YEARLY PLANNING DISCUSSION TEMPLATE
General Questions

Program Name Paralegal **Academic Year** 2024-2025

1. Has your program mission or primary function changed in the last year?

   No. There has been no changes in program mission or primary function in the last year.

2. Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements)

   Online course delivery has been added to the paralegal program. Formerly, the program was 100% on-site except during COVID. The online delivery was deemed necessary because enrollment had declined in 2022. Paralegal faculty completed distance learning training and subsequently online courses were first offered in 2023. In 2024-2025, online paralegal classes were also successfully offered.

   There have been no new courses, degrees, or certificates over the past year.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

   There have been no changes to our program map and no challenges associated with maintaining the planned schedule. The paralegal program has one degree and one certificate. The certificate qualifies the graduate to use the title "paralegal." The degree offers additional coursework to increase skills.

4. Were there any staffing changes?

   One new associate faculty member was added, a retired lawyer with 35+ years of experience.

   Presently, the program is taught by Associate Faculty members who have been attorneys for many years. Also, one section has been taught by a full-time faculty member (also an attorney) in Spring 2025. Said full-time faculty member is also scheduled teach a paralegal class in Summer 2025.

5. What were your program successes in your area of focus last year?

   The area of focus was enrollment and retention. Adding online classes in Fall 2023 has increased enrollment (as discussed herein). Paralegal instructors completed the distance learning training course and incorporated lessons learned in their first online classes in Fall 2023.

As such, the paralegal program offers online and onsite classes. Classes are now primarily online in order to cast a wider net to capture student enrollment. In Fall 2023, 61% of paralegal classes were offered online. See Attachment 1.

One of the goals of the paralegal program is improving student writing skills. As such, instructors have used case studies, article reviews, discussion boards, and essay assignments to give students the opportunity to enhance their writing skills. This is an ongoing process and resources are updated each semester.

Also, the paralegal program is working to improve student ability to follow instructions. This is based on feedback from the business advisory team (which includes the paralegal program). The department has a student learning outcome related to the ability to follow instructions. The will measure student success regarding this student learning outcome.

Learning Outcomes Assessment

a. Please summarize key results from this year's assessment.

   In the 2024-2025 academic year, there was an 91.67% attainment of the learning outcome in PLGL 112 for the PLO "produce a work-based project." To date, three paralegal classes have had a learning outcome assessment. Additional assessments will be completed in 2025-2026.

b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.
   The department was very pleased with the results of the learning outcome measured.. Said data showed a high level of success in completing work based projects. This learning outcome is especially important since paralegals must meet high standards for writing and analysis.

c. Please summarize recommendations and/or accolades that were made within the program/department.

   Accolades for Paralegal Program: In Fall 2023, online paralegal courses were offered for the first time (in addition to onsite courses). After attending online training, faculty designed online course delivery to supplement the on-campus option. Lessons learned from the Distance Learning training course were utilized. Additionally, one new paralegal instructor is presently enrolled in the Distance Learning online training course because he is scheduled teach PLGL 101 in Fall 2025.

   Enrollment increased from the prior low in 2022. Enrollment increased to 72 compared to 58 the prior year. Head count increased to 44 vs. 39 the prior year. FTES increased to 7.3 students vs. 6.2 in the prior year. The program must continue striving to increase enrollment, at least to the highs of 2019 when there were 93 students, 60 headcount, and 9.9 FTES. See Attachment 1

Success rate and retention were good. The paralegal success rate is 82% retention vs. college 71%. The paralegal retention rate is 92% success rate vs. college 89% . See Attachment 2.

Additionally, faculty is continuing efforts to improve student writing skills and ability to follow instruction. These two improvement areas were identified by both faculty members and the business advisory team. Continuous improvement of curriculum and referrals to appropriate support services will be maintained.

Further, the department produced an original research report focusing on enrollment and retention. Faculty hypothesized that participation in college-sponsored events/activities could positively impact enrollment and retention.

Results of a survey indicated that students in the business disciplines are not participating in college-sponsored activities. Therefore, Paralegal instructors will join other business faculty in listing college-sponsored activities on either their Canvas site or syllabus.

Details about the research report are as follows:

INTRODUCTION

The Business Department Student Success Team met throughout the 2024-2025 year. The student success theme this year is enrollment and efficiency. Team members discussed how student participation in events/activities at AHC could potentially help enrollment and degree completion. Team members noted that student participation in events/activities may enhance students' academic experience at Allan Hancock College by helping them feel more connected to the college. A prior survey indicated that efforts to enhance student connectivity would be beneficial.

METHODOLOGY

A list of AHC events and activities was obtained from the AHC college calendar which appears online at the AHC website. Team members agreed on 21 events and activities they believed could enhance students' experiences and potentially lead to sustained enrollment and efficiency.

Subsequently, a survey was developed. Students were asked if they participated in any of the 21 events listed. If the response was "no," students were asked if they would like information about the event. Additionally, students were asked if they are a member of any AHC club, whether they would like to participate in any other events or activities, and what other events or activities students would like to participate in.

This survey was emailed to all students in the business disciplines (as described herein).

RESULTS

Only 32 students responded. As such, the results can only be viewed as preliminary findings that may serve for further research or alternatively, the development of interventions to address areas of improvement.

Overall, preliminary results indicated that the 32 students are seldom participating in the events/activities addressed in the survey. Overall, scores for the 21 of the events/activities are as follows:

- 14 out of 21 events/activities scored only 0% - 6% in participation rate.
- 4 events scored between 9% to 13% participation rate (scholarship, cash for college, motivation and self-care, and time management).
- 3 events/activities scored between 18% - 31% participation. Specifically, AHC Bow-Wow scored 31% participation rate, 18% for resume building, and 13% for time management.

