



Instructional Program Review – 2025 - 2026
Annual Update – Education and Industry Partnerships

Date:	May, 01, 2025
Program and Department:	Public Safety – Law Enforcement
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)
Date of last Program Review:	May, 01, 2025 Innovative Scheduling
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)

Education and Industry Partnerships

Innovative Law Enforcement Academy and In-Service Training:

The transformation of law enforcement over the past few decades, especially in the 2000s, really highlights the constant evolution of the profession in response to societal shifts, public expectations, and legislative changes. The integration of innovative training methods and standardized practices reflects an ongoing effort to ensure that law enforcement agencies remain accountable, transparent, and effective in their operations.

The Public Safety Training Complex, which covers everything from basic academy training to advanced officer and custody programs, plays a pivotal role in this transformation. It's clear that with such a broad range of programs, there is a strong focus on both initial education and ongoing professional development, ensuring that officers are not only well-prepared from the start but continue to build their skills over the course of their careers.

Balancing accountability, transparency, and feasibility in implementing training can be challenging. With new laws and legislative mandates being passed regularly, law enforcement agencies are under constant pressure to stay ahead of the curve and make adjustments to their training programs to align with these changes. The rapid pace of updates year after year requires flexibility and agility from both academies and agencies to ensure that training not only complies with the latest regulations but also prepares officers for real-world scenarios.

Incorporating industry best practices is crucial in maintaining the quality and relevance of training. The push for regular updates to the curriculum at state academies and local agencies ensures that officers are equipped with the most current and effective tools and knowledge.

The Training Lifecycle – From the Academy to In-Service:

The training cycle is comprised of the Basic Academy, Field Training, and In-Service Training and is the foundation to the professional development of law enforcement officers. Each stage plays a key role in preparing recruits for the demands of the job, and each phase also faces common challenges that can impact the overall effectiveness of the training process.

Basic Academy:

This initial phase sets the foundation for recruits, where they receive essential training in law enforcement procedures, legal knowledge, physical fitness, and interpersonal skills. However, with budget constraints, there may be limits to how many recruits can be trained at once or the technology and equipment available for training. Keeping up with ever-changing state mandates, such as new laws and regulations, adds another layer of complexity. Updating the curriculum frequently to ensure compliance with these laws can be resource-intensive.

Field Training:

After completing the academy, recruits move to the field training phase where they apply what they've learned in real-world situations under the guidance of experienced officers. This phase is crucial in shaping how trainees perform in day-to-day duties, but it comes with its own set of challenges. Resource restrictions often affect the ability to provide consistent, high-quality field training. Staffing shortages can lead to fewer experienced officers available to act as field training officers (FTOs), and the pressure to complete training quickly can sometimes conflict with providing thorough, individualized guidance.

In-Service Training:

Once trainees are fully integrated into their agencies, they are required to attend regular in-service training sessions, quarterly, with a legislative-mandated two-year cycle. In-service training helps officers stay current with new laws, techniques, and emerging trends in law enforcement. The challenge here lies in the ongoing evolution of state mandates and community expectations. Agencies must ensure officers receive the necessary updates and skills training, often while balancing other responsibilities and dealing with limited resources. Additionally, tracking the effectiveness of this training, especially when it comes to measuring real-world impact, can be difficult.

Budget and Resourcing:

Doing more with less is a common theme in law enforcement, and not just training. Resources are scarce, technology is ever-changing, operational costs continually increase, and staffing levels are at an all time low. Agencies are expected to provide more services to their communities but are not provided with the budgeting or staffing to effectively accomplish this task. Staffing shortages continue to plague agencies state wide. To contend with staffing

shortages, agencies are rushing to hire new officers, and continuous hiring is up across the board. The challenge, resignations often offset the impact of these hiring efforts.

Evolving Requirements:

The theme of "doing more with less" in law enforcement is especially prevalent today, and it's clear how deeply it affects agencies in every aspect, from training to daily operations. The combination of limited resources, advancing technology, and increased operational costs makes it challenging for agencies to meet growing community demands while maintaining the high standards of service and safety required.

Staffing Shortages are one of the most significant issues facing law enforcement. Agencies across the state are struggling to maintain adequate staffing levels, which puts a strain on not only the overall operation but also training efforts. When departments are understaffed, the pressure to hire more officers intensifies, but high resignation rates often offset the gains made by these new hires. This creates a revolving door effect, where agencies are constantly trying to fill positions, but the lack of long-term retention leads to a fragile workforce. This problem is compounded by the fact that hiring and training new recruits is time-consuming and resource-intensive, which can stretch agencies even further.

Given the rising demand for services and the financial constraints, agencies are often forced to prioritize certain tasks over others. Critical functions like responding to calls, investigations, and community engagement may take precedence, while other important areas like training, staff development, and well-being initiatives are sometimes deprioritized. The challenge here is that neglecting training or staff retention efforts can create longer-term issues, as officers may feel unsupported or inadequately prepared for the complexities of their roles.

In terms of training, the continuous hiring efforts also introduce challenges. New officers may require more intensive onboarding and mentoring, placing additional strain on experienced staff members who may already be stretched thin. Without adequate training or mentorship, there's a risk that new recruits may struggle to integrate effectively, which could impact overall agency performance and officer safety.

