



**Administrative Program Review  
2024-2025 Annual Update**

Program / Department:	CAN-TRIO SSS
Date submitted:	06-30-2025
Submitted by:	Vania Agama Ramirez

Outcomes Assessment Report ☐

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, low-income, and/or students with disabilities evidencing academic need.

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.

**Goal 1: Meet Program Service Objectives by Increasing Opportunities for Student Engagement**

The CAN-TRIO program has historically faced challenges in reaching the large number of students it is funded to serve (400 total). Contributing factors have included the lasting impacts of COVID-19, low student enrollment trends, competition from similar program, and staff turnover. Despite these obstacles, the program achieved a significant milestone this year by serving a total of 360 students -



the highest number in the program's history. This achievement successfully meets the 90% service threshold required by the U.S. Department of Education for program eligibility. Additionally, staff successfully recruited and onboarded 155 students for the 24-25 academic year, laying a strong foundation for continued growth. Direct services provided for the year include the following:

Table 1: Activities and Services by Category and Students Served		
Category	Activities and Services	Number of Participants Served
Academic Tutoring	<ul style="list-style-type: none"> <li>Peer Tutoring/ Referral to Tutoring Center</li> </ul>	39
Advice and Assistance in Postsecondary Course Selection	<ul style="list-style-type: none"> <li>CAN-TRIO Counseling</li> <li>CAN-TRIO Specialist referrals to partners</li> </ul>	340
Education to Improve Financial and Economic Literacy	<ul style="list-style-type: none"> <li>Direct support in applying for financial aid</li> <li>Financial Literacy Workshop Series</li> <li>Scholarship Overview and Application Support</li> <li>CAN-TRIO textbook lending program</li> </ul>	167
Information in Applying for Financial Aid	<ul style="list-style-type: none"> <li>Education and strategic program communications to ensure students meet deadlines</li> <li>Referrals to campus services such as the financial aid office and CALSOAP</li> </ul>	161
Assistance in Applying for Admission to a 4- year Institution	<ul style="list-style-type: none"> <li>Weekly Transfer Tuesday support</li> <li>1:1 Assistance and follow up</li> <li>Connecting graduating students with relevant campus resources in the institution they will be transferring to</li> </ul>	82
Student Development through Cultural Activities	<ul style="list-style-type: none"> <li>CAN-TRIO field trips (4 total)</li> <li>Campus events such as National First-Generation Day</li> </ul>	107

#### Students Served by Eligibility Type

CAN-TRIO program consistently serves and supports students from traditionally underserved backgrounds. Participants are identified as being low income, first generation, and/or have a documented disability. In alignment with program requirements, most of the students served during the AY 24-25 met at least two eligibility criteria:

Eligibility Type	Count	Percentage
Low Income and First Generation	254	70.55%
Low Income Only	4	1.11%
First Generation Only	87	24.16%
Disabled	2	.55%
Disabled and Low Income	13	3.61%

To ensure the program demographic reflects the campus community it serves, the program recruited students through key campus events such as Bulldog Bow Wow and Hancock Hello. In serving students from historically underserved backgrounds, it remained a priority to offer programming that



was both responsive to student needs and adaptable to the evolving demands of our campus community. Examples of new services presented during the AY 24-25 include increased transfer support through a dedicated transfer cohort model, expanded 1:1 support through increased drop in hours from staff (counselors, specialist, and interim supervisor), and improved opportunities for peer to peer community building through student-led activities organized by student peer mentors.

These efforts are reflected in our student engagement. Program data reflects that 58% of active participants received five or more services throughout the year – a clear demonstration of the program’s alignment with its high touch model. Examples of services include assistance with financial aid applications, 1:1 academic mentoring, career exploration services, SAP reviews, support in course selection, and more.

Number of Services Rendered	Student Count	Percentage
3	269	74.72%
4	238	66.11%
5+	209	58.05%

In looking towards the future, an identified goal is to strengthen recruitment for first year students by tapping into Hancock’s partnership with local high schools and increasing summer services to better recruit and serve students before the Fall semester.

Goal 2: Increasing Collaboration with Campus Partners and Fostering Holistic Student Support by Connecting Students to Referrals.

