SAN DIEGO MESA COLLEGE

# Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

## Student Services  - Transfer Center

## Executive Summary

**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Since the last comprehensive review we have endured the COVID 19 pandemic and lockdown. This caused a sea change in the Transfer Center's interactions with students, faculty and staff at Mesa college. The pandemic forced the Transfer Center to switch to remote and online services and all that encompassed adjusting to the pandemic was the biggest challenge for the Transfer Center. Mastering the technology such as Zoom, Screencastomatic,, YouTube, all the features of Campus Solutions (mySDCCD) as well as best practice for counseling online, phone and on Zoom were dynamics the TC faculty and staff needed to adjust to quickly. Successes included serving more students; with the TC essentially being open 24/7 with ourYouTube channel, we were able to serve more students and meet the unique needs of their schedules as well as focus more on Zoom sessions. The pandemic also forced the TC faculty and staff to innovate thus implementing some ideas that prior to the pandemic were "wishlist" items the most impactful practice was recording all the workshops and posting them as videos. Using the technology to reach students that we could not access prior to the pandemic and ramping up the impact we had with students that used our services. We also connected our YouTube channel with the admissions offices at all the CSUs, UCs and private schools. We made a playlist of campus tours as well. We also ramped up 4 year admissions rep visits utilizing zoom appointments. We hosted live Zoom application workshops/open labs and included some saturday hours as well. As we return to campus I feel like we are able to maintain the hybrid services such as the YouTube channel and daily Transfer Talks. In reflection I felt like while the pandemic provided a lot of challenge it allowed a lot of growth and creativity through trial and error but we eventually found our groove and success. We also reached out with niche workshops through the Student Services Call to Action. The TC Coordinator was able to collaborate with categorical programs and offer specialized transfer services. We also worked with the Office of Communication to offer HTML GE sheets.The final success to include was receiving the SD Mesa Innovation Grant for application and transcript fees. This is a hidden expense for transfer students and can halt progress for students. We were able to support students in this area which was extremely helpful to the students who needed the support. The TC disbursed a total of $1000 to support application fees and transcript fees.

We faced many challenges since the last program review however as mentioned above we were able to use these as learning experiences and adapt. A trend overall in California is the changing and more complex landscape of transfer due to legislative issues such as the ADT program, Area F submissions being denied leaving fewer options for students, and the implementation of CalGETC. It seems that there are statewide initiatives that will undermine the SCFF and make the transfer landscape more challenging. Some challenges included staffing and mastering logistics. There was time over during the pandemic as well as offering more remote services that seemed to require more people to host Zooms and be available to resolve technical issues.. Also trying to get the right balance of human and digital connections can be tricky however we did find a good system eventually. Through the challenges we grew and strengthened relationships with general counseling, categorical programs and departments outside of Student Services. Other challenges are restrictions with funding. We have mandates like offering a luncheon and transfer fairs which require the purchase of food to feed reps and students (more acute with data from the Hope lab regarding food and housing insecurity) but it is not built into our budget thus forced to seek new sources of funding each year. This can take valuable time away from Transfer appointments or other duties. High School Dual Admission programs could and to some degree can be considered an external challenge and possibly exacerbate equity gaps. Most acutely for SDSU transfers. This program allows a group of students to preselect a campus they wish to transfer to in a maximum of 3 years. SDSU is an impacted campus and receives the most applications along with Cal Poly SLO. It is also one of 2 CSUs in Region X. There will be restrictions however it will also take spots away from local transfer students who already face issues with impaction at SDSU and are unable to transfer out of the area or commute to CSUSM or are not eligible for UCSD. Students can be placebound in San Diego for a variety of reasons such as food and housing insecurity if they leave the area, family

obligations either financial or cultural etc.

**If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.**

We are on the student services side. The only curricular change related to the Transfer Center is the CalGETC which has removed AREA E and the Language other than English requirements (LOTE). The removal of Area E impacts the PERG courses taught by counseling faculty. Additionally the AB 1705 eliminates the prerequisites which could impact some of the articulation for CSU and UC Major prep such as the major prep for SDSU business which requires MATH 116 and 121 taken together. Whereas AB 1705 would eliminate MATH 116 and greatly impact articulation and transfer of one of the most popular majors. The ADT will be tied to the CalGETC.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

Since the last program review cycle we did not get new resources human or fiscal. Recently the TCE has hired two new staff members to bring us back to full staffing.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**
Reviewed & Accurate

**Related Documents for Charts and Graphs**

**Executive Summary Complete**
Yes

## Data Reflection

**Trends observed in program/service area's data.**

It is widely known that enrollment in higher education and community colleges is down due to the pandemic. Having said that demand for a combination of Face2Face and remote appointments/ workshops remains consistent as we transition back to campus. However the amount of students who apply to Mesa and indicate they plan to transfer is consistent as 53.6% indicate transfer or bachelors degree. In the Spring of 2020, 2262 students transferred from Mesa college in the spring of 2022, 2036 transferred. This decrease is consistent with statewide numbers since the Pandemic.

Snap shot of appointments since last Program Review:
Fall 2019 in person Application Workshop # of Participants: 772
Spring 2020 in person Supplemental Application Workshop # of Participants: 400
Fall 2020 online Application Workshop # of Participants: 423
Spring 2021 online Supplemental Application Workshops # of Participants: approx 425
Fall 2021 online Application Workshop # of Participants: 974
Zoom workshop participants in 2022 total 1070
Spring 2022 online Supplemental Application Workshop # of Participants: 197

Qualitatively we know that students are requesting a combination of Zoom and Face2Face appointments with Transfer Center faculty and 4 year representatives as well as demand for videos. Since the pandemic we have had

## Summary and Reflection

a combination of live Zoom application workshops, during transfer season and live daily Zoom Transfer Talks. As well as Face2Face and live transfer appointments.

The Transfer Center Web Page continues to be a popular resource for students. While we cannot track equity data we can track usage, from July 1 2021 to July 1, 2022 there were 2139 views.

Appointments with 4 year admissions representatives have also increased with Zoom appointments. UC Berkeley hosts regular Zoom appointments with Mesa students. SD Mesa was selected as one of the Region X schools to begin direct recruiting and programming in Southern California beginning in the Spring of 2020; the UCLA and UCSD reps are available for Zoom appointments. Representative appointments reported to SD Mesa for 2022 were 138. With the pandemic and the rise of Zoom appointments came more direct contact between four year reps and our students. Due to logistics and administrative reasons the Transfer Center inadvertently was out of the loop during COVID lockdowns. We hope to improve the data sharing as we transition back to campus.

During the pandemic the Transfer Center data indicates we are meeting equity gaps in terms of who is using our services however it is recognized that we need to find ways to serve more students. . The table below shows the last comparison of students engaging the application open labs by demographics compared to the percentage of students reflected at Mesa College.

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)**

See Table 1

**Related Documents for Charts and Graphs**
Table 1.png

**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

After the department discussion regarding the SSO survey results in spring of 2022, the consensus was that we do a good job at reaching transfer students but need to do better. We did not reach the 90% benchmark for as many programs and services when looking at the Fall 2022 transfer students when combining two choices, the program or service was, "Used it (HELPFUL resource)" as well as the option, "Did not use it but wish I had". We included the additional option because these are students who have completed the transfer process and we can infer they are able to evaluate the value of a program or service for transfer based on their experience as a successful transfer student. Remote services and the pandemic were challenges in reaching students for a variety of reasons. We started the discussion of how to more effectively market to transfer students for the fall of 2023 admission cycle. We are working on new more extensive outreach through faculty, categorical programs, classroom visits and more innovative social media campaigns such as Reel or TikTok. Finally the department discussion included finding ways to educate faculty on current transfer issues and possibly survey faculty on ways the Transfer Center can support them when working with potential transfer students.

**Data Reflection Complete**
Yes

## Practice Reflection

**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

We continue to focus on collecting and analyzing data such as through the SSO survey. As well as comparing the headcounts of TC event participants to the headcounts of the general population at Mesa College.

As has been discussed through this document the Transfer Center has come out of the Pandemic incorporating innovations developed via the adaptation to the remote services. Standard practices implemented since the last comprehensive review include offering application workshops during October and November. During the pandemic

we offered these synchronously through Zoom. As we returned to campus we offered a combination of zoom and face to face application workshops. Other practices include continuing to use recorded videos and posting them on youtube with access through the Transfer Center Workshop and Events page. The TC will continue to carryover the best practices before and during the pandemic and hope to close equity gaps by reaching more students using technology as well as seeking ways to meet students where they are vs. expecting them to come to “us” in the TCE. For example, in the spring of 2023 the TC began Veteran dropins in the VSC.