Technology could be a solution in some cases, particularly when it comes to improving efficiency. Tools like Training Management Systems (TMS), data analytics, and automation can help streamline administrative tasks, track performance, and reduce the burden on staff. However, the cost of implementing new technology and ensuring officers are properly trained to use it adds another layer of complexity, particularly when budgets are already stretched thin.

It's clear that finding ways to improve recruitment and retention while managing budget constraints is vital for agencies to maintain their effectiveness.

Regular Basic Course Advisory Committee

Collaboration between the Law Enforcement Academy Staff and the Advisory Committee plays a vital role in maintaining high standards for the academy's programs. Regular engagement with Sheriffs, Police Chiefs, and their designees ensures that the academy remains aligned with industry standards, while also ensuring that it meets the needs of law enforcement agencies. The Advisory Committee's role in improving communication and obtaining feedback is critical in driving the academy's success and building trust with the community.

What data were analyzed and what were the main conclusions?

Policing in the U.S. is evolving, which means training programs must adapt to new challenges, public expectations, and emerging concerns.

One of the major challenges facing law enforcement is ensuring there are enough officers to maintain safety, while also addressing the need for increased diversity in the force. Tracking how recruits perform in basic training, both in terms of attendance and skills, provides valuable feedback for law enforcement executives who must manage these dual challenges.

The increasing number of high-profile cases involving excessive use of force has brought attention to the importance of training officers to prevent such incidents. It is vital to know how law enforcement academies are preparing officers to handle situations without resorting to excessive force, especially in high-stress encounters.

Collecting national data on the content and length of basic training, as well as details about recruits and instructors, is vital for evaluating the effectiveness of police training programs. Law enforcement executives, academy directors, and policymakers can use this information to identify what is working well and what might need reform.

Ultimately, national data on police training serves as a tool for improvement, allowing law enforcement agencies to fine-tune their recruitment and training practices, particularly in areas that may directly impact community safety and trust.

The Census of Law Enforcement Training Academies (CLETA) is a recurring data collection initiative managed by the U.S. Department of Justice's Bureau of Justice Statistics (BJS). It provides valuable insights into basic law enforcement training across the United States, specifically for academies operated by state, county, municipal agencies, as well as universities, colleges, and technical schools. Here are the main points about CLETA:

The data gathered from CLETA helps inform decisions related to policing and law enforcement training. By understanding the scope, content, and outcomes of training programs, policymakers and law enforcement executives can make better decisions about improving training practices and addressing the challenges within law enforcement.

CLETA focuses on basic law enforcement training, which is defined as the mandatory, pre-certification training that new officers must complete before being certified to perform their duties. This training is required by federal or state statutes, rules, or regulations specific to the jurisdiction of the hiring agency.

CLETA is administered approximately every five years, with the goal of keeping track of evolving trends in law enforcement training. The most recent data collection cycle was for the 2022 CLETA, with BJS and their partner, RTI International, reaching out to eligible law enforcement academies in May 2023. Data collection for this cycle will continue through the spring and summer of 2023.

The information collected from CLETA helps law enforcement leaders, policymakers, and training academy directors evaluate the effectiveness of training programs and identify areas for improvement. It can also guide decisions regarding the allocation of resources for training and determine where changes or reforms may be needed in training curricula or practices.

By continuing to collect and analyze data through CLETA, and BJS play a crucial role in ensuring that law enforcement training remains effective, relevant, and responsive to the needs of officers and the communities they serve.

We looked at all courses, and have taken a strategic approach by reviewing how the courses in the LE Program align with student success. While there isn't a formal degree attached, the focus on full employment and skill enhancement for those already employed is a valuable outcome.

The Law Enforcement and CORE Academies are designed with a strong focus on student success, leveraging various modalities, technologies, and teaching styles to enhance learning and ensure that course objectives are met effectively. Below are key examples of how these academies are implementing approaches that contribute to successful training:

1. Technologies Used to Boost Learning:

Simulation-Based Training: Many academies employ virtual reality (VR) or augmented reality (AR) simulations to create realistic training scenarios. These technologies allow recruits to practice decision-making and de-escalation techniques in a controlled environment, helping them prepare for high-stress situations without risk to themselves or others.

Online Learning Platforms: Some academies have integrated online learning modules and e-learning platforms. These allow recruits to study key concepts, review materials, and complete assignments before or after in-person training sessions. This flexibility helps students absorb theoretical content at their own pace while keeping up with practical, hands-on training.

2. Teaching Styles that Stand Out:

Blended Learning: The combination of in-person training with online modules (blended learning) is particularly effective in law enforcement training. Instructors can engage recruits in live, scenario-based exercises, while online materials help reinforce lessons about law enforcement theory, policies, and procedures.

Scenario-Based Learning: Many academies emphasize scenario-based teaching, where recruits are placed in realistic situations requiring them to apply what they have learned in class. This teaching style ensures that recruits are prepared for the challenges of real-world policing and develop critical thinking and problem-solving skills.

Peer Learning and Collaboration: Recruits are encouraged to work together in group settings, helping each other understand and apply complex concepts. Collaborative learning promotes communication, teamwork, and shared responsibility, which are essential in the policing profession.