During the AY 24-25, the CAN-TRIO program staff hosted 63 workshops and events focused on academic support, financial literacy, transfer support, career and professional development, and social events that fostered community building. The program collaborated with 15 Allan Hancock College programs and community partners including:

*Basic Needs, EOPs+, JISSP Phoenix Rising Scholars, University Transfer Center, ARC, MESA/STEM, Career Center, AIM to Dream, Puente Project, Title V HSI Grant, AHC Retention Specialist Team, Nutrition and Wellness Club, Cal Poly San Luis Obispo Low Income Taxpayer Clinic, University of California Santa Barbara Transfer Admissions, Scholarship Foundation of Santa Barbara, and the North American Fire House Corporation.*

These partnerships were essential in developing strong referral pathways and delivering holistic support services. An example of this collaboration in action is seen through our close partnership with the Justice Impacted Student Support Program (JISSP). As part of a student’s onboarding with JISSP, eligible students are connected to numerous resources, including the CAN-TRIO program. To ensure continued support from both programs and consistent wraparound services, close communication and activities between programs continued throughout the year. Examples of partnered events include: *BOO-ritos and Paint Night Social, Financial Literacy Series, and National First Gen Day*. This cross collaboration allows for expanded services and complementary opportunities across programs, thus addressing the barrier of competing programs.

Moving forward, a goal is to expand community partnerships and experiential learning opportunities to further bridge opportunities for students outside of the CAN-TRIO program.



Goal 3: Improve student's academic performance through comprehensive counseling and other services.

A key success during the AY 24-25, was an increase in comprehensive student education plans (CSEP) for CAN-TRIO participants, a metric that is in alignment with the campus objectives. 100% of CAN-TRIO participants have a SEP, and 98% of CAN-TRIO participants have a CSEP on file. In alignment with our Program Learning Objective (PLO), the program is working towards 100% completion of student CSEPs.

A change that contributed to this success was the adoption of innovating scheduling and expanded counseling hours. Furthermore, the CAN-TRIO program was fortunate to have consistent counselors during the 24-25 academic year which further strengthened the relationship between participants and counselors. Counselors successfully met with over 80% of CAN-TRIO participants exemplifying the significant resource individual counseling appointments served for participants.

**Persistence and 4-Year Graduation Rates**

Key indicators of student's academic performance are persistence and 4-year graduation rates. The CAN-TRIO program has consistently surpassed identified program objectives as they relate to persistence and 4-year attainment rates (22% and 25% respectively).

Although students from historically underserved backgrounds (low income, first generation, and/or disabled) face unique barriers towards college success and completion, the CAN-TRIO program has successfully been able to address gaps and bring support students in meeting or exceeding standards compared to the general student population at Allan Hancock College.

Table 2: Allan Hancock College Persistence and Graduation			
	Persistence Fall 2017 to Fall 2018	2017-18 4-Year Graduation Rates	2018-19 4-Year Graduation Rates
All AHC students	5,307 (45.3%)	351 (50.5%)	399 (50.8%)
Low Income & Disabled	171 (75.7%)	11 (1.6%)	164 (20.9%)
Low Income & First Generation	695 (70%)	79 (11.5%)	152 (19.4%)
First Generation & Disabled	201 (61.3%)	8 (1.2%)	15 (1.9%)
Source: AHC MIS data files F17, F18, F19; Chancellor's Office Awards files 13; National Student Clearinghouse data. Table from TRIO SSS Grant Application			

Table 3: CAN-TRIO Persistence and Graduation Rates		
	Persistence Fall 2024 to Fall 2025	Cohort 2021-2022 4-Year Graduation Rates
CAN-TRIO Participants	339 (84.75%)	67 (47.86%)
Source: TRIO SSS Blumen Data		



As highlighted in Table 3, CAN-TRIO participants persist and graduate at significantly higher rates than their peers facing similar barriers. The program is expected to achieve an 84.75% persistence rate from Fall 2024 to Fall 2025 – exceeding both the general student population and other high-need groups. Additionally, the 47.86% four-year graduation rate is nearly double the graduation rate for comparable groups in the college.

