

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Paralegal **Academic Year** 2025-2026

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? (eg, new courses, degrees, certificates, articulation agreements). No. There have been no new courses, degrees, certificates, or articulation agreements 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 in our program map and no challenges associated with maintaining the planned schedule.
4. Were there any staffing changes?

One new associate faculty member was added this year. The program continues to be taught by associate faculty members who are attorneys and one full-time faculty member who is an attorney.

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

The area of focus last year was enrollment and retention. Enrollment by paralegal course is presented in **Attachment 1**. Headcount is stable with 115 students in 2025-26 compared to 119 students in the previous year. Enrollment is stable with 253 students in 2025-26 vs. 244 students in the prior year. The feeder course, PLGL 101 had the highest enrollment with 43 students in 2025-26.

In 2023 – 2024 (most current year on the AHC website) there were 9 certificates and 5 degrees awarded. **See attachment 2**

The overall retention rate was 91% in 2024-2025. The Fall Term First Time Student persistence Fall to Spring is stable at 66%. **See attachment 3.**

Learning Outcomes Assessment

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

In the 2025-2026 academic year, there was an 80%+ attainment of the learning outcome SLO “produce a work-based project” in PLGL 102 Criminal Law & Procedure. Case studies were utilized as an indicator of meeting this learning outcome.

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.

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data. There is a good success rate for the learning outcome evaluated. Timely interventions and effective student-instructor contact foster positive success rates.
- c. Please summarize recommendations and/or accolades that were made within the program/department. Department members will continue measure and monitor to learning outcomes.
- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning. No changes are anticipated at this 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)?

In academic year 2025-2026, no courses underwent DE peer review. However, the Department Chair worked with a new online instructor to make ongoing changes as his first online course progressed (PLGL 101 The instructor had previously taught in person only and recently completed the required online training course. In the end, the course offered a good introduction to the paralegal discipline. Said course will undergo DE peer review in the next academic year and said results will be reported in the next program review.

- b. What were some key findings regarding RSI?

Although not formally reviewed, some observed strengths included modules posted with clear directions, syllabi offering support, timely responses to student questions, and timely feedback on student work.

Some areas of possible improvement: Modules, and the syllabus will be updated on an ongoing basis. Lessons learned from teaching the first time will be incorporated into the next round of the online class.

- c. What is the plan for improvement? Continue to measure and monitor student feedback in the event there is opportunity for improvement.

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

- a. 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.

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

The paralegal program focuses on preparation for careers in the legal field. The program prepares students for work as a paralegal and also serves as preparation for law school. The Paralegal Program offers an A.S degree and Certificate. Important qualities include communication skills, detail orientation, interpersonal skills, organizational skills, and research skills.

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

Paralegal students are primarily Hispanic (71%) and White (24%); female (85%); and between age 25-34 (35%) and ages 35-49 (36%) and 20-24 (24%). See attachments 1, 1a, and 1b .

In 2023 – 2024 (most current year on the AHC website) there were 9 certificates and 5 degrees awarded. **See attachment 2**

The overall retention rate was 91% in 2024-2025. The overall success rate was 74%. Faculty will work to increase the success rate to 80%+. The Fall Term First Time Student persistence Fall to Spring is stable at 66%. **See attachment 3.**

- d. 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? Yes, presently only “advisory” prerequisites are used and their use is infrequent.
- e. Have recommendations from the previous report been addressed? Yes, faculty have made attempts to contact low-performing students to advise them about strategies to succeed and persist.

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.

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
Description: <i>(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.)</i> 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
 ☒ X
 ☐ 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.

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

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

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Description: <i>(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.)</i>	
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Title (including number:	
Planning years:	<i>(The academic years this will take to complete)</i>

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.)

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Area of Focus Discussion Template

CURRICULUM AND TEACHING DESIGN

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

Possible topics:

- Review courses and programs through an equity lens to assess access and success.
- Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

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

Institutional Effective data was utilized to address curriculum and Teaching design. Ethnicity, gender, and age were analyzed. Teaching practices were reviewed. Modality was reviewed.