The number of students who would like information about the event/activity ranged from
13% - 28%. The highest score was in response to obtaining more information about Time Management.

A total of 16% of respondents said they are a member of an AHC Club.

A total of 67% of respondents said they would like to participate in other events or activities. There were 6 suggestions for other events/activities. The opportunity to volunteer, more information about grief support, easier process for signing up for AHC clubs, fun day with bounce houses, add a gardening club, offer career day for AHC students only, and hold a job hiring/career fair.

RECOMMENDATIONS BASED ON RESEARCH

Team members reviewed the results in a team meeting. Although the response rate was small, team members decided that one intervention is appropriate at this time. Specifically, team members decided to post a list of events/activities (which are scheduled throughout the year) on their online sites, syllabus, and/or via course handouts.

Team members also support the suggestion to hold a Career Fair for AHC students only.

Further research could be pursued.

Recommendations For Paralegal Program

Continue offering online courses. The new online format has been helpful by attracting additional students. Attempt to maintain a mix of online and onsite sections. In 2022, all courses were onsite.

Peer reviews of online courses should commence next academic year. If onsite courses can meet enrollment goals, there should be an on-site course offering too.

Further, a marketing program should be developed. Further, marketing the program at the Lompoc Valley Center may be beneficial to residents because the paralegal certificate qualifies students for relatively fast transition into the legal profession with good wages. Historically, some Lompoc students have had financial challenges.

d. Please review and attach any *changes* to planning documentation, including PLO rubrics, associations, and cycles planning.

There are no associated changes related to planning documentation. All current methods are effective at the present time.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

a. Which courses were reviewed for regular and substantive interactions (RSI)?
Faculty have offered online courses for the first time Fall 2023 and Spring 2024. In the upcoming academic year, online courses will be peer reviewed. This timetable should allow instructors to have an initial offering of an online course, make appropriate changes, and then undergo peer review.

b. What were some key findings regarding RSI?
Although a formal DE RSI review has not yet been completed, all instructors attended distance learning classes. Results of RSI will be reported in the next annual review.
   - Some strengths: TBD
   - Some areas of possible improvement: TBD

c. What is the plan for improvement? TBD

CTE two-year review of labor market data and pre-requisite review

Does the program meet documented labor market demand?

Employment of paralegals and legal assistants is projected to grow 1 percent from 2023 to 2033, slower than the average for all occupations. Despite limited employment growth, about 37,300 openings for paralegals and legal assistants are projected each year, on average, over the decade. Most of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Paralegals and Legal Assistants, at https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm

Law firms will continue to be the largest employer of paralegals and legal assistants, as these workers are needed to help prepare and organize legal documents. However, employment growth for these workers may be limited by advances in technology, including artificial intelligence (AI). These technologies are expected to make paralegals and legal assistants more efficient at tasks such as conducting research and preparing documents, which may reduce demand for these workers.

The Occupational Outlook in Santa Barbara County in 2018-2028 shows a growth of 6.7% for paralegals and legal assistants. The median wage for paralegals and legal assistants for 2023 in Santa Barbara County is $31.32 per hour or $65,146.

a. How does the program address needs that are not met by similar programs?

The Paralegal Program offers an A.S degree and Certificate. These programs help students prepare to enter into the legal profession. Important qualities include communication skills, detail orientation, interpersonal skills, organizational skills, and research skills.

b. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

Enrollment by paralegal course is presented in Attachment 3. The feeder course, PLGL 101 had the highest enrollment since the start of the program in 2019. Approximately four classes are offered each semester. A section heatmap is presented in Attachment 4

Paralegal students are primarily female (93%), Hispanic (59%) and White (30%); and between age 25-34 (45%). See attachments 5-7.

In 2023 - 2024 there were 13 unduplicated awards vs. 9 in the prior year A total of 11 awards were earned by females (85%). Attachment 8.

Overall, the success rate in the paralegal program exceeds the AHC rate, 82% success for the program vs. 72% for the college. All courses are above the

college rate (72%) except PLGL 104 (60%). Faculty will monitor PLGL 104. Attachment 2.

Retention in the paralegal program exceeds the AHC rate, 92% vs. 89%. All courses are close to or above the college rate except PLGL 104 which is 85% vs. the college 89% retention rate. See Attachment 2.

The CTE (Perkins IV) report for Code 1402 Law for 2021-2022 (most recent reporting period), the district exceeded all performance goals and is at or above the state on 3 out of 4 core areas. The district was below the performance goal on core 3 nontraditional program enrollment, 8.3% vs. goal of 27%. The state was also below performance goal, coming in at 17.34%. See Attachment 9.

c. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

There are no prerequisites except advisories (which are optional).

d. Have recommendations from the previous report been addressed?

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics.** ***This section is only used if there are new planning initiatives and resources requested.*** None requested at this time.

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number:	*ER Obj-2 Video Speeches for Student Learning and enhancement*
Planning years:	*(The academic years this will take to complete)* 2021-22 to 2024-25

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.