3. Types of Assessments:

Formative Assessments: In addition to traditional exams, academies use formative assessments throughout the training program. These might include quizzes, discussions, and practical demonstrations that allow instructors to gauge recruits' understanding and address learning gaps in real time.

Performance-Based Assessments: Many law enforcement academies use performance-based assessments, where recruits demonstrate their skills in controlled environments or through simulations. These assessments focus on how well recruits can apply their knowledge in real-life situations, ensuring that they are prepared for actual fieldwork.

Scenario Testing: Recruits may be tested on their ability to navigate complex situations, such as handling a domestic dispute or interacting with a potentially violent individual. These tests assess both critical thinking and the ability to manage stress effectively in high-pressure environments.

Continuous Feedback: Feedback from instructors is constant, and recruits often engage in self-assessment to track their own progress. The combination of instructor and peer feedback ensures that recruits can identify areas for improvement and work toward mastering their skills.

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 plays a pivotal role in providing high-quality education that not only enhances student learning but also contributes to the broader community's growth and vitality. The program aligns with the socio-economic and demographic

makeup of the areas it serves, which is essential in addressing the contemporary challenges in law enforcement. Here's an analysis of the key elements:

The Public Safety Training Complex at Allan Hancock College reflects the diverse communities the program serves, emphasizing cultural understanding and responsiveness to local needs. This is important in building community trust and ensuring that recruits are trained to interact effectively with people from various backgrounds.

In today's climate, law enforcement agencies are struggling to attract new recruits due to strained community relations and perceptions surrounding the profession. Allan Hancock College recognizes this challenge and works to mitigate it by offering professional courses that emphasize integrity, ethics, and continuous evaluation of student progress. This approach can help shift perceptions and prepare recruits to meet high standards of professionalism.

There's a noted decline in those pursuing law enforcement careers, largely due to perception issues and lack of community support. Allan Hancock College acknowledges this trend and addresses it by focusing on self-awareness, moral integrity, and ethical standards for those entering the field. This emphasis on character development is crucial in shaping law enforcement professionals who are equipped to navigate complex social dynamics.

The program emphasizes that those entering law enforcement must not only be skilled but also have the right mindset. Recruits need to be vigilant, morally steadfast, and able to handle the significant responsibilities of the profession. In addition to technical training, emotional intelligence and ethical decision-making are key components of the program.

The program also caters to law enforcement professionals who return for advanced officer training, ensuring they meet key industry standards. These include the POST (Peace Officer Standards and Training) Mandated Training Standards, California Legislative Standards, and STC (Standardized Training Curriculum) Training Standards. The need for ongoing education and training is essential to maintain professionalism and adaptability in a field that is continuously evolving.

Offering advanced training allows officers to stay updated with the latest techniques, legal requirements, and community engagement strategies, helping them stay effective in their roles throughout their careers.

Integrity and ethics are highlighted as foundational elements of the program. These values are particularly important given the challenges facing law enforcement today, such as public scrutiny and calls for reform. Allan Hancock College places a strong emphasis on instilling these core values in recruits to ensure that they uphold the highest standards of conduct and professionalism.

The continuous evaluation of student progress and success ensures that students are not only meeting academic requirements but are also developing the practical skills necessary to

succeed in law enforcement roles. This ongoing assessment helps identify strengths and areas for improvement, allowing for a tailored approach to training.

Allan Hancock College's Law Enforcement Program is committed to adapting to the evolving needs of law enforcement training while maintaining a deep connection to the communities it serves. Through its emphasis on integrity, ethics, professionalism, and continuous evaluation, the program strives to produce recruits who are equipped to handle the challenges of modern policing, including overcoming negative perceptions and fostering positive community relations. By adhering to POST, California Legislative, and STC standards, the program ensures that both new recruits and returning officers receive the best training available to meet the demands of the profession.

What are your plans for change or *innovation*?

Recent events have highlighted the pressing need for law enforcement to evolve in response to shifting public expectations. Agencies are under pressure to embrace progressive changes in both policy and training, moving beyond traditional methods and aligning with contemporary needs and values. The emphasis is on accelerating change, not just responding to it, but actively incorporating modern solutions to improve the relationship between law enforcement and the public.

Law enforcement agencies are investing in new technologies to enhance training and stay relevant. The use of innovative tools can simulate complex scenarios, making training more immersive and realistic.

The idea of honoring the history and traditions of law enforcement while embracing innovation represents a balanced approach. Drawing from the past ensures a solid foundation, while future-focused investments in technology and training practices keep law enforcement agencies adaptable and responsive.

Modern recruits, who are adult learners, expect a dynamic and diverse training experience. They are accustomed to modern technology and demand that training reflects real-world applications. Incorporating varied modalities, such as interactive learning, e-learning platforms, and hands-on simulations, is critical for engaging recruits and preparing them for modern policing.

Incorporating force-on-force training provides recruits with the opportunity to practice decision-making and tactical responses in simulated, real-life confrontations. This type of training ensures recruits understand how to navigate tense or dangerous situations safely and effectively.

Utilizing real-world scenario-based training allows recruits to work through practical, often high-pressure situations they might face on the job. This kind of immersive, applied learning helps bridge the gap between theory and practice.