A focus on targeted collaborations with categorical programs such as the Veterans drop in counseling in the VSC, application workshops and Next Steps workshops with categorical programs, events such as the Transfer Transitions events and “Financial Aid” workshops for transfer students. The niche collaborations include working closely with 4 year schools in planning events such as the Transfer Options Fair, Transfer Transitions, collaborating with SDSU Microsite, University of Redlands and PLNU on their BA/BS degree programs at Mesa College.

Research reports such as The RP Group student Voices report and the Through the Gate report and the First Generation College Report have recommendations for transfer programs to close equity gaps. Finally when considering these documents we must also include goals in the Vision for Success when analyzing data and creating meaningful events and services for Transfer students.

**What other factors (internal or external) might also impact the above data trends and equity gaps?**

The transfer landscape in CA is becoming increasingly more complicated and has continued to do so since the last comprehensive review; local admissions status policies being practiced differently among the CSUs, ADT admissions practices not being consistent statewide and legislative initiatives that impact admission, the SCFF and General Education. Some seem to chip away at the CA Higher Education Master plan as they, in theory seem helpful but in practice create more challenges for transfer students. These issues are addressed below.

Region X is a challenging transfer landscape as we have only one UC and 2 CSUs. Due to the socio economic factors many of our students are not able to transfer to CSUSM and may not be eligible for SDSU or get their local status usurped by ADT majors. The CSU Transfer Success Program will eliminate spaces for local transfer students applying to SDSU as SDSU is our feeder school and one the most popular CSUs with total campus impaction. This program does not require ADTs but it is encouraged. As we are paid for ADTs this may effect funding and transfer options for local students.

AB 928: There are external factors related to legislation that impact transfer students such as the implementation of the CalGETC. It is theoretically intended to offer on GE pathway and will be used for ADTs exclusively however the course offerings are limited and more geared to UC requirements and course articulation. Additionally the CSUs will maintain their CSU GE pattern which will not eliminate the confusion about GE. Also there are questions about catalog rights for the original IGETC when it pertains to ADT degrees and the CalGETC have yet to be determined.

AB 705 and 1705 also impact articulation issues mentioned in the challenges section. The elimination of prerequisites can impact articulation for popular majors like business at SDSU. Such as eliminating MATH 116 would nullify MATH 116/121 which is a major pre for SDSU Business majors.
https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/TransferVolume.shtml

This legislation also allows students to take a course up to 5 times. Academic renewal will need to be changed at the district level. Statewide, high level lobbying needs to happen with the CSUs as they average grades taken among schools. They should adopt the same system the UCs use as a system which is to take the highest grade regardless of where the courses are taken.

The legislation mandating a single course numbering system will also impact articulation and transfer. The results are unknown. Additionally the people power that will be required to recreate this system will take important human resources away from immediate student needs, direct student services, impact student success and potentially

increase equity gaps versus closing them.

High School Dual Admission programs will also pose an external challenge and possibly exacerbate equity gaps. Most acutely for SDSU transfers from the San Diego service area. Current SDSU policies negatively impact HS admission for region X students. . The dual admissions, in its current form, will continue to chip away at local student access to SDSU. This program allows a group of students to preselect a campus they wish to transfer to in a maximum of 3 years. SDSU is an impacted campus and receives the most applications along with Cal Poly SLO. There will be restrictions however it will also take spots away from local transfer students who already face issues with impaction at SDSU and are unable to transfer out of the area or commute to CSUSM or are not eligible for UCSD. Students can be placebound in San Diego for a variety of reasons such as food and housing insecurity if they leave the area, family obligations either financial or cultural etc.

Transcript evaluation requests taking up to 90 days. This severely impacts transfer students and most especially ADT students. When a degree is canceled the transfer process is abated and negates the students years of work all due to an administrative failure on the district's part. We have 40 canceled ADTS this year for Mesa alone. All would certainly result in the cancellation of an admissions offer to SDSU.

A note on legislation and initiatives. While these are part of our duties some legislation requires an immense amount of unfunded and unplanned staffing which takes away from direct student services. For example the District Evaluations office requires 90 days to evaluate transcripts. Due to this extended time period transfer students are impacted. Some ADTs are canceled thus admission is then canceled. Additionally in an effort to respond to demand evaluators make other decisions such as to limit notes in the graduation cancellation. This then shifts more work on counselors as we are required to second guess evaluators. Thus delaying interventions to support students. Evaluators are slowly being redirected to deal with legislative issues which will take away from direct student services and will have wide ranging consequences for transfer students.

Articulation agreements with SDSU have been several years behind which impacts Transfer students. Students have been held to requirements that were not posted thus adversely impacting admission. Essentially students are planning “in the dark” and expected to shift on a time to take courses via cross enrollment for TAG admission consideration. Cross enrollment is inherently inequitable because there is a closed waitlist system at SDSU. A student needs a high level of social and educational capital and privilege to navigate the system to enroll in a course and get the benefits of TAG.

Since the last comprehensive review Assist.org has undergone a major update. Many schools are still behind only posting the 2016-17 articulation or have gaps in articulation. This makes an already complicated transfer landscape more challenging for transfer students, their families/guardians and counselors.

Online degree completion programs: This sector has had the highest growth within the last comprehensive review cycle. There is an increase in these programs as well as an increase in campus degree completion programs such as the SDSU@Mesa Microsite program, The University of Redlands in residence at Mesa and a recent MOU for a similar partnership with PLNU. These types of programs offer students more options however it can be a barrier for some. Technology is an issue as the effectiveness of these types of programs for students depends on stable access to wifi and technology. The SDSU Global Campus and partnership with the Microsite program is meant to equalize opportunity however the technology portion can be a barrier for some students.

Degree cancellations by evaluations without timely, meaningful and effective outreach to students so students are informed of the reasons for the cancellation and the steps taken to resolve the issue. Notes in mySDCCD are often cryptic, vague and do not communicate the specific reasons for degree cancellations. Some ADT students are not aware their ADTs are canceled and thus find their admission rescinded because the evaluator has not reached out to them effectively. The minimal verbiage in mySDCCD is often cryptic for students. Notes need to be specific. If students can find the graduation notes in my SDCCD impacted students are advised to see counselors to determine what is missing. Counselors must then duplicate efforts to review a student's entire record to determine what is missing. Evaluators (whose explicit job is evaluated and determines graduation eligibility).

### Summary and Reflection

**Related Documents for Charts and Graphs**

**Practice Reflection Complete**
Yes

## Mid-Cycle Updates

**YEAR 2 Updates (2023 - 2024)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

Fall 2023 Updates:
-In September of 2023 the Student Services Webpages were updated. The new format, editing capabilities, design limitations, philosophy regarding content for the webpage and timing (1 week prior to the Transfer Application season) required the Transfer Center Faculty and Staff to adjust quickly to the new webpage design. Transfer is information heave This is included content edits, revisions and creating new ways to provide information where as previously the webpage was the primary resource however this rapid changed at a critical time. To adjust we created a SDMesaLInktree account to post 4 year college/university transfer events, provide internal and external resources, and provide on the spot info for Transfer Day. Additionally the Transfer Center Coordinator created a Google doc with all resources needed during transfer season to pivot away from using the webpage as previous content was no longer accessible. Considerable time and energy has been devoted to editing, revising and finding work arounds to the new webpage design.

-Implementation of Area 7 for IGETC. This was implemented in Fall of 2023. There was lag time from when the information was provided to the campus and when degree plans were uploaded in Campus Solutions.

-Articulation and ERP changes at SDSU have significantly impacted Mesa and SDCCD transfers. The SDSU Articulation Office has had a breakdown in articulation on many levels. The first being neglecting to provide 2 year advance notice in curricular or articulation changes. This has critically impacted Engineering, Computer Science, Foods and Nutrition Majors, English majors among the most notable. Additionally assist.org is significantly behind. Major prep is not updated for the majority of majors at SDSU for the 2022-23 or the 2023-24 academic years which makes transfer planning a significant challenge. Previous resources such as SDSU TAP are also out of date compounding the problem. SDSU's solution has been to use the SDSU catalog and reverse engineer with the assist.org page. This is a like going back to the days before assist.org. being that it is a cumbersome, time consuming process and not student friendly. SDSU TAP has a repository of all articulated courses which will also be removed. The solution from SDSU is not forth coming. The transition to People Soft for SDSU is part of why this resources will go away. SDSU does not pre-evaluate transcripts this can result in denials or admission decisions being rescinded due to lack of information which can cause a student to stop out at the Transfer Gate or wait a year wasting time and money on application fees etc.

