



Mesa

Mesa2030
Comprehensive
Master Plan

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



Mesa

Mesa2030 Comprehensive Master Plan

BOARD APPROVED, MAY 13, 2021

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

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LETTER FROM THE PRESIDENT

What a pleasure it is to present this educational and facilities master plan! This plan is the result of a journey -- one that took many twists and turns as we came together as a community to dream about Mesa College over the next ten years. When we began this journey, we were building on the dreams and aspirations of over 56 years of leadership, teaching, learning, and commitment to our students. Through the decades the College has built this "Mesa," a table that has offered life-transforming opportunities to thousands of Olympians.

When we began the development of this long-term plan, we had no way of knowing that the College would shift to remote learning, that we would be hit with a health pandemic and racial reckoning and violence. We stopped, listened, created space, stepped back, and regrouped. We made sure we re-looked at the work that we had done on this comprehensive master plan, and started anew given the current environment, and its impact on our long-term goals.

As you will see, there have been hundreds of individuals, programs, services, departments highly engaged in this planning process. The core of this process has been our focus on equity and excellence. Each and every time we consider an initiative, effort or commitment of resources, we assure that our work is data-informed and assessed through the lens of diversity, equity and inclusion. In addition, we took the extra step of asking a team of outside colleagues to help us embed pathways and equity into our planning. We did so to make sure that we were not insular in our view, and to assure a full expression of our vision.

As the College actively uses this plan over the next ten years, the world will undoubtedly change many times over again. The beauty of Mesa2030 is that it reflects the flexibility and resilience of the people who serve this incredible institution. The plan will guide us, the people will lead us, and Mesa College will achieve its vision to be The Leading College of Equity and Excellence.

Dr. Pamela T. Luster, Ed D.





The San Diego Mesa College community holds great respect for the land and the original people of the area where our campus was built. Specifically, we recognize the Kumeyaay people whose ancestral homelands the Campus currently occupies. As members of the Mesa College community we acknowledge their tremendous contributions to our region and thank them for their stewardship.

MISSION

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

Freedom of Expression

Accountability

Integrity

Diversity

Respect

Equity

Scholarship

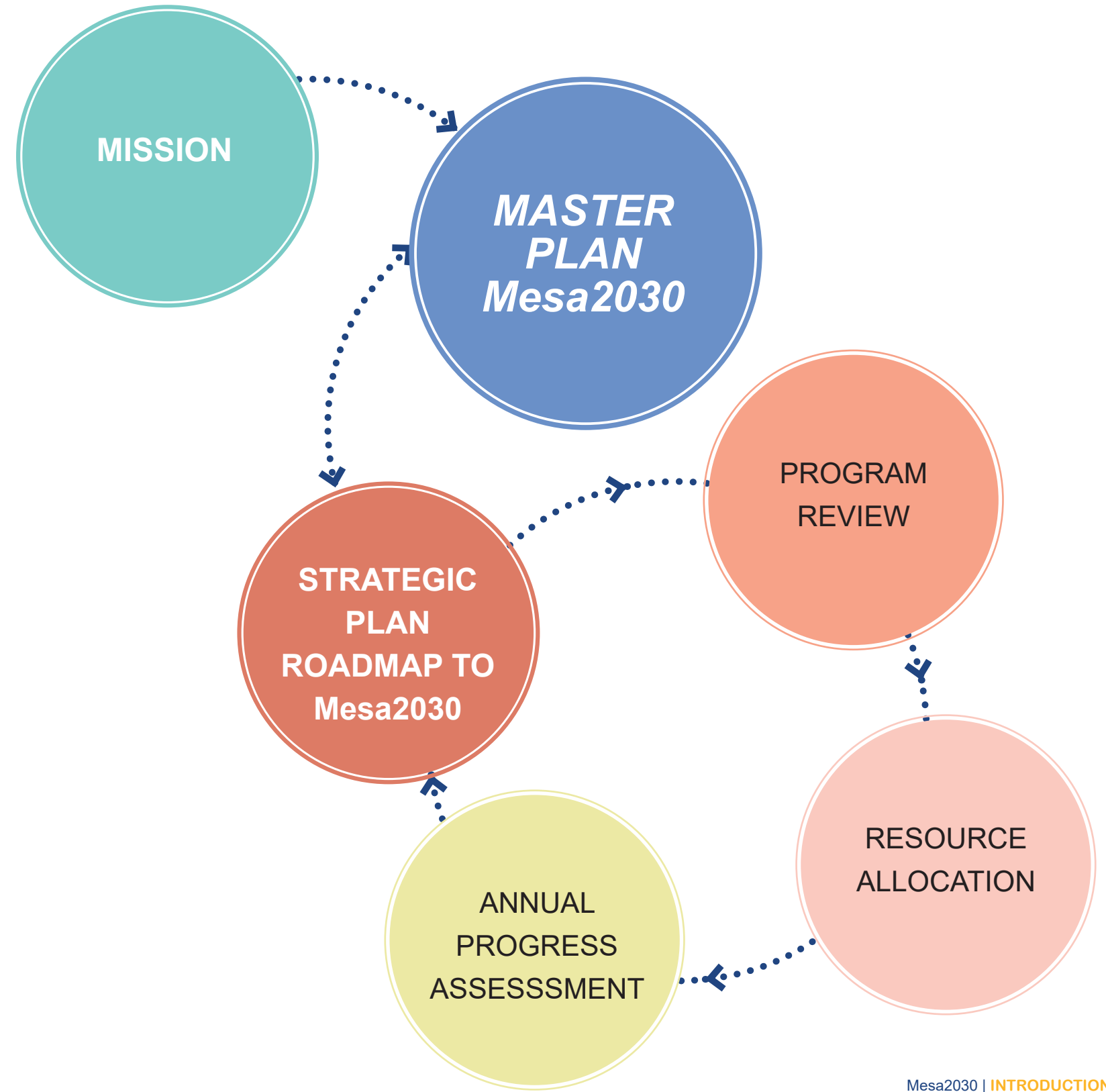
Excellence

Sustainability

CYCLE OF INTEGRATED PLANNING

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

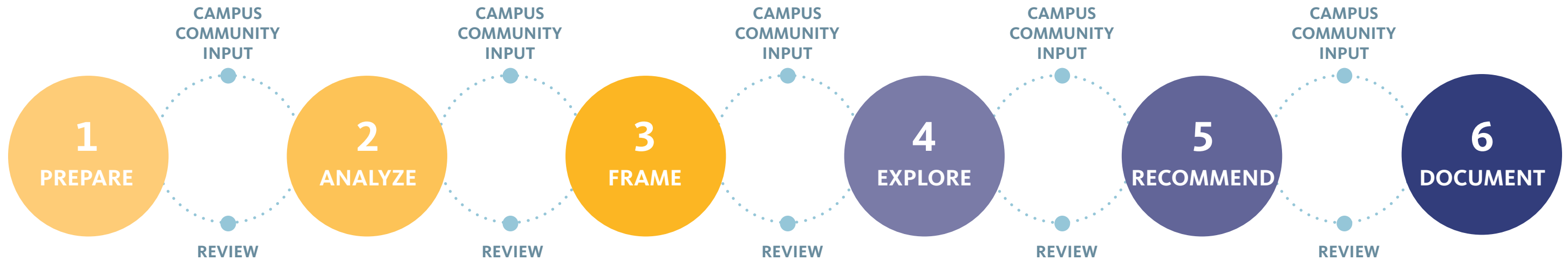
- **Chart** the College's long-term course toward accomplishing its Mission, which describes the College's aspirations for student access, equity, and success
- **Engage** constituent groups in a dialogue about the future
- **Identify** current and anticipate future challenges and opportunities in the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



PROCESS FOR DEVELOPING Mesa2030

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

6 STEP PROCESS



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.

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.

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.

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.

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.

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

CAMPUS/COMMUNITY ENGAGEMENT

Faculty, staff, administrators, and community members were invited to participate in dialogues about the College's future.

Mesa2030 TASK FORCE

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

SHARING SESSIONS

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

Mesa2030 ACTIVITY at SPRING CONVOCATION

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

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

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

DEPARTMENT AND PROGRAM INTERVIEWS

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

CAMPUS EXPERIENCE SURVEY

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

STUDENT FOCUS GROUPS

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

COMMUNITY ONLINE SURVEY

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

SUSTAINABILITY WORKSHOP

Members of the Environmental Sustainability Committee, 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:

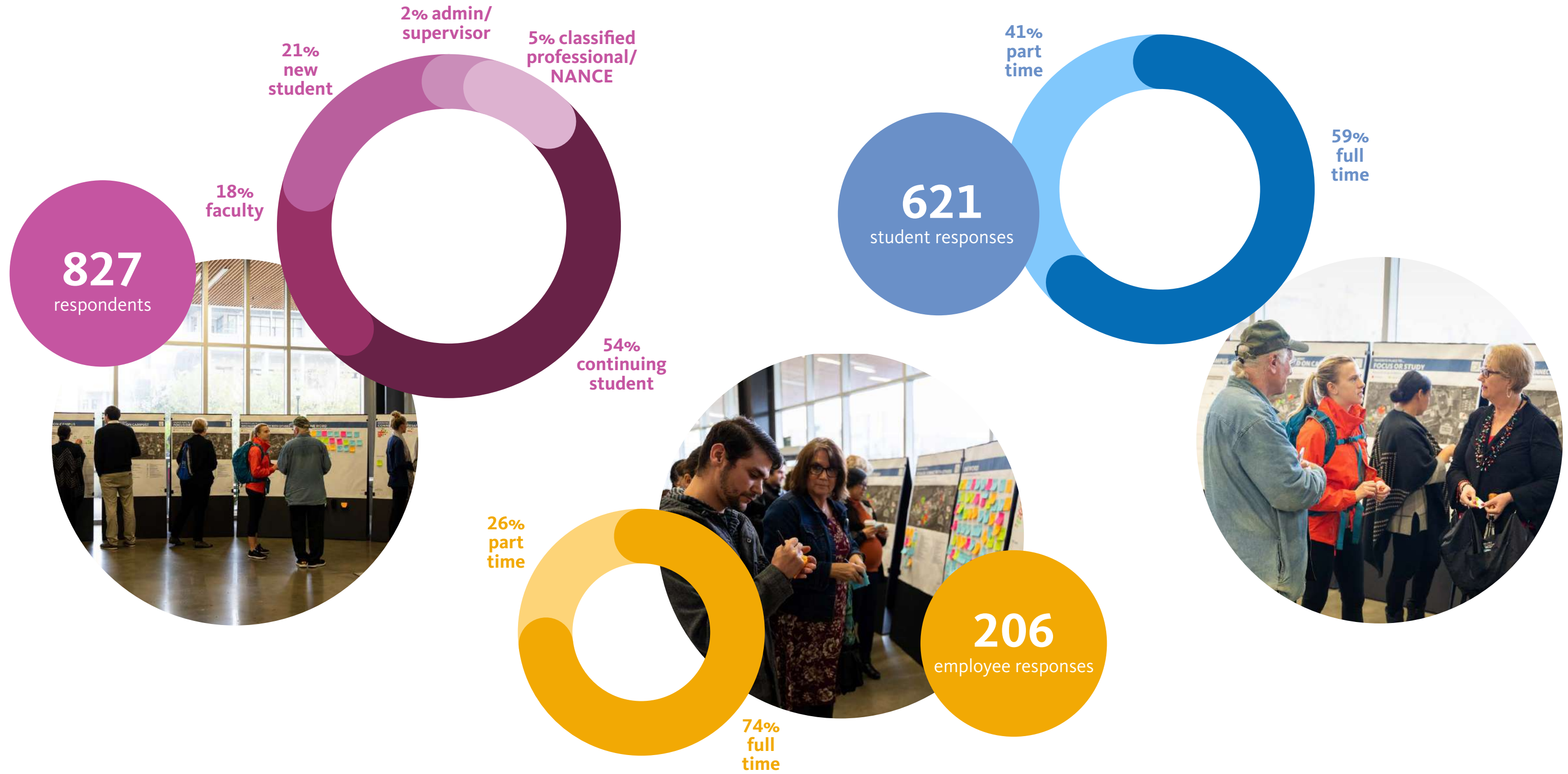
- Climate Action
- Wellbeing
- Diversity, Equity and Inclusion

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.

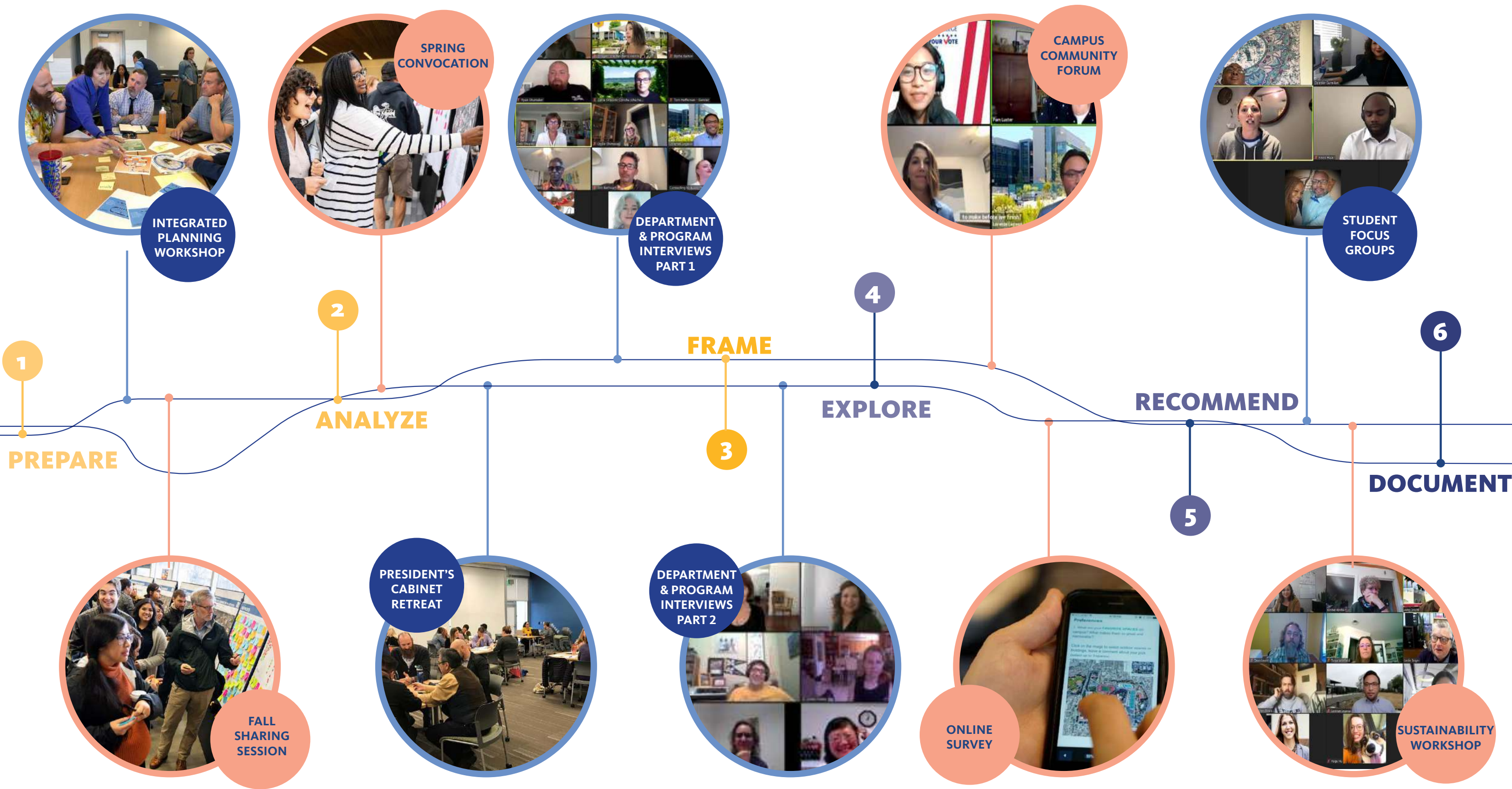


Process for Developing Mesa2030

CAMPUS/COMMUNITY ENGAGEMENT



Process for Developing Mesa2030



PARTICIPANTS

Mesa2030 Task Force

Lorenze Legaspi, <i>Co-Chair</i>	Jesse Keller
Bridget Herrin, <i>Co-Chair</i>	Terry Kohlenberg
Isaac Arguelles- Ibarra	Ashanti Hands
Christine Balderas	Lance Lareau
Sim Barhoum	Trina Larson
Blythe Barton	Leticia Lopez
Amy Bettinger	Mark Manasse
Donna Budzynski	Chris Manis
Taylor Carpenter	Larry Maxey
John Crocitti	Isabel O'Connor
Michael Davis	Agustin Rivera Jr.
Leticia Diaz	Monica Romero
Howard Eskew	Rachel Russell
Michel Fitzgerald	Leslie Shimazaki
Giovanni Garcia	Ryan Shumaker
Holly Jagielinski	Andrew Tanjuaquio
Leroy Johnson	Natalia Trinh, <i>Task Force Support</i>
Amanda Johnston	Carla Grossini-Concha, <i>Task Force Support</i>

Spring and Fall 2020 Interviews

Admin Services

Lorenze Legaspi,
Vice President

Kevin Branson

Marco Chavez

Jacqueline Collins

Aileen Crakes

Lynn Dang

Michael Davis

Frank Fernand

David Fierro

Erica Garcia

Carla Grossini-Concha

Erika Higginbotham

Charlie Lieu

Arts & Languages

Leslie Shimazaki, Dean

Blythe Barton

Nathan Betschart

Michael Harrison

Jesse Keller

Mario Lara

Andrea Moctezuma

Alison Primoza

N. Scott Robinson

Denise Rogers

Barbara Sexton

George Ye

Business & Technology

Danene Brown, Dean

Su-lin Chen

Katlin Choi

Howard Eskew

Michael Fitzgerald

Susan Gregory

Adrienne Milner

Monica Romero

Rachel Russell

Kris Secor

Allan Schougaard

Lisa Shapiro

Jordyn Smiley

Tonya Whitefield

Exercise Science, Health Education & Athletics

Ryan Shumaker, Dean

Blythe Barton

Kevin Hazlett

Ed Helscher

Kim Lester

Nathan Resch

Lindsay Samaniego

Jim Fegan

Donna Flournoy

Gary Watkins, Jr.

Health Sciences and Public Services

Tina Recalde, Dean

Christine Balderas

Jill Chagnon

Kennedy Cooper

Ida Cross

Jeaneal Davis

Christine DuPraw

Lou Ann Gibson

Joseph Halcott

David Johnson

Mandy Johnston

David Lott

Annette Miner

Azucena Murillo

Carol Novosad

Claudia Perkins

Cindy Purnell

Leslie Styles

Karen Wait

Humanities

Linda Hensley, Dean

Sim Barhoum

Janna Braun

Rosiangela Escamilla

Veronica Gerace

Jill Moreno Ikari

Terry Kohlenberg

Kimberly Lacher

Andrea Lelham

Bryan Malinis

Bruce Naschak

Kim Perigo

Chris Sullivan

Jorge Villalobus

Learning Resources

Andrew MacNeill, Dean

Alison Gurganus

Kristin Krogh

Janue Johnson

Brian Mackus

Mark Manasse

Michael McLaren

Caterina Palestini

Carolina Rostworowski

Mathematics & Natural Sciences

Susan Topham, Dean

Gina Abbiate

Don Barrie

Donna Budzynski

Jennifer Carmichael

Stephanie Colby

Jarred Collins

Paula Hjorth-Gustin

Sharon Hughes

Ken Kuniyuki

Morteza Mohssenzadeh

Irena Stojimirovic

Jen Synder

Todd White

President's Direct Reports

Pam Luster, President

Ashanti Hands

Bridget Herrin

Jennifer Kearns

Lorenze Legaspi

Isabel O'Connor

Krista Stellmacher

Social & Behavioral Sciences

Charles Zappla, Dean
Spring

Leslie Shimazaki, Dean
Fall

Evan Adelson

Amy Aswell

John Crocitti

Ian Duckles

Mary Gwin

Ian Kay

Gloria Kim

Cesar Lopez

Dina Miyoshi

Ryan Mongelluzzo

Michelle Rodriguez

Jennifer Sime

Robert Wong

Student Affairs

Victoria Miller, Dean

Zulma Heraldez

Suzanne Khambata

Courtney Lee

Gilda Maldonado

Jennifer Park

Claudia Perkins

Karla Trutna

Student Development

Ailene Crakes, Dean

Rena Alspaw

Ivonne Alvarez

Raquel Aparicio

Alexis Calderon

Adam Erienbusch

Claudia Estrada-Howell

Gail Fedalizo

Anne Hedekin

Vicki Hernandez

Trung Huynh

Leroy Johnson

Chris Kalck

Abimiel Lopez

Olivia Picolla

M. Kirsten Pogue-Cely

Cynthia Rico

Laura Rodriguez

Raul Rodriguez

Karina Sandoval

Amara Tang

Andrew Tanjuaquio

Student Success & Equity

Larry Maxey, Dean

Johana Aleman

Leticia Diaz

Erika Higginbotham

Charles Lieu

Agustin Rivera

Shasha Verastegui



MESA COLLEGE



MESA COLLEGE

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

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

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

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

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

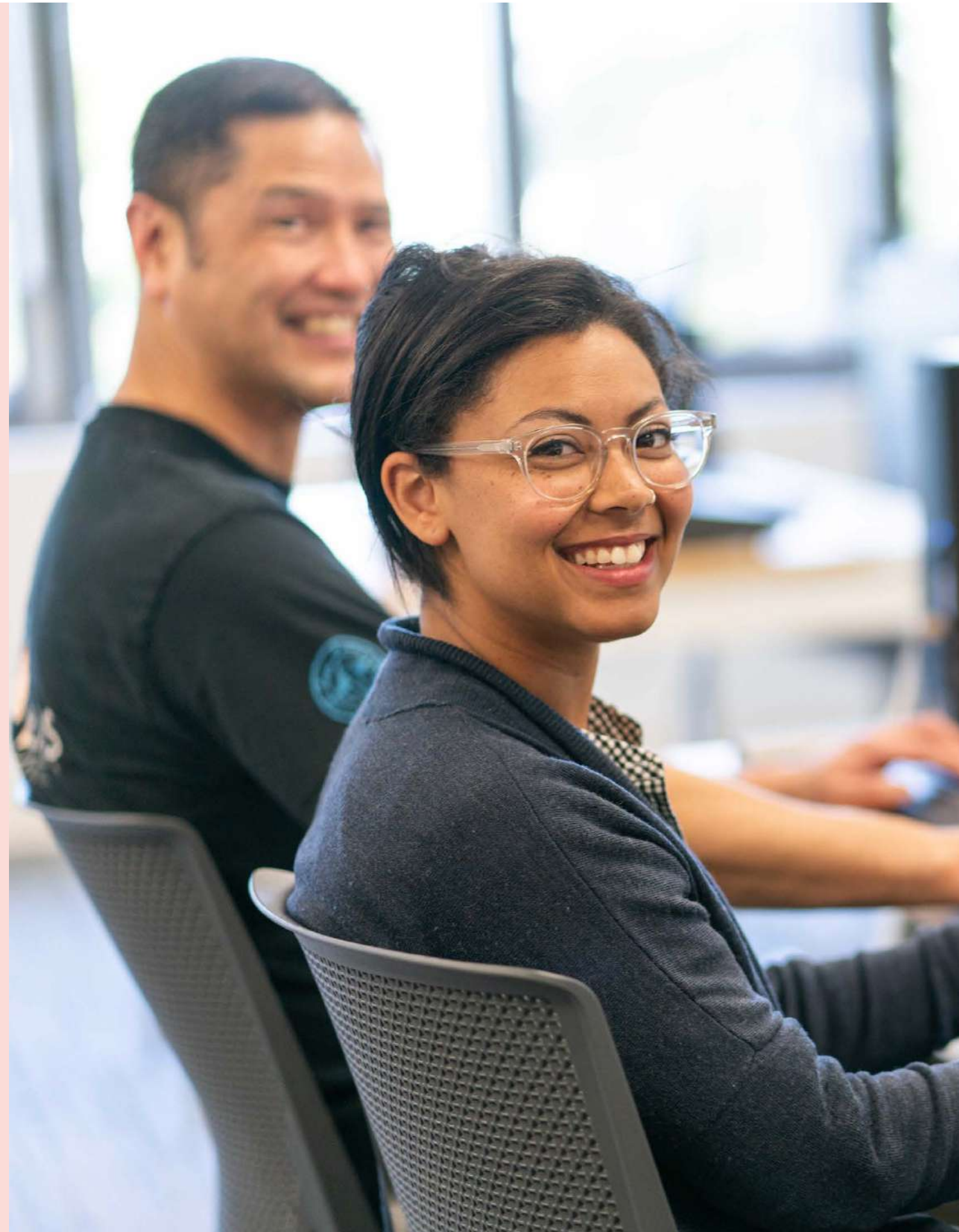
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1



PLANNING CONTEXT

OVERVIEW OF MESA COLLEGE

CURRENT CONDITIONS

TRENDS IN HIGHER EDUCATION

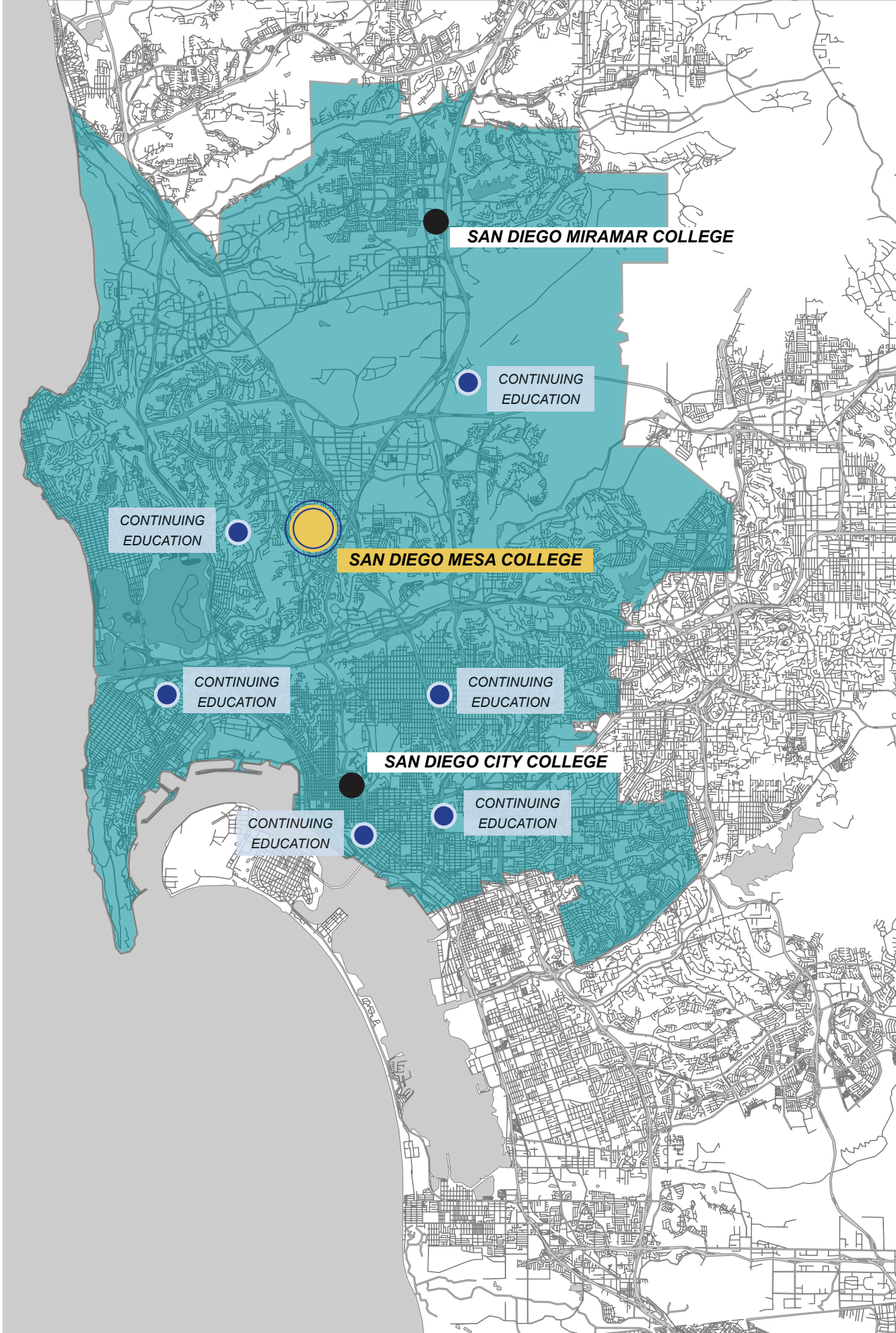
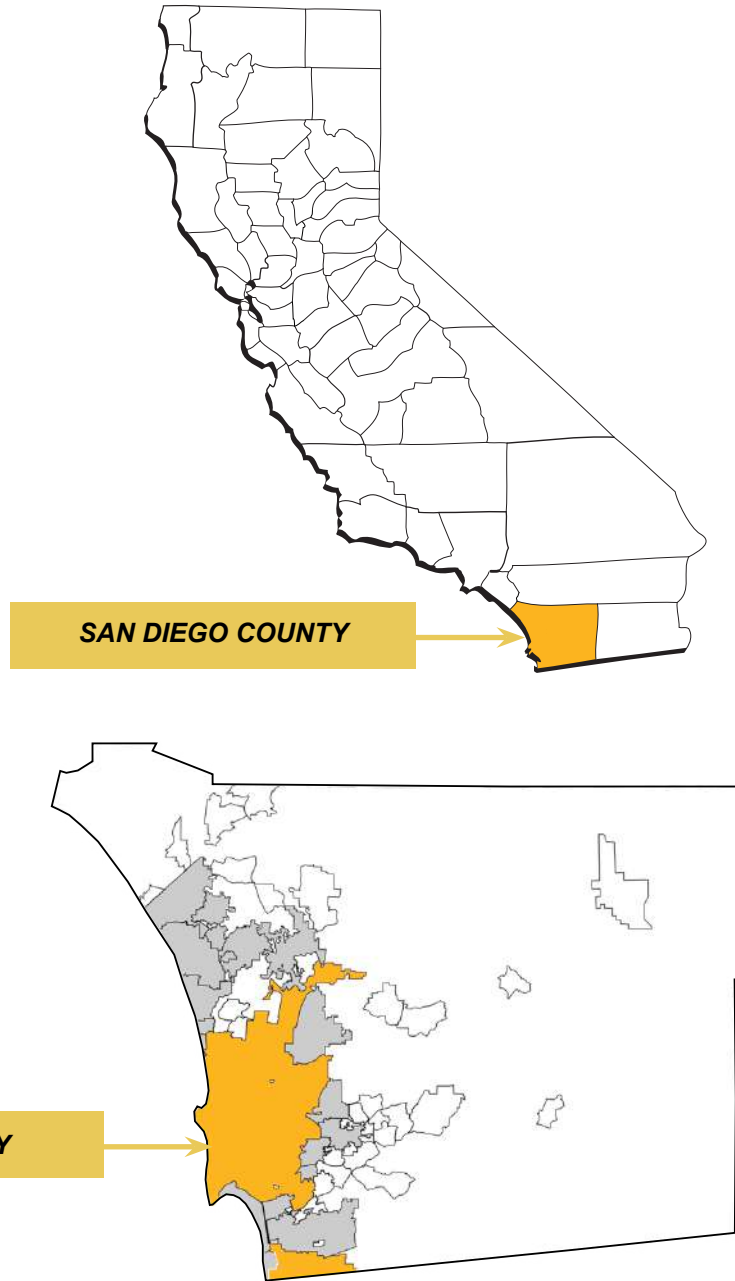
CALIFORNIA INITIATIVES



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

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.

Global/National

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.

Mesa College

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.

Planning Context

CURRENT CONDITIONS

Global/National

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.

Mesa College

Heightened awareness of systemic antiracism and antiblackness

Prior to the recent wrenching examples of structural racism, programs and services at Mesa College were established and prioritized based on the collective understanding that a college education is a vehicle for social justice and equality in the United States.

Mesa College's top priority has been to improve the quality of the student experience, guided by the vision that students' race, socioeconomic background, gender identity, immigration, etc. will not be obstacles to their academic achievement.

Rather than waiting for gaps to appear, Mesa College has developed a practice of regular equity-minded inquiry, assessment, and periodic realignment of strategic objectives to create a stronger, more stable, sustainable, and equity-sensitive infrastructure for its students.

Refer to the next section on the Mesa College Educational Vision for descriptions of these projects.

Climate Crisis

Mesa College demonstrates its commitment to climate crisis solutions in a robust, three-prong approach.

1. The District Policy on Environmental Sustainability requires districtwide coordination and monitoring of sustainability projects, such as those related to recycling; energy and water consumption; maintenance and repair of equipment; and facilities construction and remodeling.
2. The Environmental Sustainability Committee is a faculty and staff committee focused on:
 - Raising awareness about environmental justice issues
 - Supporting sustainability initiatives
 - Promoting interdisciplinary cooperation and inclusion of sustainability topics in the curriculum
 - Helping students identify "green" careers
3. TerraMesa is a student-led environmental sustainability and conservation club dedicated to raising awareness of environmental justice, promoting sustainability, and empowering students by acting as an intermediary for their environmental concerns. The club's activities include supporting student, faculty, and staff ideas for sustainability projects through the Green Revolving Fund.

PLANNING CONTEXT

TRENDS IN HIGHER EDUCATION

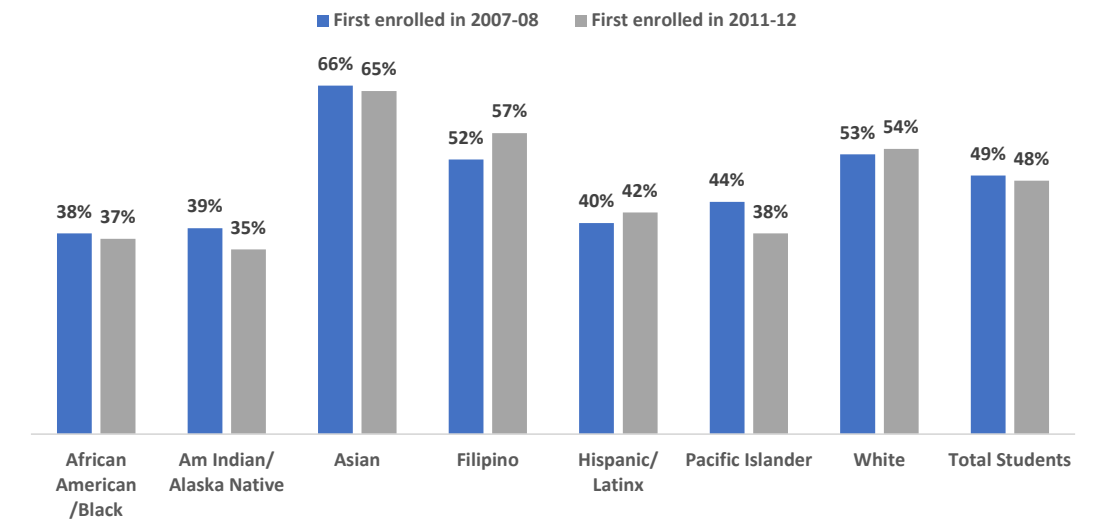
Dialogue in higher education at the national and state levels includes recurrent topics, such as revising programs to match ever-changing demographic trends, coping with fluctuating budgets, and aligning learning objectives with workforce needs. Newer topics are born of this time, such as assessing college programs and services through a social justice lens and addressing food and housing insecurities that are barriers to equitable student success. Two meta-issues that permeate these conversations are the need to develop an educated workforce and the race/ethnicity differences in higher education achievement.

The Completion Agenda

The Completion Agenda is an imperative to increase students' completion rates in order to eliminate the gap between the projected need for an educated workforce and the level of educational attainment in California and San Diego County.

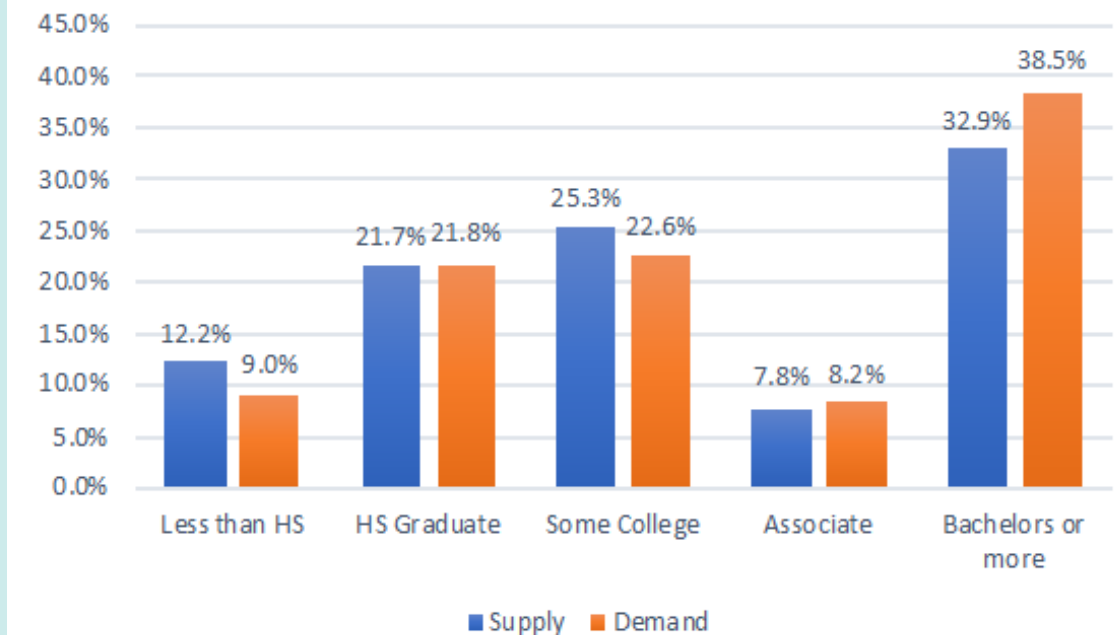
- The education level required by the greatest number of jobs annually in San Diego County require a high school diploma or less. Although jobs with minimal educational requirements are found in all labor market sectors, these occupations do not pay a living wage and rarely include benefits such as health care.
- The shift from an industrial to a service economy created a demand for an educated workforce. The projections are that 35 percent of job openings in the coming decade will require at least a bachelor's degree, 30 percent will require some college or an associate's degree, and 36 percent will not require education beyond high school. (Source: Georgetown Center on Education and the Workforce)
- Only about half of the state's community college students who enter college with a goal to complete degree, certificate or transfer requirements achieved that goal within six years. Despite the implementation of numerous innovative interventions, this statewide completion rate was virtually unchanged in the four years between those who first enrolled in 2007–08 and those who first enrolled in 2011–12. (Source: California Community Colleges Student Success Scorecard)
- There is a supply/demand gap in California's workforce because the large and well-educated baby boomer generation is reaching retirement age. Young adults are not graduating in sufficient numbers to meet the increased demands created by those retirements coupled with the increased demand from today's employers. (Source: Public Policy Institute of California)
- Educational attainment is the primary factor in securing employment in occupations that earn higher wages and are most likely to include benefits such as health insurance and paid vacations. In San Diego County, there is a clear, direct relationship between wages and education -- the highest levels of educational attainment lead to higher median earnings.