Interactive, scenario-driven training empowers recruits by placing them in controlled, realistic situations where they must apply critical thinking, de-escalation techniques, and community engagement skills. This approach fosters better understanding of the relationship between law enforcement and the communities they serve.

The days of training simply being based on "the way it has always been done" are over. Today's law enforcement must align training with current priorities such as community policing, de-escalation techniques, cultural competency, and use of new technologies.

Training must be relevant not only to the recruits but also to the public they serve. By incorporating modern technologies and addressing current social and political issues, training programs can ensure that officers are equipped with the skills to foster trust and positive engagement with the communities they are sworn to protect.

The future of law enforcement training lies in embracing innovation while remaining grounded in the values of integrity, professionalism, and community service. Agencies must adapt to meet the demands of modern recruits who expect training to be dynamic, relevant, and interactive. By incorporating technologies, real-world scenarios, and progressive training methods, law enforcement agencies can build a new generation of officers who are prepared for the challenges of contemporary policing, and who understand the vital relationship between law enforcement and the community.

Exemplary Aspect.

AHC Basic Academy Support – The commitment by the College to the AHC Basic Academy makes this program successful. Anytime our staff require equipment, resources, or support the College is extremely accommodating and render the necessary arrangements to make the AHC Basic Academy successful.

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

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.*

YEARLY PLANNING DISCUSSION

General Questions

Program Name Public safety – Law Enforcement **Academic Year** 2024-2025

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

There have been no significant Legislative Mandates or changes. The **California POST (Peace Officer Standards and Training) Basic Law Enforcement Academy** serves as the cornerstone of training for individuals aspiring to become peace officers in California. The academy ensures recruits are prepared both mentally and physically to meet the rigorous demands of law enforcement, while upholding the high standards of competence, professionalism, and ethics mandated by the state.

Meeting POST Requirements

The academy satisfies the minimum training standards set by the California Commission on POST.

Most academies provide **over 1,000 hours** of instruction—surpassing the basic requirement—to ensure comprehensive preparation.

Completion of the **Regular Basic Course (RBC)** is mandatory for entry into many peace officer roles, including police officers and deputy sheriffs.

Core Curriculum and Training

- The curriculum encompasses essential law enforcement topics:
 - **Criminal law, patrol procedures, investigative techniques**
 - **Cultural diversity, community policing, ethics**
 - **Defensive tactics, firearms training, police vehicle operations**
 - **Traffic enforcement, accident investigation, and report writing**
- Recruits undergo rigorous **physical conditioning** and are evaluated through:
 - **Written exams, skills assessments, and scenario-based exercises**

Development of Key Skills and Values

- Training extends beyond technical abilities to develop:
 - **Human relations, communication, problem-solving, and ethical decision-making**
- The academy emphasizes **integrity, accountability**, and a strong sense of **professional responsibility**
- It instills the **core values** and **standards** expected in California's law enforcement community

Preparation for Field Training

- Graduates are equipped to enter their agencies' **Field Training Officer (FTO)** programs
- This phase includes:
 - Orientation to department-specific policies and procedures
 - Integration into the department's operational environment and personnel structure

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

- **Higher Education Requirements for New Officers**

Proposed legislation like AB 992 (2025) and SB 385 (2025) would require new peace officers to attain a degree, potentially a "modern policing degree," or relevant experience within a few years of certification or employment. These proposals build upon the PEACE Act of 2021, which raised the minimum age for officers and initiated the development of a "modern policing degree". Concerns exist, however, that exceptions might weaken the degree requirement's intent.

Effective January 1, 2029, peace officers hired on or after that date must obtain a modern policing degree, or a bachelor's or other advanced degree from an accredited institution within 36 months of employment.

- Starting January 1, 2031, alternatives include four years of military or out-of-state law enforcement experience, or a "professional policing certificate" from an accredited college or university.
- Coursework from the POST-certified academy can count towards these degrees and certificates.

- **Changes to Peace Officer Disqualification:**

- Commission Regulation 1203, addressing peace officer disqualification and serious misconduct, was amended effective March 19, 2025.

- **Updates to POST Regulations:**

- Changes to Commission Regulations 1005, 1007, 1008, and 1059 regarding basic course certification, instructor qualifications, and scenario management became effective April 1, 2025.
- Amendments to these regulations, removing the body composition measurement requirement in Learning Domain 32 – Lifetime Fitness, were approved in May 2025

- **Amendments to Training and Testing Specifications for Peace Officer Basic Courses – Learning Domain 1: Leadership, Professionalism, and Ethics:** These amendments became effective April 1, 2025. LD 1 focuses on key competencies:

- Leadership: Influencing people ethically to achieve desired change.
- Problem Solving/Decision-Making: Analyzing situations and implementing effective solutions using verbal and physical skills.