-District Evaluation backlogs-the 120 day evaluation time period significantly impacts transfer students earning ADTs and can result in denials for SDCCD students or rescinded admission offers.

-The Transfer Center has not been fully staffed as a team member moved to the district office. We hope to hire a second staff member in Spring of 2024. We look forward to increasing our level of service to students with a full staff.

-Legislative changes such as AB 1705 and AB 928 are going to significantly impact transfer students and major preparation within the CSUs and UCs. Implementation of these changes is not totally known. Like many transfer changes there will be a lag between gaining information and accurately informing students.

-Dual Admission programs by the UCs and CSUs were implemented in the Fall of 2023. SDSU (our transfer partner) opened a significant amount of majors. 85 total which included impacted majors while a similar campus in terms of demand and impaction, Cal Poly SLO, only opened up 5 majors. It is projected by SDSU that this will impact local transfer students access to the main campus and result in less local admits. The UCs started slow with a pilot program opening Dual Admission by invitation only and designating TAG campuses. The CSUs offered

a flexible opened ended process to enroll. The CSUs are requesting CC provide specific services for dual admission students however it is uncertain that CCs can accommodate the level of support requested for their program.

-Changes in residency requirements for associate degrees could impact Mesa degree completion. For student who do not qualify for ADTs but want an AA/AS, current LAS degrees need to be revised to offer more flexibility and sync with changing major prep curriculum at BA/BS degree granting institutions and adapting to AB1705 requirements. Mesa LAS degrees are not as flexible as degrees from City College. From the prospective of the Transfer Center coordinator this may impact our SCFF. This impacts transfer students transferring to UCs and private schools in different ways than ADTs. As they can be used for scholarship eligibility, and other aspects of the application and transfer process in comprehensive review and less academic ways such as hourly pay increases to meet basic needs.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**
Collaboration with the Office of Institutional effectiveness to identify potential transfer students. 354 students were identified and invited to join our weekly emails and attend transfer events. Over 2000 students who indicated desire to transfer but need to complete academic renewal were identified and contacted via email to complete academic renewal.

Fall 2022 and initial data for Fall of 2023 and Spring of 2024
Application Open Lab Data Included Applications open labs in October and November and Supplemental App/TAU updates in January
January 2022 Supplemental Application Workshops-170
Fall 2022 Application open labs- 631
January 2023-104

Fall 2023-24 data
Application Workshop for Fall 2023-672 students. We saw 133 students in the last week of official week of applications. The TCE closes at 6PM. We had successfully assisted all students by 5:45 PM.

2022-23 Appointments and Other Transfer Events
Fall 2022
appointments 597
counselor drop ins-101
Staff drop ins-555
Four Year Admission Rep Visits 117
Chat bots hits 115
Transfer Tuesday Student Emails-1024 emails sent open rate 63%
SDSU Next Steps-42 students
Transfer Transitions event (new this year) 80
Transfer Recognition Luncheon 74
UCLA Workshops-25
UCSB Transfer Making it Happen 10 (new collaboration this year)
Total UC Rep contacts not including UCLA or UCSB 36

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**
The 2022–2023 Student Services outcomes show that while key benchmarks were not fully met, there was meaningful student engagement with critical transfer tools such as appointments, CSU resources, and email

updates. These results align with Goals 1 and 2, reflecting progress in empowering students with transfer knowledge and expanding service access, despite challenges from the post-COVID transition. However, the outcomes did not directly address Goal 3, suggesting the need for improved assessment of external partnerships. Overall, the assessment process revealed targeted successes but highlighted areas for further development in both service delivery and evaluation methods.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

-Transitioning to full return has involved recalibrating the balance of in person and Zoom, and asynchronous resources. We had our second in person transfer day in the Fall of 2023. More 4 year campuses than in the Fall of 2022 but due to budget and staff we did not have all CSU campuses present. We offered new workshops in the Spring of 2024 during Black Student Success week. Transfer Transitions (finding your new home away from home) encouraged students to engage early with students services and clubs/organizations at their 4 year transfer school. We also offered a "How to Review the Financial Aid Offer Workshop" for Transfer Students. Both events were well attended and planned for spring of 2024.

-HTML GE sheets were created with the support of the Office of Communication. These are linked to course descriptions, the live registration schedule and provides information on when the class is offered. This has been a great resource for students and faculty.

-Following the Fall of 2024 Transfer Application cycle the Transfer Center will evaluate workshop content, scheduling, marketing delivery, partnerships and collaborations to ensure we are meeting the changing needs of students as we adapt to a post pandemic environment.

-Transfer Center worked with the office of institutional effectiveness to survey potential transfer students and invite them to join our email lists and utilize services. Additional we partnered with the IE to develop a list of students who are eligible for academic renewal and potentially transfer ready. Will continue to work with IE to use data more effectively in our outreach and planning.

-Transfer student success is rooted partnerships and events that occur year round. Faculty and Staff in the The TC and TCE proudly collaborate across campus to better serve students, treat them with dignity and promote and celebrate their successes at Mesa College. Collaborations with General Counseling and Categorical Counseling programs for application workshops and transfer special events have been invaluable. These partnerships provided a high level of service for transfer students and are well received by students. Other successful collaboration included working with Summer Cruise to promote the Dual Admission programs and other transfer events; new and improved digital Transfer Library created by new Transfer SSA; partnership with the Black Leadership Fellows and Umoja to provide a bus for the HBCU Caravan; in person TCE open house and events mentioned above during Black Student Success week. The TC also partnered with the Financial Aid office to present the first ever workshop on reviewing financial aid awards for transfers. This was very well received by students. The Transfer Center also partnered with outside groups such as UCSB to host Transfer Making it Happen at Mesa College; Transfer STEM Workshops with UC Berkeley; Sac State Regional Admissions session for Freshman and Transfer. These collaborations help build strong transfer partnerships which we hope will continue to promote transfer to a ever growing number of students and increase transfer volume and rate.

## YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

There are updates to the successes and challenges since the last Program Review cycle. Successes and challenges are often braided together thus due to the adaptation to a challenge there can be an unexpected success. This is the case with the Transfer space as many outside forces impact the transfer process for students and the resources the Transfer Center faculty staff have available to meet the moment.

In terms of the Transfer Center program we have built in success in the last year. The Transfer Center was able to hire two excellent staff members for the Transfer Center in Spring of 2023 and summer 2024. Hiring strong staff

members has been a strength as it has facilitated the ability to be flexible and adjust to staffing changes that occurred in the TCE during the Fall of 2024. These readjustments have resulted in shifting employees around which will most likely impact the level of service for the transfer center for the 2024-25 academic year as we will be forced to do more with much less. Ultimately there are limited human resources. However the positive is that we hired extremely qualified and capable team members who will have the opportunity to cross train and grow professionally. The TCE is a flexible department accustomed to adapting to change while continuing to deliver a high level of service. The spirit of teamwork is strong and this writer is confident that we can manage the inherent challenges the staffing changes present.

The theme of finding success in the challenges is revisited when examining who the campus and the Transfer Center continues to adapt to the needs of students coming out of the Pandemic and returning to the new normal as well as understanding what the new normal is.

One item on this agenda of adjusting to change has been revisiting all the videos on the YouTube channel. Average length is between 10 and 15 minutes. This appears to be too long since coming out of the Pandemic. We are looking at ways to shorten videos and bring back more workshops. Finding a balance here is important but a work in progress.

The application open lab schedule was another area of ongoing assessment. The team looked at attendance data from 2023-24 and adjusted the modes of delivery to serve more students. We shifted from one Zoom session per week to two Zoom sessions per week anchored on Monday and Friday. Due to staffing issues we cut the Wednesday open lab. We will look at the data to evaluate if this adjustment was effective. One change was we used Wednesdays to offer on campus application partnerships with Pride, AS, VSC, DRC and Peer Navigators. The Transfer Center will continue to review open lab data to determine the optimal application openlab times for the Fall of 2025 semester.

Access to computer labs and space has been an ongoing challenge for the Transfer Center. For the Fall of 2024 we were not able to use the Testing Center computers which heretofore has been an excellent resource for the TC as it is in the Student Services Building and is a large space. We were forced to use BT 206 which is a smaller work space. It was convenient for students.