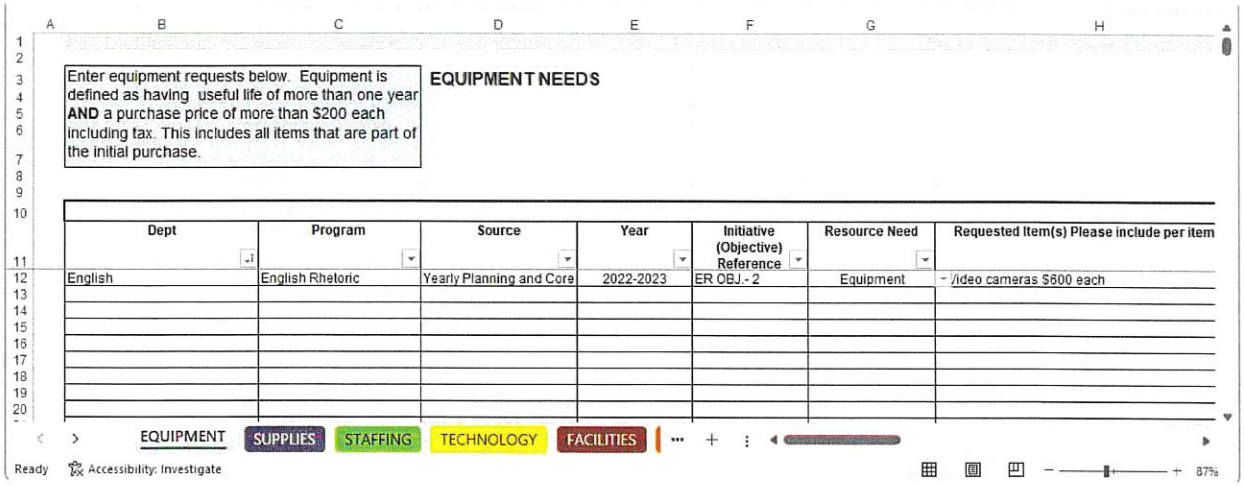
What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705

☐ Technology Plan ☒ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.

☐ Title V

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.



Enter equipment requests below. Equipment is defined as having useful life of more than one year **AND** a purchase price of more than $200 each including tax. This includes all items that are part of the initial purchase.

EQUIPMENT NEEDS

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ.- 2	Equipment	Video cameras $600 each

EQUIPMENT | SUPPLIES | STAFFING | TECHNOLOGY | FACILITIES

Ready Accessibility: Investigate 87%

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	

Planning years:	*(The academic years this will take to complete)*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705

☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.

☐ Title V

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	
Planning years:	*(The academic years this will take to complete)*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705

☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.

☐ Title V

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	

Planning years:	*(The academic years this will take to complete)*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705

☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.

☐ Title V

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	
Planning years:	*(The academic years this will take to complete)*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705

☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.

☐ Title V

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	

Planning years:	*(The academic years this will take to complete)*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

☐ **Ed Master Plan** ☐ **Student Equity Plan** ☐ **Guided Pathways** ☐ **AB 705/1705**

☐ **Technology Plan** ☐ **Facilities Plan** ☐ **Strong Workforce** ☐ **Equal Employment Opp.**

☐ **Title V**

Area of Focus Discussion Template
ENROLLMENT TRENDS AND EFFICIENCY

Enrollment Trends and Efficiency – look for areas of growth or decline, relationship to the college and similar programs, and head count (enrollment and full-time equivalents for students and full-time equivalents faculty). Sample activities include the following:

Possible topics:

- Review FTES, headcount and enrollment trends disaggregated by population groups.
- Assess trends in productivity.
- Review retention and success rates by modality and disaggregated by population groups.
- Analyze the throughput of students from every completion and assess time to completion and disproportionate impact.
- Collaborate with guided pathways success teams to determine if programmatic barriers exist.
- Establish program goals for success rates.

1. What data were analyzed and what were the main conclusions?

   Enrollment by paralegal course is presented in Attachment 3. The feeder course, PLGL 101 had the highest enrollment since the start of the program in 2019. Approximately four classes are offered each semester. A section heatmap is presented in Attachment 4

   Paralegal students are primarily female (93%), Hispanic (59%) and White (30%); and between age 25-34 (45%). See attachments 5-7.

   In 2023 - 2024 there were 13 unduplicated awards vs. 9 in the prior year A total of 11 awards were earned by females (85%). Attachment 8.

   Overall, the success rate in the paralegal program exceeds the AHC rate, 82% success for the program vs. 72% for the college. All courses are above the college rate (72%) except PLGL 104 (60%). Faculty will monitor PLGL 104. Attachment 2.

   Retention in the paralegal program exceeds the AHC rate, 92% vs. 89%. All courses are close to or above the college rate except PLGL 104 which is 85% vs. the college 89% retention rate. See Attachment 2.

   The CTE (Perkins IV) report for Code 1402 Law for 2021-2022 (most recent reporting period), the district exceeded all performance goals and is at or above the state on 3 out of 4 core areas. The district was below the performance goal on

core 3 nontraditional program enrollment, 8.3% vs. goal of 27%. The state was also below performance goal, coming in at 17.34%. See Attachment 9.

The paralegal program offers online and onsite classes. Classes are now primarily online in order to cast a wider net to capture student enrollment. In Fall 2023, 61% of paralegal classes were offered online. See Attachment 1.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

   Student success and access are excellent.

   It is noteworthy that the program is primarily female and Hispanic. The program provides short term training so students can earn the designation of "paralegal." There is also a transfer option leading to upper division work. Of course, other genders and those of all ethnic groups can be served by this program. Perhaps reviewing the marketing messages for equity and inclusion would be helpful.

3. What are your plans for change or *innovation*?

   Faculty members will investigate low cost/free instructional materials.

4. How will you *measure* the results of your plans to determine if they are successful? The next annual program review will report on progress toward identification of low cost/free educational materials.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings. NA

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)
2. Are there specific recommendations regarding the core topic responses from the validation team?

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

Sample:

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number:	*ER Obj-2 Video Speeches for Student Learning and enhancement*
Planning years:	*(The academic years this will take to complete)* 2021-22 to 2024-25

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.

