



**Administrative Program Review  
2023-2024 Annual Update**

Program / Department:	CAN-TRIO
Date submitted:	05/29/2024
Submitted by:	Stephanie Alvarado

Outcomes Assessment Report X

Revised Plan of Action

The Annual Update is conducted by all programs at the college and consists of an analysis of changes affecting the program as well as significant new funding needs for staff, resources, facilities, and equipment. It should be submitted or renewed every year by June 30 in anticipation of budget planning for the following year, which begins at the planning retreat in November. \*Note that if there is no change from the previous year, you may simply resubmit the information in that report (or any portion that remains unchanged) from the prior year as long as it is on the current form and completely responds to each question.

Programs and units should support their planning efforts with quantifiable data, conduct appropriate analyses, and make supportable conclusions.

**I. Program Purpose (must align with college mission)**

Describe the need that is met by the program or the purpose of the program.

CAN-TRIO's mission is to provide personalized quality educational opportunities and services that help increase retention, graduation, and transfer rates for traditionally disadvantaged college students who are first generation, economically disadvantaged, and/or students with disabilities evidencing academic need. CAN Scholars are determined to be first-generation college students according to the U.S. DoE's guidelines, which states that neither parent(s), nor legal guardian, earned a bachelor's degree.

The program supports the college's mission by providing quality educational opportunities that enhance student learning outcomes and the creative, intellectual, cultural, inclusive, and economic vitality of a diverse community. Additionally, the program's mission and purpose support the Strategic, Educational, and Integrated Plans by providing comprehensive support services and counseling to promote student success and ensure students are meeting institutional learning outcomes and are: directed, nurtured, focused, valued, connected, and engaged while defining their course of study. The CAN-TRIO is unique in its program objectives and its delivery of services that allow students immediate access based on the degree of student urgency.

**II. Progress on Comprehensive Program Review Final Plan of Action**

Summarize the progress the program has made on recommendations, including the status of any incomplete items.



EXISTING Recommendations	STATUS
Continue to use innovative technology.	Program has fully moved to online. Program application, forms, communication and participation and program records are all housed under the BLUMEN database. As well with the campus-wide integration of Microsoft Teams, copies of program and participation records are housed under a CAN-TRIO folder. The integration of social media and texts messaging is utilized to announce program, events/trips, opportunities, and/or any important information pertinent to the program and participants. Also, utilizing BLUMEN, the program keeps count of all office visits, the services being provided and the time. BLUMEN supports the program staff annually in gathering and data for the Department of Education's Annual Performance Report. All program staff utilizes SuccessNet and Degree works to monitor students academic progress, cross-campus support and make referrals. The CAN-TRIO's lab continues to serve students by providing 6 computers, 50 laptops, and free printing and scanning. As well, laptops have been purchased for program staff use to work around the office or when needing to work remotely.
Hire male peer coaches/tutors.	No male peer coaches/tutors were hired this academic year due to class schedule conflicts. However, rehired a former Peer coach/tutor for summer.
Implement electronic SEP's for all program participants via DegreeWorks.	100% of CAN-TRIO Participants have an SEP. These are made visible to all program staff to support in academic advising and planning.
Hire and assign a CAN-TRIO Counselor.	Through Student Equity funding, the CAN-TRIO Program now has 2 part-time counselors serving CAN-TRIO Participants only, in-house. For the past 2 academic years, the program has consistency with the same individuals and have created rapport with the program participants.
Continue implementing SuccessNet	The district and CAN-TRIO program implemented SuccessNet software. Continue to utilize to monitor student cross-campus support, referrals and in-house appointments and services.
Increase collaboration with the Financial Aid Department and Title V for financial and economic literacy workshops and training	The CAN-TRIO Program continues to collaborate with the financial aid office to ensure program participants receive their financial award packages on a timely manner. Students understand financial aid forms, requirements and self-



	advocacy. In partnership with the CAL-SOAP Team, program participants are referred to their office to receive support in completing the FAFSA/DREAM Act. As well, partnering with CAL-SOAP on FAFSA/DREAM Act workshops. To continue financial literacy, the CAN-TRIO Program continues to partner with Title V to bring interactive workshops for program participants.
Request funds for professional development activities for CAN-TRIO program staff	Due to COVID-19 and salary savings, there has been an allocation of funds for professional development opportunities. Staff have attended both webinars and in-person professional development opportunities thus far.
Secure additional funding for in-reach/outreach materials	Due to COVID-19 and salary savings, the CAN-TRIO program has been able to allocate grant funds for outreach and student supplies for program participants.
Continue funding for staff retreats and advisory meeting expenses	Funding is available for one SLO retreat per year.

### III. Program Assessment

- Check here if any SAOs have changed since the last comprehensive program review and/or annual update.

What are your program service area outcomes? Which of these have been assessed since the last comprehensive program review and/or annual update? How are they measured? What did the assessment data indicated about the strengths and weaknesses of your program? What changes have you made/do you plan based on these data? *(See Administrative Service Area Outcomes SAOs Assessment Report form on last page)*

**SLO1:** Student will be able to identify specific services and program requirements.

Measurements: Every student who submits a CAN-TRIO Online application and meet the minimum requirements to be admitted into program, is invited for an intake (program Orientation interview) to discuss program services, student participation requirements/responsibilities. With an explanation with thorough walk through on how we monitor their academic progress.