Enrollment: Enrollment by paralegal course is presented in Attachment 1. Headcount is stable with 115 students in 2025-26 compared to 119 students in the previous year. Enrollment is stable with 253 students in 2025-26 vs. 244 students in the prior year. The feeder course, PLGL 101 had the highest enrollment with 43 students in 2025-26.

Ethnicity: Paralegal students are primarily Hispanic (71%) and White (24%); female (85%); and between age 25-34 (35%) and ages 35-49 (36%) and 20-24 (24%). See attachments **1, 1a, and 1b**.

Awards: In 2023 – 2024 (most current year on the AHC website) there were 9 certificates and 5 degrees awarded. **See attachment 2**

Retention: The overall retention rate was 91% in 2024-2025. The overall success rate was 74%. Faculty will work to increase the success rate to 80%+. The Fall Term First Time Student persistence Fall to Spring is stable at 66%. **See attachment 3.**

Modality: There were 5 online sections of paralegal classes in 2025-2026. See attachment 4. There were 4 in-person sections of paralegal classes in 2025-2026. Enrollment in the online courses was generally higher but the in-person courses met enrollment requirements with enrollment ranging from 17 students to 27 students. **Attachment 4.**

Teaching Practices: There is a heavy emphasis on case study as a teaching practice. Students are encouraged to read cases to see how legal principles are applied. They are challenged to use their analytical abilities, matching fact patterns to legal principles. They are challenged to learn appropriate principles of legal writing. They are taught case management principles.

Relevance: This program is work-oriented. Upon completion of the degree, students may legally use the title "paralegal." The certificate program provides a comparatively quick method to become ready for employment. In addition, the degree provides courses that may lead to law school.

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? Cost of textbooks can be a challenge. Student procrastination in finishing assignments can be a challenge for all students. Lack of student writing skills can be a challenge for all students. Paralegal students are primarily Hispanic (see section 1 herein).
3. What are your plans for change or *innovation*? Review options for zero costs textbook. Early intervention to follow up with students who miss early assignments or turn in below average work can be helpful. Feedback regarding written work is essential. Continue measuring and monitoring student success.
4. How will you *measure* the results of your plans to determine if they are successful? Institutional data can be used to measure and monitor student success, including data about gender, ethnicity, and age. Regular feedback can be measured. Feedback from the advisory team will be incorporated into an analysis of the business environment.
5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction? Use of an orientation video, comprehensive modules posted with clear directions, comprehensive syllabi offering support, use of Speed Grader, timely responses to student questions, maintenance of discussion board to encourage student interaction and timely feedback from the instructor, use of Canvas Gradebook line, and presentation of video links.

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

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). Although there has not been a formal validation of the program planning process this year, the Advisory Team provided feedback on the program review, student learning outcomes, core topics.

2. Are there specific recommendations regarding the core topic responses from the validation team? The advisory team supported continued development of writing skills, learning the ability to follow instructions, and use of work-based assignments.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? None planned. 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	
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☐ EQUIPMENT
 ☐ SUPPLIES
 ☐ STAFFING
 ☐ TECHNOLOGY
 ☐ FACILITIES
 ... + :

New Program Planning Initiative (Objective) – Core Topic Only	
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New Program Planning Initiative (Objective) – Core Topic Only	
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705/1705

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☐ AB

☐ Technology Plan
Employment Opp.

☐ Facilities Plan

☐ Strong Workforce

☐ Equal

☐ Title V

Program Review Signature Page:


Marie Comstock (Aug 4, 2026 10:25:27 PDT)

