.</td>
<td>Ian Duckles</td>
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<td>Marco Chavez</td>
<td>Danene Brown, Dean</td>
<td>Veronica Gerace</td>
<td>Mary Gwin</td>
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<td>Jacqueline Collins</td>
<td>Su-lin Chen</td>
<td>Jill Moreno Ikari</td>
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<td>Katlin Choi</td>
<td>Terry Kohlenberg</td>
<td>Gloria Kim</td>
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<td>Howard Eskew</td>
<td>Kimberly Lacher</td>
<td>Cesar Lopez</td>
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<td>Michael Davis</td>
<td>Michael Fitzgerald</td>
<td>Andrea Lelham</td>
<td>Dina Miyoshi</td>
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<td>Monica Romero</td>
<td>Susan Gregory</td>
<td>Jill Chagnon</td>
<td>Ryan Mongeluzzo</td>
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<td>Rachel Russell</td>
<td>Adrienne Miller</td>
<td>Kennedy Cooper</td>
<td>Michelle Rodriguez</td>
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<td>Erica Gia</td>
<td>Kris Secor</td>
<td>Ida Cross</td>
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<td>Allan Schougaard</td>
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<td>Lisa Shapiro</td>
<td>Christine DuPraw</td>
<td>M. Kirsten Pogue-Cely</td>
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<td>Charlie Lieu</td>
<td>Jordan Smiley</td>
<td>Lou Ann Gibson</td>
<td>Cynthia Rico</td>
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**Arts & Languages**

| Leslie Shimazaki, Dean | Taylor Carpenter      | Blythe Barton                        | Victoria Miller, Dean     |
| Leticia Diaz           | Michael Davis         | Monica Romero                       | Laura Rodriguez           |
| Howard Eskew           | Ryan Shumaker         | Michael Davis                        | Raul Rodriguez            |
| Michal Fitzgerald      | Ryan Shumaker         | Amanda Johnson                       | Karina Sandoval          |
| Giovanni Garcia        | Andrew Tanruaquito    | Leroy Johnson                        | Amara Tang               |
| Amanda Johnson         | Andrew Tanruaquito    | Jesse Keller                         | Andrew Tanruaquito        |

**Exercise Science, Health Education & Athletics**

| Ryan Shumaker, Dean | Blythe Barton | Kevin Hazlett | Ed Helzsch | Kim Lester | Nathn Resch | Lindsay Samaniego | Jim Fegan | Rosiangea Escamilla | Jennifer Carmichael |

**Learning Resources**

| Andrew MacNeill, Dean | Alison Gurganus | Kristin Kreh | Janue Johnson | Brian Mackus | Mark Manasse | Michael McLaren  | Caterina Palestini | Carolina Rostworowski |

**Mathematics & Natural Sciences**

| Susan Topham, Dean | Gina Abbiate | Don Barrie | Amy Aswell | Alexis Calderon |

**Student Success & Equity**

| Larry Maxey, Dean | Johana Alem | Leticia Diaz | Erika Higginbotham | Charles Lieu | Agustin Rivera | Shasha Verastiegui |
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

OVERVIEW OF MESA COLLEGE
CURRENT CONDITIONS
TRENDS IN HIGHER EDUCATION
CALIFORNIA INITIATIVES
Planning Context

OVERVIEW OF MESA COLLEGE

- San Diego Mesa College is a public, accredited, and comprehensive community college located within the City of San Diego in central San Diego County.

- Mesa College aligns its mission and goals with the San Diego Community College District. The District includes three credit colleges and the state’s only free-standing noncredit college. The District is the third largest public community college district in California, serving 100,589 students in 2019-20.

- Mesa College also develops its mission and goals to support those of the California Community College system. This system, the largest higher education system in the world, includes 116 colleges and served a combined total of 2,324,885 students in 2019-20.

- Mesa College served 31,080 students in 2019-20, making it the largest college in the San Diego Community College District and the 18th largest in the California Community College system.

- Mesa College complies with the standards set by the Accrediting Commission of Community and Junior Colleges and the community college state and federal laws and regulations.
Planning Context

CURRENT CONDITIONS

Coronavirus pandemic
The coronavirus, which causes the life-threatening disease COVID-19, spread quickly across the globe in 2020-21. Public health directives to contain the virus led to sweeping changes that seemingly occurred overnight.

Although public health directives varied by country, state, and county, the directives included limiting face-to-face interactions, self-quarantine, and closure of schools and businesses.

The social, economic, and personal impact of these preventative measures were felt by people of all ages in every facet of daily life.

The daunting task of administering vaccines world-wide to prevent COVID-19 began in December 2020.

Economic downturns
The pandemic had an unprecedented impact on unemployment in every country, state, industry, and major demographic group. Such levels of unemployment had a cascading effect, leading to failures of banking, financial, retail, and entertainment institutions.

Once widespread immunity is achieved, the duration of the economic recovery will depend on how rapidly employment opportunities and consumer spending approximate pre-pandemic levels.

Current economic forecasts predict that the economic recovery from the coronavirus crisis will be more rapid than the economic recovery from the 2008 recession because the causes of the economic downturns differ. While the 2008 recession was caused by fundamental faults in the economic infrastructure, such as international trade imbalances, high levels of household debt, inflated housing markets, and deregulation of financial institutions, the 2020 economic crisis was the result of precautions taken to contain a threat to public health.

Global/National

Coronavirus pandemic
California enacted an order for a statewide lock-down in early stages of the pandemic. In response, Mesa College quickly shifted to online platforms and virtual gatherings for instruction, operations, and student services, including student celebrations!

This swift and effective response was reinforced with training on new platforms and processes as well as providing technological support for students, such as access to WiFi and equipment.

Participants in the spring 2020 Department and Program Interviews were proud of the College’s high level of resilience and emergency preparedness. They described this accomplishment as an example of the College’s ability to be both flexible and agile while simultaneously maintaining a caring focus on students and employees.

Economic downturns
Mesa College is being challenged to maintain its high-quality programs and services for students during a period of revenue reductions.

The College anticipates a reduction in revenue caused by a decrease in student enrollment, which in turn, forecasts a decrease in state apportionment. There was an eight percent District-wide decline in student enrollment between fall 2019 and fall 2020. Students cited financial concerns as a primary reason for this pause in their enrollment.

The College also anticipates a decrease in revenue based on the new statewide model for allocating funds to community college districts.

Given these probable revenue reductions and rising employer pension costs, the District began aligning expenses to balance the budget in 2019-20, such as imposing a hiring freeze for all but critical vacant positions.

Mesa College

Mesa2030 was developed between fall 2019 and spring 2021, a period during which the College was also called upon to address serious health, economic, and social concerns.
Heightened awareness of systemic antiracism and antiblackness

In 2020, flagrant and documented acts of violence perpetrated by police officers against African American/Black men and women in the United States sparked sustained, widespread global and national protests. This awareness led to an intensified call to join dialogue about and develop plans to address structural racism, which denies all people of color, especially African American/Black people, dignity, humanity, and justice.

Businesses, industries, and higher education campuses across the country responded by organizing venues for honest conversations and auditing policies, process, and curriculum to identify strategies to create equitable opportunities for all.

Climate Crisis

The last century has seen a dramatic escalation in natural disasters globally and nationally, such as hurricanes, wildfires, droughts, which have resulted in mass deaths, destruction of natural resources, and economic devastation.

Across the United States, the forecast is for continued wide and severe evidence of climate change: increased sea levels, flooding, storm surges, precipitation, and heatwaves in the Northeast; frequent water shortages and hurricanes in the Southeast and the Caribbean; and more drought and wildfires in the Southwest.

Scientists attribute these well-documented changes in global and regional climate patterns to global warming, or the increase in greenhouse gas levels in the Earth’s atmosphere largely due to human activities, primarily fossil fuel burning.

Solutions require changes in priorities and actions, changes that have widespread economic and social costs. As a result, most countries have failed to live up to their commitments to reduce greenhouse gas emissions.

Communities of color are disproportionately impacted by climate change, as evidenced by inadequate access to healthy food and pollution-free transportation, air, water, and homes. This inequity in environmental protection has created a call for environmental justice, or the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income.
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.
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.

Source: American Council on Education

Educational Attainment by Race/Ethnicity in United States, 2017
California launched several statewide initiatives over the past decade that are part of the context for this long-term plan. The initiatives are designed to give each California community college student an equal opportunity to attend and succeed in college.

The state’s unifying initiative is the Chancellor’s Office Vision for Success. This vision is based on research over the preceding decade that analyzed barriers to student success, including:

- The drop in rates of retention, persistence, and completion for all students, but especially for student cohorts that have been traditionally underrepresented in higher education.
- The excessive number of units earned by community college graduates beyond the units required for completion.
- The failure of current practices to alter student outcomes.

This data-informed Vision for Success focuses the state’s community colleges on student outcomes described in the following set of goals.

**Goal 1: Completion**
Over five years, increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

**Goal 2: Transfer**
Over five years, increase by 35 percent the number of California Community College students transferring annually to a UC or CSU.

**Goal 3: Unit Accumulation**
Over five years, decrease the average number of units accumulated by California Community College students earning associate degrees, from approximately 87 total units to 79 total units.

**Goal 4: Workforce**
Over five years, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure and ensures the median earning gains of the exiting students are at least twice the statewide consumer price index.

**Goal 5: Equity**
Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.

**Goal 6: Regional Achievement Gaps**
Over five years, reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.
Assessment and Placement (Assembly Bill 705)
Requires statewide reform of assessment and placement processes to maximize the probability that a student will enter and complete transfer-level coursework in English and Mathematics within one year and that a student enrolled in English-as-a-second-language instruction will enter and complete degree and transfer requirements in English within three years.

Baccalaureate Pilot Program (Senate Bill 850)
Authorized by the Board of Governors, in consultation with CSU and UC, to establish a bachelor’s degree pilot program at 15 community college districts that agree to offer a single Baccalaureate degree not offered at nearby CSU or UC campuses and that meets local workforce needs.

California College Promise Grant (Assembly Bills 2 and 19A)
Waives enrollment fees for first year of college for full-time students who are California residents or are exempt from non-resident fees under the California Dream Act and who have financial need.

College and Career Access Pathways (Assembly Bill 288)
Authorizes partnerships between neighboring high school districts and community colleges to allow current high school students to enroll in up to 15 college units per semester, waive certain fees, permit closed college classes to be offered on high school campuses during the regular school day, and approve the awarding of high school and college credit simultaneously.

Guided Pathways
Funding and training provided by the Chancellor’s Office to support colleges in implementing an equity-minded and student-centered approach to institutional practices and processes that has proven to increase student completion of certificates, degrees, and transfer requirements by providing students with the structure and personal support needed to achieve their educational, career, and life goals.

Professional Development Resources
Funding and training provided by the Chancellor’s Office to support faculty in acquiring and sharing the skills and mindsets necessary to implement the initiatives that are intended to increase student access, success, equity, and completion.

Strong Workforce Initiative
Funding to improve the quality of community college career education programs and improve outcomes for students as evidenced by more students completing programs that prepare them for middle skills jobs in high-demand fields.

Student Centered Funding Formula (2018 Budget Act)
Revised formula for allocating general purpose funds to California community colleges to align colleges’ goals with system’s goals related to student success, equity, and access by including three calculations: enrollment, student need, and student success.

Student Equity and Achievement Program (Assembly Bill 943)
Requires colleges to collaborate and coordinate equity-minded programs across the college to develop and implement specific action plans to address disparities that are revealed when success data is disaggregated by student demographics.

Student Transfer Achievement Reform Act (Senate Bill 1440)
Requires California community colleges to collaborate with public universities to create a seamless transfer pathway available to all students, with a priority on transfer support for underrepresented students.

The following changes in state policies, laws, and resources were designed to reinforce and support efforts to achieve the Vision for Success goals.
PROGRAMS AND SERVICES

THE PRESIDENT'S OFFICE
INSTRUCTIONAL PROGRAMS
STUDENT SERVICES
ADMINISTRATIVE SERVICES
The President reports to the SDCCD Chancellor and has the primary responsibility for the quality of all programs and services, guided by Mesa College’s commitment to equity and excellence.

In addition to the President, the President’s Office includes three professional staff: an executive assistant, and two support staff. Three Vice Presidents report to the President: Instruction, Student Services, and Administrative Services. The leaders of the following departments also report to the President:

- Office of Communications provides innovative, comprehensive, and equitable communications across multiple channels to support and promote the mission of the College and the College’s diverse community of students, faculty, classified professionals, and administrators.
- Office of Institutional Effectiveness builds a culture of inquiry and fosters data-informed decision making by providing research services, expertise, and coaching in support of the College’s institutional effectiveness.
- Office of Resource Development connects the community to philanthropic opportunities that support the San Diego Mesa College Foundation and campus by telling Mesa’s story, creating engagement opportunities, garnering support, administering funds, stewarding donors, and sharing the impact of philanthropic investments.