- Communications: Using effective verbal and non-verbal skills to convey meaning and foster understanding.
- Ethics: Adhering to accepted principles of conduct based on professional values.
- Stress Tolerance and Emotional Regulation: Maintaining self-control and making rational decisions in stressful situations.
- Emphasis on Scenario-Based Testing: Presenters are required to use POST-developed scenario tests or approved alternatives that include performance dimensions covering the above competencies.
- Increased Instructional Hours: Students will receive a minimum number of instructional hours dedicated to leadership, professionalism, and ethics.
- Updated Resources for Instructors: Amendments to regulations are intended to provide more current and relevant resources for basic course instructors, aiming to increase the efficiency of service delivery to stakeholders and maintain law enforcement standards.
- Peace Officer Certification and Decertification Requirements: LD 1 training now includes a learning activity involving a POST-provided video overview of these requirements and processes.

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

The two-year program mapping for the Public Safety – Law Enforcement Academy LE 321/LE 322 program is current and aligns with the program completion timeline through Spring 2025. Recent updates, including course additions and modifications, have been submitted and approved. These changes increase the Spring 2026 Legislative Mandate to add sixteen additional hours to the POST Law Enforcement Academy to comply with the addition of LD 44 Active Shooter Response.

4. Were there any staffing changes?

The Allan Hancock College Law Enforcement Academy is continuously hiring part-time faculty and program assistants to meet the evolving needs of the program. Per Peace Officer Standards and Training (POST), several Learning Domains fall under California Regulation 1070, which mandates specific student-to-instructor ratios based on class size.

Because most part-time faculty members are active-duty peace officers or district attorneys, staffing levels fluctuate regularly, creating a consistent need for new hires. While the Law Enforcement Program has requested additional full-time staff for several years, those efforts have coincided with the elimination of the training coordinator position, further straining program operations.

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

- a. The Allan Hancock College Law Enforcement Academy is proud to announce the successful completion of the first-ever Spring 2025 LE 432 Probation Academy. This milestone marks a significant expansion in regional training capabilities and underscores the Academy's growing role in public safety education.
- b. This spring also brought an exciting new development; the Academy welcomed recruits from the Santa Barbara Police Department, further strengthening its partnerships and solidifying its position as a central training hub. The Academy now proudly serves every law enforcement agency in San Luis Obispo and Santa Barbara Counties, a testament to its excellence in preparing the next generation of public safety professionals.

Public Safety Department – Law Enforcement Training Program

Mission Statement

The mission of the Allan Hancock College Public Safety Department's Law Enforcement Training Program is to provide professional, contemporary training that meets the rigorous standards established by the California Commission on Peace Officer Standards and Training (POST) and the Standards and Training for Corrections (STC). This training also aligns with Allan Hancock College's academic standards and meets the evolving needs of both the local and statewide workforce.

Program Overview

While the Law Enforcement Program does not currently offer a degree, its courses are designed to lead directly to employment or serve as continuing education for currently employed professionals. The academies and training courses are strategically designed and scheduled to support student success, using effective instructional modalities to meet learning objectives.

The Law Enforcement Training Program is composed of four core components:

- **POST Regular Basic Course (Law Enforcement Academy)**
- **Advanced Officer Training (AOT)**
- **Perishable Skills Program (PSP)**
- **CORE Custody Academy (STC Certified)**

Course Offerings

We offer instruction ranging from entry-level academy training to executive and leadership development. Courses include but are not limited to:

POST-Certified Courses

- LE318 – Traffic Collision Investigation
- LE320 – Basic Law Enforcement Academy
- LE321 – Basic Law Enforcement Academy 1A
- LE322 – Basic Law Enforcement Academy 1B
- LE357 – Instructor Development
- LE360 – Arrest & Control / EVOC
- LE366 – Emergency Vehicle Operations
- LE367 – Arrest & Control Update
- LE371 – Arrest & Control Instructor Certification
- LE372 – Physical Fitness Training Instructor
- LE390 – Driver Awareness Instructor (*new in 2022*)
- LE391 – Driver Training Instructor (*new in 2022*)
- LE421 – Complaint Dispatcher
- LE424 – PC832 Arrest
- LE425 – PC832 Firearms
- LE426 – Patrol Rifle Course
- LE427 – Bicycle Patrol
- LE428 – Campus Police (*new*)
- LE440 – Basic Driving Skills
- LE441 – Advanced Driving Skills II
- LE450 – Firearms Instructor (*new Fall 2022*)
- LE480 – Women in Public Safety Careers

STC-Certified Courses

- LE330 – CORE Custody Academy
- LE351 – Field Training Officer
- LE352 – Field Training Officer Update
- LE353 – Field Training Administrator
- LE370 – Arrest & Control Instructor Update
- LE371 – Arrest & Control Instructor Certification
- LE432 - Probation Academy

Specialized Simulators & Skills Courses (POST Certified)

- LE361 – Force Options Simulator / EVOC
- LE362 – Law Enforcement Driving Simulator (LEDS) / EVOC

- LE363 – Force Options Simulator / Arrest & Control
- LE364 – LEDS / Arrest & Control
- LE365 – LEDS / Force Options Simulator
- LE368 – Agency EVOC Training

Other Notable Courses

- LE310 – Introduction to Law Enforcement Academy (Pre-Academy)
- LE329 – State Hospital Peace Officer (*unique to Hancock College*)

Unique Course Offering: LE329 – State Hospital Peace Officer

LE329 is taught by staff at Atascadero State Hospital and is unique in California. Although it operates similarly to a POST Basic Academy, it is not POST or STC certified. Officers trained under LE329 are peace officers per PC832, with authority limited to state hospital grounds. Allan Hancock College is the sole provider of this training in the state.