Completion Rates by Race/Ethnicity



Source: California Community Colleges Student Success Scorecard

Projected Need for an Educated Workforce in California by 2030

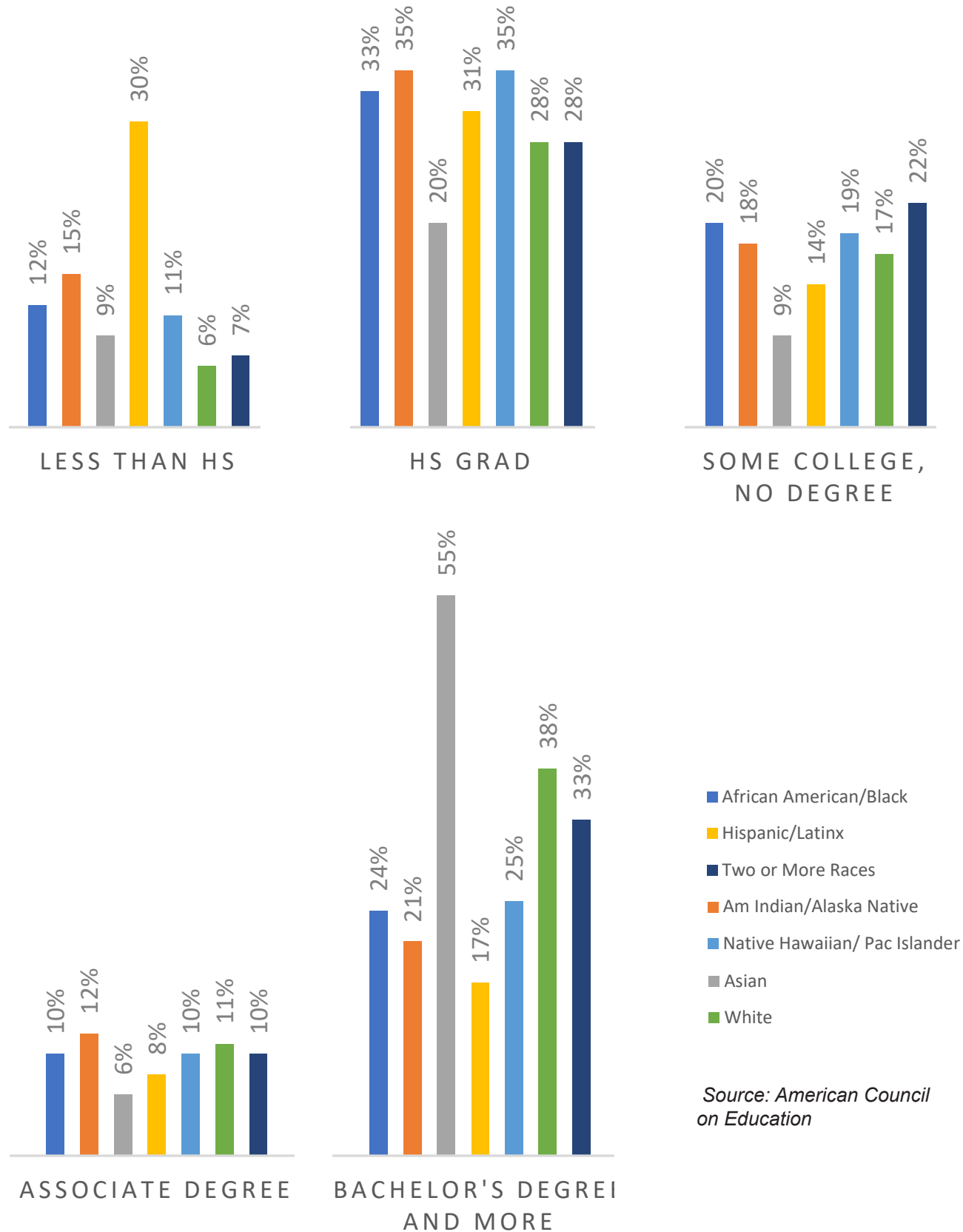


Source: Public Policy Institute of California: "Will California Run Out of College Graduates?"

PLANNING CONTEXT

TRENDS IN HIGHER EDUCATION

Educational Attainment by Race/Ethnicity in United States, 2017



Source: American Council on Education

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.



Planning Context

CALIFORNIA INITIATIVES

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.

Vision for Success 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.



Planning Context

CALIFORNIA INITIATIVES

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

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.

PROGRAMS AND SERVICES

THE PRESIDENT'S OFFICE

INSTRUCTIONAL PROGRAMS

STUDENT SERVICES

ADMINISTRATIVE SERVICES



Programs and Services

PRESIDENT'S OFFICE

The President reports to the SDCCCD 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.



Programs and Services

INSTRUCTIONAL PROGRAMS

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.

School	Department
Arts and Languages	Art Drama Languages Music
Business Technology	Business Computer and Information Science Culinary Arts/Management Computer Business Technology Fashion Geographic Information Systems Hospitality Marketing Multimedia Real Estate Web Development
Health Sciences and Public Service	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
Humanities	Communication Studies English Journalism
Mathematics and Natural Sciences	Accelerated College Program Biology Chemistry Mathematics Physical Sciences
Exercise Science, Health Education and Athletics	Dance Exercise Science
Social/Behavioral Sciences and Multicultural Studies	Architecture and Environmental Design Behavioral Sciences Black Studies Chicano/a Studies Social Sciences

Programs and Services

INSTRUCTIONAL PROGRAMS

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.

Primary and Emerging Sectors	Mesa College Program	CP	CA	AA/AS	ADT	BS
Advanced Manufacturing	Fashion*		4	4		
	Accounting	1	1	1		
Business & Entrepreneurship	Business Administration		1	1	1	
	Business Management		1	1		
	Entrepreneurship		1	1		
	Fashion*		4	4		
	Interior Design		1	1		
	Marketing		1	1		
	Retail Management		1			
	Real Estate			1		
Energy, Construction & Utilities	Architecture			4		
	Building Construction Technology -Inspection		1	1		
	Engineering		1	1		
	Geographic Info Systems*	1		1		
Health Care	Animal Health Tech			1		
	Dental Assisting		1	1		
	Dietetic Services Supervisor		3	2		
	Health Info Management					1
	Health Info Technology		1	1		
	Medical Assisting		1	1		
	Nutrition		3	2		
	Phlebotomy	1				
	Physical Therapist Assistant			1		
	Radiologic Tech		1	1		
Life Sciences/Biotechnology	Biology	1		3		
	Chemistry		2	2		
Global Trade						
Tourism	Culinary Arts		1	1		
	Hospitality		1	1		
Agriculture, Water & Environmental Technology	Fermentation Management		1			
Information & Communication Technology & Digital Media	American Sign Language		1	1		
	Comp Bus Tech		1	1		
	Comp & Info Science	1	1	1		
	Geographic Info Systems*	1		1		
	Multimedia		3	2		
Advanced Transportation & Logistics	Web Development		1	1		

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

Programs and Services

STUDENT SERVICES

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.

Schools

Program

Student Affairs	Student Affairs
	Associated Students
	Financial Aid
	Outreach and Community Relations / Assessment
	Student Health Services Serenity Room
Student Development	Admissions
	Counseling and Orientation
	Transfer Career Evaluations
	Veterans and Records Veterans Resource Center
Student Success and Equity	Disability Support Programs and Services (DSPS)
	/ Borderless Scholars
	/ CARE
	/ Extended Opportunities Programs and Services (EOPS)
	/ FAST Scholars
	/ FAST Center
	/ NextUP
	/ Project Re-Start
	/ STAR TRIO
	AVANZA Engagement Center
	/ Peer Navigator
	/ CRUISE
	CaWORKs
/ The Stand Resource Center	
/ Farmers Market	
/ Direct Support	

Programs and Services

ADMINISTRATIVE SERVICES

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

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



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:

Since all College planning begins with this mission, it can be said that all College planning has the student experience at the center. As the College strives to enable students "to reach their educational goals and shape the future," the College engages with students, colleagues, and College leadership to provide an educational experience that demonstrates equity and excellence.

San Diego Mesa College is a comprehensive community college committed to access, success, and equity. We honor those commitments as a diverse community of faculty, students, professional staff, and administrators who collaborate to foster scholarship, leadership, innovation, and excellence in an inclusive learning environment. By promoting student learning and achievement that leads to degrees and certificates, transfer, workforce training, and lifelong learning, we empower our students to reach their educational goals and shape their future.



Educational Vision

ACTUALIZING THE VISION 2014-20

By collective agreement, virtually all activities are in service of the vision of Mesa College being the leading college of equity and excellence. The College is dedicated to identifying and addressing barriers that result in disproportionate impact on some student groups in the key metrics that forecast student success, such as retention, persistence, and completion.

The strengths of the College community revolve around its commitment to the student experience and student success. Faculty, staff, and administrators work together to deliver a comprehensive and streamlined educational experience to students from all segments of the community.

The College is actively seeking to increase its self-awareness and address areas of improvement for disproportionately impacted student groups. Rather than waiting for gaps in its strategy to appear, the College has developed the practice of regular equity-minded inquiry, assessment, and periodic realignment of strategic objectives to create a stronger, more stable, and sustainable infrastructure for its students. The College's success hinges upon the College's ability to teach and develop its faculty professionally, to understand students including a focus on unique and ongoing needs, and to assist them in every capacity including intellectually, emotionally, socially, and financially. Underscoring this work is the College's culture of inclusion and communication between faculty, staff, administration, and students.

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.



Educational Vision

ROLE OF MESA PATHWAYS

Mesa Pathways is a student-centered way of moving forward as an institution that will build our capacity to achieve our Educational Vision as the leading college of equity and excellence. The pathways model is institutionally transformative, calling for Mesa College to center organizational structures and processes around a comprehensive and holistic view of a student's journey.

All of the College's initiatives are strategies to support one or more aspects of student success. Mesa Pathways unites the College's multiple initiatives by providing both instructional and student services faculty and staff with clear definitions of students' educational goals and by collaboratively identifying the barriers that may block students' progress toward their goals.

By leveraging our collective skills and resources in this collaborative effort to focus on students individually and improve student success, we will also increase equity as defined in the 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.

MOVING FORWARD

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

(This section is an adaptation of the Quality Focus Essay in 2017 Institutional Self Evaluation Report and the Review and the Update of that Quality Focus Essay in the 2020 Accreditation Midterm Report.)



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.

College Initiatives

CAMPUS EMPLOYEE LEARNING

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.



College Initiatives

CAREER EDUCATION

Bachelor's Degree

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.

Strong Workforce Initiative

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.



College Initiatives

EDUCATIONAL REFORMS

Assessment and Placement

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.



College Initiatives

MESA PATHWAYS

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.

SAN DIEGO PROMISE COMPLETION PROGRAM

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.



College Initiatives

STUDENT EQUITY AND ACHIEVEMENT PROGRAM

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.





2

THE CAMPUS TODAY

THE CAMPUS TODAY

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

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

2



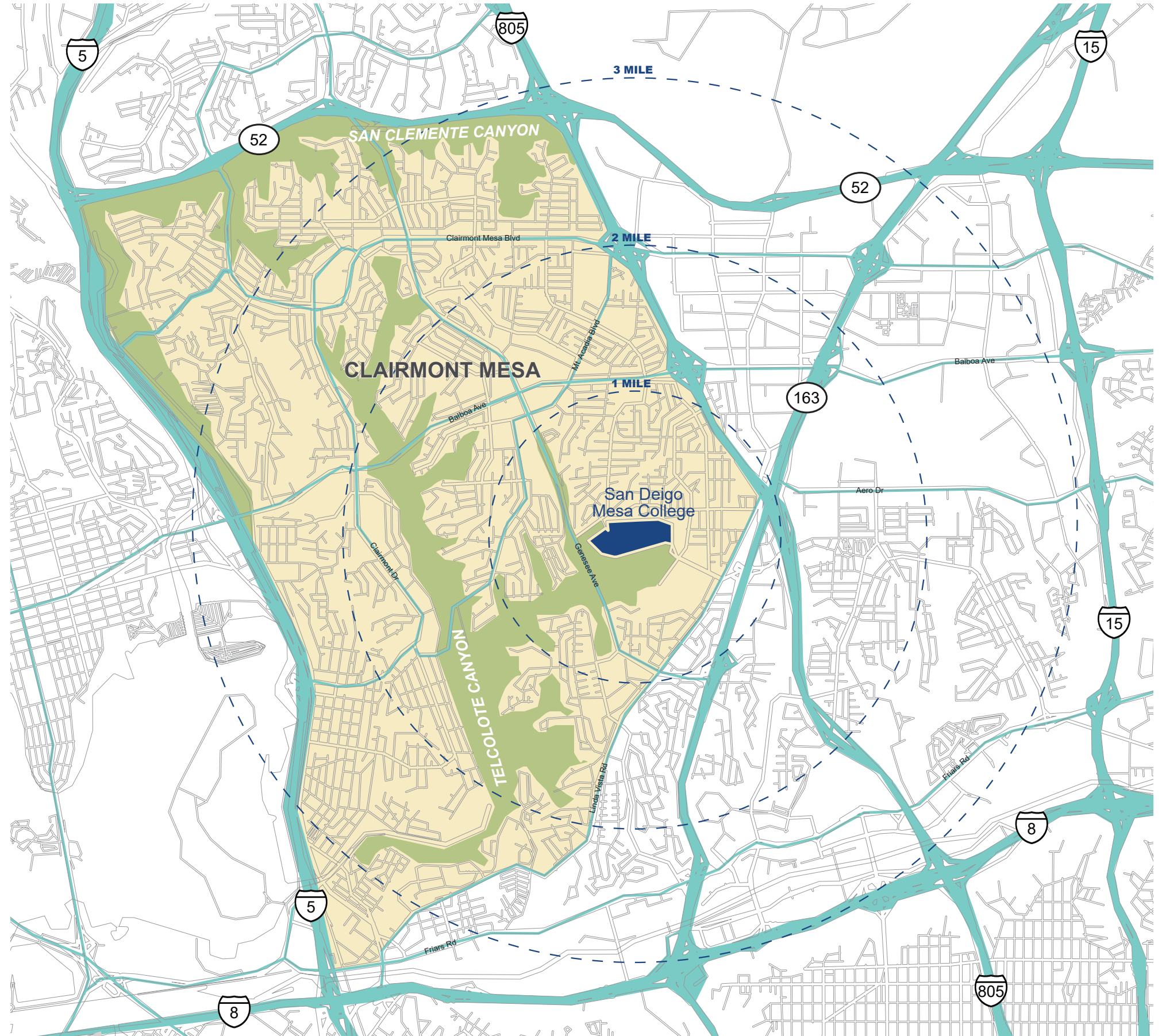
CAMPUS CONTEXT

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.

Source: Brown, Christine (November 2, 1977). "Lou Burgener's Story: Clairemont's future hung on a coin flip". *The Sentinel*. Third article in a series.



Claremont Development in the 1950's
(Courtesy of San Diego Historical Society)



THE MESA

LOWER LEVEL

MID LEVEL

UPPER LEVEL
San Diego Mesa College

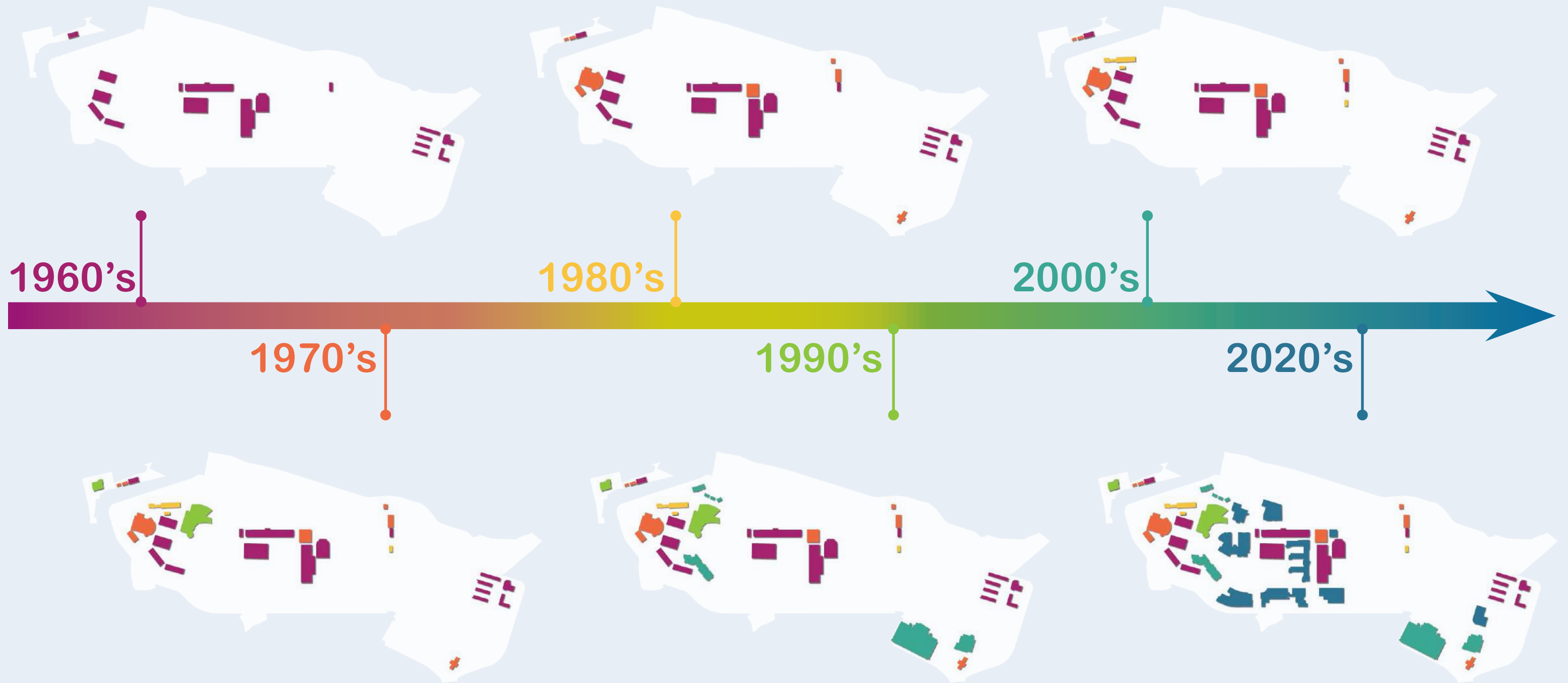
TECOLOTE CANYON



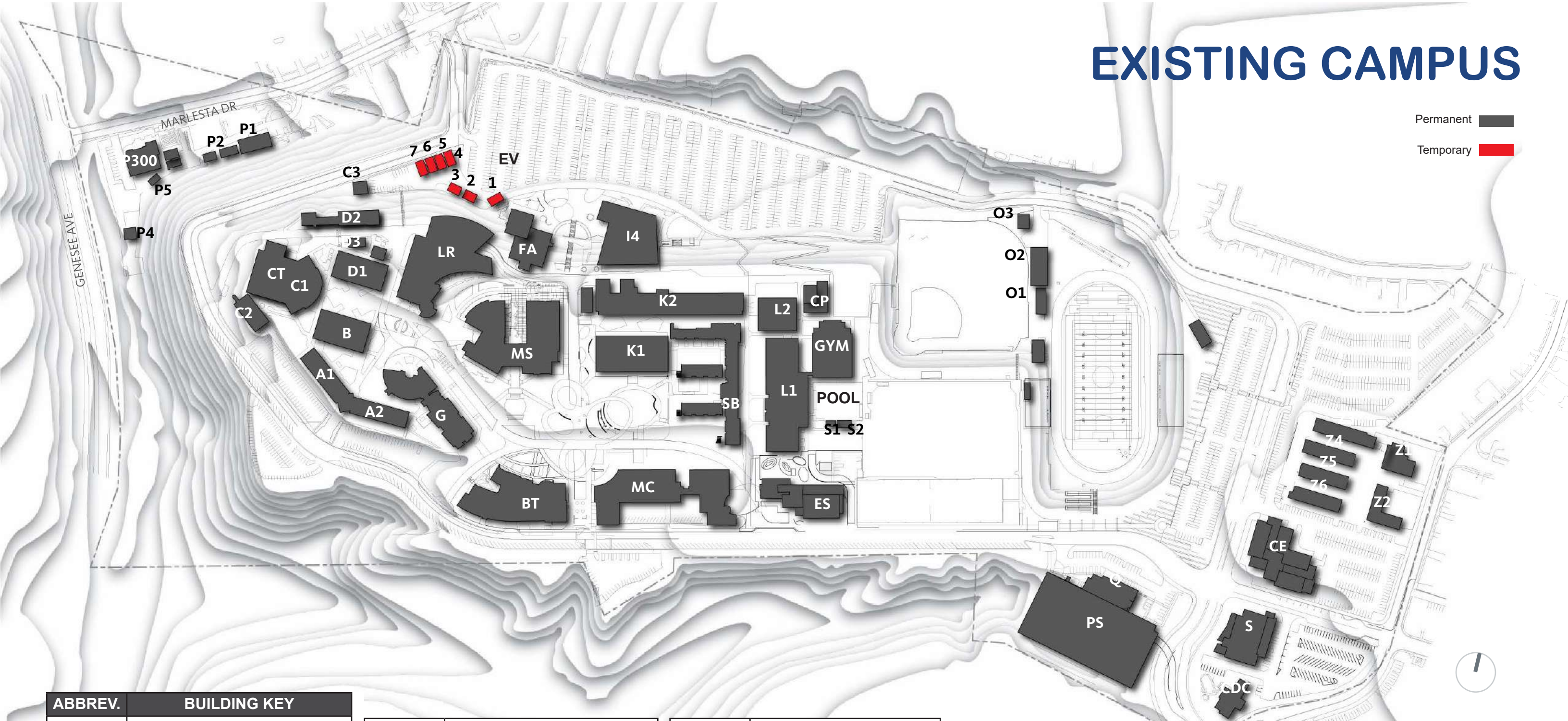
Perched on a 104-acre mesa in the geographic heart of San Diego, Mesa College was founded in 1963. The campus is surrounded on two sides by the Tecolote Canyon nature preserve and is generally divided into an upper, mid and lower level. The west side of campus enjoys scenic views of Mission Bay and the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

DEVELOPMENT HISTORY

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



EXISTING CAMPUS



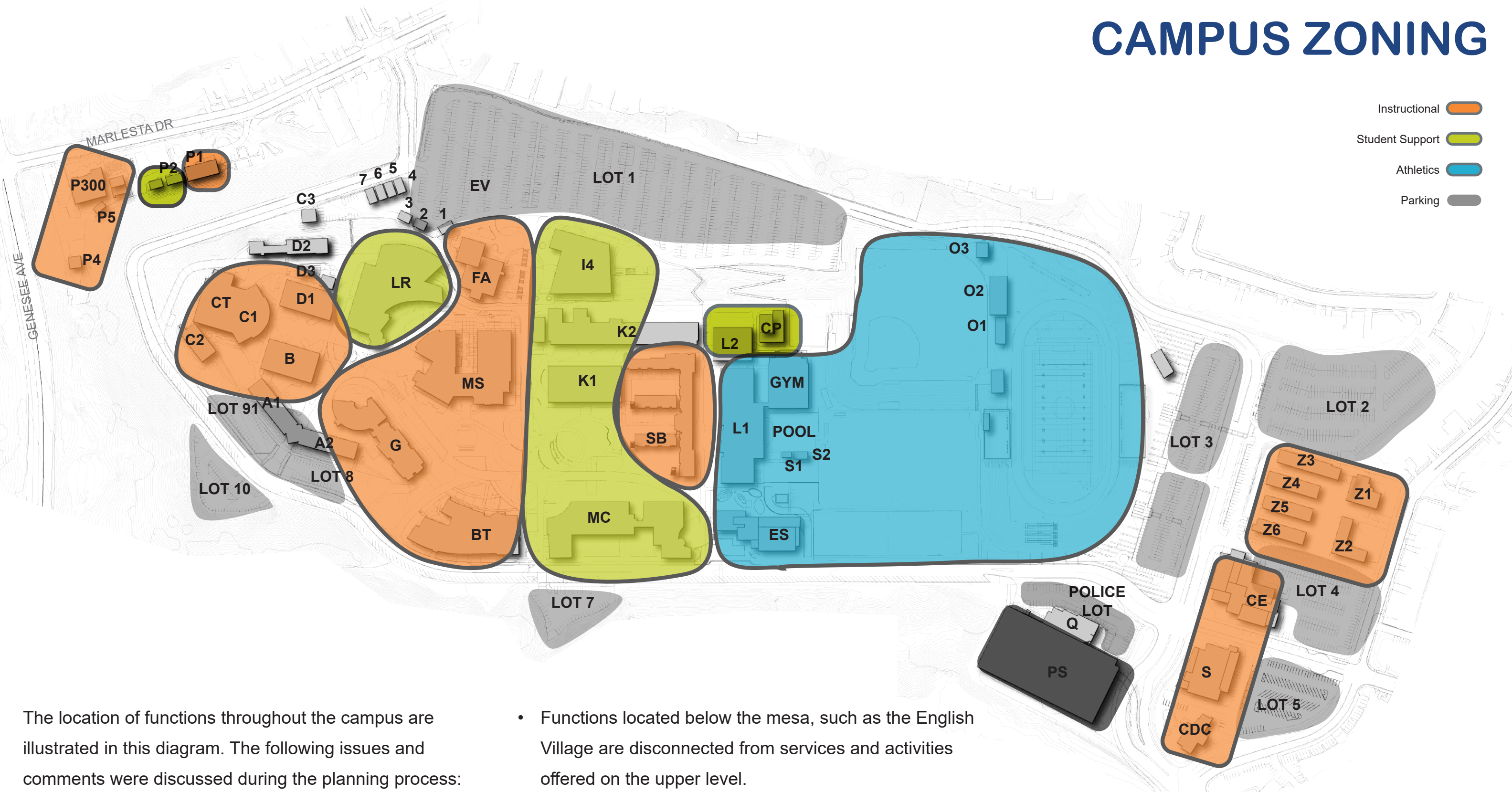
ABBREV.	BUILDING KEY
A1	President's Office
A2	Administrative Offices
B	Classrooms
BT	Center for Business and Technology
C1-CT	Classrooms and Apolliad Theatre
C2	Classrooms
C3	Storage
CDC	Child Development Center
CE	Continuing Education Building
CP	Central Plant
D1	VRC,NextUP, Honors
D2	Fermentation

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

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

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

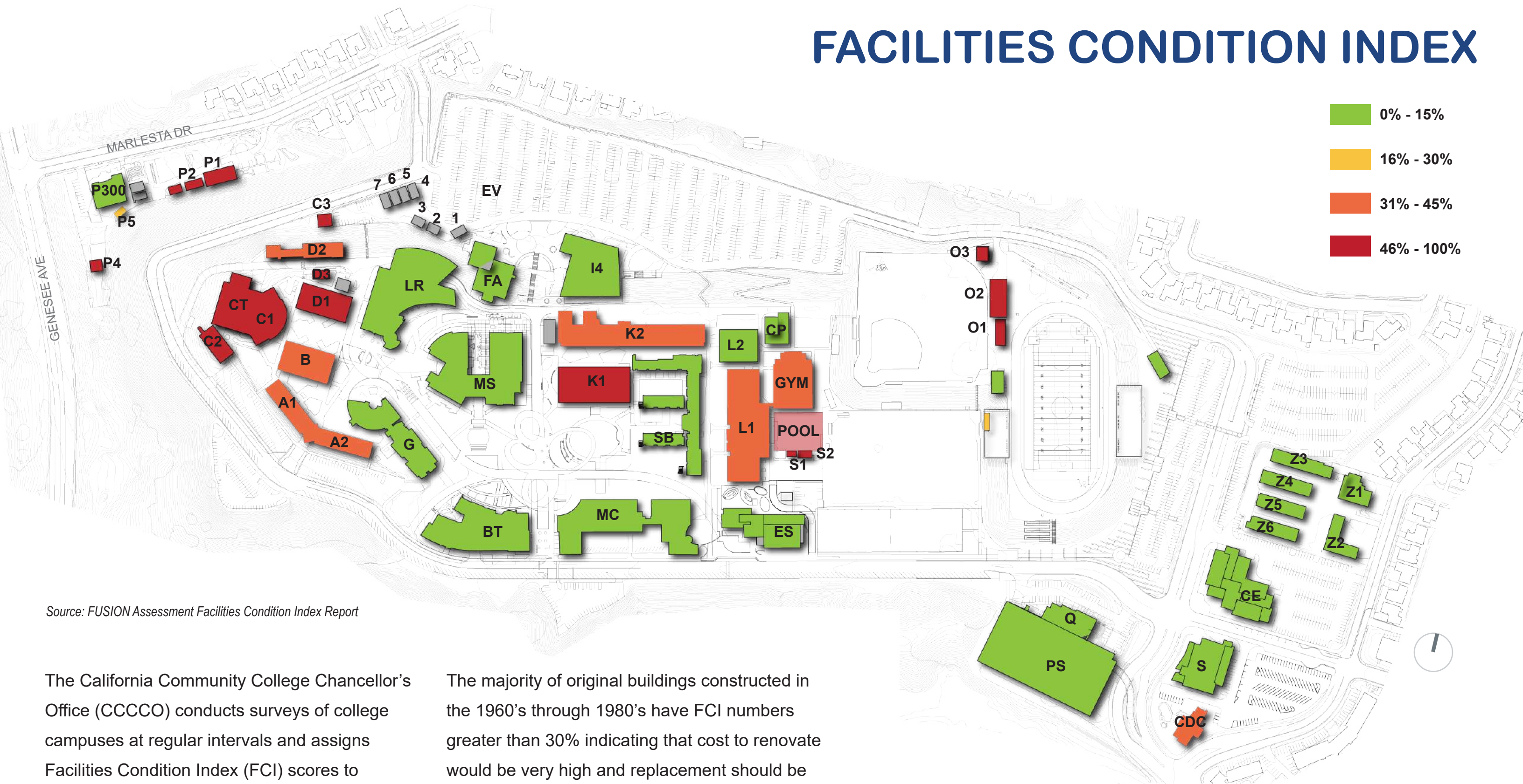
CAMPUS ZONING



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

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

FACILITIES CONDITION INDEX

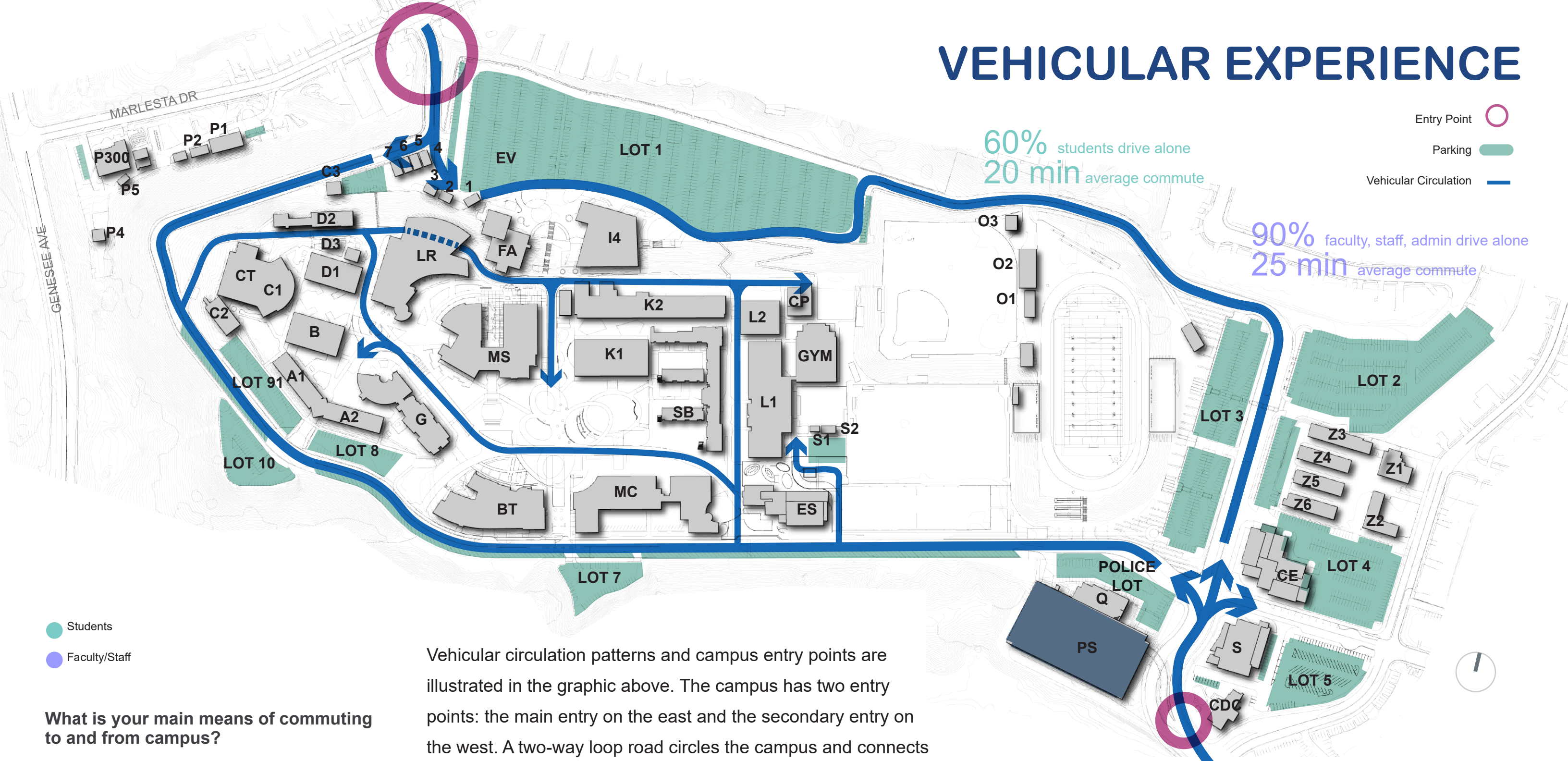


Source: FUSION Assessment Facilities Condition Index Report

The California Community College Chancellor's Office (CCCCO) conducts surveys of college campuses at regular intervals and assigns Facilities Condition Index (FCI) scores to buildings. The FCI is a ratio of deferred maintenance dollars to replacement dollars and provides a straightforward comparison of the campus' building assets. This diagram summarizes the scores reported on FUSION.

The majority of original buildings constructed in the 1960's through 1980's have FCI numbers greater than 30% indicating that cost to renovate would be very high and replacement should be considered. This information was used to inform the planning discussions related to renovating versus replacing underperforming buildings to support program needs.

