



**Instructional Program Review - 2026
Annual Update – Innovative Scheduling**

Date:	May 19, 2026
Program and Department:	Law Enforcement – Public Safety
CTE Program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Additional programs included in this review:	Sub-Programs: Law Enforcement Academy, Advanced Officer Training, Perishable Skills Training, CORE (Corrections Academy), Probation Academy
Date of last Program review:	May 1, 2025, Education and Industry Partnerships
Submitted By:	Marc Hammill
Attachments (* as needed):	<input type="checkbox"/> 6-year assessment plan – All programs, when applicable <input type="checkbox"/> 2-year scheduling plan <input checked="" type="checkbox"/> Justification for Resource Requests (if needed)

INNOVATIVE SCHEDULING

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

The primary function of the Allan Hancock College Law Enforcement Program did not change during the last year. Throughout 2025 and into 2026, the programs continued to operate as a California POST-certified Basic Law Enforcement Academy, perishable skills, and advanced officer training focused on preparing regional deputy sheriffs, police officers, pre-service and sponsored recruits to meet all state Peace Officer Standards and Training requirements for their ongoing professional training and entry into field training with law enforcement agencies. The law enforcement programs updated curriculum elements to reflect new legislation, ethics standards, and wellness priorities. These adjustments represented routine compliance and program enhancement rather than a shift in mission or function. The program’s core role delivers structured, paramilitary-style basic training for future peace officers and supports ongoing professional development which has remained consistent over the past year.

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

Over the past year, there were no major structural changes to the Allan Hancock College Law Enforcement Academy in terms of new degrees, certificates, or formal articulation agreements. The academy continued to offer its established POST-certified programs, including the Basic Law Enforcement Academy Certificate of Achievement and related custody and advanced training offerings, with the core program structure remaining

consistent. Noteworthy updates during the year were primarily curricular and compliance-driven, reflecting routine revisions to course content to address new state legislation, POST training mandates, and evolving best practices in areas such as ethics, wellness, community policing, and decertification requirements. These updates were implemented within existing courses rather than through the creation of new courses or credentials, ensuring the academy remains current and compliant while maintaining its longstanding mission and program framework. This continuity is reflected in the college's Law Enforcement Academy program descriptions and the 2025–2026 instructional program review, both of which emphasize program enhancement rather than expansion or redesign.

The Advanced Officer Training programs within our law enforcement curriculum expanded to include a Probation Academy to address the regional training needs of Ventura, Santa Barbara, and San Luis Obispo counties. This addition provides a centralized training opportunity for probation personnel within the tri-county area.

The program is not restricted to agency-sponsored participants and is open to independent students. It also qualifies as the primary basic training course for probation officers across all 58 California counties, meeting applicable state training standards.

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

Over the next two years, California POST mandates for Regular Basic Course academies will continue to emphasize compliance with evolving legislative and regulatory requirements while maintaining the core 664-hour minimum curriculum delivered across POST's established learning domains.

Notable statewide mandates affecting academies during this period include amendments to Commission Regulations 1005, 1007, 1008, and 1059; updates to training and testing specifications; expanded instruction related to ethics, bias, decertification, and behavioral health; and the adoption of new learning domains such as Learning Domain 44 (Active Shooter), which becomes effective April 1, 2026. Additional mandates tied to POST course-presentation standards and instructor requirements also take effect January 1, 2026, requiring academies to adjust instructional delivery while preserving required content and hours.

The Allan Hancock College Law Enforcement Academy has a two-year program map in place that accounts for these POST-driven updates and allows for routine curricular adjustments without altering academy length or sequencing. While maintaining the planned schedule has required ongoing coordination to integrate new mandates, testing changes, and instructor certification requirements, the academy was able to address these challenges through proactive curriculum review, flexible scheduling, and

alignment with POST bulletins, resulting in continued delivery and compliance with all POST requirements.

4. Were there any staffing Changes?

Staffing levels within the program remained unchanged over the past year. The Allan Hancock College Law Enforcement program continues to be staffed by one full-time faculty member who provides overall program coordination, instructional oversight, and curriculum management, supported by several part-time faculty who deliver specialized instruction across the Regular Basic Course learning domains. This staffing model continues to effectively support academy operations and instructional delivery, with no additions or reductions in full-time or part-time faculty during the reporting period.

There continues to be moderate turnover among part-time instructional faculty, particularly in the curricular areas of Arrest and Control and Firearms instruction. Over the past year, targeted recruitment and new hires in these disciplines have strengthened our instructional cadre and enhanced program stability and instructional capacity.

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

Over the past year, the Allan Hancock College Law Enforcement Program experienced several notable successes that reflect program stability and instructional quality. The academy delivered the Regular Basic Course on schedule and in full compliance with all California POST requirements, successfully graduating multiple cohorts of recruits. These graduates completed the academy on time and transitioned directly into field training programs with Central Coast law enforcement agencies.