Standards & Oversight

All peace officers (deputy sheriffs, police officers, and allied law enforcement personnel) must be POST or STC certified and maintain this certification through mandatory Perishable Skills and Continuing Professional Training (AOT). All training programs and courses are subject to regular POST and STC audits to ensure compliance with California regulations.

Several training subjects fall under additional oversight from the Bureau of State and Community Corrections (BSCC) and include:

- LE330 – CORE Custody Academy
- LE424 & LE425 – PC832 Arrest & Firearms
- LE351, 352, 353 – Field Training Officer Courses
- LE370 & LE371 – ARCON Instructor Courses

These courses require annual recertification.

Statewide Leadership & Innovation

Our faculty members have been appointed as POST Subject Matter Experts (SMEs) in:

- **Physical Fitness (LD 32)**
- **Domestic Violence (LD 25)**
- **Scenario Testing**
- **Search & Seizure (LD 16)**
- **Patrol Techniques (LD 21)**

These instructors help shape, revise, and modernize curriculum to reflect current law enforcement challenges and best practices.

Commitment to Excellence

The Law Enforcement Training Program remains committed to adapting to legal and professional developments through continuous curriculum updates and advisory support. In collaboration with the Law Enforcement Advisory Council, the program ensures that students receive the most relevant and impactful training to serve their communities effectively.

Our Advanced Officer Training (AOT) and Perishable Skills Programs (PSPs) continue to meet all POST mandates and California Government Code training regulations.

Learning Outcomes Assessment

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

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This spring also brought an exciting new development; the Academy welcomed recruits from the Santa Barbara Police Department, further strengthening its partnerships and solidifying its position as a central training hub. The Academy now proudly serves every law enforcement agency in San Luis Obispo and Santa Barbara Counties, a testament to its excellence in preparing the next generation of public safety professionals.

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

- None Required

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)

All coursework within the Public Safety Department at Allan Hancock College is delivered exclusively through in-person, hands-on instruction. This includes training in the following program areas:

- **Basic Law Enforcement Academy**
- **CORE Custody Academy**

- **Probation Academy**
- **Dispatch Academy**
- **Advanced Officer Training (AOT)**

Due to the nature of the curriculum and the physical skills required for certification, distance education modalities are not applicable or appropriate for Public Safety programs. These courses involve critical psychomotor training, scenario-based instruction, and direct assessments that can only be effectively delivered and evaluated through face-to-face interaction.

This approach ensures that all students meet the professional and regulatory training standards required by POST, STC, and BSCC, and are fully prepared for the demands of their roles in public safety.

- a. Which courses were reviewed for regular and substantive interactions (RSI)?
 1. Not Applicable
- b. What were some key findings regarding RSI?
 - Some strengths: Not Applicable
 - Some areas of possible improvement: Not Applicable
- c. What is the plan for improvement? Not Applicable

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

a. Does the program meet documented labor market demand?

Statewide Trends in California

- A statewide **staffing crisis** remains. Sworn officers hit a **30-year low** in 2023, particularly in **rural counties**, despite recruitment incentives.
- The Commission on POST issued **only 2,424 basic certificates** in 2022—significantly below the 2020 high of 4,530—indicating declining academy throughput.
- Experts point to **recruitment/retention challenges** from low pay, stricter hiring age/education requirements, and cultural shifts, especially in smaller departments.
- Reddit discussions reflect that many academies now struggle to even **fill classes**, particularly in rural and less-resourced agencies

Local Labor Market Data (Santa Maria–Santa Barbara Metro Area)

- According to 2023 BLS OEWS data, there are **710 patrol officers** employed locally, with a projected growth rate of around **2.6%** and an average annual wage of roughly **\$113K**.
- In 2021–2022, patrol positions hovered between **660–670** and showed consistent small job growth (0.6–1.9%) [Bureau of Labor Statistics Bureau of Labor Statistics](#).
- Overall, **3,660 protective service jobs** in the region, up from 3,110 in 2020—a roughly **18% total increase** [Bureau of Labor Statistics](#).

There is steady, modest year-over-year growth in law enforcement roles locally, signaling ongoing but stable entry-level demand

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

1. Entry-Level Patrol & POST Certificates

- Local demand remains stable, but **academy completions statewide have declined**, which likely impacts local hiring agencies from the academy pipeline.

2. Rural vs Urban Demand

- **Rural agencies** (e.g. in Santa Barbara County) face pronounced shortages and lose recruits to better-funded jurisdictions [statisticalatlas.com](#).
- Santa Maria might now struggle to attract enough academy graduates who meet newer **bachelor's degree** and **age 21+ requirements** coming online by 2025

3. Wage Competitiveness

- Local patrol salaries (~ \$113K) are attractive, but **entry pay for smaller agencies** is often lower—limiting recruitment if the academy doesn't compensate via incentives

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

Enrollment, Completion & Employment Outcomes

Historical Summary

- Regional CTE data for classes from 2011–2017 show that AHC’s academy grew significantly over time, with graduation-to-hire employment rates rising from roughly 21–46% in early cycles to **over 90%** in later years (2014–2017)
- The average annual graduation count is approximately **60 recruits** county-wide, representing the academy’s consistent output .