As mentioned previously, challenges can force innovation and success. One approach for the 2024-25 year was to ramp up intrusive transfer interventions to increase the level of service and continue to build a strong transfer culture at Mesa College. The TC built on the Anti Racism Diversity Equity and Inclusion Plan goals set during the Pandemic which was to host more application workshops with categorical programs. After evaluating the data and outcomes the TC team ramped up the niche programming with campus partners as well as university partners. This included application workshops for the PRIDE center, Peer Navigators, and AS. The TC partnered with the Honors program to offer a PIQ workshop as well as a 3 part application workshop series with the DRC. In partnership with the VSC we have set up weekly dropins in spring of 2023 which continue moving forward. Additionally we have set up Transfer Cafes on the first Wednesday of the month to entice more participation. We also adjusted the time from 10AM to 11AM to 11AM to 12PM which has increased traffic. The Transfer Center coordinator has looked at all campus events such as academic senate, attending school meetings, attending Summer Cruise to promote the TSP, attending PCAB on a regular basis, joining CRC, signing up for events like Latino Heritage month, Women's History Month, Catalyst, Black Professionals Day at City College as well as planning to offer more FLEX options during FLEX weeks in the Fall and Spring.

Institutionalized out-dated funding models pose a challenge for Transfer Center especially when considering the needs of current students and unfunded mandates in the Transfer Center Guidelines published by the CCCCO. Funding Transfer Center events continues to be a challenge. The current budget lines provide funding for printing, postage, supplies, and other traditional budget formulations for example. The funding options are becoming outdated as we rely more on digital resources and social media than on paper/printing needs. Recent data from the Hopelab, RP group and other foundations have highlighted the high rates of food and housing insecurity experienced by community college students. Our current funding does not allow the TC to pay for food however we are required to host events that include food. These unfunded mandates become particularly acute when planning events such as Transfer Day and the HBCU Caravan. The HBCU Caravan visit was well received by the entire

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Region X community with students as far as Irvine Valley College attending. However the fundamental problem is having to lobby other departments to use their funds to pay for food. The data is widely accepted that food costs are increasing for students and almost a quarter of our students are food insecure, however we cannot use our own funds to meet a basic need and provide an incentive to attend our events. Additionally the HBCU caravan requires hosting institutions to provide food and the TCDN also has an expectation that food is provided. Mesa College Student Services leadership has been very supportive however it is still difficult to depend on funding for food as there are many groups on campus who are requesting funds from a limited supply.

A challenge for Transfer students which becomes a challenge for Mesa College and meeting the CCCCO goals articulated in the Vision for Success is the hidden costs of applying. There are fees associated with successful matriculation such as transcript fees, application fees, new student orientation fees, and deposit fees. Not all students qualify for the UC or CSU fee waivers when applying or are able to get a financial aid offer to cover deposit fees when applying to a four year. Transcript and application fees can be onerous depending on where and how many campuses the student has previously attended. The Transfer Center applied for and received a Mesa Innovation Grant in Fall of 2020 to provide reimbursements to students who did not qualify for the fee waivers or needed support paying for transcripts. The Transfer Center coordinated continued to apply for these grants in the Fall of 2022 and 2023 but did not receive the Innovation Grant. It was communicated to the Transfer Team that the foundation does not grant “repeat” applications. There was also a proposal to fund these through The Stand however that did not come to fruition. From this writer’s perspective this is an equity issue and a huge gap in the transfer process. The CSU and UC apps did adjust to grant more fee waivers, however the cost of living appears to be rising more quickly than the apps are adjusting to meet student needs. Additionally students in programs like EOP and PUENTE are able to receive fee waivers however there are students who are in the “donut hole” and do not qualify for any program however continue to need assistance paying or application fees. The ripple effect of the lack of fee waiver support has widespread hidden consequences. These include applying to fewer campuses, if accepted, not able to continue the matriculation process due to hidden fees which delays or ends the matriculation process for students who have the most to benefit from degree completion and gainful employment. Finally this does impact our ability for the state of California to meet its goals through the Vision for Success and other employment goals.

The connection between challenge and success is also illustrated by our webpage relaunch and social media presence.. The Office of Communication launched a redesign of our webpage in September of 2023 days before application season. This was not ideal timing however we explored other technology and were able to start SDMESALinktree for transfer information that cannot be readily added to the webpage. This is an unexpected and welcome success. We now use Linktrees for our Transfer Fairs. We also utilize QR codes for quick check in and student surveys. Adapting to the pros and cons of the new webpage forced us to explore new options like Linktree and wider use of QR codes. We are still evaluating the new layout and plan to hold focus groups with students to get feedback on the next round of webpage updates.

District changes in the 12 residency requirement per campus being changed to 12 units in the district overall have given counselors and the CRC renewed focus on rethinking our LAS degrees. The challenge for Mesa is we have approximately 30 LAS degrees. The requirements can be restrictive in some cases thus not providing the middle ground between ADTS and terminal AS/AA degrees. Other legislative issues have usurped the LAS degree discussion at CRC however with another counselor’s support we have developed a task force and will use this time to finetune the LAS degrees and offer a set of options that will be thoroughly researched. The committee will use data available on The Office of Institutional Effective’s Data Dashboards in addition to data requests made specifically for this project.

The roller coaster ride of state wide legislation from AB 928, AB 1705 and AB 1111 and the Dual Admissions programs for CSUs and UCS have and continue consume time and energy when trying to meet the legislative timeline and requirements. This writer and stakeholders on campus are well aware of the challenges however there elements that should be highlighted. It seems these programs on the face are noble goals by contrast in reality some are at cross purposes while others are unreasonable. At a time when STEM majors are in demand the prerequisite restrictions for the Calculus classes mandated in AB1705 are driving students away from STEM. This is problematic as the pre req courses are no longer legal to offer and most CC students cannot take a 6 unit math course that includes a tutorial. In this case it is better to take a bit more time and understand the

fundamentals of calculus to ensure success in physics, chemistry and engineering. Additionally there are issues with the CSU TSP. The CSUs have programmatic requirements they would like CCs to offer such as cohort management, TSP ed plan codes and priority registration. These are not reasonable. Finally, for local transfers SDSU TAG students can now use the CVC but are in jeopardy of losing their local status and TAG. As of the October 2024 the District is working with SDSU to formulate a plan moving forward that protects local TAG students. Currently TSP students will not be penalized for using the CVC but our place bound local transfers could potentially be negatively impacted if SDSU limits the number of CVC courses or requires lists of CVC students.

While there are challenges I believe we can meet the moment and rise to the occasion. There will always be some growing pains however I agree with the philosophy of investing in our classified professionals and adjunct/full time counseling faculty to ensure we are meeting students' needs and promoting students' success.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

Student Contacts
Fall 2024 Transfer openlab participants 511
Transfer Appointments 1038
Classroom visits (in Classroom or in TC) 195
University representative contacts (group and individual) 95
Workshops 857
Transfer Day Events 105
Fall 2023/Spring 2024 Transfer Applications: 736
Workshops offered during Transfer Season: 98
Mesa students admitted to SDSU (or UCSD, or both, if we have the data): SDSU 756
Students who participated in our transfer spotlight video: 19
Summer Cruise Workshops 24 total / Student Contacts 500
TRL: 71 students registered
Transfer Day 2023: 100 students
Transfer Day 2023 Universities: 40 universities in attendance
UCs - 9
CSUs – 9
In-State Privates – 16
Out of State – 6
Transfer Options 2024: 59 students
Transfer Options 2024 Universities: 22 universities in attendance
2 – UCs
3 – CSUs
9 - Private Schools
8 – Out of State

FYI: IMAGES OF DATA TABLES WERE NOT ABLE TO BE UPLOADED INTO THE PLATFORM. SEE NOTES BELOW TO ACCESS IMAGES.
The Transfer Center Coordinator data from the Office of Institutional Effectiveness to examine participation application open labs comparing Fall of 2020 to Fall of 2023. There is a significant equity gap among African American students attending workshops since the Fall of 2020. Despite this disappointing finding however after further inquiry these findings were similar to other reports related to minoritized populations in higher education post pandemic. However, as a result of this data the Transfer Center faculty and staff will work to create plans to close these gaps using our student services and other data provided by the campus researchers.