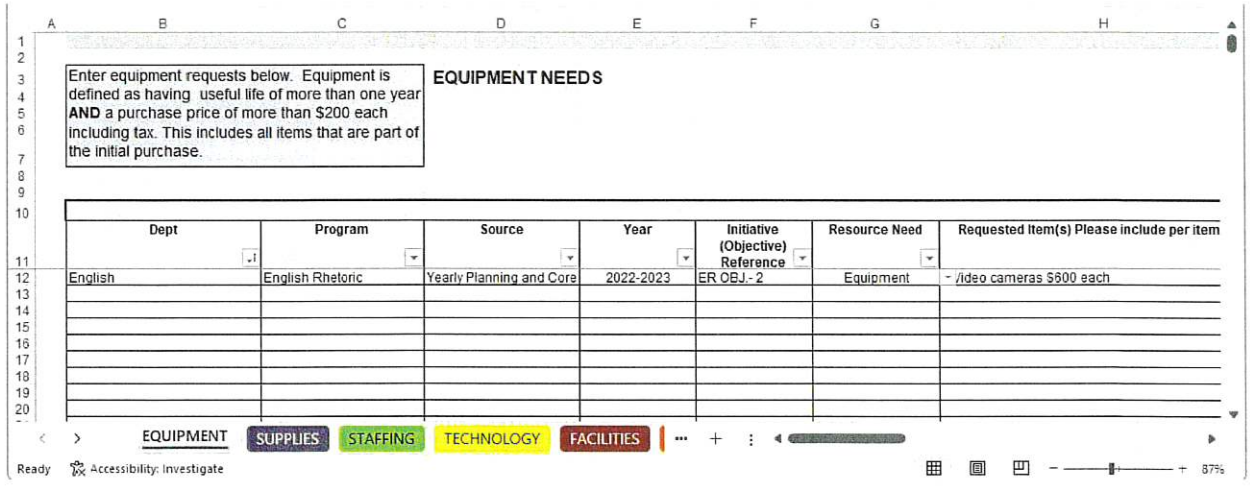
What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705

☐ Technology Plan ☒ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.

☐ Title V

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.



Enter equipment requests below. Equipment is defined as having useful life of more than one year **AND** a purchase price of more than $200 each including tax. This includes all items that are part of the initial purchase.

EQUIPMENT NEEDS

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ.- 2	Equipment	- /ideo cameras $600 each

EQUIPMENT | SUPPLIES | STAFFING | TECHNOLOGY | FACILITIES

Ready Accessibility: Investigate 87%

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number:	
Planning years:	*(The academic years this will take to complete)*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

☐ **Ed Master Plan** ☐ **Student Equity Plan** ☐ **Guided Pathways** ☐ **AB 705/1705**

☐ **Technology Plan** ☐ **Facilities Plan** ☐ **Strong Workforce** ☐ **Equal Employment Opp.**

☐ **Title V**

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number:	
Planning years:	*(The academic years this will take to complete)*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

☐ **Ed Master Plan** ☐ **Student Equity Plan** ☐ **Guided Pathways** ☐ **AB 705/1705**

☐ **Technology Plan** ☐ **Facilities Plan** ☐ **Strong Workforce** ☐ **Equal Employment Opp.**

☐ **Title V**

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number:	
Planning years:	*(The academic years this will take to complete)*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

☐ **Ed Master Plan** ☐ **Student Equity Plan** ☐ **Guided Pathways** ☐ **AB 705/1705**

☐ **Technology Plan** ☐ **Facilities Plan** ☐ **Strong Workforce** ☐ **Equal Employment Opp.**

☐ **Title V**

Program Review Signature Page:

Marie A Comstock (Oct 6, 2025 15:19:12 PDT)