#### **Good Academic Standing**

Good Academic Standing is defined as maintain a grade point average of 2.0 or above. 78.96% of CAN-TRIO participants maintained good academic standing throughout the academic 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*)

In collaboration with Mayra Morales, Erik Arevalo, and Johnnie Owens, the CAN-TRIO program updated it's PLO and developed an assessment schedule for the upcoming years.

The CAN-TRIO began assessment during the 2024-2025 school year.

PLO 1: Students will utilize program support services to improve college persistence and degree attainment.

- Activity 1: Participants will be able to identify and utilize available resources and services to assist them in navigating college to remain in good academic standing. (Assessment Fall 2026/Spring 2027)
- **Activity 2: Participants will identify a major and develop a Comprehensive Student Education Plan (CSEP) within one year of admittance into the program. (Assessment Spring 2025/Fall 2029/Spring 2030)**
- Activity 3: Participants will be able to explore and identify long-term career goals. (Assessment Fall 2027/Spring 2028)
- Activity 4: Participants will explore financial aid resources to achieve their goal. (Assessment Fall 2028/Spring 2029)
- Activity 5: Associate degree transfer (ADT) participants will increase transfer understanding by exposure to 4-year university cultures and admissions requirements to help them choose their preferred transfer school(s). (Assessment Fall 2025/Spring 2026)

#### **Assessment of Activity 2:**



The CAN-TRIO program assessed Activity 2 during Spring 2025. Assessment was completed through an Argos report to review the number of students that did not have a CSEP on file. We identified students without a CSEP on file and made a concerted effort to reach out and connect them with counseling services. By the end of the semester, a total of 5 students did not have a CSEP on file, bringing our percentage to **98%** of participants with completed CSEPs. For future improvements, the program staff will continue working with counselors to effectively create stronger processes between onboarding participants into the program and connecting them with counseling services early on.

#### **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.

##### **Grant Renewal and Uncertainty of Federal Grants**

The CAN-TRIO program is in its last year of the 5-year grant cycle. AHC staff submitted for grant renewal in July 2024. However, due to the political climate, there has been a significant amount of uncertainty regarding the federal budget, future of TRIO programs, and federal grants overall. This uncertainty influenced the way the program operated and prepared for the upcoming academic year. An example of this uncertainty and change, is in the removal of the P3 waiver. The P3 allowed for TRIO SSS programs to serve AB-540 and undocumented students. With the removal of the waiver, the CAN-TRIO SSS program is no longer allowed to recruit and enroll new AB-540/undocumented students and reverted to former citizenship requirements. This change will potentially impact recruitment and future enrollment in the program.

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.?

##### **Staffing and Onboarding**

The CAN-TRIO program has faced significant staff turnover in the recent year, with most recently the SSS supervisor departing before the start of the Fall 2025 semester. At that time, the CAN-TRIO specialist was relatively new; only having been in her position for 3 months before the departure - leaving the program with limited staffing experience as the new academic year approached. The program has since been under the leadership of an interim supervisor for the 24-25 academic year.

Internal challenges in the program include supporting newly hired staff member while concurrently developing and implementing yearly programing with limited preparation time. Additionally, the program faced difficulties in student recruitment and outreach, as the departure of personnel caused the program to miss critical recruitment windows in Summer, making it more challenging to meet service metrics.

##### **Closure of 5 Year Grant**

The CAN-TRIO program is in its final year of the 5-year grant cycle. As such, all student files, reports, and budgets must be updated and closed in preparation for the new cycle. The interim supervisor worked with the grant accountant to close previous years of the budget and develop a plan to spend down identified roll over. Additionally, to remain in compliance with data collection requirements, the



interim supervisor has worked with the specialist in closing out (600+) files of former students. In preparation for the closure, the interim supervisor has also completed all data for the 24-25 Annual Performance Report (APR).

#### 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 \_\_May 29, 2024 (2023-2024 School Year)\_. 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

**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		
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

*Vania Agama-Ramirez*

  
Genevieve Siwabessy (Sep 30, 2025 10:26:36 PDT)











# CAN-TRIO SSS Program Review Annual Update 2024-2025

Final Audit Report

2025-09-30

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