The President fosters student success by providing essential Collegewide leadership:

- Support students, faculty, staff, and administrators by creating the professional and positive climate needed to advance the College mission.
- Provide expertise, assistance, and leadership to create and maintain programs, collaborations, and partnerships that support communication, participatory governance, diversity, and faculty/staff personal growth and career advancement.
- Guide the work and provide the expertise needed to unite faculty, staff, and administrators on the goal of creating a diverse, equitable and inclusive institution.
- Create and nurture a campus culture that recruits, advances, and retains outstanding and diverse faculty and staff, and promotes a respectful, supportive, and participatory campus climate of faculty, staff, and student engagement.
- Serve as the College’s liaison with the San Diego Community College District and sister entities as well as external agencies and organizations.
- Guide the work and provide the expertise needed for Collegewide planning and the implementation of initiatives such as Mesa Pathways.
- Increase opportunities for professional development.
- Strive for process improvement and innovation in practices while utilizing and implementing advanced technology efficiently and effectively.
- Ensure fiscal accountability.

To accomplish these tasks, the President partners with faculty, professional staff, and administrators in a robust and effective participatory governance structure.

The President’s priorities identified in the most current Comprehensive Program Review were to:

- Support collaboration, learning, growth, diversity, and equity.
- Sustain and create new opportunities to increase two-way communication at Mesa College.
- Create new student pathways for success.
- Increase opportunities for professional development for faculty and staff.
- Create a strategic plan that reflects the current and future resource needs of the institution.
Mesa College’s instructional programs offer transfer pathways and associate degree programs in a broad range of non-technical academic fields and a bachelor’s degree, associate degrees, and certificates in career technical and non-career technical areas.

Students may select from among the College’s more than 195 associate degree and certificate programs and its first baccalaureate degree. The curriculum for the BS degree in Health Information Management provides accessible, high-quality, industry-approved instruction that prepares students to work at a management level in a variety of healthcare settings.

The College’s 41 instructional Departments are organized into seven Schools.

<table>
<thead>
<tr>
<th>School</th>
<th>Department</th>
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</thead>
<tbody>
<tr>
<td>Arts and Languages</td>
<td>Art, Drama, Languages, Music</td>
</tr>
<tr>
<td>Health Sciences and Public Service</td>
<td>Allied Health, American Sign Language, Animal Health Technology, Child Development, Dental Assisting, Health Information Technology, Health Information Management, Medical Assisting, Nutrition, Physical Therapist Assistant, Radiologic Technology</td>
</tr>
<tr>
<td>Humanities</td>
<td>Communication Studies, English, Journalism</td>
</tr>
<tr>
<td>Mathematics and Natural Sciences</td>
<td>Accelerated College Program, Biology, Chemistry, Mathematics, Physical Sciences</td>
</tr>
<tr>
<td>Exercise Science, Health Education and Athletics</td>
<td>Dance, Exercise Science</td>
</tr>
<tr>
<td>Social/Behavioral Sciences and Multicultural Studies</td>
<td>Architecture and Environmental Design, Behavioral Sciences, Black Studies, Chicano/a Studies, Social Sciences</td>
</tr>
</tbody>
</table>
Transfer courses comprise the majority of the College’s schedules, followed by career education courses and associate-degree, non-transfer courses. The College offers credit courses only, as SDCCD Continuing Education offers non-credit courses. This balance of offerings aligns with students’ educational objectives. In a five-year average from fall 2014 to fall 2018, a bachelor’s degree was the educational goal for 54 percent of the students. During the same period, a certificate for career entry or career advancement was the education goal for 14 percent of the students.

The outcome of the courses, programs, and schedules that Mesa College offers is validated by the steadily increasing number of students who transferred to four-year institutions. The total number of students who transferred in 2013-14 increased in 2017-18 from 826 to 1,041 among those who transferred to CSU, 335 to 444 to UC, 269 to 341 to private in-state universities, and 423 to 458 to out-of-state universities.

Meeting the educational and training needs of the regional labor market is a high priority for Mesa College. High-quality instruction in career education programs is supported by advisory committees composed of local business and industry leaders as well as College faculty and administrators. These committees ensure that course offerings are aligned with the current trends in regional and global economies.

Mesa College offers career education in a broad range of disciplines to prepare students for the full spectrum of employment opportunities in San Diego County and throughout California. Mesa College has aligned its programs with San Diego County’s employment needs by offering certificates and/or degrees required for direct entry into five of the occupations listed among the top 20 occupations projected to have the greatest job potential: Health Technologists and Technicians, Medical Assistants, Sound Engineering Technicians, Physical Therapist Assistants, and Respiratory Therapists. The College also offers undergraduate work directly applicable to all of the fastest growing occupations that require a bachelor’s degree or higher.

Prior to the pandemic, the number of jobs in San Diego County were projected to increase 11 percent between 2016 and 2026. The sectors expected to fuel this growth are the information and service sectors that provide professional, scientific, and technical services, especially services related to health care. A workforce analysis by the California Community Colleges Chancellor’s Office recently identified ten workforce sectors with potential for meeting local labor market needs while also preparing students to compete in a global economy. Mesa College offers degrees or certificates in eight of the ten sectors.

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<table>
<thead>
<tr>
<th>Primary and Emerging Sectors</th>
<th>Mesa College Program</th>
<th>CP</th>
<th>CA</th>
<th>AA/AS</th>
<th>ADT</th>
<th>BS</th>
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<tr>
<td>Advanced Manufacturing</td>
<td>Fashion*</td>
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<tr>
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<tr>
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<tr>
<td>Energy, Construction &amp; Utilities</td>
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<tr>
<td>Architecture</td>
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<tr>
<td>Building Construction Technology - Inspection</td>
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<tr>
<td>Engineering</td>
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<tr>
<td>Geographic Info Systems*</td>
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<tr>
<td>Animal Health Tech</td>
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<tr>
<td>Dental Assisting</td>
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<tr>
<td>Dietetic Services Supervisor</td>
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<tr>
<td>Health Info Technology</td>
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<tr>
<td>Medical Assisting</td>
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<td>Physical Therapist Assistant</td>
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<td>Radiologic Tech</td>
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<td>Life Sciences/Biotechnology</td>
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<td>Global Trade</td>
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<td>Hospitality</td>
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<td>Agriculture, Water &amp; Environmental Technology</td>
<td>Fermentation Management</td>
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<td>Information &amp; Communication Technology &amp; Digital Media</td>
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<td>Comp Bus Tech</td>
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<td></td>
<td>Comp &amp; Info Science</td>
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<td></td>
<td>Geographic Info Systems*</td>
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<tr>
<td></td>
<td>Multimedia</td>
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<tr>
<td></td>
<td>Web Development</td>
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</tbody>
</table>

Note: CP = Certificate of Performance; CA = Certificate of Achievement; AA/AS = Associate in Arts/Associate in Science; ADT = Associate Degree for Transfer; BS = Bachelor’s in Science

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Mesa College’s commitment to equity and excellence is seen in the array of Student Services departments and programs.

Student Services programs provide comprehensive and integrated core services to support student learning and achievement, such as orientation, assessment and placement, career services, transfer, evaluation, financial aid, student health, counseling, and academic advising. Student Services programs also provide additional core services to support access, success, and equity for students in special populations such as former foster youth, first-generation, and formerly incarcerated college students and through programs including UMOJA and Puente.

Student Services programs are unified in their commitment to equity, which conveys their aim to provide genuine support for students who face challenges, with an intentional focus on students from disproportionately impacted communities. Innovations and improvements in support of student equity and success are broadly recognized as a central focus of Student Services.

Student Services programs promote student learning, achievement, and engagement that leads to degrees and certificates, transfer, workforce training, and lifelong learning by providing services directly or by connecting students to resources that support, care and challenge them on their path to success.

With an increasing awareness of the role that these programs play in student success, Student Services programs are an essential component of many recent statewide initiatives, such as Student Equity and Achievement Program, Guided Pathways, and initiatives that support special populations like NextUp for former foster youth and Re-Start for current and formerly incarcerated students. Most recently, the definition of Student Services has been expanded to include programs that provide student’s basic needs, such as food and housing.

The College’s 24 Student Services are organized into 3 Schools.

<table>
<thead>
<tr>
<th>Schools</th>
<th>Program</th>
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</thead>
<tbody>
<tr>
<td>Student Affairs</td>
<td>Student Affairs</td>
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<td></td>
<td>Associated Students</td>
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<td></td>
<td>Financial Aid</td>
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<td></td>
<td>Outreach and Community Relations</td>
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<td></td>
<td>Assessment</td>
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<td>Student Health Services</td>
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<td></td>
<td>Serenity Room</td>
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<td></td>
<td>Admissions</td>
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<td></td>
<td>Counseling and Orientation</td>
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<td></td>
<td>Transfer Career Evaluations</td>
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<td></td>
<td>Veterans and Records</td>
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<td></td>
<td>Veterans Resource Center</td>
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<td></td>
<td>Disability Support Programs and Services (DSPS)</td>
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<td></td>
<td>Borderless Scholars</td>
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<td></td>
<td>CARE</td>
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<td></td>
<td>Extended Opportunities Programs and Services (EOPS)</td>
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<td></td>
<td>FAST Scholars</td>
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<td>FAST Center</td>
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<td></td>
<td>NextUP</td>
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<td></td>
<td>Project Re-Start</td>
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<td></td>
<td>STAR TRIO</td>
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<td>AVANZA Engagement Center</td>
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<td>Peer Navigator</td>
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<td>CRUISE</td>
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<td>CalWORKs</td>
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<td></td>
<td>The Stand Resource Center</td>
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<td></td>
<td>Farmers Market</td>
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<td></td>
<td>Direct Support</td>
</tr>
</tbody>
</table>

The College's commitment to equity and excellence is seen in the array of Student Services departments and programs.
Administrative Services provide essential Collegewide operational services by:

• Supporting students, faculty, staff, and administrators by ensuring that they have the financial resources, facilities, safety, equipment, and technology needed to achieve the College mission.

• Providing expertise, assistance, and leadership for College operations including business and employment processes, technology, purchasing and inventory, facilities and construction, parking, and auxiliary functions.

• Striving for process improvement and innovation in practices while utilizing and implementing advanced technology efficiently and effectively.

• Ensuring fiscal accountability by collaborating Collegewide to coordinate budget development, and empowering campus leaders through training on how to interpret and use financial and budget reports.

The role of Administrative Services has recently expanded to include serving as the point of contact for Prop S and N building projects; providing financial oversight and technical expertise intensified by the receipt of new funds and mandates; and facilitating the implementation of PeopleSoft’s finance and human resources modules by participating in and leading professional learning activities.

In recognition that every Mesa College program and service area plays a role in fostering student success and to support the College’s vision of functioning as the leading college of equity and excellence. Administrative Services also participates in and leads Collegewide activities such as program review, master planning, and professional development activities on antiracism and related topics.

Administrative Services are organized into five departments:

Business Services
Business Office Support
Student Accounting
College Technology Services
Events and Operations

Mesa College’s commitment to equity and excellence is also seen in the priorities and training throughout Administrative Services.
EDUCATIONAL VISION

COMMITMENT TO EQUITY AND EXCELLENCE

ACTUALIZING THE VISION 2014-20

ROLE OF MESA PATHWAYS
EDUCATIONAL VISION

COMMITMENT TO EQUITY AND EXCELLENCE

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

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

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.
The College’s commitment to equity and excellence is demonstrated by an ongoing process of programmatic and pedagogical innovation, ongoing conversations that address metrics, culture, actions, and language, and streamlining structural processes. These activities are funded by combinations of the general fund, funds from the Student Equity and Achievement Program and other categorical programs, and grant funds. Examples of the strategies for equity implemented in service of this education vision are:

• Engage in dialogue about cultural change at all levels of the institution to identify barriers to student success.

• Implement innovative programs designed to improve the retention and graduation rates of Latinx students funded by a five-year, $2.62 million HIS/Title V grant.

• Incorporate equity and inclusion in hiring processes and practices.

• Create innovative equity-centered initiatives and embed equity-minded policies, structures, and practices across the college in partnership with the University of Southern California’s Center for Urban Education (CUE) and San Diego State University’s (SDSU) Minority Male Community College Collaborative (M2C3) and its Center for Organizational Responsibility and Advancement (CORA).

• Establish the Learning Opportunities for Transformation (LOFT), a professional development center for faculty and staff, which provides a robust array of professional development programs, including the CourseRedesign Institute.

• Scale up English and Mathematics acceleration funded by a $1.5 million College Basic Skills and Student Outcomes Transformation Grant.