The academy also demonstrated effective adaptability to regulatory and legislative changes. Required curriculum updates related to POST mandates, including ethics, wellness, and accountability-focused training were implemented within existing courses without disrupting academy sequencing or length. This ensured continued compliance while preserving instructional continuity for recruits.

Strong partnerships with local and regional law enforcement agencies remained a key program strength throughout the year for both the academy and our advanced officer training courses. These relationships contributed to a high employment placement rate for academy graduates, with many recruits securing law enforcement positions prior to or immediately following graduation, reinforcing the academy's role as a reliable workforce pipeline for the region.

Despite operating with a lean staffing model consisting of one full-time faculty member supported by several part-time instructors and support staff, the academy maintained

consistent instructional delivery and effective program coordination. This staffing stability, combined with proactive planning and collaboration, allowed the academy to meet training objectives, address emerging requirements, and sustain high training standards throughout the year.

Learning Outcomes Assessment

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

This year's assessment of the Allan Hancock College Law Enforcement Program demonstrated continued program effectiveness, stability, and alignment with California POST standards and regional workforce needs. Assessment results indicate that academy cohorts met or exceeded expected performance outcomes across POST learning domains, including academic competency, physical skills proficiency, scenario-based decision-making, and professional conduct. Student learning outcomes tied to cognitive, psychomotor, and affective skill areas were consistently achieved, confirming that the program's instructional design and delivery remain effective.

A primary finding of the assessment was the academy's sustained ability to deliver POST-mandated training on schedule while maintaining a high level of instructional quality. Recruits successfully completed required written examinations, skills testing, and scenario evaluations at rates consistent with prior years. The program demonstrated strong internal alignment between course objectives, POST training and testing specifications, and student learning outcomes, supporting reliable assessment results and continuous improvement efforts.

The assessment also highlighted the program's effective integration of new and revised POST mandates within existing courses. Curriculum updates addressing ethics, bias, decertification awareness, wellness, and legislative changes were incorporated without negatively impacting course sequencing, academy length, or student performance. Assessment data showed recruits were able to demonstrate understanding and application of these expanded requirements, indicating successful curricular alignment with evolving state standards.

Assessment results reflected strong employment and workforce outcomes. Graduates continued to transition directly into field training programs with local and regional law enforcement agencies, reinforcing the academy's role as a critical workforce pipeline for the Central Coast. Feedback from agency partners supported assessment findings that graduates were well prepared for entry-level law enforcement responsibilities, particularly in professionalism, procedural compliance, and foundational patrol skills.

The assessment confirmed that the program's current staffing model, consisting of one full-time faculty member supported by several part-time instructors, continues to

support program effectiveness. Despite limited staffing, assessment processes were completed on time, data were reviewed systematically, and instructional adjustments were made as needed. Overall, the assessment results affirm that the Allan Hancock College Law Enforcement Academy remains a high-quality, compliant, and adaptable training program, well positioned to meet both POST requirements and regional public safety workforce needs.

It is noteworthy that the Allan Hancock College Law Enforcement Training Program continues to provide the majority of basic and advanced training for law enforcement agencies throughout Santa Barbara and San Luis Obispo Counties. In 2025, the Santa Barbara Police Department began utilizing the Allan Hancock College Law Enforcement Academy as its primary provider for both basic and advanced officer training for the first time.

In addition to continued success within the Basic Law Enforcement Academy, the program expanded its Advanced Officer Training curriculum by adding a Probation Officer Academy. The program also expanded its contract education model by adding an additional agency, bringing the total to six outside agencies participating in the 40-hour Emergency Vehicle Operations Course.

The addition of these programs and partner agencies has allowed the training complex to be utilized to its full operational capacity, further strengthening regional training collaboration and resource efficiency.

b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

PSLO 1 / SLO: Demonstrate knowledge of California law, POST regulations, and agency-level policies

Assessment data indicate that recruits consistently met this outcome through successful completion of POST-required written examinations, legal scenario testing, and report-writing assessments. High pass rates of 98% on learning domains related to criminal law, laws of arrest, and procedural justice suggest that instructional strategies effectively support legal comprehension and application. Analysis of results shows strong alignment between curriculum content and POST training and testing specifications, confirming that recruits are developing the foundational legal knowledge required for entry-level peace officer duties.

POST test scores consistently demonstrate that the Allan Hancock College Law Enforcement Academy ranks either #1 or #2 statewide in academic performance among 40 POST-certified academies. These results reflect the academy's continued commitment to instructional excellence and rigorous academic preparation in alignment

with standards established by the California Commission on Peace Officer Standards and Training.

PSLO 2 / SLO: Apply critical thinking, ethical decision-making, and professionalism in law enforcement scenarios

Assessment results demonstrate that recruits met expectations for ethical reasoning and professional conduct across scenario-based evaluations and performance reviews. Data from scenarios involving use of force, bias awareness, and officer accountability indicate that recruits were able to articulate legal justification, identify ethical considerations, and select appropriate responses under stress. The integration of new POST mandates related to ethics, decertification awareness, and bias did not negatively affect performance, suggesting that recruits are successfully internalizing these concepts and applying them consistently.