Please use this link to view the data tables as the images were not able to inserted
https://docs.google.com/document/d/1sTL1MHxUsX4FzvpESHyNrR6pL94R_Gv7dRxPTOiPGzc/edit?usp=sharing

The last table indicates participation in all Transfer programs offered in the 2023-2024 academic year. The Transfer Team wanted a baseline moving forward for participation in all transfer programs based on Mesa headcount. We will use this data to guide future planning and efforts to close the equity gaps that have been identified since the

## Summary and Reflection

Fall of 2020.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

The outcomes assessment process included revising our survey created in 2020-21 to streamline questions; check for clarity and potential duplicative questions; reassess questions as they relate to our goals and Mesa 2030. This is ongoing work as we find a balance between online and face to face delivery of services. Additionally there was a need to adjust questions that were designed to address fully online services offered during COVID and the hybrid services offered during the return to campus. One of the TC staff members will do additional training with the Office of Institutional Effectiveness to redesign our surveys to improve data collection and designing questions that elicit more meaningful data. There are no plans for resource requests however there will be planning sessions in Spring of 2025 for review of Transfer Center SSOs and actions plans.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

-Transitioning to full return has involved recalibrating the balance of in person, Zoom, and asynchronous resources. In the Fall of 2024 the Transfer Center hosted its third person transfer day since COVID and the first ever HBCU Caravan visit at Mesa college. We offered new workshops in the Spring of 2024 during Black Student Success week. Transfer Transitions (finding your new home away from home) encouraged students to engage early with student services and clubs/organizations at their 4 year transfer school. "How to Review the Financial Aid Offer Workshop" for Transfer Students and Connecting with DRC Programs at SDSU and UCSD. All events were well received and were repeated in the spring of 2024. The TC reviewed spring 2024 numbers to determine the viability of offering all three programs in the spring of 2025.

-In preparation for this program review cycle the Transfer team evaluated the Unit Goals and Action Plans. There was a productive discussion resulting in adding Transfer Team meetings with adjuncts and TC staff to update the entire team on current transfer trends impacting transfer counseling and programming. Action plans were also reviewed. No action will be taken at this time to update action plans but will be included in end of year debriefing and updated during the next program review cycle.

-The Transfer Advisory Board report will continue to be recorded and posted on the Transfer Center Website and offered as Flex Credit.

-The Transfer Center also offered a Connecting with DRC workshop with UCSD and SDSU in the spring of 2024. After review of the spring events the Transfer Center decided to discontinue the Transfer Transitions events as it was not well attended but repeat the financial aid and DRC collaborations.

-HTML GE sheets were created with the support of the Office of Communication. These are linked to course descriptions, live registration schedule and provides information on when the class is offered. This has been a great resource for students and faculty. It will be revised for the CalGETC. General Counseling is also using the HTML GE sheets.

-Transfer Center will collaborate with the Office of Institutional Effectiveness to redesign our surveys to elicit more meaningful data.

-Moving forward the Transfer Center will seek collaborations with Outreach to promote the Dual Admissions programs.

-Following the Fall of 2025 Transfer Application cycle the Transfer Center will continue the practice of evaluating workshop content, scheduling, marketing delivery, partnerships and collaborations to ensure we are meeting the changing needs of students as we adapt to a post pandemic environment. Data from the recent IE report and survey results will also inform this work.

-Inconclusive Transfer Center projects: There are some projects from the Fall of 2023 where Transfer Center worked with IE to identify two groups of students. One request was to identify students who had transferable GPAs below 2.5. Upon agreement with the IE Transfer Center Coordinator was able to send 3 emails to students who

could improve their transferable GPA with academic renewal. The second email was to recruit students who have 30 to 45 transferable units to introduce transfer services and join the Transfer Tuesday email. Students identified were sent a survey from IE where students would agree to be included in the email. We did get some positive responses but again this project needs to be reevaluated for better results. Along with this data request the SSSA created a poster marketed to students with at least 30 units to seek Transfer Center services during the application period. Tracking these students was a challenge thus we are not clear how impactful the campaign was however it is important to find ways to connect with students through intrusive interventions versus expecting them to find us.

-Transfer student success is rooted in partnerships and events that occur year round. Faculty and Staff in the TC and TCE proudly collaborate across campus to better serve students, treat them with dignity and promote and celebrate their successes at Mesa College. Collaborations with General Counseling and Categorical Counseling programs for application workshops and transfer special events have been invaluable. These partnerships provide a high level of service for transfer students and are well received by students. Other successful collaboration included working with Summer Cruise to promote the Dual Admission programs and transfer events throughout the year; new and improved digital Transfer Library created by new Transfer SSA; partnership with the Black Leadership Fellows, Umoja, the Deans of student development and equity and the VSC to host the first ever HBCU Caravan visit for Region X; in person TCE open house DRC orientation programs for UCSD and SDSU; the second Understanding Financial Aid Offer and Transfer Transitions (partnered with KAPWAA spring of 2024). Other collaborations previously mentioned included VSC Transfer Cafes on the first Wednesday of the Month.

The Transfer Center will continue to focus on campus collaborations and niche programming. We hope to review data for effectiveness and explore additional campus partnerships as well as four year campus collaborations. The TC faculty and staff see these efforts as integral to building strong transfer partnerships which we hope will continue to promote transfer to an ever growing number of students thus increase the transfer volume and transfer rate as well as meet the goals in the Vision for Success.

**YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

SUCCESSES:

Expanded partnerships with niche programs and increased offerings across several areas to better support student transfer pathways.

Hired a new Project Assistant who has strengthened our promotion of ADTs and the Common Course Numbering system; her work has also boosted our digital presence—one recent post reached 15,000 views, marking one of our largest growth areas. We look forward to reviewing comprehensive data from our new social media platforms.

Hosted Mesa College's first-ever HBCU Caravan Visit in Fall 2024, a collaborative effort within the School of Student Services.

Launched the first Cal State San Marcos Day after CSU San Marcos approached Mesa College to partner on this effort.

Welcomed back UC San Diego Day in Fall 2025 after a multi-year hiatus; over 20 UCSD departments attended, and UCSD staff expressed strong satisfaction with turnout and event organization.

Submitted our first round of Vision Align Reporting. Though there was a learning curve, statewide convenings and campus workgroups supported our successful submission in a new reporting format.

Region X Transfer Center Coordinators contributed to revising statewide transfer reports through VAR convenings, helping improve the relevance and clarity of data collection processes.

Expanded fall programming, including Transfer Cafés during the first month of the semester and Transfer Panels in October and November.

## Summary and Reflection

Successfully rolled out Common Course Numbering reels and print materials, supporting students through coordinated digital and physical media (largely enabled by our new Project Assistant).

Completed a successful rollout of CalGETC GE documents to support campuswide advising and student planning.

With added adjunct faculty and new staff, we were able to maintain weekly Transfer Talks on Mondays throughout October and November.

Strengthened university partnerships, including MOUs with ASU Online and National University to streamline admissions and build clearer transfer pathways.

With support from General Counseling, we provided TAG reviews for Fall 2026 UC TAG applicants, ensuring timely and accurate submissions.

Collaborated with the Deans of Student Services and Student Success & Equity on the annual Equity Report, which created a valuable space for connecting instructional faculty, counseling faculty, and student services teams.

CHALLENGES:
District-level disconnects between campus needs and district policies—especially limitations on sending mass emails and collecting equity-targeted data—affect our ability to close transfer equity gaps.

District policy changes affecting ADTs and transfer agreements, such as the prerequisite shifts for MATH 121, which have unintended consequences for student progression and ADT alignment.

Lengthy 120+ day evaluation timelines, which impact transfer students and may jeopardize transfer eligibility.

Constantly shifting legislative mandates (AB 1111, AB 705/1705, AB 928), requiring ongoing training for counseling faculty and campus partners. Recent calculus prerequisite changes continue to create issues for MATH 121 and Business ADT 2.0 pathways.

MIS reporting mandates imposed while our internal systems are not yet fully scaled or automated to meet these requirements.

Increased expectations for Dual Admission programs (CSU TSP and UC Dual Admission) without corresponding capacity—special Ed Plan codes, priority enrollment processes, cohort management, and MIS reporting are not yet supported at scale.

Difficulty accessing meaningful and timely transfer data, including district-level transfer rates and student participation data, which limits our ability to fully represent outcomes in VAR or target specific equity populations.

Outdated state budget guidelines restrict the purchase of food for workshops and events, despite the proven effectiveness of food incentives. Guidelines remain heavily focused on print media, even though QR codes and digital marketing are essential tools for reaching students.

Transfer Center Senior SST reassignment to Evaluations created ongoing gaps in our staffing structure, requiring recalibration and limiting our ability to maintain the full scope of events.