VEHICULAR EXPERIENCE



60% students drive alone
20 min average commute

90% faculty, staff, admin drive alone
25 min average commute

Entry Point

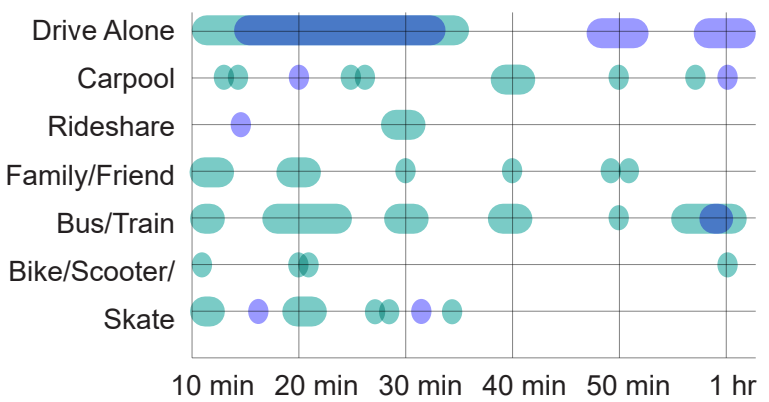
Parking

Vehicular Circulation

Students

Faculty/Staff

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

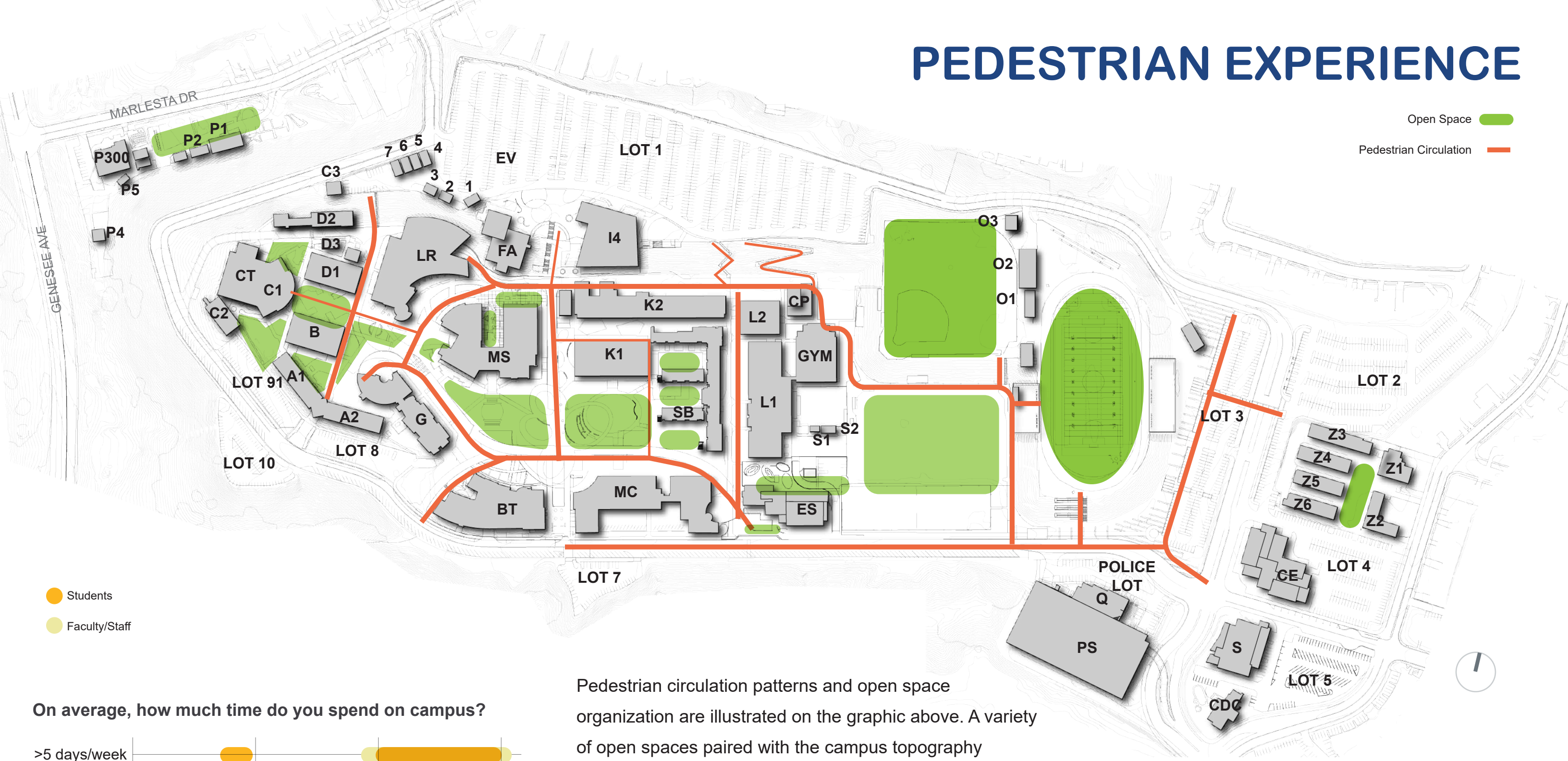


Vehicular circulation patterns and campus entry points are illustrated in the graphic above. The campus has two entry points: the main entry on the east and the secondary entry on the west. A two-way loop road circles the campus and connects to all parking areas. The current total of 3,835 spaces relates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

The following comments were expressed during planning:

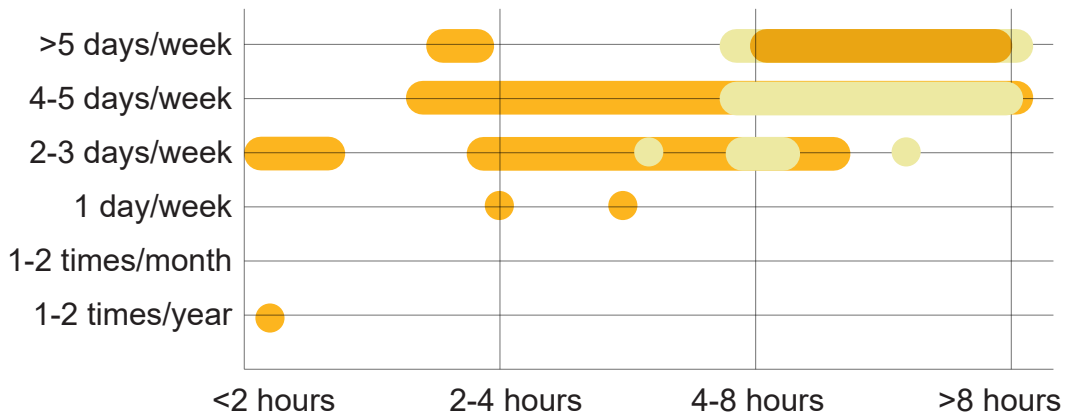
- The entry at Marlesta creates congestion in the adjacent neighborhoods.
- The vehicular arrival experience is confusing to first-time visitors, as navigation and wayfinding are unclear.
- Parking is unevenly distributed across campus.

PEDESTRIAN EXPERIENCE



- Students
- Faculty/Staff

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



Pedestrian circulation patterns and open space organization are illustrated on the graphic above. A variety of open spaces paired with the campus topography contribute in creating a unique campus atmosphere.

The graphic plan above illustrates pedestrian circulation patterns and open space organization. The following are our observations:

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

- 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.

CAMPUS EXPERIENCE

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



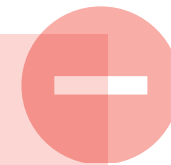
SPACES

- Open
- Modern
- Big
- Clean



DIVERSE & INCLUSIVE

- Inclusive
- Diverse
- Equality
- Culture



NEGATIVE

- Crowded
- Gray

STUDENT SERVICES CENTER

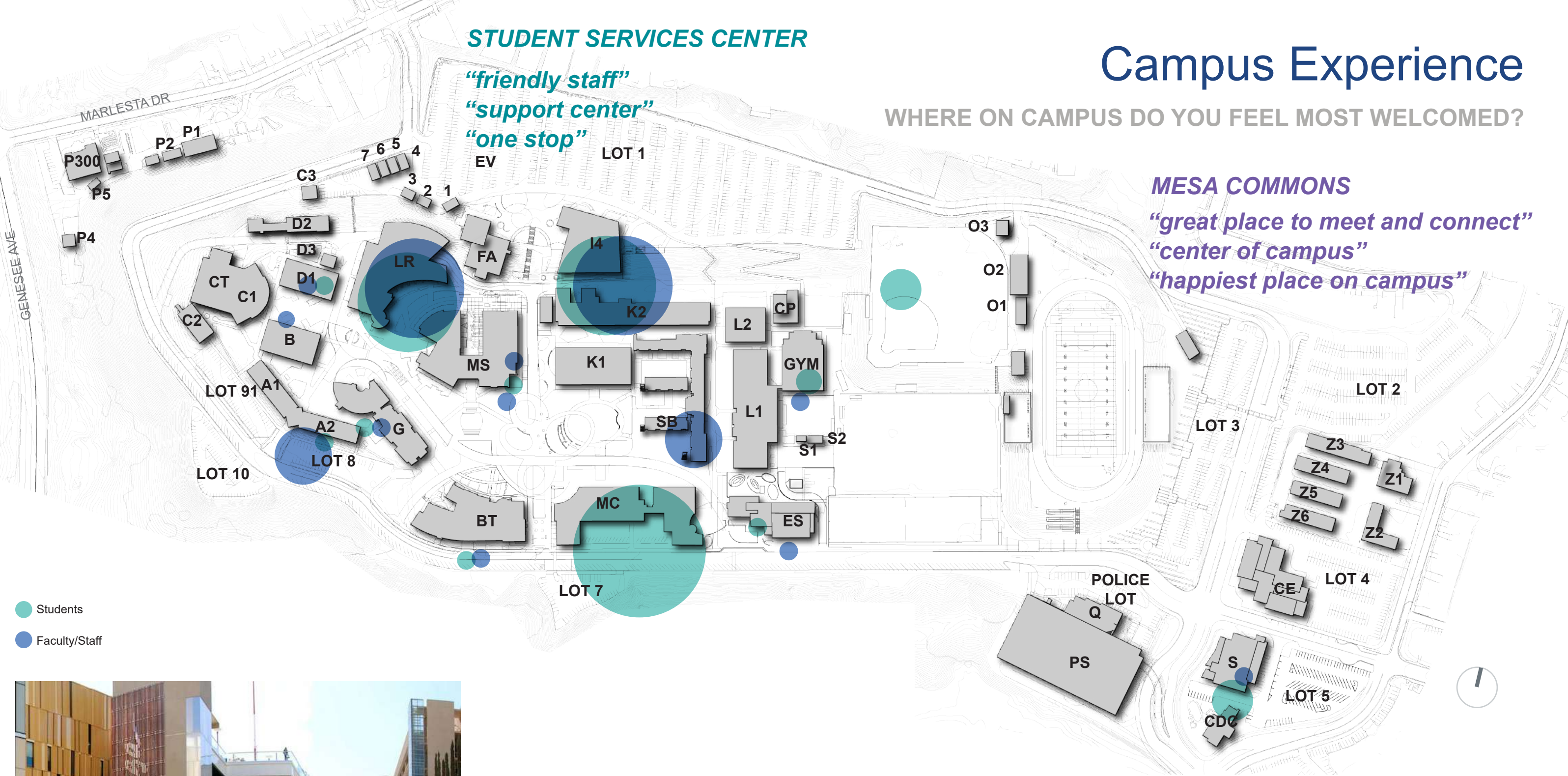
“friendly staff”
“support center”
“one stop”

Campus Experience

WHERE ON CAMPUS DO YOU FEEL MOST WELCOMED?

MESA COMMONS

“great place to meet and connect”
“center of campus”
“happiest place on campus”



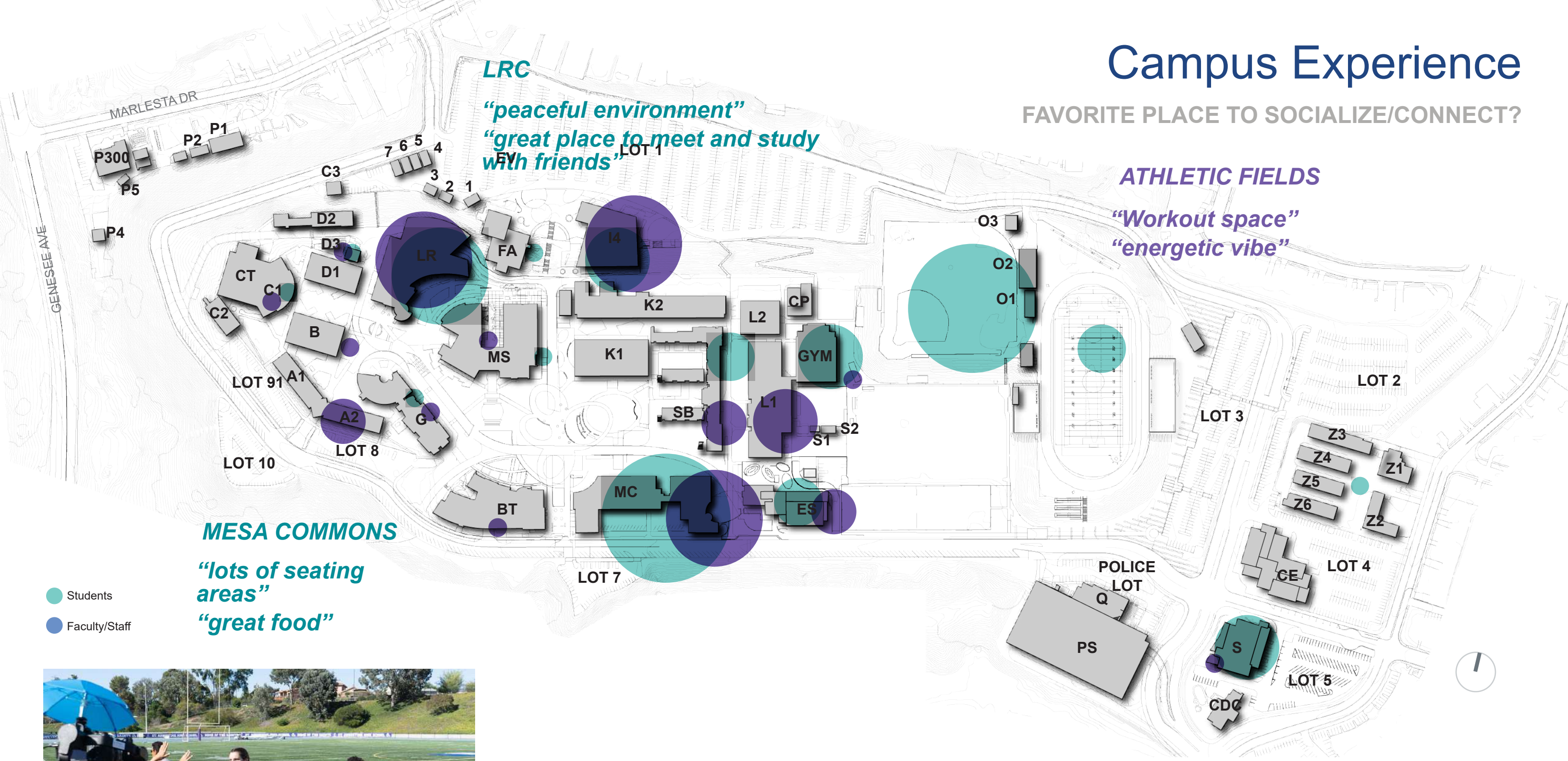
Participants of the fall sharing session were asked to identify where on campus they feel most welcomed. The results are illustrated in the graphic and illustrate the following themes:

- 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.

Campus Experience

FAVORITE PLACE TO SOCIALIZE/CONNECT?



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”.

Campus Experience

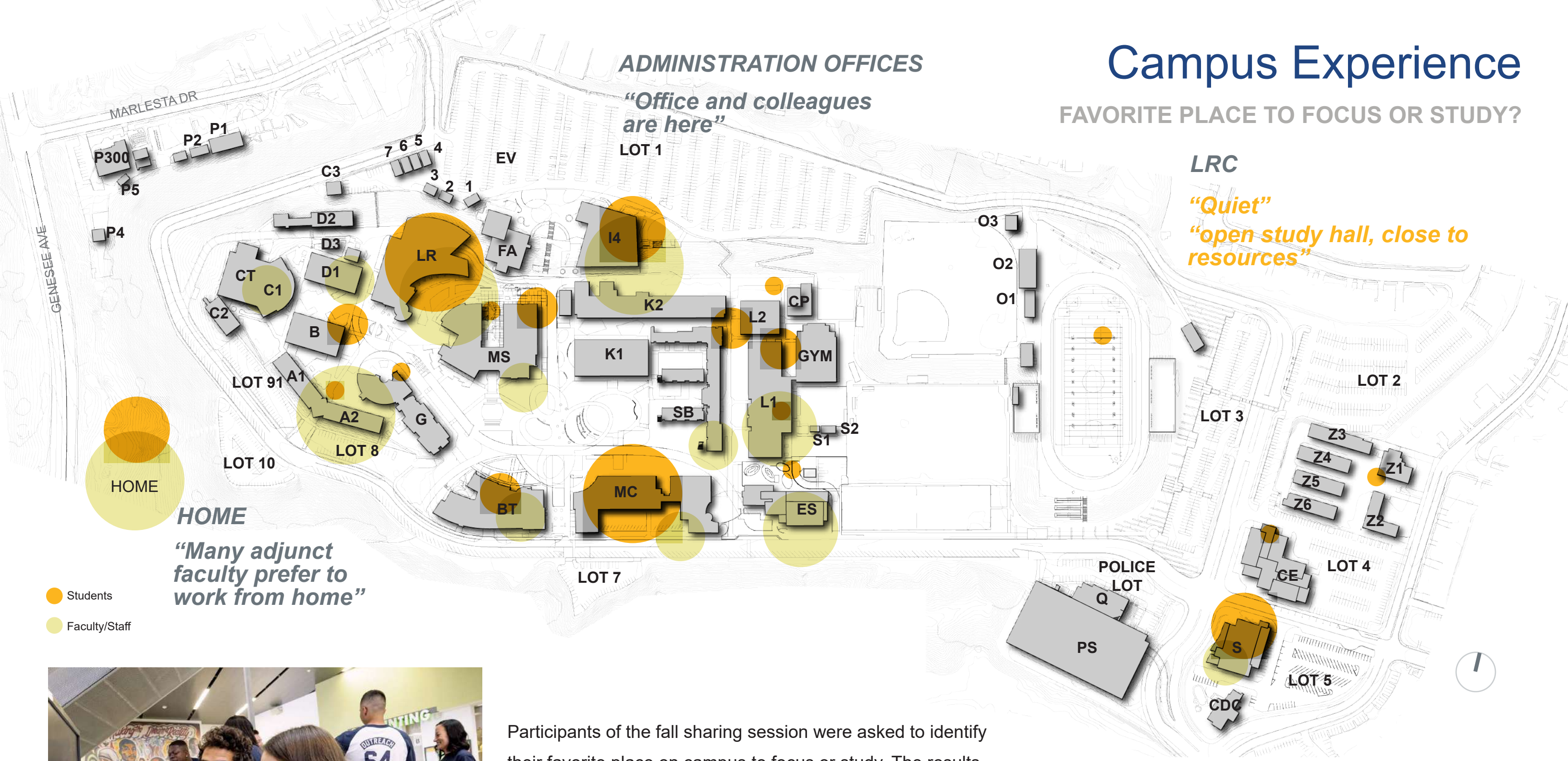
FAVORITE PLACE TO FOCUS OR STUDY?

ADMINISTRATION OFFICES

“Office and colleagues are here”

LRC

*“Quiet”
“open study hall, close to resources”*



HOME
“Many adjunct faculty prefer to work from home”

- Students
- Faculty/Staff



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.



3

FRAMEWORK

FRAMEWORK

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

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

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

3.3 | DEVELOPMENT OF FRAMEWORK

3.7 | Mesa2030 GOALS

3.9 | FACILITIES PLANNING PRINCIPLES

3



DEVELOPMENT OF FRAMEWORK

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



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

Emphasis on equity and bringing people together

Design the campus through the lens of students and community members

Increase the visual representations of students on campus

Infuse awareness of and steps to implement environmental and ecological sustainability

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

Share and celebrate cultural diversity

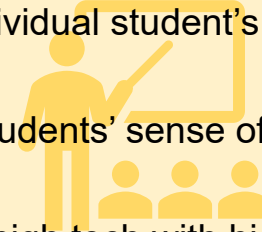
Send message to students, "You belong here! – Welcome!"



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

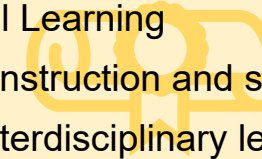
STUDENT SUPPORT

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



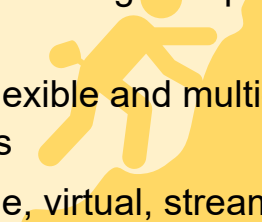
COLLEGE-WIDE LEARNING

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



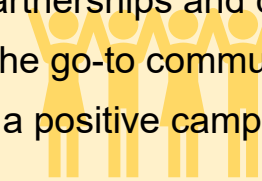
AGILITY AND RESILIENCE

- Preparing for changes in pedagogy and technology
- Designing flexible and multi-purpose campus site and facilities
- Using nimble, virtual, streamlined processes



COMMUNITY BUILDING

- Fostering partnerships and connections
- Serving as the go-to community resource
- Maintaining a positive campus climate



Development of Framework

CAMPUS VOICES: Sharing Sessions

What does Mesa campus look like in 2030?

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

100 Ideas to make campus a better place?



COMMUNICATION & WAYFINDING

- Better communication
- A real welcome center
- Improved signage

HOUSING

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

SUSTAINABILITY

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

STUDENT SUPPORT SERVICES

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

FACILITIES

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

STUDENT LIFE + EQUITY

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

TRANSPORTATION & PARKING

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

INSTRUCTIONAL PROGRAMS

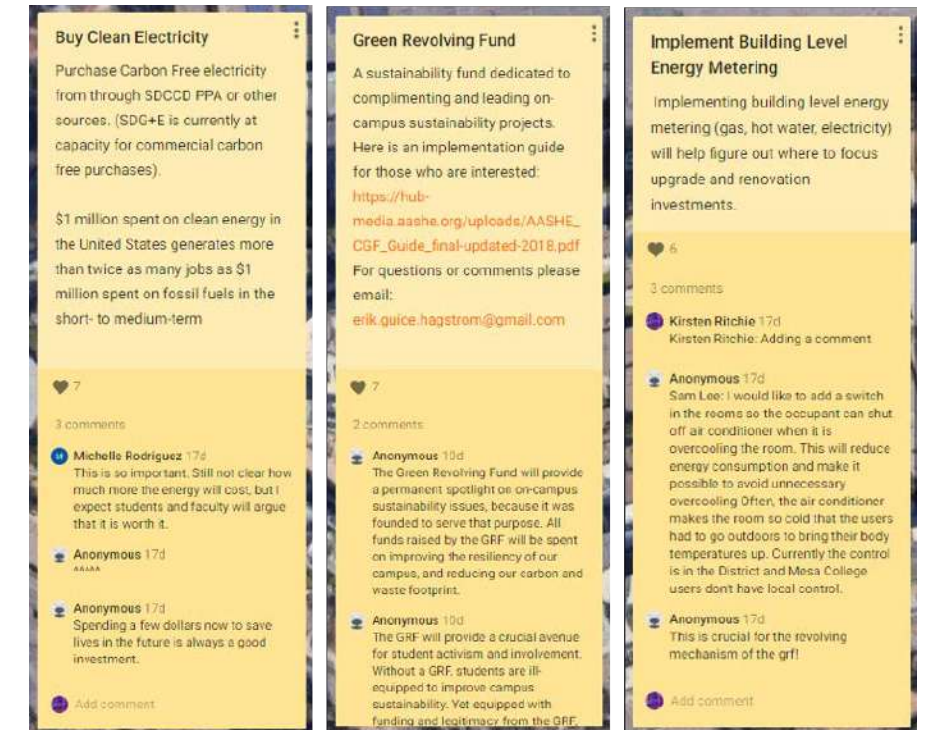
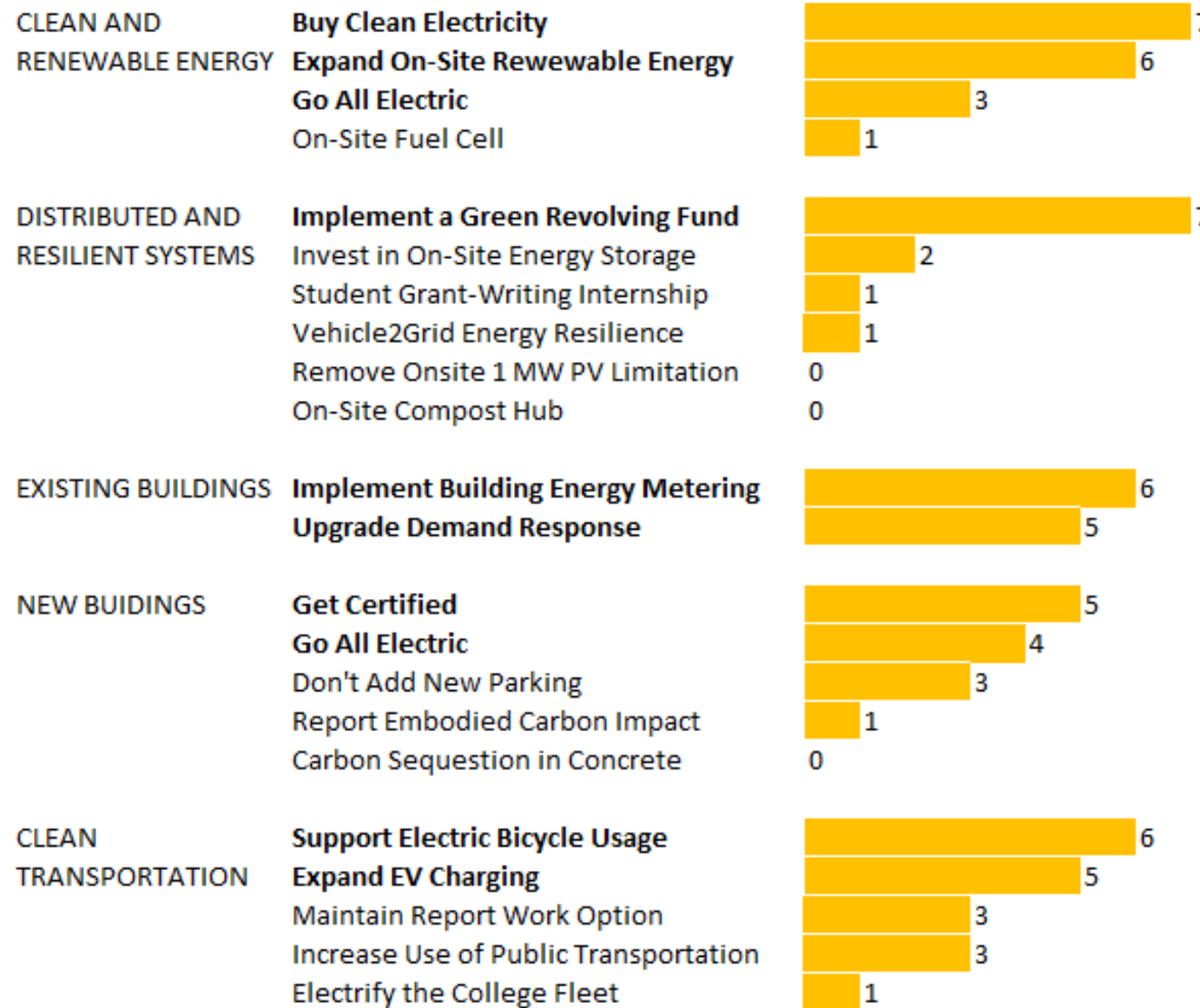
- More bachelors programs
- More variety of subjects
- More foreign language studies

Development of Framework

CAMPUS VOICES: Sustainability Workshop

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-ize) 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

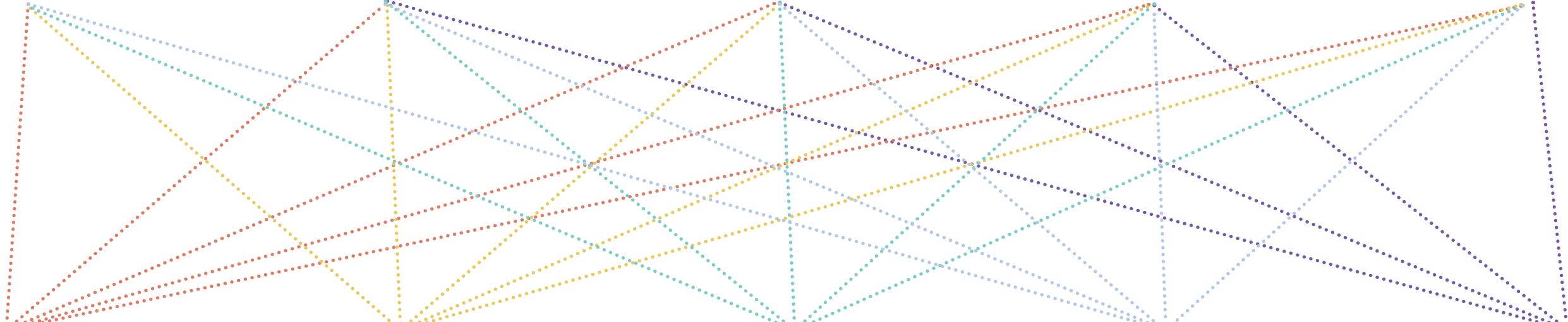
COMPLETION

COMMUNITY

PATHWAYS +
PARTNERSHIPS

STEWARDSHIP


SCHOLARSHIP



STUDENT CENTERED



WELCOMING ENVIRONMENTS



CONNECTED CAMPUS



COMMUNITY ASSET



STEWARDSHIP OF RESOURCES

Facilities Planning Principles

Facilities Planning Principles

EQUITY AND EXCELLENCE



STUDENT CENTERED

- Design campus from students' perspectives
- Inspire a sense of belonging for all
- Place services where students are
- Create equitable facilities across campus
- Support basic needs
- Increase access to faculty + staff



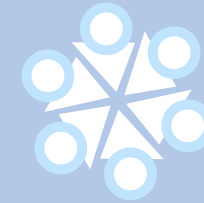
WELCOMING ENVIRONMENTS

- Create welcoming arrival experiences
- Clarify circulation paths throughout campus
- Improve campus navigation + wayfinding
- Provide spaces for students to study, socialize and rest
- Visibly support equity
- Display the arts
- Increase opportunities for cultural expression



CONNECTED CAMPUS

- Improve connections to all areas of campus
- Improve accessibility / eliminate physical barriers
- Inspire collaboration across schools and departments
- Leverage technology to connect the Mesa community



COMMUNITY ASSET

- Welcome the community onto the campus
- Provide spaces for services, events and activities
- Improve access to community resources
- Increase opportunities for collaboration with business + industry



STEWARDSHIP OF RESOURCES

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



4

FACILITIES SPACE ANALYSIS

FACILITIES SPACE ANALYSIS

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

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

- 4.3 | GROWTH FORECAST
- 4.4 | SPACE INVENTORY
- 4.6 | SPACE CAPACITY
- 4.7 | CAPACITY LOAD RATIOS
- 4.8 | FACILITIES SPACE PROGRAM

4



GROWTH FORECAST

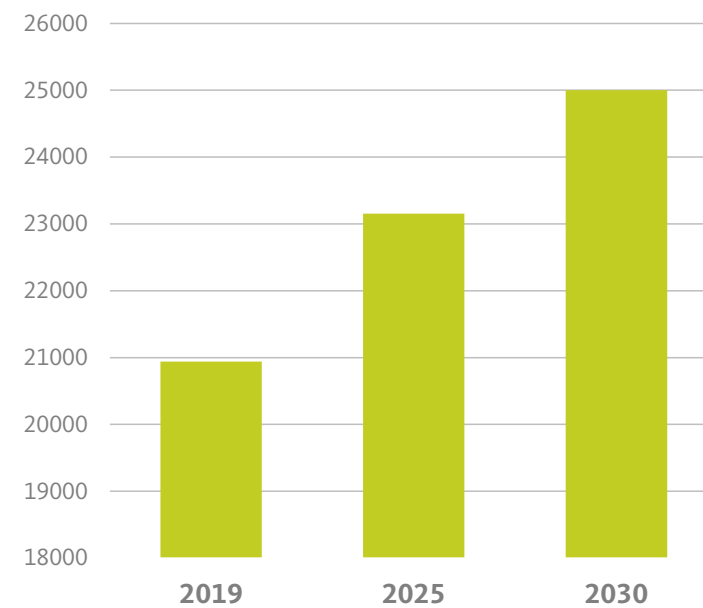
The College’s vision for expanding and improving its facilities in the coming decade is informed in part by a long-range forecast of growth in weekly student contact hours (WSCH). This forecast is one of the tools that Mesa College uses to envision its needs for future facilities.

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.

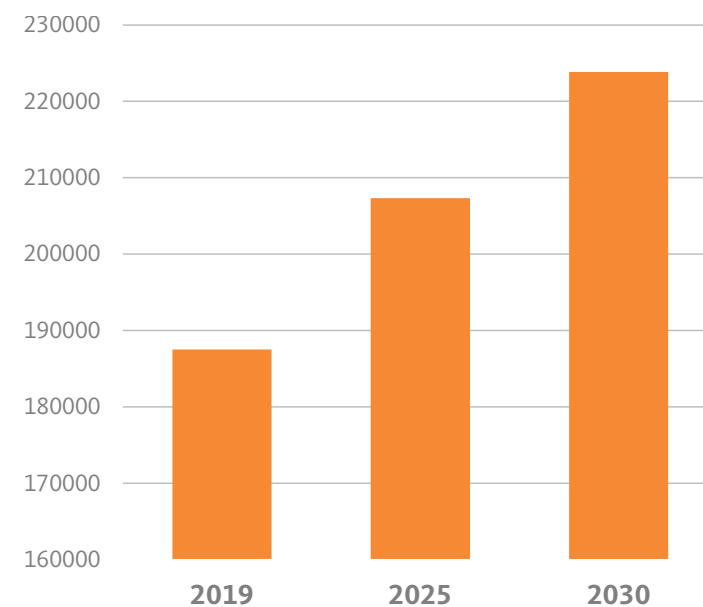
Although Mesa College’s WSCH will grow more in some years than others, the overall projection is for an annual increase of 1.7 percent in the near term (2020-25) and 1.4 percent in the far term (2026-30). The College’s projected cumulative growth rate is 13.2 percent over the next ten years.

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.

Long-Range Enrollment Projection



Long-Range WSCH Projection



SPACE INVENTORY

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

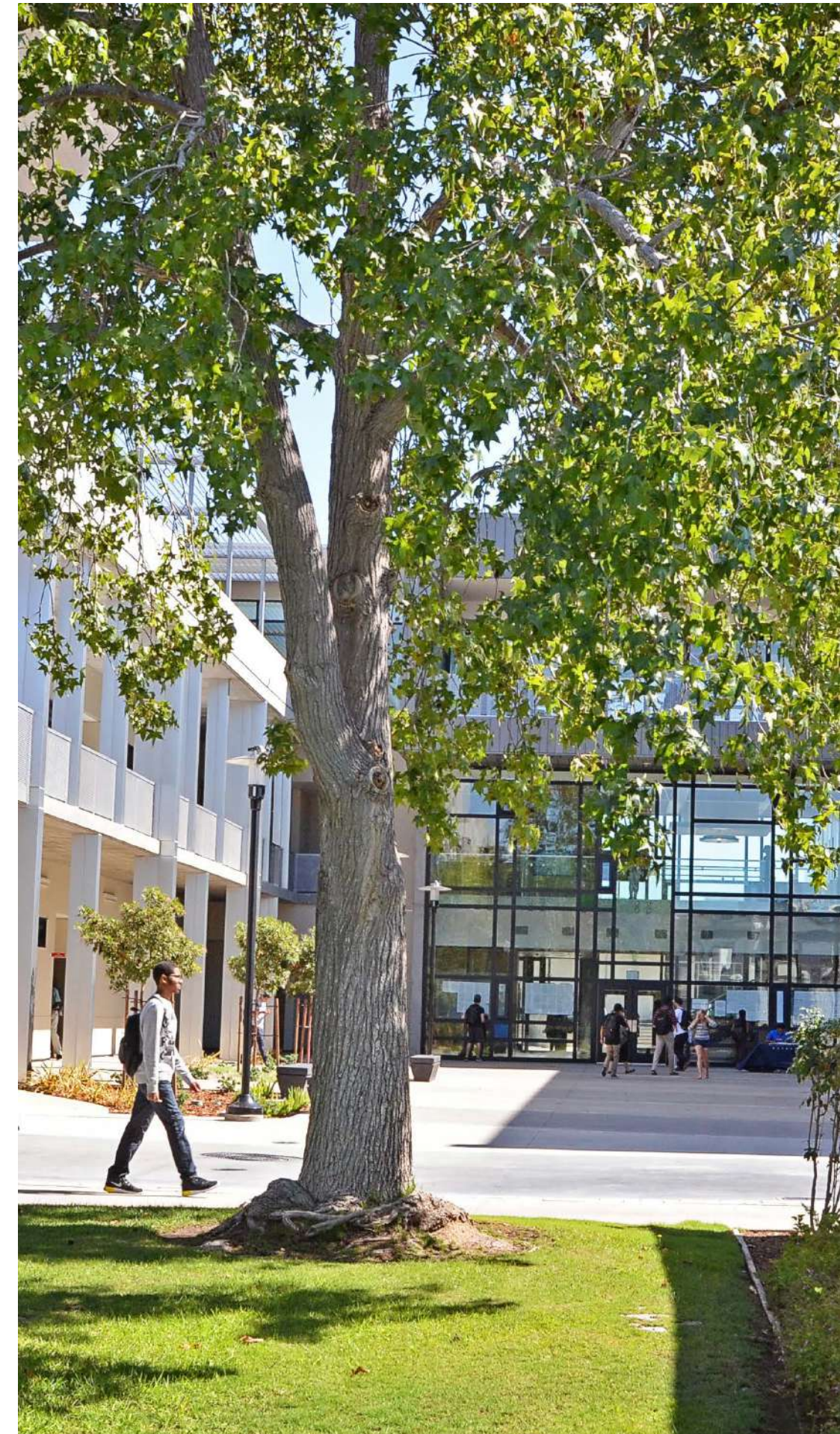
Space Inventory

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.

MESA COLLEGE 2020 INVENTORY

	LECTURE	144,841
	LAB	111,468
	OFFICE	109,330
	LIBRARY	46,585
	INSTR.MEDIA	2,062
	OTHER	134,797
	TOTAL ASF	549,183



SPACE CAPACITY

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 SquareFeet (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

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

* Varies per discipline

Source: Board of Governors of the California Community Colleges, Policy on Utilization and Space Standards, 2020.

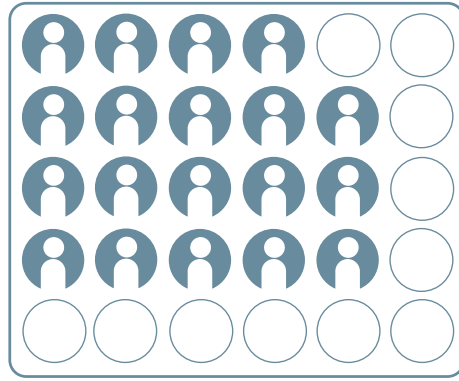


CAPACITY LOAD RATIOS

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.