PSLO 3 / SLO: Demonstrate proficiency in physical skills, officer safety, and tactical competencies

Results from skills testing, physical conditioning benchmarks, and scenario evaluations indicate that recruits met or exceeded minimum POST standards in defensive tactics, firearms handling, emergency vehicle operations, and arrest and control techniques. Assessment data support the conclusion that the sequencing of physical training and skills instruction remains effective. Recruits demonstrated the ability to integrate physical performance with situational awareness and decision-making, reinforcing the academy's emphasis on safe and lawful tactical responses.

PSLO 4 / SLO: Communicate effectively in written, verbal, and interpersonal law enforcement contexts

Assessment of written reports, oral briefings, and scenario interactions shows that recruits achieved the expected level of communication competency. Report-writing assessments reflected appropriate organization, clarity, and legal accuracy, while verbal communication during scenarios demonstrated professionalism and de-escalation skills. These outcomes suggest that instructional emphasis on communication continues to support recruit readiness for field training and public interaction.

Due to the innovative daily integration of radio usage and communication procedures throughout the curriculum, Allan Hancock College law enforcement graduates demonstrate a higher level of proficiency and typically require less remedial communication training compared to graduates from other academies.

This effectiveness has been consistently affirmed during advisory committee meetings, where agency representatives—particularly those that send recruits to multiple

academies—report measurable success in the communication readiness and field preparedness of AHC graduates

PSLO 5 / SLO: Demonstrate readiness for transition to field training and employment

Interpretation of overall assessment data indicates that recruits completing the program are adequately prepared for transition into agency field training programs. On-time academy completion, successful POST testing outcomes, and high rates of employment placement support the conclusion that the academy is meeting its overarching program-level outcome. Feedback from partnering agencies further reinforces that graduates possess the foundational knowledge, skills, and professional behavior expected of entry-level peace officers.

Taken together, the assessment results affirm that the Allan Hancock College Law Enforcement Academy is effectively achieving its stated SLOs and PSLOs. The data supports continuation of current instructional practices while highlighting the importance of ongoing alignment with POST mandates and regular curriculum review. No significant learning gaps were identified, and results suggest that the program's structure, sequencing, and assessment methods continue to promote student success and workforce readiness.

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

The Allan Hancock College Law Enforcement Academy received several positive acknowledgements during the review period for maintaining high instructional standards and consistent compliance with California POST requirements. The program was commended for delivering Regular Basic Course instruction on schedule, graduating cohorts on time, and successfully integrating new legislative and POST-mandated training requirements without disrupting academy sequencing or student outcomes. Strong graduate preparedness and high employment placement rates with regional law enforcement agencies were cited as key indicators of program effectiveness and workforce relevance.

The academy was also recognized for its effective use of a lean staffing model. Despite being staffed by one full-time faculty member supported by several part-time instructors, the program demonstrated strong coordination, instructional continuity, and responsiveness to regulatory changes. This operational efficiency, combined with sustained instructional quality, was viewed as a notable strength of the department.

Recommendations focused primarily on long-term sustainability and continuous improvement rather than corrective action. Review feedback encouraged the program to continue proactive curriculum review in anticipation of future POST mandates,

particularly as additional learning domains and instructor qualification requirements are implemented statewide. Continued documentation of assessment results and alignment of student learning outcomes with evolving POST standards were also recommended to support accreditation and institutional effectiveness reporting.

Additional recommendations emphasized maintaining and strengthening partnerships with local and regional law enforcement agencies. Ongoing collaboration was encouraged to ensure curriculum relevance, support recruit placement, and gather employer feedback to inform future program adjustments. Overall, the review reflected a strong, stable program with targeted recommendations aimed at sustaining success and supporting future growth rather than addressing deficiencies.

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

A review of planning documentation for the Allan Hancock College Law Enforcement Academy, including program learning outcome (PLO) rubrics, outcome associations, and assessment cycle planning, indicated that no significant changes were required or implemented during the current review period. The existing planning framework remains appropriate and effective for supporting program assessment and evaluation.

Existing PLOs, assessment methodologies, and planning cycles continue to be well aligned with California POST standards, institutional learning outcomes, and accreditation expectations. This alignment ensures consistency between instructional delivery, outcome assessment, and regulatory requirements across the program.

The current documentation continues to effectively support systematic assessment, program evaluation, and continuous improvement processes. Minor refinements identified during the review were limited to routine maintenance and clarification and did not result in substantive changes to learning outcomes, assessment rubrics, or planning timelines.

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

a. Does the program meet documented labor market demand?

On the California Central Coast, demand signals are strong: the Central Coast region (San Luis Obispo, Santa Barbara, and Ventura) counted 7,255 jobs in 2023 across policing-related occupations, is projected to grow ~4% through 2028, and shows roughly 827 annual openings with only 789 positions produced by area programs, indicating an undersupply of graduates for local demand. This suggests tighter entry-level competition than surrounding regions. Pay on the Central Coast also runs well above national norms: median annual wages for Police & Sheriff's Patrol

Officers are about \$118,140 in the Santa Maria/Santa Barbara MSA, \$114,650 in San Luis Obispo, all far above the national \$77,270 median for police and detectives, underscoring robust local labor-market pull for academy graduates.