Challenges for placebound students in an increasingly competitive transfer landscape—particularly with two extremely impacted Southern California public universities. Legislative programs like the Transfer Success Pathway may reduce available spots for local students unable to relocate.

High cost of living in San Diego continues to affect students' stability, academic bandwidth, and overall transfer readiness.

## Summary and Reflection

Major Curricular and Service Changes and Their Impact:
Implementation of CalGETC and Common Course Numbering:
Our unit has been deeply involved in the rollout of both CalGETC and the Common Course Numbering system. These curricular shifts required extensive coordination with counseling faculty, updates to student-facing materials, and revisions to advising practices. The implementation has increased consistency across systems and improved student understanding of transfer requirements, though it has also required significant training and ongoing communication.

Managing Changes to STEM Math Prerequisites:
We have had to adapt to substantial changes in STEM Math prerequisites, which directly impact student eligibility for key transfer pathways. This has required close monitoring, updated advising workflows, and increased student outreach to help mitigate potential delays in degree completion.

Navigating Articulation Changes at SDSU:
SDSU's transition to Campus Solutions and Transferology, combined with the fact that ASSIST was not updated for more than four years, created major articulation challenges. Many majors were missing or inaccurate on ASSIST, resulting in inconsistent or unclear transfer information for students. Our unit had to take on a much larger role in manually tracking, verifying, and communicating accurate articulation updates to ensure students stayed on path for transfer.

Enhanced Student Outreach and Service Capacity Through AB 928–Funded Project Assistant:
Hiring a Project Assistant through AB 928 funds has significantly strengthened our communication and outreach efforts. With increased capacity for both social media and print materials, we have been able to more effectively promote ADT degrees, transfer milestones, and student-facing events such as Transfer Cafés and Transfer Panels. This additional support has been crucial, especially after the reassignment of our Senior SST to Evaluations, which reduced our staffing for direct student services. The Project Assistant's work has allowed us to maintain—and in some areas expand—our service delivery despite staffing shifts.

Impact of new resources:
The addition of our Project Assistant, funded through AB 928, has had a significant and immediate impact on our unit's ability to implement our action plan and reach students more effectively. With this new human resource, we have been able to expand both our social media presence and our printed materials, which has directly strengthened our promotion of ADT degrees and transfer-related events. The increased capacity has allowed us to create and sustain higher-visibility outreach efforts, including Transfer Cafés and Transfer Panels, which support students in completing their degrees and preparing for transfer.
This added support has been especially critical given the reassignment of our Senior SST to Evaluations. The Project Assistant has helped us maintain—and in some cases rebuild—our service levels during a period of reduced staffing, ensuring that key student-facing initiatives continue without significant disruption. Overall, the AB 928 funding and the resulting position have enabled us to move forward with our action plan in a more intentional, consistent, and student-centered way.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**
Examining long-term transfer data continues to be challenging due to limited access to district data and National Student Clearinghouse information. Within those constraints, the Transfer Center does its best to gather and track data through SARS and by monitoring what we can on campus. The Transfer Center analyzed two main datasets: a comparison of Fall 2020 vs. Fall 2024 Transfer Workshops, and all Transfer Events from Fall 2024, with participation compared to race and ethnicity headcount. The goal was to understand who we are serving and where equity gaps persist—particularly for Black, Latino, low-income, and other disproportionately impacted (DI) groups identified by the Chancellor's Office. Data limitations—especially inconsistent CSID collection, the impact of new VAR reporting rules, and the increase in decentralized transfer programming—make it difficult to capture a full

picture of our reach.
Trends
Growth in collaborations with categorical programs such as DRC, EOPS, Pride, and groups within the KUP community has led to more niche workshops occurring outside the Transfer Center, often without CSID collection. CSIDs were also not consistently collected for workshops hosted by MESA STEM, Honors, AS, and various student organizations. More counselors in categorical programs are now trained in CSU and UC processes, which means many students receive transfer guidance without interacting directly with our office. Students increasingly rely on digital resources—CSU/UC webinars, transfer videos, and 1:1 appointments with university reps scheduled outside of the Transfer Center. Since returning to campus post-COVID, the Transfer Center has seen higher participation from Multi-Ethnic and White students. When looking at Equity data starting in 2020, prior extensive collaboration, Transfer Center headcounts showed more parity with campus headcount, although participation numbers were smaller overall. In Fall 2020, during the height of the pandemic, the Transfer Center's headcount by race and ethnicity closely matched the campus headcount, indicating that virtual outreach successfully reached students proportionately across groups.
Equity Gaps
Participation from Black and Latino students is lower in recent years following the first look in the Fall of 2020. It is possible some groups might be undercounted or not represented in our data due to decentralized programming and untracked events hosted by categorical programs. VAR reporting restrictions and concerns about duplicate counting have also limited our ability to represent our actual reach, which may skew equity findings. While many students are receiving support through CSU/UC webinars, video tutorials, rep visits, and workshops outside of the Transfer Center, we lack consistent data to fully capture these interactions.

To reduce equity gaps identified by the Chancellor's Office, we need stronger structural support, including reliable district and IE data to identify and reach DI student groups, shared or centralized tracking systems for all transfer-related events, clearer VAR guidelines for accurate student counting, and stronger collaboration around data collection with categorical and niche programs.
Moving Forward
The Transfer Center remains committed to refining SSOs, improving data accuracy, strengthening collaboration, and developing targeted support to better engage Black, Latino, low-income, and Hispanic male students. We are committed to closing equity gaps and ensuring transfer remains accessible for all Mesa College students.
note: was not able to upload the images of the data tables disaggregated for race and ethnicity for Fall 2020 workshops, Fall 2024 workshops and all of Fall 2024 Transfer Events compared to the campus headcounts.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**
Our outcomes assessment process directly supports and advances our program goals by giving us concrete evidence of how well students, faculty, and staff are engaging with transfer knowledge and support services. By refining our SSOs from four to three, revising our survey instruments, and piloting paper surveys in Fall 2025 to increase response rates, we now have clearer, more actionable data that help us strengthen Mesa's overall transfer culture (Goal 1). The assessment results—showing 95–100% "Yes" responses across all SSOs—demonstrate that students are consistently learning to recognize transfer tools, identify pathways, and understand the steps of the process. This evidence guides us in adjusting programming, expanding workshop offerings, and cross-training staff so we can better meet growing student demand (Goal 2). Finally, our assessment process highlights where collaborations are most effective—such as with PRIDE, DRC, Veterans, Honors, AS, Peer Navigators, and university partners—helping us deepen and prioritize the partnerships that most directly improve student transfer readiness and success (Goal 3). In this way, the outcomes assessment process is not separate from our goals; it is the mechanism that informs and strengthens our efforts to empower the campus community, enhance service levels, and build a more connected and equitable transfer ecosystem at Mesa.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**
The Transfer Center has expanded its outreach, programming, and partnerships, which has increased overall student engagement but also revealed inequities in who participates. New large-scale events—such as the HBCU Caravan, Cal State San Marcos Day, and UC San Diego Day—along with Transfer Cafés, Panels, and expanded Transfer Talks have strengthened visibility and connections with four-year institutions. These efforts often attract

students already engaged with campus, contributing to higher participation among White and Multi-Ethnic students.
The addition of a Project Assistant has significantly improved digital marketing and promotion of ADTs, CalGETC, and Common Course Numbering, increasing online visibility and event turnout. However, because digital engagement is not linked to CSIDs, demographic impact remains unclear.
Increased decentralized transfer support—where categorical programs and counseling faculty host their own workshops—has expanded access but reduced our ability to capture consistent data. This is especially true for Black and Latino students who frequently engage through identity-based programs outside the Transfer Center's direct data collection.
Implementation of CalGETC, Common Course Numbering, and updated assessment processes improved student understanding and transfer readiness, though these efforts tend to benefit students who proactively seek guidance.
Voluntary surveys and workshops continue to underrepresent disproportionately impacted (DI) groups.
Several structural and institutional factors significantly impact data accuracy and equity outcomes. Data collection barriers—including limited CSID capture, VAR reporting restrictions, and lack of district-provided transfer data—make it difficult to fully measure student participation, particularly for DI students.
District-level policies, such as restrictions on targeted mass emails and long evaluation timelines, constrain effective outreach and delay transfer eligibility. Staffing reductions, such as the reassignment of the Senior SST, further reduced event capacity.
Statewide mandates (AB 1111, AB 705/1705, AB 928) and prerequisite changes require continuous adaptation and may disproportionately challenge first-generation and low-income students navigating shifting requirements. Additionally, university system transitions, outdated ASSIST data, and competitive local admissions create further obstacles for DI students.
External pressures—including San Diego's high cost of living, limited ability to relocate, and regional competition for university seats—also limit transfer feasibility for many students. Meanwhile, increased participation in CSU/UC webinars means more students are receiving support outside our tracking systems, contributing to apparent declines in engagement at the Transfer Center.
Despite strong programming and expanded visibility, inequities persist due to decentralized data collection, institutional barriers, statewide policy changes, and external socioeconomic factors. To improve accuracy and close equity gaps, the Transfer Center needs coordinated data systems, better access to DI student information, clearer VAR processes, and sustained staffing and outreach support. The Center remains committed to improving equity for Black, Latino, low-income, and other disproportionately impacted students as it strengthens Mesa College's transfer culture.