Recent Graduating Cohorts

- **Class #23-126 (Dec 2023):** 26 graduates — *nearly all* already hired by Central Coast agencies including Santa Maria, Grover Beach, Paso Robles, San Luis Obispo PD, Santa Barbara County and San Luis Obispo County sheriff’s offices.
- **Class #23-125 (June 2023):** 29 graduates — 28 now employed across local departments and sheriff’s offices.
- **Class #24-127 (June 2024):** 24 graduates — *all* hired by Central Coast agencies, including UCSB PD and multiple city and county departments (Santa Maria, San Luis Obispo, etc.)

Assessment of Effectiveness & Vitality

1. High Graduation-to-Hire Rates

Across recent cohorts, graduation-to-employment rates approach or exceed **95%**, demonstrating a highly effective pathway from training into actual law enforcement jobs locally.

2. Consistent Throughput

Steady graduation numbers (~24–29 graduates per class, about 50–60 per year) reflect a sustained operational capacity and stable demand from sponsoring agencies.

3. Alignment with Local Market

All graduates are quickly employed by regional law enforcement agencies, indicating strong alignment between program output and local labor needs. Partners include municipal PDs, UCSB Police, and county sheriff’s offices

4. Program Quality & Standards

The academy delivers a rigorous 22-week, 830–871+ hour training program with full POST certification, structured para-military style discipline, scenario training, firearms and vehicle ops training. It also serves as a POST Regional Training Center with modern simulators and equipment.

Additional Considerations: Retention & Long-Term Success

- While output and near-immediate placements are strong, available data do not track longer-term outcomes through **Field Training Officer (FTO)** completion or post-probation retention rates.
- General industry-reported dropout trends (whether academy or FTO) average **15–30%**, with additional attrition post-probation—though many sponsored recruits who graduate gain and retain employment beyond that point
- AHC-specific retention beyond graduation isn't publicly documented, though quality of training and robust hiring suggests favorable outcomes.

Final Verdict

Yes, Allan Hancock College's Law Enforcement Academy demonstrates clear **program effectiveness and vitality**:

- Consistently high graduation counts.
- Near-total placement of graduates into local agencies.
- Rigorous, POST-certified training standards.
- Strong regional relationships and recruitment alignment.

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, the program has met the Title 5 requirement. All course prerequisites and advisories for the CTE program have been reviewed and validated within the past two years as part of the regular curriculum review process. Documentation of this review, including advisory committee input and labor market data, is available in the Advisory Committee minutes and program review files.

Curriculum Review Records:

- Have all course prerequisites and advisories in the CTE program been reviewed within the past **2 years**.

Curriculum Committee Minutes or Reports:

- There documentation showing that reviews occurred (e.g., dates, outcomes, updates made).

Program Review Documents:

- Documentation includes a section specifically addressing prerequisite validation and advisory input.

CTE Advisory Committee Involvement:

- The Advisory Committee provides input on course relevance and skill alignment to industry.

e. Have recommendations from the previous report been addressed?

Recommendations & Next Steps

1. Compare academy graduation vs local hiring needs over the past two years.
2. Survey local agencies to assess current vacancies and hiring pipelines.
3. Adjust program prerequisites (e.g., support for degrees, waivers) to align with evolving POST standards and regional pay scales.
4. Enhance recruitment marketing, especially in rural markets or among underrepresented demographics.

The law enforcement academy has some alignment with local labor needs, but statewide declines in POST-certified graduates and rural recruitment challenges suggest it is not fully meeting documented demand in Santa Maria–Santa Barbara. A proactive, data-driven review that includes agency input, wage analysis, and academy output metrics is recommended

Overall Assessment

- Supply is not matching demand fully. The academy isn't producing enough certified officers to offset retirements and fulfill openings, particularly in the local and rural landscape.
- Local labor data supports continued need, though growth is moderate. But the statewide shortfalls in academy throughput are likely to impact even stable areas like Santa Maria.
- More strategic interventions are needed: recruitment incentives, flexible education pathways, and competitive wages to drive enrollment and completion.

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.***

New Program Planning Initiative	
Title:	Additional full-time Coordinator (Perishable Skills)
Planning years:	S2025
<p align="center">Description:</p> <p>Full-time position lost in 2014 (slot given to the Fire Program and promised to return in 2015).</p>	
<p align="center">Resources:</p> <p>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</p>	

New Program Planning Initiative	
Title:	Full-Time (classified) Range Master/EVOC coordinator
Planning years:	S2025
<p align="center">Description:</p> <p>This position was recommended in 2016.</p>	

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 current computer systems
Planning years:	S2025
Description:	
Decentralize the current computer database at the PSTD.	
Resources:	
Priority Level:	Low Medium <u>High</u>
Resource Type:	<u>Equipment</u> Staff Faculty Supplies and Materials
Quantity:	3 Computer hard drives, speakers and audio-visual projectors.
Per Item Price:	\$10,000 Price with taxes/shipping, etc.: In-house IT
Description: Current classroom computers at PSTD are linked to a centralized computer database and maintained on campus. Unfortunately, the mainframe computer will often malfunction which affects the individual classroom computer systems. The LE Academy, Advanced Officer Training, and Perishable Skills Program classrooms would function independently and not require maintenance on the mainframe database if there is a computer malfunction in one classroom.	