Given that Allan Hancock College's academy is a POST-certified program that prepares candidates directly for entry into field-training roles across California, the documented labor-market evidence shows that it does meet and support existing labor-market demand for trained law enforcement personnel.

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

The Allan Hancock College Law Enforcement Academy fills several critical training, workforce, and regional-service gaps that comparable academies across California do not fully meet. Evidence from regional labor-market reports, academy descriptions, and documented outcomes supports these distinctions.

The South-Central Coast region (San Luis Obispo, Santa Barbara, Ventura) demonstrates a documented undersupply of law-enforcement graduates, with 827 annual job openings but only 789 program awards, indicating that employer demand exceeds training supply. This contrasts with neighboring regions, where award volume is higher than available openings.

How Allan Hancock College meets this unmet need:

Because Allan Hancock College is the primary POST academy serving Santa Barbara County and much of the Central Coast, its graduates directly enter local agencies that struggle to recruit. The region's documented undersupply strengthens AHC's role as the most important pipeline for local sheriff's offices and municipal police agencies.

Allan Hancock College operates a state-of-the-art Public Safety Training Complex, offering:

- A full POST Basic Academy (over 870 hours)
- Correctional academy (CORE)
- Advanced Officer Training
- Emergency Vehicle Operations (EVOC) tracks
- Force Options Simulator (FOS)
- Driving simulators, firearms ranges, and perishable skills training

Few community colleges in California operate a facility of this scale with integrated law enforcement, fire, EMS, and corrections training.

Many academies offer only basic POST modules, but Allan Hancock College provides an entire, vertically integrated pipeline from pre-academy → academy → field-training preparation → in-service and advanced courses, supporting both new recruits and incumbent officers in the region. This breadth is not common among similar programs.

Regional Need	Why Other Programs Don't Fully Meet It	How AHC LEA Meets It
Local hiring shortages (undersupply)	Many academies serve broad, statewide applicant pools	AHC directly supplies Central Coast agencies; region shows undersupply
Integrated, specialized public-safety training facilities	Most programs lack advanced simulators, EVOC, and cross-agency facilities	AHC operates a POST-certified, full-service Public Safety Training Complex
Central Coast-specific training updates	Many academies rely only on statewide POST minimums	AHC integrates region-specific legislative and training needs
Strong local agency partnerships	Other academies may not have deep regional hiring pipelines	AHC graduates routinely hired by Santa Barbara & SLO agencies
Cross-disciplinary training hub	Few academies train law enforcement, fire, EMS, and corrections together	AHC is the regional hub for multi-agency public-safety training

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

Yes. The available employment, training, and institutional success data strongly indicate that the Allan Hancock College Law Enforcement Academy is both effective and vital. Specifically:

- Employment rates are exceptionally high, with all academy graduates in the last three years sponsored by regional agencies.
- Completion expectations are rigorous and aligned with POST, ensuring high-quality, job-ready graduates.
- Institutional student success metrics and academy-specific hiring outcomes together reflect strong educational performance.
- Program review findings show ongoing modernization, responsiveness, and integration with industry needs, hallmarks of a healthy and vital program.

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?

The Allan Hancock College Law Enforcement Academy has fully complied with Title 5 regulations requiring the biennial review of prerequisites and advisories for CTE programs. All required evaluations were completed within the last two years and are substantiated through Curriculum Committee minutes, Advisory Committee documentation, and Program Review records. These processes ensure the curriculum remains current, industry-aligned, and supportive of student success.

All course prerequisites and advisories for the program have undergone full review within the required two-year cycle, with discipline faculty conducting and validating each review through an established content-review process and documenting all actions within the college's official curriculum management system.

The Curriculum Committee's minutes and reports further substantiate compliance, as they include the specific dates on which reviews occurred, the outcomes of prerequisite and advisory validation, and any updates or confirmations made during the review cycle. These records provide a clear and verifiable account of formal committee action affirming that all required review steps were completed.

Program Review documents also reflect this work by incorporating a dedicated section addressing prerequisite and advisory validation, along with evidence demonstrating industry alignment, course relevance, and content appropriateness. They further include a summary of curriculum updates and compliance measures, ensuring transparency and accountability in the program's ongoing improvement efforts.

In addition, the CTE Advisory Committee has evaluated course content, required skills, and overall workforce alignment. Advisory committee minutes document industry feedback on course relevance, confirmation that all prerequisites and advisories remain appropriate, and labor market data supporting the program's curricular decisions.

e. Have recommendations from previous reports been addressed?