Oct 6, 2025

Program Review Lead — Date

Oct 6, 2025

Program Dean — Date

Oct 6, 2025

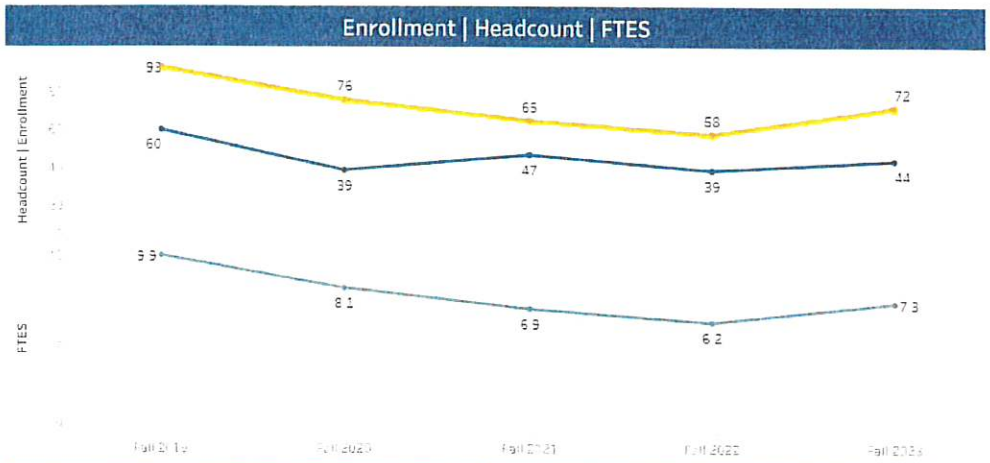
Vice President, Academic Affairs — Date

Attachment 1

ALLAN HANCOCK COLLEGE
CHANGING THE ODDS

Home | Institutional Effectiveness | Program Review: Enrollment & Headcount

Program Review: Enrollment & Headcount



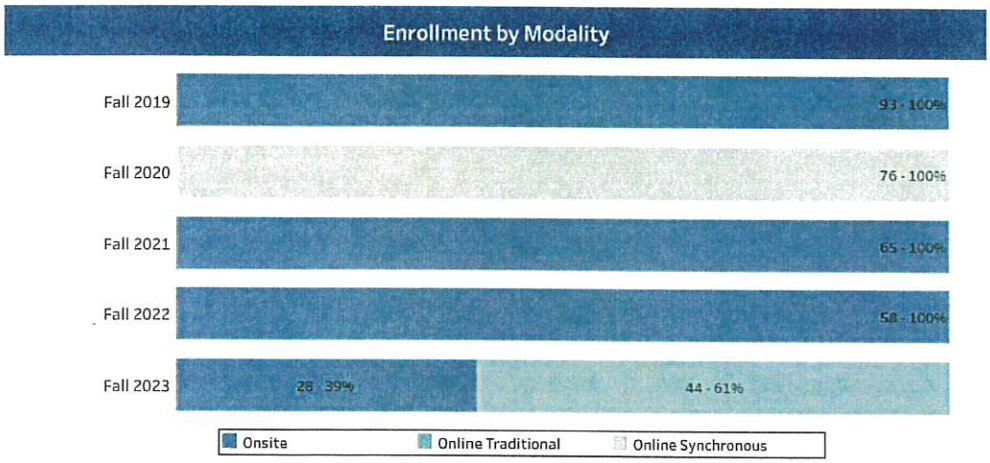
Years or Terms
Fall Terms

CR/NC
Credit

Subject
PLGL

Course
(All)

Campus
(All)



Enrollment & HC By Course

Headcount Demographics

Fill Rate & Efficiency

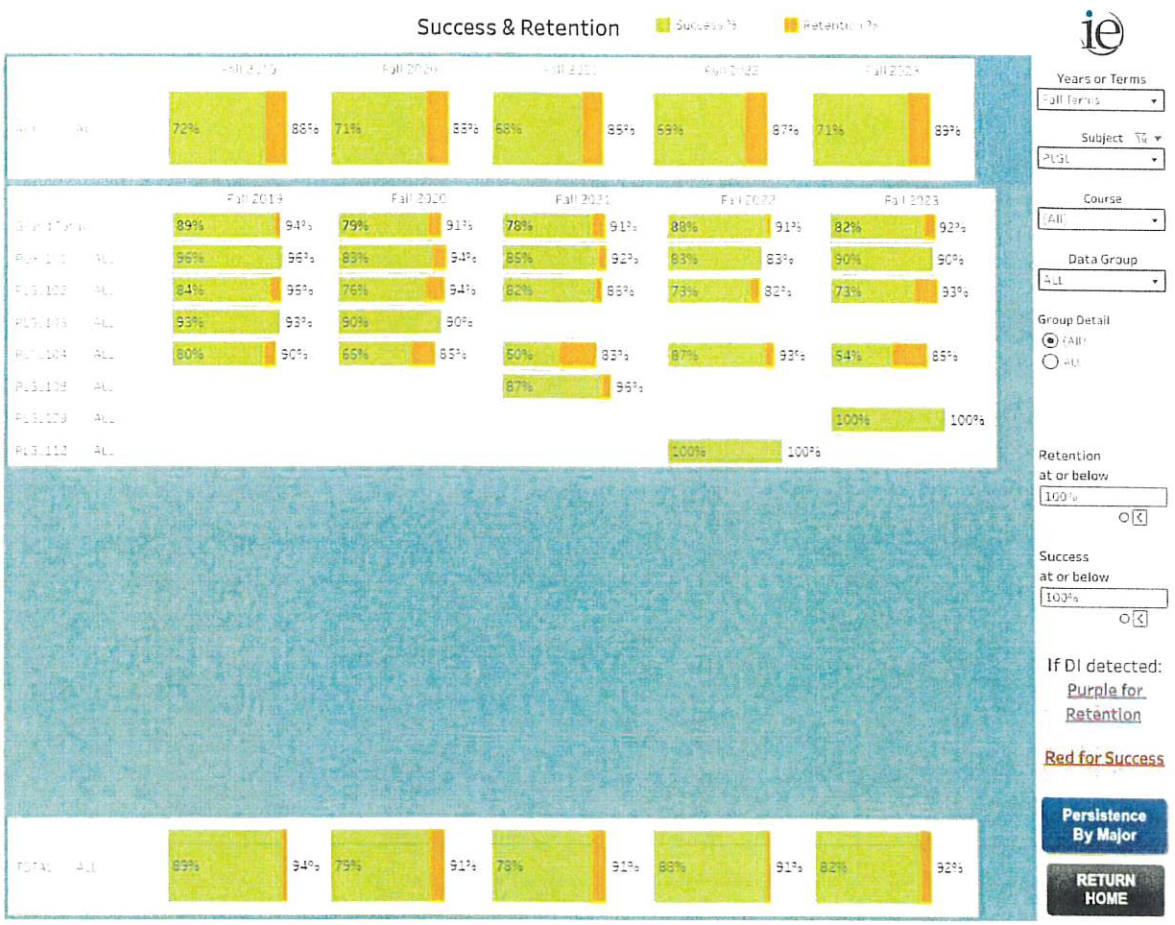
RETURN HOME

Attachment 2

ALLAN HANCOCK COLLEGE

Home Institutional Effectiveness Program Review: Success, Retention, Persistence

Program Review: Success, Retention, Persistence



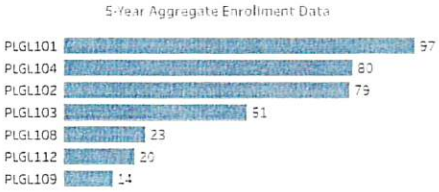
Attachment 3

ALLAN HANCOCK COLLEGE
CHANGING THE GODS

Home · Institutional Effectiveness · Program Review: Enrollment & Headcount

Program Review: Enrollment & Headcount

5-Year Enrollment by Course



	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
PLGL101	24	18	13	12	30
PLGL104	20	20	12	15	13
PLGL102	19	17	17	11	15
PLGL103	30	21			
PLGL108			23		
PLGL112				20	
PLGL109					14

Enrollment OR Headcount
Enrollment

Years or Terms
Fall Terms

CR/NC
(All)

Subject
PLGL

Course
(Multiple values)

Campus
(All)

Enrollment & HC By Program

Headcount Demographics

Fill Rate & Efficiency

RETURN HOME

Attachment 4

ALLAN HANCOCK COLLEGE
CHANGING the ODDS

Home / Institutional Effectiveness / Heatmap Course

Heatmap Course

Section Heat Map (data as of 8/12/24)

grouped by hour of section begin time

Click cell in heatmap to see data for the chosen time slot. Click course in detail to see data for course.

