Mesa 2030 Comprehensive Master Plan

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

• **Chart** the College’s long-term course toward accomplishing its Mission, which describes the College’s aspirations for student access, equity, and success

• **Engage** constituent groups in a dialogue about the future

• **Identify** current and anticipate future challenges and opportunities in the College’s instructional and student services programs, site, and facilities

• **Connect** educational needs to site and facilities improvements

• **Project** the College’s growth over the next decade

• **Inform** the public of the College’s intentions about instructional programs, support services, and facilities improvements
Process for Developing Mesa2030

1. PREPARE
   - FALL SHARING SESSION

2. ANALYZE
   - SPRING CONVOCATION
   - PRESIDENT’S CABINET RETREAT

3. FRAME
   - DEPARTMENT & PROGRAM INTERVIEWS PART 1
   - DEPARTMENT & PROGRAM INTERVIEWS PART 2

4. EXPLORE
   - ONLINE SURVEY

5. RECOMMEND
   - CAMPUS COMMUNITY FORUM
   - STUDENT FOCUS GROUPS
   - DEPARTMENT & PROGRAM INTERVIEWS PART 3

6. DOCUMENT
   - SUSTAINABILITY WORKSHOP
   - ONLINE SURVEY
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Gender
Mesa2030 | INTRODUCTION | 0.12
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.
PLANNING CONTEXT

TRENDS IN HIGHER EDUCATION

Educational Attainment by Race/Ethnicity in United States, 2017

The Equity Agenda

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

- There are significant race/ethnicity disparities in the levels of educational attainment in San Diego County. California’s data on race/ethnicity differences in the completion of degrees, certificates, and transfer requirements mirrors the national data. Asian, Filipino, and White students had the highest completion rates and African American, American Indian/Alaska Native, Hispanic/Latinx, and Pacific Islander students the lowest.

- Of particular concern are the race/ethnicity differences in the attainment of a bachelor’s degree or higher. Considering the projection that 35 percent of all jobs are likely to require a bachelor’s degree in the coming decade, the lack of a bachelor’s degree will exclude 75 percent or more of the members of these race/ethnicity groups from applying for the jobs that are likely to include job security, higher wages, and health insurance benefits: African American/Black, Alaska Native/American Indian, Hispanic/Latinx, Other, and Hawaiian/Pacific Islander.

- These disparities in educational attainment based on race/ethnicity forecast the employability of the current generation as well as the next generation. If parents attended college, the children are more than twice as likely to attend college compared to children whose parents completed only high school. Race/ethnicity differences in levels of educational attainment perpetuate inequity in job opportunities and higher-paying jobs. (Source: Organization for Economic Cooperation and Development)

- Viewed through a social justice lens, this pattern of race/ethnicity differences in student completion of postsecondary degrees and certificates is mandate for colleges to identify and eliminate opportunity gaps and structural racism.

Source: American Council on Education
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.

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

DEVELOPMENT OF FRAMEWORK

Mesa2030 Goals and Facilities Planning Principles

- Vision for Success & SDCCD Goals
- Mesa College Educational Vision
- Mesa2030 Task Force
- Program Reviews
- Campus Voices
- Community Voices
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
- Increase the visual representations of students on campus
- Share and celebrate cultural diversity
- Send message to students, “You belong here! – Welcome!”
- Infuse awareness of and steps to implement environmental and ecological sustainability
- 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
- Infuse awareness of and steps to implement environmental and ecological sustainability
- Meets students’ basic needs through resources for food, housing, and mental health counseling
Mesa2030 Goals

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

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

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

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

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

EQUITY AND EXCELLENCE

Mesa2030 Goals

Completion  Community  Pathways + Partnerships  Stewardship  Scholarship

Facilities Planning Principles
## 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>
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<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>
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<tr>
<td>Place services where students are</td>
<td>Improve campus navigation + wayfinding</td>
<td>Inspire collaboration across schools and departments</td>
<td>Inspire collaboration across schools and departments</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>Improve access to community resources</td>
<td>Maximize state funding opportunities</td>
</tr>
<tr>
<td>Support basic needs</td>
<td>Visibly support equity</td>
<td>Increase opportunities for collaboration with business + industry</td>
<td>Increase opportunities for collaboration with business + industry</td>
<td>Create a sustainable campus</td>
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<tr>
<td>Increase access to faculty + staff</td>
<td>Display the arts</td>
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THE EXISTING CAMPUS
EXISTING BUILDINGS TO BE REMOVED
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.
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.
Each project identified in Mesa 2030 is linked to multiple facilities planning principles as highlighted in this matrix.

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<tr>
<th>PROJECT LINKAGES</th>
<th>EQUITY AND EXCELLENCE</th>
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<tr>
<td>WELCOME CENTER</td>
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<tr>
<td>ENGLISH / ELAC / STUDENT RESOURCE CENTER</td>
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<tr>
<td>PERFORMING ARTS COMPLEX / ADMINISTRATION</td>
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<tr>
<td>ATHLETICS / EXERCISE SCIENCE / DANCE</td>
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<td>CHILD DEVELOPMENT CENTER</td>
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<td>STUDENT HOUSING</td>
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<td>HIGH SCHOOL</td>
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<td>CONFERENCE CENTER</td>
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