Aug 4, 2026

Program Review Lead

Date



Aug 5, 2026

Program Dean

Date



Aug 12, 2026

Vice President, Academic Affairs

Date

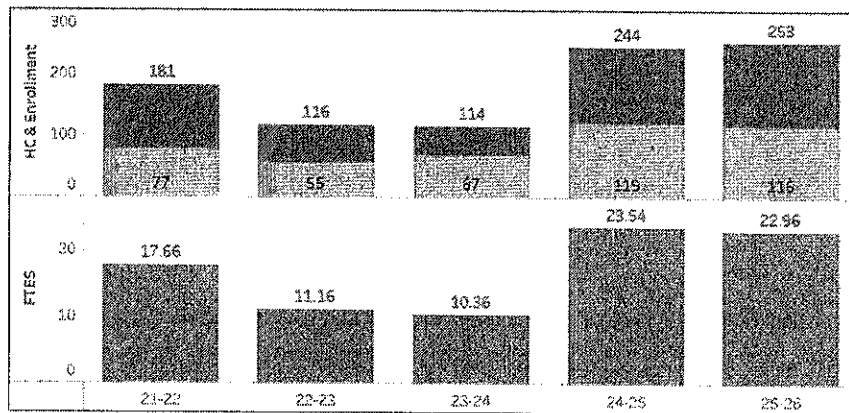
Attachment 1

Enrollment

Headcount, Enrollment, FTES Demographics, & Course Enrollments

Time Period: Academic year
subject: PLGL
CCAP: (All)
Course Campus: (All)
Student Demo: Ethnicity

Enrollment Data



	21-22	22-23	23-24	24-25	25-26
Asian	1			1	
Black	2			1	6
Hispanic	46	33	35	63	71
Nat Am					4
Other	4	6	2	7	7
Two or More	3	2	4	5	3
White	19	14	22	42	24
Grand Total	77	55	67	119	115

Aggregated Enrollment

PLGL101	163
PLGL102	101
PLGL105	98
PLGL109	90
PLGL103	84
PLGL106	83
PLGL107	78
PLGL104	75
PLGL108	60
PLGL111	44
PLGL112	32

Enrollment by Course

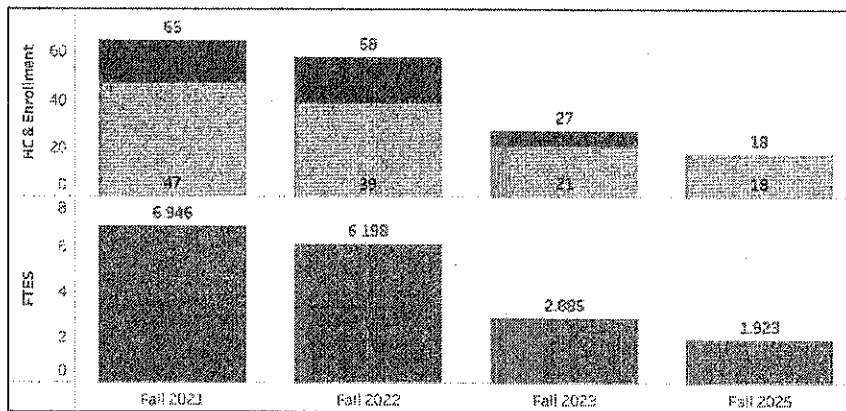
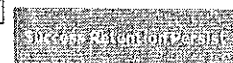
	21-22	22-23	23-24	24-25	25-26
PLGL101	13	12	52	44	43
PLGL102	17	11	15	32	26
PLGL105	23	14	8	19	34
PLGL109	22		14	36	18
PLGL103	14	18		34	18
PLGL106	15	12		26	26
PLGL107	15	14	14	4	27
PLGL104	12	15	12		36
PLGL108	23			37	
PLGL111	19				25
PLGL112		20		12	

Enrollment

Headcount, Enrollment, FTES
Demographics, & Course Enrollments

Time Period: subject: CCAP:

Course Campus: Student Demo:



	Fall 2021	Fall 2022	Fall 2023	Fall 2025
ALL	47	39	21	18
Grand Total	47	39	21	18

Aggregated Enrollment

PLGL102	43
PLGL104	39
PLGL101	25
PLGL103	23
PLGL112	20
PLGL105	18

Enrollment by Course

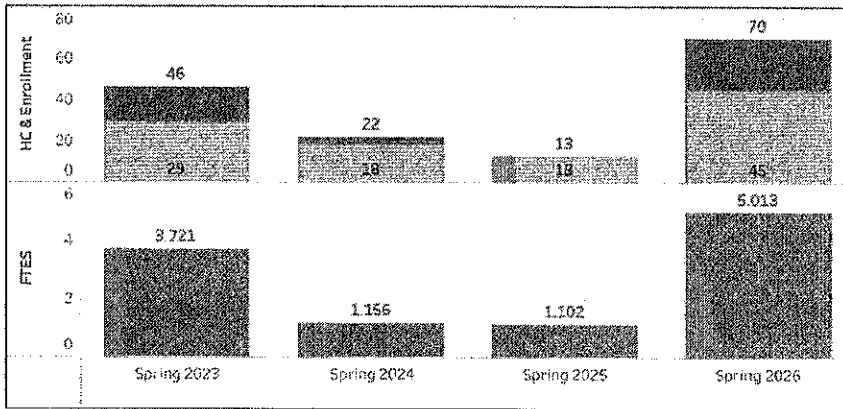
	Fall 2021	Fall 2022	Fall 2023	Fall 2025
PLGL102	17	11	15	
PLGL104	12	15	12	
PLGL101	13	12		
PLGL108	23			
PLGL112		20		
PLGL103				18

Enrollment

Headcount, Enrollment, FTES
Demographics, & Course Enrollments

Time Period: Spring Term
subject: PLGL
CCAP: (All)
Course Campus: Santa Maria
Student Demo: All

Success Retention Period



	Spring 2023	Spring 2024	Spring 2025	Spring 2026
ALL	29	18	13	45
Grand Total	29	18	13	45

Aggregated Enrollment



Enrollment by Course

	Spring 2023	Spring 2024	Spring 2025	Spring 2026
PLGL107	14	14	4	27
PLGL101			5	17
PLGL102				26
PLGL105	14	8		
PLGL103	18			

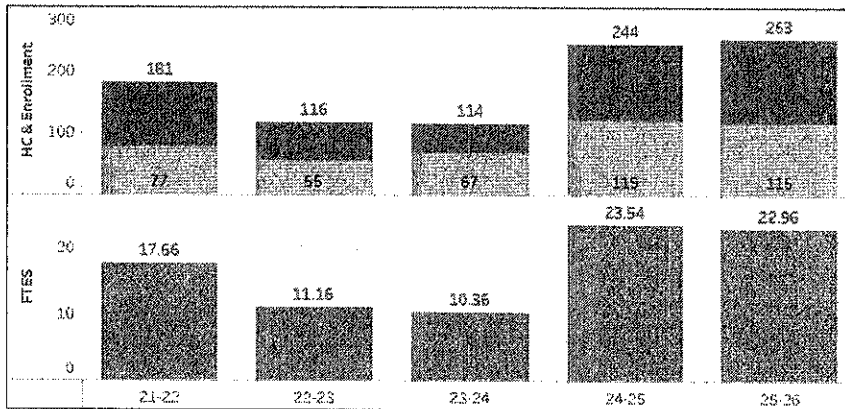
Attachment 1 a.

Enrollment

Headcount, Enrollment, FTES
Demographics, & Course Enrollments

Time Period: Academic Year
subject: PLGL
CCAP: (All)
Course Campus: (All)
Student Demo: Gender

Success Retention Rate



	21-22	22-23	23-24	24-25	25-26
Female	68	48	60	77	85
Male	9	6	7	39	26
Oth Gen		1		3	4
Grand Total	77	55	67	119	115

Aggregated Enrollment

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Enrollment by Course

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PLGL102	17	11	15	32	26
PLGL105	23	14	8	19	34
PLGL109	22		14	36	18
PLGL103	14	18		34	18
PLGL106	19	12		26	26
PLGL107	15	14	14	4	27
PLGL104	12	15	12		36
PLGL108	23			37	
PLGL111	19				25
PLGL112		20		12	