Term Fall 2023|Campus All|Department Business|Discipline Paralegal Studies|
Course Attribuite All | Part of Term All

BeginTime	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6am							
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm	1	0	1	0	0	0	0
7pm							
8pm							
9pm							
ONLINE	0	0	0	0	0	0	0

1. Term: Fall 2023
2. Campus: (All)
3. Building: (All)
4. Room: (All)
5. Department: Business
6. Discipline: Paralegal Studies
7. Course Attribute: (All)
8. Part of Term: Full Term

Day All|Time All

Status_	Department_	Discipline_	course	CRN	Campus Desc	BldgRoom	Part of Term Desc	BeginTime_	Days Comb	Census Enroll	FTES_
Credit	Business	Paralegal Studies	PLSL101	21147	Online	Null	Full Term	ONLINE	Null	30	2.9
			PLSL102	21148	Santa Maria	R20	Full Term	530pm	W	15	1.6
			PLSL104	21149	Santa Maria	R2E	Full Term	620pm	M	13	1.4
			PLSL106	21427	Online	Null	Full Term	ONLINE	Null	14	1.4
Grand Total										72	7.3

Non Online Sections: 2

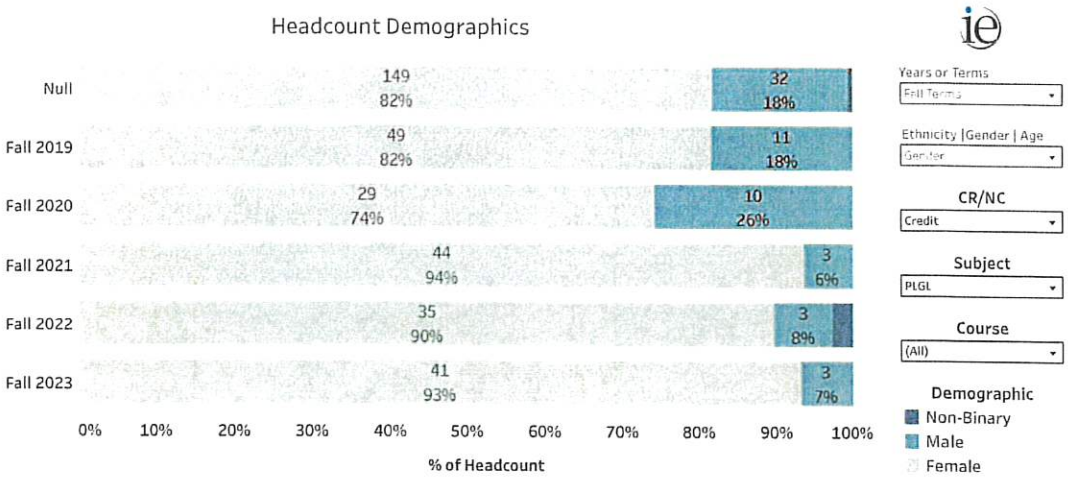
Online Sections: 2

Course Includes Day: All

Attachment 5

ALLAN HANCOCK COLLEGE
CHANGING THE ODDS

Program Review: Enrollment & Headcount



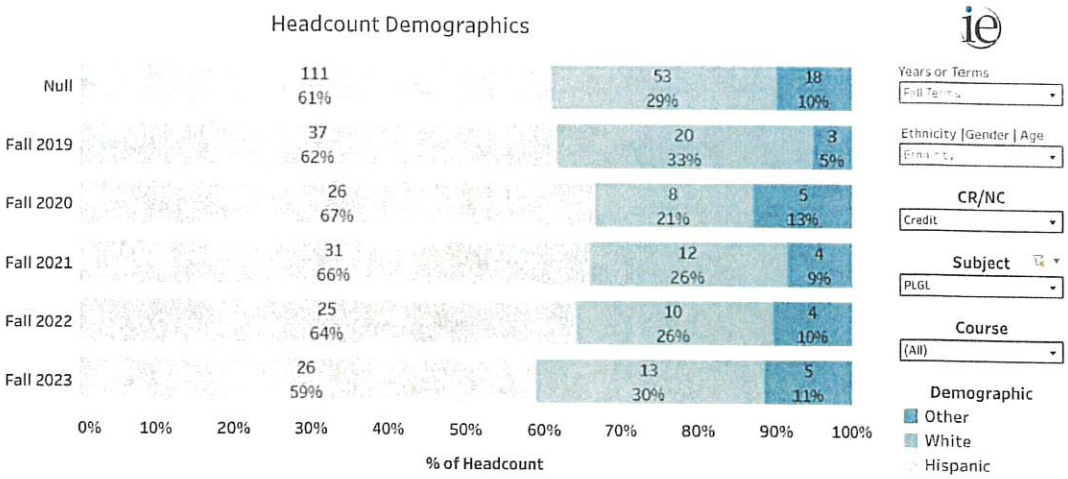
	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Female	49.00	82%	29.00	74%	44.00	94%	35.00	90%	41.00	93%
Male	11.00	18%	10.00	26%	3.00	6%	3.00	8%	3.00	7%
Non-Binary							1.00	3%		
Grand Total	**60.00**	**100%**	**39.00**	**100%**	**47.00**	**100%**	**39.00**	**100%**	**44.00**	**100%**