A total of **73** new program participants were interviewed, accepted and onboarded to program in the 23-24 academic year.



**SLO2:** Student exposure to university culture and admissions requirements help them choose their preferred transfer school(s).

Measurements: TRIO Student Support Services objectives is to support first-generation college students, low-socioeconomic and/or students with disabilities, continue pursuing their post-secondary education. Removing barriers and creating accessibility, the program coordinates university campus trips/cultural experiences to all across the state. Admissions, transfer, campus tour, and/or networking opportunities with TRIO Programs and alumni, and cultural/educational exposure to surrounding community are implemented.

The CAN-TRIO hosted a total of 4 campus/cultural trips in the 23-24 academic year. A total of 116 CAN-TRIO participants attended.

**SLO3:** Students will identify a major and establish a Student Education Plan (SEP).

Measurements: After onboarding a new student to the program, they are to meet with the program academic counselor to review or complete a Comprehensive Student Ed Plan.

A total of **375** CAN-TRIO Program participants have an up to date SEP.

**SLO4:** Students will learn strategies to finance their education and apply for financial aid.

Measurements: TRIO Student Support Services grant requires services that provide education/counseling to improve financial and economic literacy. The CAN-TRIO Program coordinates workshops, informationals and one-on-one sessions with financial aid, Title V, and CAN-TRIO Program staff.

In the 2023-2024 Academic Year:

Total of 268 students received services regarding FAFSA/DREAM Act and Financial Literacy Information.

A Total of **412** number of sessions were made.

A total of **10** workshops/informationals were coordinated with various student services programs across campus.

**SLO 5:** Students will identify obstacles to their success and provide strategies and suggestions of necessary services/resources to remain in good academic standing.

N/A



**SLO 6:** Students will establish a relationship with AHC/CAN-TRIO staff to develop self-efficacy skills to support college persistence and degree attainment.

In the 2023-2024 Academic year there were a total of **1,175** visits were made to the CAN-TRIO Program.

No. of Students	Percentage	Persistence Status (Beginning of Next Year)
0	0.00%	No response/Unknown
296	78.93%	Enrolled at grantee institution
35	9.33%	Has graduated from the grantee institution with an associate's degree or received a certificate and transferred from a 2 to a 4-year institution
4	1.07%	Has transferred from the grantee institution (i.e., 2-year) to a 4-year institution without receiving an associate's degree or certificate
9	2.40%	Has graduated from the grantee institution with an associate's degree or received a certificate but did not transfer to a 4-year institution.
0	0.00%	Has graduated from the grantee institution with a bachelor's degree or equivalent
31	8.27%	Not enrolled at grantee institution

375 Records Selected

**IV. Internal/External Conditions**

What external conditions have influenced the program in the past year? Have there been regulatory changes, changes in technology, accreditation recommendations, demographics, labor market, or other changes? Summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review and /or annual update.

The state awarded a waiver for TRIO Grants (SSS, UB, & ETS) to serve undocumented, AB540 students. This allowed services to all AHC students who met the first-gen, low-income and/or student with disabilities.

What internal conditions have influenced the program in the past year? Have there been trends in SAOs/assessment data; changes in technology, budget, staffing or resources; facilities issues; etc.?

- Program Supervisor left on maternity leave at the beginning of the 23-24 academic year.
- Interim supervisor was brought in mid fall semester.
- Program Specialist resigned mid academic year.



- Retention of staff due to compensation.

**V. Update to Final Action Plan**

If you change or modify a previous recommendation, provide an explanation for the change and a new target date. For new recommendations, provide target dates and data for support. For all items, show how they are related to assessment results where possible and provide approximate costs for resources requested. Resources may include budget, facilities, staffing, research support, professional development, marketing, etc. Not all recommendations will require resources. (Plan may cover period up to the next scheduled comprehensive program review.)

N/A

**VI. Revised - Plan of Action (Annual Update)**

The last comprehensive program review was completed \_\_\_2016/2017\_\_\_  
 The self-study and validation teams developed a final plan of action – post validation based on information in the self-study and the recommendations of the validation team.

*(If any plan was made and action not taken, please state the rationale for not pursuing that particular item. If action was delayed or postponed, provide an explanation and a new target date.)*

**CHANGES AND MODIFICATIONS**

RECOMMENDATIONS FROM PLAN OF ACTION	ACTION TAKEN, RESULT AND STATUS
N/A	

**ADDITIONS**

PLAN OF ACTION	TARGET DATE
N/A	

**RESOURCES NEEDED** (Be sure there is sufficient justification and data contained in the narrative to support each of the items on your list.)



TYPE OF RESOURCE	SPECIFIC RESOURCE	APPROXIMATE COST
Facility Needs		
Technology Needs		
Staffing Needs	<u>Program assistant/Office Tech</u>	<u>Unknown. Will need to review budget and carryforward of funds.</u>
Equipment (non-technology)		
Other Resources		



Program Review Annual Update  
Administrative Service Area Outcomes (SAOs) Assessment Report

Program / Department: \_\_\_\_\_

Use one row for each SAO

Program Intended Outcomes	Assessment Method(s)	Findings	Action Plan