Recommendations and next steps for strengthening the law enforcement academy's alignment with regional workforce needs should begin with a detailed comparison of academy graduation numbers and local agency hiring demands over the past two years. Understanding how many recruits complete the academy versus how many officers' local agencies need will allow the program to identify specific gaps in workforce supply. Complementing this analysis, direct outreach to local law enforcement agencies is recommended to gather updated information on vacancies, hiring pipelines, anticipated retirements, and recruitment challenges. This will offer a clearer picture of both immediate and long-term staffing needs across the Santa Maria-Santa Barbara region.

In addition, the academy should consider evaluating its current prerequisites and exploring adjustments that support evolving POST standards as well as regional hiring realities. This may include assessing whether degree recommendations, prerequisite waivers, or expanded preparatory coursework would improve access, remove barriers, or increase applicant competitiveness—especially for candidates from underrepresented communities. Aligning entry requirements with agency needs and regional pay structures can also help ensure that program expectations remain realistic and responsive to the labor market.

Overall, while the academy maintains partial alignment with regional labor needs, existing evidence suggests it is not fully meeting documented demand in the Santa Maria and Santa Barbara area. The shortage of POST-certified graduates statewide, combined with local challenges in attracting and retaining officers, underscores the importance of proactive planning. A comprehensive review incorporating agency feedback, wage analysis, and measurable academy output indicators is essential for evaluating the program's effectiveness.

The current assessment indicates that the supply of trained officers does not adequately match demand. The academy is not producing enough certified graduates to compensate for retirements, turnover, and ongoing staffing shortages, particularly in rural communities. Although regional labor trends show a consistent need for public safety professionals, statewide declines in academy throughput threaten even historically stable local jurisdictions like Santa Maria. To address this mismatch, more targeted strategies are required, such as offering recruitment incentives, providing flexible educational pathways, and supporting competitive local wage structures to strengthen enrollment, improve completion rates, and ultimately expand the pool of qualified law enforcement professionals available to serve the region.

Area of Focus Discussion Template

INNOVATIVE SCHEDULING

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

Possible topics:

- Review scheduling matrices – program map alignment, successes, and challenges.
- Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.

- Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
- Address scheduling conflicts or dependencies across disciplines or general education areas.
- Student access – cultivate majors, support cohorts and interdisciplinary connections.
- Review units and time to course and program completion.

Examples of innovative scheduling practices designed to enhance student success include:

- **Implementation of a 9/80 bi-weekly academy schedule**, which provides built-in flexibility to accommodate school holidays while also allowing structured recovery time for recruits. This format supports both academic performance and physical readiness.
- **Strategic scheduling of recurring public safety employment courses** based on demonstrated agency need and student demand. These short-duration courses, ranging from two days to two weeks, allow for timely workforce entry, skill maintenance, and efficient credential completion aligned with hiring cycles.

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

We reviewed all courses offered through the LE Program and confirmed that each is intentionally designed to support student success. Although our program does not culminate in a degree, all courses either lead directly to full employment or provide advanced training for currently employed personnel.

Both the LE and CORE academies are structured and scheduled to promote student achievement, utilizing instructional modalities that enhance learning and ensure that course objectives are consistently met.

The Law Enforcement Training Program is comprised of five sections:

- The POST Regular Basic Course (Law Enforcement Academy)
- Advanced Officer Training
- Perishable Skills Program
- CORE Custody Academy
- Probation Academy

We offer courses in entry level peace officer academy training up to executive development, to include perishable skills and advanced officer training.

LE318 – Traffic Collision Investigation (POST certified)
LE310 – Introduction to Law Enforcement Academy (Pre-Academy)
LE320 – Basic Law Enforcement Academy (POST certified)
LE321 – Basic Law Enforcement Academy 1A (POST certified)
LE322 – Basic Law Enforcement Academy 1B (POST certified)
LE329 – State Hospital Peace Officer
LE330 – Core Custody Academy (STC Certified)
LE341 – Emergency Vehicle Operations/Non-Law Enforcement
LE351 – Field Training Officer Course (POST/STC certified)
LE352 – Field Training Officer Update (POST/STC certified)
LE353 – Field Training Administrator (POST/STC certified)
LE355 – Leadership Development (POST/STC certified)
LE356 – Crime Scene Investigation (POST/STC certified)
LE357 – Instructor Development (POST certified)
LE360 – Arrest & Control/Emergency Vehicle Operations Course (POST certified)
LE361 – Force Options Simulator/Emergency Vehicle Operations Course (POST certified)
LE362 – Law Enforcement Driving Simulator (LEDS)/Emergency Vehicle Operations Course
LE363 – Force Options Simulator/Arrest & Control (POST certified)
LE364 – Law Enforcement Driving Simulator (LEDS)/Arrest & Control (POST certified)
LE365 – Law Enforcement Driving Simulator (LEDS)/Force Options Simulator (POST certified)
LE366 – Emergency Vehicle Operations Course (POST certified)
LE367 – Arrest & Control Update (POST certified)
LE368 – Law Enforcement Agency Emergency Vehicle Operations Course (POST certified)
LE370 – Arrest & Control Instructor Update (POST certified)
LE371 – Arrest & Control Instructor Certification Course (POST certified)
LE372 – Physical Fitness Training Instructor (POST certified)
LE390 – Driver Awareness Instructor (POST certified) * new course for 2022
LE391 – Driver Training Instructor (POST certified) * new course for 2022
LE421 – Complaint Dispatcher (POST certified)
LE424 – PC832 Arrest (POST certified)
LE425 – PC832 Firearms (POST certified)
LE426 – Patrol Rifle Course (POST certified)
LE427 – Bicycle Patrol (POST certified)
LE428 - Campus Police (new)
LE440 – Basic Driving Skills (POST certified)
LE441 – Advanced Driving Skills II (POST certified)
LE450 – Firearms Instructor (POST certified) * new course for Fall 2022
LE480 – Women in Public Safety Careers