• Establish an Office of Student Success and Equity and hire a new Dean who proactively leads discussions on equity in participatory governance committees as well as department and school meetings.

• Incorporate equity-focused questions in processes for Program Review, resource allocation, and hiring.

• Shift from a passive “let the students come” approach to an active “seek the students out” practice in the design and approach to providing student support services.

• Increase access to tutoring.

• Provide for students' basic needs by bringing direct services and resources into one location called The Stand, which includes a food pantry, food distribution, educational resources, and clothing as well as space for students to connect with representatives of community-based resources, such as low-income housing.
Educational Vision

ACTUALIZING THE VISION 2014-20

Recent gains in student outcome measures reinforce and energize Mesa College’s commitment to continue its efforts as the Leading College of Equity and Excellence as described in this definition of equity in Mesa College’s Student Equity Plan 2019-22:

At Mesa, equity is a student-centered approach to fostering a culture of success for historically marginalized students. In our roles as faculty members, student services practitioners, staff, and administrators, we pursue equity through principles of inquiry and data-informed decision making. We will achieve equity when we see parity in outcomes across racial/ethnic groups and all disproportionately impacted groups within higher education. We work within integrated and equity-minded systems to ensure that everyone has what they need to succeed during their time at Mesa College.

In support of this definition and in collaboration with CUE, the College identified five equity goals in 2018:

1. Mitigate and eventually eliminate disproportionate impact for the targeted groups.
2. Integrate student and instructional support services to foster the success of all (but particularly disproportionately impacted) students.
3. Create clear pathways for student completion.
4. Increase student engagement (at all levels).
5. Foster equity-mindedness through staff professional development.
In support of the Mesa College commitment to equity and excellence, various modes of instructional learning and delivery are being developed to meet its students where they are.

Rather than viewing students from a deficit perspective, the College views its work through an equity lens, understanding the need to address the systemic barriers the College creates. To accomplish this, the College endeavors to meet educational needs and accommodate the learning styles of its students through early implementation of varied pedagogy generally regarded as promising practices, and regular and thorough assessments of both teaching methods and student learning outcomes.

One example of the College’s focus on equity and excellence is the development of a Crosswalk for Institutional Equity, an organizing tool to assess an initiative’s impact on student success. Once complete, the crosswalk will aid educational leaders in identifying which student success measures are being supported through programming, which may be under-supported, and finally, which signature programs are directly supporting equitable outcomes. A recent application of this crosswalk revealed equity gaps in applicants to Mesa’s Scholarship program, award recipients, and the average size of the amount awarded. As a result, the program is now taking steps to equitize program outcomes.

Another example of such equity and excellence efforts, Mesa College’s Teacher Education Pathways Program was developed to address the shortage of bilingual Spanish/English, male, and STEM teachers in public elementary and middle schools. The program, which received the 2019-20 Innovation of the Year Award from the League for Innovation in the Community College, focuses on closing diversity and gender gaps as well as meeting local community needs. These pathways offer free tutoring, smaller classes, stipends, and a direct path to earning a bachelor’s degree.

Activities related to advancing the College’s educational vision that are in the development phase or have been recently implemented are:

- Focus professional development around Equity 2.0, going beyond the basics that would tailor learning to specific subject areas, such as what it means to teach with an equity focus in a STEM class.
- Expand the Build with Mesa Buddies program that pairs experienced distance education faculty with faculty who are new to distance education. This program was developed in conjunction with Distance Education certification in response to faculty suggestions that the distance education certification standards address Mesa College faculty’s interest in strategies for equity.
- Participate in the Regional Strong Workforce Faculty Institute, a professional learning project designed to increase collaboration and engagement among faculty, researchers, and deans; self-reflection, inquiry, and research-based decision-making; and teaching and learning from a culturally inclusive perspective.

Resources for more detailed descriptions of current and planned projects related to equity and excellence are:

San Diego Mesa College 2017 Institutional Self Evaluation Report
San Diego Mesa College 2020 Accreditation Midterm Report
San Diego Mesa College Student Equity Plan

We will achieve equity when we see parity in outcomes across racial/ethnic groups and all disproportionately impacted groups within higher education. We work within integrated and equity-minded systems to ensure that everyone has what they need to succeed during their time at Mesa College.
COLLEGE INITIATIVES

CAMPUS EMPLOYEE LEARNING
CAREER EDUCATION
• BACHELOR’S DEGREE
• STRONG WORKFORCE INITIATIVE
EDUCATIONAL REFORMS
• ASSESSMENT AND PLACEMENT
• PROFESSIONALIZATION OF TUTORING
INTERSEGMENTAL PATHWAYS
• DUAL ENROLLMENT PATHWAYS
• TRANSFER PATHWAYS
MESA PATHWAYS
SAN DIEGO PROMISE COMPLETION PROGRAM
STUDENT EQUITY AND ACHIEVEMENT PROGRAM
WORK-BASED LEARNING

Mesa College embraces initiatives that support and improve student equity, access, and success, in keeping with the College’s overarching goal of being the leading college of equity and excellence. Each of the following initiatives rely on Collegewide interdepartmental collaboration and coordination that cross the boundaries between/among individual departments and between instruction and student services.
Mesa College offers a robust curriculum of professional development to support all employees. Professional development activities are centered in the LOFT (Learning Opportunities for Transformation), which is a large, welcoming space specifically designed for professional development. Both the venue and the activities promote community building and the advancement of practices that foster innovation and support employee and student success. Equity is the basic tenet of all activities, which cover a range of topics such as diversity, learning styles, teaching techniques, and distance education.

Activities are planned and presented collaboratively with the LOFT, Departments/Schools, the Faculty Professional Learning Committee, the Classified Professional Learning Committee, and the Campus Employee Learning Committee. Examples of professional development activities with multiple meetings are:

- Catalyst Teaching Conference
- Classicon Classified Professional Conference
- Course Redesign Institute
- Leaders Engaging in Equity Practice
- New Faculty Institute

Moving forward, the LOFT intends to assess equity across the professional learning curriculum and offer untethered or virtual professional learning activities.
San Diego Community College District has been at the forefront of the drive to deliver baccalaureate education at community colleges.

Mesa College was selected to participate in the Baccalaureate Pilot Program and began offering a Bachelor of Science Degree in Health Information Management in fall 2015.

This degree prepares students to work at a management level in health care by providing high-quality, industry-approved instruction that includes:

- Laws of patient confidentiality.
- Use and design of databases.
- Principles of personnel management.
- Development of financial plans for a health information management department.

Mesa College is one of ten colleges in the Regional Consortium for Workforce Development for San Diego-Imperial Counties Community Colleges. The members of this Consortium share a commitment to increase students’ social and economic mobility and strengthen regional economies by preparing workers for middle skills jobs in high demand fields.

The Consortium coordinates career education activities in a region by collaborating with related local partners to develop a four-year plan to address regional workforce needs and allocate regional and local funding to support the priorities. Equity-minded professional development is embedded in these activities through the Strong Workforce Faculty Institute, which is intended to increase faculty collaboration and engagement; self-reflection, inquiry, and research-based decision-making; and teaching and learning from a culturally inclusive perspective.

The College’s Strong Workforce funding supports career education programs and services through programming, curriculum, marketing, specialized funding, and advocacy. Student success metrics for the College’s Strong Workforce activities are aligned with the Vision for Success Goals and the Student-Centered Funding Formula.
As described previously in this chapter, Assembly Bill 705 required community colleges to modify established practices in assessment, placement, curriculum, and support in ways that would maximize the probability that students will enter and complete transfer-level coursework in English and Mathematics within one year and that a student enrolled in English-as-a-second-language instruction will enter and complete degree and transfer requirements in English within three years.

Mesa College’s revised assessment and placement processes require students to complete an online Placement Assistant as part of the application process. Based on a student’s high school accomplishments and history, the Placement Assistant determines the best level of coursework in English and Mathematics or directs the student to ELAC Go!, a placement tool for English language learners.

The College also revised course sequences in English, Mathematics, and English Language Acquisition and developed companion courses linked to certain transfer-level courses to provide targeted support for students in those courses. Additional student support is provided by embedding tutors in the initial transfer-level courses in English and Mathematics.

Professional development has been an essential component in the success of these sweeping changes, such as training on eliminating barriers for the College’s most vulnerable students and teaching strategies for accelerated instruction and support courses.

Professionalization of Tutoring

The professionalization of tutoring partners tutors with faculty to achieve their shared goal of increasing the completion metrics for students who are typically underrepresented in these data.

Prospective tutors are required to complete a course that emphasizes the following equity-minded principles and best practices:

- Use kind and equitable practices to provide instructional support for students and faculty.
- Promote independent learning and confidence through empowering relationships.
- Create a welcoming and safe space.
- Support both the faculty teaching a course and the students enrolled in that course.
- To address students holistically, attend to both the affective and cognitive domains.
- Adopt the mindset that tutoring is more than helping students solve a specific problem.

Students can access tutoring online as well as face-to-face in the Learning Resources Center, at designated hot spots on campus, and within specific classes.
College Initiatives

INTERSEGMENTAL COLLABORATIONS

Dual Enrollment Pathways

Mesa College partners with local public K-12 Districts to establish Dual Enrollment Pathways that allow high school students to complete Mesa College courses to augment their high school curriculum and simultaneously fulfill requirements for college career education and general education programs.

These programs smooth the transition from high school into college, equalize educational opportunities between advantaged and marginalized groups, and provide students with a foundation for success in higher education.

Two Dual Enrollment Pathways at Mesa College are College and Career Access Pathways (CCAP), which offers courses from a wide range of disciplines, and the Accelerated College Program, which offers Mathematics and Political Sciences courses.

Transfer Pathways

Although university transfer pathways differ in their eligibility requirements, such as students’ major, completion of certain courses and units, and grade point average, Mesa College students have access to the following transfer pathways:

• Associate Degree for Transfer: Participating universities such as CSUs, Historically Black Colleges and Universities, and Western Governors University, guarantee admission to students who complete the Associate Degree for Transfer. The guarantee is for admission into the CSU system, but does not guarantee admission into all majors and at all campuses.

• Transfer Pathways: UCs guarantee admission for students who complete an established set of courses for each of the 21 most popular majors while maintaining the required grade point average.

• Transfer Admission Guarantee: San Diego State University, six UCs, and a number of private universities offer students benefits that increase the likelihood of admission, such as an early review of students’ academic records, early admission notification, and guidance about major preparation and general education coursework.

• Admission Priority: Offers priority admission consideration contingent on students’ completion of specific criteria set by the universities.

• SDSU@San Diego Mesa Microsite: Offers students interested in earning a bachelor’s degree in Business Administration or Communication support in these online degree programs by providing in-person discussions, coursework guidance and supplemental instruction on site at Mesa College.
Mesa College is implementing Guided Pathways using an equity-minded, collaborative, and project-based approach, in which teams of faculty and staff from different departments focus on one of the following projects:

- On-boarding processes to help students enter college easily.
- Intake processes that assist and encourage students to explore academic and career options.
- Maps of programs of study, detailing a suggested order of courses to take each semester to complete a degree or certificate.
- Employment and salary information concerning careers and further education goals that may result from those degrees and certificates.
- Course sequences that support student schedules enabling them to achieve their goals quickly.
- Embedded counseling and academic support provided throughout a student’s educational journey.

These projects are based on strategies that have proven to increase student success in completing courses, certificates, and degrees, such as setting clear career goals, following prescribed course sequences for the student’s chosen major, and completing the program as efficiently and effectively as possible.

Moving forward, Mesa Pathways plans to facilitate the alignment of current academic and industry requirements with course content and the addition of applied learning experiences, such as group projects and internships, to increase success both in courses as well as in future jobs.

The San Diego Promise Completion Program supports local high school graduates by funding tuition and health fees for students’ first and second year at Mesa College. In addition to financial support, this program also provides students with book grants, peer mentor/success coaches, specialized counseling and guidance, campus engagement opportunities, and summer orientations.
The Student Equity and Achievement Program provides direct services to students as well as support for a variety of programs intended to address disparities identified when success data is disaggregated by student demographics. These programs are designed to increase specific student outcomes in 2019-22, such as fall-to-spring retention, successful completion of transfer-level English and Mathematics, and earning a credit certificate over 18 units, an associate degree, or a California community college bachelor’s degree.

Support for students’ basic needs is provided by The Stand, which includes a food pantry, food distribution, educational resources, and clothing as well as space for students to connect with representatives of community-based resources, such as low-income housing agencies.