Enrollment & HC By Program
Enrollment & HC By Course
Fill Rate & Efficiency
RETURN HOME

Attachment 6

ALLAN HANCOCK COLLEGE
CHANGING FUTURES

Program Review: Enrollment & Headcount



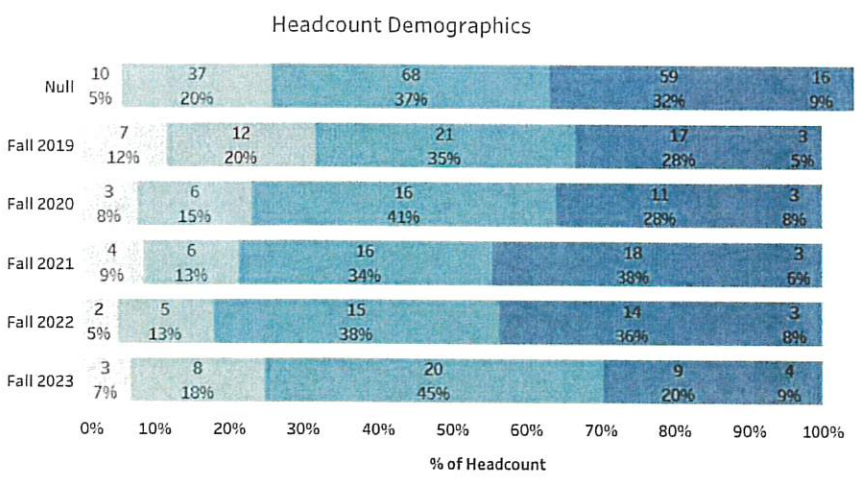
	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Asian	1.00	2%	1.00	3%						
Black			2.00	5%	1.00	2%				
Filipino	1.00	2%	1.00	3%	2.00	4%	3.00	8%	2.00	5%
Hispanic	37.00	62%	26.00	67%	31.00	66%	25.00	64%	26.00	59%
Two or More	1.00	2%	1.00	3%	1.00	2%	1.00	3%	3.00	7%
White	20.00	33%	8.00	21%	12.00	26%	10.00	26%	13.00	30%
Grand Total	**60.00**	**100%**	**39.00**	**100%**	**47.00**	**100%**	**39.00**	**100%**	**44.00**	**100%**

Enrollment & HC By Program
Enrollment & HC By Course
Fill Rate & Efficiency
RETURN HOME

Attachment 7

ALLAN HANCOCK COLLEGE
CHANGING FUTURES

Program Review: Enrollment & Headcount



Years or Terms
Fall Terms

Ethnicity | Gender | Age
Age

CR/NC
Credit

Subject
PLGL

Course
(All)

Demographic
- 55+
- 35-54
- 25-34
- 20-24
- Under 20

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Under 20	7.00	12%	3.00	8%	4.00	9%	2.00	5%	3.00	7%
20-24	12.00	20%	6.00	15%	6.00	13%	5.00	13%	8.00	18%
25-34	21.00	35%	16.00	41%	16.00	34%	15.00	38%	20.00	45%
35-54	17.00	28%	11.00	28%	18.00	38%	14.00	36%	9.00	20%
55+	3.00	5%	3.00	8%	3.00	6%	3.00	8%	4.00	9%
Grand Total	60.00	100%	39.00	100%	47.00	100%	39.00	100%	44.00	100%

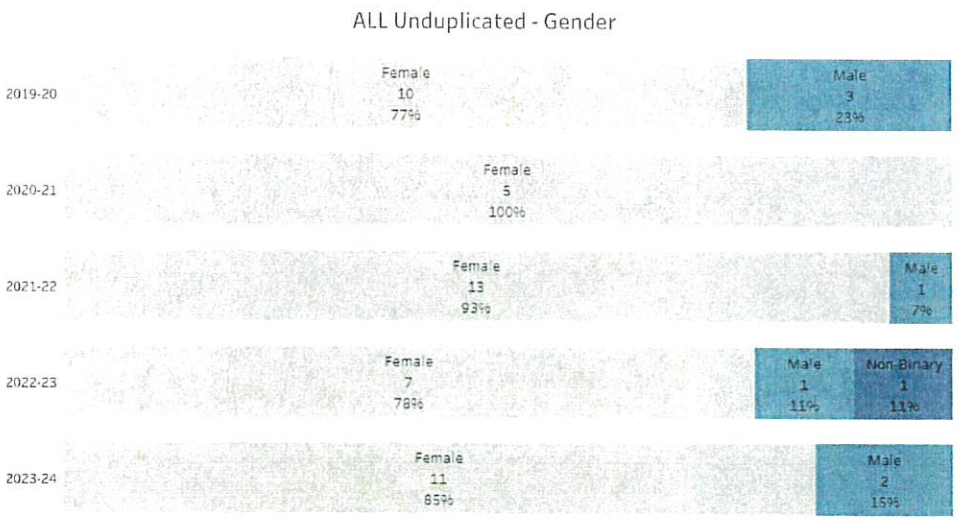
Enrollment & HC By Program
Enrollment & HC By Course
Fill Rate & Efficiency
RETURN HOME