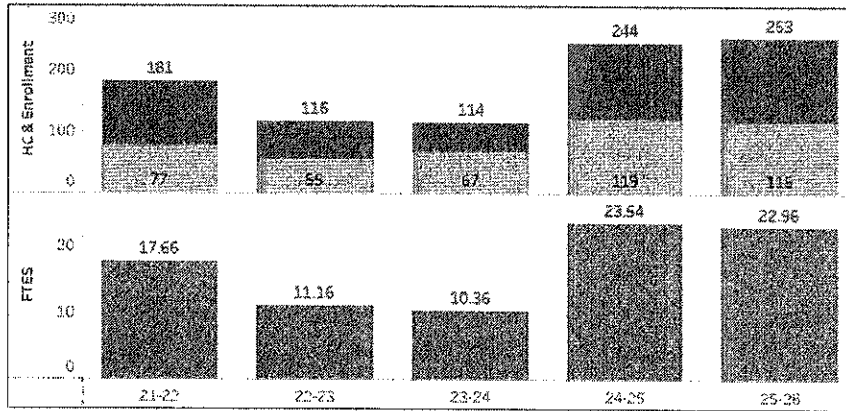
Attachment 1 b.

Enrollment

Headcount, Enrollment, FTES Demographics, & Course Enrollments

Time Period: Academic year
subject: PLGL
CCAP: (All)
Course Campus: (All)
Student Demo: Age

2023-24 Retention Report



	21-22	22-23	23-24	24-25	25-26
Under 20	6	1	4	9	7
20-24	12	8	14	29	24
25-34	28	23	28	35	35
35-49	25	18	13	37	36
50+	5	5	8	9	13
Grand Total	77	55	67	119	115

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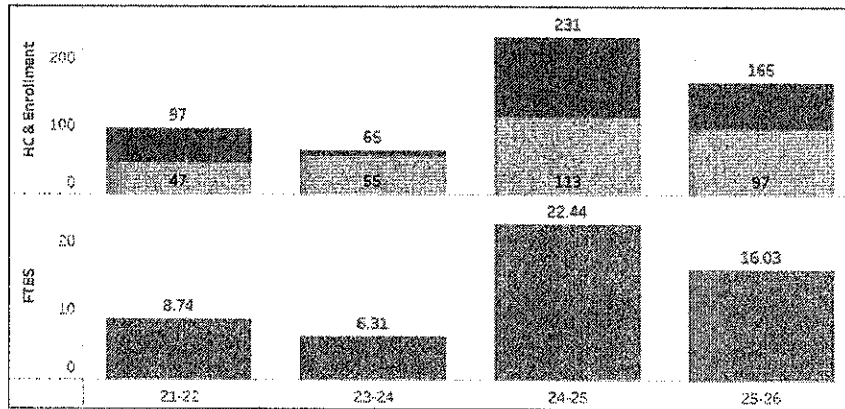
Attachment 1 c.

Enrollment

Headcount, Enrollment, FTES
Demographics, & Course Enrollments

Time Period: Academic Year
subject: PLGL
CCAP: (All)
Course Campus: Online
Student Demo: Ethnicity

2023-24 Retention Percent



	21-22	23-24	24-25	25-26
Asian	1		1	
Black	1		1	3
Hispanic	28	33	58	61
Nat Am				3
Other	4	1	7	7
Two or More	3	2	5	3
White	10	19	41	20
Grand Total	47	55	113	97