The Student Equity and Achievement Program advocates for the infusion of equity-minded practices in all College processes including:

- Replacing standardized tests for placement in English and Mathematics with the Placement Assistant, which bases placement on multiple-measures, such as high school history.
- Developing a standard definition of equity that provides a standard for evaluation of progress.
- Adding equity-focused questions in the program review analysis of program effectiveness as well as in the forms/processes of developing budget allocation recommendations, establishing hiring priorities, and requesting funds for projects under the Strong Workforce Initiative.
- Developing a “Crosswalk for Institutional Equity” as a tool to describe how specific initiatives contribute to student success measures.
- Collaborating with the Office of Institutional Research to develop equity dashboards.
College Initiatives

WORK-BASED LEARNING

Work-based Learning is an equity-minded teaching and learning method proven to increase students' understanding of workplace expectations and confidence in their skills related to potential careers.

This initiative is a priority for the state Chancellor’s Office and the San Diego Imperial Counties Community Colleges Regional Consortium for Workforce Development, which in July 2020 allocated $200,000 per college over three years to develop and institutionalize Work-based Learning at each college.

The Work-based Learning project at Mesa College provides resources to guide faculty in how to incorporate work-based projects into the curriculum, such as internships, cooperative work experience, apprenticeships, practicum, or preceptorships, and provides direct services to students by connecting them to programs and opportunities related to their career goal.
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.

2.3 | CAMPUS CONTEXT
2.5 | DEVELOPMENT HISTORY
2.7 | CAMPUS ZONING
2.8 | FACILITIES CONDITION INDEX
2.9 | CIRCULATION PATTERNS
2.11 | CAMPUS EXPERIENCE
CAMPUS CONTEXT

In the 1950’s Carlos Tavares and Lou Burgener combined their engineering and construction skills to develop what is now the Clairemont Mesa community. Clairemont Mesa is a suburban community within the city of San Diego characterized by single family homes generally confined to the mesas formed by surrounding canyons and hillsides. San Diego Mesa College is part of the Clairemont Mesa community and is bordered by interstate 805 on the east, interstate 5 to the west, State Route 52 to the north and the community of Linda Vista to the South.

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.
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.
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 removed from the campus core and remote from many areas of the campus.
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.
VEHICULAR EXPERIENCE

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

- Drive Alone
- Carpool
- Rideshare
- Family/Friend
- Bus/Train
- Bike/Scooter/Skate

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

- >5 days/week
- 4-5 days/week
- 2-3 days/week
- 1 day/week
- 1-2 times/month
- 1-2 times/year

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.
- Pedestrian circulation pathways do not support access to and from the campus core and the programs on the eastern part of campus.
- Vehicular traffic disrupts the continuity of space and limits pedestrian movement.
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
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 College was the place for them.
- Students value relationships with peers, faculty and counselors. Human connections make the difference for students.
Participants of the fall sharing session were asked to identify their favorite place on campus 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”.
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 collaboration spaces.

- Students who preferred an active environment to study 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.
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 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.

Vision for Success and SDCCD Goals

Mesa College Educational Vision

Mesa2030 Task Force

Program Reviews

Campus Voices

SOURCES OF INPUT

Vision for Success and SDCCD Goals

As one of 116 California Community Colleges and one of 4 colleges in the San Diego Community College District, Mesa College aligns its long-term goals with the goals of both larger systems. Refer to the section on Alignment of Mesa2030 Goals in Chapter 6.

Mesa College Educational Vision

Addressing equity gaps has been at the heart of Mesa College’s planning and program review since 2014 when the College declared its intention to become the leading college of equity and excellence. Refer to the section on Educational Vision in the first chapter of this document for a more complete description.

Mesa2030 Task Force

Mesa2030 Task Force, appointed to represent faculty, staff, and administrators across the campus, provided direction and feedback throughout the development of this comprehensive master plan. Task Force members are acknowledged in the section on Participants in the first chapter of this document.

Program Reviews

The program review process in 2018-19 required all instructional, student services, and administrative services departments to submit a comprehensive department-specific data analysis and departmental goals for the next four years. These comprehensive program reviews were evaluated with a focus on the departments’ areas of concerns and action plans.

Campus Voices

Six activities were held to ensure broad participation in the development of Mesa2030:

- Sharing Sessions
- Mesa2030 Activity at Spring Convocation
- Department and Program Interviews
- Campus Experience Survey
- Student Focus Groups
- Sustainability Workshop

Refer to the section on Campus/Community Engagement in Chapter 6 for the feedback received during these activities.

Community Voices

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.

Refer to the section on Campus/Community Engagement in Chapter 6 for the feedback submitted on these surveys.
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

- Emphasis on equity and bringing people together
- Design the campus through the lens of students and community members
- Meets students’ basic needs through resources for food, housing, and mental health counseling
- Increase the visual representations of students on campus
- Share and celebrate cultural diversity
- Send message to students, “You belong here! – Welcome!”
- Share and celebrate cultural diversity
- Infuse awareness of and steps to implement environmental and ecological sustainability
- Increase the visual representations of students on campus
- Send message to students, “You belong here! – Welcome!”
- Share and celebrate cultural diversity
- Share and celebrate cultural diversity
- Send message to students, “You belong here! – Welcome!”
Development of Framework

CAMPUS VOICES: Sharing Sessions

What does Mesa campus look like in 2030?

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 with 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

INSTRUCTIONAL PROGRAMS
• More bachelor's programs
• More variety of subjects
• More foreign language studies

100 Ideas to make campus a better place?

What does Mesa campus look like in 2030?
During this interactive workshop, participants discussed ideas and commented on priorities across a range of Climate Action initiatives through the online platform Padlet.

Key sustainability themes, shown in the graphics to the right, include buying clean electricity, implementing a green revolving fund, implementing building energy metering, and supporting electric bicycle usage.
Mesa2030 GOALS

Mesa College’s meta-goal is supported by five subgoals that more fully describe how the College intends to actualize its vision of being the leading college of equity and excellence.

Mesa2030 Goals are a call to action that describe what the College intends to accomplish over the coming decade. All other College-wide planning, including unit-level planning in program review, will describe how departments and units will do their part to achieve the Mesa2030 Goals. This integration of short-term planning with long-term planning ensures that the College will direct the investment of its human, physical, and fiscal resources to strategies that promise to advance the Mesa2030 Goals.

Mesa College has a single long-term goal – to take the next steps in being the leading College of equity and excellence. This meta-goal affirms that Mesa College’s top priority is to improve the quality of students’ experiences by delivering a learning environment characterized by equity and excellence. For Mesa College, equity is beyond access; it is about equity in students’ experiences. In the coming decade, this commitment to equity and excellence will be explicitly and intentionally focused on students’ race/ethnicity. The College intends to start by removing barriers for Black/African American students, and as those efforts succeed, the changes will benefit all students.
Mesa2030 Goals

EQUITY AND EXCELLENCE

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

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

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

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

Scholarship
Mesa College will prioritize equity and excellence by fostering innovation and high-quality, culturally relevant teaching/learning experiences with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.
Mesa2030 Goals

- Completion
- Community
- Pathways + Partnerships
- Stewardship
- Scholarship

Facilities Planning Principles

- Student Centered
- Welcoming Environments
- Connected Campus
- Community Asset
- Stewardship of Resources

EQUITY AND EXCELLENCE
Facilities Planning Principles

**EQUITY AND EXCELLENCE**

<table>
<thead>
<tr>
<th>STUDENT CENTERED</th>
<th>WELCOMING ENVIRONMENTS</th>
<th>CONNECTED CAMPUS</th>
<th>COMMUNITY ASSET</th>
<th>STEWARDSHIP OF RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design campus from students’ perspectives</td>
<td>Create welcoming arrival experiences</td>
<td>Improve connections to all areas of campus</td>
<td>Welcome the community onto the campus</td>
<td>Replace temporary, inefficient and underperforming facilities</td>
</tr>
<tr>
<td>Inspire a sense of belonging for all</td>
<td>Clarify circulation paths throughout campus</td>
<td>Improve accessibility / eliminate physical barriers</td>
<td>Provide spaces for services, events and activities</td>
<td>Develop flexible, multipurpose spaces</td>
</tr>
<tr>
<td>Place services where students are</td>
<td>Improve campus navigation + wayfinding</td>
<td>Inspire collaboration across schools and departments</td>
<td>Improve access to community resources</td>
<td>Maximize efficiency and utilization</td>
</tr>
<tr>
<td>Create equitable facilities across campus</td>
<td>Provide spaces for students to study, socialize and rest</td>
<td>Leverage technology to connect the Mesa community</td>
<td>Increase opportunities for collaboration with business + industry</td>
<td>Maximize state funding opportunities</td>
</tr>
<tr>
<td>Support basic needs</td>
<td>Visibly support equity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase access to faculty + staff</td>
<td>Display the arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increase opportunities for cultural expression</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- • Create welcoming arrival experiences
- • Clarify circulation paths throughout campus
- • Improve campus navigation + wayfinding
- • Provide spaces for students to study, socialize and rest
- • Visibly support equity
- • Display the arts
- • Increase opportunities for cultural expression
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- • 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
- • Replace temporary, inefficient and underperforming facilities
- • Develop flexible, multipurpose spaces
- • Maximize efficiency and utilization
- • Maximize state funding opportunities
- • Create a sustainable campus
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

The College’s vision for expanding and improving its facilities in the coming decade is informed in part by a long-range forecast of growth in weekly student contact hours (WSCH). This forecast is one of the tools that Mesa College uses to envision its needs for future facilities.

This forecast for Mesa College’s growth over the next decade is developed by the Chancellor’s Office and includes consideration of local data such as population size and age projections, current and projected economic conditions, and the College’s enrollment trends.

Although Mesa College’s WSCH will grow more in some years than others, the overall projection is for an annual increase of 1.7 percent in the near term (2020-25) and 1.4 percent in the far term (2026-30). The College’s projected cumulative growth rate is 13.2 percent over the next ten years.

In addition to the Chancellor’s Office projected growth rate, facilities planning is based on several other factors, including the unique space needs of the programs that are most likely to grow in the next decade, an analysis of current facilities’ conditions, and limits on enrollment established in Environmental Impact Reports.
The inventory of facilities is an important tool in planning and managing college campuses. The Facilities Utilization Space Inventory Options Net (FUSION) is a database maintained by the California Community Colleges Chancellor Office (CCCCO), and includes descriptive data on buildings and rooms for each college and district within the state. This information is essential for analyzing space utilization, projections, space needs and capital outlay planning.

Mesa College maintains a detailed Space Inventory of all buildings on the campus according to the requirements of the State Chancellor’s Office Space Inventory Handbook. As required by the state standards, it is updated and submitted to the State Chancellor’s office annually. The Space Inventory contains data about every building and room per the State guidelines for primary room use and size, indicated as Assignable Square Feet (ASF).

**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 services
- **LIBRARY 400’S**: Library, Study, Tutorial, Support Spaces Support
- **INSTR.MEDIA 530’S**: AV/TV, Technology, Support
- **OTHER 520-540-800’S**: PE, Assembly, Food Service, Lounge, Bookstore, Meeting, Data Process, Physical Plant, Health
Space Inventory

The 2020 Space Inventory Report was used as the basis for the analysis of space. This report is updated annually and reported to the Chancellor’s Office to reflect the current usage of facilities and space on campus. The table on the right includes a summary of the categories of space on the Mesa College campus and their respective totals.

It is important to note that the Space Inventory report includes all facilities on campus that are in use, including temporary facilities.

<table>
<thead>
<tr>
<th>Category</th>
<th>Total ASF</th>
</tr>
</thead>
<tbody>
<tr>
<td>LECTURE</td>
<td>144,841</td>
</tr>
<tr>
<td>LAB</td>
<td>111,468</td>
</tr>
<tr>
<td>OFFICE</td>
<td>109,330</td>
</tr>
<tr>
<td>LIBRARY</td>
<td>46,585</td>
</tr>
<tr>
<td>INSTR.MEDIA</td>
<td>2,062</td>
</tr>
<tr>
<td>OTHER</td>
<td>134,797</td>
</tr>
<tr>
<td><strong>TOTAL ASF</strong></td>
<td><strong>549,183</strong></td>
</tr>
</tbody>
</table>
To determine space capacity requirements for a college, the enrollment and program forecasts are applied to a set of standards for each type of space. Title 5 of the California Code of Regulations prescribes standards for the utilization and planning of educational spaces on public community college campuses. These standards, when applied to the total number of students, or weekly student contact hours (WSCH), produce total capacity requirements that are expressed in Assignable Square Feet (ASF).

The ASF of a building is the total square footage of the building that is, or could be, assigned to an occupant. The Gross Square Footage (GSF) of a building includes all areas within the outside faces of exterior walls including circulation, stairs, elevators, restrooms, and building systems.