**YEAR 5 Updates (2026 - 2027)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.**

# Unit Goals, Action Plans, and Updates

## Goal 1: Stronger Transfer Culture

**Unit Goal**: Goal 1: Empower students, faculty, staff and administrators with transfer knowledge to create a stronger transfer culture at Mesa, and therefore increase the number of transfer students.

**Goal Status**: Active

**Beginning Year**: 2022 - 2023

**Projected Completion Year**: 2025 - 2026

**Mapping**
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)

| Action Plans | Updates |
|---|---|
| **Action Plan Status:** Active | **Submission Date**: 11/10/2025 |

| | |
|---|---|
| **Action Plan:** 1. Faculty outreach: Reach out to faculty for classroom visits and attend school meetings in Fall and Spring and Flex events for faculty. Work with counseling faculty to keep them updated on all transfer related information. Campus wide emails to faculty staff, and niche marketing to related deans transfer opportunities and updates<br>2. Student Outreach through transfer emails, Journeys, Canvas shell, social media campus, campus events, tabling and collaborations with categorical programs. Spring of 2023 we began veterans drop in counseling in the VSC. Would like to offer tabling in Mesa Breezeway and Food services areas to connect with students.<br><br>**Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023 | **Action Plan Update**: Faculty Outreach<br>A strong transfer culture is characterized by comprehensive advisement, active faculty involvement, meaningful student engagement, and consistent Transfer Center support. During this program review period, the Transfer Center implemented a broad and intentional outreach strategy to strengthen each of these components.<br>Faculty outreach was conducted through a variety of channels, including in-person engagement, digital communication via email, an expanded social media presence, and the use of print materials such as flyers. These coordinated efforts represented a collaborative endeavor between the Transfer Center and TCE faculty and staff, with each member serving as a vital contributor to advancing the program's goals.<br><br>Faculty engagement initiatives were extensive and multifaceted. The Transfer Center provided presentations to the Faculty Senate, Chair of Chairs, school and department meetings, and Flex events to enhance awareness of transfer-related initiatives. A Faculty Advisory Board Report was developed and shared via YouTube to increase accessibility and communication. The Center also promoted and coordinated Year of Transfer events through digital and print media, hosted the annual Transfer Recognition Luncheon, and participated in EOPS department presentations and advisory board meetings. Additionally, the Transfer Center facilitated Ensuring Transfer Success and CSU Counselor Conference watch parties to support counselor collaboration and professional development.<br>Further initiatives included expanding the Transfer Center's social media presence through the addition of a Project Assistant, resulting in the creation of reels, shorts, and course posters designed to increase engagement among students and faculty. The Center also supported CalGETC integration and the transition to HTML GE sheets, streamlining access to degree and transfer information. Communication with faculty was strengthened through Faculty Transfer Tuesday emails, classroom visits, Transfer 101 workshops during cultural heritage months, and Spilling the Transfer Tea sessions during Flex events.<br>A joint faculty and staff Liberal Arts and Sciences (LAS) degree workgroup successfully revised the LAS degrees, consolidating 28 degrees into 10. In addition, a Transfer SharePoint site was developed to enhance access to transfer-related resources for counseling faculty. The Center also provided individual department presentations on the SDSU–SDCCD Transfer Guarantee for Counseling, Business, and CTE faculty. Finally the Transfer Center coordinator is involved with the Adult Learning initiative.<br>Collectively, these initiatives demonstrate the college's strong commitment to fostering a culture of transfer, strengthening institutional collaboration, and promoting student success throughout the transfer process.<br><br>Student Outreach<br>Student outreach during this program review period reflected a comprehensive and innovative approach to strengthening the college's transfer culture. Efforts included in-person engagement, |

| Action Plans | Updates |
| --- | --- |
| | enhanced digital communication, and expanded use of social media to connect with students in multiple formats. With the addition of a Project Assistant, the Transfer Center increased its digital presence through video shorts, reels, and an active YouTube channel. Regular Transfer Tuesday student emails and integration with Mesa Journeys ensured consistent communication and resource awareness.<br>Traditional services such as daily appointments, drop-ins, and Zoom Transfer Talks continued alongside the use of the Canvas Transfer Center shell, YouTube channel, Linktree, and HTML GE sheets. Signature events—including Transfer Fairs, Transfer Workshops, Application Workshops, Next Steps sessions, Financial Aid workshops, university representative visits, the TCE Open House, Transfer Recognition Luncheon, and Spring Transfer Next Steps—provided continuous guidance and support. With the addition of adjunct staff, the Center also strengthened support for the TAG (Transfer Admission Guarantee) review process.<br>A key goal this cycle was expanding in-person engagement. The Transfer Center continued it's practice of participating in Summer Cruise, Welcome Week, and the Financial Aid Fair, while also hosting transfer-focused workshops during cultural heritage months and conducting classroom visits. New signature events included the first-ever CSU San Marcos Day, the return of UC San Diego Day, and the inaugural HBCU Caravan held in Fall 2024.<br>Collaborative programming further deepened student engagement through Transfer Cafés, VSC Transfer Drop-Ins, and small-group workshops offered in partnership with Student Services. Tailored transfer workshops and application workshops were developed for Pride, Veterans, DSPS, Associated Students, and Peer Navigators.<br>To address emerging transfer requirements, the Center created targeted videos and social media content to explain Common Course Numbering, CalGETC, and Transfer Gap Year planning. Additional short videos highlighted key topics such as Get Ready to Transfer (targeting students with 30–45 units), ADT pathways, How to Crash a Course, TAG highlights, and How to Request Transcripts. The Center also produced instructional carousel videos to guide students in identifying and applying relevant databases when scheduling counseling appointments or drop-ins.<br>Collectively, these initiatives demonstrate a strong institutional commitment to fostering a student-centered transfer culture—enhancing visibility, engagement, and access to transfer resources that support students' academic and career advancement.<br><br>**Update Year**: 2025 - 2026<br>**Action Plan Progress**: Completed<br>**Submission Date**: 01/31/2025 |

# Unit Goals, Action Plans, and Updates

| Action Plans | Updates |
|---|---|
| | **Action Plan Update**: All the items in this action plan are being addresses each semesters. We have not done tabling in the breezeway. We are doing monthly Transfer Cafes in the VSC in addition to Drop In counseling. We increased collaboration during transfer season offering application workshops to AS, Pride, DRC, Vets, Peer Navigators as well as online and face to face workshops.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |
| | **Submission Date**: 01/31/2025<br>**Action Plan Update**: All the items in this action plan are being addressed each semester. We have not done tabling in the breezeway. We are doing monthly Transfer Cafes in the VSC in addition to Drop In counseling. We increased collaboration during transfer season offering application workshops to AS, Pride, DRC, Vets, Peer Navigators as well as online and face to face workshops.<br><br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |

## Goal 2: Service

**Unit Goal**: Goal 2: Increase the level of service to meet the demand of transfer students.

**Goal Status**: Active

**Beginning Year**: 2022 - 2023

**Projected Completion Year**: 2025 - 2026

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

## Unit Goals, Action Plans, and Updates

| Action Plans | Updates |
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| **Action Plan Status:** Active<br>**Action Plan:** 1. Increase social media campaigns. Niche outreach for application workshops, next steps and transfer preparedness<br>2. Increase education of transfer pathways such as ADTs, CSU and UC Dual Admissions<br><br>**Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023 | **Submission Date**: 11/10/2025 |