New Program Planning Initiative	
Title:	Add access door to firearms facility
Planning years:	S2025

Description:

Add access to the range at the 25-yard line for emergency exit and access to filter system.

Resources:

Priority Level: Low Medium High

Resource Type: Equipment 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:	S2025

Description:

Add optical red-dot sights for patrol rifles to conform with industry stands and agency needs.

Resources:

Priority Level: Low Medium High

Resource Type: Equipment 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:	S2025

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:	S2025
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:	Additional Prop Buildings

Planning years:	S2025
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:	S2025
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-JrdydRRoCGYgQAvD_BwE	

New Program Planning Initiative

Title:	Cover for academy grinder area
Planning years:	S2025
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:	20 x 26 x 7 Vertical Style Carport
Planning years:	S2025
Description: 20x26x7 Vertical Style Carport to protect the academies' four new SUVs from the weather elements.	
Resources: Priority Level: Low Medium <u>High</u> Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials Quantity: 1 Per Item Price: 1 Price with taxes/shipping, etc.: \$4,000.00 Description: https://www.americanmetalbuildings.com/12-24-wide-carports/20x26-vertical-style-carport/?utm_source=google&device=c&utm_campaign=AMB-Search-Shopping-Ads-USA&utm_medium=cpc&utm_content=All-Products&utm_term=&utm_source=google&device=c&utm_campaign=AMB-Search-Shopping-Ads-USA&utm_medium=cpc&utm_content=All-Products&utm_term=&gad_source=1&gclid=CjwKCAiAt4C-BhBcEiwA8Kp0CfAvmU9DmUXvyxEUfx6hATb4BBnhiSAFOTgVV3HiKup0ynFMoSdZRRoCKd8QAvD_BwE	

New Program Planning Initiative	
Title:	Full Traffic Maintenance Reflective Cones
Planning years:	S2025
<p align="center">Description:</p> <p>20 count 48" reflective Traffic Cones for the EVOC program</p>	
<p align="center">Resources:</p> <p>Priority Level: Low Medium <u>High</u></p> <p>Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials</p> <p>Quantity: 20</p> <p>Per Item Price: \$110.95 Price with taxes/shipping, etc.: \$2,579.16</p> <p>Description: 8CP48FLO000 CP 48" FLO CITY POST EAC. Advanced engineered resins to provide maximum strength and durability. The solid, one-piece polyurethane construction absorbs impacts and rebounds instantly. Controls Dangerous curves and pedestrian walkways.</p>	
New Program Planning Initiative	
Title:	Heavy Duty tables
Planning years:	S2025
<p align="center">Description:</p> <p>Heavy Duty Flipper Tables with electric outlets (24" W x 60" L)</p>	
<p align="center">Resources:</p> <p>Priority Level: Low Medium <u>High</u></p> <p>Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials</p> <p>Quantity: 21</p> <p>Per Item Price: \$528.42 Price with taxes/shipping, etc.: \$12,067.79</p> <p>Description: This is a High Priority Item(S). The current classroom table are falling apart and the majority of electronic outlets are burned out. The Heavy-Duty Flipper Tables a crafted of 17-gauge steel frame that supports up to 300 pounds and accommodates electronic needs. The tables come with swivel casters for ease of mobility to protect the flooring.</p>	

Title:	Rugged RDH16 – Two Way Handheld Radio
Planning years:	S2025
Description:	
Rugged two-way handheld Radios with hand mics and battery charger	
Resources:	
Priority Level: Low Medium <u>High</u> Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials Quantity: 45 Per Item Price: \$6,142.50 radio, \$1,102.50 Hand MIC, \$604.80 Charger Bank, \$1,258.65 Headset Price with taxes/shipping, etc.: \$9,971.94 Description: Critical Need item. Rugged RDH16 – Business Band Two-Way Handheld Radios, Hand Speaker MIC for Handheld Radios, 6 – Pack Bank Charger for Handheld Radios, and Rugged and Kenwood Handheld Radio Headset and Cord.	

New Program Planning Initiative	
Title:	Haaker Total Clean
Planning years:	S2025
Description:	
BUILT-IN “THE POWER OF CLEAN” INCLUDES: Standard Equipment and Features Armadillo 9X Series Sweeper	
Resources:	
Priority Level: Low Medium <u>High</u> Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials Quantity: 1 Per Item Price: \$87,623.81 Price with taxes/shipping, etc.: \$87,623.81 Description: Critical Need item. . The mobile sweeper would help the entire PSTC program. The sweeper was demo’ed and fits perfectly in the range. It and cleaned up all the concrete and asphalt with ease. All the shell casings, shotgun casings, and paper were all picked up in about 5 minutes. This sweeper would come fulling equipped with an enclosure, HEPA filter, and suction hose to help with the debris in the traps.	

Program Review Signature Page:

Mason Hammill

Program Review Lead

Date

David Whitham

Program Dean

Date



Vice President, Academic Affairs

Date











Law Enforcement Ed and Ind Partnerships 2024-25

Final Audit Report

2025-07-23

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