The Title 5 space standards used to determine future capacity requirements are listed in the table to the right. Each component of these standards is applied with an appropriate form of enrollment to produce a total Assignable Square Feet (ASF) capacity requirement for each category of space. The sum of these categories represents the total building requirements for the College.

### PRESCRIBED SPACE STANDARDS

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FORMULA</th>
<th>RATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>ASF / Student Station</td>
<td>2020</td>
</tr>
<tr>
<td></td>
<td>Station Utilization Rate</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>Average hours room/week</td>
<td>53</td>
</tr>
<tr>
<td>Labs</td>
<td>ASF / Student Station*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Station Utilization Rate</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>Average hours room/week</td>
<td>27.5</td>
</tr>
<tr>
<td>Offices / Conference</td>
<td>ASF per FTEF</td>
<td>175</td>
</tr>
<tr>
<td>Library / LRC</td>
<td>Base ASF Allowance</td>
<td>3,795</td>
</tr>
<tr>
<td></td>
<td>ASF / 1st 3,000 DGE</td>
<td>3.83</td>
</tr>
<tr>
<td></td>
<td>ASF / 3,001-9,000 DGE</td>
<td>3.39</td>
</tr>
<tr>
<td></td>
<td>ASF / &gt; 9,000 DGE</td>
<td>2.94</td>
</tr>
<tr>
<td>Instructional Media</td>
<td>Base ASF Allowance</td>
<td>3,500</td>
</tr>
<tr>
<td></td>
<td>ASF / 1st 3,000 DGE</td>
<td>1.50</td>
</tr>
<tr>
<td></td>
<td>ASF / 3,001-9,000 DGE</td>
<td>0.75</td>
</tr>
<tr>
<td></td>
<td>ASF / &gt; 9,000 DGE</td>
<td>0.25</td>
</tr>
</tbody>
</table>

* Varies per discipline

Space utilization on a community college campus is developed based on the analysis of capacity load ratios. Capacity load ratios represent the direct relationship between the amount of space available to serve students, such as “Lecture” and “Lab”, and the number of students participating in campus programs. The capacity/load ratio is the measure of the space utilization efficiency according to Title 5 standards.

The space type “other” includes a number of spaces on campus that are considered to be non-capacity load categories. These are spaces that are not analyzed by the CCCCO in relation to utilization and efficiency, but are important as part of the college’s inventory related to maintenance and operations.

CAPACITY LOAD RATIOS

OVER CAPACITY

RIGHT-SIZED

UNDER CAPACITY

# of seats > # of students over 100% capacity / load

# of seats = # of students 100% capacity / load

# of seats < # of students under 100% capacity / load
The Facilities Space Program summarizes the projected need for capacity load space categories as defined by state standards.

The Mesa College 2020 Space Inventory (A) was adjusted to reflect the proposed removal of several temporary, aged and inefficient buildings identified in Chapter 5. The space from these facilities was subtracted from the Space Inventory (A) and reflected in the Adjusted Inventory (B). Enrollment forecasts were applied in combination with appropriate space planning standards to forecast space needs in 2030 and listed as the Facilities Space Program (C). The Adjusted Inventory was subtracted from the Facilities Space Program to indicate the Difference (C-B).

The Facilities Space Program provides the basis for developing recommendations for future facilities. To accommodate the forecasted enrollment and program needs and replace functions that are housed in facilities to be removed, the Facilities Space Program outlines the quantity of space needed in each of the capacity load categories.

The Facilities Space Program need for lecture space reduces and the need for lab space increases. Together, they represent the overall need for instructional space and are used for long-term planning. Other space types that highlight a need include: office and library space.

The graphic below the chart indicates that overall the total amount of current space is very close to the projected need in 2030. However, the amount of space in each category shifts, suggesting the consideration of reallocating renovated or new facilities to support the Mesa2030 Goals and Facilities Planning Principles.
Mesa2030 | 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

**CLARITY** of vehicular circulation patterns provide the basis for enhanced arrival experiences and the development of two campus gateways. Each gateway connects to a ‘front drive’ that leads to welcoming facilities and parking areas.

**CONNECTIVITY** is enhanced through the development of a strengthened pedestrian network that provide vertical and horizontal connections. Multi-level buildings on sloping hillsides improve access and connect the mesa to lower levels.

**COMMUNITY** is strengthened as the campus development reaches out beyond the campus core, places services where students are, and highlights access and visibility to community facilities.
ARRIVAL EXPERIENCE

A series of vehicular recommendations are developed to improve clarity, connectivity, and campus identity. Welcoming campus gateways are developed to improve access to Mesa College and enhance the arrival experience. A second gateway entry is proposed on the west side of campus, at Genesee Avenue and Marlesta Drive. This new entry will alleviate congestion in the neighborhoods and increase the visibility of Mesa College within the community.

The two gateways will lead to a primary north loop road, connected to distributed parking areas and ‘front door’ facilities: I4 Student Services Center and the new Performing Arts Complex. Locations for two potential parking structures are identified to increase the overall capacity and improve access to programs and services. Both are proposed as hillside structures to leverage land and create accessible entry points to the mesa.

Mesa 2030 promotes the use of alternative transportation by creating a safe network of bike paths, ride share drop-off areas and welcoming bus stops.
A proposed network of pedestrian pathways will enhance connections to all areas of the campus, improve access and eliminate physical barriers. This network will extend east-west and north-south along landscaped pathways and hillside 'bridge' buildings. A bike lane, connecting the two campus gateway entries will provide a cohesive path along the loop road, and a hiking trail will provide opportunities to enjoy the beautiful Tecolote Canyon.
In addition to new building projects highlighted in Mesa2030, during the planning process faculty and staff identified existing buildings that do not meet current programmatic and/or pedagogical needs. These facilities will require renewal and/or repurposing to support program needs, address technological changes, support hybrid learning, and provide access to student support services.
New facilities are proposed to replace multiple aging, inefficient, and underperforming facilities. The placement of programs and services within these facilities will support the Mesa2030 Goals and Facilities Planning Principles. Final design will take place as projects are funded and detailed programming and design takes place with a designated user group.
Each project identified in Mesa 2030 is linked to multiple facilities planning principles as highlighted in this matrix.

<table>
<thead>
<tr>
<th>WELCOME CENTER</th>
<th>STUDENT CENTERED</th>
<th>ENGLISH / ELAC / STUDENT RESOURCE CENTER</th>
<th>WELCOMING ENVIRONMENTS</th>
<th>CONNECTED CAMPUS</th>
<th>COMMUNITY ASSET</th>
<th>STEWARDSHIP OF RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELCOME CENTER</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
</tr>
<tr>
<td>ENGLISH / ELAC / STUDENT RESOURCE CENTER</td>
<td>☺</td>
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<td>☺</td>
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<td>☺</td>
<td>☺</td>
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<tr>
<td>PERFORMING ARTS COMPLEX / ADMINISTRATION</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
</tr>
<tr>
<td>ATHLETICS / EXERCISE SCIENCE / DANCE</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
</tr>
<tr>
<td>CHILD DEVELOPMENT CENTER</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
</tr>
<tr>
<td>STUDENT HOUSING</td>
<td>☺</td>
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<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
</tr>
<tr>
<td>HIGH SCHOOL</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
</tr>
<tr>
<td>CONFERENCE CENTER</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
</tr>
<tr>
<td>COMMUNITY CLINIC</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
</tr>
<tr>
<td>PARKING STRUCTURES</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
</tr>
<tr>
<td>WEST ENTRANCE</td>
<td>☺</td>
<td>☺</td>
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<td>☺</td>
<td>☺</td>
<td>☺</td>
</tr>
<tr>
<td>RENEWE / REINVEST</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
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<td>☺</td>
<td>☺</td>
</tr>
</tbody>
</table>
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, Veterans Center, LGBTQ Center, Womens Center and Black Student Union. Upper floors will provide instructional space to support the English and ELAC programs.

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

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

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

PARKING STRUCTURE

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

Following the relocation of functions into the new Performing Arts Complex + 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 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 and 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.
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, and relocated softball and practice fields 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 College 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.
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 proposed Mesa Woodland Trail.
The development of Mesa2030 began in fall 2019 and will conclude in spring 2021, a span that includes the worldwide pandemic. However, this profile of Mesa College’s communities and students is based on data from the more representative period of fall 2018-19. Therefore, the recommendations and aspirations in Mesa2030 are based on the more stable, projected long-term challenges and opportunities rather than the more immediate challenges created by today’s pandemic and economic recession.

Sources for the data in this section are the Mesa College Office of Institutional Research, California Community Colleges Chancellor’s Office, and state and federal agencies, such as the Department of Finance and the US Census. Each data set identifies the specific source of the information. Current data on the metrics presented in the data sets are available online.
As one of 116 California Community Colleges and one of four colleges in the San Diego Community College District, Mesa College aligns its long-term goals with the goals of both larger systems.

### ALIGNMENT OF Mesa2030 GOALS WITH STATEWIDE GOALS

<table>
<thead>
<tr>
<th>Statewide Goals: Vision for Success</th>
<th>Mesa2030 META GOAL: EQUITY AND EXCELLENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion</td>
<td>Completion</td>
</tr>
<tr>
<td>Transfer</td>
<td>✔</td>
</tr>
<tr>
<td>Unit Accumulation</td>
<td>✔</td>
</tr>
<tr>
<td>Workforce</td>
<td>✔</td>
</tr>
<tr>
<td>Equity</td>
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</tr>
<tr>
<td>Regional Achievement Gaps</td>
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</tr>
</tbody>
</table>

### ALIGNMENT of Mesa2030 GOALS WITH DISTRICT GOALS

<table>
<thead>
<tr>
<th>SDCCD 2017-21 Strategic Plan Goals</th>
<th>Mesa2030 META GOAL: EQUITY AND EXCELLENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathway to Completion</td>
<td>✔</td>
</tr>
<tr>
<td>Institutional Effectiveness &amp; Innovation</td>
<td>✔</td>
</tr>
<tr>
<td>Community Collaboration</td>
<td>✔</td>
</tr>
<tr>
<td>Fiscal Stewardship</td>
<td>✔</td>
</tr>
<tr>
<td>Leader in Sustainability</td>
<td>✔</td>
</tr>
</tbody>
</table>
LOCAL CONDITIONS

POPULATION

Data Set 1. Projected Population: 2012-35

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2020</th>
<th>2025</th>
<th>2030</th>
<th>2035</th>
<th>% Growth 2020-35</th>
</tr>
</thead>
<tbody>
<tr>
<td>District-wide</td>
<td>1,027,764</td>
<td>1,115,648</td>
<td>1,169,613</td>
<td>1,229,894</td>
<td>1,284,919</td>
<td>15%</td>
</tr>
<tr>
<td>SD County</td>
<td>3,179,295</td>
<td>3,370,418</td>
<td>3,449,997</td>
<td>3,531,771</td>
<td>3,600,209</td>
<td>7%</td>
</tr>
<tr>
<td>California</td>
<td>38,101,155</td>
<td>40,129,160</td>
<td>41,176,614</td>
<td>42,263,654</td>
<td>43,195,083</td>
<td>8%</td>
</tr>
</tbody>
</table>

Observations

- Approximately a third of San Diego County’s population lives within the District-wide geographic boundaries.
- The population living within the District-wide geographic boundaries is projected to increase about one percent per year, for a cumulative total of 15 percent between 2020 and 2035.
- The population in San Diego County and California is projected to increase less than one percent per year, for a cumulative total of seven percent and eight percent respectively over the next 15 years.

Data Set 2. Projected Population Growth Rates

OBSERVATIONS

- Approximately a third of San Diego County’s population lives within the District-wide geographic boundaries.
- The population living within the District-wide geographic boundaries is projected to increase about one percent per year, for a cumulative total of 15 percent between 2020 and 2035.
- The population in San Diego County and California is projected to increase less than one percent per year, for a cumulative total of seven percent and eight percent respectively over the next 15 years.

Sources for Data Sets 1 and 2:
- District-wide population projection: SANDAG, 2050 Series 13 Regional Growth Forecast
- County and state population projections: California Department of Finance

Note: SDCCD indicates the number of residents who live within the district-wide geographic boundaries.
OBSERVATIONS

- Proportions of the total population by age are projected to shift slightly between 2020 and 2035: decrease from 42 percent to 40 percent for the College-going age cohort, from 39 percent to 38 percent for Working Years, an increase from 19 to 23 percent of the population in the Retirement Years.

- Given that the District-wide population is projected to increase by almost 170,000 between 2020 and 2035, the actual number of residents in each age cohort will increase during this period. For example, although projected to decline by two percent between 2020 and 2035 as a proportion of the total population, the College-going cohort remains the age cohort with the largest number of residents and is projected to increase by close to 40,000 residents during this period.
Local Conditions

POPULATION

Data Set 5. Projected High School Graduates in San Diego County

OBSERVATION

- San Diego County is projected to have a relatively stable rate of public high school graduates in the coming decade. The gradual increase in the number of graduates that peaks in 2023-24 is followed by a gradual decline until 2026-27 when the rates rebound to 2021-22 levels.