All peace officers including deputy sheriffs, police officers, and allied law enforcement personnel are required to be certified through the California Commission on Peace Officer

Standards and Training (POST) or Standards and Training for Corrections (STC). Continued certification must be maintained through mandated Perishable Skills Training and Continuing Professional Training (Advanced Officer Training), as required by California law. In addition, all law enforcement academies and departments must hold POST certification and are subject to regular audits and assessments by both POST and STC to ensure full regulatory compliance.

Several specialized courses fall under the oversight of the Bureau of State and Community Corrections (BSCC) and STC. These include LE330 (CORE), LE424 and LE425 (PC 832 Arrest and Control and Firearms), LE351–353 (Field Training Officer courses), and LE370–371 (ARCON Instructor courses). These training courses also require annual recertification to maintain instructor and departmental eligibility.

We also offer an additional course, LE329 (State Hospital Peace Officer), which is instructed by Atascadero State Hospital personnel. This course operates similarly to a POST basic academy; however, it is not certified by POST or STC. State Hospital Police Officers occupy a unique category: they are peace officers under Penal Code 832, but their authority is limited strictly to state hospital grounds. LE329 is the only course of its kind in California, and Allan Hancock College is the sole provider of this specialized training

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?

Allan Hancock College's Law Enforcement Program is committed to providing high-quality educational opportunities that enhance student learning and support the creative, intellectual, cultural, and economic vitality of our diverse community. Our programs are designed to produce highly trained professionals who reflect the values and expectations of the communities they serve.

The Allan Hancock College Public Safety Training Complex mirrors the socio-economic and demographic diversity of our region. In today's challenging environment, marked by increased scrutiny of policing and often-strained community relations, attracting qualified law enforcement applicants remains a significant hurdle. The Law Enforcement Safety Programs help counter these challenges by offering rigorous, profession-focused courses grounded in integrity, accountability, and continuous evaluation of student learning and success.

Looking forward, we recognize that new challenges will continue to emerge. Interest in entering the law enforcement profession has declined in recent years, largely due to public perceptions and reduced community support for those in the field. As a result, individuals entering our academies must be vigilant and adaptable, demonstrating professionalism, strong self-awareness, and unwavering ethical standards.

For those already working in the profession, our advanced officer training courses support ongoing development and recertification. Returning officers rely on Allan Hancock College's Law Enforcement Programs to meet POST-mandated training requirements, California legislative training standards, and STC training mandates. This ensures that our graduates, both new and returning, are fully prepared to uphold the highest standards of public safety and service.

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

Recent developments in the law enforcement profession have increased pressure on agencies to accelerate progressive change and align more closely with evolving public expectations. In response, law enforcement organizations are adopting innovative training approaches that integrate new technologies, such as realistic equipment simulations, while preserving foundational principles, including integrity at every stage of training. The exploration of emerging tools, including Artificial Intelligence, positions agencies and their recruits for long-term operational effectiveness and community trust.

Through these initiatives, the Allan Hancock College Law Enforcement Programs continue to maintain a standard of excellence in training, uphold regional public safety priorities, and prepare recruits and active officers for both current and future challenges in law enforcement.

The profession can no longer rely on the mindset of "We've always done it this way." Instead, training must be adapted to meet current priorities and reflect contemporary best practices. Today's adult learners, particularly new recruits, expect dynamic, relevant, and engaging training delivered through diverse modalities. Effective instruction must be meaningful not only to the trainee but also to the communities they serve.

The innovations shaping the future of the profession begin at the Basic Recruit Training Academy. Modern basic training integrates emerging technologies, introduces new concepts and operational strategies, and incorporates interactive, force-on-force exercises as well as realistic scenario-based instruction. These approaches empower recruits to develop a comprehensive understanding of the critical relationship between law enforcement and the communities they are sworn to protect. By grounding training in both innovation and community-centered principles, academies help prepare the next generation of officers to meet the challenges of a rapidly evolving profession.