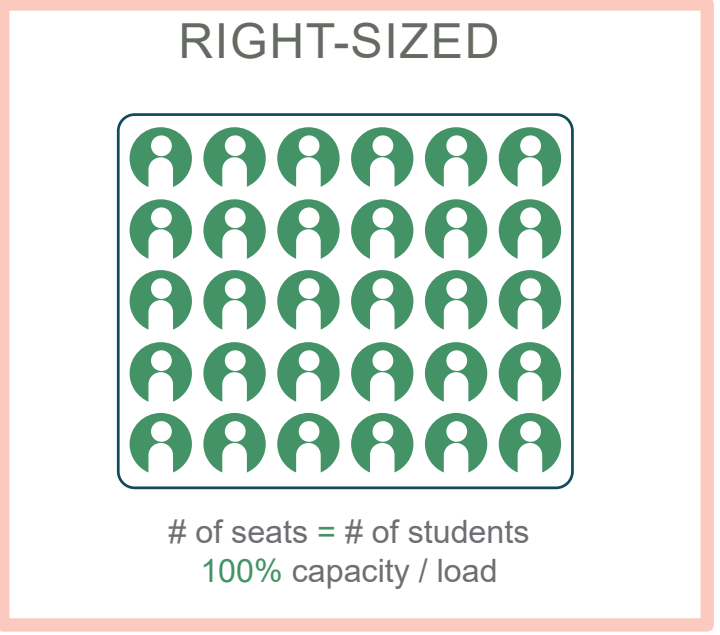
The space type “other” includes a number of spaces on campus that are considered to be non-capacity load categories. These are spaces that are not analyzed by the CCCCO in relation to utilization and efficiency, but are important as part of the college’s inventory related to maintenance and operations.

OVER CAPACITY



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

RIGHT-SIZED



of seats = # of students
100% capacity / load

UNDER CAPACITY



of seats < # of students
under 100% capacity / load

FACILITIES SPACE PROGRAM

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).

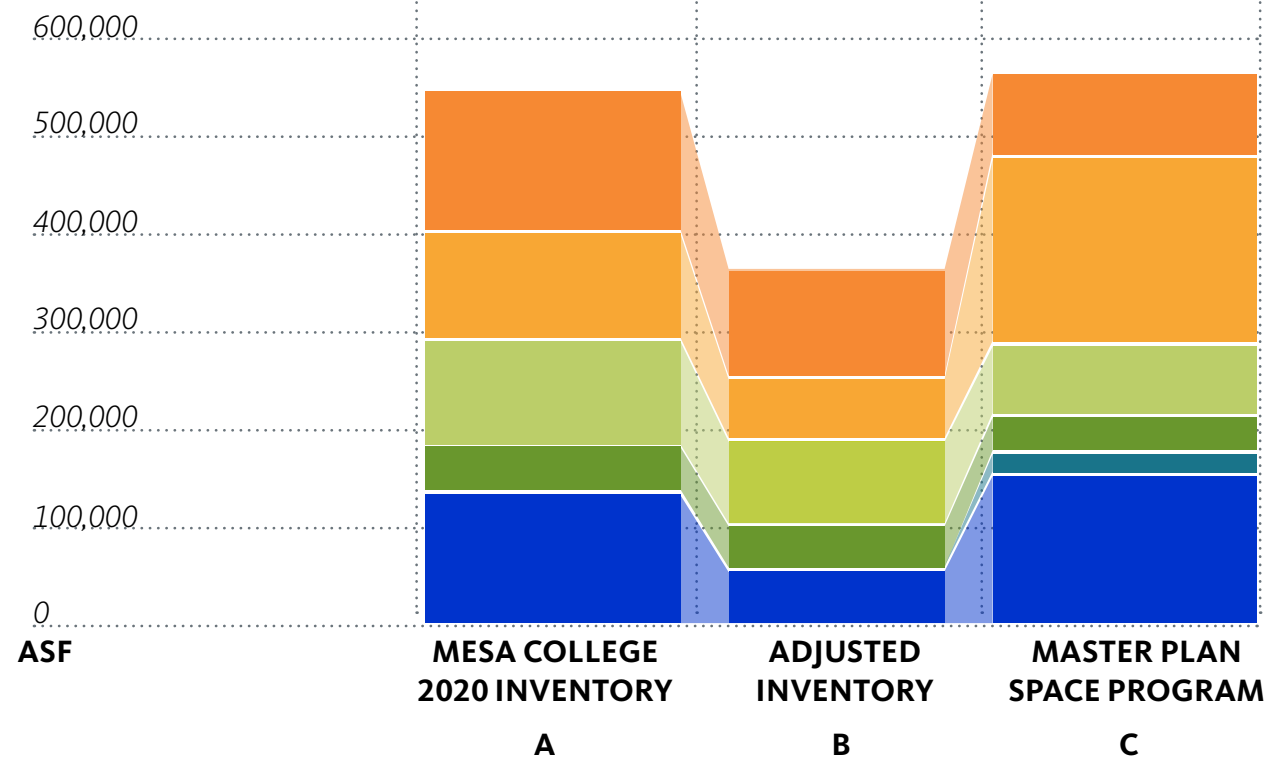
The Facilities Space Program provides the basis for developing recommendations for future facilities. To accommodate the forecasted enrollment and program needs and replace functions that are housed in facilities to be removed, the Facilities

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.

	A	B	C	C-B
	MESA COLLEGE 2020 INVENTORY	ADJUSTED INVENTORY	FACILITIES SPACE PROGRAM	DIFFERENCE
 LECTURE	144,841	111,324	83,507	-27,817
 LAB	111,468	64,462	194,610	130,148
 OFFICE	109,330	87,259	74,620	-12,639
 LIBRARY	46,585	46,585	39,897	-6,688
 INSTR.MEDIA	2,062	1,120	12,862	11,742
 OTHER	134,797	54,379	160,427	106,048
TOTAL ASF	549,183	365,129	565,923	200,794





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.

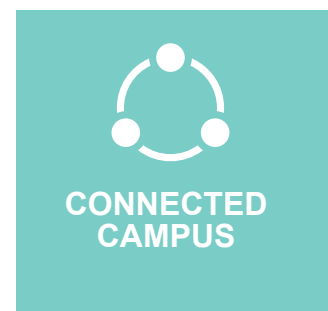
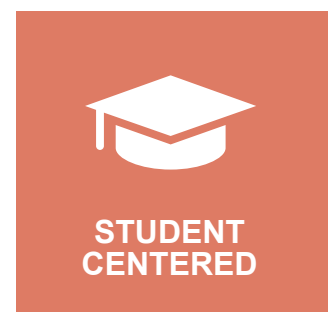
The Project Description section presents a rationale and vision for each recommendation. While drawings in the plan appear specific, the forms are conceptual sketches that highlight the location and purpose of recommended improvements. The final design of each site and facility project will take place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

- 5.3 | DEVELOPMENT CONCEPTS
- 5.4 | THE FUTURE CAMPUS
- 5.9 | PROJECT LINKAGES
- 5.10 | PROJECT DESCRIPTIONS

5

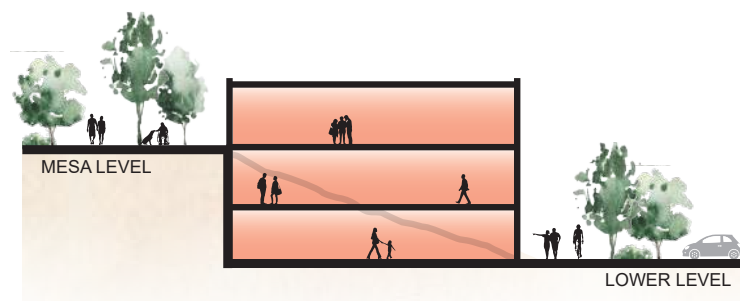


DEVELOPMENT CONCEPTS

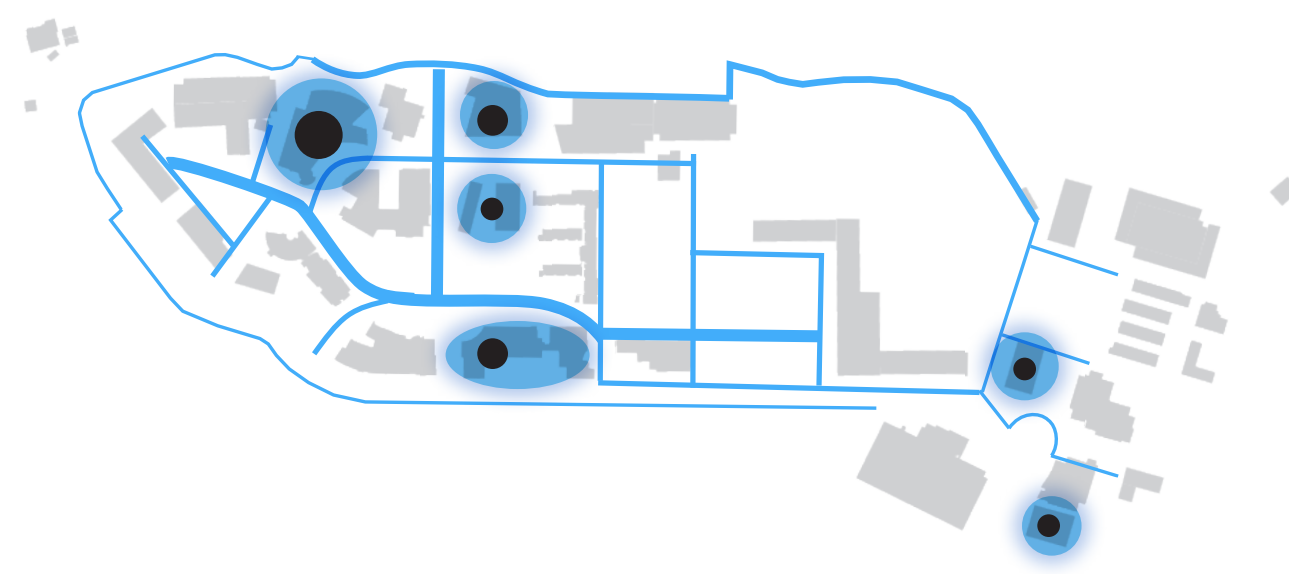
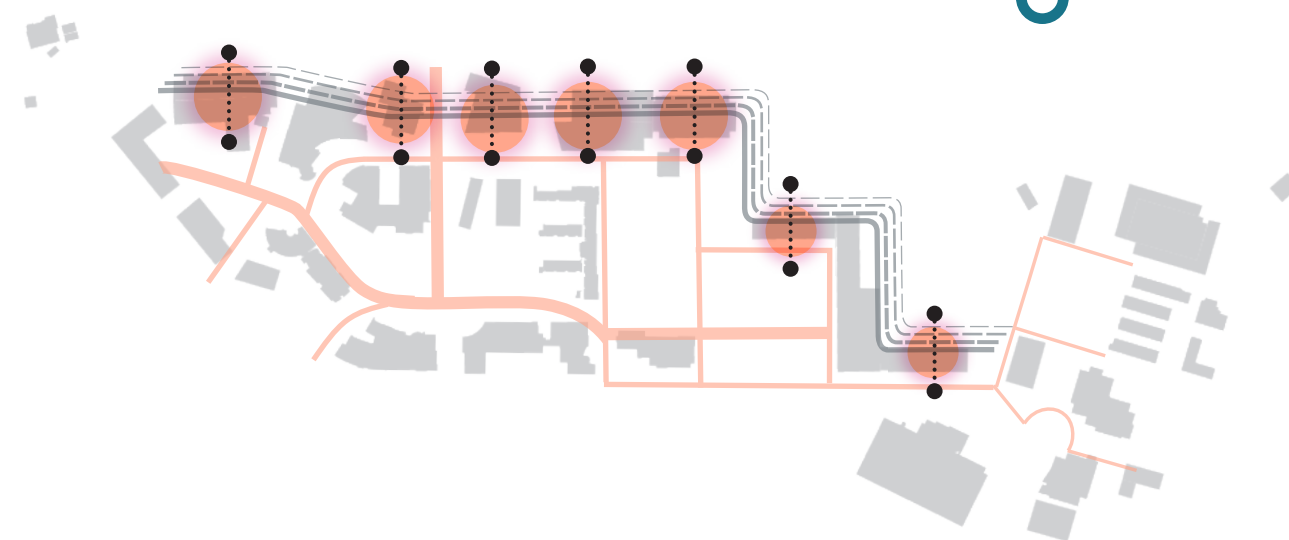
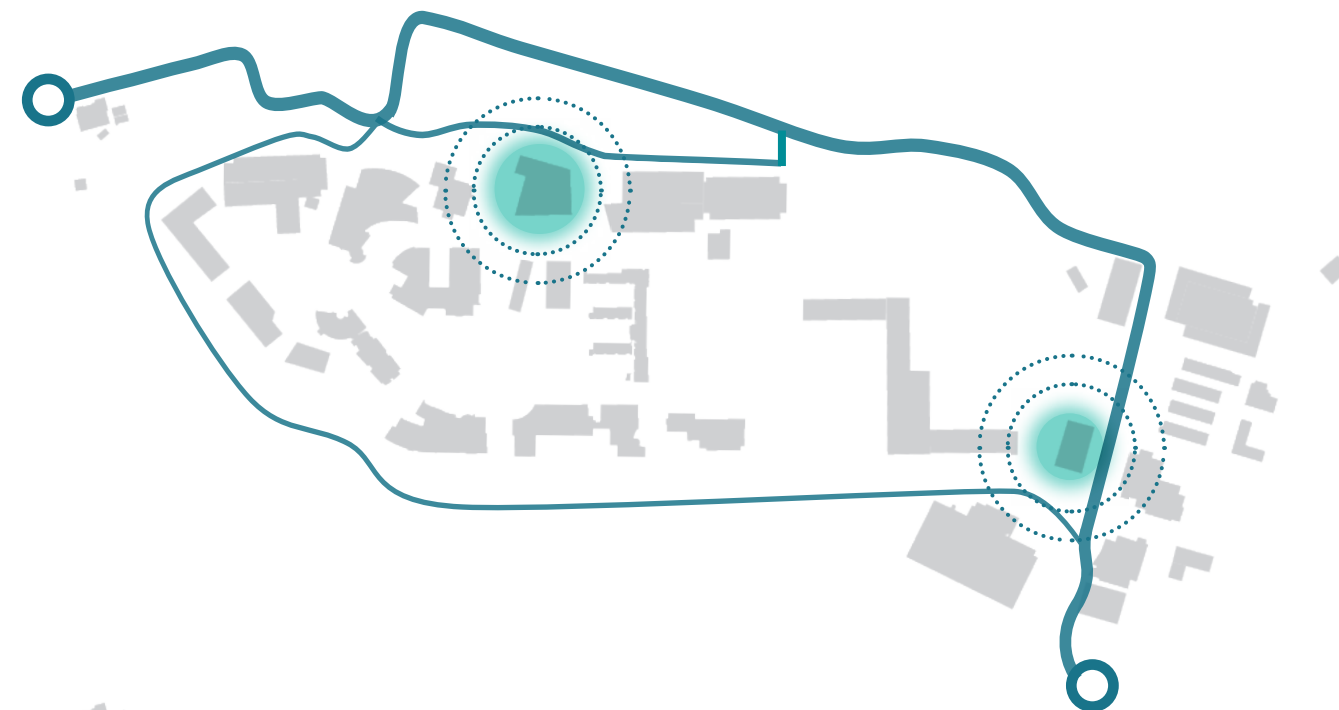


CLARITY of vehicular circulation patterns provide the basis for enhanced arrival experiences and the development of two campus gateways. Each gateway connects to a 'front drive' that leads to welcoming facilities and parking areas.

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.

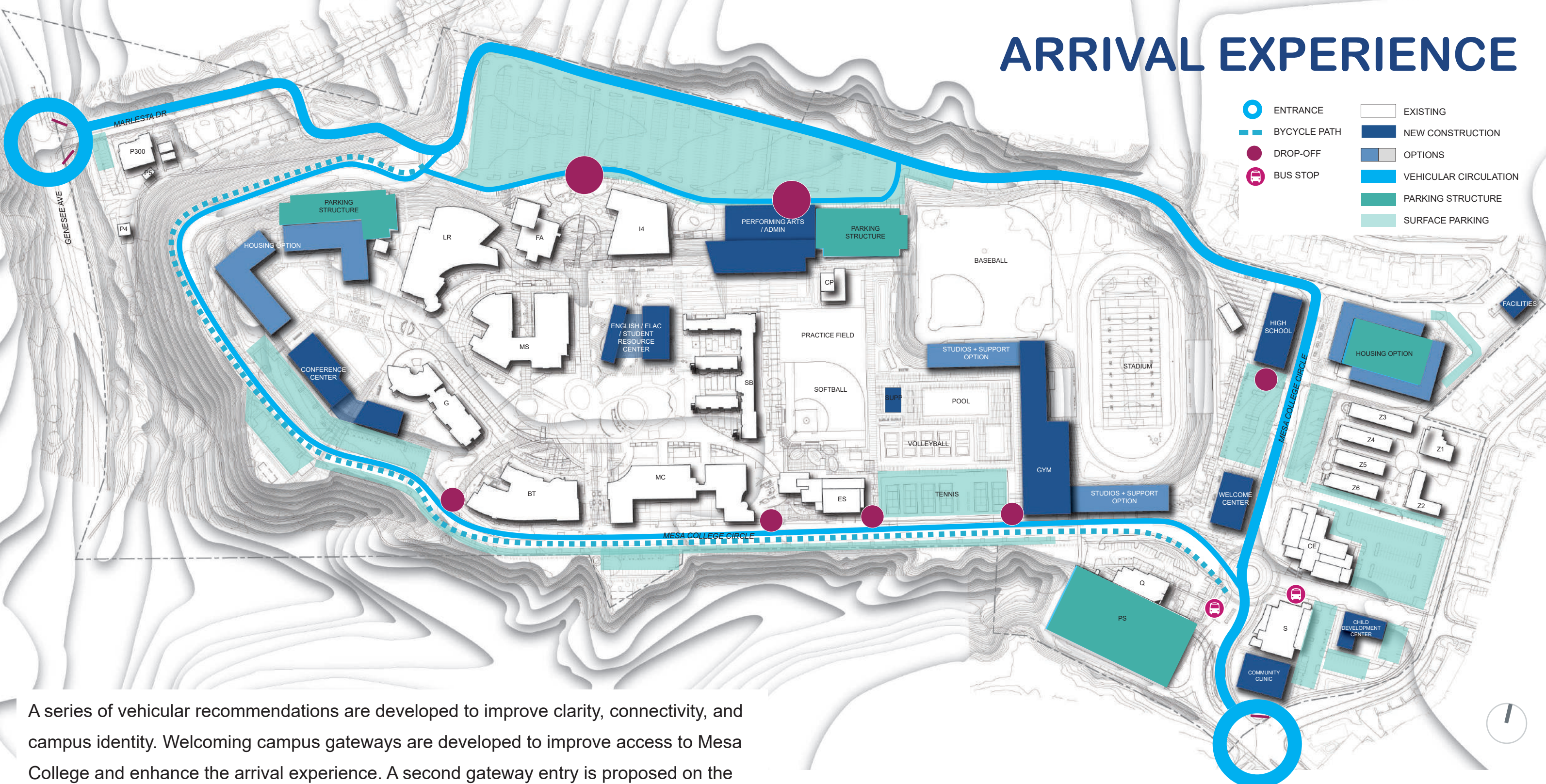


THE FUTURE CAMPUS



	EXISTING
	NEW CONSTRUCTION
	OPTIONS

ARRIVAL EXPERIENCE



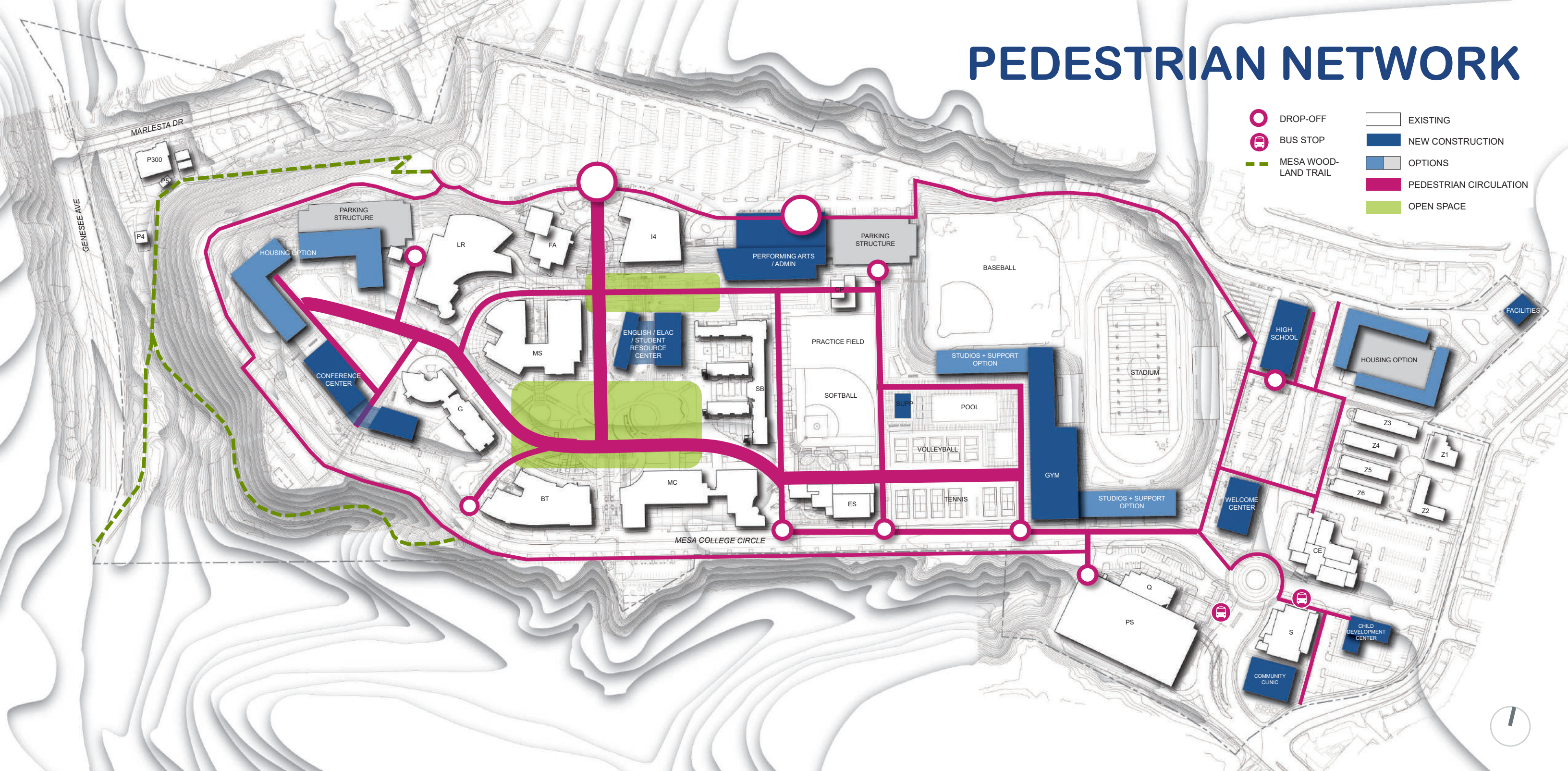
A series of vehicular recommendations are developed to improve clarity, connectivity, and campus identity. Welcoming campus gateways are developed to improve access to Mesa College and enhance the arrival experience. A second gateway entry is proposed on the west side of campus, at Genessee Avenue and 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.

PEDESTRIAN NETWORK

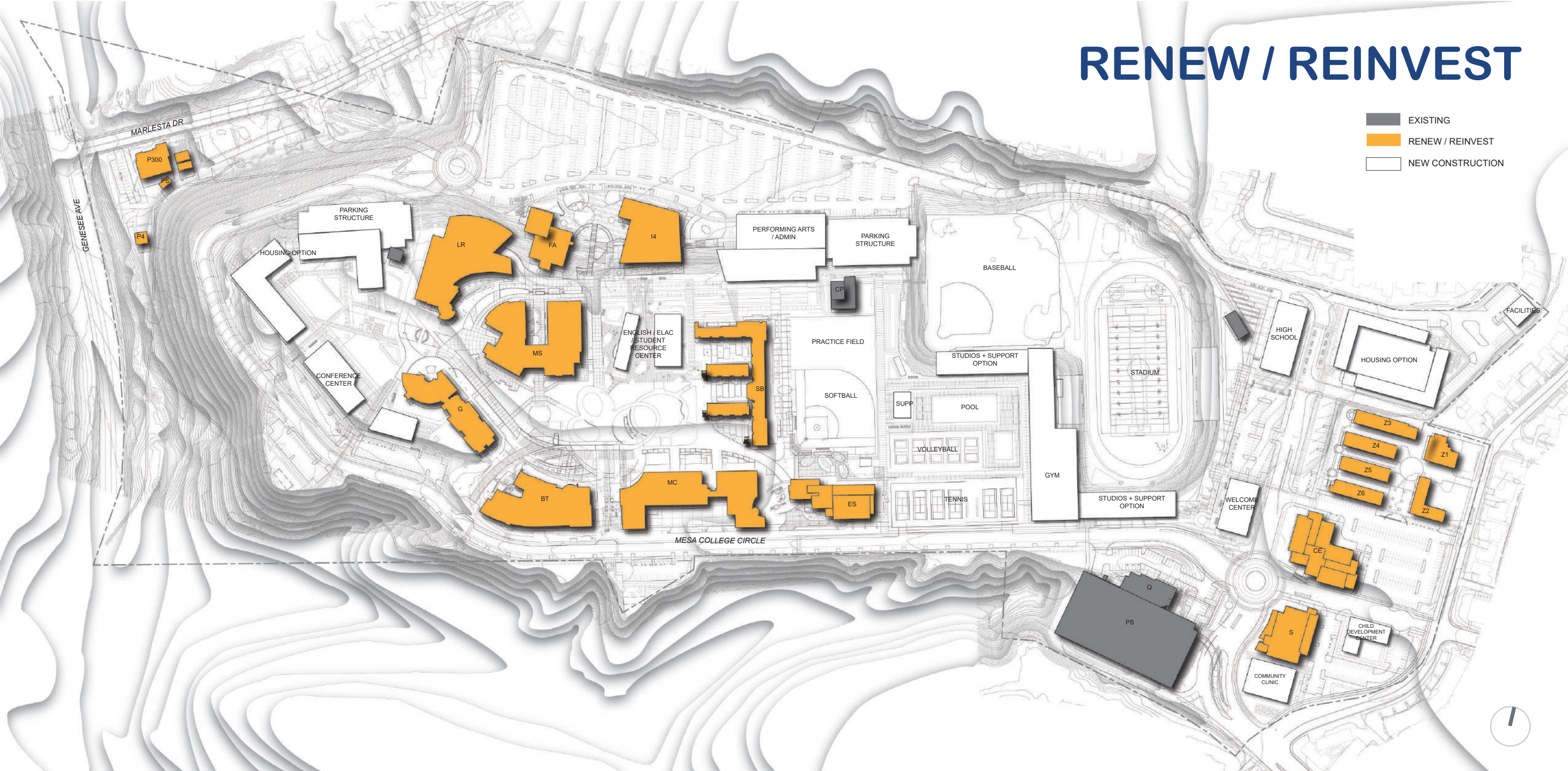


- DROP-OFF
- BUS STOP
- MESA WOODLAND TRAIL
- EXISTING
- NEW CONSTRUCTION
- OPTIONS
- PEDESTRIAN CIRCULATION
- OPEN SPACE



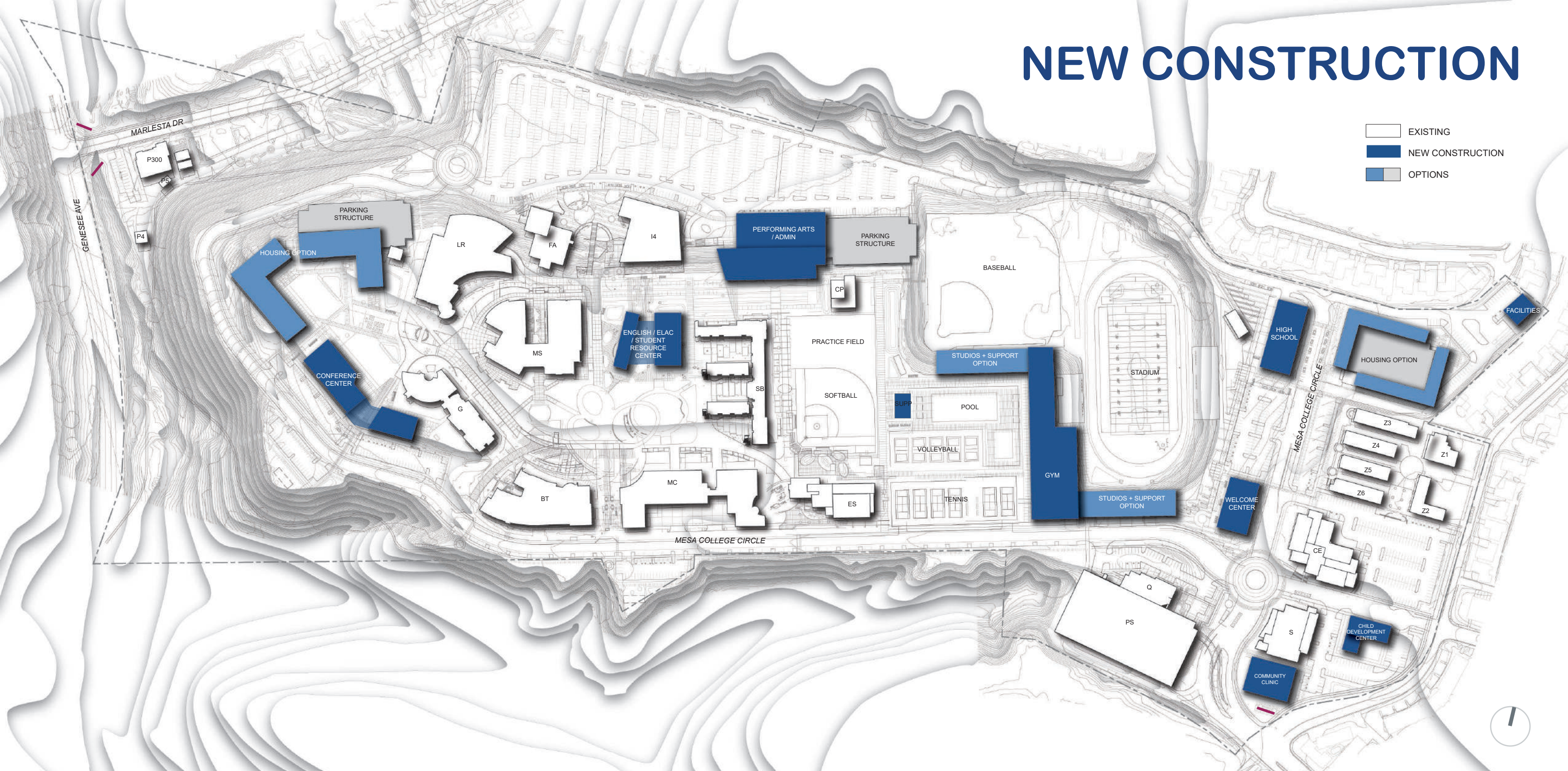
A proposed network of pedestrian pathways will enhance connections to all areas of the campus, improve access and eliminate physical barriers. This network will extend east-west and north-south along landscaped pathways and hillside 'bridge' buildings. A bike lane, connecting the two campus gateway entries will provide a cohesive path along the loop road, and a hiking trail will provide opportunities to enjoy the beautiful Tecolote Canyon.

RENEW / REINVEST



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 CONSTRUCTION



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.

PROJECT LINKAGES

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

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

PROJECT DESCRIPTIONS

A English / ELAC / Student Resource Center

B Performing Arts Complex + Administration

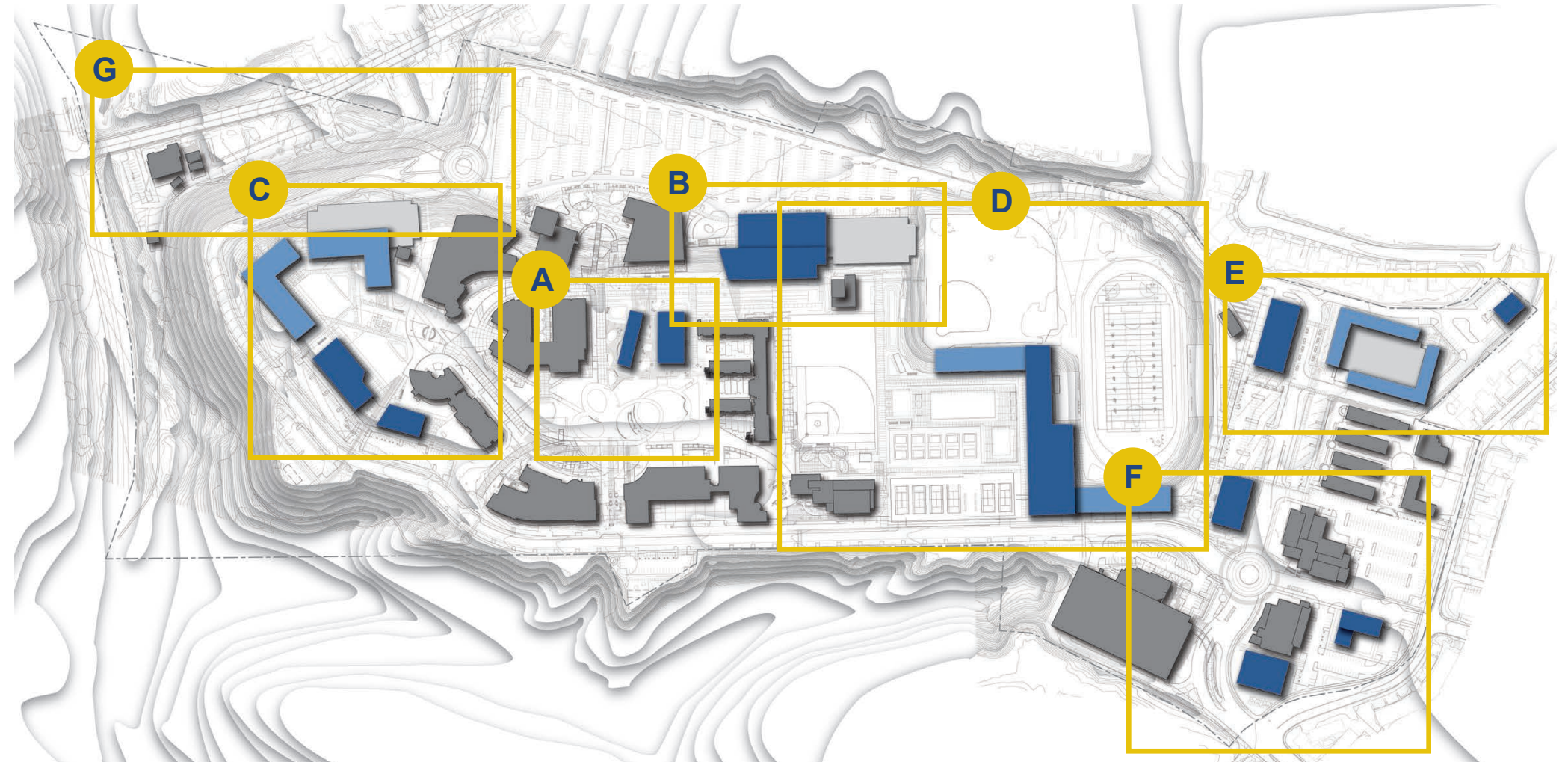
C Student Housing Option
Conference Center

D Athletics/Exercise Science/Dance

E Student Housing Option
High School
Facilities

F Welcome Center
Child Development Center
Community Clinic

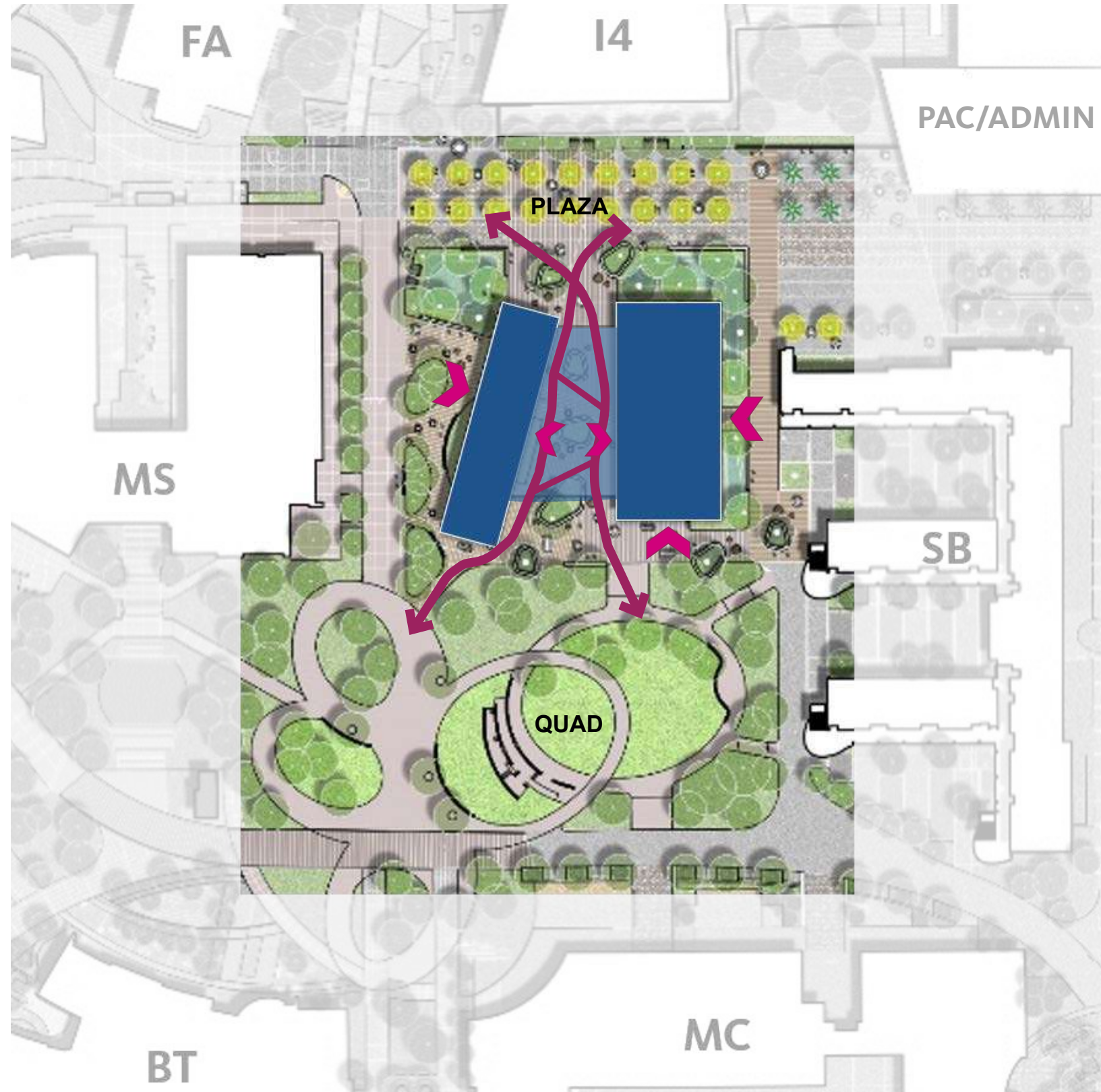
G West Entrance



A series of new facilities are proposed as part of Mesa2030. Project descriptions are included on the following pages and grouped as illustrated in the key plan.