Aggregated Enrollment

PLGL101	112
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PLGL105	76
PLGL106	52
PLGL103	48
PLGL111	44
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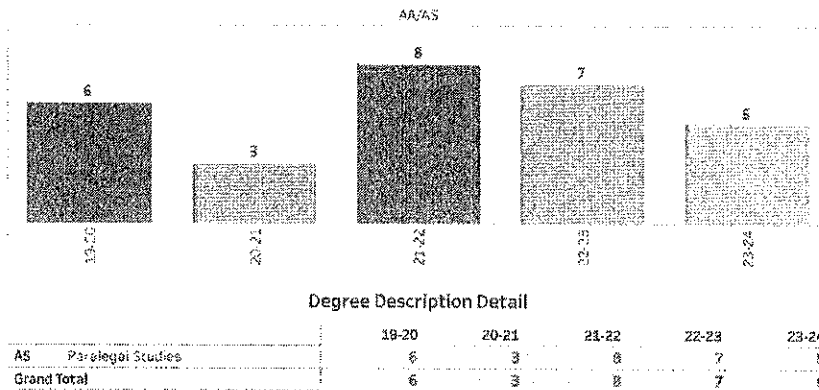
	21-22	23-24	24-25	25-26
PLGL101		51	35	26
PLGL109	22	14	36	18
PLGL105	23		19	34
PLGL106			26	25
PLGL103	14		34	
PLGL111	19			25
PLGL108			37	
PLGL104				36
PLGL102			32	
PLGL107	19			
PLGL112			12	

Attachment 2

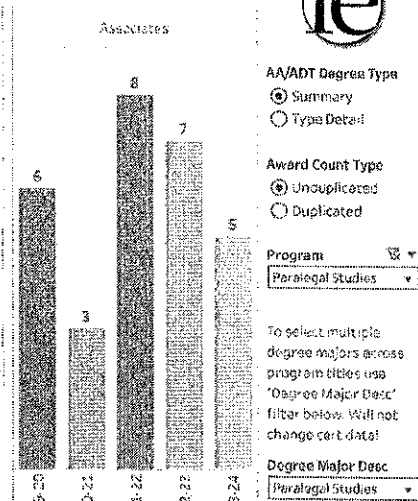
Program Review: Awards

AWARD CROSSWALK PDF

Program: Paralegal Studies | Degree Summary - Unduplicated



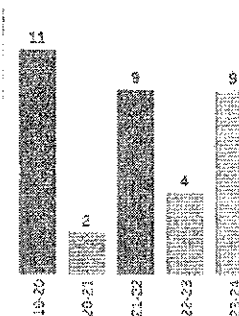
Degrees Total



Program: Paralegal Studies | Certificate Description Detail - Unduplicated

		19-20	20-21	21-22	22-23	23-24
C2	Certificate 15-20 semester units Paralegal Studies	11	2	9	2	
C5	Cert 15 to <20 units Paralegal Studies				2	9
Grand Total		11	2	9	4	9

Certificate Total



Award
Demographics

4 Year Transfer
By System

4 Year Transfer
Demographics

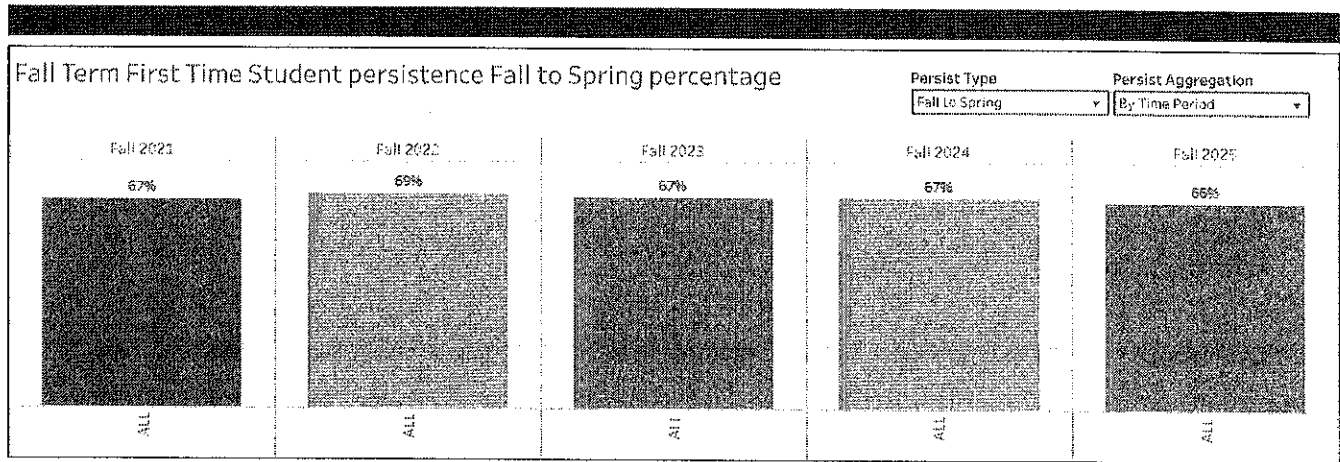
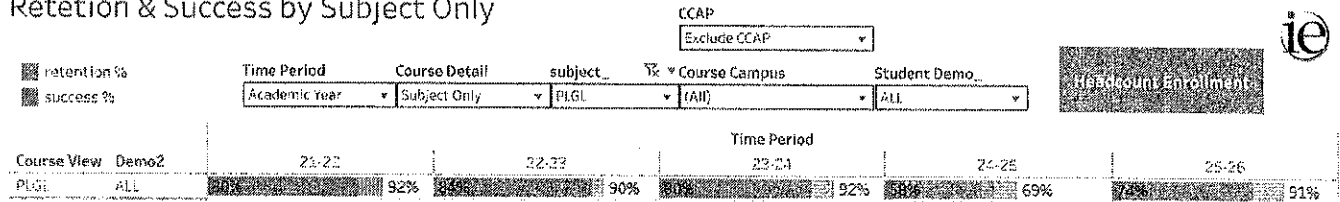
Time to Degree
Median Units