Source: California Department of Finance
Local Conditions

POPULATION

Data Set 6. Projected San Diego County Population by Race/Ethnicity

OBSERVATIONS

- Similar to the patterns of race/ethnicity in California, the District-wide service area population can be characterized as a rich mosaic of races/ethnicities without a single majority group.

- By 2035, the proportions of residents who self-identify as Hispanic/Latinx, Asian, and Two or More Races/ethnicities are projected to increase while the proportions of residents who self-identify as White and African American/Black will decrease.

- In both 2020 and 2035, approximately 90 percent of the population is accounted by these three race/ethnicity cohorts: Asian, Hispanic/Latinx, and White.

- By 2035, the two race/ethnicity cohorts with the largest proportions of the population are likely to be close to equivalent: Hispanic/Latinx (36 percent) and White (37 percent).
Local Conditions
SAN DIEGO COUNTY ECONOMY

Data Set 7. Economic Indicators

<table>
<thead>
<tr>
<th></th>
<th>Median Household Income 2013-17 Estimate</th>
<th>Unemployment Rates December 2019</th>
<th>% Poverty 2013-17 Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Diego City</td>
<td>$71,535</td>
<td>2.7%</td>
<td>15%</td>
</tr>
<tr>
<td>San Diego County</td>
<td>$70,588</td>
<td>2.8%</td>
<td>13%</td>
</tr>
<tr>
<td>California</td>
<td>$67,169</td>
<td>3.7%</td>
<td>15%</td>
</tr>
<tr>
<td>United States</td>
<td>$57,652</td>
<td>3.4%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Sources:
- Median household income and % of people living in poverty: US Census 2013-17 American Community Survey 5 Year Estimates
- Unemployment rates: California Employment Development Department

OBSERVATIONS

- In 2019, San Diego City and County were among the most affluent regions in the state and nation, which forms a reasonable prediction of its 2030 economic profile.

- The median household income was high and unemployment rates and the percentages of people living in poverty were lower than the rates in the state and the nation.

- Consistent with these economic indices and stimulated by low interest rates and the attractiveness of this desirable coastal area, the median price of a single-family home increased $100,000 between 2016 and 2020. (Source: Los Angeles Almanac)
Local Conditions
SAN DIEGO COUNTY ECONOMY

Data Set 8. Employees in San Diego County by Industry Sector

OBSERVATION
- The five industry sectors in San Diego County with over 200,000 employees in both December 2018 and 2019 were:
  1. Government
  2. Professional and Business Services
  3. Trade, Transportation, Utilities
  4. Educational and Health Services
  5. Leisure and Hospitality

Source: California Employment Development Department, Labor Market Information
Local Conditions
SAN DIEGO COUNTY ECONOMY

Data Set 9. Job Growth in San Diego County by Industry Sector

<table>
<thead>
<tr>
<th>Industry Sector</th>
<th>Estimated Employment 2016</th>
<th>Projected Employment 2026</th>
<th>% Change 2016-26</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sectors that Provide Services and Information</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional &amp; Business Services</td>
<td>231,200</td>
<td>264,900</td>
<td>14.6%</td>
</tr>
<tr>
<td>Government</td>
<td>242,200</td>
<td>260,600</td>
<td>7.6%</td>
</tr>
<tr>
<td>Trade, Transportation, Utilities</td>
<td>224,800</td>
<td>239,200</td>
<td>6.4%</td>
</tr>
<tr>
<td>Education Services (Private), Health Care, Social Assistance</td>
<td>198,700</td>
<td>231,000</td>
<td>16.3%</td>
</tr>
<tr>
<td>Leisure &amp; Hospitality</td>
<td>191,900</td>
<td>216,700</td>
<td>12.9%</td>
</tr>
<tr>
<td>Financial Activities</td>
<td>72,700</td>
<td>79,900</td>
<td>9.9%</td>
</tr>
<tr>
<td>Other Services</td>
<td>54,400</td>
<td>59,500</td>
<td>9.4%</td>
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<tr>
<td>Information</td>
<td>24,100</td>
<td>25,500</td>
<td>5.8%</td>
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<tr>
<td><strong>Sectors that Provide Tangible Goods</strong></td>
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<tr>
<td>Manufacturing</td>
<td>108,000</td>
<td>113,800</td>
<td>5.4%</td>
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<tr>
<td>Construction</td>
<td>76,300</td>
<td>91,000</td>
<td>19.3%</td>
</tr>
<tr>
<td>Mining &amp; Logging</td>
<td>300</td>
<td>300</td>
<td>0%</td>
</tr>
<tr>
<td>Total Farm</td>
<td>8,900</td>
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<td>-6.7%</td>
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<tr>
<td><strong>Total Jobs</strong></td>
<td>1,433,500</td>
<td>1,590,700</td>
<td>11.0%</td>
</tr>
</tbody>
</table>

Source: California Employment Development Department

OBSERVATIONS

- Pre-pandemic projections forecast an 11 percent increase in jobs in San Diego County between 2016 and 2026.
- The services and information sectors that provide professional, scientific, and technical services, especially services related to health care, are projected to fuel the growth in San Diego County jobs.
SAN DIEGO COUNTY ECONOMY

**OBSERVATIONS**

- The greatest number of job openings each year in San Diego County require the lowest levels of educational attainment.

- Although jobs that require a high school diploma or less are plentiful and are found in all labor market sectors, wages are considerably below those earned in occupations that require postsecondary education.

- Wages earned in many occupations with entry-level requirements of a high school diploma or less are low, especially when compared to the annual cost of meeting basic needs, estimated to be $24,900 in 2019. (Source: Public Policy Institute of California)

### Data Set 10. Annual Average Job Openings in San Diego County by Education

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Number of Openings 2026</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some College, No Degree</td>
<td>730</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>940</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>1,390</td>
</tr>
<tr>
<td>Doctoral or Professional Degree</td>
<td>1,400</td>
</tr>
<tr>
<td>Postsecondary Non-degree Award</td>
<td>2,590</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>13,370</td>
</tr>
<tr>
<td>High School Diploma or Equivalent</td>
<td>16,550</td>
</tr>
<tr>
<td>No Formal Education</td>
<td>18,790</td>
</tr>
</tbody>
</table>

Source: California Employment Development Department

### Data Set 11. Top 10 Growing Occupations that Require a High School Diploma or Less

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number of Jobs 2016</th>
<th>% Job Growth</th>
<th>Entry-level Educational Requirement</th>
<th>Annual Median Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Care Aides</td>
<td>3,102</td>
<td>31.3%</td>
<td>HS diploma</td>
<td>$24,419</td>
</tr>
<tr>
<td>Cargo &amp; Freight Agents</td>
<td>1,020</td>
<td>28.4%</td>
<td>HS diploma</td>
<td>N/A</td>
</tr>
<tr>
<td>Home Health Aides</td>
<td>3,230</td>
<td>28.2%</td>
<td>HS diploma</td>
<td>$28,349</td>
</tr>
<tr>
<td>Physical Therapist Aides</td>
<td>570</td>
<td>28.1%</td>
<td>HS diploma</td>
<td>$24,450</td>
</tr>
<tr>
<td>Taxi Drivers and Chauffeurs</td>
<td>2,740</td>
<td>28.1%</td>
<td>No formal education</td>
<td>$26,424</td>
</tr>
<tr>
<td>Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders</td>
<td>290</td>
<td>27.6%</td>
<td>HS diploma</td>
<td>$36,387</td>
</tr>
<tr>
<td>Helpers - Brick masons, Block masons, Stonemasons, and Tile-Marble Setters</td>
<td>380</td>
<td>26.3%</td>
<td>No formal education</td>
<td>$45,804</td>
</tr>
<tr>
<td>Tile and Marble Setters</td>
<td>1,000</td>
<td>26.0%</td>
<td>No formal education</td>
<td>$46,028</td>
</tr>
<tr>
<td>Mechanical Door Repairers</td>
<td>540</td>
<td>25.9%</td>
<td>HS diploma</td>
<td>$44,541</td>
</tr>
<tr>
<td>Millwrights</td>
<td>120</td>
<td>25.0%</td>
<td>HS diploma</td>
<td>$60,820</td>
</tr>
</tbody>
</table>

Source: California Employment Development Department
Local Conditions
SAN DIEGO COUNTY ECONOMY

Data Set 12. Top 20 Growing Occupations for Jobs that Require Postsecondary Education

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number of Jobs in San Diego County</th>
<th>% Job Growth</th>
<th>Entry-level Education Required</th>
<th>Annual Median Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse Practitioners*</td>
<td>1,480</td>
<td>33.8</td>
<td>Master’s</td>
<td>$118,048</td>
</tr>
<tr>
<td>Physician Assistants*</td>
<td>1,240</td>
<td>32.3</td>
<td>Master’s</td>
<td>$112,260</td>
</tr>
<tr>
<td>Health Technologists and Technicians, All Other*</td>
<td>1,990</td>
<td>31.7</td>
<td>Postsecondary Non-degree Award</td>
<td>$43,056</td>
</tr>
<tr>
<td>Mathematicians</td>
<td>190</td>
<td>31.6</td>
<td>Master’s</td>
<td>$133,534</td>
</tr>
<tr>
<td>Statisticians</td>
<td>380</td>
<td>31.6</td>
<td>Master’s</td>
<td>$107,528</td>
</tr>
<tr>
<td>Software Developers, Applications*</td>
<td>10,320</td>
<td>30.9</td>
<td>Bachelor’s</td>
<td>$108,086</td>
</tr>
<tr>
<td>Market Research Analysts &amp; Marketing Specialists*</td>
<td>7,660</td>
<td>30.4</td>
<td>Bachelor’s</td>
<td>$63,288</td>
</tr>
<tr>
<td>Physical Therapist Assistants*</td>
<td>570</td>
<td>29.8</td>
<td>Associate</td>
<td>$57,921</td>
</tr>
<tr>
<td>Information Security Analysts*</td>
<td>590</td>
<td>28.8</td>
<td>Bachelor’s</td>
<td>$98,460</td>
</tr>
<tr>
<td>Operations Research Analysts*</td>
<td>1,240</td>
<td>28.2</td>
<td>Bachelor’s</td>
<td>$88,224</td>
</tr>
<tr>
<td>Numerically Controlled Machine Tool Programmers</td>
<td>250</td>
<td>28.0</td>
<td>Postsecondary Non-degree Award</td>
<td>$69,008</td>
</tr>
<tr>
<td>Occupational Therapy Assistants*</td>
<td>400</td>
<td>27.5</td>
<td>Associate</td>
<td>$63,743</td>
</tr>
<tr>
<td>Cartographers and Photogrammetrists</td>
<td>110</td>
<td>27.3</td>
<td>Bachelor’s</td>
<td>$72,078</td>
</tr>
<tr>
<td>Medical Assistants*</td>
<td>7,490</td>
<td>27.0</td>
<td>Postsecondary Non-degree Award</td>
<td>$37,215</td>
</tr>
<tr>
<td>Respiratory Therapists*</td>
<td>1,640</td>
<td>26.2</td>
<td>Associate</td>
<td>$80,445</td>
</tr>
<tr>
<td>Veterinarians</td>
<td>880</td>
<td>26.1</td>
<td>Doctoral or Professional</td>
<td>$112,331</td>
</tr>
<tr>
<td>Sound Engineering Technicians*</td>
<td>270</td>
<td>25.9</td>
<td>Postsecondary Non-degree Award</td>
<td>$48,804</td>
</tr>
<tr>
<td>Physical Therapist*</td>
<td>2,000</td>
<td>25.5</td>
<td>Doctoral or Professional</td>
<td>$92,093</td>
</tr>
<tr>
<td>Marriage and Family Therapists*</td>
<td>1,290</td>
<td>24.8</td>
<td>Master’s</td>
<td>$55,028</td>
</tr>
<tr>
<td>Fashion Designers</td>
<td>250</td>
<td>24.0</td>
<td>Bachelor’s</td>
<td>$65,091</td>
</tr>
</tbody>
</table>

Source: California Employment Development Department
Note: * identifies health care occupations and 0 identifies technical and informational services occupations.