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

PROJECT DESCRIPTIONS

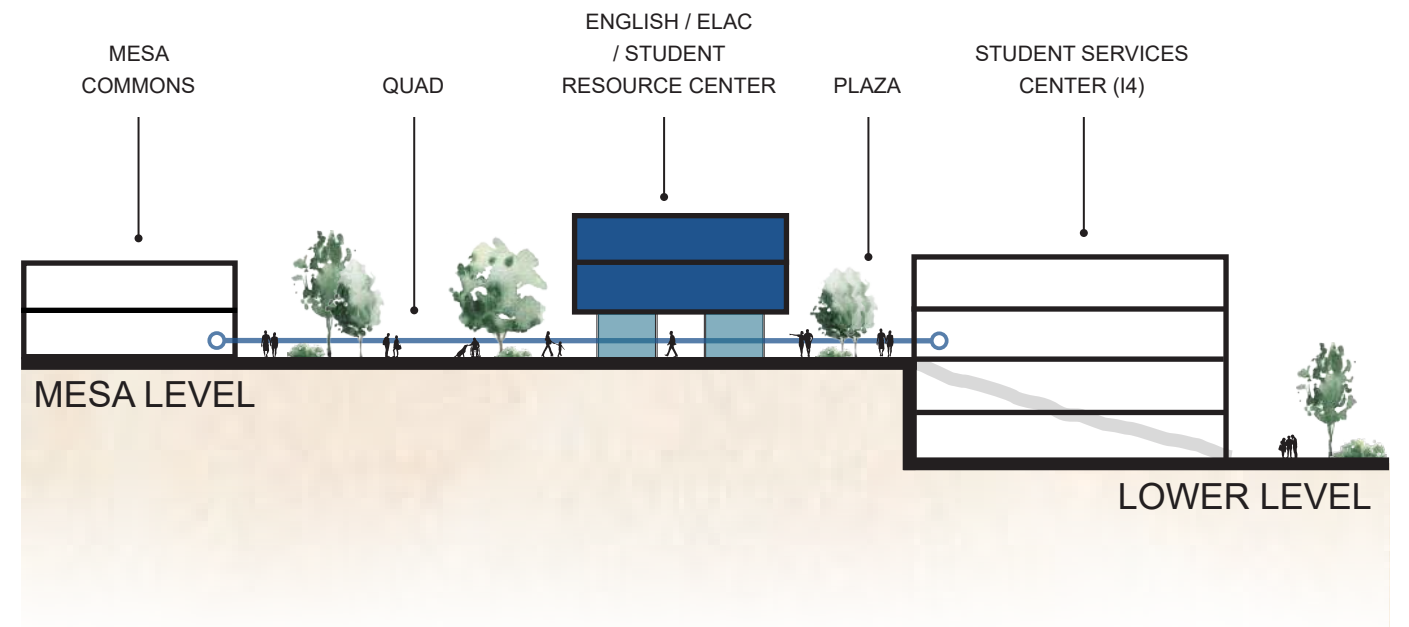


ENGLISH / ELAC / STUDENT RESOURCE CENTER

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

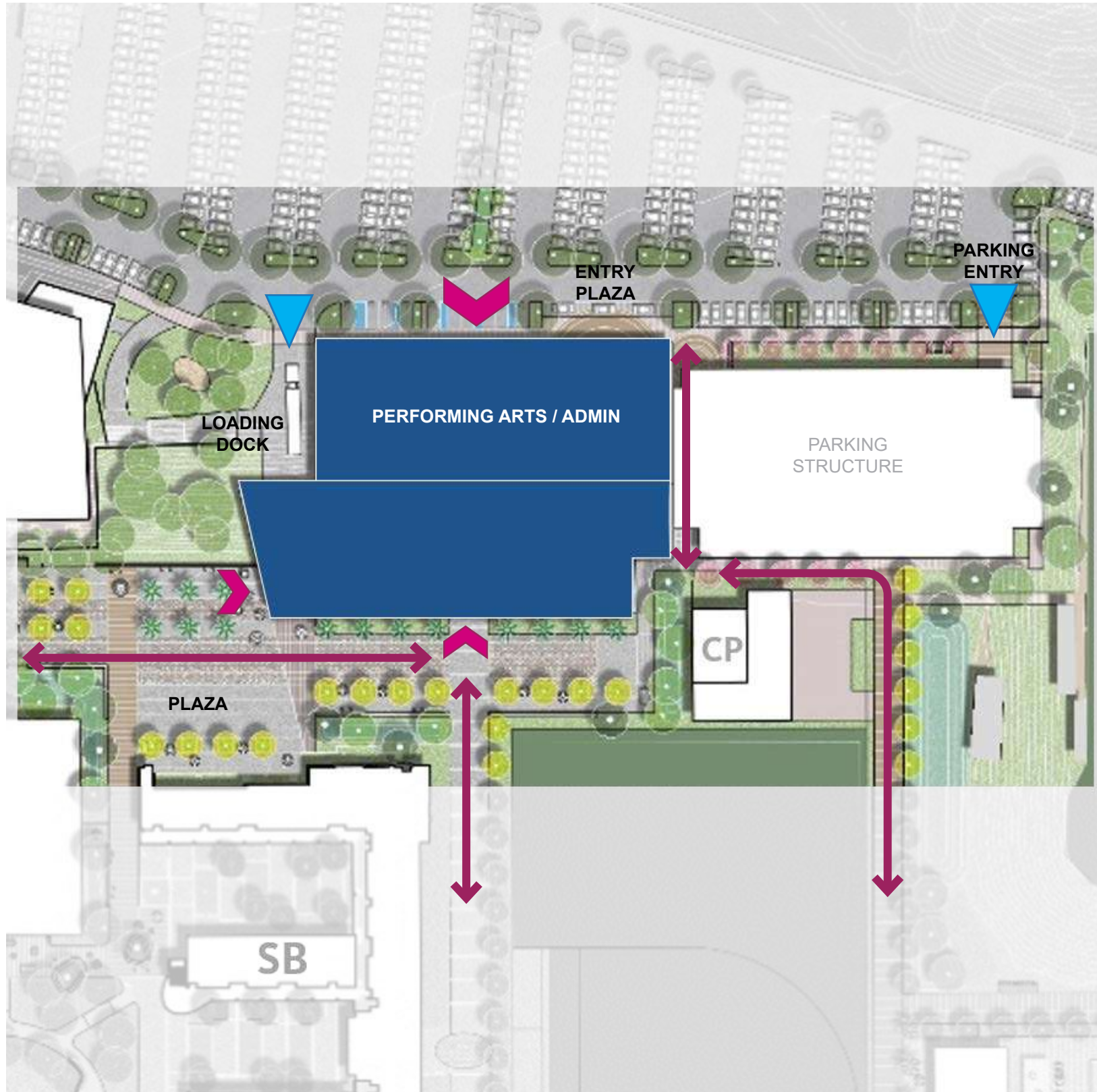
The first floor will house the Student Resource Center, strategically situated between the I4 Student Services Building and the Mesa Commons. This location will increase the visibility of essential services for students such as The Stand, FAST, Honors Center, Veterans Center, LGBTQ Center, Womens Center and Black Student Union. Upper floors will provide instructional space to support the English and ELAC programs.

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



PROJECT DESCRIPTIONS

B



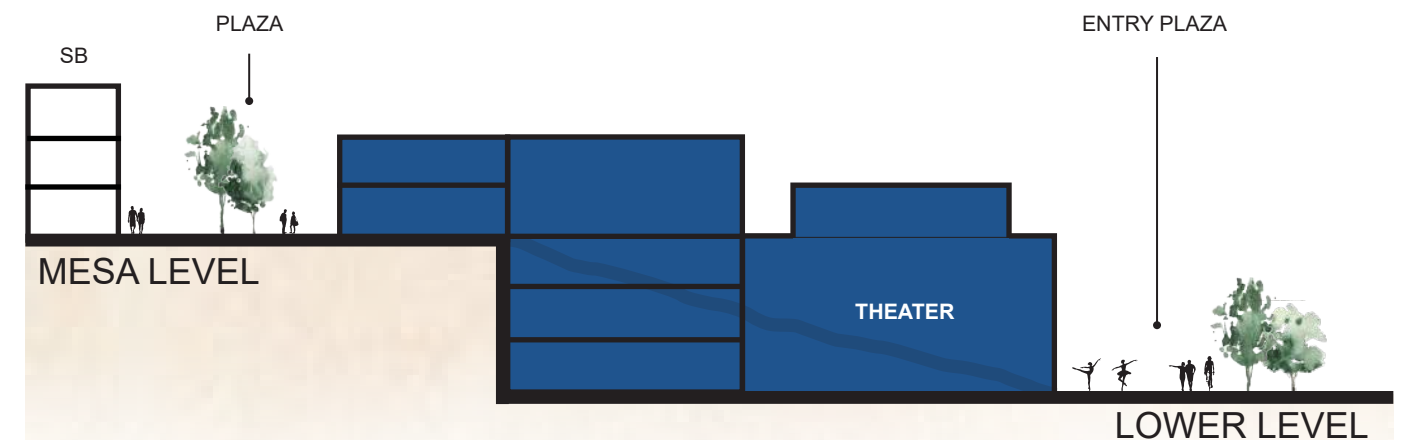
PERFORMING ARTS COMPLEX + ADMINISTRATION

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.

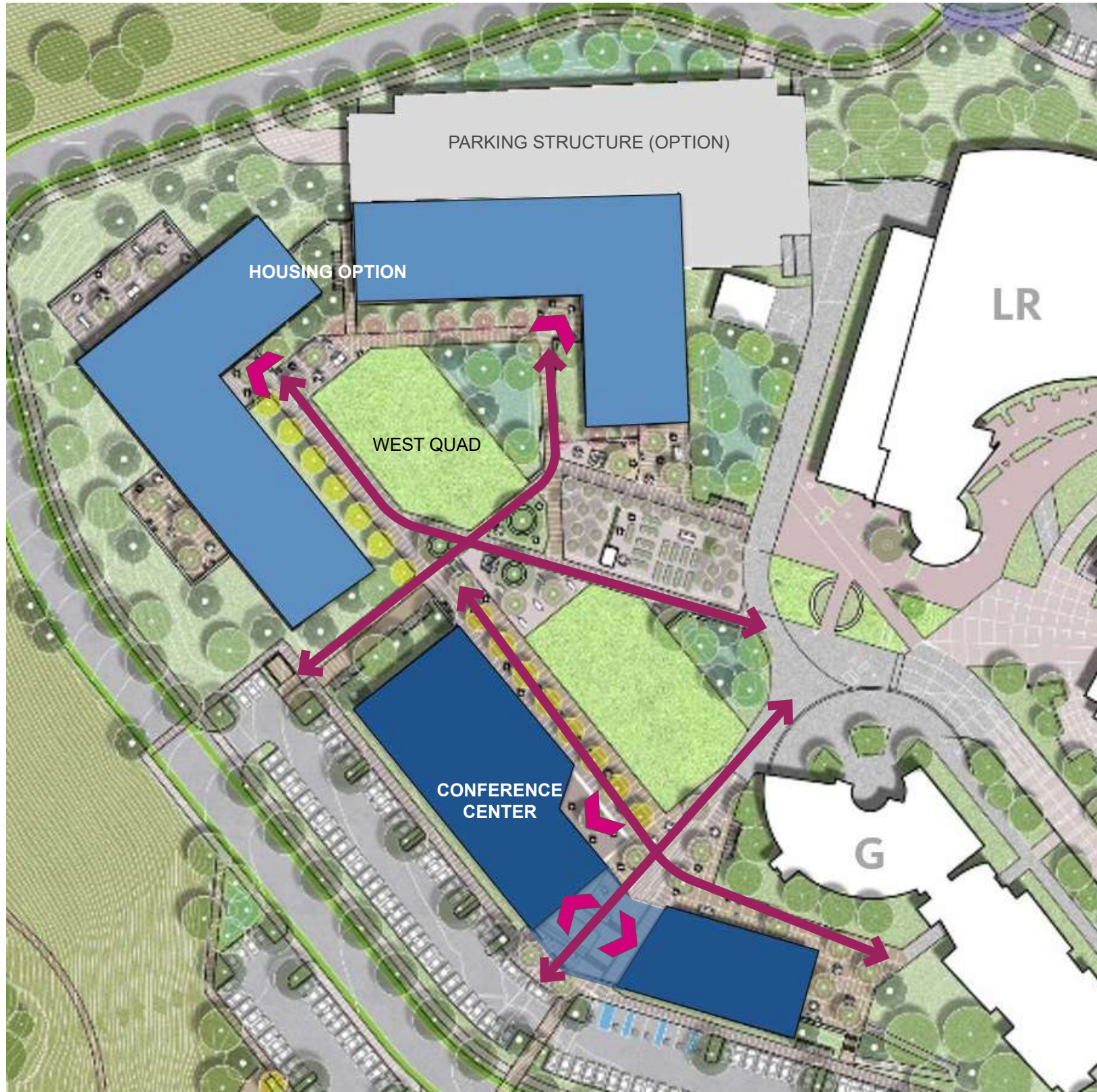
The complex will be designed to celebrate performing arts at Mesa College and support interdisciplinary collaborations among disciplines such as theater arts, music, and dance. The large main stage theater will have a prominent ground floor entry adjacent to parking, the theater support spaces will be 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.



PROJECT DESCRIPTIONS



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

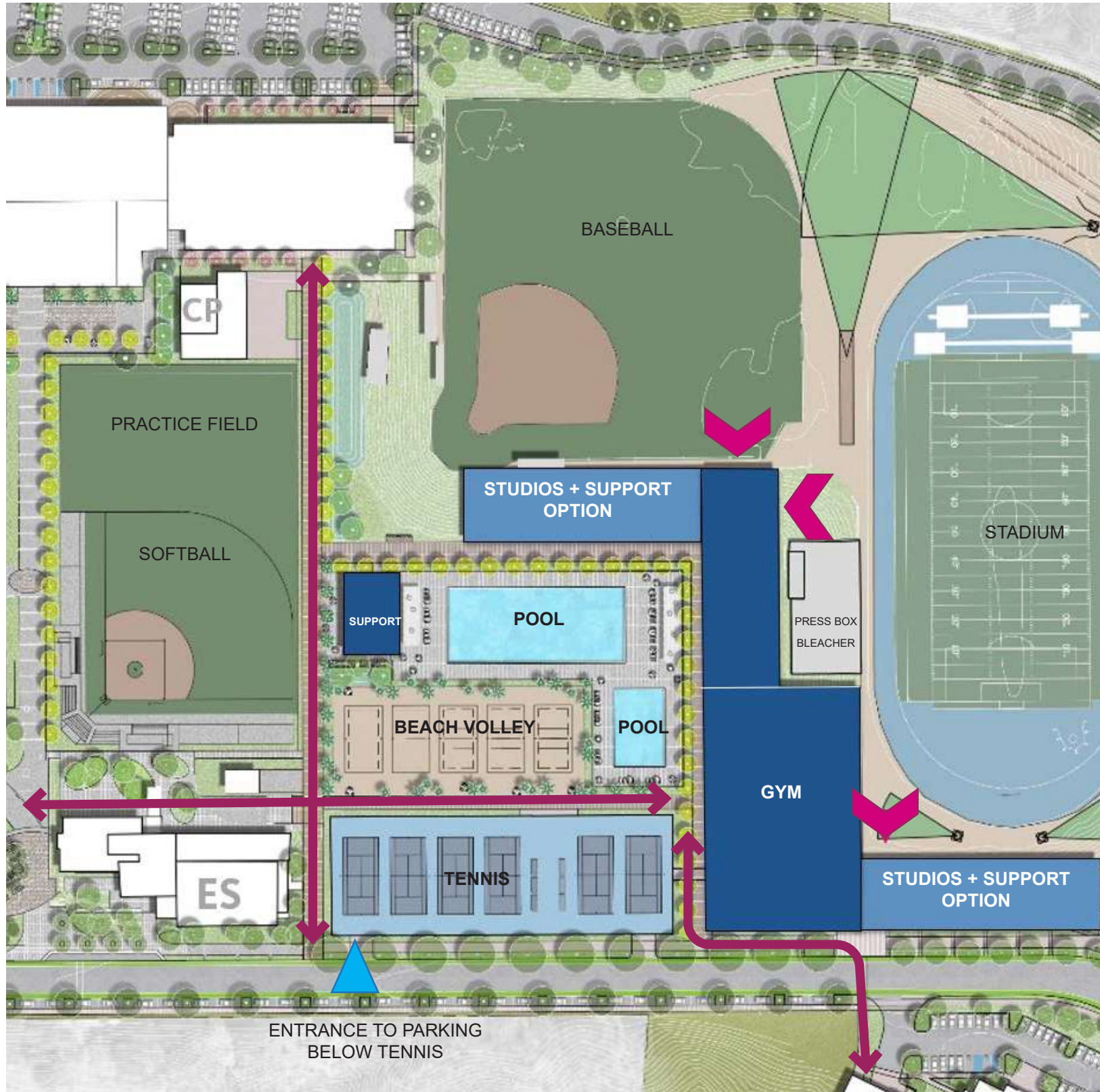
A location for a future conference center is also identified on the west side of campus. This new facility will provide large meeting and conference space to support College needs and to host larger community events. In addition, the facility could be designed to support the growing Fermentation program. 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.

PROJECT DESCRIPTIONS

D

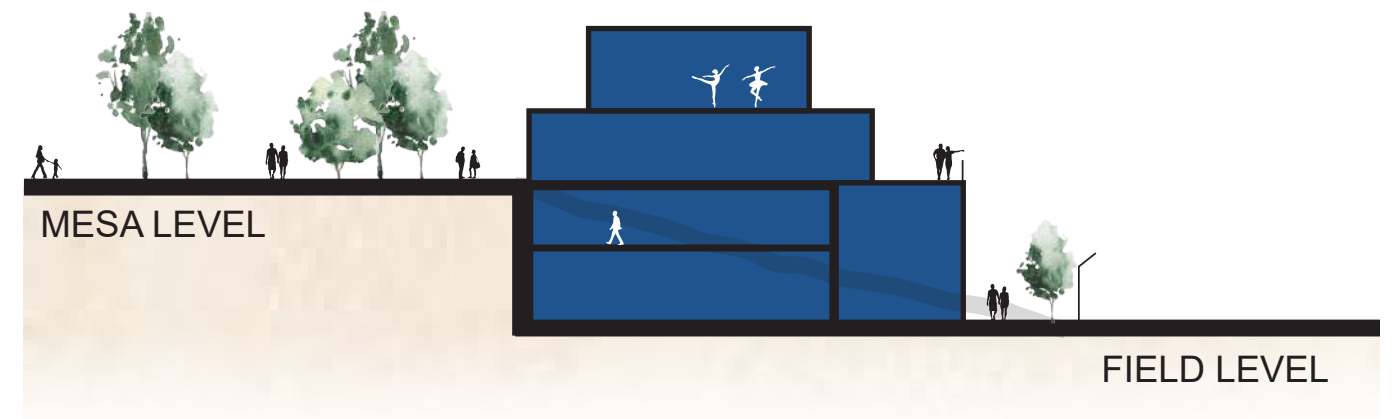


ATHLETICS / EXERCISE SCIENCE / DANCE

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

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

An expanded pool complex, beach volleyball courts, 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.



PROJECT DESCRIPTIONS



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)

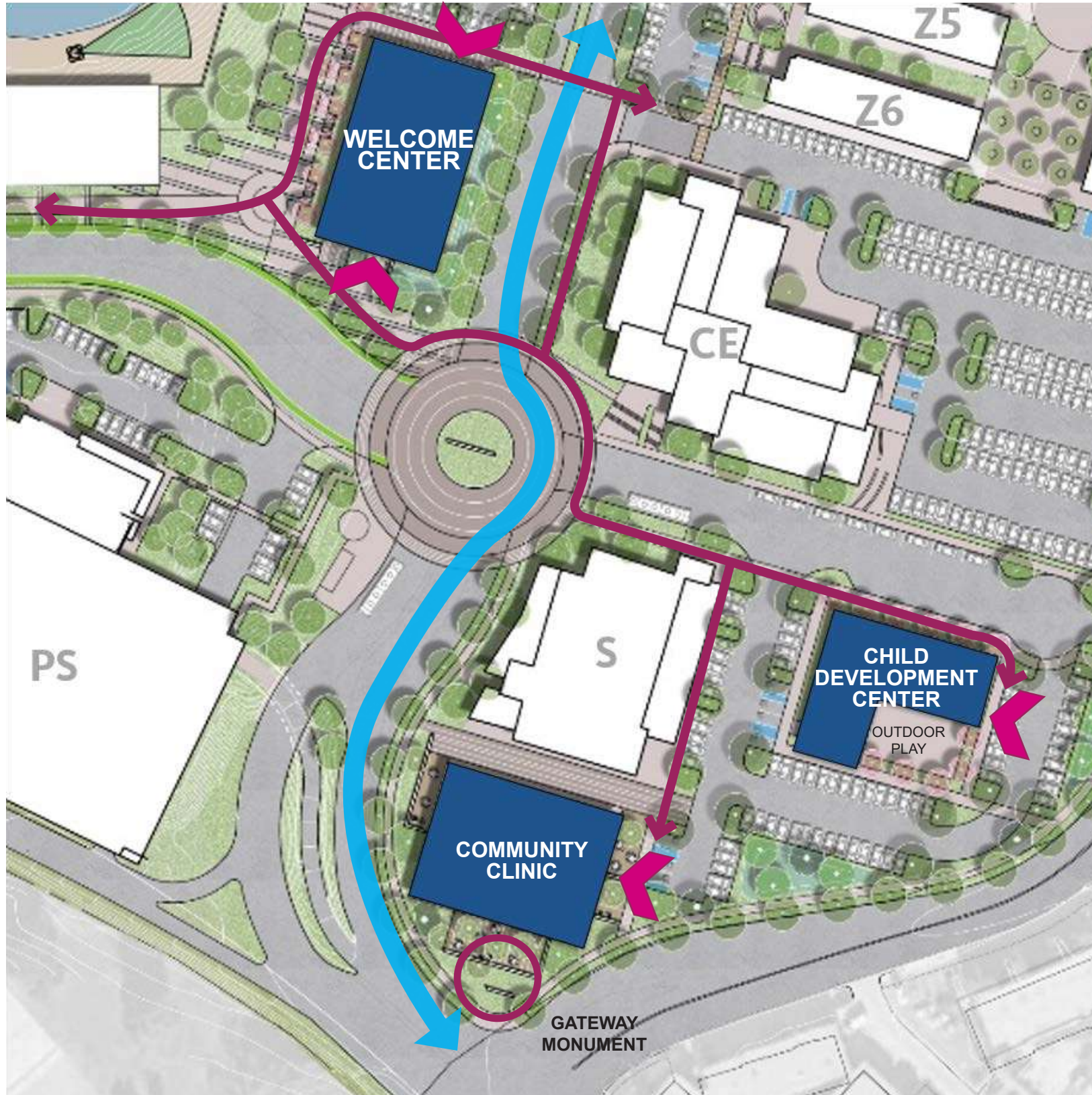
A site on the east side of campus is identified as a second potential location for future student housing. Since this location would displace a surface parking lot, this unit of student housing is proposed to wrap around a parking structure with a courtyard on the upper level to support gatherings and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



PROJECT DESCRIPTIONS



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.

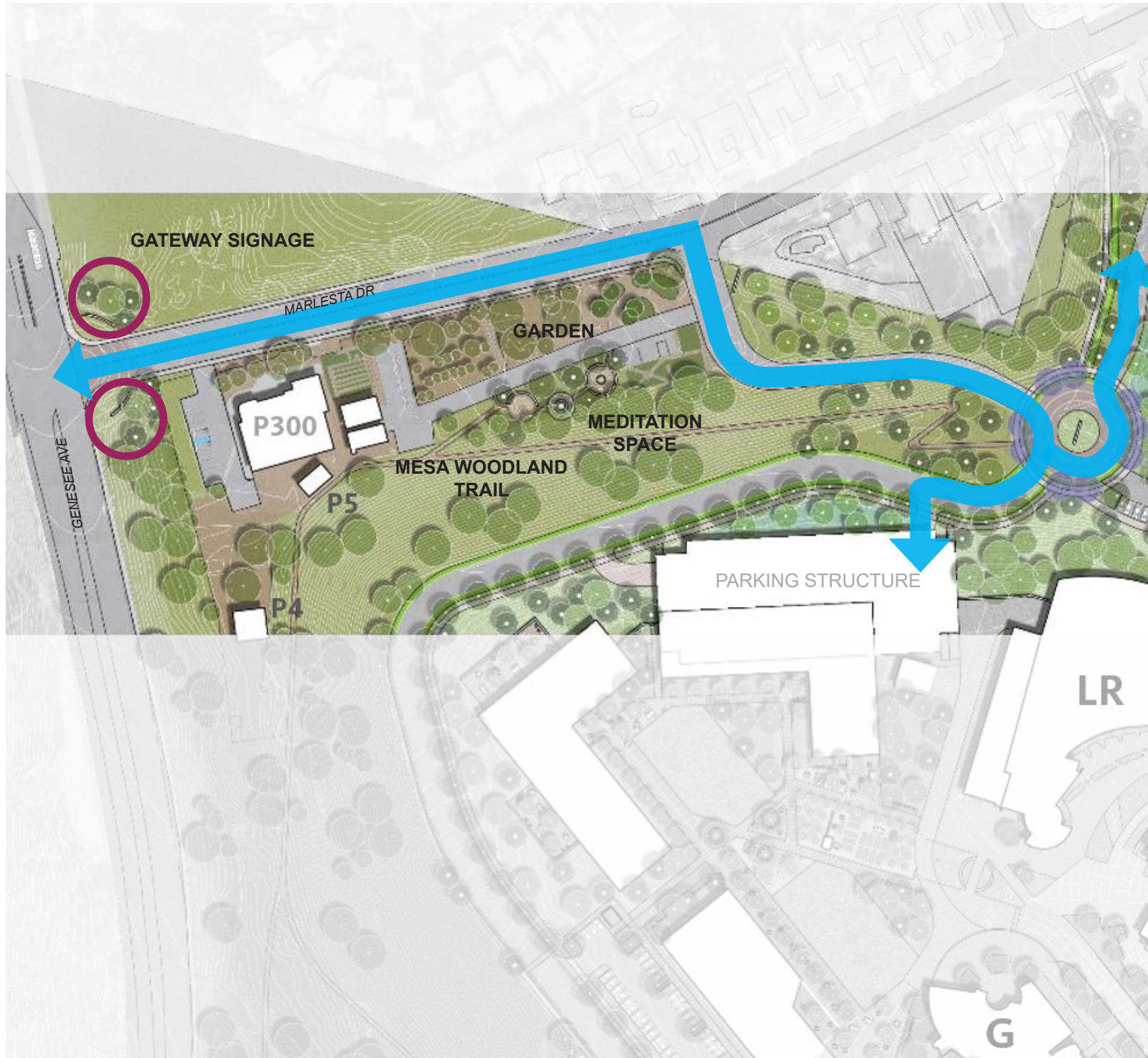
CHILD DEVELOPMENT CENTER

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.

PROJECT DESCRIPTIONS



WEST ENTRANCE

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

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





6

SUPPORTING MATERIAL

SUPPORTING MATERIAL

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.

6.3 | ALIGNMENT OF Mesa2030 GOALS

6.4 | LOCAL CONDITIONS

6.16 | ENROLLMENT TRENDS

6.19 | STUDENT CHARACTERISTICS

6.25 | STUDENT SUCCESS

6.29 | CAMPUS/COMMUNITY ENGAGEMENT

6



ALIGNMENT OF Mesa2030 GOALS

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

Statewide Goals: Vision for Success	Mesa2030 META GOAL: EQUITY AND EXCELLENCE				
	Completion	Community	Pathways and Partnerships	Stewardship	Scholarship
Completion	✓	✓	✓	✓	✓
Transfer	✓	✓	✓	✓	✓
Unit Accumulation	✓	✓	✓	✓	✓
Workforce	✓	✓	✓	✓	✓
Equity	✓	✓	✓	✓	✓
Regional Achievement Gaps	✓	✓	✓	✓	✓

ALIGNMENT of Mesa2030 GOALS WITH DISTRICT GOALS

SDCCD 2017-21 Strategic Plan Goals	Mesa2030 META GOAL: EQUITY AND EXCELLENCE				
	Completion	Community	Pathways and Partnerships	Stewardship	Scholarship
Pathway to Completion	✓	✓	✓	✓	✓
Institutional Effectiveness & Innovation	✓	✓	✓	✓	✓
Community Collaboration	✓	✓	✓	✓	✓
Fiscal Stewardship	✓	✓		✓	✓
Leader in Sustainability				✓	✓

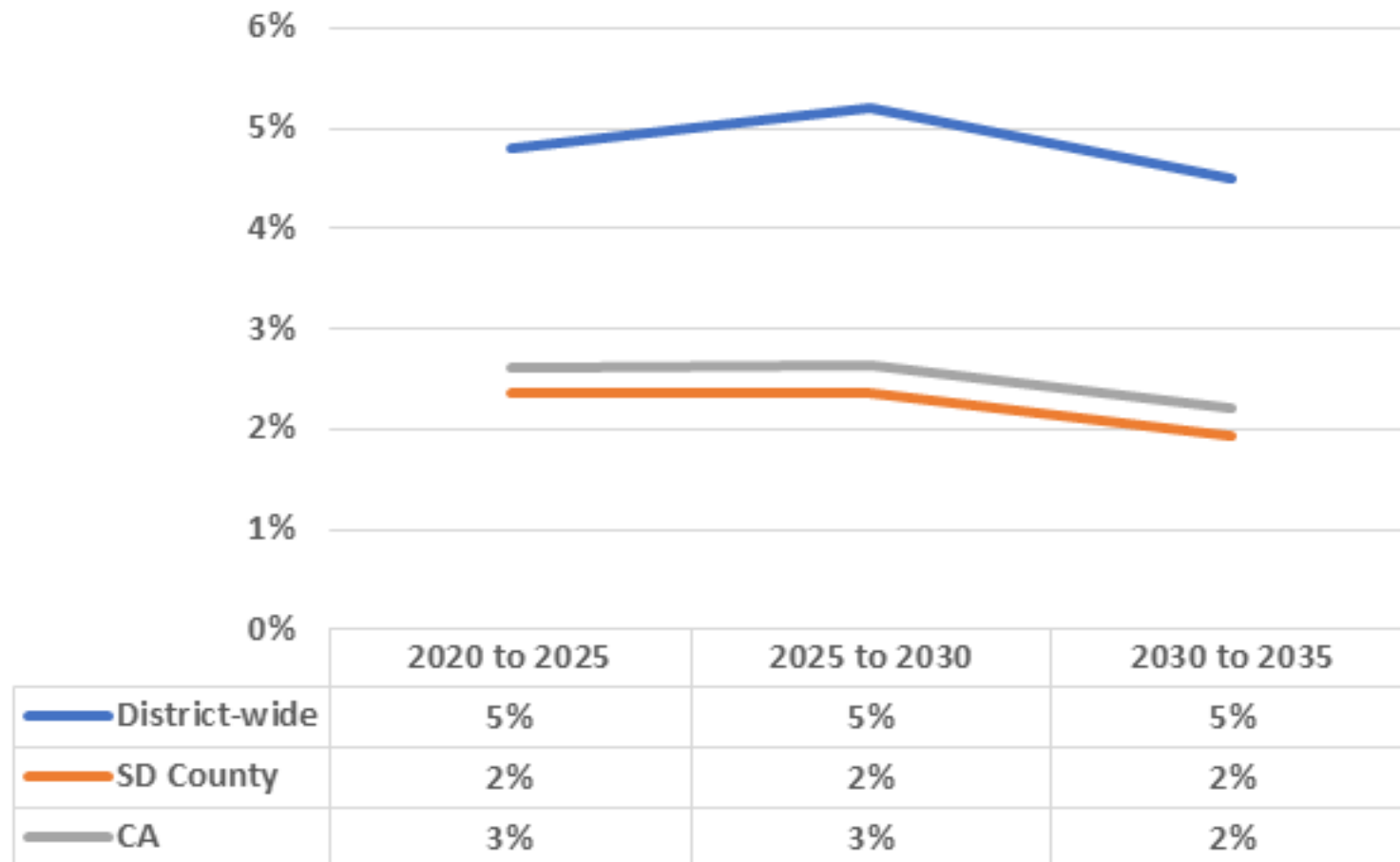
LOCAL CONDITIONS

POPULATION

Data Set 1. Projected Population: 2012-35

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

Data Set 2. Projected Population Growth Rates



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

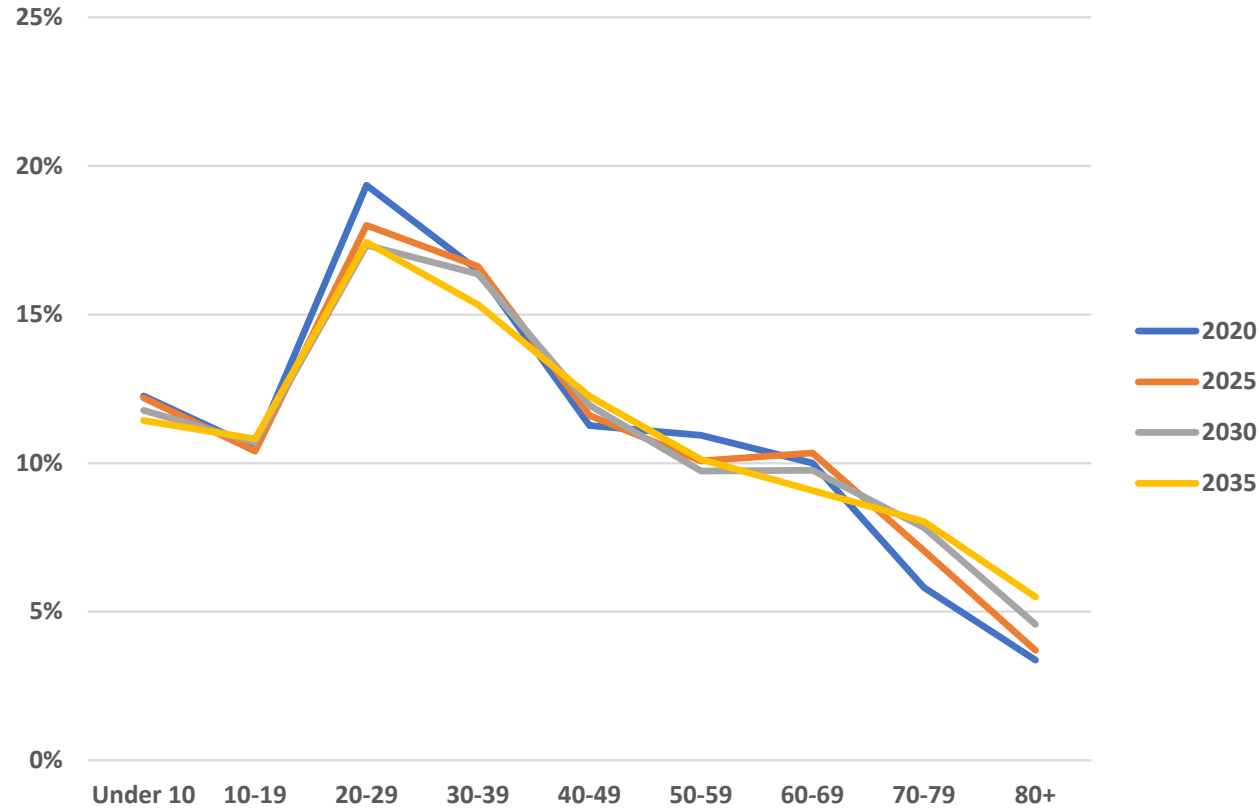
OBSERVATIONS

- 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.