4. How will you measure the results of your plans to determine if they are successful?

Measuring the success of a basic law enforcement academy requires a combination of quantitative and qualitative indicators that reflect both trainee performance and long-term job readiness. One of the most direct methods involves evaluating academic outcomes throughout the academy. This includes analyzing written exam scores, scenario-based

assessments, practical skills tests, and culminating certification exams. Consistently high performance across these measures suggests that the curriculum is aligned with learning objectives and that students are effectively absorbing core legal, ethical, and procedural knowledge. Tracking trends over multiple academy cycles can also help identify whether instructional changes or curriculum updates are having the intended impact.

Another critical measure involves evaluating competency-based skills, particularly those tied to officer safety and field performance. Scenario training, such as use of force decision-making, report writing, traffic stops, and crisis intervention, provides a realistic environment to measure whether recruits can apply classroom knowledge under stress. Instructors can use standardized rubrics to assess communication skills, tactical judgment, emotional intelligence, and adherence to policy. Measuring these areas not only demonstrates individual student readiness but also highlights any gaps in training delivery. When recruits consistently struggle with the same scenario elements, this can indicate a need for curriculum revision or enhanced instructor development.

Graduate outcomes also provide essential long-term indicators of academy effectiveness. Agencies can track field training officer (FTO) program success rates, early career performance evaluations, and probationary completion rates. If academy graduates consistently progress through FTO without remediation and demonstrate strong performance during their first years of service, this suggests the academy is producing officers who are well-prepared for real-world demands. Conversely, high remediation or failure rates during FTO may signal deficiencies in the academy's training methods or content areas that need reinforcement.

Finally, feedback from stakeholders, recruits, instructors, field training officers, and law enforcement agencies offer valuable qualitative insight. Anonymous surveys, post-graduation interviews, and structured debriefs can highlight strengths and areas for improvement that may not appear in test scores alone. Gathering this feedback throughout and after each academy cycle helps ensure the program remains responsive to evolving community expectations, statutory requirements, and modern policing challenges. By combining measurable performance data with ongoing stakeholder input, the academy can develop a comprehensive evaluation system that supports continuous improvement and ensures graduates are fully prepared to serve their communities.

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

Not Applicable

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.***

New Program Planning Initiative	
Title:	Additional full-time Coordinator (Perishable Skills)
Planning years:	<i>S2026</i>
Description:	
Full-time position lost in 2014 (slot given to the Fire Program and promised to return in 2015).	
Resources:	
Priority Level: Low Medium <u>High</u>	
Resource Type: Equipment Staff <u>Faculty</u> Supplies and Materials	
Quantity: 1 Additional full-time Coordinator – Perishable Skills	
Per Item Price: Price with taxes/shipping, etc.:	
Description:	
Still critical need . We are seeing an increased need for additional EVOC training from other academies across the state. Since most of the classes are contract education, it does not adequately reflect the burden and workload it places on our part-time Perishable Skills Coordinator. This position was full-time and “temporarily” suspended prior to 2014. It was never replaced to the full-time position	

New Program Planning Initiative	
Title:	Full-Time (classified) Range Master/EVOC coordinator
Planning years:	<i>S2026</i>
Description:	
This position was recommended in 2016.	
Resources:	
Priority Level: Low Medium <u>High</u>	
Resource Type: Equipment Staff <u>Faculty</u> Supplies and Materials	
Quantity: 1 Full-Time Range Master/EVOC coordinator – Academy, PSP and CPT Programs	
Per Item Price: Price with taxes/shipping, etc.:	
Description:	
The strategic plan and has been authorized however, we are still waiting for HR to open the position. This position will oversee and manage operations of the range and EVOC track. Without this position, the range cannot be opened for general use as a revenue generator for the college.	

New Program Planning Initiative	
Title:	Upgrades to our Force Options Simulator
Planning years:	S2026
Description:	
Currently our Force Options Simulator (FOS) system is functional but in dire need of repairs, maintenance and upgrades.	
Resources:	
Priority Level: Low Medium <u>High</u>	
Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials	
Quantity:	
Per Item Price: \$30,000.00	Price with taxes/shipping, etc.:
Description: Upgrade current system with software and training weapons	

New Program Planning Initiative	
Title:	Add access door to firearms facility
Planning years:	S2026
Description:	
Add access to the range at the 25-yard line for emergency exit and access to filter system.	
Resources:	
Priority Level: Low Medium <u>High</u>	
Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials	
Quantity: 1 Additional full-time Coordinator – Perishable Skills	
Per Item Price: \$10,500	Price with taxes/shipping, etc.:
Description: Due to safety issues, an emergency door is needed at the operational end of the range. This issue is also identified by POST representatives in November 2022 during the POST Basic Course Certification Review.	
This project will include a safety beacon to alert occupants if the safety door is open	

New Program Planning Initiative	
Title:	Optical Rifle Sights
Planning years:	<i>S2026</i>
Description:	
Add optical red-dot sights for patrol rifles to conform with industry stands and agency needs.	
Resources:	
Priority Level: Low <u>Medium</u> High Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials Quantity: 20 Per Item Price: \$364.99 Price with taxes/shipping, etc.: \$7,920.28 Description: https://www.at3tactical.com/products/holosun-510c-open-reflex-sight-with-solar-backup-for-rifles	

New Program Planning Initiative	
Title:	Mounted Lights for Shotguns
Planning years:	<i>S2026</i>
Description:	
Need mounted lights on shotgun for required night-time shooting	
Resources:	
Priority Level: Low <u>Medium</u> High Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials Quantity: 25 Per Item Price: \$252.81 Price with taxes/shipping, etc.: \$6,857.47 Description: Upgrade fore-end grip to include an attached LED light built into the grip.	