Attachment 8

ALLAN HANCOCK COLLEGE
CHANGING LIVES

Program Review: Awards

AWARD CROSSWALK PDF



ie

Award Count Type
- (•) Unduplicated
- ( ) Duplicated

Demographic
- (•) Gender
- ( ) Ethnicity
- ( ) Age Group

Awards
- (•) ALL
- ( ) Degree
- ( ) Certificate

Program: Paralegal Studies

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Award Count	% Total	Award Count	% Total	Award Count	% Total	Award Count	% Total	Award Count	% Total
Female	10.00	77%	5.00	100%	13.00	93%	7.00	78%	11.00	85%
Male	3.00	23%			1.00	7%	1.00	11%	2.00	15%
Non-Binary							1.00	11%		
Grand Total	13.00	100%	5.00	100%	14.00	100%	9.00	100%	13.00	100%

Degrees & Certificates

4 Year Transfer By System

4 Year Transfer Demographics

Time to Degree Median Units

RETURN HOME

Attachment 9

Summary Core Indicators by TOP Code - Parameter Selection Area

Select Report Type: College Summary - Cor | Select District/College: Allan Hancock College | Select Fiscal Year: 2024-2025 | Select TOP Code: | View Report

Summary Core Indicators by TOP Code - Report

1 of 1 | Find | Next

PERKINS V Core Indicators of Performance by Vocational TOP Code

Indicators for 2024-2025 Fiscal Year Planning

Summary by College for: ALLAN HANCOCK - ALLAN HANCOCK

To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.

Cohort Yr: 2021- 2022		Core 1 Postsecondary Retention & Placement	Core 2 Earned Postsecondary Credential	Core 3 Non-traditional Program Enrollment	Core 4 Employment
⊞ 01	AGRICULTURE AND NATURAL RESOURCES	95.89	81.40	26.88	86.21
⊞ 03	ENVIRONMENTAL SCIENCES AND TECHNOLOGIES	85.71	100.00	31.25	85.71
⊞ 05	BUSINESS AND MANAGEMENT	94.75	90.82	48.25	80.77
⊞ 06	MEDIA AND COMMUNICATIONS	94.29	92.86	34.38	*62.50*
⊞ 07	INFORMATION TECHNOLOGY	94.74	100.00	38.10	76.47
⊞ 08	EDUCATION	92.31	73.33	*0.00*	*77.78*
⊞ 09	ENGINEERING AND INDUSTRIAL TECHNOLOGIES	98.53	67.50	6.73	88.46
⊞ 10	FINE AND APPLIED ARTS	97.44	85.29	61.70	69.23
⊞ 12	HEALTH	92.03	99.27	9.36	85.88
⊞ 13	FAMILY AND CONSUMER SCIENCES	97.66	87.37	8.49	83.78
⊞ 14	LAW	95.00	93.75	8.33	92.31
⊞ 21	PUBLIC AND PROTECTIVE SERVICES	96.95	89.59	25.17	91.79
⊞ 30	COMMERCIAL SERVICES	87.18	95.35	9.64	68.18
⊞ 49	INTERDISCIPLINARY STUDIES	92.59	86.67		*50.00*

Performance Rate Less Than Goal is Shaded | **Total Count is 10 or Greater** | *Total Count is Less Than 10*

Core 1 - Postsecondary Retention & Placement: 92.00% Performance Goal - (2021- 2022)

Core 2 - Earned Postsecondary Credential: 89.60% Performance Goal - (2021- 2022)

Core 3 - Non-traditional Program Enrollment: Greater than 27.00% Participation - (2021- 2022)

Core 4 - Employment: 73.25% Performance Goal - (2021- 2022)

Source: CCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census, Student Loan Clearing House

Report Create Date: 02/01/2010

Terms of Use | Privacy Statement
Copyright © 2013 State of California

Annual Program Review- Paralegal 2024-2025

Final Audit Report 2025-10-06

Created:	2025-10-06
By:	Lilian Ojeda (lojeda@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAG2_4YlhEoF8GyXtECW2kuL-D_O-DdsLx

"Annual Program Review- Paralegal 2024-2025" History

Document created by Lilian Ojeda (lojeda@hancockcollege.edu)
2025-10-06 - 10:17:11 PM GMT- IP address: 209.129.94.61

Document emailed to mcomstock@hancockcollege.edu for signature
2025-10-06 - 10:18:25 PM GMT

Email viewed by mcomstock@hancockcollege.edu
2025-10-06 - 10:18:43 PM GMT- IP address: 172.225.89.44

Signer mcomstock@hancockcollege.edu entered name at signing as Marie A Comstock
2025-10-06 - 10:19:10 PM GMT- IP address: 104.202.73.166

Document e-signed by Marie A Comstock (mcomstock@hancockcollege.edu)
Signature Date: 2025-10-06 - 10:19:12 PM GMT - Time Source: server- IP address: 104.202.73.166

Document emailed to Mary Patrick (mary.patrick@hancockcollege.edu) for signature
2025-10-06 - 10:19:14 PM GMT

Email viewed by Mary Patrick (mary.patrick@hancockcollege.edu)
2025-10-06 - 11:15:24 PM GMT- IP address: 104.47.58.126

Document e-signed by Mary Patrick (mary.patrick@hancockcollege.edu)
Signature Date: 2025-10-06 - 11:15:34 PM GMT - Time Source: server- IP address: 209.129.94.61

Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature
2025-10-06 - 11:15:36 PM GMT

Email viewed by Robert Curry (rcurry@hancockcollege.edu)
2025-10-06 - 11:28:48 PM GMT- IP address: 104.47.70.126

Document e-signed by Robert Curry (rcurry@hancockcollege.edu)
Signature Date: 2025-10-06 - 11:33:58 PM GMT - Time Source: server- IP address: 209.129.94.61

Agreement completed.

2025-10-06 - 11:33:58 PM GMT