RETURN
HOME

Attachment 3

Enrollment

Retention & Success by Subject Only

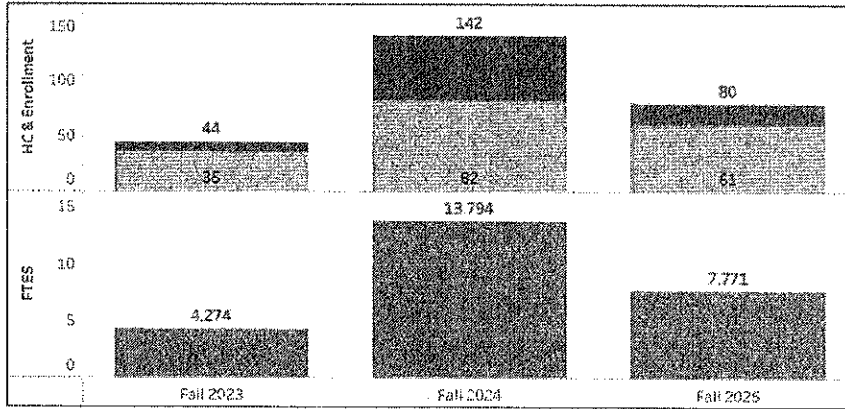


Attachment 4

Enrollment

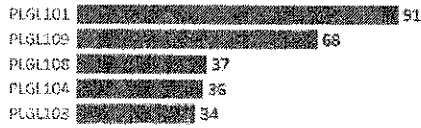
Headcount, Enrollment, FTES
Demographics, & Course Enrollments

Time Period: subject: CCAP:
Course Campus: Student Demo:



	Fall 2023	Fall 2024	Fall 2025
ALL	35	82	61
Grand Total	35	82	61

Aggregated Enrollment



Enrollment by Course

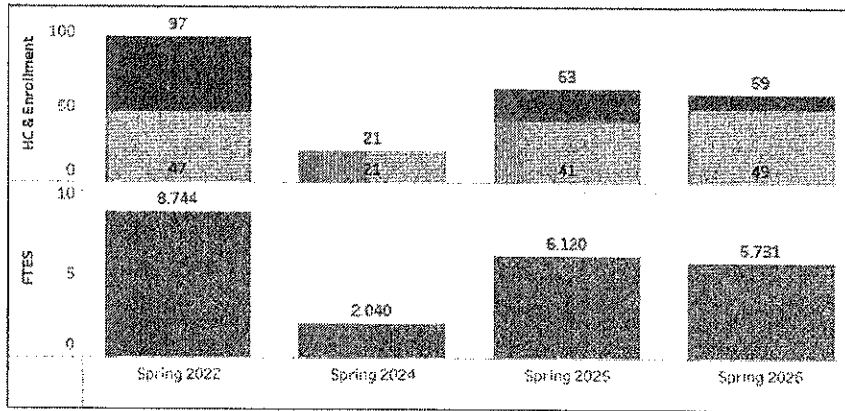
	Fall 2023	Fall 2024	Fall 2025
PLGL101	30	35	26
PLGL109	14	36	18
PLGL108		37	
PLGL104			36
PLGL103		34	

Enrollment

Headcount, Enrollment, FTES Demographics, & Course Enrollments

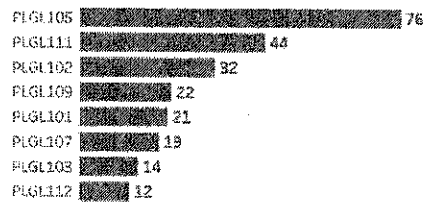
Time Period: subject: CCAP:
 Course Campus: Student Demo:

100% Satisfaction Guarantee



	Spring 2022	Spring 2024	Spring 2025	Spring 2026
ALL	47	21	41	49
Grand Total	47	21	41	49

Aggregated Enrollment



Enrollment by Course

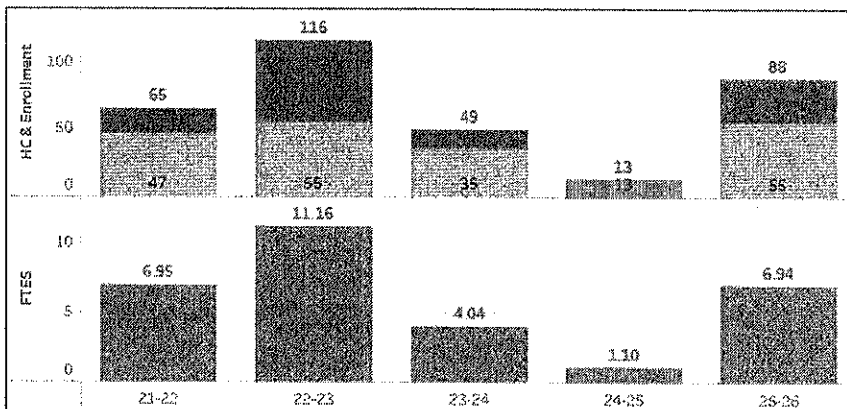
	Spring 2022	Spring 2024	Spring 2025	Spring 2026
PLGL105	23		19	34
PLGL111	19			25
PLGL102			32	
PLGL109	22			
PLGL101		21		
PLGL107	19			
PLGL103	14			
PLGL112			12	

Enrollment

Headcount, Enrollment, FTES
Demographics, & Course Enrollments

Time Period
Academic Year subject CCAP
(All)
Course Campus Santa Maria Student Demo
All

2022-23 Institutional Report



	21-22	22-23	23-24	24-25	25-26
ALL	47	55	35	13	55
Grand Total	47	55	35	13	55

Aggregated Enrollment

PLGL102	69
PLGL107	59
PLGL101	51
PLGL104	39
PLGL103	36
PLGL106	23
PLGL105	22
PLGL112	20
PLGL106	12

Enrollment by Course

	21-22	22-23	23-24	24-25	25-26
PLGL102	17	11	15		26
PLGL107		14	14	4	27
PLGL101	13	12		9	17
PLGL104	12	15	12		
PLGL103		18			18
PLGL108	23				
PLGL105		14	8		
PLGL112		20			
PLGL106		12			

PLGL 25.26 Program Review - Curriculum and Teaching Design

Final Audit Report

2026-08-12

Created:	2026-08-04
By:	Lilian Ojeda (lojeda@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAJ8Lbx2jmKw83nHI6CGDKDQpweb_v3yk9

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