New Program Planning Initiative	
Title:	Traffic Lights Inner City Grid
Planning years:	<i>S2026</i>
Description:	
Initial buildout of the inner-city grid included traffic signals. This item was cut from the project due to cost over runs.	
Resources:	
Priority Level: Low <u>Medium</u> High	
Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials	
Quantity: 1	
Per Item Price: \$100,000 Price with taxes/shipping, etc.:	
Description: A system could be designed within this budget.	

New Program Planning Initiative	
Title:	Replacement Vehicles for Emergency Driving Course
Planning years:	<i>S2026</i>
Description:	
Continued replacement of old vehicles and upgrade the fleet for student safety and maintain a fleet current with industry needs.	
Resources:	
Priority Level: Low <u>Medium</u> High	
Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials	
Quantity: 2	
Per Item Price: \$40,000 Price with taxes/shipping, etc.: \$80,000	
Description: Ford Explorer, Dodge Charger or Chevrolet Tahoe	

New Program Planning Initiative	
Title:	Additional Prop Buildings
Planning years:	<i>S2026</i>
Description:	
Need additional training buildings within the inner-city grid and other sites within the training facility to enhance student learning and provide realistic training.	
Resources:	
Priority Level: Low Medium <u>High</u>	
Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials	
Quantity: 10	
Per Item Price: \$12,044 Price with taxes/shipping, etc.: \$130,677	
Description: https://www.tuffshed.com/products/#/configurator/Premier%20PRO%20Ranch	

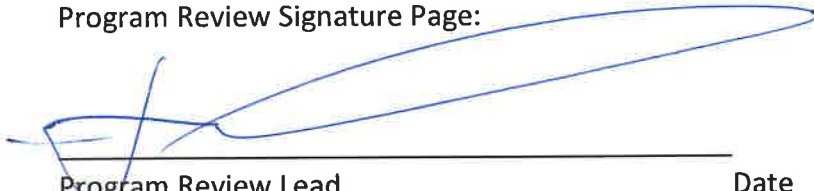

New Program Planning Initiative	
Title:	Fencing in Scenario Village and Inner-City Grid
Planning years:	<i>S2026</i>
Description:	
Erect fencing in scenario village and inner-city grid to aid in scenario testing security	
Resources:	
Priority Level: Low <u>Medium</u> High	
Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials	
Quantity: Miscellaneous	
Per Item Price: \$10,000 Price with taxes/shipping, etc.: \$10,000	
Description: https://fencefactory.com/landing/google-santa-maria/?gad_source=1&gclid=CjwKCAjwuJ2xBhA3EiwAMVjkVM76vhUH-IY1I9Ywrh4O8DFw3eEMBwYW1SP9kxw8AQkyAi-JrddyRRoCGYgQAvD_BwE	

New Program Planning Initiative	
Title:	Unmarked full-sized SUV for commentary driving course
Planning years:	<i>S2026</i>
Description:	
Plain, large SUV for commentary driving in Lompoc.	
Student safety	
Resources:	
Priority Level: Low <u>Medium</u> High	
Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials	
Quantity: 1	
Per Item Price: \$40,000 Price with taxes/shipping, etc.: \$43,400	
Description: Ford Explorer or Chevy Tahoe	

New Program Planning Initiative	
Title:	Cover for academy grinder area
Planning years:	<i>S2026</i>
Description:	
100 x 100 x 20-foot free-standing steel (open sided) building to cover the academy grinder area. Provide weather protection and aid with student safety.	
Resources:	
Priority Level: Low <u>Medium</u> High	
Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials	
Quantity: 1	
Per Item Price: \$150,000 Price with taxes/shipping, etc.: \$150,000	
Description: http://durobeambuildings.com/	

New Program Planning Initiative	
Title:	POST Consortium
Planning years:	<i>S2026</i>
Description:	
Required POST Training for Academy Coordinators/Directors which offered twice a year.	
Resources:	
Priority Level: Low Medium <u>High</u>	
Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials	
Quantity: 2	
Per Item Price: \$3,000.00 Price with taxes/shipping, etc.: \$6,000.00	
Description: POST Consortium twice a year to cover Hotel, Travel, and Per-Diem	

Program Review Signature Page:

	<i>05/11/2026</i>
_____ Program Review Lead	_____ Date
<i>Debrah Pan</i>	
_____ Program Dean	_____ Date
	
_____ Vice President, Academic Affairs	_____ Date










Law Enforcement Program Review Innovative Scheduling 2026

Final Audit Report

2026-06-11

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