

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 our YouTube 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

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restrictions however it will also take spots away from local transfer students who already face issues with impactation 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

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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 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

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.

Related Documents for Charts and Graphs

[Table 1.png](#)

Data Reflection Complete

Yes

Summary and Reflection

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

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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

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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 mySDCCD 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).

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

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 information have 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 SD Mesa Linktree 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.

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-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 impactation, 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 open 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.

Are there any edits or updates to the Data Reflection above?

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

Summary and Reflection

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

Are there any edits or updates to the Practice Reflection above?

-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. Additionally 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.

Summary and Reflection

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: (X - Highlight the X to Align)

- Community - Objective 1: X
- Community - Objective 5: X
- Completion - Objective 2: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>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</p> <p>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.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

Goal 2: Service

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

Goal Status: Active

Summary and Reflection

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Completion - Objective 1: X
- Pathways and Partnerships - Objective 1: X
- Scholarship - Objective 4: X

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

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: (X - Highlight the X to Align)

- Community - Objective 5: X
- Completion - Objective 2: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p>	

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Action Plans	Action Plan Update
<p>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.</p> <p>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.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	