Local Conditions

POPULATION

Data Set 3. Projected District-wide Population: Proportion by Age



Data Set 4. Projected District-wide Population Ages: Proportion and Number

	Population District-wide in 2020		Population District-wide in 2035		Change in District-wide Population 202 -2035
	% of Total	#	% of Total	#	
Ages 29 & younger College-going	42%	470,048	40%	509,916	+39,868
Ages 30-59 Working Years	39%	431,584	38%	484,489	+52,905
Ages 60 and older Retired Years	19%	214,016	23%	290,514	+76,498
Total		1,115,648		1,284,919	+169,271

Source for Data Sets 3 and 4: SANDAG, 2050 Series 13 Regional Growth Forecast

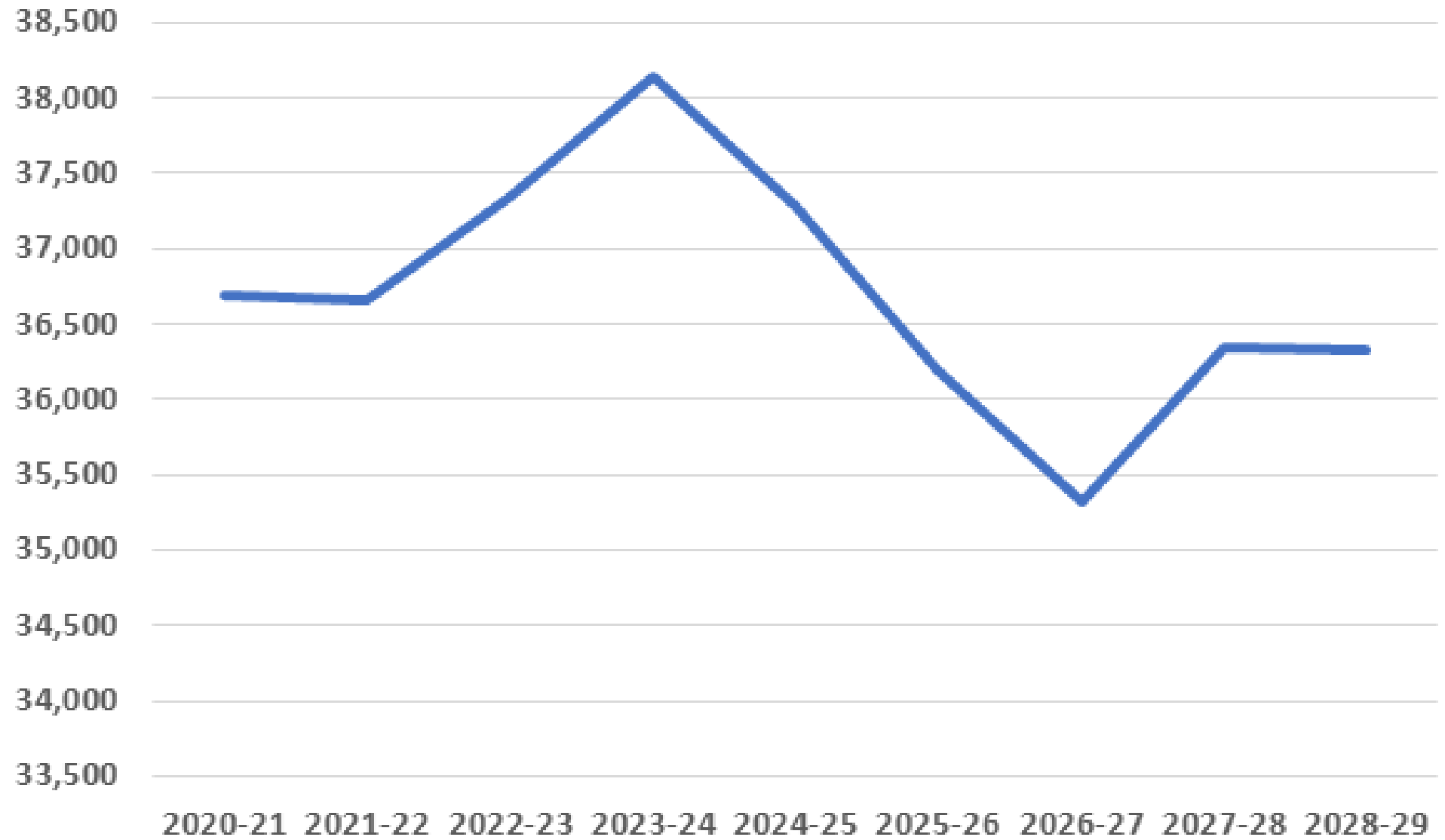
OBSERVATIONS

- 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



Source: California Department of Finance

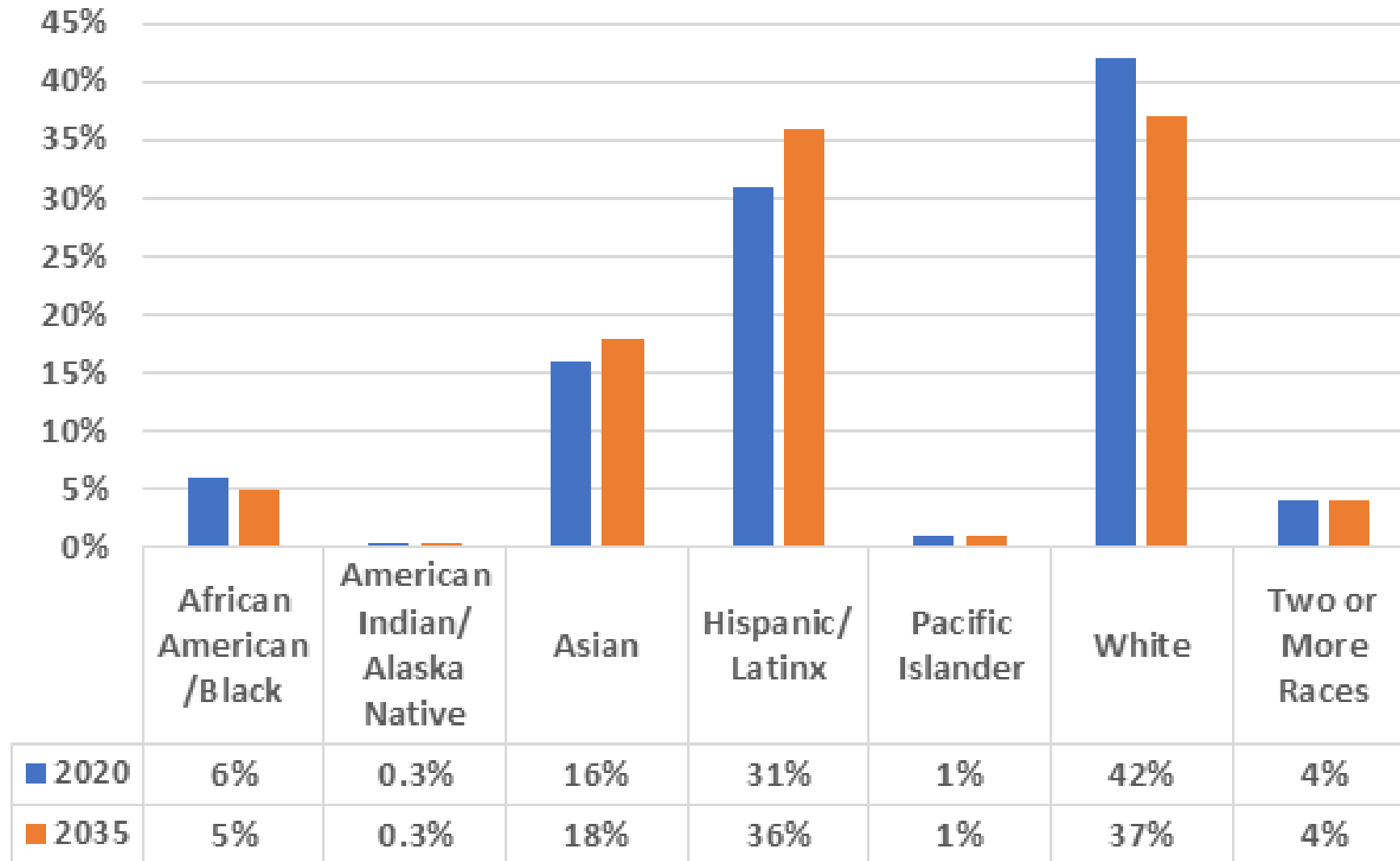
OBSERVATION

- **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.

Local Conditions

POPULATION

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



Source: SANDAG, 2050 Series 13 Regional Growth Forecast

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

	Median Household Income 2013-17 Estimate	Unemployment Rates December 2019	% Poverty 2013-17 Estimate
San Diego City	\$71,535	2.7%	15%
San Diego County	\$70,588	2.8%	13%
California	\$67,169	3.7%	15%
United States	\$57,652	3.4%	15%

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

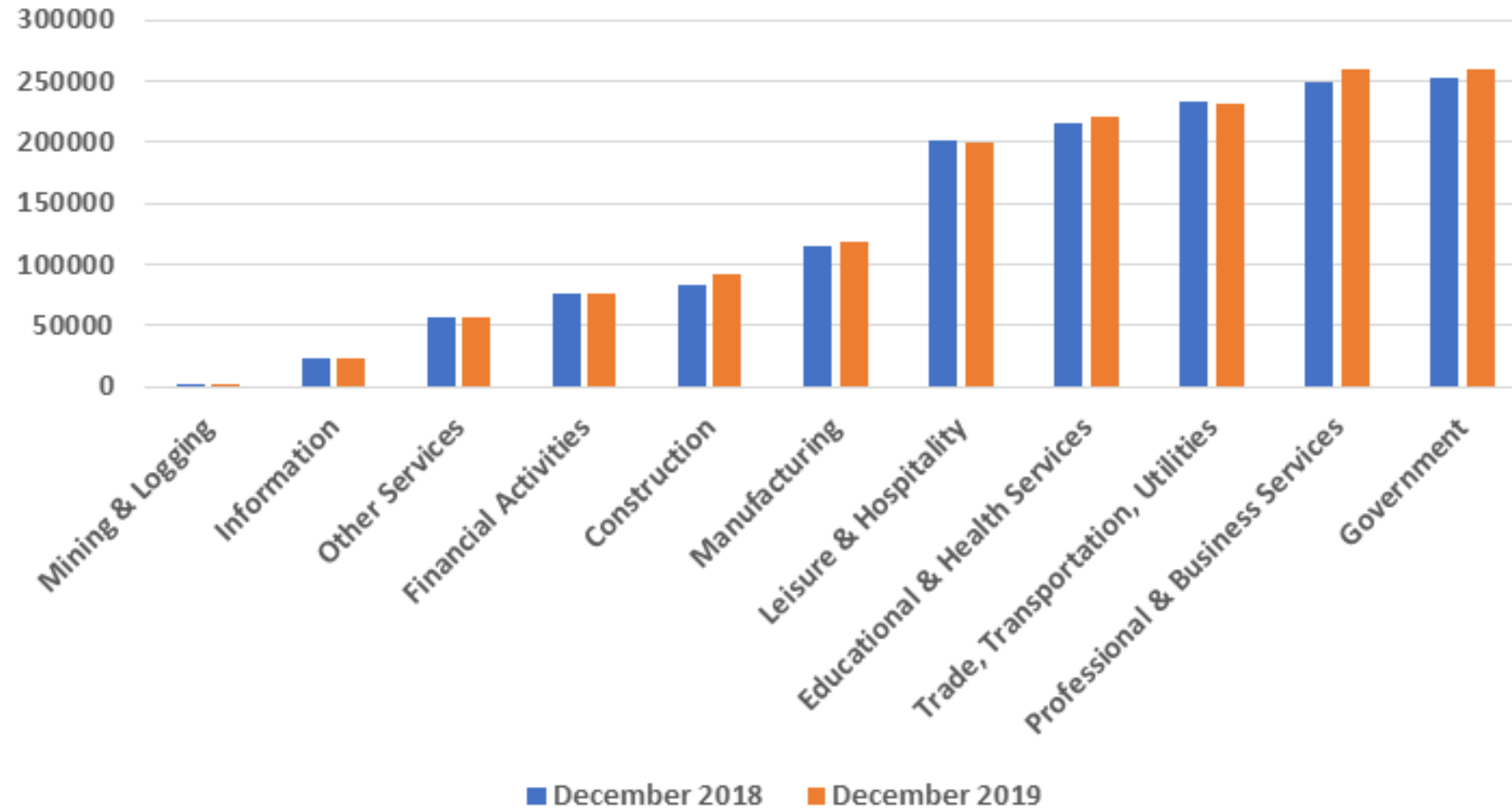
OBSERVATIONS

- 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



Source: California Employment Development Department, Labor Market Information

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*

Local Conditions

SAN DIEGO COUNTY ECONOMY

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

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

Source: California Employment Development Department

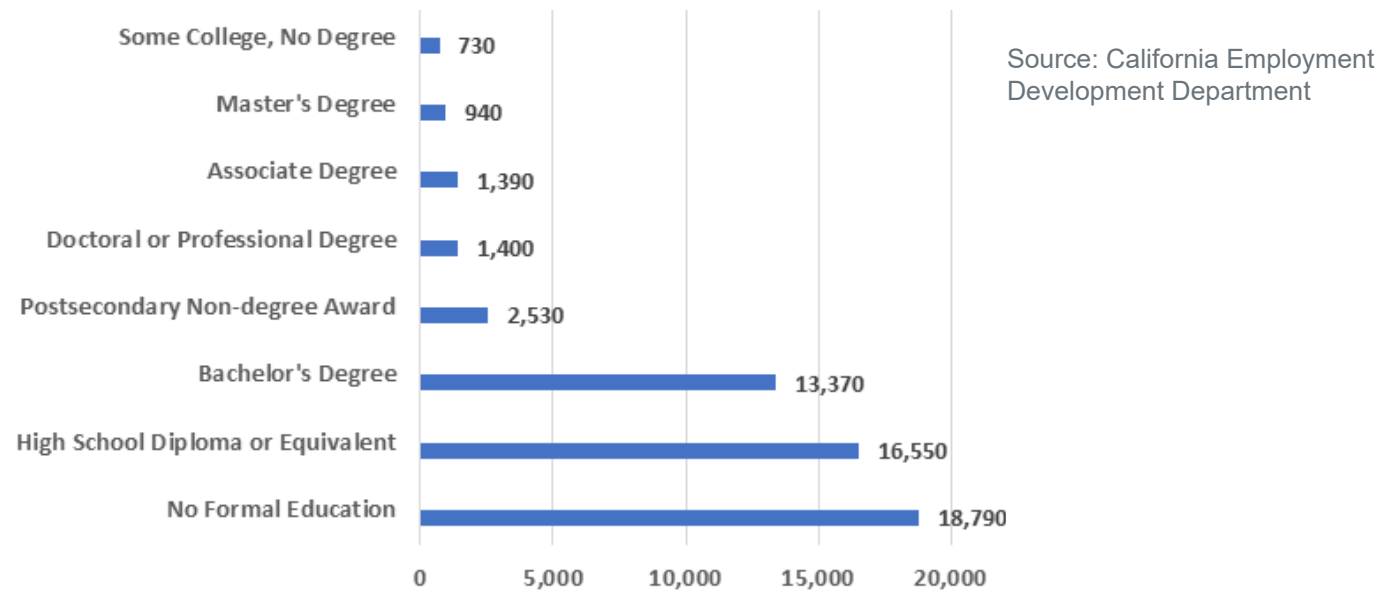
OBSERVATIONS

- 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.**

Local Conditions

SAN DIEGO COUNTY ECONOMY

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



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

	Number of Jobs in San Diego County		% Job Growth	Entry-level Educational Requirement	Annual Median Salary
	Estimated 2016	Projected 2026			
Personal Care Aides	3,102	40,720	31.3%	HS diploma	\$24,419
Cargo & Freight Agents	1,020	1,310	28.4%	HS diploma	N/A
Home Health Aides	3,230	4,140	28.2%	HS diploma	\$28,349
Physical Therapist Aides	570	730	28.1%	HS diploma	\$24,450
Taxi Drivers and Chauffeurs	2,740	3,510	28.1%	No formal education	\$26,424
Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	290	370	27.6%	HS diploma	\$36,387
Helpers - Brick masons, Block masons, Stonemasons, and Tile-Marble Setters	380	480	26.3%	No formal education	\$45,804
Tile and Marble Setters	1,000	1,260	26.0%	No formal education	\$46,028
Mechanical Door Repairers	540	680	25.9%	HS diploma	\$44,541
Millwrights	120	150	25.0%	HS diploma	\$60,820

Source: California Employment Development Department
Gensler

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)

Local Conditions

SAN DIEGO COUNTY ECONOMY

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

	Number of Jobs in San Diego County		% Job Growth	Entry-level Education Required	Annual Median Salary
	Estimated 2016	Projected 2026			
Nurse Practitioners*	1,480	1,980	33.8	Master's	\$118,048
Physician Assistants*	1,240	1,640	32.3	Master's	\$112,260
Health Technologists and Technicians, All Other*	1,990	2,520	31.7	Postsecondary Non- degree Award	\$43,056
Mathematicians	190	250	31.6	Master's	\$133,534
Statisticians ⁰	380	500	31.6	Master's	\$107,528
Software Developers, Applications ⁰	10,320	13,510	30.9	Bachelor's	\$108,086
Market Research Analysts & Marketing Specialists ⁰	7,660	9,990	30.4	Bachelor's	\$63,288
Physical Therapist Assistants*	570	740	29.8	Associate	\$57,921
Information Security Analysts ⁰	590	760	28.8	Bachelor's	\$98,460
Operations Research Analysts ⁰	1,240	1,590	28.2	Bachelor's	\$88,224
Numerically Controlled Machine Tool Programmers	250	320	28.0	Postsecondary Non- degree Award	\$69,008
Occupational Therapy Assistants*	400	510	27.5	Associate	\$63,743
Cartographers and Photogrammetrists	110	140	27.3	Bachelor's	\$72,078
Medical Assistants*	7,490	9,510	27.0	Postsecondary Non- degree Award	\$37,215
Respiratory Therapists*	1,640	2,070	26.2	Associate	\$80,445
Veterinarians*	880	1,110	26.1	Doctoral or Professional	\$112,331
Sound Engineering Technicians ⁰	270	340	25.9	Postsecondary Non- degree Award	\$48,804
Physical Therapist*	2,000	2,510	25.5	Doctoral or Professional	\$92,093
Marriage and Family Therapists*	1,290	1,610	24.8	Master's	\$55,028
Fashion Designers	250	310	24.0	Bachelor's	\$65,091

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

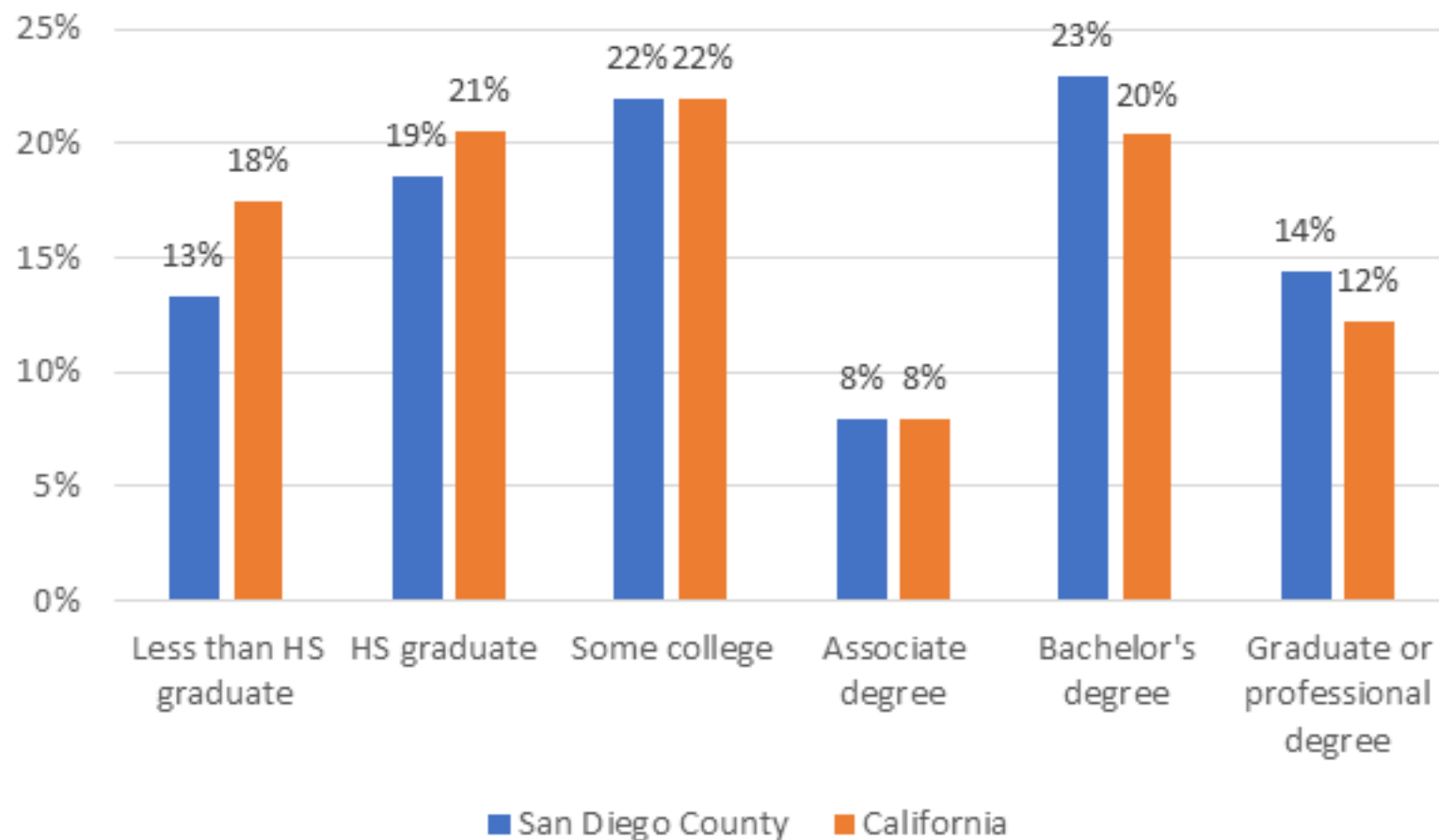
Data Set 13. Job Requirements and Educational Attainment

Required Entry-level Education	Projected % of Jobs	% San Diego County Educational Attainment
Bachelor's degree or higher	40%	37%
Postsecondary education less than bachelor's degree	30%	30%

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



Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates

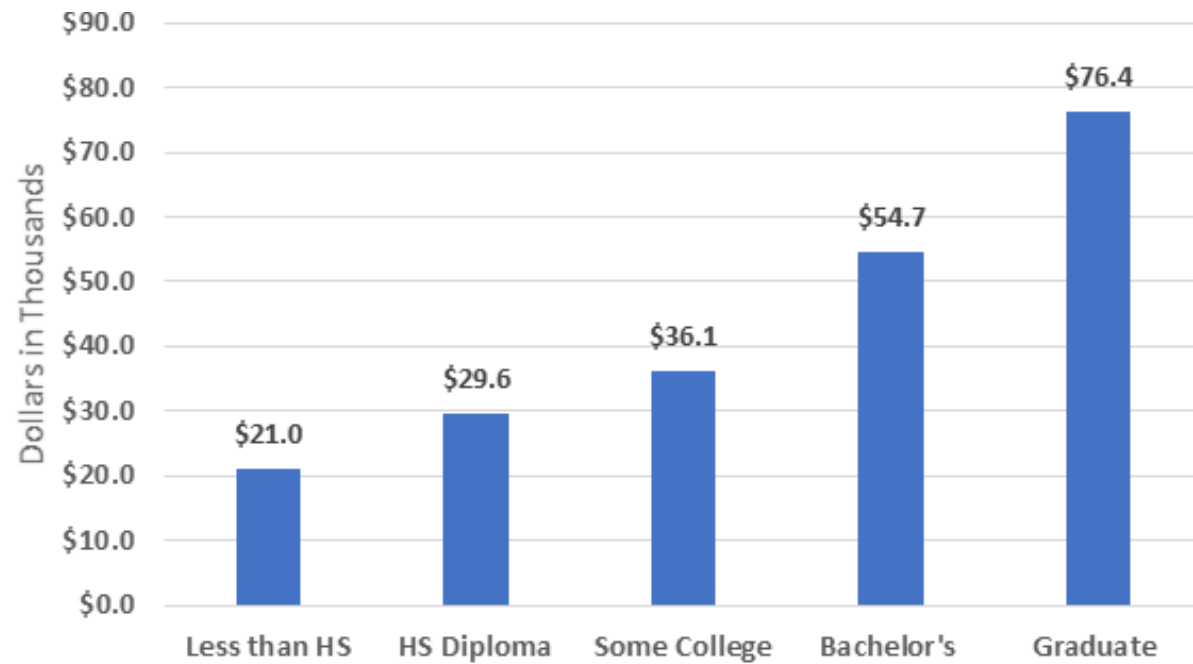
OBSERVATIONS

- **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.

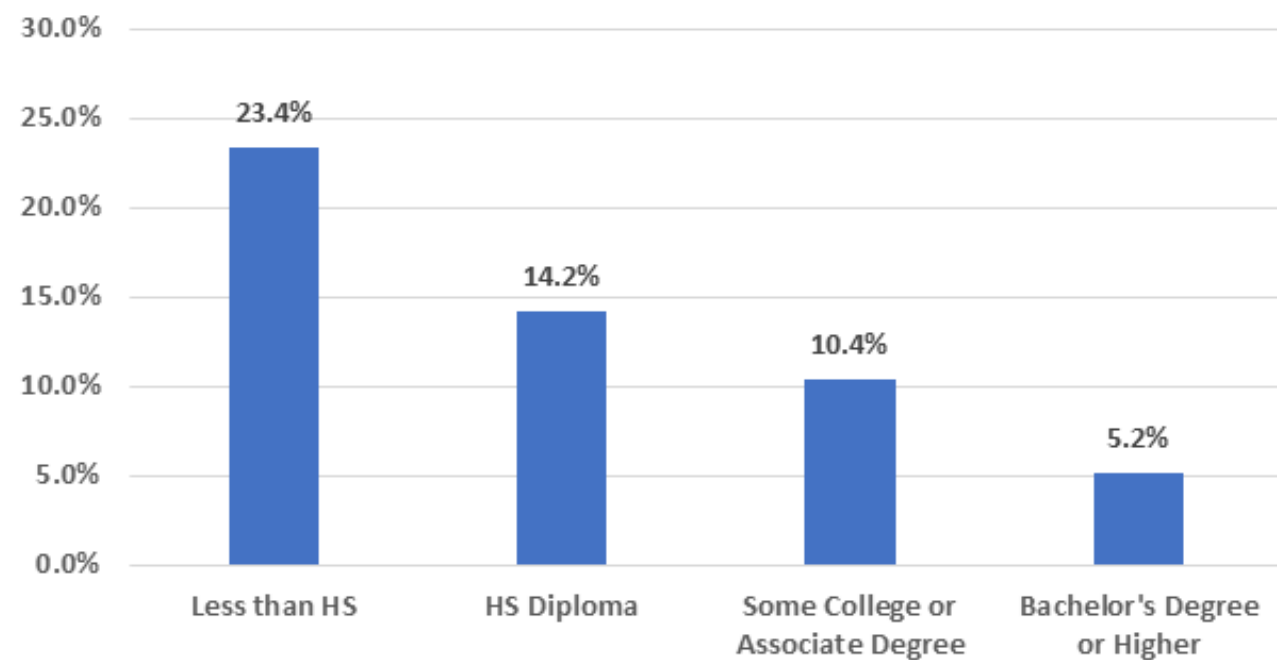
Local Conditions

SAN DIEGO COUNTY ECONOMY

Data Set 15. Annual Median Earnings in San Diego County and Educational Attainment



Data Set 16. Educational Attainment and Poverty in San Diego County



Source for Data Sets 15 and 16: U.S. Census Bureau, 2012-16 American Community Survey

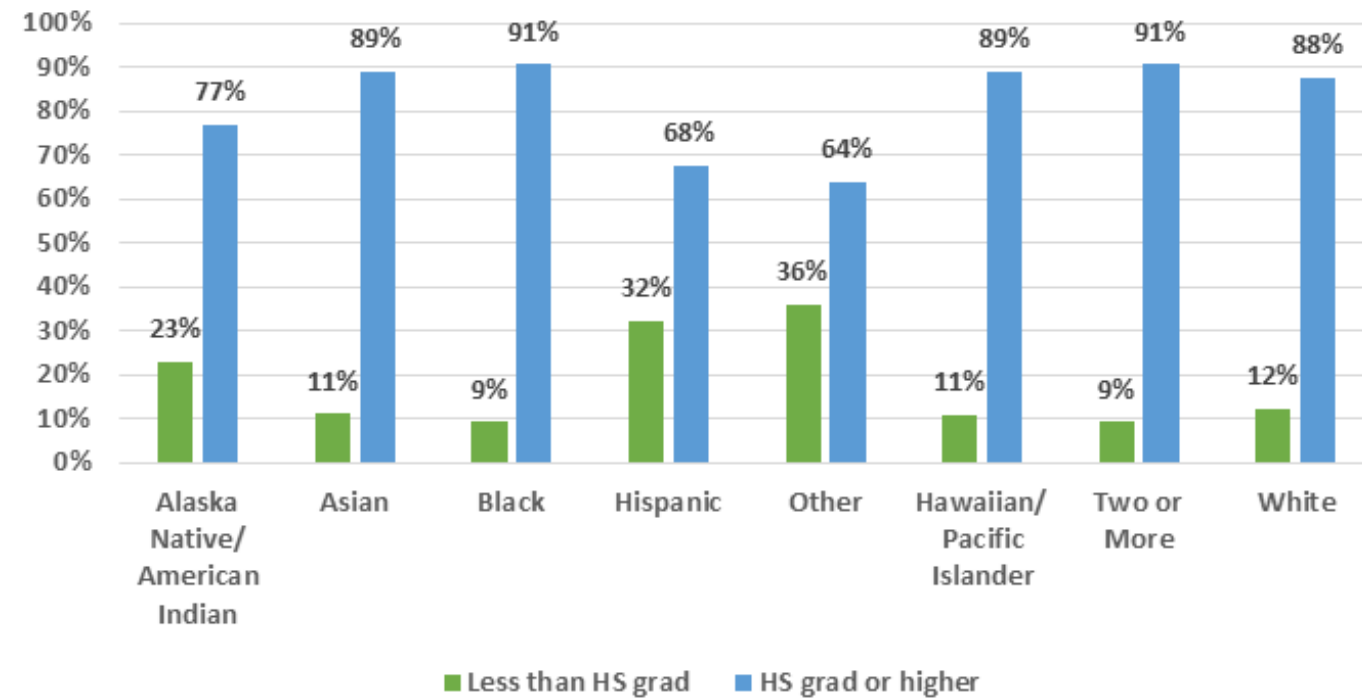
OBSERVATIONS

- 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.

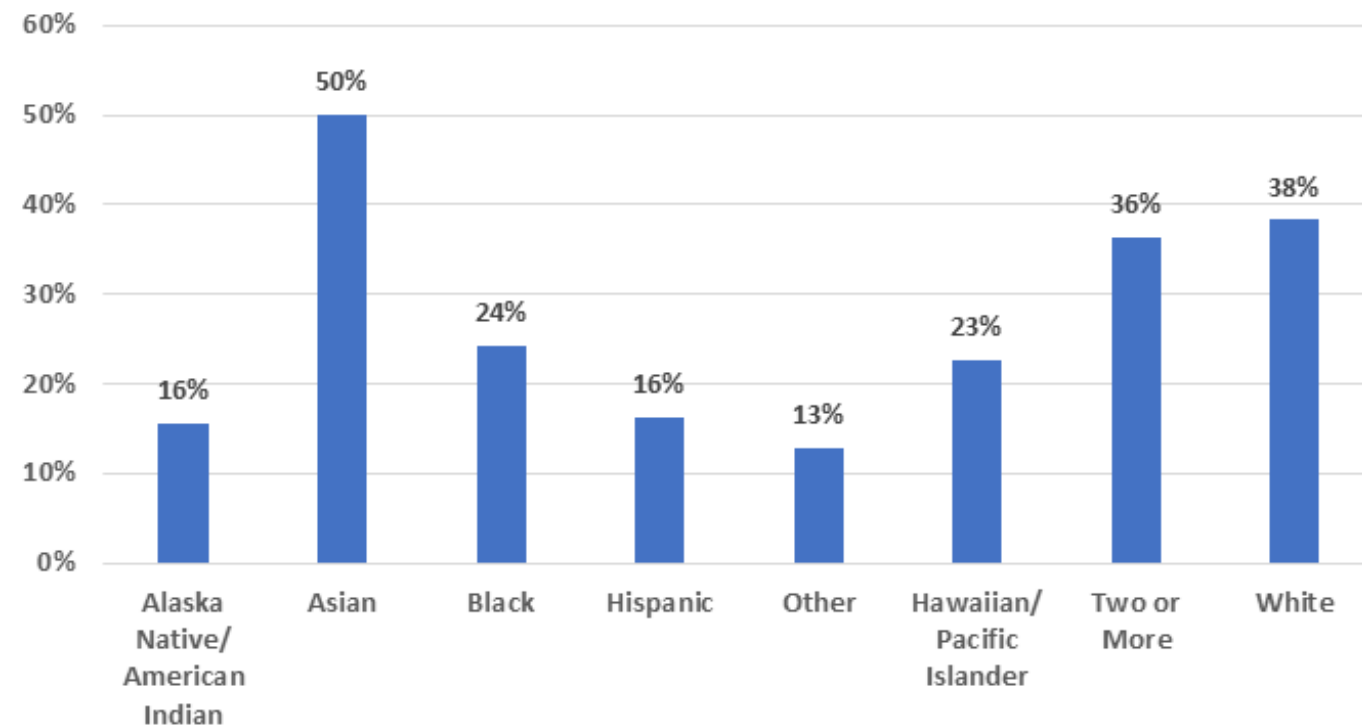
Local Conditions

SAN DIEGO COUNTY ECONOMY

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



Data Set 18. Bachelor's Degrees and Higher and Race/Ethnicity in San Diego County



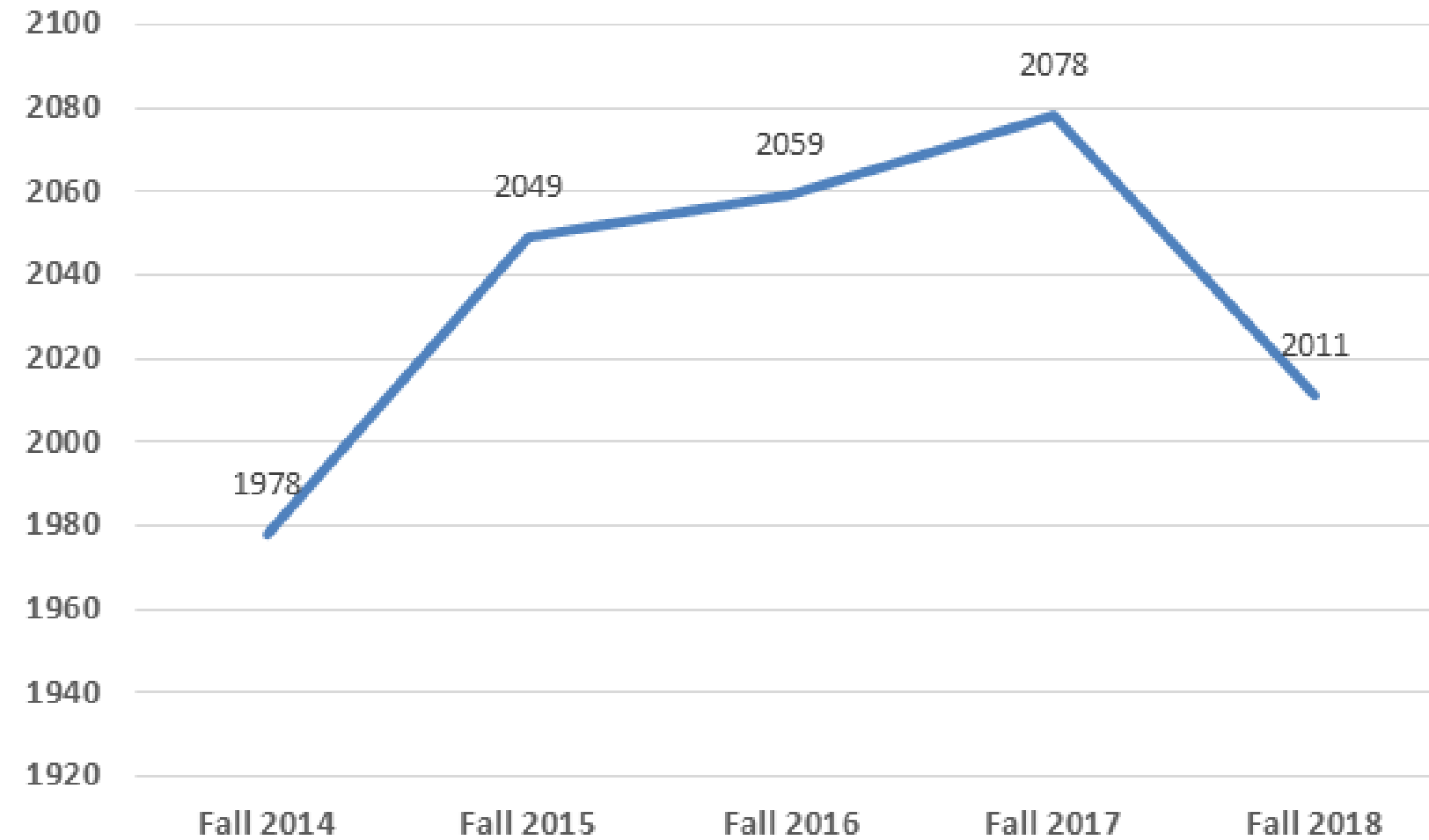
Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates
 Note: The cohort labeled "White" reflects data in the U.S. Census Bureau category of "White Alone."

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.**

ENROLLMENT TRENDS

Data Set 19. Sections Offered



Source: Mesa College Office of Institutional Planning

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

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

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

- 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.