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| | **Action Plan Update**: To increase the level of service to meet the needs of transfer students, the Transfer Center implemented a wide range of strategies that expanded access, communication, and student engagement. Social media activity was enhanced through the support of a new Project Assistant, while video shorts and reels were created and shared across platforms, including the Center's YouTube channel, to reach students in accessible and engaging formats. Consistent communication was maintained through Transfer Tuesday student emails and Mesa Journeys updates, ensuring students remained informed about transfer opportunities and deadlines. Access to online resources was broadened through the development of the Transfer Center Canvas Shell, Linktree, and HTML GE Sheets, providing students with user-friendly tools for transfer planning. In addition to daily appointments, drop-ins, and Zoom Transfer Talks, the Center continued to expand service availability through both virtual and in-person engagement.<br>Signature programming such as Transfer Fairs, Application Workshops, Next Steps sessions, Financial Aid Next Steps events, and university representative visits continued to provide direct support for students navigating the transfer process. The addition of adjunct staff allowed the Center to increase its service capacity and successfully support the TAG review process. In-person engagement opportunities grew through participation in campus-wide events such as Summer Cruise, Welcome Week, the Financial Aid Fair, and cultural heritage month workshops. The Center also introduced new major events, including the first-ever CSU San Marcos Day and HBCU Caravan in Fall 2024, while reinstating UC San Diego Day to further strengthen university partnerships and student transfer pathways.<br>Collaborative efforts also played a key role in increasing service levels. The Center partnered with Student Services departments to deliver specialized workshops and Transfer Cafés for diverse student groups, including Pride, Veterans, DSPS, Associated Students, and Peer Navigators. A collaboration with the Veterans Success Center further extended support through transfer-focused drop-ins and small group application workshops designed to meet the unique needs of veteran students.<br>To enhance transfer readiness and understanding of new systemwide changes, the Center developed a series of multimedia resources addressing topics such as Common Course Numbering and CalGETC. Additional student-focused videos covered practical and timely topics such as the Transfer Gap Year, Get Ready to Transfer (targeting students with 30–45 units), ADT Shorts, How to Crash a Course, TAG Highlights, and How to Request Transcripts. The creation of carousel videos also guided students in selecting appropriate databases for scheduling counseling appointments and drop-ins. Collectively, these initiatives demonstrate a significant expansion in both the level and accessibility of services, ensuring that transfer students are supported through innovative communication, inclusive programming, and enhanced opportunities for engagement and success.<br><br>**Update Year**: 2025 - 2026 |

# Unit Goals, Action Plans, and Updates

| Action Plans | Updates |
|---|---|
| | **Action Plan Progress**: Completed<br>**Submission Date**: 01/31/2025<br>**Action Plan Update**: We are on track and meeting this goal. The Transfer Center has done extensive out reach on campus. Offering flex for the TAB report, attending school meetings, scheduling classroom visits, presenting at Catalyst, welcome week, jumpstart, women's history month, and Latino heritage month. We are working with outreach to increase participation in dual admission and attending Summer and Winter cruise to plug the program. TC offers weekly emails to counselors and sends campus wide emails. There are Transfer Tuesday emails to students and we participate in journeys.<br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track<br>**Submission Date**: 01/31/2025<br>**Action Plan Update**: We are on track and meeting this goal. The Transfer Center has done extensive out reach on campus. Offering flex for the TAB report, attending school meetings, scheduling classroom visits, presenting at Catalyst, welcome week, jumpstart, women's history month, and Latino heritage month. We are working with outreach to increase participation in dual admission and attending Summer and Winter cruise to plug the program. TC offers weekly emails to counselors and sends campus wide emails. There are Transfer Tuesday emails to students and we participate in journeys.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |

## Goal 3: Partnerships and Collaborations

**Unit Goal**: Goal 3: Strengthen partnerships and collaborations with the greater transfer community.

**Goal Status**: Active

**Beginning Year**: 2022 - 2023

**Projected Completion Year**: 2025 - 2026

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)

# Unit Goals, Action Plans, and Updates

- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)

| Action Plans | Updates |
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| **Action Plan Status:** Active<br>**Action Plan:** 1.Continue to host transfer events on campus such as Transfer Day and Transfer Options fair, and next steps workshops or admissions workshops such as the Sacramento State admissions visit for newly admitted students. Partner with 4 year university representatives such as with the Transfer Transitions event.<br><br>2. Continue to work on Regional and statewide committees with CC, UC and CSU representatives to create collaborations regionally and statewide to support our Mesa transfer students.<br><br>**Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023 | **Submission Date**: 11/10/2025 |

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| | **Action Plan Update**: Finally, the Transfer Center Coordinator is actively involved in campus, district, regional, and statewide organizations that promote partnerships designed to improve the transfer experience and advance structural changes that benefit all students with a particular emphasis on transfer students. This section complements and expands upon the work described in Goal One by highlighting broader systemic engagement. The Transfer Center was invited to participate in the Adult Learners Initiative at Mesa College to ensure that the transfer perspective is represented in planning for the growing population of adult learners. This initiative recognizes the large number of working adults who fall into the “some college, no degree” category and could achieve significant economic mobility through flexible degree-completion pathways.<br>The Transfer Center Coordinator also serves on key governance and leadership bodies, including the Curriculum Review Committee (CRC) and the General Education Taskforce, providing a vital voice for transfer students in institutional decision-making. Transfer Center faculty and staff spearheaded the joint workgroup to streamline the Liberal Arts and Sciences (LAS) degrees at Mesa College, consolidating and aligning programs to support smoother degree completion while minimizing petitions and ensuring parity across the district. Additionally, the Transfer Center contributed to the Deans of Student Services’ workgroup that compiled Mesa College’s CCCCO Student Equity Plan, ensuring that transfer equity was embedded in the college’s broader equity framework.<br>Externally, the Transfer Center worked collaboratively with the entire campus to host the first-ever HBCU Caravan in Fall 2024, an effort that strengthened regional partnerships with Umoja and other Black Student Success programs. This collaboration extended to participation in the Black Student Success Conference at San Diego City College, further amplifying Mesa’s role in promoting transfer equity and regional collaboration. The Transfer Center Coordinator also serves on the leadership team for the San Diego Education Consortium and collaborates regularly with Transfer Center Coordinators at City and Miramar Colleges to share best practices, address challenges, and develop districtwide, regional, and statewide recommendations.<br>As the Region X Transfer Center Directors Chair, the Mesa Coordinator develops monthly agendas, moderates meetings, and leads collaborative planning sessions with key four-year partners, including UC San Diego, San Diego State University, and CSU San Marcos. The Mesa Coordinator is also a founding member of the UC Berkeley Counselor Advisory and Access Board, which advises UC Berkeley’s Admissions team on improving access and admissions processes for California community college students—representing Mesa’s transfer students at the state level.<br>Mesa’s longstanding relationships within the transfer network have led to invitations to join the Community College Collaborative, a statewide partnership that brings together community colleges and universities to address barriers to degree completion. Mesa’s Dean of Instruction has taken a leadership role in this work, underscoring the importance of cross-sector collaboration between instructional and student services divisions. Most recently, the Mesa |

# Unit Goals, Action Plans, and Updates

| Action Plans | Updates |
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| | College Transfer Center was invited to join the California Community Colleges Advisory Council, further advancing efforts to improve transfer pathways and close equity gaps statewide.<br>**Update Year**: 2025 - 2026<br>**Action Plan Progress**: Completed |
| | **Submission Date**: 01/31/2025<br>**Action Plan Update**: Both items in the action plan are being met and we continue to pursue partnerships on campus and with University partners. We continue to host fall and spring transfer fairs. Fall of 2025 hosted the first ever HBCU Caravan visit at Mesa College. We are hosting a CSUSM day in February. We hosted a Transfer Transition panel 2 years in a row with University partners in San Diego area. We also hosted a workshop called, "Decoding Your Financial Aid." We have hosted study breaks and monthly transfer Cafes with VCS and University Partners. Transfer Center director participates in regional and statewide committees. Has been invited to join the UC Berkelely CC Advisory Board.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |
| | **Submission Date**: 01/31/2025<br>**Action Plan Update**: Both items in the action plan are being met and we continue to pursue partnerships on campus and with University partners. We continue to host fall and spring transfer fairs. The Transfer Transition panel 2 years in a row with University partners in the San Diego area.The Transfer Center also hosted a workshop called, "Decoding Your Financial Aid." We have hosted study breaks and monthly transfer Cafes with VCS and University Partners. The Transfer Center director participates in regional and statewide committees.<br><br>**Update Year**: 2023 - 2024<br>**Action Plan Progress**: On Track |