OBSERVATIONS

- The top 20 growing occupations that require postsecondary education correspond to the industry sectors that are forecast to grow. (Refer to Data Set 9.)
- Eighty percent of the top 20 growing occupations are in the information and service sectors -- ten in health care occupations and six in technical and informational services occupations.
- Salaries correspond to entry-level educational requirements. The average annual median salary for the 13 occupations in Data Set 12 that require a bachelor’s degree or higher is $97,311 compared to an average of $57,170 for occupations that require postsecondary degrees or certificates.
Local Conditions
SAN DIEGO COUNTY ECONOMY

Data Set 13. Job Requirements and Educational Attainment

<table>
<thead>
<tr>
<th>Required Entry-level Education</th>
<th>Projected % of Jobs</th>
<th>% San Diego County Educational Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's degree or higher</td>
<td>40%</td>
<td>37%</td>
</tr>
<tr>
<td>Postsecondary education less than bachelor's degree</td>
<td>30%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Sources:
- Projected % of Jobs: Georgetown University Center for Education and Workforce
- SD County Educational Attainment: U.S. Census Bureau, 2013-17 American Community Survey 5-Year Estimates

Data Set 14. Educational Attainment in San Diego County and California

OBSERVATIONS

- Current forecasts estimate that within the next decade, 70 percent of all jobs will require some education beyond high school -- 30 percent to require some college education short of a bachelor’s degree and 40 percent likely to require at least a bachelor’s degree or higher.

- In 2018, the proportion of San Diego County adults with some postsecondary education less than a bachelor’s degree matched the projected percentage of jobs requiring that level of education. However, the proportion of County residents with a bachelor’s degree or higher fell short of the percentage of jobs projected to require that level of education in the next decade.

- The percentage of residents in San Diego County who have achieved postsecondary education meets or exceeds the statewide percentage at each benchmark. Overall, 45 percent of the County’s residents have earned an associate degree or higher compared to 38 percent statewide.

- There is a significant ongoing need for higher education in San Diego County where 54 percent of the adults either have not attended college or attended college but did not earn a degree. If this pattern continues, more than half of the residents in San Diego County have lower levels of education than employers are likely to require in the next decade.

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates
Local Conditions
SAN DIEGO COUNTY ECONOMY

OBSERVATIONS

• 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: higher levels of educational attainment led to higher median earnings.

• Lower levels of educational attainment are associated with an increased likelihood of living in poverty. Of all adults age 25 or older in San Diego County with less than a high school diploma, 23.4 percent lived in poverty in 2017. In contrast, of all adults age 25 and older with a Bachelor’s Degree or higher, only 5.2 percent were living in poverty in 2017.

Source for Data Sets 15 and 16: U.S. Census Bureau, 2012-16 American Community Survey
Local Conditions
SAN DIEGO COUNTY ECONOMY

Data Set 17. Educational Attainment and Race/Ethnicity in San Diego County

OBSERVATIONS

- Educational attainment varies by race/ethnicity for adults in San Diego County. Race/ethnicity cohorts with the lowest levels of educational attainment were Alaska Native/American Indian (23 percent), Hispanic/Latinx (32 percent), and those who self-identified as “Other” (36 percent). The race/ethnicity cohorts with the highest levels of educational attainment were Asian, Black, Hawaiian/Pacific Islander, Two or more races/ethnicities, and White.

- Of particular concern are the race/ethnicity differences in the attainment of a bachelor’s degree or higher. Considering the projection that 40 percent of all jobs are likely to require a bachelor’s degree in the coming decade, a significantly lower proportion of San Diego County residents in the following race/ethnicity cohorts would fail to meet this entry-level requirement: Alaska Native/American Indian, African American/Black, Hispanic/Latinx, Other, and Hawaiian/Pacific Islander. 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.

- Given that educational attainment predicts access to jobs with more security and higher salaries and is the strongest predictor of economic opportunities and overall wellbeing across the lifespan, Mesa College views the racial/ethnic disparity in educational attainment as a social justice issue.

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates
Note: The cohort labeled “White” reflects data in the U.S. Census Bureau category of “White Alone.”
# ENROLLMENT TRENDS

## OBSERVATIONS

- **After a steady increase in the number of sections offered from fall 2014 through fall 2017, in fall 2018, Mesa College offered 67 fewer sections than the previous fall.**

- **The reduction in the number of sections offered was one component in a larger district-wide plan to reduce expenditures.** This cost-saving plan was implemented in response to the anticipated reduction in state apportionment created by Student Centered Funding Formula. Refer to Chapter 1 for a description of the change in methods of determining state apportionment.

## Data Set 19. Sections Offered

<table>
<thead>
<tr>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>1978</td>
<td>2049</td>
<td>2059</td>
<td>2078</td>
<td>2111</td>
</tr>
</tbody>
</table>

Source: Mesa College Office of Institutional Planning

## Data Set 20. Headcount, Enrollment, and Full Time Equivalent Students

<table>
<thead>
<tr>
<th></th>
<th>Mesa College Headcount</th>
<th>Prior Year % Change</th>
<th>Mesa College Enrollment</th>
<th>Prior Year % Change</th>
<th>Mesa College FTES</th>
<th>Prior Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>24,285</td>
<td>0.2%</td>
<td>59,328</td>
<td>-0.2%</td>
<td>16,102</td>
<td>0.3%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>24,345</td>
<td>0.2%</td>
<td>59,188</td>
<td>-0.2%</td>
<td>16,300</td>
<td>1.2%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>23,630</td>
<td>-2.9%</td>
<td>58,700</td>
<td>-0.8%</td>
<td>16,001</td>
<td>-1.8%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>23,616</td>
<td>-0.1%</td>
<td>57,565</td>
<td>-1.9%</td>
<td>15,570</td>
<td>-2.7%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>22,539</td>
<td>-4.6%</td>
<td>54,800</td>
<td>-4.8%</td>
<td>14,799</td>
<td>-5.0%</td>
</tr>
</tbody>
</table>

Source: Mesa College 2019 Fact Book

Notes:
- Headcount is the number of individual students. Each student is counted once regardless of the number of courses in which the student enrolls.
- Enrollment is the number of registrations. When a student enrolls in (or registers for) multiple courses, each enrollment (or registration) is counted.
- FTES is a student workload measure equal to 30 credit hours of enrollment, which is equal to 525 contact hours in an academic year. The values in this table include both resident and non-resident FTES.
Observations

- Consistent with the reduction in the sections offered, student headcount, enrollment, and productivity decreased between fall 2017 and fall 2018.

Data Set 21. Mesa College Productivity

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Mesa College Fall 2014</th>
<th>Mesa College Fall 2018</th>
<th>Difference Fall 2014 to Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTES/FTEF</td>
<td>17.5</td>
<td>16.5</td>
<td>14.3</td>
</tr>
<tr>
<td>WSCH/FTEF</td>
<td>Statewide: 525</td>
<td>526</td>
<td>455</td>
</tr>
<tr>
<td></td>
<td>District-wide: 557</td>
<td></td>
<td>-71</td>
</tr>
<tr>
<td>Fill Rates</td>
<td>Variable</td>
<td>88%</td>
<td>79%</td>
</tr>
<tr>
<td>Average Class Size</td>
<td>Variable</td>
<td>30.0</td>
<td>27.2</td>
</tr>
</tbody>
</table>

Source: Mesa College Office of Institutional Research
Notes:
- FTES/FTEF is an efficiency measure that compares the average number of Full-time Equivalent Students to the number of Full-time Equivalent Faculty. The benchmark is 17.5 per semester.
- WSCH/FTEF or Load is an efficiency measure that compares the average number of Weekly Student Contact Hours to the number of Full-time Equivalent Faculty. The statewide benchmark for load, based on a 17.5-week semester, is 525.
- Fill rate represents the total number of census enrollments for a course divided by the enrollment maximum for the course.
- Average class size represents the average number of enrollments per section.
OBSERVATIONS

- Prior to the pandemic and health restrictions that prohibited on-campus activities, the majority of students enrolled in traditional face-to-face courses.

- The percentage of students enrolled in traditional face-to-face courses decreased between fall 2014 and 2018 while the percentage of students enrolled in online only or a combination of on-campus and online courses increased during this period, from 22 percent in fall 2014 to 36 percent in fall 2018.
STUDENT CHARACTERISTICS

Data Set 23. Students by Age

Observations

- Mesa College’s student population is young, with 81 percent of the students 29 years old or younger.
- The youthfulness of Mesa College students was highlighted in a comparison of this student population with the student populations in community colleges statewide in fall 2018.

Source: Mesa College 2019 Fact Book

Data Set 24. Students Age 29 and Younger

Source: Mesa College 2019 Fact Book and Chancellor’s Office Data Mart
The most significant change in the distribution of race/ethnicity in the College’s student population has been an increase in the number of students who identify as Hispanic/Latinx. In 2014-15, the cohorts of Hispanic/Latinx and White students were close to equal (33 percent and 32 percent respectively). In 2018-19, the proportions of these two largest race/ethnicity cohorts shifted, with 38 percent of the student population identifying as Hispanic/Latinx and 31 percent identifying as White. The other notable demographic shift was a two percent decrease in students who self-identified as Asian.

The same four race/ethnicity groups represented the majority of the population for the residents who live within the District-wide geographic boundaries (95 percent) and the College (87 percent): African American/Black, Asian, Hispanic/Latinx, and White.

However, the proportions of race/ethnicity cohorts among the students differ from that among the residents within the District-wide geographic boundaries: Hispanic/Latinx comprised 38 percent of the student population compared to 31 percent of the community population and African American/Black comprised seven percent of the student population compared to six percent of the community population.

Sources:
- Community Population Race/Ethnicity: SANDAG, 2050 Series 13 Regional Growth Forecast
- Mesa Student Race/Ethnicity: Mesa College Student Characteristics Dashboard Summary
### OBSErvations

- Mesa College students represent a rich mosaic of diverse life circumstances.

- In 2018-19, eight percent of Mesa College students attended high school at the same time that they took college classes; close to 28 were the first in their families to attend college; two percent were former foster youth; one percent were student/athletes; and about nine percent were veterans or active military.

### Data Set 27. Student Characteristics Summary

<table>
<thead>
<tr>
<th></th>
<th>2014-15</th>
<th>% of Total Students</th>
<th>2018-19</th>
<th>% of Total Students</th>
<th>% Change 2014-15 to 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Currently in HS</strong></td>
<td>1,187</td>
<td>4.9%</td>
<td>1,764</td>
<td>7.9%</td>
<td>3.0%</td>
</tr>
<tr>
<td><strong>First Generation</strong></td>
<td>6,619</td>
<td>27.3%</td>
<td>6,259</td>
<td>27.9%</td>
<td>0.6%</td>
</tr>
<tr>
<td><strong>Former Foster Youth</strong></td>
<td>475</td>
<td>2.0%</td>
<td>382</td>
<td>1.7%</td>
<td>-2.0%</td>
</tr>
<tr>
<td><strong>Student-Athlete</strong></td>
<td>252</td>
<td>1.0%</td>
<td>264</td>
<td>1.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td><strong>Veteran/Active Military</strong></td>
<td>2,228</td>
<td>9.2%</td>
<td>2,038</td>
<td>9.1%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

Source: Mesa College Student Characteristics Dashboard Summary
Note: Students may be counted in more than one category.
Student Characteristics

Data Set 28. Full-time Students: Mesa College and Statewide

OBSERVATION

• The proportion of students enrolled in 12 or more units at Mesa College combined with units those students enrolled in at other colleges within the District has been higher than the proportion of students who enrolled in 12 or more units at community colleges statewide.

Sources: Mesa College Office of Institutional Research and California Community Colleges Chancellor’s Office Data Mart
Note: Mesa College students include students attending only Mesa College as well as students enrolled in 12 or more units District-wide with at least one course at Mesa College.
OBSERVATION

- Between 65 and 67 percent of Mesa College students resided within the District-wide geographic boundaries each fall semester between 2014 and 2018.

Source: Mesa College 2019 Fact Book
OBSERVATIONS

- Students identify their educational objectives when they apply to Mesa College and their choices reflect the broad and varied role of community colleges.
- Students’ educational objectives were approximately the same in fall 2014 and fall 2018.
- Sixty percent of incoming students aim to earn either an associate degree or a bachelor’s degree.
STUDENT SUCCESS

Data Set 31. Course Retention and Success

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Retention Rates</th>
<th>Course Success Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>86%</td>
<td>70%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>86%</td>
<td>71%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>86%</td>
<td>71%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>87%</td>
<td>71%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>86%</td>
<td>71%</td>
</tr>
</tbody>
</table>

Source: Mesa College Office of Institutional Research

Notes:
- Course retention rates compare the number of students who completed the course with any grade other than a W to the number of students enrolled in a course at census.
- Course success rates compare the number of students who completed the course with a passing grade (A, B, C, or P) to the number of students enrolled in a course at census.