Enrollment Trends

Data Set 21. Mesa College Productivity

	Benchmarks	Mesa College Fall 2014	Mesa College Fall 2018	Difference Fall 2014 to Fall 2018
FTES/FTEF	17.5	16.5	14.3	-2.2
WSCH/FTEF	Statewide: 525 District-wide: 557	526	455	-71
Fill Rates	Variable	88%	79%	-9%
Average Class Size	Variable	30.0	27.2	-2.8

Source: Mesa College Office of Institutional Research

Notes:

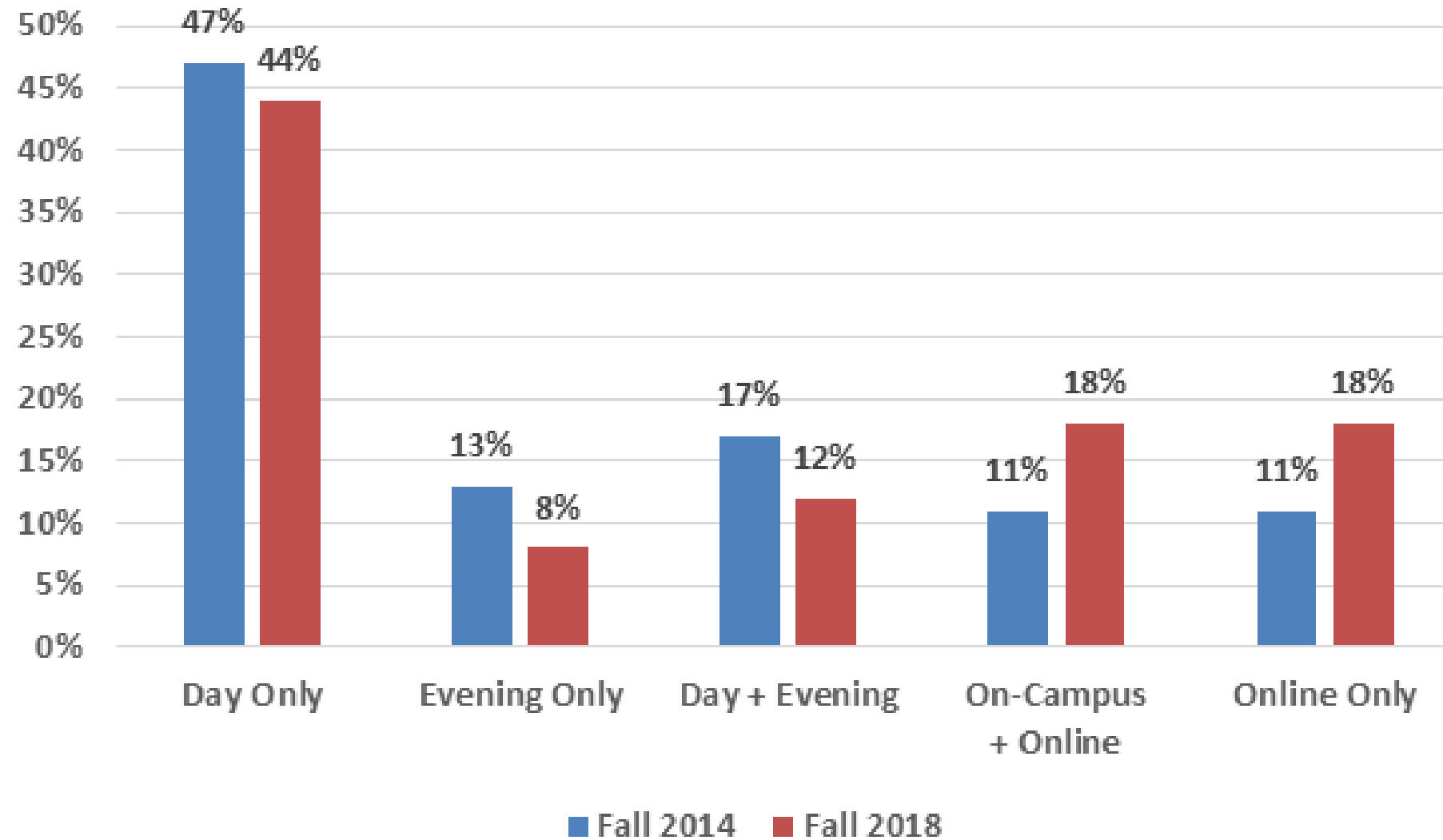
- FTES/FTEF is an efficiency measure that compares the average number of Full-time Equivalent Students to the number of Full-time Equivalent Faculty. The benchmark is 17.5 per semester.
- WSCH/FTEF or Load is an efficiency measure that compares the average number of Weekly Student Contact Hours to the 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

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

Enrollment Trends

Data Set 22. Enrollment by Course Modality



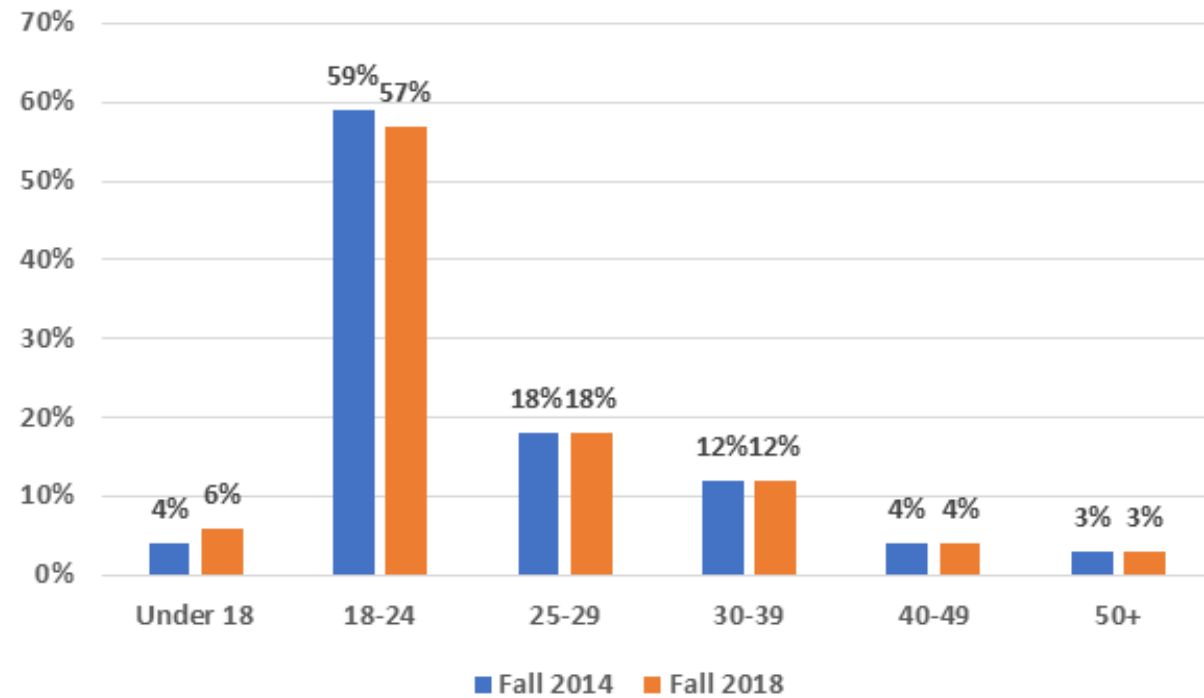
Source: Mesa College 2019 Fact Book

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.

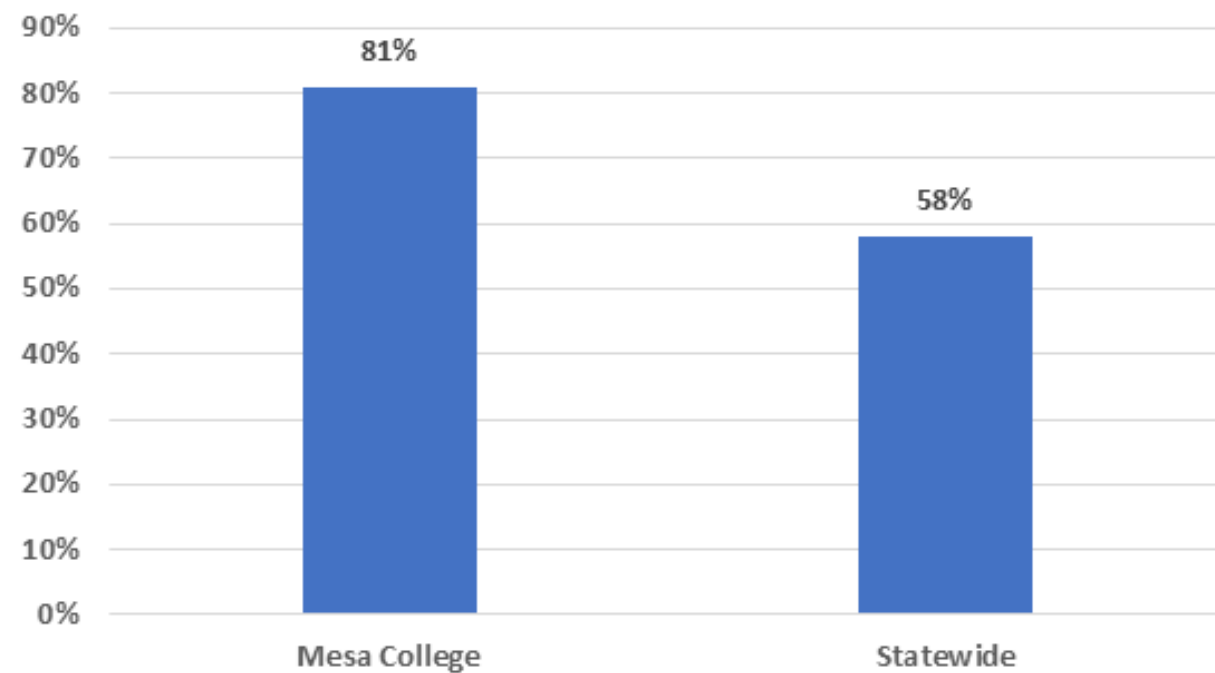
STUDENT CHARACTERISTICS

Data Set 23. Students by Age



Source: Mesa College 2019 Fact Book

Data Set 24. Students Age 29 and Younger



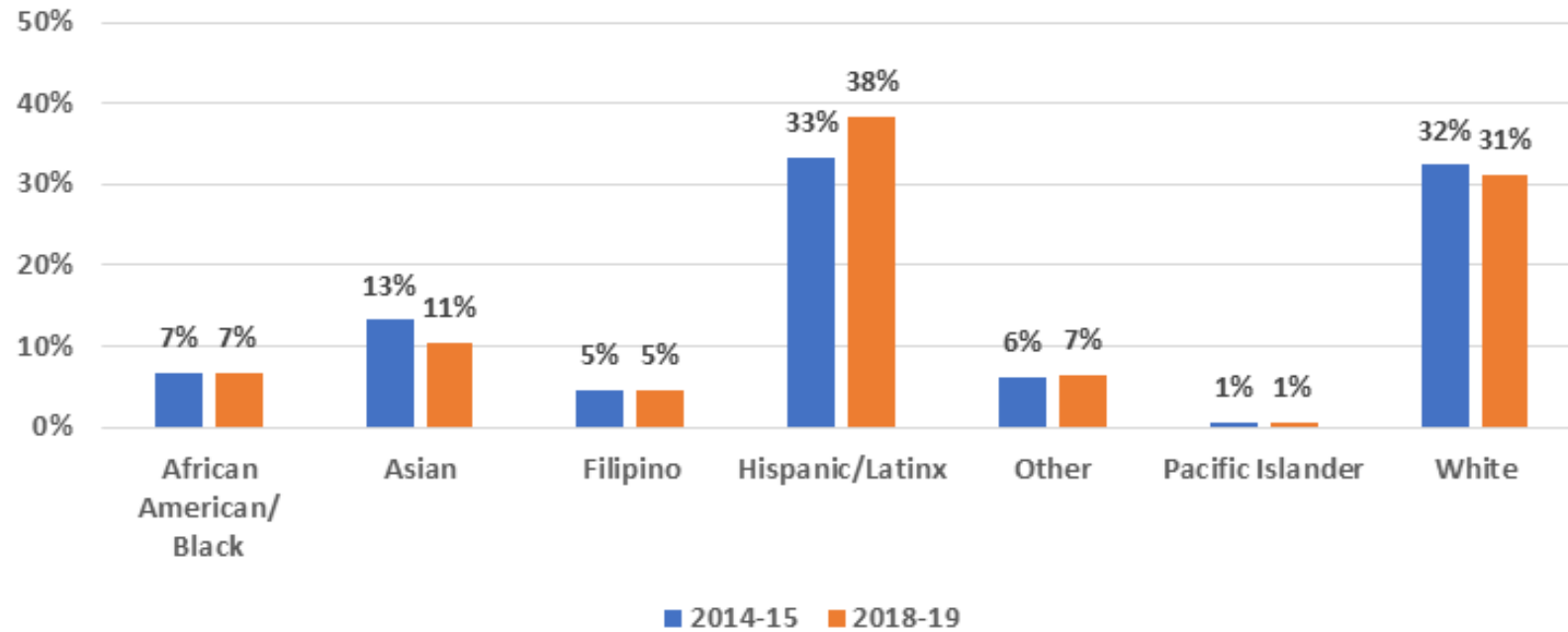
Sources: Mesa College 2019 Fact Book and Chancellor's Office Data Mart

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.

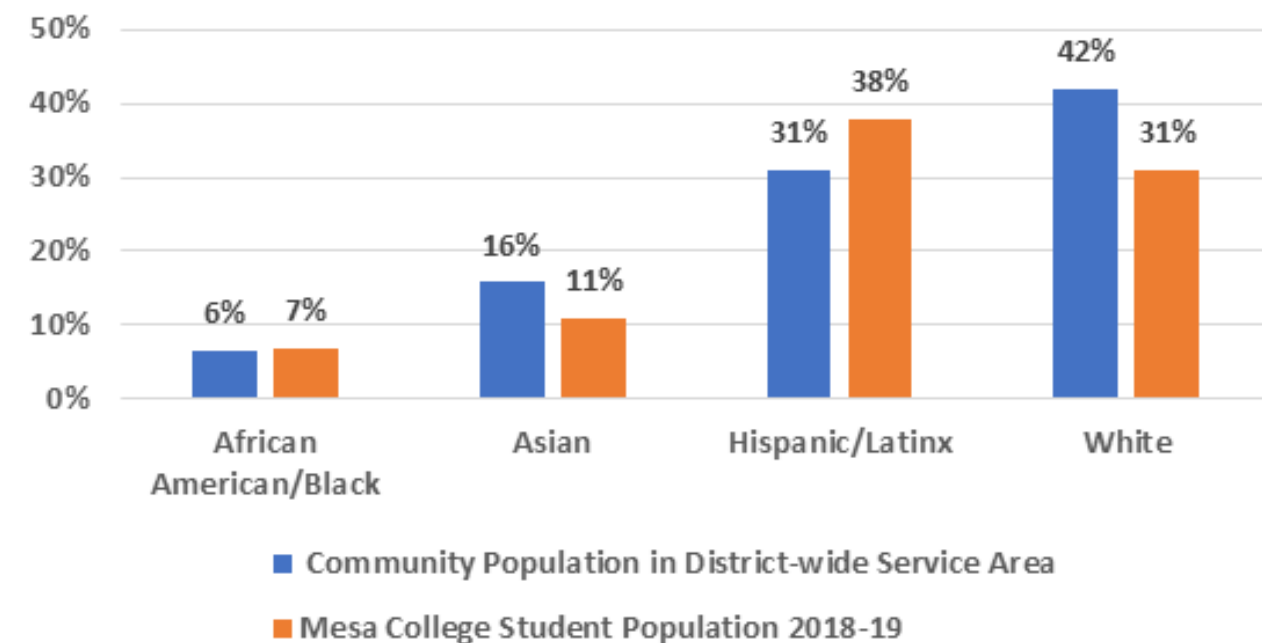
Student Characteristics

Data Set 25. Students by Race/Ethnicity



Source: Mesa College Office of Institutional Planning
 Note: The cohort of American Indian students accounted for 0.4 percent of the student population in 2014-15 and 0.3 percent of the student population in 2018-19. The proportion of the student population that declined to self-identify as a race/ethnicity was 2.7 percent in 2014-15 and 1.5 percent in 2018-19.

Data Set 26. Students by Race/Ethnicity and Community



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

OBSERVATIONS

- 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.

Student Characteristics

Data Set 27. Student Characteristics Summary

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

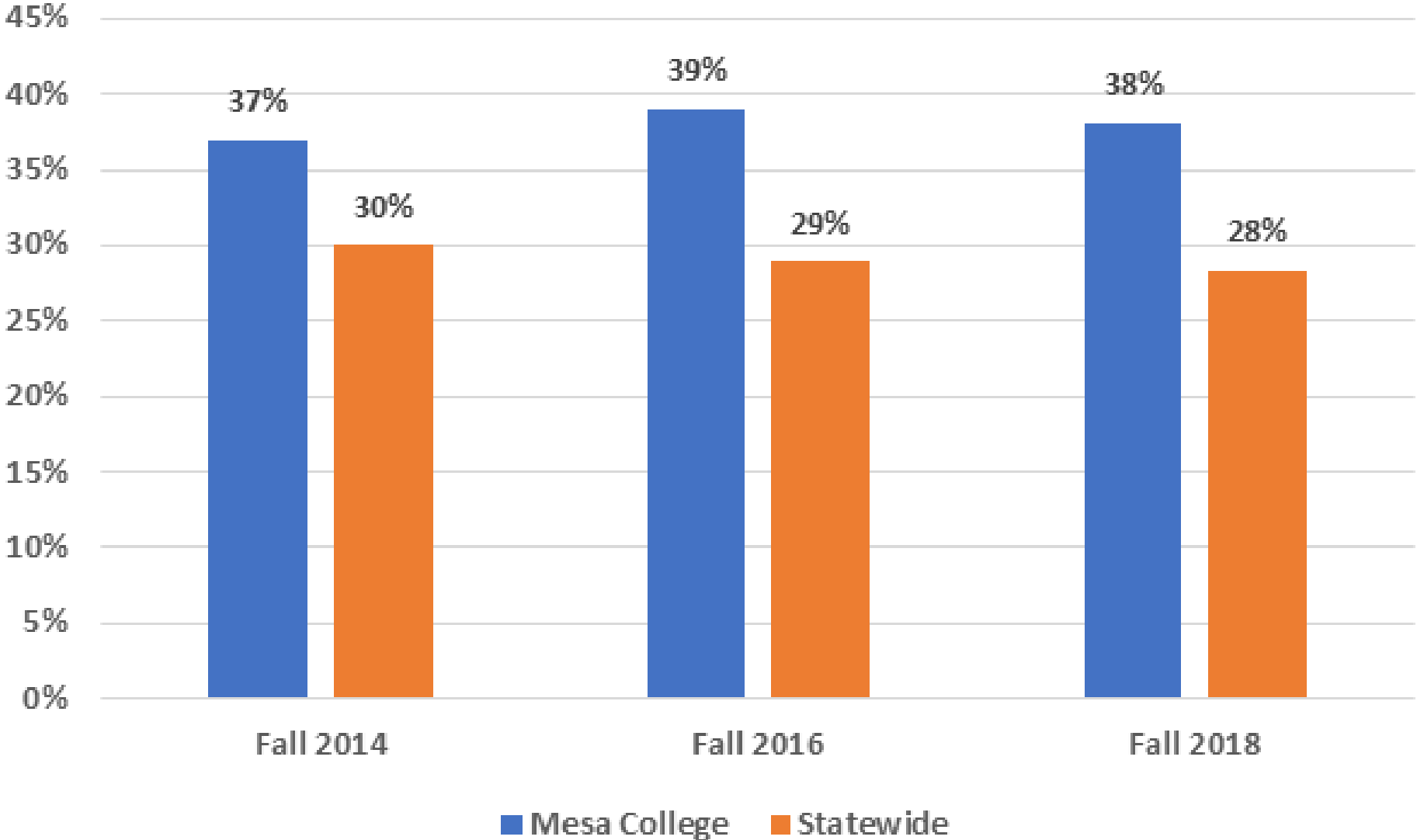
Source: Mesa College Student Characteristics Dashboard Summary
 Note: Students may be counted in more than one category.

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.

Student Characteristics

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



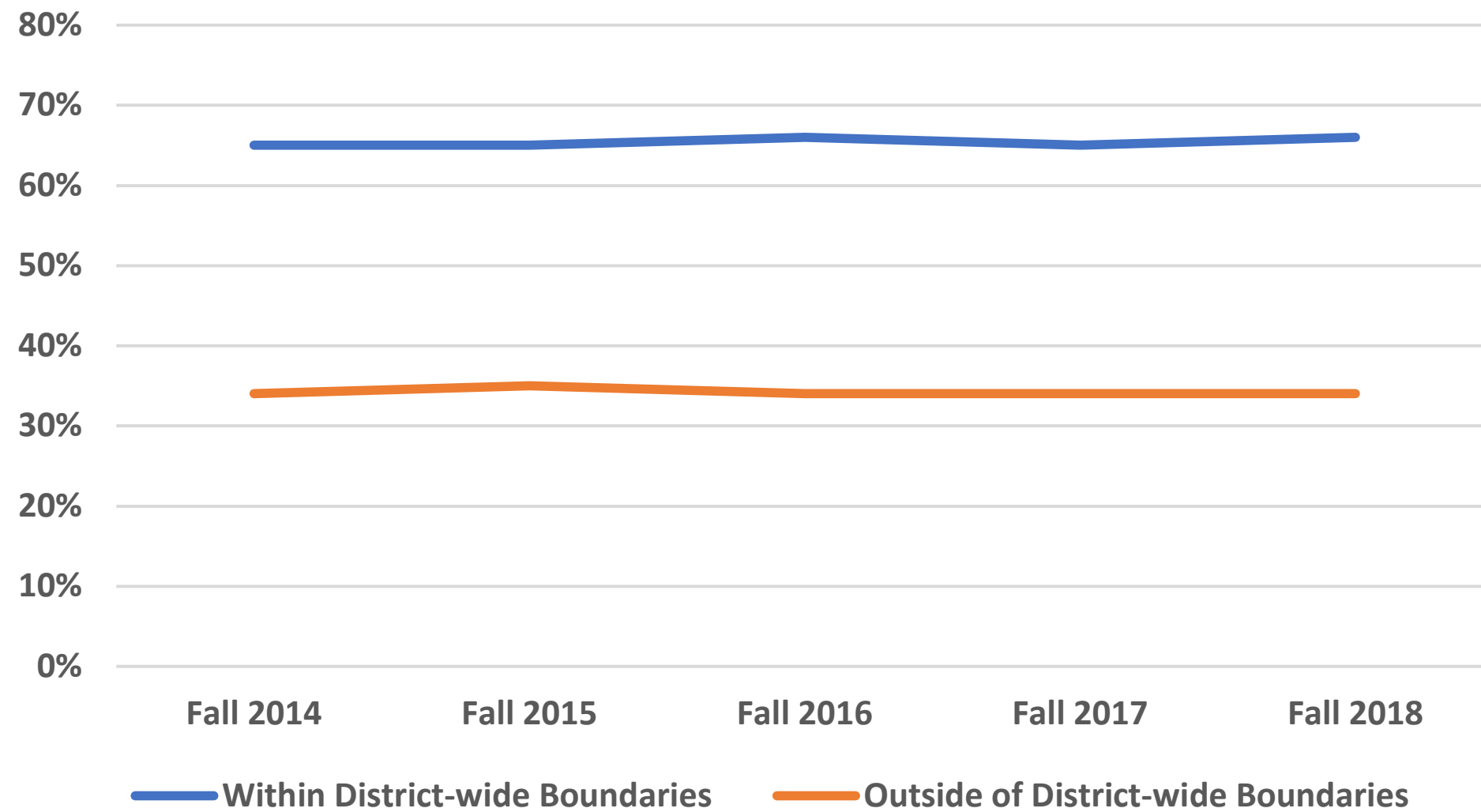
Sources: Mesa College Office of Institutional Research and California Community Colleges Chancellor's Office Data Mart
Note: Mesa College students include students attending only Mesa College as well as students enrolled in 12 or more units District-wide with at least one course at Mesa College.

OBSERVATION

- 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.

Student Characteristics

Data Set 29. Students by Residence



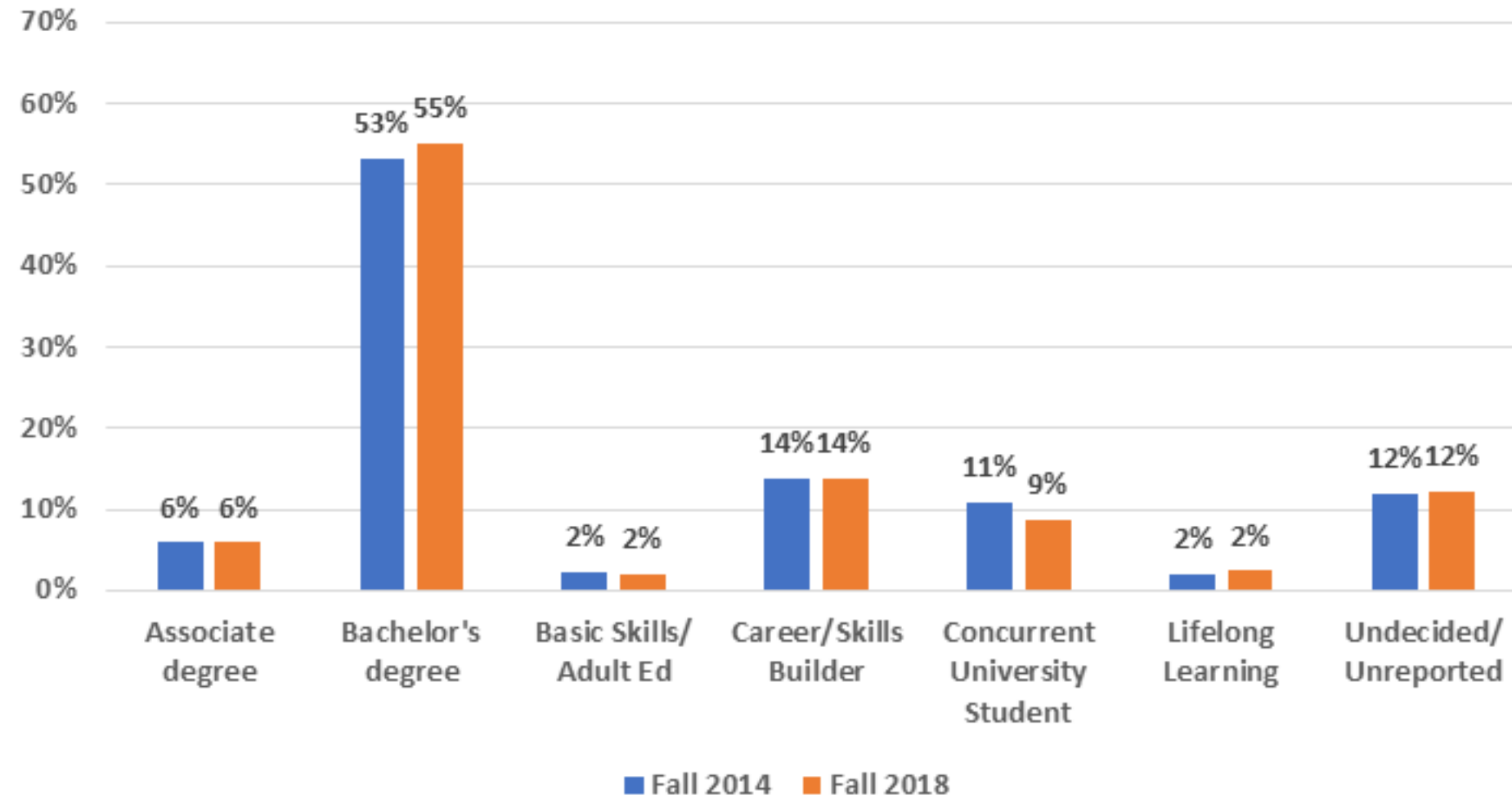
Source: Mesa College 2019 Fact Book

OBSERVATION

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

Student Characteristics

Data Set 30. Students Educational Objective



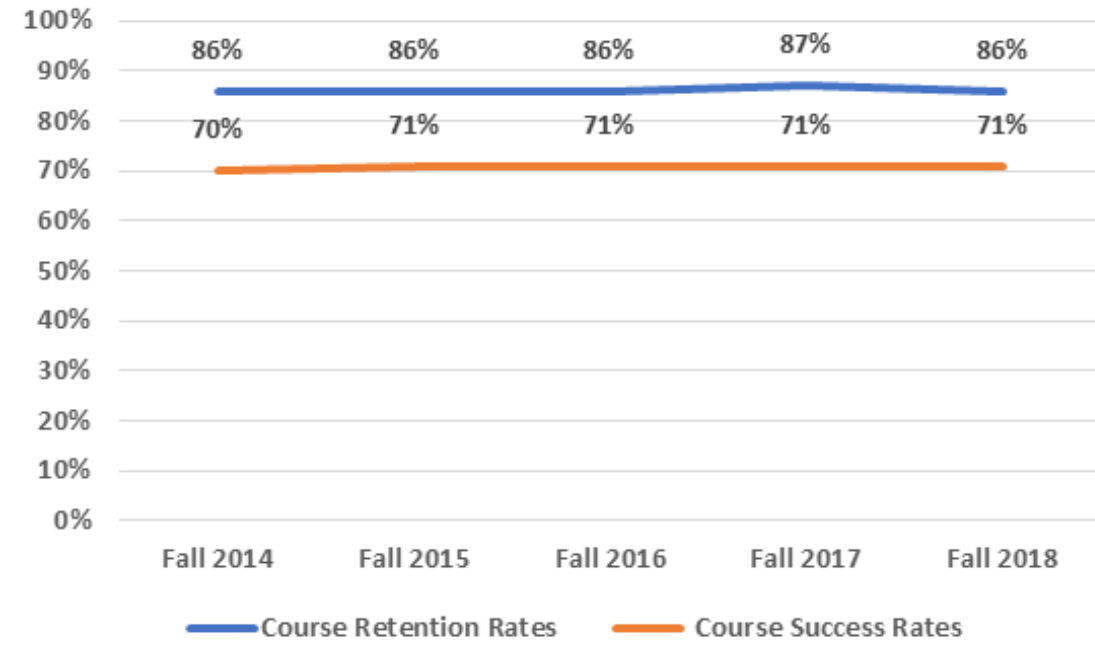
Source: Mesa College Office of Institutional Research

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

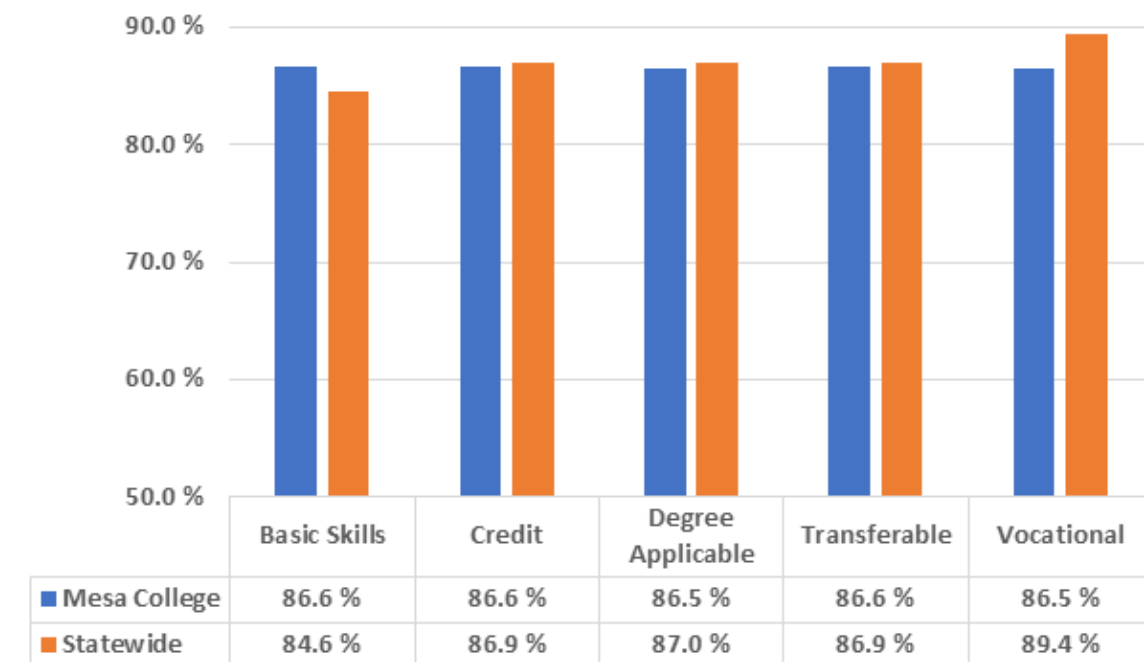


Source: Mesa College Office of Institutional Research

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



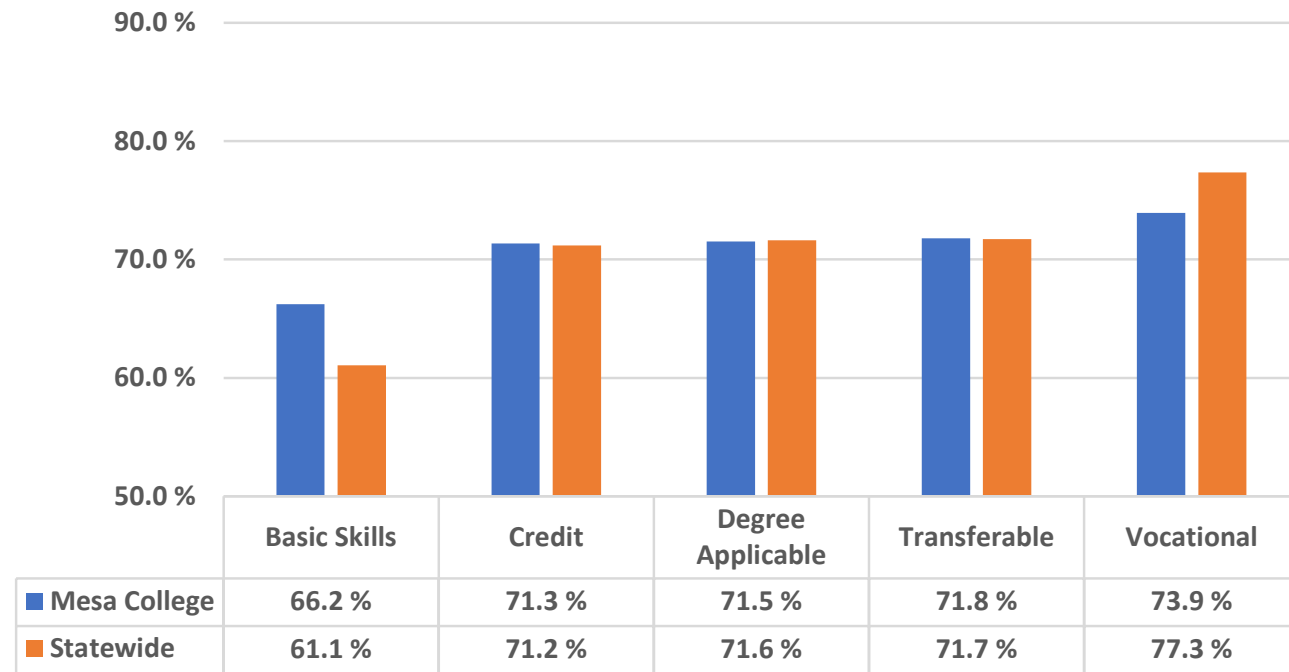
Sources: Mesa College 2019 Fact Book and Chancellor's Office Data Mart

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.

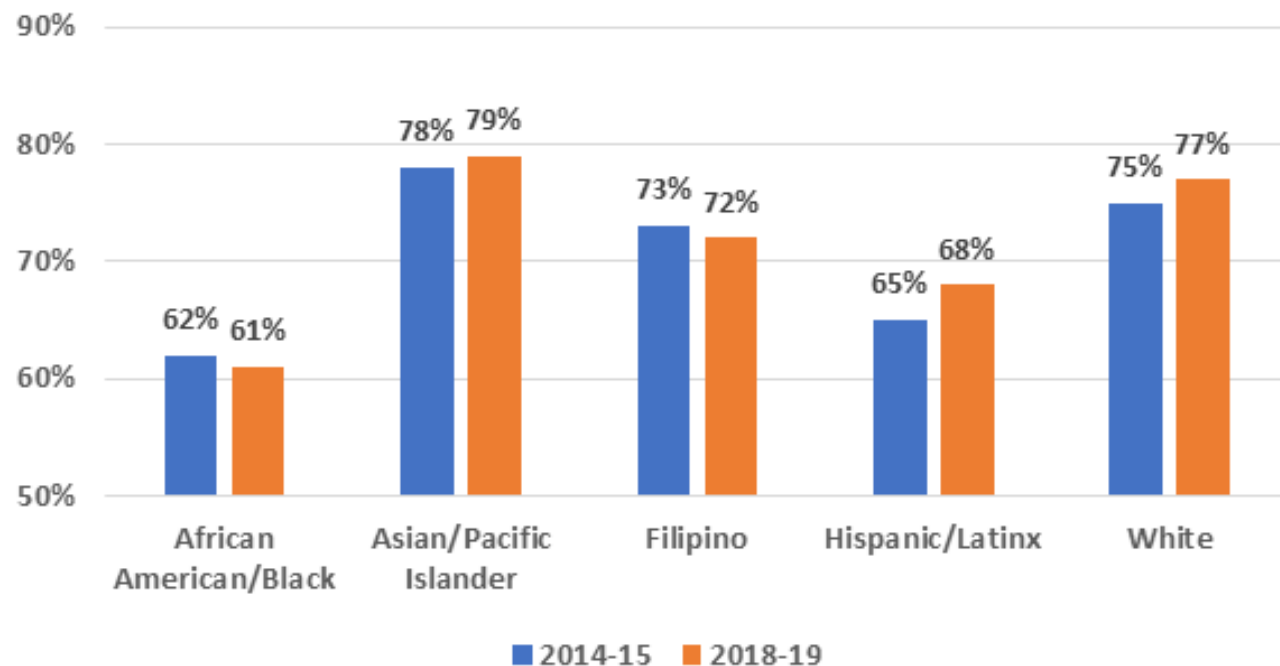
Student Success

Data Set 33. Course Success: Mesa College and Statewide



Source: California Community Colleges Chancellor's Office Data Mart

Data Set 34. Course Success by Students' Race/Ethnicity



Source: Mesa College 2019 Fact Book

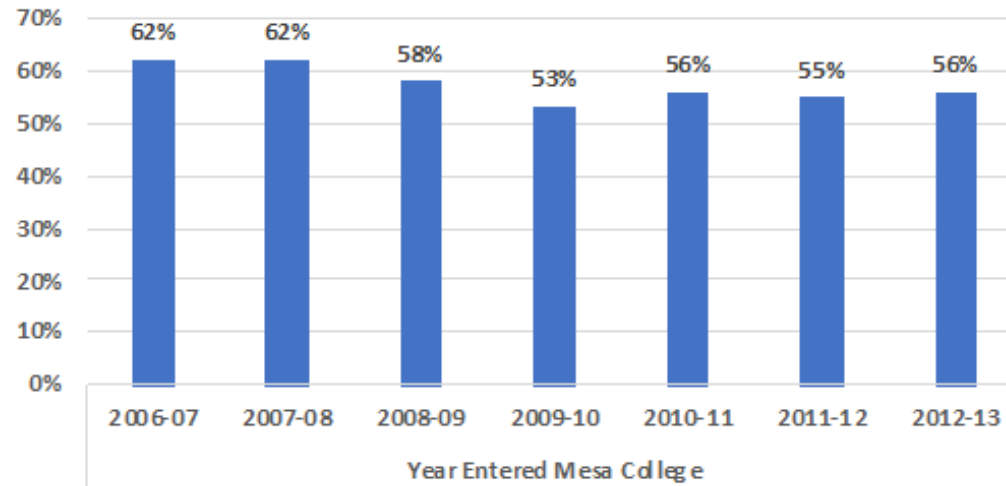
Note: Cohorts not reported: American Indian, Other, and Unreported.

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.**

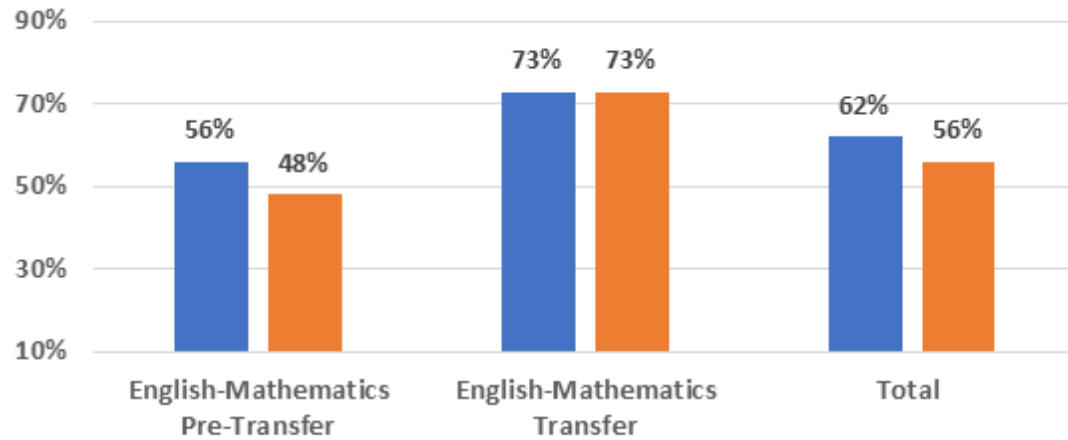
Student Success

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.

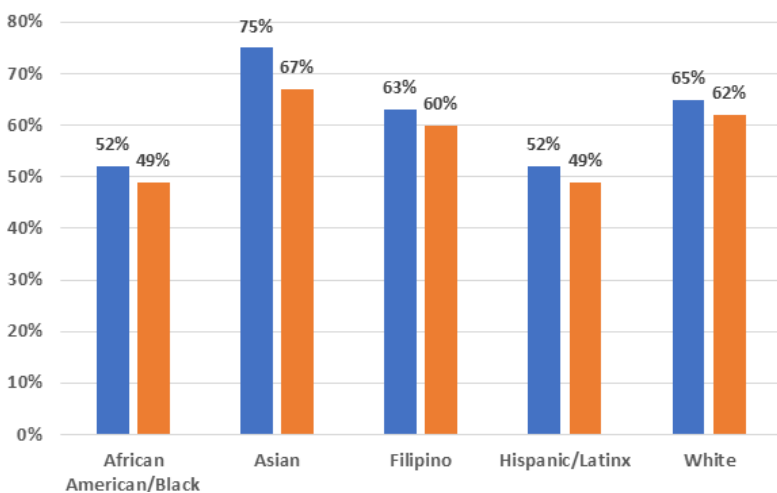
Data Set 36. Completion by Student Readiness



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.

■ Entered Mesa College in 2006-07
 ■ Entered Mesa College in 2012-13

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.**

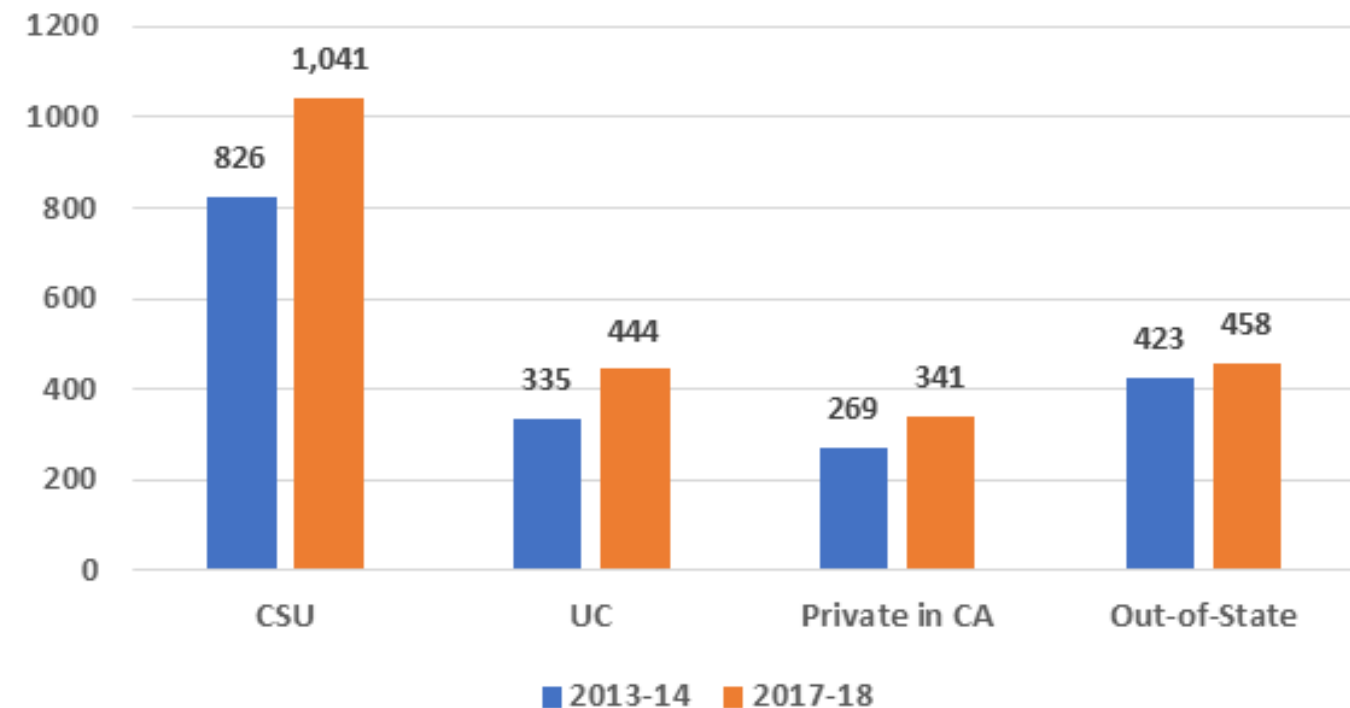
Student Success

Data Set 38. Mesa College Awards

Type of Award	Mesa College		
	2014-15	2018-19	% Change
Associate Degree	814	860	6%
Associate Degree for Transfer	677	748	11%
Bachelor's Degree	0	15	--
Certificates 60+ Units	0	24	--
Certificates 30-59 Units	173	235	36 %
Certificates <30 units	125	115	-8%

Source: Mesa College 2019 Fact Book

Data Set 39. Transfers to Four-year Institutions



Source: Mesa College 2019 Fact Book

OBSERVATIONS

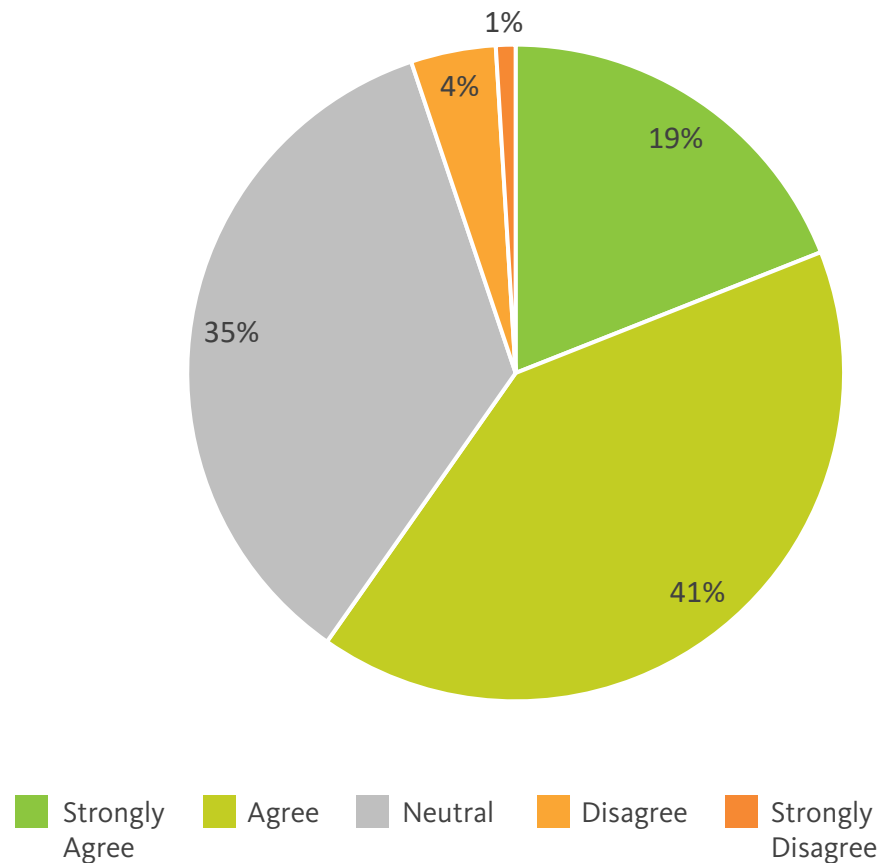
- In a comparison of awards in 2013-14 and 2017-18, the number of associate degrees awarded increased six percent, associate degrees for transfer by 11 percent, and certificates requiring between 30-59 units by 36 percent.
- **Compared to five years ago, a greater number of Mesa College students transferred to each type of four-year institution in 2017-18.**

CAMPUS/COMMUNITY ENGAGEMENT

CAMPUS EXPERIENCE SURVEY

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.

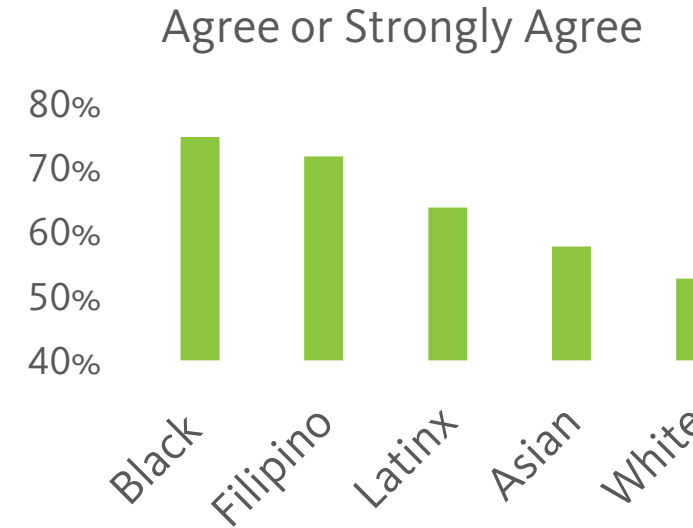


By Department

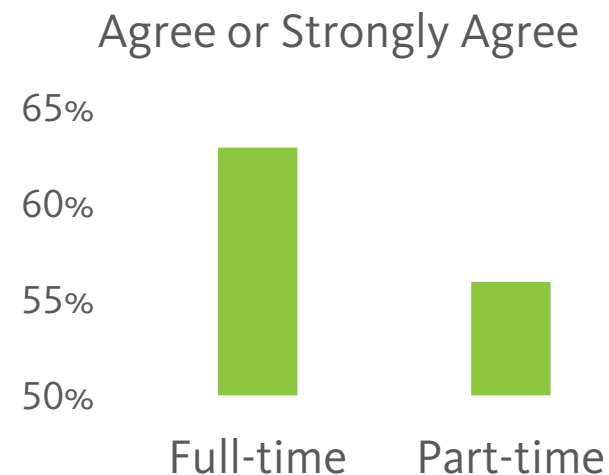
Most sense of belonging:
Exercise Science, Health Education & Athletics

Least sense of belonging:
Arts & Languages

By Race / Ethnicity



By Student Status



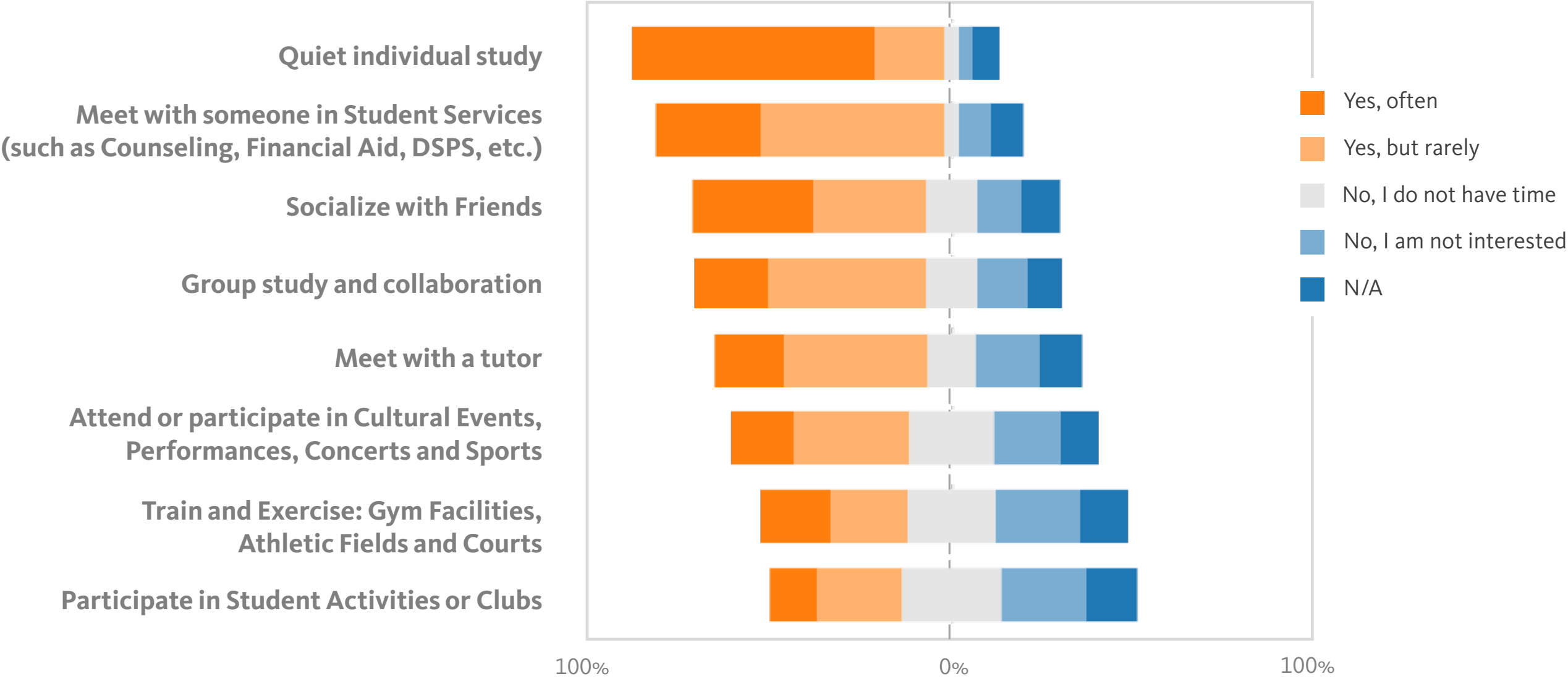
By Gender

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

Campus/Community Engagement

CAMPUS EXPERIENCE SURVEY

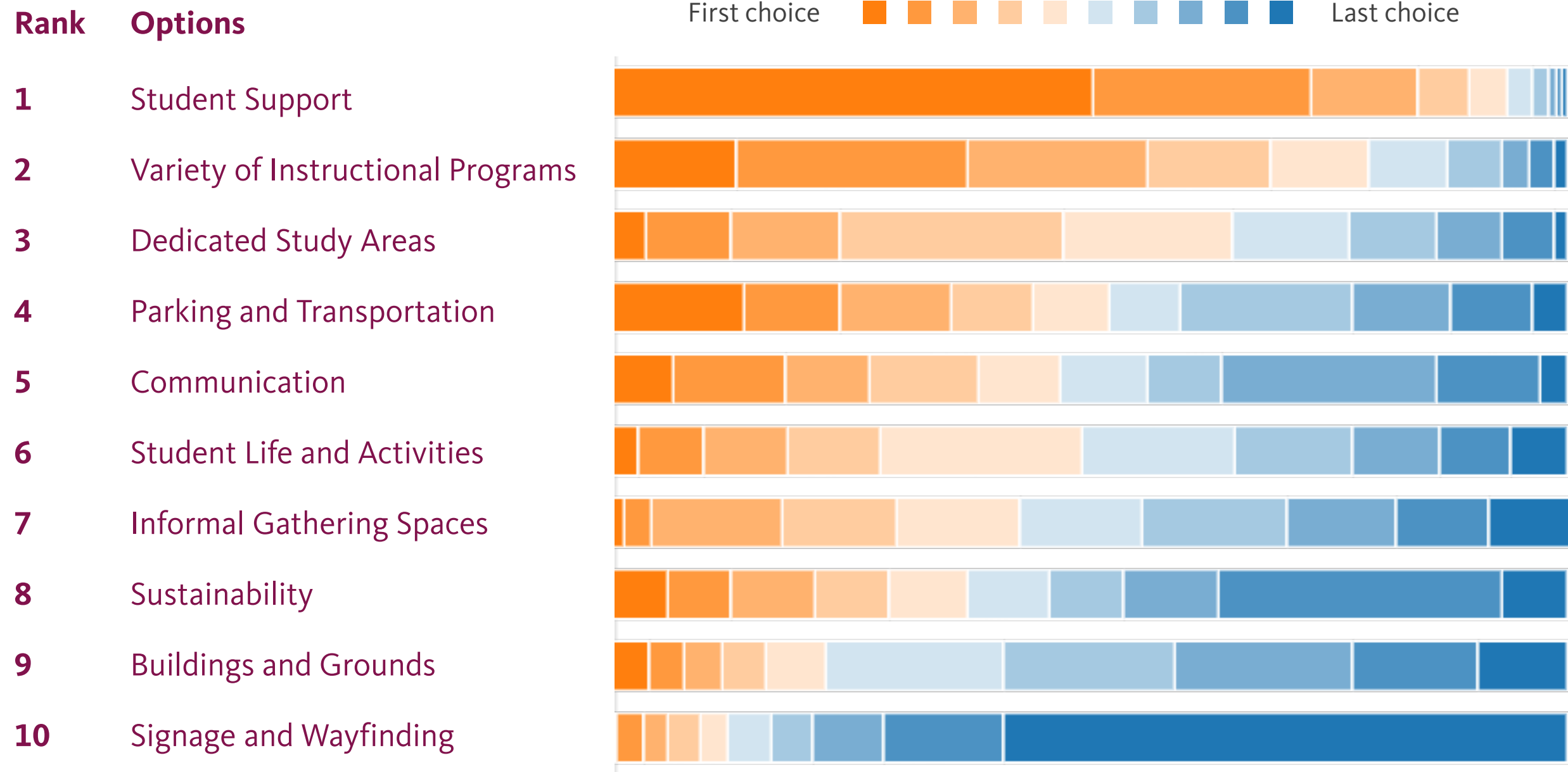
CONTINUING STUDENTS: **When you return to campus, do you plan to engage in the following activities?**
 NEW STUDENTS: **If you have never been to campus, do you anticipate you will engage in the following activities?**



Campus/Community Engagement

CAMPUS EXPERIENCE SURVEY

Mesa College is developing a master plan for the next ten years – in your opinion, what should Mesa College focus on?

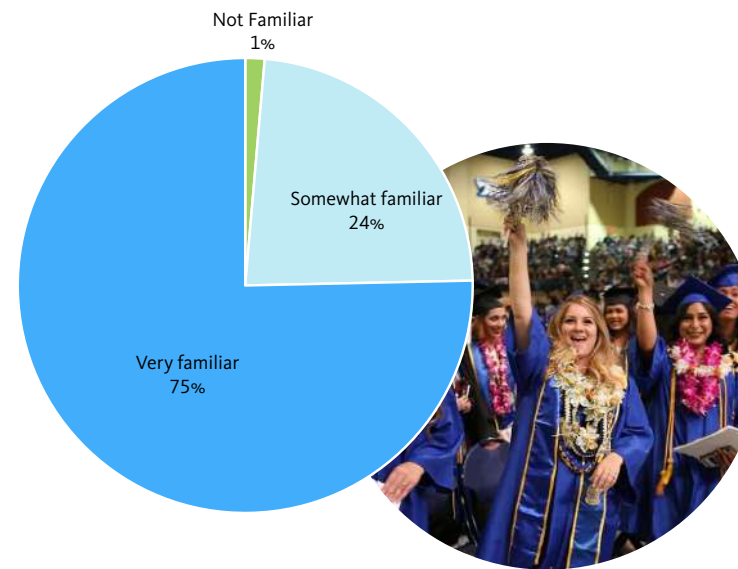


Campus/Community Engagement

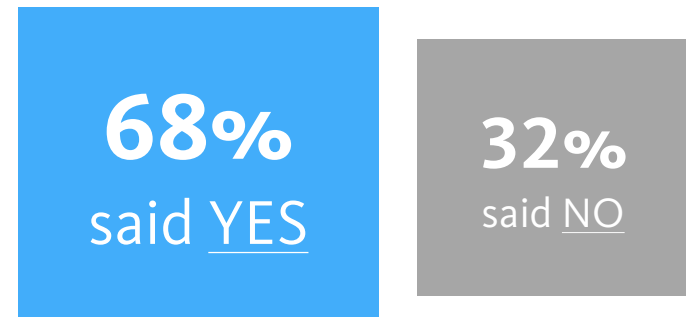
COMMUNITY ONLINE SURVEY

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.

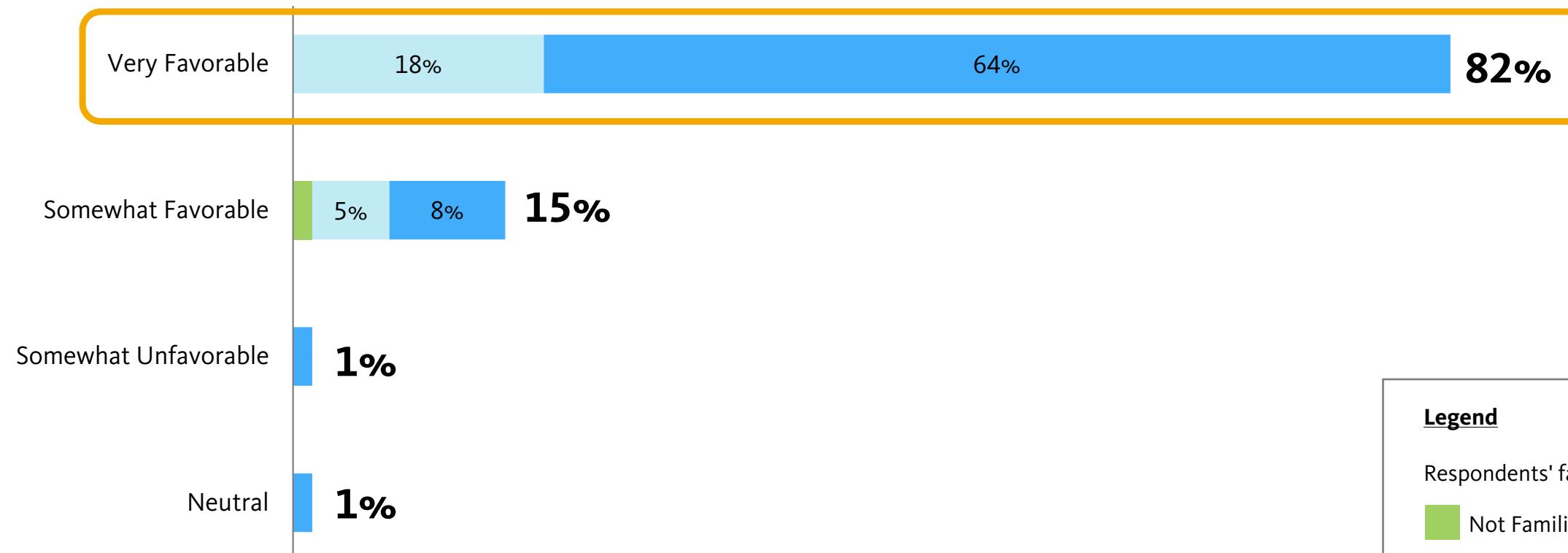
How familiar are you with Mesa College?



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



How favorable is your general perception of Mesa College?



Legend

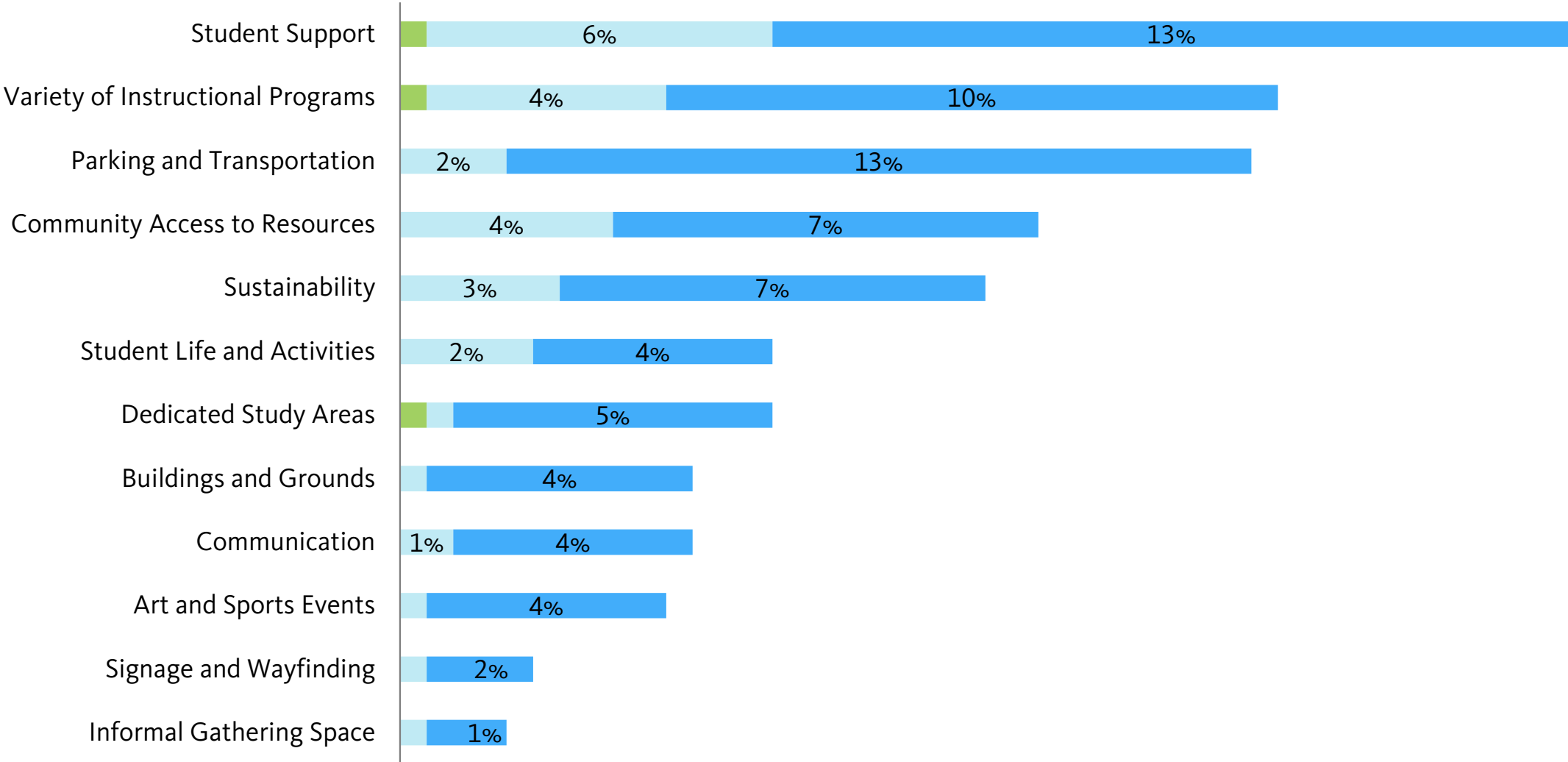
Respondents' familiarity with Mesa College

- Not Familiar
- Somewhat Familiar
- Very Familiar

Campus/Community Engagement

COMMUNITY ONLINE SURVEY

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)



Legend

Respondents' familiarity with Mesa College

- Not Familiar
- Somewhat Familiar
- Very Familiar

Campus/Community Engagement

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

Quality physical space contributes to student success; it is a message that YOU are valued and the college values what we have to offer.

Design space for students to collaborate in small groups

Students need to feel safe to speak their minds and exchange ideas

Equal technology access across the campus is now needed more than ever

Infuse awareness of and steps to implement environmental and ecological sustainability

Viewing students as individuals include focusing on the affective domain

Need to create more community

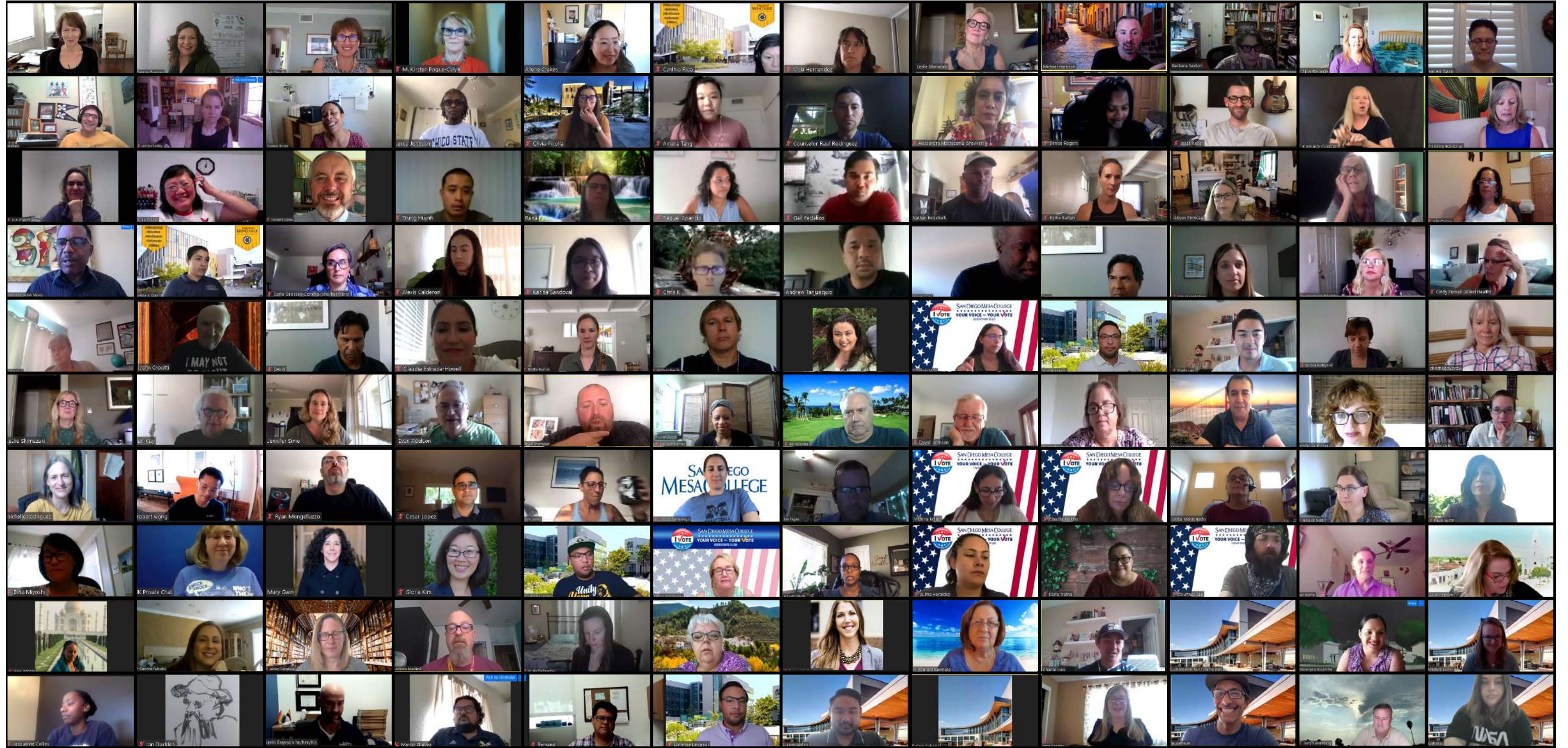
In 2030, College should be known for working together to deliver services, transfer students, academic integrity, and instructional computing.

Vision that Mesa will be the leader in technology and sustainability in SD region

Academic integrity should be the first theme

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

Campus/Community Engagement

SHARING SESSIONS

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.

269
STUDENTS

169
FACULTY / STAFF / ADMIN



Campus/Community Engagement

STUDENT FOCUS GROUPS

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

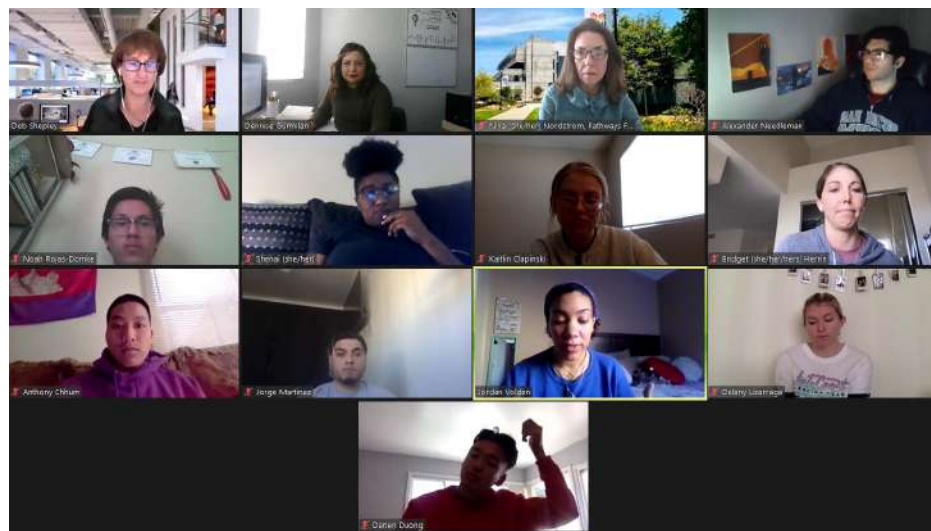
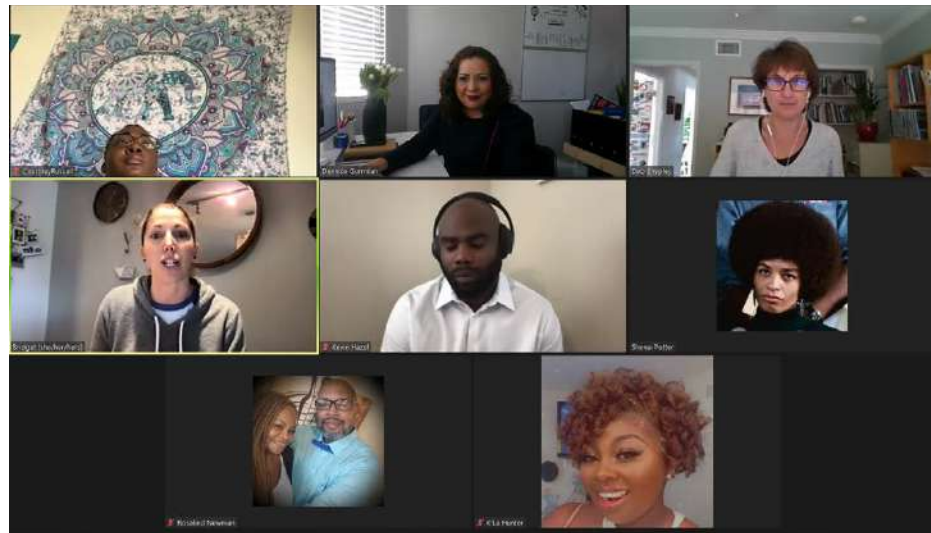
Community Clinic

Outdoor spaces that inspire impromptu collaboration

Improved visibility/access to resources and services

Student support throughout campus

More parking



Campus/Community Engagement

STUDENT FOCUS GROUPS

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

The cafeteria is not very accommodating to people with disabilities

I represent the 1% of people who look like me in my program. None of my professors look like me either.

Teachers sometimes signal me out in class

I feel uncomfortable in the bookstore because of the type of looks I get when entering

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

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.**

Mesa Commons

The Veteran's Center because we all have shared experiences

The loft at LRC, because it's a rejuvenating space for students

Tutoring centers

Outdoor areas where I can exercise – the outdoor stairs, courtyards

Allied Health Center

Its easy to feel a sense of belonging in the spaces where you feel you have the most common interests

EOPS has friendly staff who made me feel very welcomed. They made me feel like they cared

Library