Data set 32. Course Retention: Mesa College and Statewide

<table>
<thead>
<tr>
<th>Type</th>
<th>2018 Mesa College</th>
<th>2018 Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills</td>
<td>86.6%</td>
<td>84.6%</td>
</tr>
<tr>
<td>Credit</td>
<td>86.6%</td>
<td>86.9%</td>
</tr>
<tr>
<td>Degree Applicable</td>
<td>86.5%</td>
<td>87.0%</td>
</tr>
<tr>
<td>Transferable</td>
<td>86.6%</td>
<td>86.9%</td>
</tr>
<tr>
<td>Vocational</td>
<td>86.5%</td>
<td>89.4%</td>
</tr>
</tbody>
</table>

Sources: Mesa College 2019 Fact Book and Chancellor’s Office Data Mart

OBSERVATIONS

- From fall 2014 through fall 2018, Mesa College course retention rates were consistently high for all students, between 86 and 87 percent.
- In the same period, course success rates for Mesa College students were consistently between 70 and 71 percent.
- The course retention rates for Mesa College students in fall 2018 were comparable to the statewide retention rates.
### OBSERVATIONS

- The course success rates for Mesa College students in fall 2018 matched the statewide course success rates in credit, degree applicable, and transferrable courses, were higher than the statewide rates in basic skills courses, and were below the statewide rates in vocational courses.

- Students in the African American/Black and Hispanic/Latinx cohorts had the lowest course success rates in both 2014-18 and 2018-19.

---

**Data Set 33. Course Success: Mesa College and Statewide**

<table>
<thead>
<tr>
<th>Category</th>
<th>Mesa College</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills</td>
<td>66.2%</td>
<td>61.1%</td>
</tr>
<tr>
<td>Credit</td>
<td>71.3%</td>
<td>71.2%</td>
</tr>
<tr>
<td>Degree Applicable</td>
<td>71.5%</td>
<td>71.6%</td>
</tr>
<tr>
<td>Transferable</td>
<td>71.8%</td>
<td>71.7%</td>
</tr>
<tr>
<td>Vocational</td>
<td>73.9%</td>
<td>77.3%</td>
</tr>
</tbody>
</table>

Source: California Community Colleges Chancellor’s Office Data Mart

---

**Data Set 34. Course Success by Students’ Race/Ethnicity**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2014-15</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>62%</td>
<td>61%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>78%</td>
<td>79%</td>
</tr>
<tr>
<td>Filipino</td>
<td>73%</td>
<td>72%</td>
</tr>
<tr>
<td>Hispanic/Latinx</td>
<td>65%</td>
<td>68%</td>
</tr>
<tr>
<td>White</td>
<td>75%</td>
<td>77%</td>
</tr>
</tbody>
</table>

Source: Mesa College 2019 Fact Book
Note: Cohorts not reported: American Indian, Other, and Unreported.
Student Success

Data Set 35. Completion within Six Years

Source: Chancellor’s Office 2019 Scorecard
Note: Completion is defined as the percentage of degree, certificate, and/or transfer-seeking students starting in 2011-12 who completed a degree, certificate, or transfer-related outcome within six years.

Data Set 36. Completion by Student Readiness

Source: Chancellor’s Office 2019 Scorecard
Notes:
- Completion rates represent the percentage of degree-, certificate-, or transfer-seeking students who completed a degree, certificate, or transfer-related outcome within six years after entering Mesa College.
- Pre-transfer represents first-time students who are placed in courses below transfer-level in English and Mathematics.
- Transfer represents first-time students who are placed into transfer-level courses in English and Mathematics.

Data Set 37. Completion by Students’ Race/Ethnicity

Source: Chancellor’s Office 2019 Scorecard
Notes:
- Completion rates represent the percentage of degree-, certificate-, or transfer-seeking students who completed a degree, certificate, or transfer-related outcome within six years after entering Mesa College.

OBSERVATIONS

- The rate of students’ completion of degrees, certificates, or transfer requirements at Mesa College was 56 percent in the most recent data. Although this rate is higher than the statewide rate of 48 percent, it is six percent lower than the rate at Mesa College six years earlier.

- Seventy-three percent of the first-time students who were ready for transfer-level English and Mathematics courses completed a degree, certificate, or transfer requirements within six years compared to 48 percent for students who were not ready for transfer-level English and Mathematics when they entered Mesa College.

- African American/Black and Hispanic/Latinx students have lower completion rates compared to students in other race/ethnicity cohorts.
Student Success

Data Set 38. Mesa College Awards

<table>
<thead>
<tr>
<th>Type of Award</th>
<th>Mesa College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014-15</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>814</td>
</tr>
<tr>
<td>Associate Degree for Transfer</td>
<td>677</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>0</td>
</tr>
<tr>
<td>Certificates 60+ Units</td>
<td>0</td>
</tr>
<tr>
<td>Certificates 30-59 Units</td>
<td>173</td>
</tr>
<tr>
<td>Certificates &lt;30 units</td>
<td>125</td>
</tr>
</tbody>
</table>

Source: Mesa College 2019 Fact Book

Data Set 39. Transfers to Four-year Institutions

Source: Mesa College 2019 Fact Book

OBSERVATIONS

- In a comparison of awards in 2013-14 and 2017-18, the number of associate degrees awarded increased six percent, associate degrees for transfer by 11 percent, and certificates requiring between 30-59 units by 36 percent.

- Compared to five years ago, a greater number of Mesa College students transferred to each type of four-year institution in 2017-18.
Surveys were completed by 827 participants; 621 students and 206 employees. The following two pages are examples of the survey results. For complete results, refer to the Mesa2030 webpage.

I feel a sense of belonging at Mesa College.

By Race / Ethnicity

Most sense of belonging: Exercise Science, Health Education & Athletics

Least sense of belonging: Arts & Languages

By Department

By Gender

Transgender students are slightly more likely to “disagree” with this statement

By Student Status

Agree or Strongly Agree

Full-time Part-time
CONTINUING STUDENTS: **When you return to campus, do you plan to engage in the following activities?**

NEW STUDENTS: **If you have never been to campus, do you anticipate you will engage in the following activities?**

- Quiet individual study
- Meet with someone in Student Services (such as Counseling, Financial Aid, DSPS, etc.)
- Socialize with Friends
- Group study and collaboration
- Meet with a tutor
- Attend or participate in Cultural Events, Performances, Concerts and Sports
- Train and Exercise: Gym Facilities, Athletic Fields and Courts
- Participate in Student Activities or Clubs

![Bar chart showing activity engagement levels](chart-image)
Mesa College is developing a master plan for the next ten years – in your opinion, what should Mesa College focus on?

<table>
<thead>
<tr>
<th>Rank</th>
<th>Options</th>
<th>First choice</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Last choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student Support</td>
<td>⬇️</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>⬆️</td>
</tr>
<tr>
<td>2</td>
<td>Variety of Instructional Programs</td>
<td>⬇️</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>⬆️</td>
</tr>
<tr>
<td>3</td>
<td>Dedicated Study Areas</td>
<td>⬇️</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>⬆️</td>
</tr>
<tr>
<td>4</td>
<td>Parking and Transportation</td>
<td>⬇️</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>⬆️</td>
</tr>
<tr>
<td>5</td>
<td>Communication</td>
<td>⬇️</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>⬆️</td>
</tr>
<tr>
<td>6</td>
<td>Student Life and Activities</td>
<td>⬇️</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>⬆️</td>
</tr>
<tr>
<td>7</td>
<td>Informal Gathering Spaces</td>
<td>⬇️</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>⬆️</td>
</tr>
<tr>
<td>8</td>
<td>Sustainability</td>
<td>⬇️</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>⬆️</td>
</tr>
<tr>
<td>9</td>
<td>Buildings and Grounds</td>
<td>⬇️</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>⬆️</td>
</tr>
<tr>
<td>10</td>
<td>Signage and Wayfinding</td>
<td>⬇️</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>⬆️</td>
</tr>
</tbody>
</table>
Surveys were completed by 73 community members. The following two pages are examples of the survey results. For complete results, refer to the Mesa2030 webpage.

**How familiar are you with Mesa College?**

- Very familiar: 75%
- Somewhat familiar: 24%
- Not familiar: 1%

**Have you or anyone in your family/household attended Mesa College?**

- 68% said YES
- 32% said NO

**How favorable is your general perception of Mesa College?**

- Very Favorable: 64%
- Somewhat Favorable: 18%
- Somewhat Unfavorable: 8%
- Neutral: 5%
- Not Familiar: 1%

*Legend*

- Respondents' familiarity with Mesa College:
  - Not Familiar
  - Somewhat Familiar
  - Very Familiar
In your opinion, what are the most important roles of Mesa College in serving the educational needs of the community? (Select the top 3 from the following)

- Student Support
- Variety of Instructional Programs
- Parking and Transportation
- Community Access to Resources
- Sustainability
- Student Life and Activities
- Dedicated Study Areas
- Buildings and Grounds
- Communication
- Art and Sports Events
- Signage and Wayfinding
- Informal Gathering Space

Legend
Respondents’ familiarity with Mesa College
- Not Familiar
- Somewhat Familiar
- Very Familiar
DEPARTMENT AND PROGRAM INTERVIEWS

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. Responses were analyzed to identify the following themes:

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

We need to put information where the students are, such as on canvas and social media
Increase the visual representations of students on campus
Design space for students to collaborate in small groups
Equal technology access across the campus is now needed more than ever
Students need to feel safe to speak their minds and exchange ideas
Infuse awareness of and steps to implement environmental and ecological sustainability
Viewing students as individuals include focusing on the affective domain
In 2030, College should be known for working together to deliver services, transfer students, academic integrity, and instructional computing.
Vision that Mesa will be the leader in technology and sustainability in SD region
Quality physical space contributes to student success; it is a message that YOU are valued and the college values what we have to offer.
Need to create more community
Academic integrity should be the first theme

ment
Campus/Community Engagement

DEPARTMENT AND PROGRAM INTERVIEWS
Campus/Community Engagement

Mesa2030 ACTIVITY AT SPRING CONVOCATION

Approximately 200 faculty and staff contributed their visions of Mesa College in 2030. For complete results, refer to the Mesa2030 webpage.

What would you like the campus to look like in 2030 with regard to facilities, programs, and services?

- Free education
- More parking
- Mobile concierge stands
- More Mesa mobile apps
- Student-run health clinic
- Student and faculty housing on top of every building
- New performing arts complex - place that can bring all performing arts community together
- Childcare for students and staff
- Public art that reflects the community and student diversity
- Multi-story parking structure with ramp
- English classes in an actual building instead of the village
- Upgrading technology in every way: entry keys, computers, websites, apps, etc.

What should Mesa College's top priorities be in the coming decade?

- Sustainability
- Shuttle bus from trolley to mesa, or have trolley come through mesa
- Pub for drinking our fermented products
- Water stations across campus
- ASL space for students and staff to support each other
- Bike lanes
- On-campus paid internships
- Look at students more holistically, issues that affect them, and prioritize that
- Student focused International center - to promote international global community on campus
- That the experiences of our students to be equitable
- More emphasis on honors program
- LGBTQ+ pride center on campus
In fall 2020 and spring 2021, faculty, staff, and students were invited to describe their experiences on campus and offer suggestions for campus improvement. For complete results, refer to the Mesa2030 webpage.
A total of 21 students shared their experiences and suggestions in one of these focus groups: Pathway Fellows and Peer Navigators, Black Students, and Latinx Students. For complete results, refer to the Mesa2030 webpage.

What types of spaces would you like to see developed on campus to support your success?

- Study space for Allied Health
- Community Clinic
- Outdoor spaces that inspire impromptu collaboration
- Improved visibility/access to resources and services
- Student support throughout campus
- More parking
Is there a place on campus where you do not feel welcomed/uncomfortable?

- My program is far from the center of campus and therefore makes me feel not part of the main campus.
- I represent the 1% of people who look like me in my program. None of my professors look like me either.
- I feel uncomfortable walking in the parking lot at night.
- The classroom is where I feel most unwelcomed at times because there is a disparity in the amount of students that look like me.
- The cafeteria is not very accommodating to people with disabilities.
- Teachers sometimes signal me out in class.
- I feel uncomfortable in the bookstore because of the type of looks I get when entering.

Is there a place on campus where you feel a sense of belonging?

- When I started at Mesa I was in a wheelchair. The classroom is where I most feel a sense of belonging because teachers don’t treat me differently and overcompensate for my disability.
- The Veteran’s Center because we all have shared experiences.
- Tutoring centers.
- Allied Health Center.
- EOPS has friendly staff who made me feel very welcomed. They made me feel like they cared.
- Mesa Commons.
- The loft at LRC, because it’s a rejuvenating space for students.
- Outdoor areas where I can exercise – the outdoor stairs, courtyards.
- It’s easy to feel a sense of belonging in the spaces where you feel you have the most common interests.
- Library.